

Know Your Rights

Support Facilitation Model

(School and IEP Services)

Support facilitation is a way for students with disabilities to get **specially designed instruction (SDI)** and supports in the general education classroom. It is not a separate program or a separate placement. It is a service based on the student's IEP.

What is SDI?

Support facilitation is a service delivery model where:

- A **general education teacher** (certified in the core subject) teaches the class content.
- An **Exceptional Student Education (ESE) teacher** (certified in special education) provides SDI and support based on the student's IEP.
- The teachers **plan together** so the student can learn in the general education setting with the supports they need.



Support facilitation is not a separate classroom or a separate track. It is a way to deliver IEP services in general education.

What It Should Look Like

Support facilitation should be:

- **Intentional** (planned and focused on IEP needs)
- **Individualized** (based on the student's goals and needs)
- **Active** (direct instruction, modeling, guided practice, and scaffolding)
- **Progress-focused** (support is tied to IEP goals and data)
- **Closing Performance Gaps** (through direct instruction, modeling and scaffolded support rather than passive assistance)

It can happen with a student **one-on-one** or in a **small group**, but it should not be “hovering” or passive help. The point is skills and progress, not just getting through the assignment.



What It Is Not

Support facilitation is not:

- A **separate** placement option
- A **substitute** for IEP services
- The same thing as having a full-time one-on-one aide
- Automatically “co-teaching” (schools use different teaching models; the key is whether SDI tied to the IEP is actually happening)

Who Can Be A Support Facilitator?

Support facilitation is typically provided by:

- **Teachers certified in ESE**
- **Related service providers** (when they have specialization in the area of need and the service matches the IEP)

Teachers who are **dually certified** in general education and special education may also serve in both roles, consistent with **Florida’s Course Code Directory** (Rule 6A-1.09441, F.A.C.).

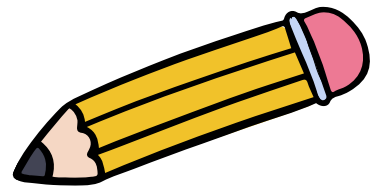
How Should A School Implement Support Facilitation?

A school should:

- Assign **two teachers** (general education content teacher and ESE teacher), or a dually certified teacher as appropriate.
- Keep class membership similar to the overall student population (not grouping students with disabilities in one class).
- Provide support facilitation in the **general education** classroom.
- Deliver **SDI** and supports that match the student’s **IEP goals and needs**.
- Closing Performance Gaps (through direct instruction, modeling and scaffolded support rather than passive assistance)

Use strategies that help the student build skills, such as:

- Explicit instruction
- Modeling and guided practice
- Visual supports
- Structured routines
- Scaffolded assignments
- Check-ins tied to IEP goals



Where Should This Be Written On The IEP?

Support facilitation must be written on the **IEP services page** under special education services.

The IEP should clearly state:

- **Frequency** (how often)
- **Duration** (how long each session)
- **Location** (where the service happens, such as “general education classroom”)
- **Start and end dates**
- **Who is responsible** for providing the service

The description should use **plain language** so all IEP team members, including parents, understand what support is being provided.

If Support Facilitation Is Missed

If the ESE teacher (or provider) is unavailable and the IEP service is missed, the district should:

- Provide a **make-up session** within a reasonable time, or
- Determine if the student’s missed services impacted their ability to make progress on their IEP goals. If it is determined that progress was affected the district must provide compensatory services.

What Families Can Do If Support Facilitation Is Not Happening

- **Track the issue**
 - Write down dates and what happened (for example: “Support facilitation listed on IEP, but no ESE support observed during scheduled class time.”)
- **Ask for clarification in writing**
 - Request the service schedule and how the school is delivering SDI tied to the IEP.
- **Request an IEP team meeting**
 - Ask the team to review:
 - Whether the service is being delivered as written
 - Whether changes are needed for the student to make progress
 - Whether make-up or compensatory services are needed
- **Ask for documentation**
 - Request written notes showing what SDI was provided and how progress is being measured.
 - Teachers and service providers should keep service logs/data on the time spent with the student so that they can track progress.
 - Parents can request a copy of the logs to verify time, dates, and skills being taught.

Real-world Examples

Elementary example

A student in 3rd grade has a learning disability in math. The IEP lists SDI 3 times per week for 45 minutes during math. The ESE teacher joins math class on scheduled days and works with the student (and sometimes a small group) on IEP math goals like regrouping and subtraction with borrowing.

Middle school example

A 6th grade student with autism receives support facilitation in ELA twice per week for 30 minutes. During independent work time, the ESE teacher works with a small group on targeted reading and writing skills connected to IEP goals.

High school example

A 9th grade student with ADHD and a language impairment is not turning in work and is not passing tests. The team adds support facilitation in English I. The ESE teacher joins class daily for 30 minutes to provide SDI, support assignment completion, and teach test-taking strategies tied to an IEP goal.

