

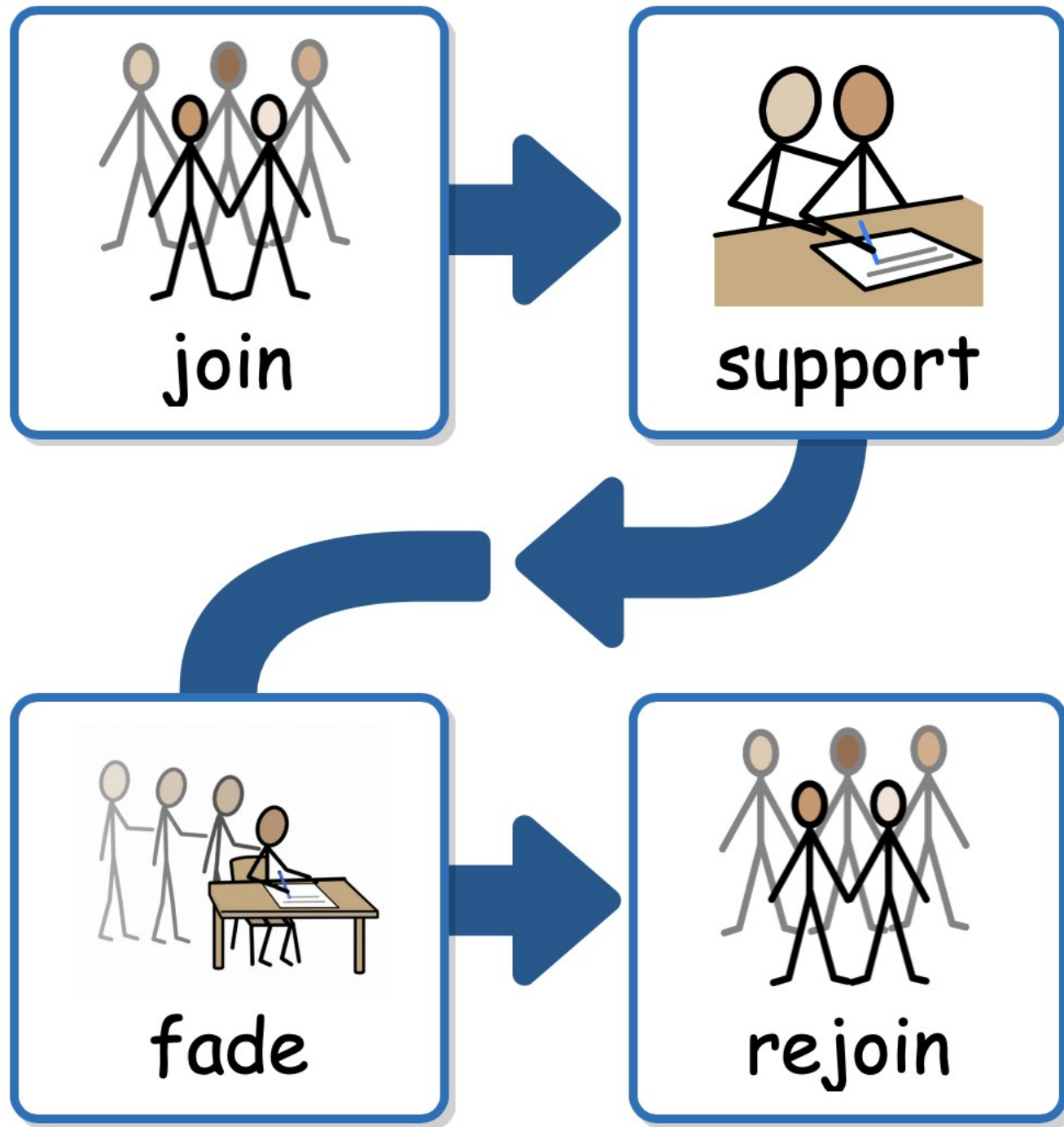
Special Education push-in sessions

Teacher roles · subject examples · access supports · prompts · data · transitions

Illustrative Grade 1-2 group of three students
Kaylen M. Brignall, M.A.

```
graph TD; A[join] --> B[support]; B --> C[fade]; C --> D[rejoin];
```

join
↓
support
↓
fade
↓
rejoin



Support access without taking over

TWO CLASS LESSONS

English: main idea ♦ details

Maths: add 38 ♦ 24

The class target stays shared. The special educator changes access, response mode, practice amount, and prompting so students participate more independently.

Success = meaningful participation with support deliberately faded

Fictional focus students

- Maya · autism · AAC available
- Leo · global delay · reduced language
- Both join each whole-class launch
- Support follows IEP needs—not diagnosis

Agree on the target and adult roles before students enter

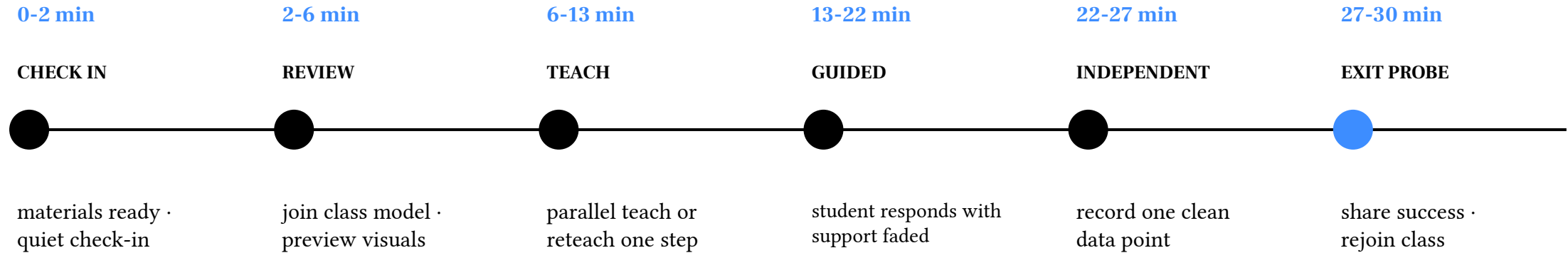


Two-minute pre-brief

- What is today's target?
- Where might access break down?
- Who leads each phase?
- Which prompt ladder will we use?
- How will students rejoin?

Enter quietly, use the classroom routine, and position support so the student can still see the teacher and nearby peers.

Use one predictable rhythm in both subjects



The content changes; the access routine stays familiar

Keep the literacy target visible

Students will identify the main idea ♦ two details

Students read a short informational paragraph, name what it is mostly about, select the most important idea, and point to two sentences that support it.

Measure: correct main idea ♦ two supporting details ♦ prompting

Prepare access tools

- enlarged or chunked passage
- line guide or reading window
- main idea / detail visual
- vocabulary picture cards
- AAC words: topic · idea · detail

WHY HONEYBEES ARE IMPORTANT

Main idea + two supporting details

Name: _____

Date: _____



READ THE PASSAGE

- 1 Honeybees do an important job for plants.
- 2 When a honeybee lands on a flower, tiny pieces of pollen stick to its body.
- 3 The bee carries the pollen to the next flower. This is called pollination.
- 4 Pollination helps plants produce fruits and seeds.
- 5 Apples, strawberries, and many other foods grow with help from honeybees.
- 6 Honeybees may be small, but they help plants and people in a big way.

VOCABULARY

pollen

tiny powder from a flower

pollination

moving pollen between flowers

produce

to make or grow

SHOW WHAT YOU KNOW

1. What is the passage mostly about?

- ☐ A. Honeybees help plants grow.
- ☐ B. Honeybees are very small.
- ☐ C. Apples are a type of fruit.

2. Find two details.

1 Detail from the passage: _____

2 Detail from the passage: _____

3. Complete the sentence.

The main idea is _____

TEACHER QUICK CHECK

☐ Main idea

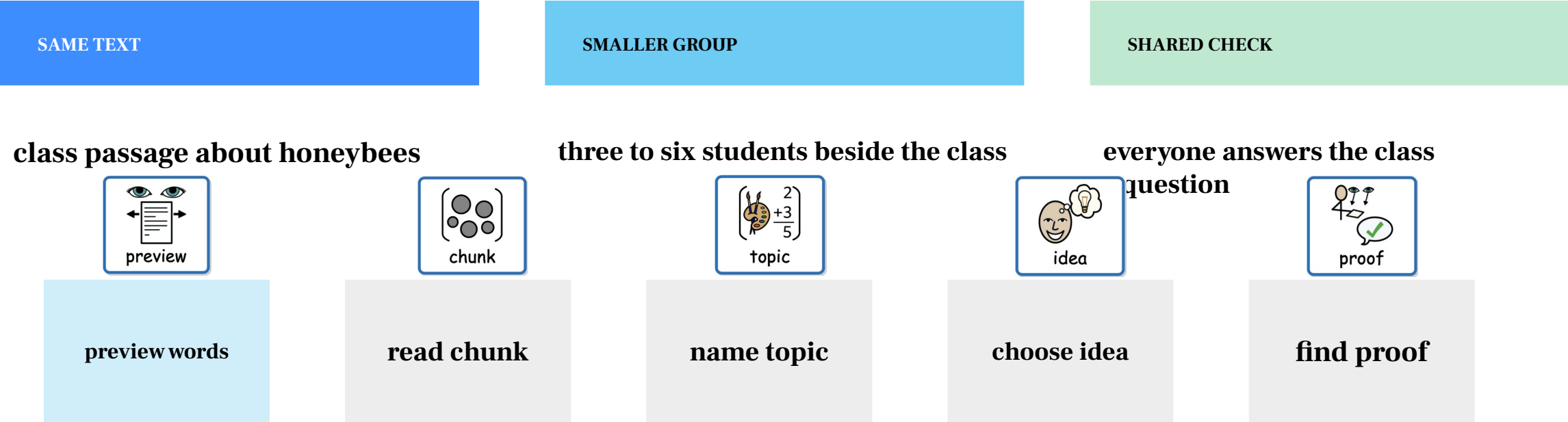
☐ Detail 1

☐ Detail 2

Prompt used: _____

Student may point, select, speak, sign, type, or use AAC to show understanding.

Read the same text with a smaller group



Special educator: “We are reading the same paragraph. First, name the topic. Now ask: what is the author mostly teaching us? Show the sentence that proves it.”

Reteach the difference between an idea and a detail

NOTICE

RETEACH

RETURN

student chose one interesting fact

idea covers the whole paragraph

answer with a fresh paragraph

read all

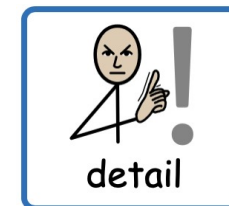
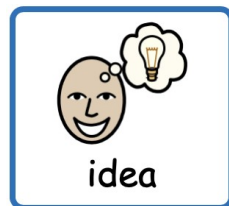
name topic

ask mostly

choose idea

prove it

Teacher script: “A detail tells one part. The main idea covers the whole paragraph. Which answer fits every sentence? Now prove it with two details.”



Let students show comprehension in different ways

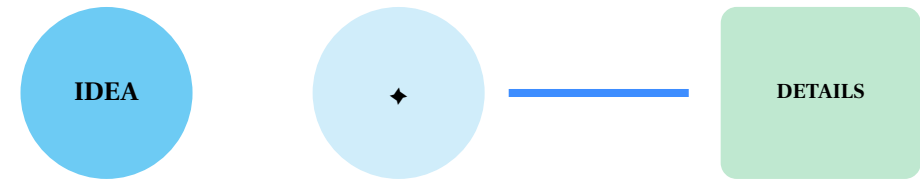
0:00-2:00 · regulation check

YOU SAY

“Show the main idea: say it, select it, type it, point to it, or build the sentence with word cards.”

- Keep the same text and question
- Do not require oral reading to prove comprehension
- Ask the student to identify evidence

2:00-6:00 · rapid review



Accept a spoken, signed, selected, typed, or AAC response when it reveals comprehension. Reading aloud and understanding are different targets.

Record comprehension separately from decoding, speech, handwriting, and speed

WHY HONEYBEES ARE IMPORTANT

Main idea + two supporting details

Name: _____

Date: _____



READ THE PASSAGE

- 1 Honeybees do an important job for plants.
- 2 When a honeybee lands on a flower, tiny pieces of pollen stick to its body.
- 3 The bee carries the pollen to the next flower. This is called pollination.
- 4 Pollination helps plants produce fruits and seeds.
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VOCABULARY

pollen

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SHOW WHAT YOU KNOW

1. What is the passage mostly about?

- ☒ A. Honeybees help plants grow.
- ☐ B. Honeybees are very small.
- ☐ C. Apples are a type of fruit.

2. Find two details.

1 Detail from the passage: _____

2 Detail from the passage: _____

3. Complete the sentence.

The main idea is how honeybees help plants grow.

TEACHER QUICK CHECK

☐ Main idea

☐ Detail 1

☐ Detail 2

Prompt used: _____

Student may point, select, speak, sign, type, or use AAC to show understanding.

Make the first action obvious

START IN THREE MOVES

1. Point to item 1
2. Choose the tool
3. Complete the first step

Give one concise direction, show the three-step strip, wait, and reinforce the start. Once work begins, fade proximity and return at the agreed check point.

Data: started within 10 seconds · independent / gesture / verbal / model

Visual task strip

- ☐ point to the first item
- ☐ choose text tool or maths tool
- ☐ complete the first step
- ☐ continue to the check point
- ☐ place work in finished tray

Use the same prompt ladder across subjects

WAIT

LEAST TO MOST

FADE

allow 5–10 seconds

increase help only when needed

test a fresh item independently

wait

gesture

brief cue

model

physical*

English cue: “Check the title.” Maths cue: “Check the ones.” Model on a different example, then present a fresh item. *Physical guidance only when appropriate and authorized.

Reduce language and preserve thinking time

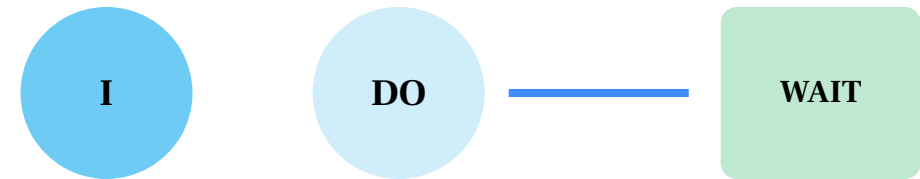
0:00-2:00 · regulation check

YOU SAY

Instead of giving several directions, state one observable action: “Underline the topic” or “Count the ones.”

- Use the same wording once
- Pause for 5–10 seconds
- Add a visual before more language

2:00-6:00 · rapid review



Watch quietly during processing time. Extra explanation can increase the demand and hide what the student independently understands.

Observe: response after wait · after visual · after brief cue

Show what is happening now and what comes next

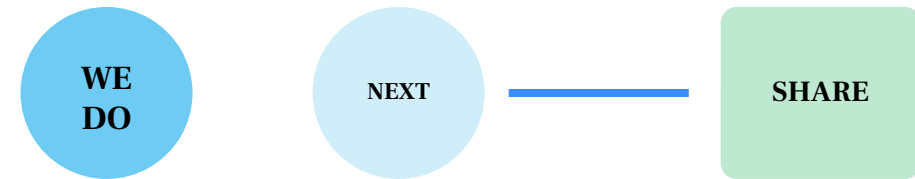
0:00-2:00 · regulation check

YOU SAY

Use: WHOLE CLASS → SMALL GROUP → TRY ONE → SHARE → FINISHED.

- Preview the move
- Carry AAC and needed tools
- Use the same finished location
- Give a transition warning

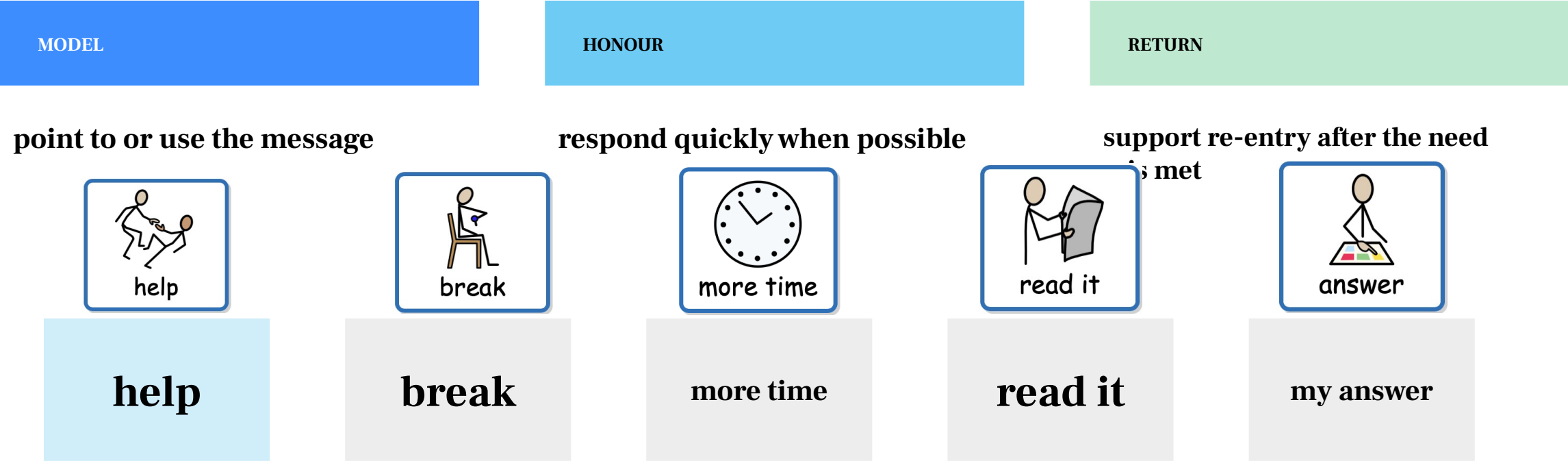
2:00-6:00 · rapid review



“Now: try one with me. Next: return to your table and share your answer.” Point to each step, then move with the student—not ahead of them.

Transition data: visual only / verbal cue / adult escort

Teach requests that work in every lesson



Adult model: “You can say, sign, or select ‘help.’” Give one useful support, then pause: “You asked for help. Now you try.” Keep AAC available throughout.

Collect a small literacy data set

FOCUS SKILL

Main idea ♦ two supporting details

Score three planned opportunities. Note accuracy, response mode, and the least intrusive prompt. Keep decoding information separate when comprehension is the target.

Decision: keep line guide · fade pointing cue · reteach evidence selection

Fictional data strip

Item 1 · main idea correct · gesture
Detail 1 · correct · independent
Detail 2 · incorrect · verbal cue
Initiated task · visual only
Rejoined class · independent

Return with an answer the student can contribute

REJOIN IN THREE STEPS

1. Finish one successful response
2. Mark the evidence
3. Carry the text back to the class

Give the student a purposeful role: share the selected main idea, point to one supporting detail, compare answers with a peer, or begin the same written response as classmates.

Fade: check once after re-entry, then step away at the agreed point

Adult hand-off language

“You chose the main idea and highlighted two details. Take the passage back. Your class is discussing detail two. Show or say the evidence you found.”

MY HONEYBEE CONTRIBUTION

Prepare one answer - mark one detail - rejoin and share



GET MY ANSWER READY

1

Choose the main idea.

☐ Honeybees help plants grow.

2

Mark one detail that proves it.

☐ Pollination helps plants produce fruits and seeds.

☐ Many foods grow with help from honeybees.

3

Choose how I will share.

☐ Say it ☐ Point ☐ Read it ☐ Use AAC ☐ Show text

MY READY-TO-SHARE ANSWER

Honeybees help plants grow. One detail is that pollination helps plants produce fruits and seeds.

REJOIN THE CLASS

3 STEPS

- 1 Finish one successful response
- 2 Mark the evidence
- 3 Carry this card + passage back

ADULT HAND-OFF

"You found the main idea and marked one detail. Take your card and passage back. You can say it, point to it, or use AAC."

CLASSROOM PROMPT

"What evidence did you find?"

STUDENT ROLE

Share your answer or show your evidence.

QUICK SUPPORT CHECK

☐ Independent ☐ Visual cue ☐ Verbal cue ☐ Adult model

Check once after re-entry, then step away at the agreed point.

Returned to class: Yes / Not yet

Keep the mathematics target visible

Students will solve $38 + 24 = 62$

Students build tens and ones, regroup ten ones as one ten, connect the model to the equation, and explain their strategy.

Measure: correct representation + equation + level of prompting

Prepare access tools

- base-ten blocks or place-value discs
- tens/ones mat
- worked-example strip
- visual vocabulary: tens · ones · total
- AAC maths words or number board

The image displays four visual aids for mathematics:

- BASE-TEN BLOCKS:** Shows three blue rods (tens) and four green cubes (ones). Labels indicate '10 tens' and '1 ones'.
- TENS ONES MAT:** A grid with two columns labeled 'TENS' and 'ONES'.
- WORKED-EXAMPLE STRIP:** Shows the equation $3 \text{ tens} + 4 \text{ ones} = 34$ with corresponding base-ten blocks and the result 34.
- VISUAL VOCABULARY:** A card with three sections: 'tens' (a group of ten), 'ones' (one unit), and 'total' (the whole amount). Below these are icons for 'more', 'less', 'same', and 'total', and a number board from 0 to 9.

Teach the same maths target to a smaller group

SAME TARGET

SMALLER GROUP

SHARED CHECK

$38 + 24$ with tens and ones

three to six students beside the class

everyone returns to one exit task

build 38

add 24

combine ones

regroup 10

write 62

Special educator: “Build 38. Add 24. Count the ones. Trade ten ones for one ten. Now count tens, then ones. What is the total?”

Reteach the exact mathematical breakdown

NOTICE

student counted all blocks as ones

RETEACH

make one ten from ten ones

RETURN

solve a fresh class problem

$34 + 18$

$4 + 8$ ones

12 ones

trade 10

52 total

Teacher script: “Twelve ones is more than nine. Circle ten ones. Trade them for one ten. Now count tens, then ones. Try $26 + 17$ with less help.”

Change the response mode—not the mathematics

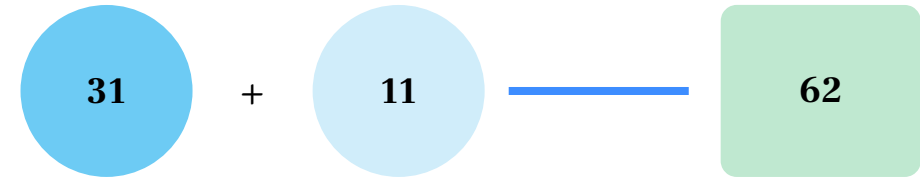
0:00-2:00 · regulation check

YOU SAY

“Show your answer in the clearest way: build it, draw it, point to it, choose it, say it, or type it.”

- Keep the same numbers and concept
- Offer only useful choices
- Ask for a strategy at the student’s level

2:00-6:00 · rapid review



Accept a model, drawing, selected equation, spoken response, signed response, or AAC response when it demonstrates the intended understanding.

Record the mathematics—not speech length, handwriting, eye contact, or speed

Collect a small mathematics data set

FOCUS SKILL

Add using a place-value model

Score three planned opportunities. Note accuracy, representation, strategy, and the least intrusive prompt. Avoid tallying every classroom behavior.

Decision: keep place-value mat · fade proximity · reteach regrouping

Fictional data strip

Item 1 · correct · gesture

Item 2 · correct · independent

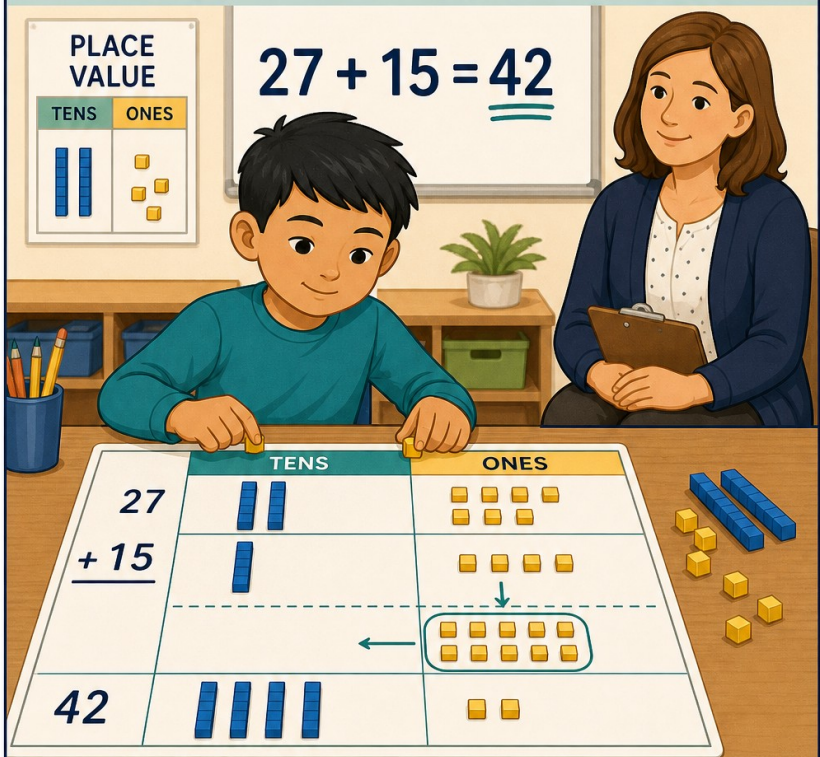
Item 3 · incorrect · verbal cue

Initiated task · visual only

Rejoined class · independent

Planned opportunity 1

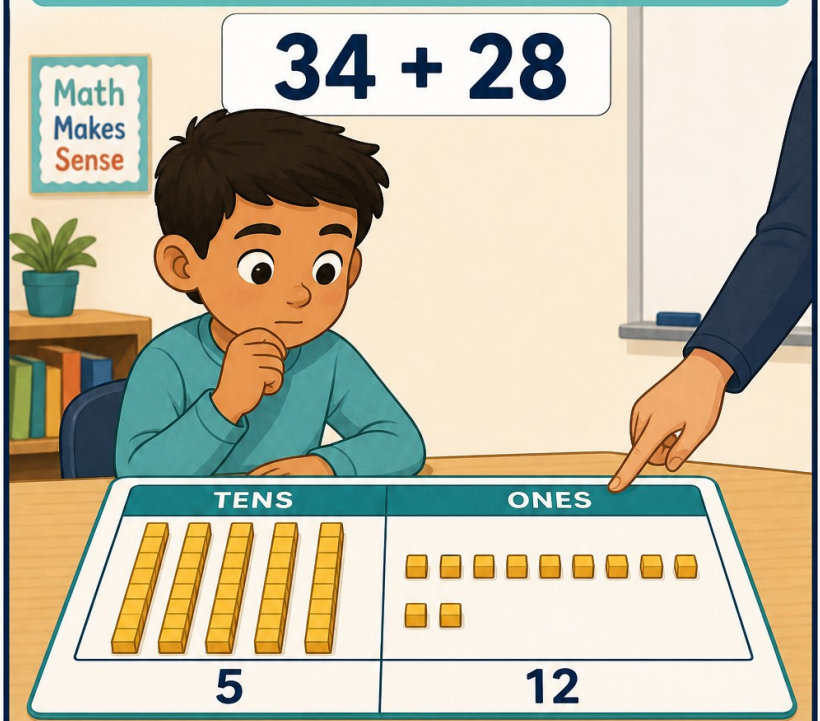
Math objective: To add using a place-value model.



	Accuracy:	Accurate
	Representation:	Accurate
	Strategy:	Regroups 10 ones
	Least intrusive prompt:	Wait

Planned opportunity 2

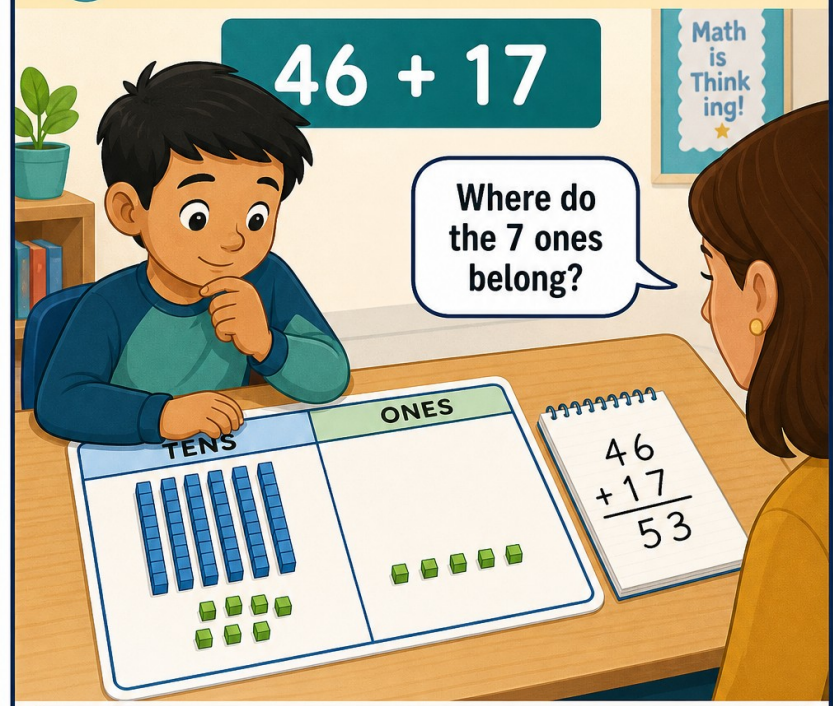
Math objective: To add using a place-value model.



	Accuracy:	Not yet
	Representation:	Accurate
	Strategy:	Combines; not yet regrouped
	Least intrusive prompt:	Gesture

3 Planned opportunity 3

Math objective: To add using a place-value model.



	Accuracy:	Inaccurate
	Representation:	Needs revision
	Strategy:	Misplaces ones
	Least intrusive prompt:	Brief question

Return with a model the student can use

REJOIN IN THREE STEPS

1. Finish one success
2. Name or show the strategy
3. Carry the model back to class

The student might place the model under the document camera, compare answers with a peer, or begin the same independent problem as classmates.

Fade: step away after the agreed check—not after dependence develops

Adult hand-off language

“You solved $38 + 24$ by trading ten ones for one ten. Take your model back. Your class is solving problem 4. Start there; I’ll check once.”

Participation is not the same as quiet compliance

DO NOT MEASURE ONLY

quiet body · eye contact · sitting still · fast completion

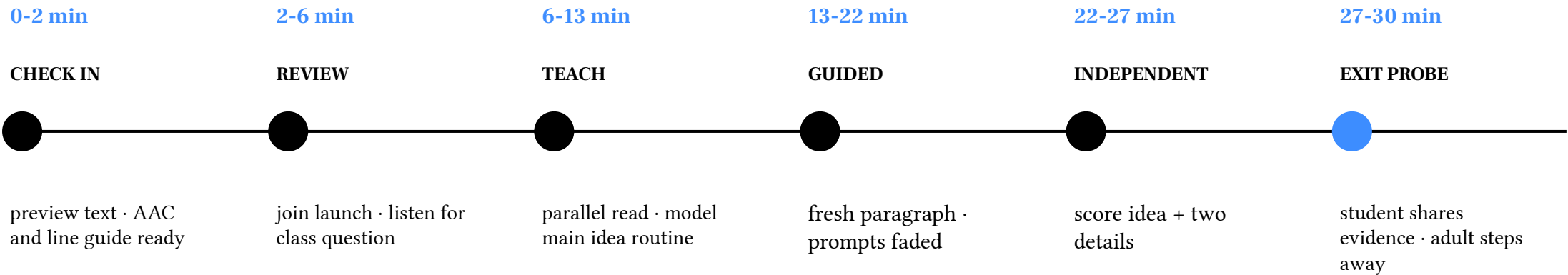
A student may regulate through movement, communicate without speech, or need extra processing time and still be deeply engaged. Measure access, understanding, communication, and independence.

Goal: greater agency and participation—not adult-controlled appearance

Look for instead

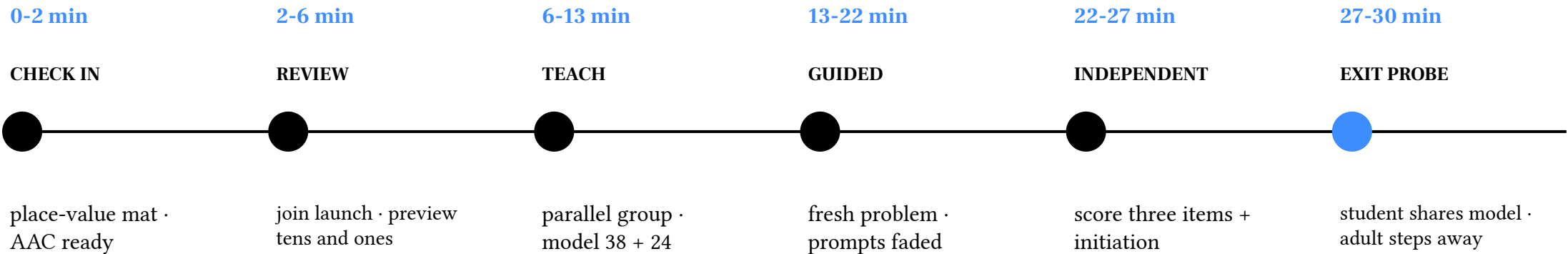
- begins a meaningful step
- uses text or materials purposefully
- communicates help or break
- demonstrates the target skill
- returns to the group
- needs less prompting over time

What one English literacy visit could look like



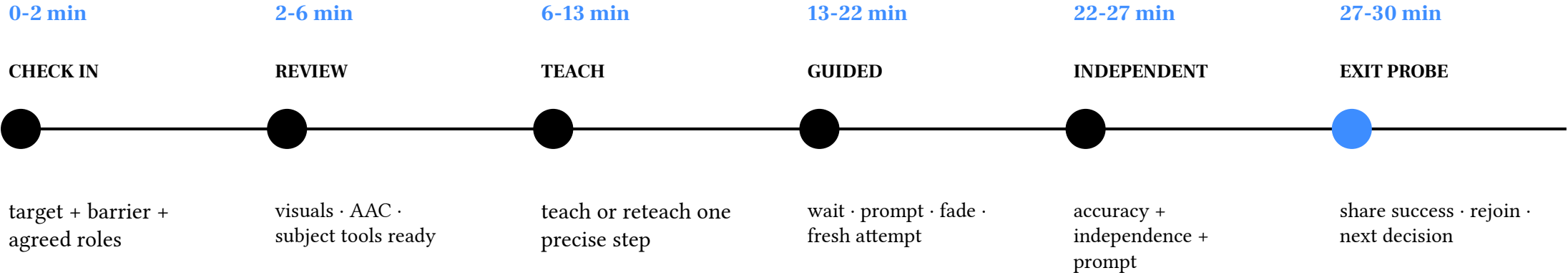
The student ends in the class discussion with a usable reading strategy

A realistic mathematics push-in visit



The student ends on the class task with a usable mathematics strategy

Use one simple plan every time you enter the classroom



Ask after every visit: Did my support increase access now—and independence next time?