

## **Interrelated Programming (IR) Description**

### **Who is an Interrelated student?**

Interrelated programming is non-categorical, which means that different disability categories including learning disability, other health impaired, mild mental retardation, autism, traumatic brain injury, etc. can be served through this program. The academic needs of the interrelated student can typically be met using the general education curriculum presented through specially designed instruction. Some accommodations and/or modifications may be needed in order for the student to access the curriculum. Every school building in every district in the Cooperative provides interrelated programming.

### **Characteristics of Interrelated programs:**

- Non-categorical which means students with any primary label may be served here.
- Uses the general education curriculum with accommodations and/or modifications as needed.
- Research validated instructional strategies are used with integrity to meet the needs of the student in all identified content areas.
- Close coordination of classroom assignments, materials, and strategies.
- Provides inclusion or resource room support as determined through the IEP.
- Manipulates the delivery of materials or the characteristics of the environment to accommodate the cognitive/sensory needs of the student.
- Positive behavioral support strategies are expected to help frustrated students persevere through non-preferred tasks.

### **Training and educational technologies employed by staff in this program:**

- Staff are trained to work with students with mild to moderate disabilities.
- They are trained to use accommodations, modifications, instructional strategies, and assistive technology to help the student access the curriculum by minimizing the impact of their disability.
- The special education and general education teachers collaborate to ensure that agreed upon supports are implemented in all settings.
- The special education and general education teachers may co-teach within the general education classroom.
- General classroom management strategies based on positive behavioral support strategies are implemented.

### **Questions to ask when considering a program emphasizing Interrelated Programming:**

- Does the student have a mild to moderate disability? If yes, in what content areas?
- Does the student consistently require specially designed instruction in order to demonstrate competency in the general curricular standards?
- Can this instruction be provided in the general education classroom without detracting from the learning of others?
- Can the student be successful with the use of the general education curriculum?
- Can the student be appropriately served through interrelated programming?
- Has a content specialist been consulted to offer suggestions for delivery and accommodations in the content area(s) being considered?
- Has general assistive technology been employed to provide access to academic content?