

Least Restrictive Environment Decision Flowchart

Evaluate and identify individual student strengths and needs

Identify goals to address critical needs

For each goal, identify services and supports

Determine location in which each goal will be addressed

If we create specially designed instruction **using supplementary aids and services, accommodations, and/or assistive technology**, can the student access and participate in the general education curriculum?

Yes

No

If we create specially designed instruction **using in-classroom supports** in addition to the above listed supports, can the student access and participate in the general education curriculum?

Yes

No

If we create specially designed instruction using **pull-out intervention** in addition to any of the above listed supports, can the student access and participate in the general education curriculum?

Yes

No

If we create specially designed instruction using **modifications** in addition to any of the above listed supports, can the student access and participate in the general education curriculum?

Yes

No

Service Delivery Location for Core Instruction: General Education

Moving along the continuum of alternative placements, consider...

If we create specially designed instruction, can the student access and participate in the general education curriculum in the special education setting with core instruction provided by a special education teacher? *

Yes

No

Continue through the [continuum of alternative placements](#), one at a time, repeating the question until a “yes” answer is obtained.

Service Delivery Location for Core Instruction: Special Education

*[In future years, as guided by the Arkansas timeline](#), high school students on the regular pathway to graduation will receive instruction from teachers who are licensed in the content area in order to receive credit toward graduation.

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