A cascade model of special education services from New South Wales (1998)

In many educational systems, the delivery of services in special education is based on a cascade model, first described by Deno (1970) (see below). The term “cascade” is used because the services identified in the cascade move from the most fully integrated (i.e. the regular school system) to the least integrated (i.e. a fully segregated school or residential institution). These levels of integration also reflect the move from least restrictive to more restrictive environment discussed above. Full integration of children with special learning needs within the regular school system involves participation in a regular class in a local school, with varying levels of support provided to the class teacher, as required. Segregation may involve a highly segregated situation with attendance, either full- or part-time, at a separate special school where more intensive levels of support are available, or for some children, placement in a residential facility as a weekly or full-time boarder or permanent resident. Figure 9.1 below was adapted from a diagram included in a NSW document (NSW Department of Education and Training, 1998, pp. 2–3).

Figure 9.1  A cascade model of special education service delivery from New South Wales
References
