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Developing and Disseminating Scalable Special Education Intervention Frameworks to Improve Academic, Behavioral, and Inclusion Outcomes for Students with Disabilities in Underserved U.S. Schools

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Executive summary

This white paper proposes a district-adoptable endeavor titled Developing and Disseminating Scalable Special Education Intervention Frameworks to Improve Academic, Behavioral, and Inclusion Outcomes for Students with Disabilities in Underserved U.S. Schools. The central argument is that the strongest special-education initiative is not a single classroom practice or a single school placement model, but a scalable operating framework that combines legally compliant individualized supports, evidence-based academic interventions, positive behavioral systems, inclusion supports, and continuous data-based improvement.[1][2][3][6][7]

The policy need is national and immediate. The U.S. Department of Education's 2025 inclusive-practices guidance states that nearly 7.9 million students ages 3 through 21 received special education and related services in the 2023–24 school year, representing over 15 percent of public-school enrollment. The same guidance reports that 49.6 percent of students with disabilities attend Title I schools, that 9-year-old students with disabilities lag students without disabilities by 40 percentage points in reading and 32 percentage points in math on NAEP, and that among students with disabilities exiting school in 2021–22, only 74 percent graduated with a regular diploma while 15 percent dropped out.[6] In parallel, federal leadership has highlighted continuing special-education personnel shortages: a January 2025 Dear Colleague Letter reported that 45 percent of schools had vacancies in special-education roles and 78 percent reported difficulty hiring special-education staff.[6][8]

The research base supports a multi-component approach. Federal practice guides and peer-reviewed reviews show that students with disabilities benefit from explicit reading intervention, systematic mathematics intervention, writing strategy instruction, peer-assisted learning, data-based individualization, PBIS-aligned behavioral supports, and function-based behavior intervention.[10][11][12][13][14][15][16][17][18][19][20][21][22] However, the literature also shows that delivery structures alone are not enough. Inclusion and co-teaching can be beneficial, but outcomes depend on clear instructional design, fidelity, joint planning, and access to specially designed instruction rather than mere proximity to general education.[6][25][26][27]

Accordingly, the proposed framework in this paper has six integrated features: universal inclusive design, targeted academic intervention, tiered behavioral support, intensive

individualized intervention using DBI and FBA-informed adaptation, implementation infrastructure, and dissemination mechanisms. In practice, it is designed for phased adoption by underserved elementary, K–8, or secondary schools, using existing IDEA, Title I, Title II-A, and Title IV-A authorities, with braided staffing, job-embedded professional learning, toolkit development, coaching, and district partnership structures.[3][6]

This endeavor is materially stronger than a narrow effort that is merely a continuation of classroom-based special education instruction. Rather than limiting the work to direct teaching within a single classroom or school, the endeavor is structured as a broader systems-building initiative. It focuses on developing replicable intervention tools, fidelity-monitoring systems, professional development modules, district partnerships, and scalable implementation pathways to support educators and students across multiple underserved school settings. By creating resources and methods that can be adapted and adopted beyond a single employer or classroom, the endeavor demonstrates practical reach, transferability, and long-term value for special education service delivery.[4][5]

Background and problem statement

IDEA requires states and school districts to provide each eligible child a free appropriate public education through an individualized education program. The law and regulations also require education in the least restrictive environment, with supplementary aids and services, measurable annual goals, progress measurement, and services that are based on peer-reviewed research to the extent practicable.[1][2][3] This legal structure means that any high-quality special-education model must do two things at once: individualize for disability-related need and organize school systems so those individualized supports are feasible at scale.

Recent federal guidance has sharpened the practical implications of that obligation. In January 2025, the U.S. Department of Education reaffirmed that IDEA and ESEA are aligned with inclusive educational practices and stated that inclusive practices benefit students with and without disabilities. The same guidance emphasizes high expectations, meaningful access to grade-level curriculum, joint responsibility between general and special educators, sustained professional learning, coaching, and continuous data-driven improvement.[6] This is critical for underserved schools, where implementation quality is often constrained less by legal authority than by staffing, time, and systems capacity.

The problem is not small. The student population is large, the achievement gaps are persistent, and the schools serving the highest concentrations of need are often least able to absorb fragmented or highly specialized interventions that depend on extraordinary staffing. Federal guidance notes that nearly half of students with disabilities attend Title I schools, and national data continue to show pronounced gaps in reading, mathematics, graduation, and dropout outcomes.[6] At the same time, **federal officials have documented nationwide difficulties in hiring and retaining special-education personnel**, while NCES surveys have

shown that special-education vacancies occur at much higher rates than in many other teaching areas.[8][9]

Behavior and equity considerations make the need for a coherent framework even more urgent. OSEP's 2022 behavior guidance stresses that schools should invest in positive, proactive alternatives and warns against relying on exclusionary discipline for non-violent and subjective offenses. Separately, IDEA's significant-disproportionality regulations require states to examine identification, placement, and disciplinary-removal patterns by race and ethnicity, reflecting the federal view that inequitable discipline and placement are not peripheral concerns but core implementation issues.[7][28] A scalable framework, therefore, must improve academics, behavior, and inclusion simultaneously, and it must do so with disaggregated data and fidelity monitoring rather than anecdotal reporting.[7][28]

For this reason, the appropriate unit of reform is not the individual lesson plan. It is the **school-and-district implementation system**: the intervention menu, decision rules, meeting structures, coaching routines, progress-monitoring tools, family communications, and dissemination products that let a school reproduce and improve effective practice over time. That is also the scale at which Peter Jr. Legaspi's proposed endeavor can most persuasively be described for policy adoption and National Interest purposes.[4][5][6]

Literature review of interventions, inclusion, and behavioral supports

The strongest academic-intervention evidence favors explicit, structured, cumulative instruction rather than diffuse "supportive" practices. The WWC reading practice guide for grades 4–9 recommends building decoding skills for multisyllabic words, purposeful fluency work, routine comprehension-building practices, and structured work with challenging texts.[10] A 2024 *Journal of Learning Disabilities* meta-analysis of students in grades 3–12 with significant word-reading difficulties found an overall positive intervention effect, with stronger effects for pseudoword reading and pseudoword-reading fluency and better outcomes associated with greater intervention hours.[11] In mathematics, the WWC's 2021 elementary intervention guide recommends systematic instruction, mathematical language, concrete and semi-concrete representations, number-line work, deliberate word-problem instruction, and timed practice for fluency.[12] A meta-analysis of mathematics interventions for students in grades 4–12 with mathematical difficulties or disabilities found a moderate adjusted effect size and stronger results when treatment exceeded 15 hours.[13] In a study of writing, Gillespie and Graham found that writing interventions had a statistically significant positive effect on writing quality for students with learning disabilities, with strategy instruction producing the strongest subgroup effect.[14]

The academic literature also strongly supports peer-assisted and individualized intensification mechanisms. WWC's review of Peer-Assisted Learning Strategies found potentially positive effects in reading fluency and reading comprehension for students with specific learning disabilities.[15] NCII defines data-based individualization as a research-based process for intensifying interventions for students with persistent academic and behavioral needs who are

not making adequate progress, often including students who are not meeting IEP goals.[16] A meta-analysis of DBI for students with intensive learning needs supported its use across academic areas and highlighted the importance of reliable progress monitoring, decision rules, and instructional adaptation.[17] In practice, this means a scalable framework should not rely on "one-shot" small-group support; rather, it should rely on validated interventions and routine adaptation.

The inclusion literature is more nuanced. DOE's 2025 guidance positions inclusive educational practices, UDL, collaboration, master scheduling, and joint planning as core implementation features rather than optional add-ons.[6] A 2023 UDL systematic review and meta-analysis reported positive overall findings, although with substantial heterogeneity.[27] Peer-mediated interventions show strong results for social participation: a 2022 systematic review concluded PMIs are an evidence-based approach for students with intellectual and developmental disabilities, while a 2026 meta-analysis for secondary students with I/DD reported large positive effects on social interaction outcomes and found that peer networks and peer-support arrangements were especially effective.[23][24] By contrast, the co-teaching literature warns against overclaiming. A 2021 meta-analysis found a moderate advantage for students with disabilities in co-taught settings compared with special education settings, but noted gaps in information on fidelity and instructional practice.[25] A secondary-focused 2019 review found no significant academic effect and noted poor study quality.[26] The implication is straightforward: co-teaching can be a delivery arrangement, but not the evidentiary core of the framework unless it is paired with explicit intervention design, protected co-planning time, and fidelity checks.[23][24][25][26][27]

The behavioral literature points toward a tiered, proactive model. OSEP's 2022 guide emphasizes that schools should support students' social, emotional, academic, and behavioral needs through positive, proactive strategies and that exclusionary discipline is harmful when used as a routine response.[7] The WWC's 2024 behavioral-intervention guide for grades K–5 recommends seven teacher-delivered practices, with strong evidence for teaching expectations, providing reminders, offering positive acknowledgment, and providing behavior feedback, and moderate evidence for offering instructional choices, opportunities to respond, and self-monitoring.[18] PBIS's evidence brief concludes that Tier 1 PBIS qualifies as an evidence-based practice for reducing exclusionary discipline and improving social, emotional, and behavioral outcomes.[19] Randomized PBIS trials found the framework promising for reducing behavior problems and improving adjustment.[20] At higher intensity, function-based intervention meta-analysis found that FBAs paired with function-based plans improved behavior in inclusive settings, and a CICO meta-analysis found a medium overall effect across behavior, social skills, and academic outcomes.[21][22]

The deepest lesson from the literature is that scalable special education does not come from choosing one branded model. It comes from combining high-leverage instructional practices, tiered behavioral supports, intensive individualized adaptation, and implementation infrastructure that allows those practices to travel across classrooms and schools.[6][10][12][16][18][19]

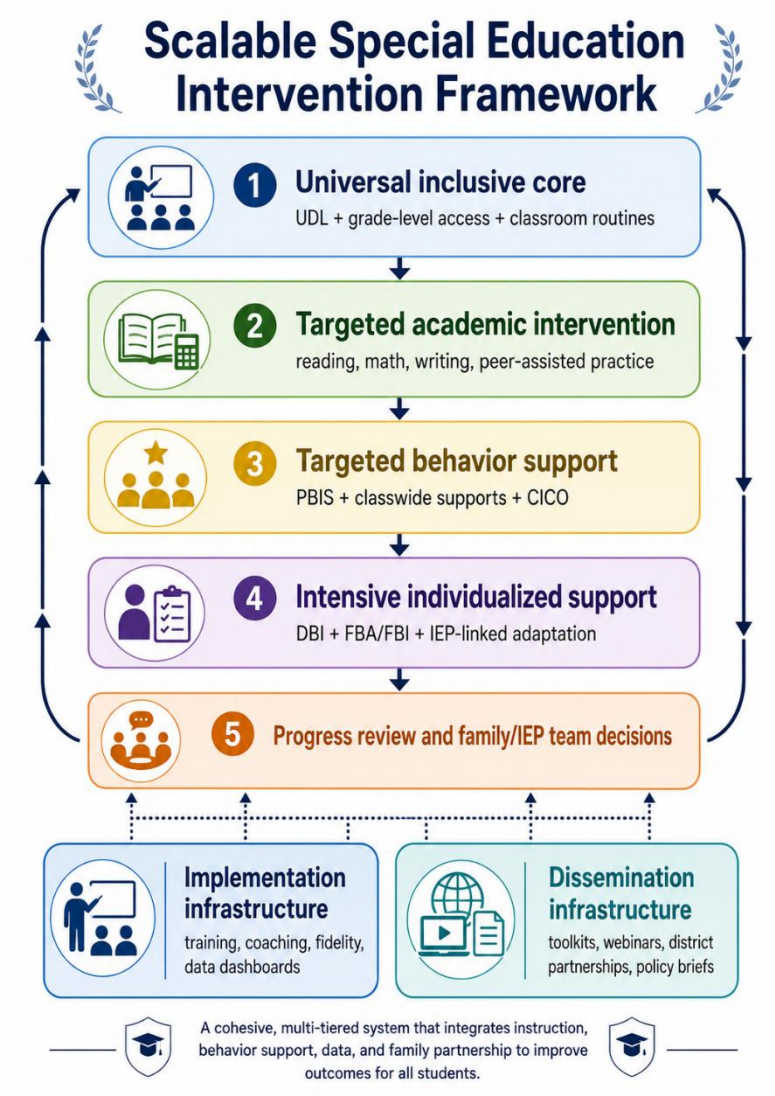
The comparison below synthesizes the most policy-relevant models for the proposed endeavor.[10][11][12][13][14][15][16][17][18][19][20][21][22][23][24][25][26][27]

Intervention strand	Best-supported use case	Evidence snapshot	Main implementation implication	Role in the proposed framework
Explicit reading intervention	Students with decoding, fluency, and comprehension needs	Strong federal practice-guide support; additional meta-analytic evidence with dosage effects	Requires structured routines, protected intervention time, and progress monitoring	Core Tier 2/Tier 3 academic support
Structured math intervention	Students with conceptual, procedural, and word-problem difficulty	Strong WWC support; meta-analysis shows moderate effects and stronger results with >15 hours	Requires small-group scope and sequence, representations, and cumulative review	Core Tier 2/Tier 3 academic support
Writing strategy instruction / SRSD-aligned work	Students with LD and writing difficulty	Writing interventions significantly improve quality; strategy instruction especially strong	Requires explicit modeling, scaffolds, and repeated practice across content areas	Tier 2 writing and content-writing component
PALS / peer-assisted learning	Students with SLD and mixed classrooms needing efficient practice	Potentially positive effects in reading fluency and comprehension	Requires teacher pairing, routines, and scheduling	Low-cost scalable support for practice and engagement
UDL and inclusive design	Universal access and flexible lesson design	Federal endorsement; positive but heterogeneous meta-analytic evidence	Works best as a design principle, not a stand-alone intervention	Tier 1 inclusive access layer
PBIS and teacher-delivered behavior supports	Schoolwide prevention and classroom behavior support	Strong guide evidence; PBIS evidence base for discipline reduction and behavior	Requires common expectations, acknowledgment systems, and staff calibration	Tier 1 and Tier 2 behavior layer
FBA/FBI, CICO, DBI	Students not responding to conventional supports	Strong evidence for individualized behavior supports and DBI intensification	Requires team expertise, data routines, and fidelity checks	Tier 3 individualized adaptation engine
Co-teaching / collaborative inclusion	Access to grade-level curriculum and shared expertise	Benefits are possible, but evidence is mixed and fidelity-sensitive	Requires joint planning time and clear instructional roles	Delivery arrangement, not the evidentiary center

Proposed scalable intervention framework: Scalable Inclusive Framework for Intervention and Improvement (SIF-II)

The proposed framework is called **SIF-II** for convenience in this paper: **Scalable Inclusive Framework for Intervention and Improvement**. It is designed to be used first in one pilot school and then disseminated across additional schools through shared tools, coaching, and district learning networks. The design premise is simple: every student with a disability should have access to grade-level curriculum and a sense of belonging in school life, but students who need intensification should receive it through increasingly precise, data-based supports rather than through ad hoc removal or reactive discipline.[2][3][6][7][16]

At the **universal layer**, schools adopt UDL-informed lesson planning, common classroom behavior expectations, and an inclusion-first scheduling strategy. The goal is to reduce unnecessary barriers before students need more intensive services. Federal guidance recommends that leaders use UDL as a foundational concept, build a common vision for inclusive practice, prioritize collaboration between general and special educators, and create schedules that support inclusion and joint planning.[6][27] In SIF-II, this becomes a schoolwide expectation: lesson plans include access options, teachers use shared classroom behavior routines, and administrators protect common planning windows at least biweekly.



At the **targeted layer**, the framework deploys validated small-group supports. For academics, this means short-cycle reading, mathematics, and writing interventions aligned to the evidence base summarized above. For behavior, it means teacher-delivered behavioral supports, structured feedback systems, and CICO for students who need daily adult connection and performance feedback.[10][12][14][18][22] Group size should ordinarily be small enough to permit high response rates and error correction, and intervention cycles should run in six- to ten-week blocks before formal review.

At the **intensive layer**, SIF-II uses DBI- and FBA-informed problem-solving. Students who do not respond adequately to validated Tier 2 intervention enter a structured cycle of frequent progress monitoring, hypothesis generation, intervention adaptation, and fidelity review. The same logic applies to complex behavior: the intervention changes only after the team has examined function, antecedents, consequence patterns, student skill deficits, and contextual triggers.[16][17][21] This is where the framework most clearly differs from generic special-education support. It is not "more of the same." It is a formal intensification process.

The **implementation infrastructure** makes the framework scalable rather than local. DOE's 2025 guidance repeatedly emphasizes job-embedded professional development, instructional coaching, planning time, technical assistance, and data-driven continuous improvement.[6] Accordingly, the minimum staffing architecture for one pilot school should include a site implementation lead, a special-education intervention lead, a general-education inclusion partner, a behavior lead, a data coordinator, and identified family-engagement support. Schools do not necessarily need full new FTEs for each role; in many districts, these functions can be assigned to existing staff with stipends, release time, or partial reassignment. The planning model below is a practical synthesis of the federal guidance and research base.[6][16][18][19]

Role	Core function	Typical time commitment in a pilot year	Essential training
Site implementation lead	Oversees schedule, problem-solving team, fidelity reviews, and communications	0.2–0.3 FTE equivalent	Inclusive leadership, data review, and change management
Special-education intervention lead	Coordinates academic intervention menu and IEP alignment	0.4–0.6 FTE equivalent	Reading/math/writing intervention, DBI
General-education inclusion partner	Aligns grade-level curriculum and universal design	0.1–0.2 FTE equivalent	UDL, accommodations, collaborative planning

Role	Core function	Typical time commitment in a pilot year	Essential training
Behavior lead	Supports PBIS, CICO, FBA/FBI problem-solving	0.2–0.4 FTE equivalent	PBIS, behavior coaching, FBA
Data coordinator	Maintains screeners, CBM, dashboards, and disaggregation	0.1–0.2 FTE equivalent	Progress monitoring, dashboarding, data governance
Family engagement contact	Ensures understandable home communication and feedback loops	0.05–0.1 FTE equivalent	Family partnership, language access, transition planning

Implementation should proceed in four phases. **Phase one** establishes governance, conducts a needs assessment, maps current interventions, sets baseline metrics, and develops the school toolkit. **Phase two** launches staff training and begins universal and targeted supports. **Phase three** runs the first intensive-intervention cycle, with monthly leadership reviews and midyear revision. **Phase four** packages lessons learned into training modules, templates, and district-facing dissemination materials. This phased approach mirrors the Department's emphasis on using needs assessment, annual evaluation, and implementation science to scale inclusive practice.[6]

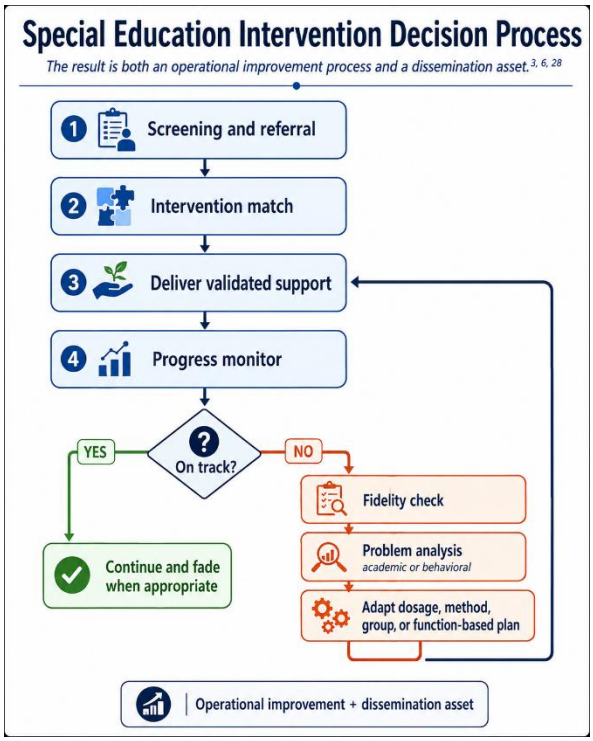
The required materials are intentionally practical: screening tools already approved by the district, progress-monitoring forms, common intervention lesson routines, behavior expectation matrices, CICO forms, FBA/BIP templates, family communication scripts, fidelity rubrics, planning protocols, and an online repository. A scalable framework succeeds when staff do not have to reinvent the paperwork or the decision process in every classroom.

Measurable outcomes and evaluation plan

IDEA requires measurable annual goals and progress measurement at the student level, but a scalable framework also needs **program-level metrics** that tell a school whether the system is working.[3][6] **SIF-II** therefore uses a four-part measurement model: **academic growth**, **behavior and engagement**, **inclusion and opportunity**, and **implementation quality**. The objective is not to replace IEP progress reporting; it is to connect IEP progress with school-improvement metrics and dissemination-ready evidence.

The theory of action is that underserved schools improve outcomes for students with disabilities when they combine strong Tier 1 access, validated targeted supports, and intensive individualized adaptation with protected collaboration time and fidelity review. If that theory is correct, schools should observe faster growth on progress-monitoring measures, fewer office referrals and exclusions, stronger participation in general education, improved IEP-goal attainment, and more stable staff implementation over time.[6][16][17][18][19][21][22]

Outcome domain	Illustrative metrics	Collection interval	Decision use
Academic	CBM slope, benchmark screening, mastery of intervention goals, IEP goal progress, state or district assessment trends	Weekly to quarterly	Decide whether to continue, intensify, or revise intervention
Behavior and engagement	Office discipline referrals, CICO point totals, attendance, time on task, suspension days, class participation	Daily to monthly	Identify non-responders and review function/fit
Inclusion and opportunity	Percent of day in general education, participation in electives/extracurriculars, access to grade-level materials, accommodations use, peer interaction indicators	Quarterly	Check whether support is expanding or constraining the opportunity
Implementation quality	Training completion, coaching logs, fidelity rubrics, intervention dosage, co-planning attendance, family-contact completion	Weekly to monthly	Distinguish execution problems from intervention problems
Equity	Disaggregation by disability category, race/ethnicity, English learner status, grade band, school site	Quarterly	Detect disproportionality or uneven access



The data-collection architecture should be simple enough to survive staffing turnover. Recommended tools include one universal screener per academic area used by the district, a curriculum-based progress-monitoring system for Tier 2 and Tier 3 students, a shared CICO/behavior feedback form, a fidelity checklist for each core protocol, and a dashboard that can display data by grade, intervention type, and subgroup. Because federal law and guidance place a clear emphasis on both outcomes and equity, the school should review disaggregated data at least quarterly and examine whether behavior referrals, placement patterns, or

access to interventions show racial or other disparities.[6][28]

The recommended analysis plan has three levels. Student-level review asks whether an individual student is responding to intervention and whether IEP-linked goals are on track. A program-level review asks whether the intervention block, classroom practice, or behavior system is producing overall improvement. An equity-level review asks which groups are not benefiting proportionately and whether the issue is access, dosage, fidelity, or placement. For pilot reporting, a school should produce a baseline memo, a midyear implementation brief, and an end-of-year outcome report with subgroup tables and short case studies. The result is both an operational improvement process and a dissemination asset.[3][6][28]

A scalable framework also needs common decision rules. A practical example is this: if a student shows inadequate response after two to four weeks of verified implementation, the team first checks fidelity and dosage; if fidelity is adequate, the team intensifies support; if the student continues not to respond, the case moves to DBI or FBA-informed review. This is precisely where schools often fail in practice: either they wait too long, or they change too many variables at once. Standard decision rules reduce both errors.

Dissemination and scaling strategy

For district adoption and national interest framing, dissemination is not an afterthought. It is part of the endeavor itself. The federal guidance most relevant to inclusion repeatedly emphasizes technical assistance, sustained professional learning, partnership development, and the use of data to guide continuous improvement at state, LEA, and school levels.[6] Therefore, the dissemination strategy for this endeavor should be built around products, partnerships, and practice transfer.

The first dissemination vehicle is a district-ready toolkit. The toolkit should include intervention maps, entry and exit rules, fidelity checklists, sample schedules, intervention scripts, behavior forms, family communication templates, presentation decks, and short implementation guides for principals, general educators, special educators, and paraprofessionals. A second dissemination vehicle is a professional-development sequence: introductory training, classroom modeling, coaching cycles, and PLC protocols. DOE's 2025 guidance specifically supports sustained, job-embedded professional development and instructional coaching for inclusive practices, as well as targeted assistance to schools and school leaders.[6]

District partnerships should be pursued in tiers. In the first tier, one pilot school works with district special education and curriculum leaders to co-design the toolkit. In a second tier, two to five additional schools adopt the framework with shared coaching and cross-site learning walks. In a third tier, the district publishes an internal implementation guide and offers a recurring academy for principals and intervention leads. Where possible, partnerships should also include state or regional technical-assistance centers, university partners, parent information centers, and community organizations that can expand family access and translation capacity.[6][7]

Digital dissemination matters because it helps convert local practice into broader reach. The most practical model is an online resource hub with modular downloads, brief videos, fidelity exemplars, and role-specific training pathways. Title IV-A can support access to technology and digital learning tools, while Title II-A can support professional development and educator capacity-building; DOE's 2025 guidance also explains that IDEA Part B and Title I schoolwide authorities can be coordinated to support inclusive practices and professional learning.[6] In other words, the online toolkit is not merely a communications product. It is a scaling mechanism that widens adoption across schools without requiring constant in-person support.

Policy engagement should be practical rather than abstract. Recommended outputs include an annual policy brief for district leaders, a board-ready summary of outcomes, conference proposals, webinars for special-education leaders, and short implementation memos aligned with school-improvement planning. The schoolwide-plan provisions highlighted in DOE's 2025 guidance are particularly helpful because they allow schools to frame inclusive special-education improvement as whole-school improvement rather than a narrow compliance project.[6] That makes the framework more attractive to district adopters and more persuasive as evidence of broader impact.

Risk, budget, implementation timeline, and NIW petition language

Several implementation risks are predictable. The important point is not to deny them but to design around them from the start. The matrix below lists the most material risks and workable mitigations.

Risk	Why it matters	Mitigation
Framework collapses into generic support	Students receive "extra help" rather than evidence-based intervention	Use validated intervention menu, entry/exit rules, and fidelity rubrics
Inclusion becomes placement without support	Students are physically present but not instructionally served	Require co-planning, accommodations review, intervention blocks, and progress checks
Staff turnover disrupts implementation	Underserved schools often lose continuity	Build toolkit, cross-train staff, and standardize routines and templates
Behavior support becomes reactive	Referrals and exclusions rise, especially for vulnerable groups	Start with PBIS routines, behavior feedback, CICO, and FBA-based review
Data burden overwhelms staff	Teachers abandon monitoring or enter poor-quality data	Use a limited set of measures, dashboard automation, and short meeting protocols

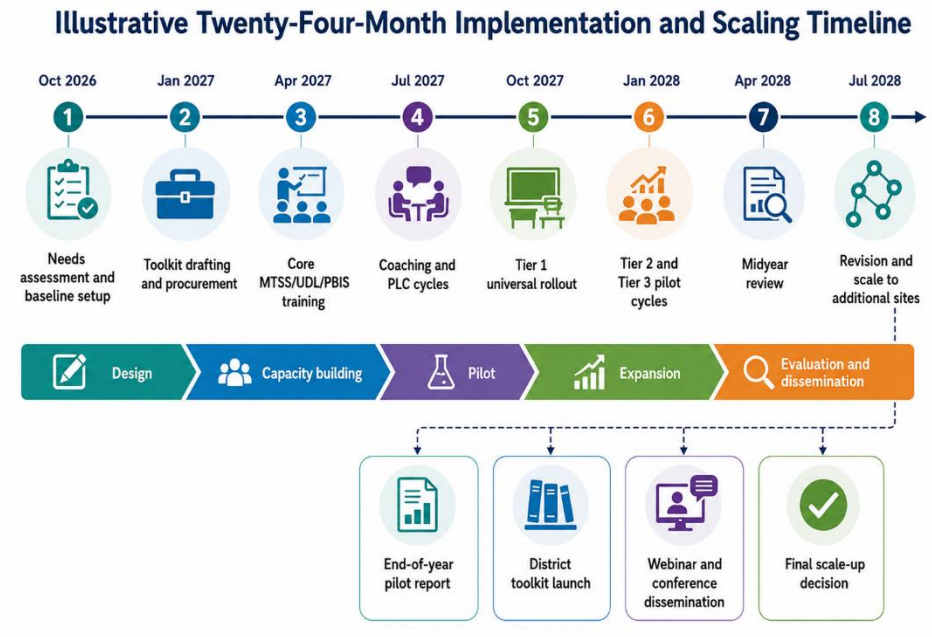
Risk	Why it matters	Mitigation
Equity gaps persist unnoticed	Improvements may mask subgroup disparities	Review all key indicators by subgroup every quarter
Co-teaching is overused as a substitute for intervention	Mixed evidence and weak fidelity can dilute effects	Treat co-teaching as a delivery structure, not the core intervention

These risks are real because the literature itself identifies them. Co-teaching outcomes are mixed when instructional roles and fidelity are unclear; PBIS and teacher-delivered supports work best when schools use reliable implementation measures; DBI depends on systematic progress monitoring; and disproportionality concerns require active data review rather than passive awareness.[19][22][25][26][28]

The budget below is an **illustrative high-level planning estimate**, not a vendor quote. It assumes one pilot school with 450–650 students, existing district compensation structures, and a deliberate choice to use existing staff wherever possible. Costs will vary by district, labor agreements, screening systems, and the maturity of existing PBIS/MTSS.

Cost category	Pilot year estimate	Notes
Design, needs assessment, and toolkit development	$15,000–$30,000	Templates, data setup, coordination time
Professional development and coaching	$60,000–$120,000	Initial training, substitute coverage, coaching cycles
Academic intervention materials and progress monitoring	$20,000–$45,000	Reading/math/writing materials, screeners, licenses
Behavior systems and intensification supports	$10,000–$25,000	CICO forms, fidelity tools, FBA consultation support
Staff stipends and collaborative planning time	$25,000–$60,000	Lead roles, after-hours planning, cross-training
Evaluation and reporting	$10,000–$20,000	Dashboards, reporting, end-of-year dissemination
Digital dissemination hub and webinar production	$10,000–$20,000	Toolkit website, recordings, translation/adaptation
Estimated pilot total	**$150,000–$320,000**	First-year launch range

Potential funding streams are favorable. DOE's 2025 guidance explains that LEAs may consolidate a calculated portion of IDEA Part B funds into a Title I schoolwide program, braid IDEA and Title II-A for professional development, and use Title IV-A for MTSS, UDL, PBIS, family engagement, safer school climates, and technology-supported access.[6] That makes the framework comparatively realistic for underserved districts, because it can be financed through coordinated improvement planning instead of a single fragile grant line.



Peter Jr. Legaspi proposes to develop, implement, evaluate, and disseminate scalable special education intervention frameworks that improve academic, behavioral, and inclusion outcomes for students with disabilities in underserved U.S. schools. The initiative is not limited to classroom teaching for a single employer. Rather, it encompasses the creation of replicable intervention protocols, progress-monitoring systems, behavior-support tools, professional-development modules, and district adoption resources that can be used by

educators and school systems serving similarly situated students. Through pilot implementation, iterative evaluation, district partnership, and public-facing dissemination, the initiative is designed to generate broader educational benefits extending beyond one classroom, one school, or one geographic locality."[4][5][6]

This framing emphasizes that the work is broader than direct classroom instruction. It presents the initiative as a structured special education improvement model grounded in evidence-based practice, educational need, and federal policy priorities. The white paper supports this broader vision in two ways: first, by explaining the academic, behavioral, and inclusion challenges faced by students with disabilities in underserved schools; and second, by documenting how dissemination, repeatability, professional development, and district-level adoption can extend the model's benefits across multiple educational settings.[4][5][6]

Limitations

This paper is designed as a national, district-neutral model. It does not account for a specific district's labor agreement, approved intervention vendors, student information system, or state accountability template. The co-teaching literature remains mixed, so districts should not treat co-teaching alone as proof of efficacy. Similarly, UDL and inclusion supports are essential design principles, but schools will still need validated reading, math, writing, and behavior interventions for students requiring more intensive services.[25][26][27]

About the Author

Peter Jr. Legaspi is a special education professional with advanced academic training and cross-system teaching experience in both the United States and the Philippines. He currently serves as a Special Education Resource Teacher at Chalmers STEAM Elementary School in Chicago, Illinois, where he supports students with learning, behavioral, and inclusion-related needs. He holds a Doctor of Development Education major in Special Educationand aMaster of Arts in Teaching major in Special Education from Cebu Technological University, along with additional graduate preparation in Guidance and Counseling and Pastoral Ministry. He is a licensed teacher in the Philippines, an Illinois-licensed Learning Behavior Specialist I for Kindergarten through Age 22**,** and a New Mexico-licensed Level Two Secondary Teacher with an endorsement in Social Studies. His professional background includes years of high school and senior high school teaching experience, school-based special education service, and training in student safety, child protection, inclusive practice, behavior support, chronic condition response, suicide prevention, Title VI compliance, and support for students in temporary living situations.

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