

KENT ISD SPECIALLY DESIGNED INSTRUCTION



Fidelity Checklist

Developed to:

- Provide instruction that is needed by the student with the disability but is generally not needed by all students in the class.
- Align to the student's eligibility area.
- Focus on the skills deficits identified in the student's IEP Present Level of Academic Achievement and Functional Performance (PLAAPF).
- Address identified IEP goals/ objectives.
- Address the needs of the student with a disability which may include any domain, such as behavior, social skills, communication skills, vocational skills, and others.

Provides Instruction/Intervention through:

- Utilizing evidence-based methodology and content to close the learning gap.
- Explicit, sequential, and systematic delivery over time as appropriate based on student growth and progress.
- Maintaining high expectations that do not lower the grade-level standards, yet instead addresses the skill deficits that are preventing the student from reaching the standard and aligns with either the Common Core State Standards or Extended Benchmarks/Essential Elements.

Results in:

- Generalization and maintenance to promote independence across learning environments.
- Data being collected and aligns to the student's identified Supplementary Aids and Services and goals & objectives.
- Frequent analysis of the student progress with instruction being revised regularly. Instruction is updated or changed when mastery criteria are met or sufficient progress is not being made.
- The special educator leading instruction/intervention, in contrast, to simply providing support to the student in general education curriculum/environment or delivering accommodations.