Coffee with Special Education

THE GOVERNOR JOHN ENGLER

CENTER FOR CHARTER SCHOOLS

CENTRAL MICHIGAN UNIVERSITY

Specially Designed Instruction
What it is.
What it isn't!

December, 2021

Your Hosts

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happy
holidays

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Our CoP

» We are people with commitment, passion and expertise for serving students with disabilities

» We can capture and share knowledge to help each other improve our practice, solve common problems and collect/evaluate best practices

» We want to intentionally learn from and share practices and ideas with each other

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11/29/21 marked the 46th anniversary of the enactment of the IDEA.

- In 1975 more than 1.8 million children were denied access to an education.

- Today, more than 70% of students in special education graduate with a diploma.

We've come a long way – you make the difference!

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Last Month: PLAAFP

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PLAAFP - What Does IDEA Say?

» According to IDEA Sec. 300.320 (a), each child's IEP must contain...

» (1) A statement of the child's present levels of academic achievement and functional performance, including—

» (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

» (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

"There should be a direct relationship between the present levels of performance and the other components of the IEP." U.S. Department of Education, Code of Federal Regulation, 1999, Appendix C, Question 36

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PLAAFP

» A fully developed, well-written present level of academic achievement and functional performance statement, or PLAAFP, is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by holding a discussion that centers around four essential elements: student needs, effect on progress in general education, baseline information, and connection to goals and/or supplementary aides and services.

The PLAAFP statement will include information gathered from various sources including:

» Ending levels of performance on last year's goals

» Any new special education assessment results

» Performance on district and statewide assessments, including identification of skills and knowledge already attained in relation to academic grade-level standards

» Classroom grades and observations, including behavior data

» Information from the student and parents (they have important information to share about their child and school professionals may see the child in different ways in different environments and situations)

» Interests and strengths, including non-curricular areas (these can provide valuable information about a student's abilities, potential for learning, and possible motivators) and transition activities and/or assessments

» Any strategies, accommodations, or assistive technology devices or services that have already shown success

» The information in the PLAAFP section of the IEP should be written in brief, clear, specific, and accurate statements with enough information to describe the student's current skill levels and needs in objective, measurable terms. If scores are reported, they should either be self-explanatory or explained.

Questions a Team Should Ask

- What are the disability-related challenges affecting the student's progress and participation in the general education curriculum?
- At what academic and functional levels is the student performing right now? (Where is the student's starting point?)
- What strategies, accommodations, and assistive technology have already been successful for the student's learning? Has the student had an assistive technology evaluation?
- What are the grade-level academic standards for the student's grade? How do the student's skills compare to those standards?
- Does the student behave and learn with age-appropriate developmental skills?
- How does the student perform in non-school environments? (Information provided by family)
- What does the student think is working or not working during the school day and why?
- Is there any other information we need to provide a complete picture of the student?
- See PACER's handout "Six Areas that May Affect IEP Services"

PACER.org/parent/php/php-c221.pdf

PLAAFP Reflections

» Thoughts?

» New Learning?

» How are you using this information in your practices/PLAAFP development?

» Other?

Our Topic Today

Specially Designed Instruction

What it is and What it's not!

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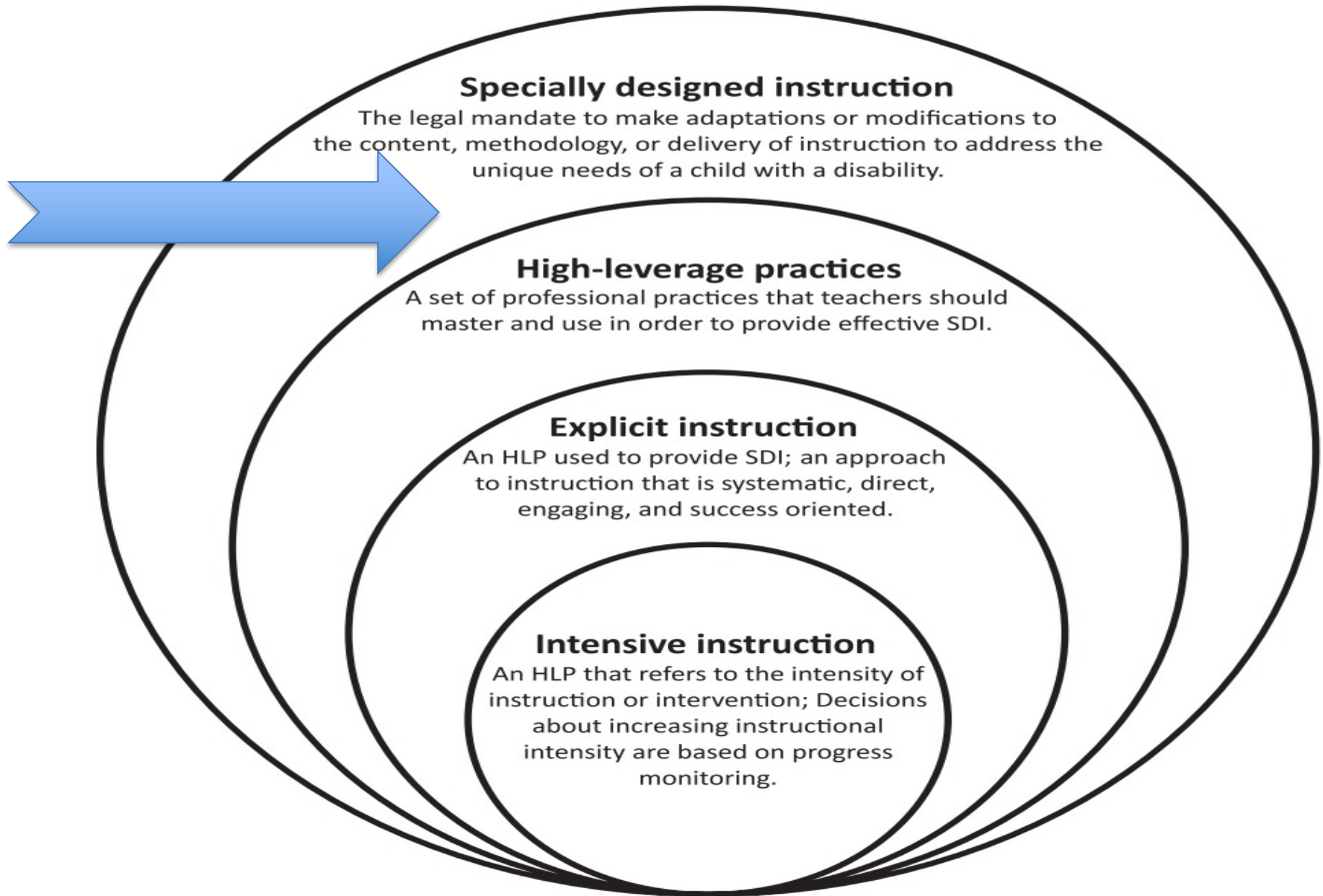# SPECIALLY DESIGNED INSTRUCTION (SDI)

Federal Definition:

Adapting the content, methodology, or delivery of instruction to address an eligible child's unique needs and ensure his access to the general education curriculum so he can meet educational standards.
34 CRF 300.39(b)(3)

Figure 1. Nested structure of special education terms

Specially designed instruction
The legal mandate to make adaptations or modifications to the content, methodology, or delivery of instruction to address the unique needs of a child with a disability.

High-leverage practices
A set of professional practices that teachers should master and use in order to provide effective SDI.

Explicit instruction
An HLP used to provide SDI; an approach to instruction that is systematic, direct, engaging, and success oriented.

Intensive instruction
An HLP that refers to the intensity of instruction or intervention; Decisions about increasing instructional intensity are based on progress monitoring.

CEC, Vol. 50, Big Ideas in Special Education

SDI

» Specifying the TYPE of instruction students with disabilities (with IEP) should receive.
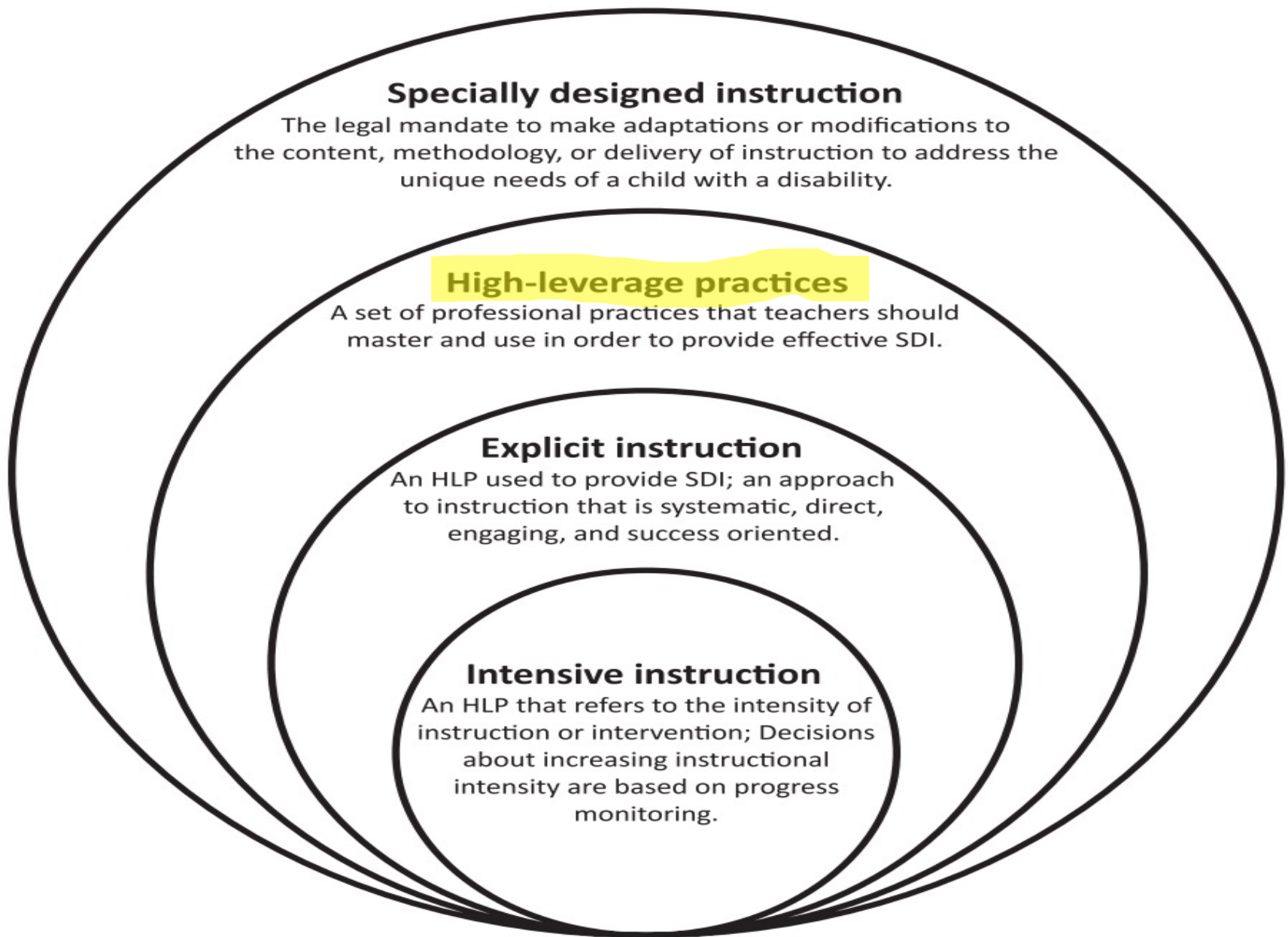
» *INDIVIDUALIZED*

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HIGH LEVERAGED PRACTICES (HLPs)
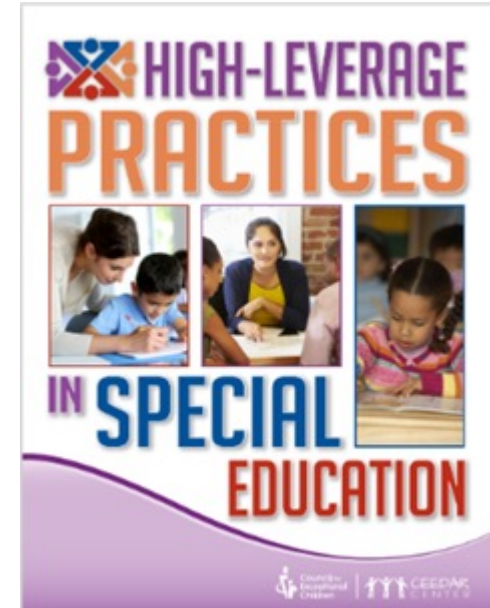
» **HOW** teachers deliver instruction

» A **SET OF PRACTICES** that are:

- Researched
- Address the delivery of special education SDI
- Focus on instructional practice
- Occur with high frequency in teaching in any setting

22 High-Leverage Practices: 4 Domains

» Collaboration

» Assessment

» Social-Emotional

» Instruction

HLP Resource (shared google folder: https://docs.google.com/document/d/1M2JpOPpUM97Vb8wA5D9LZEU4hF0itq_kWmtFrqPgc7Q/edit?usp=sharing
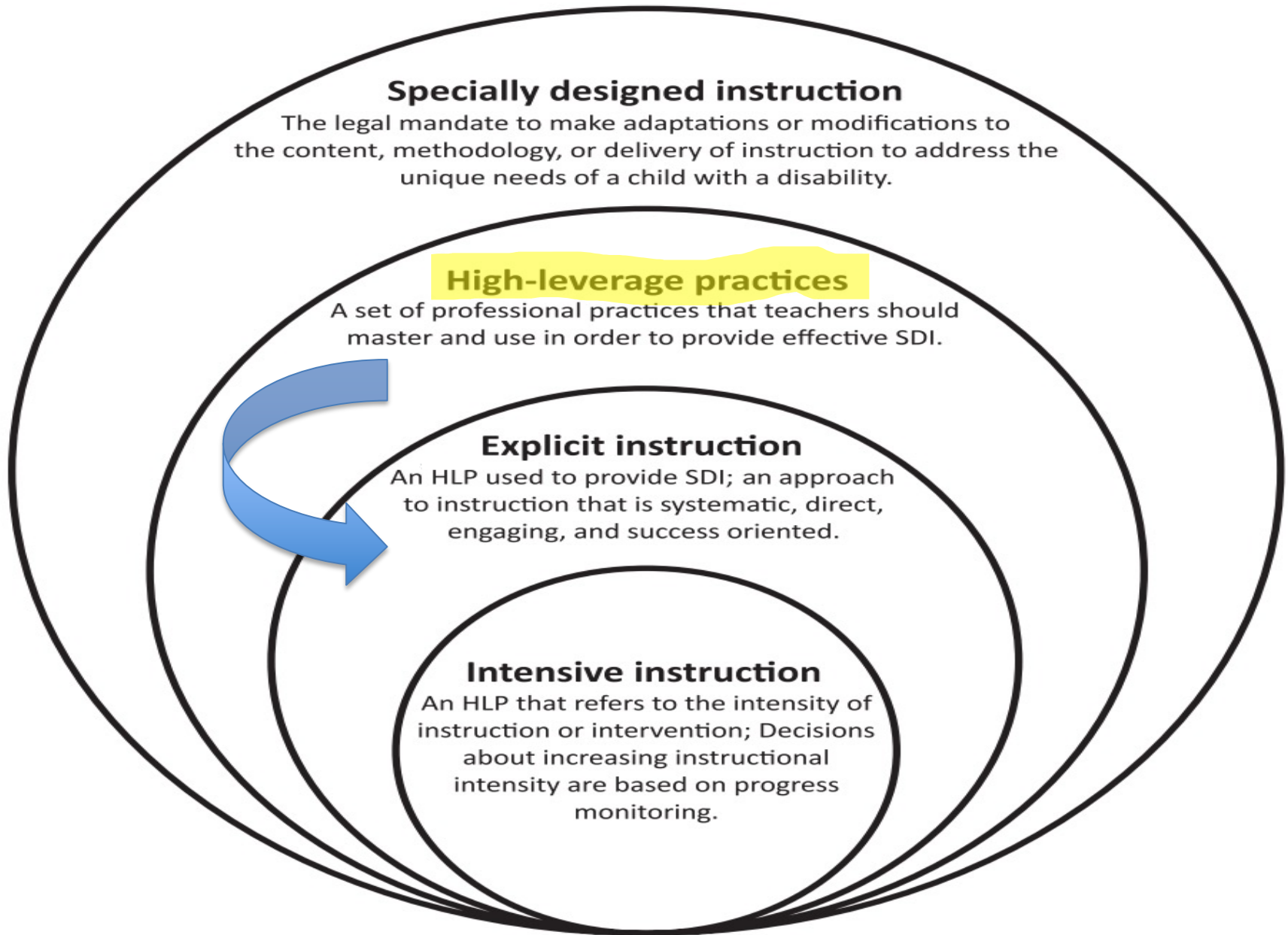
Download book at no cost HERE

HLP Examples

» Leading a group discussion

» Explaining and modeling content, practices, and strategies

» Eliciting and interpreting individual students' thinking

» Diagnosing particular common patterns of student thinking and development in a subject-matter domain

» Implementing norms and routines for classroom discourse and work

» Coordinating and adjusting instruction during a lesson

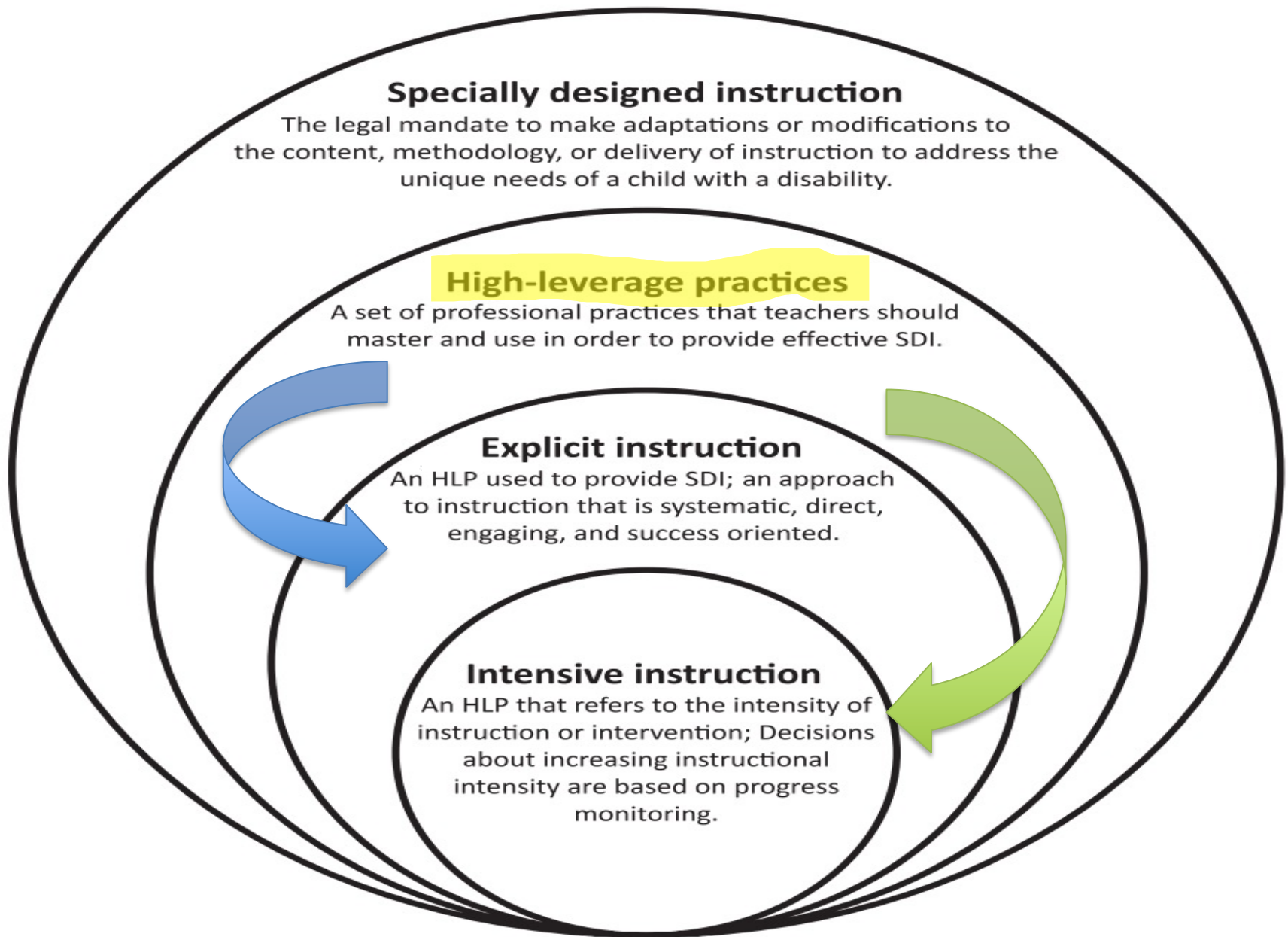**Figure 1. Nested structure of special education terms**

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EXPLICIT INSTRUCTION

» An instructional approach that been identified as a HLP

- *A group of research-supported instructional behaviors used to design and deliver instruction that provides needed supports for successful learning through clarity of language and purpose, and reduction of cognitive load.*

  » Hughes, Morris, Therrien, & Benson. 2017

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INTENSIVE INSTRUCTION

» Is an HLP

- The process of changing the intensity of an intervention to match the student need

- Can be based on multiple variables

  o **Time** (duration & frequency of instructional time)

  o **Complexity** (the number of EI elements included in the instructional program)

  o **Group size**

  o **Adding, modifying explicit instruction variables**

How is Specially Designed Instruction Ensured?

- The provision of specially designed instruction relies on classroom teachers to have **intentionally** and **purposefully planned** to match instruction to the needs of the students in their classroom.

- Specific evidence based instructional approaches should be selected and utilized by classroom teachers, in combination with supplemental supports, such as graphic organizers, study guides, alternative assignments, adapting materials, copy of notes, visual cues and technology.

- In considering and explicitly planning to address the needs of students, teachers should identify needed supports, accommodations, scaffolding, teaching strategies, learning strategies, etc., that the student may need in each of the following areas:
  - Content
  - Materials
  - Environment
  - How learning will be measured
  - How instruction should be provided

What SDI practices are you implementing?

» What high leveraged practices are being used in your school? Classroom?

» How is intensity decided? How often?

» What explicit instruction is occurring? Is there sufficient time allocated for the delivery?

SPECIALLY DESIGNED INSTRUCTION

What it's

NOT!

Differentiated Instruction

» Differentiating instruction involves making changes to one or more of
  – Content—the knowledge and skills students need to master
  – Process—the activities students use to master the content
  – Product—the method students use to demonstrate learning

» There is no prescribed way to differentiate instruction: The changes a teacher makes to each of the classroom elements depends on the needs of his or her students.

» [guide to teachers differentiating instruction](#)

Island City Academy

UDL: Universal Design for Learning

Universal Design for Learning Guidelines

Provide multiple means of **Engagement** →	Provide multiple means of **Representation** →	Provide multiple means of **Action & Expression** →
Affective Networks The "WHY" of learning	Recognition Networks The "WHAT" of learning	Strategic Networks The "HOW" of learning

UDL guidelines from CAST

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Kansas State Dept. of Education: Consideration of SDI

Is...	Is Not...
In addition to core instruction (supplemental)	In place of core instruction (supplant)
A service	A place
What a teacher does	What a child does
Based on teaching specific skills a student does NOT have in order to access and make progress in the general curriculum	A restatement of the acadmic content standards being taught
Unique instruction written into the IEP that is provided to the child to allow him/her to progress toward annual goal(s)	A commercial program
Specific to the child (individualized)	A schedule
Instruction that allows a child to make progress in the general education curriculum and close the gap in academic performance as compared to his/her general education peers	An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to children with disabilities)

SDI occurs WITHIN a MTSS Model

3% to 5% of students

Tier III: Tertiary Level of Prevention – Intensive Intervention

15% of students

Tier II: Secondary Level of Prevention - Intervention

Specially Designed instruction

Tier I: Primary Level of Prevention – Instruction/ Core Curriculum

80% of students

Students receive services at all levels, depending on need.

Click to add text

Big Ideas in Special Education

Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction

Paul J. Riccomini, Stephanie Morano, and Charles A. Hughes

Aritcle Link:

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Lesson Plan with SDI

» Template Link:

Article

Big Ideas in Special Education

Specially Designed Instruction, High-Leverage Practices, Explicit Instruction and Intensive Instruction (Paul J. Riccomini, Stephanie Morano, and Charles A. Hughs – published in Teaching Exceptional Children, Vol. 50, No.1, PP 20-27

Link: https://drive.google.com/file/d/1FtnjAi3GWhw6iG6RV_a9D-A3Ggw5mgW-/view?usp=sharing

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Next Coffee with Special Education
January 19, 2022 @ 3:30

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MARK YOUR CALENDAR!

3rd Wednesday of each month

3:30-4:30 Formal period

4:30-5:00 OPEN TIME for staying on and discussing anything

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