General Supervision and IDEA Implementation Training

September 18, 2019 (Macon)
September 25, 2019 (Atlanta)
General Supervision Requirements

States must implement and maintain a general supervision system in order to:

1. Improve educational results and functional outcomes for all children with disabilities; and
2. Ensure that the requirements of IDEA are met.
2020 Vision Casting

Provide the necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.
Moving Forward 2020 Vision
Rationale

“If Every Student Succeeds, the commitment cannot be an Act. We must do what is right for the schoolhouse. All students matter! We must give each student the tools necessary to demonstrate readiness to learn, live and lead. We must offer high quality services and supports for teachers and leaders to address rigorous, diverse needs of students. We must prioritize an effective, engaging home-school partnership because families are partners in student success.”
Theory of Action

**IF** we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, **THEN** student outcomes and school climate will improve resulting in increased quality of life and a workforce ready future!
Students FIRST

• Specially Designed Instruction, IEP Services and Supports & Self Determination Skills

• **As measured by:** Improved results for students for disabilities (e.g., graduation, dropout, assessment proficiency rate, young children outcomes, etc.)

• **Data Fact:** >25% of students with disabilities exit as dropouts each year.

• We believe that students who have access to good instruction, IEP Services and self-determination skills will be ready to live, learn and lead!
Teachers FIRST

• Equity, Efficacy & Excellence

• **As measured by:** Increased teacher retention and improved high-quality services and supports (e.g., teacher shortage/retention rate, school climate data, etc.)

• **Data Fact:** Georgia demonstrated a sped teacher shortage of 3,496 (3.1).

• We believe that teachers who have equitable access to high quality services/supports and supportive leadership will create classroom conditions for student success, remain in the profession and motivate others to teach as a career of first choice.
Leaders FIRST

• INTENTIONAL (Data-driven decision making) and INCLUSIVE

• As measured by: Improved systems of continuous improvement and increased inclusive leadership

• Data Fact: Council for Exceptional Children Teacher Survey Data indicated the following needs: Adequate resources to meet IEP requirements for students (831 responses); Smaller class sizes/caseloads (637 responses); and Administrators who support the IEP process (538 responses).

• We believe that inclusive leaders who leverage the flexibility to make intentional decisions create school-wide conditions for student success.
Families FIRST

- Engaging & Effective Home-School Partnerships
- **As measured by**: Improved parent satisfaction and supports such as the Special Ed. Help Desk and Parent Mentor Partnership
- **Data Fact**: Georgia Parent Mentor Partnership demonstrated 99,521 contacts with families during FY19.
- We believe that home-school partnerships must prioritize communication, capacity-building and consensus decision making.
# Keeping Georgia’s Students First

<table>
<thead>
<tr>
<th>Students FIRST</th>
<th>Teachers FIRST</th>
<th>Leaders FIRST</th>
<th>Families FIRST</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPIREPlus</td>
<td>IDEAS Conference</td>
<td>Federal Programs Conference</td>
<td>State Advisory Panel</td>
</tr>
<tr>
<td>Transition Services</td>
<td>CEEDAR Partnership/High Leverage Practices for Special Education (Teachers)</td>
<td>Part B Data Resources</td>
<td>Georgia Parent Mentor Partnership</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>Special Education Content Integration Specialist</td>
<td>General Supervision and IDEA Implementation Trainings</td>
<td>Statewide Facilitated IEP Process</td>
</tr>
<tr>
<td>Georgia’s Tiered System of Supports for Students</td>
<td>Newsletter for Teachers of Students with Disabilities</td>
<td>High Leverage Practices for Special Education (Leaders)</td>
<td>Academic Parent Teacher Teams Partnership</td>
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<tr>
<td>Dyslexia Supports</td>
<td>Teacher Resources for Students with Significant Cognitive Disabilities (GAA)</td>
<td>Advancing Inclusive Leadership for Principals</td>
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<tr>
<td>Georgia Instructional Materials Center (GIMC)</td>
<td>State Systemic Improvement Plan (SSIP)</td>
<td>Georgia Learning Resources System (GLRS)</td>
<td>Parent 2 Parent Partnership</td>
</tr>
<tr>
<td>State Systemic Improvement Plan (SSIP)</td>
<td>Georgia Network for Educational and Therapeutic Supports (GNETS)</td>
<td>Special Education Leadership Academy (SELDA)</td>
<td>Dispute Resolution Supports</td>
</tr>
<tr>
<td>Results-driven Accountability Monitoring and Oversight</td>
<td>Results-driven Accountability Monitoring and Oversight</td>
<td>Georgia Online-IEP</td>
<td></td>
</tr>
<tr>
<td>Check and Connect</td>
<td></td>
<td>Fiscal/Consolidation of Funding</td>
<td></td>
</tr>
</tbody>
</table>

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**Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future**
Georgia must **keep students first** and ensure that students suspected of having a disability are appropriately identified and evaluated (Child Find).
I heard that my child must have a passed hearing and vision-first! Is this correct?
Can the LEA proceed with eligibility without receiving a passed hearing and vision report?
Under IDEA Evaluation Procedures, if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results should accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
Children with impaired sensory, manual, or speaking skills can be grouped into two categories.

The students we know about…

AND

The students we don’t know about yet…
While the Department continues to support the guidance below, the details are insufficient to describe a systemic, proactive response to identifying children with impaired sensory.

If problems with the child’s hearing or vision need medical diagnosis or require the purchase of hearing aids or eyeglasses and the parents are unable to accomplish this, then the LEA must make sure that these devices and services are made available to the child.
What if a child requires a medical diagnosis?

If problems with the child’s hearing or vision need medical diagnosis or require the purchase of hearing aids or eyeglasses and the parents are unable to accomplish this, then the LEA must make sure that these devices and services are made available to the child.
Hearing & Vision Screenings
The Challenge

- Research data shows that children with hearing or vision loss who are identified through mass hearing screenings and receive services earlier have better outcomes in language, literacy, and academics.

→ However, there is a shortage of services for follow-up identification, which can be a challenge for school districts.
Facts about Hearing & Vision Screenings

• Hearing and vision screenings improve access to the general education curriculum and increase student success.

• Mass screenings do not require parent permission.

• The prevalence of vision loss in school-age children is one in four children.

• The prevalence of hearing loss in children ages birth to five is 3 in 1000, but it goes up to 9 in 1000 for school-aged children.

• Hearing and vision screenings are recommended by the American Academy of Pediatrics and the Georgia Department of Public Health for all school-aged children in Grades 1, 3, 5 and 8.

• Additionally, all students suspected of having a hearing or vision problem should be screened.
Facts about Hearing & Vision Screenings

• Georgia requires hearing and vision screenings in the following situations:
  - Upon school entry Certificate of Vision, Hearing, Dental, And Nutrition Screening (3300 Form).
  - During the special education comprehensive evaluation process if suspected of having a disability in this area.
Mass Hearing & Vision Screenings

Flow Chart (Best Practice Guidance)

If a student requires follow-up per the 3300 Form upon school entry, begin with Step 1 as a follow up (rescreening) if not completed already.

Step 1: Conduct a Hearing and Vision Screening for designated grade levels. (completed by Oct 1st or within 30 school days upon school entry for new students)

Step 2: For students who need follow-up, the Local Education Agency (LEA) will complete rescreening procedures between 10-14 school days.
Mass Hearing & Vision Screenings

Flow Chart (Best Practice Guidance)

**Step 3:** If the student requires follow-up after the rescreening (Step 2), send home a parent notification letter *(within 10 school days)* to recommend next steps. (See sample Letter)

**Step 4:** If the parent does not complete the follow-up from Step 3, send home a 2nd parent notification letter within 30 school days of the 1st notification.

**Step 5:** If parent follow-up has not been completed within 15 school days of the 2nd parent notification (Step 4), the LEA will provide the diagnostic evaluation for the student after obtaining informed parent consent.
Hearing & Vision Screenings

Flow Chart for Referrals to Evaluation for Special Education (Best Practice Guidance)

**Step 1:** Review previous vision and hearing screening results and follow-up recommendations. If a past request for follow-up has been made within one year, then the LEA should move to Step 3.

**Step 2:** If appropriate, conduct a hearing and vision screening. Rescreen the student, if needed.

**Step 3:** If additional actions are required, send home the 1st parent notification letter within 10 calendar days of screening. (see sample)
Hearing & Vision Screenings

Flow Chart for Referrals to Evaluation for Special Education
(Best Practice Guidance)

**Step 4:** If the parent actions (follow-up) are not completed, then the LEA should send a 2nd parent notification letter within 5 calendar days of the notification described in Step 3.

**Step 5:** If parent follow-up has not been completed, the LEA will provide a diagnostic evaluation (with informed parent consent) at no cost to the parent. The LEA should consider this action within 5 calendar days of the 2nd parent notification described in Step 4.

**Note:** If the diagnostic evaluation is not completed, the other academic testing may be invalid.
Hearing & Vision Considerations

For Special Education Evaluations (Best Practice Guidance)

**Step 1:** Determine if the student has diagnosis of a hearing loss or vision impairment, level of hearing or vision loss, correction or treatment currently in place, and, if appropriate, current special education services and supports.

**Step 2:** If prescribed, determine if the corrective treatment is being utilized by the student consistently for a period of 30 days.
Hearing & Vision Considerations

For Special Education Evaluations (Best Practice Guidance)

**Step 3:** If student is not using corrective treatment or does not benefit from corrective treatment, determine if further testing or services are needed for hearing and vision.

**Step 4:** If corrective treatment and/or services are consistent and beneficial to the student, continue with the evaluation or reevaluation for Special Education. Ensure the student has his/her corrective treatment at the time of the evaluation.
Need More Help?

GA’s New Mobile Audiology Program

Photo Credit: www.hearingfirst.org
Resources

- GA DOE – Trainings for Hearing & Vision screenings
  - Webinars for Hearing & Vision screenings
  - Training manual for hearing screenings
  - Division of State Schools
    - DHH Outreach Coordinator: Vanessa Robisch - VRobisch@doe.k12.ga.us
    - VI Outreach Coordinator: Zelma Murray - ZMurray@doe.k12.ga.us
- Georgia’s (new) Mobile Audiology Program
  - Program Manager: Jessica Bergeron – jbergeron@doe.k12.ga.us
- Early Childhood Hearing Outreach (ECHO) (for children ages 3-5)
- Prevent Blindness Georgia
- Free or low-cost glasses & hearing aids for children
Questions?
Young Children Updates
Topics

- Indicators
- Environments
- Outcomes
- Transition
1) EARLY CHILDHOOD

Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6: Preschool Settings
- Indicator 7: Preschool Outcomes
- Indicator 12: Early Childhood Transition from Part C to Part B

Adapted from Oklahoma Department of Education
Indicator 6: Environments
Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

September 2015

• Sets an expectation for high-quality inclusion in early childhood programs
• Increasing public understanding of inclusion
• Highlighting the legal foundations supporting inclusion
• Providing recommendations for increasing inclusive early learning environments
• Identifying resources
On January 9, 2017, the U. S. Department of Education released a Dear Colleague Letter (DCL) regarding the least restrictive environment (LRE) requirements of IDEA and preschool children.

DCL supersedes the 2012 Office of Special Education Programs (OSEP) DCL and provides additional information on reporting of educational environments and use of IDEA Part B funds for preschool children with disabilities.
Least Restrictive Environment

• Office of Special Education Programs
  • Dear Colleague letter January 9, 2017
  • Emphasizes the section 612(a)(5) requirement “maximum extent appropriate”…LRE provision does not distinguish between school- aged and preschool- aged children and therefore, applies equally to all preschool children with disabilities.
    • Variety of placement options are identified in section 618 (a) with no distinction related to the student’s age
    • LEAs are responsible for providing a continuum of placement options to preschool students
• The LRE requirements of IDEA are applicable to all children with disabilities who are served under part B of the IDEA including preschool children with disabilities aged 3-5.

• LEAs must make available a full continuum of placements options.

• In selecting the LRE, IEP teams must also consider potential harmful effects on the child or on the QUALITY of services the child needs.
Placement

- LEAs responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the LRE, REGARDLESS of whether the LEA operates public preschool programs for children without disabilities.

- Possible settings the promote an inclusive LRE include: regular pre-kindergarten class, public or private preschool program, community-based child care facility or placement in another federal program like Head Start.

- If an LEA determines that private preschool is necessary for a child to receive FAPE, it must be made available at no cost to the parent.
## Service Delivery

<table>
<thead>
<tr>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Early Childhood Education Setting</td>
</tr>
<tr>
<td>Special Education Early Childhood Setting</td>
</tr>
<tr>
<td>Home</td>
</tr>
<tr>
<td>Service Provider Location</td>
</tr>
<tr>
<td>Separate School</td>
</tr>
<tr>
<td>Residential Setting</td>
</tr>
</tbody>
</table>
Educating Georgia's Future by graduating students who are ready to learn, ready to live, and ready to lead.

Indicator 7: Outcomes
Reported Child Outcomes

• States report data to Office of Special Education Programs (OSEP) in the US Department of Education annually on 3 child outcomes for Part C and Part B program:

1. Social Relationships
2. Use of knowledge and skills
3. Taking Action to meet needs
Sometimes, in order to go forward, You must first go back.

Julia Cameron
Welcome to The Georgia Early Learning and Development Standards (GELDS)

Georgia has a long history as a leader in promoting early learning and development outcomes for children. Georgia introduced its latest set of high-quality, research-based early learning standards for children birth to age five called the Georgia Early Learning and Development Standards (GELDS). The GELDS promote quality learning experiences for children and address the question, “What should children from birth to age five know and be able to do?” They are a set of appropriate, attainable standards that are flexible enough to support children’s individual rates of development, approaches to learning, and cultural context. The GELDS are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups and serve as a framework for learning. The GELDS are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Standards of Excellence (GSE) for K-12, and the Work Sampling System.

The GELDS support the growth of the whole child, birth to five.
The purposes of the GELDS are to:

- Guide teachers who work with children from birth through five in providing quality learning experiences;
- Guide parents in supporting their children’s growth, development, and learning potential;
- Lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning, and child outcome documentation;
- Create a “Universal Language” for all stakeholders to use regarding the learning and development of children. Stakeholders would include parents, teachers, pediatricians, early interventionists, policy-makers, etc.;
- Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher’s role in the process; and
- Support the early identification and referral of children with special learning needs.
Understanding GELDS

These are the five **LEARNING DOMAINS**. Notice that each has a two- or three-letter acronym. You’ll see these acronyms in all GELDS materials.

- **APPROACHES TO PLAY AND LEARNING**
  - APL

- **PHYSICAL DEVELOPMENT AND MOTOR SKILLS**
  - PDM

- **COMMUNICATION, LANGUAGE AND LITERACY**
  - CLL

- **SOCIAL AND EMOTIONAL DEVELOPMENT**
  - SED

- **COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE**
  - CD

*NOTE: The CD domain is divided into these sub-domains: Math, Social Studies, Science, Creative Development and Cognitive Processes.*
You will see codes such as **PDM6.3b** (below) in all GELDS materials. Once you understand the codes, you’ll see how helpful it is to incorporate GELDS into your routines and lesson plans.

**PDM**

**domain** (PDM is the physical development and motor skills domain)

**DOMAINS** are the five areas of learning. These large, overarching categories are color-coded.

Each Domain contains **STRANDS**, groupings of similar standards.

Each Strand contains **STANDARDS**.

---

**6. standard**

**STANDARDS** are general statements of knowledge within a Strand. A Strand can have one or more Standards.

---

**3. age**

**AGE** groups are as follows:
0 = 0–12 months  
1 = 12–24 months  
2 = 24–36 months  
3 = 36–48 months  
4 = 48–60 months

---

**b. indicator**

**INDICATORS** are statements that describe a specific, measurable and observable skill children exhibit as they develop. There can be multiple Indicators per age as noted by the letters a, b, c, d, e and f.
### Standard: SED2

The child will engage in self-expression.

#### Age Appropriate Indicators:

<table>
<thead>
<tr>
<th>0 - 12 Months</th>
<th>12 - 24 Months</th>
<th>24 - 36 Months</th>
<th>36 - 48 Months</th>
<th>48 - 60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SED2.0a</strong></td>
<td><strong>SED2.1a</strong></td>
<td><strong>SED2.2a</strong></td>
<td><strong>SED2.3a</strong></td>
<td><strong>SED2.4a</strong></td>
</tr>
<tr>
<td>Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.</td>
<td>Uses sounds, facial expressions or gestures to express needs and preferences.</td>
<td>Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.</td>
<td>Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.</td>
<td>Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.</td>
</tr>
<tr>
<td><strong>SED2.0b</strong></td>
<td><strong>SED2.1b</strong></td>
<td><strong>SED2.2b</strong></td>
<td><strong>SED2.3b</strong></td>
<td><strong>SED2.4b</strong></td>
</tr>
<tr>
<td>Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.</td>
<td>Displays a range of basic emotions such as happiness, sadness and fear.</td>
<td>Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.</td>
<td>With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions such as frustration, jealousy and enthusiasm.</td>
<td>With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.</td>
</tr>
</tbody>
</table>
Indicator Detail:

**SED2.2b** Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

**Rationale:**

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.

**Examples:**

1. tells his teacher, "My turn to play with baby" instead of snatching the baby doll away out of anger
2. stomps her feet and pushes the puzzle away, saying "bad puzzle" because she does not understand how to complete the puzzle.
3. lays on the floor kicking and cries "Mommy, mommy!" when mom leaves the classroom
4. greets familiar adults with smiles, hugs and says, "I love you!"
5. moves away from object that scares him and says "I don't like it"
Consistent Practices Child Outcomes Summary

Definitions for Child Outcomes Summary (COS) Ratings

<table>
<thead>
<tr>
<th>Overall Age Appropriate</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a slightly younger child.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-expected than age-expected.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a younger child.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child.</td>
</tr>
</tbody>
</table>
Activity Instructions

• Review the observation notes for Nathan (3 years old)
• The observation and student/teacher interactions/communications are numbered
• Using the provided rubric sort the numbered observations and interactions/communications into the appropriate Outcome Column
## Definition of Outcome Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Completely means:** 7 | - Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child’s life. Functioning is considered **appropriate** for his or her age.  
  - No one has any concerns about the child’s functioning in this outcome area. |
| **Somewhat means:** 5 | - Child’s functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** about the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.  
  - Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations. |
| **Nearly means:** 3 | - Child does **not yet** show functioning expected of a child of his or her age in any situation.  
  - Child uses **immediate foundational skills**, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.  
  - Functioning might be described as like that of a **younger child**. |
| **Not yet means:** 1 | - Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.  
  - Child does **not yet** show functioning expected of a child his or her age in any situation.  
  - Child’s functioning does **not yet include immediate foundational skills** upon which to build age-appropriate functioning.  
  - Child functioning reflects skills that developmentally come before immediate foundational skills.  
  - Child’s functioning might be described as like that of a **much younger child**. |
Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1–3)

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

No

To what extent is the child using immediate foundational skills across settings and situations?

Uses skills that are not yet immediate foundational

Rating = 1

Occasional use of immediate foundational skills

Rating = 2

Uses immediate foundational skills most or all of the time

Rating = 3

Yes (consider rating 4–7)

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

No

To what extent does the child function in ways that are age-expected across settings and situations?

Occasional use of age-expected skills; more behavior that is not age-expected

Rating = 4

Uses a mix of age-expected and not age-expected behaviors and skills

Rating = 5

Yes

Does anyone have concerns about the child’s functioning with regard to the outcome area?

Yes

No
# Child Outcome Summary Form

## Supporting Evidence Section

<table>
<thead>
<tr>
<th>Source of information</th>
<th>Date</th>
<th>Summary of Relevant Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candace’s mom</td>
<td>4/12/06</td>
<td>Mom reports that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a “sippy” cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed.</td>
</tr>
<tr>
<td>Candace’s child care provider</td>
<td>4/5/06</td>
<td>Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled.</td>
</tr>
</tbody>
</table>
| Carolina Curriculum for Infants and Toddlers with Special Needs | Administered 3/13/06 | Self-Help: Eating – 12-15 months  
Self-Help: Dressing – 15-18 months  
Self-Help: Grooming – 18-21 months  
Self-Help: Toileting – <15-18 months |
| Developmental specialist | Observed over a 4 week period in March 2006 | Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance. |
1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 16 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Nearly</th>
<th>Somewhat</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Supporting evidence for answer to Question 1a

Age-appropriate functioning

Concerns? No  Yes  [________________________](describe)

Immediate foundational skills/Functioning that is not age-appropriate

Functioning that is not yet age-appropriate or immediate foundational
## OSEP Reporting Categories

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Children who did not improve functioning</td>
</tr>
<tr>
<td>b</td>
<td>Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers</td>
</tr>
<tr>
<td>c</td>
<td>Children who improved functioning to a level nearer to same aged peers but did not reach it</td>
</tr>
<tr>
<td>d</td>
<td>Children who improved functioning to reach a level comparable to same aged peers</td>
</tr>
<tr>
<td>e</td>
<td>Children who maintained functioning at a level comparable to same aged peers</td>
</tr>
</tbody>
</table>
Category Calculation Formula

Entry Rating (1-7) = ______

Exit Rating (1-7) = _____

Answer the question:
Was progress made since entry? Yes or No

OSEP Category= __________
**Tutor:**
Conversion of Child Outcomes Summary Form (COSF) data to OSEP Reporting Categories

<table>
<thead>
<tr>
<th>Entry</th>
<th>Exit</th>
<th>OSEP Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>Outcome</td>
<td>Progress</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>y</td>
</tr>
</tbody>
</table>

**Instructions**
- **Entry (Outcome):** Enter rating number for outcome (1 through 7)
- **Exit (Outcome):** Enter rating number for outcome (1 through 7)
- **Exit (Progress):** Indicate whether or not progress was made since Entry
  - Yes or no: format “y” or “n”

**Reporting category will appear in “OSEP Category” column**
- **a** - Children who did not improve functioning
- **b** - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
- **c** - Children who improved functioning to a level nearer to same-aged peers but did not reach it
- **d** - Children who improved functioning to reach a level comparable to same-aged peers
- **e** - Children who maintained functioning at a level comparable to same-aged peers

**Progress?** - No determination of progress has been provided yet (please fix)
- **Impossible** - The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix)

Summary Statements

From the progress category data, **two summary statements per outcome are calculated**: 

**Summary Statement 1** is the percentage of children who made greater than expected growth. The summary statement is calculated from the progress categories in the following way: 

\[
\frac{c + d}{a + b + c + d}
\]

**Summary Statement 2** is the percentage of children who exited at or above age expectations. The summary statement is calculated from the progress categories in the following way: 

\[
\frac{d + e}{a + b + c + d + e}
\]
Conversion Table for Georgia Outcome Template

<table>
<thead>
<tr>
<th>COS 7-Point Scale Rating</th>
<th>OSEP Category</th>
<th>Georgia Exit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 or 7 at both entry and exit</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>5 or lower at entry and 6 or 7 at exit</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>Move up scale but did not reach 6 or 7</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Same Score at entry or exit or lowered rating but yes to question</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>No to question</td>
<td>A</td>
<td>1</td>
</tr>
</tbody>
</table>
Current Preschool Outcomes Template

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>DOB</th>
<th>Program Entry Date</th>
<th>Entry Age</th>
<th>Language &amp; Social Skills</th>
<th>Fine Motor</th>
<th>Gross Motor</th>
<th>Health</th>
<th>Social-Emotional Growth</th>
<th>Individualized Education Program</th>
<th>Entrance:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>1. Student is at or above age level peers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>2. Student is below age level peers</strong></td>
</tr>
</tbody>
</table>

**Exit value:**

1. Student did not improve functioning.
2. Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
3. Student improved functioning to a level nearer to same-aged peers but did not reach it.
4. Student improved functioning to reach a level comparable to same-aged peers.
5. Student maintained functioning at a level comparable to same-aged peers.

*Duration of services is less than 6 months (if duration cell is red enter *)
Georgia’s FY19 Data

Summary Statement 1
• Of those children who entered the program below age expectations, for each outcome, the percent that substantially increased their rate of growth in that outcome by the time they exited

Positive Social-emotional Skills: 80.5%
(Target: 78.6%)

Acquisition of Knowledge and Skills: 83.4%
(Target: 81.5%)

Appropriate Use of Behavior to Meet Needs: 80.6%
(Target: 78%)
Georgia’s FY19 Data

Summary Statement 2

• Percent of children who were functioning with age expectations in each outcome, by the time they exited

Positive Social-emotional Skills: 62.2%
(Target: 62.0%)

Acquisition of Knowledge and Skills: 48.1%
(Target: 37.3%)

Appropriate Use of Behavior to Meet Needs: 71.6%
(Target: 72%)
Indicator 12: Transition
Did you know that Georgia has an MOU for our early intervention system?
MOU

• The MOU is an agreement that defines the collaboration between five entities that provide services to children with disabilities age birth – five years old:

• Georgia Department of Education

• Georgia Department of Public Health- Part C Early Intervention Program (Babies Can’t Wait)

• Bright from the Start: Georgia Department of Early Care and Learning

• Georgia Head Start Association

• U.S. Dept. of Health and Human Services, Administration for Children and Families, Region IV
• Responsibilities:
  • Collaboration with other early childhood agencies
  • Obtaining informed consent to evaluate
  • Evaluation and determination of eligibility
  • Ensure that LEAs develop and implement IEPs for special education services by child’s 3rd birthday
  • Fiscal responsibility for services provided to students ages 3-5
Part C vs Part B Responsibilities

**Part B**

1. Attend Part C Transition Conference

2. Conduct Part B eligibility evaluation

3. Develop and implement IEP prior to child’s 3rd birthday

**Part C**

1. LEA Notification

2. Develop Transition Plan

3. Coordinate Transition Conference

4. Provide necessary documentation to LEA to assist in the Part B referral process
Dear Colleague Letter:
Mills 5/2/19

• **Question 1**: Does a local educational agency (LEA) violate the procedural protections of 34 C.F.R. § 300.503 by failing to either agree to conduct the assessment requested by a parent or guardian, or to deny that assessment, when it proposes to conduct a “screening” in the same area of suspected disability by different personnel?
Answer: Under IDEA, written notice that meets the requirements of 34 C.F.R. § 300.503(b) must be given to the parents of a child with a disability a reasonable time before the public agency: (1) proposes to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (FAPE) to the child; or (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. 20 U.S.C. § 1415(b)(3) and 34 C.F.R. § 300.503(a). If a request for an evaluation has been made, the LEA must respond to the request through prior written notice, which includes among other content, an explanation of why the agency proposes or refuses to take the action. If the LEA believes an evaluation is not necessary because the child is not suspected of having a disability, it must issue written notice to the parent explaining why it is refusing to evaluate the child. If the LEA believes an evaluation is necessary, it must also issue a prior written notice. In the case of an initial evaluation, after receiving parental consent, the LEA must complete the evaluation within the 60-day timeframe (or, if the State has an established timeframe, within that timeframe) in accordance with 34 C.F.R. § 300.301(c). There is nothing in IDEA that would prohibit a State educational agency (SEA) or LEA from implementing screening procedures to determine if a child is suspected of having a disability. The use of screening procedures, however, may not be used to delay or deny an evaluation for special education and related services. See OSEP Letter to Torres (April 7, 2009).1 Therefore, referring a child for screening after a request for an evaluation has been made does not replace the evaluation and does not alleviate the public agency’s responsibility to issue a prior written notice that meets the requirements described above.
Georgia’s FY19 DATA

Indicator 12: Early Childhood Transition: Percent of young children transitioning from Babies Can’t Wait who were eligible for Part B services and had an IEP in place by their 3rd birthday

Target: 100%

FY19 Data: 98.71%
National Resources

• Early Childhood Technical Assistance Center (ECTA) = http://ectacenter.org/decrp/

• Division for Early Childhood of the Council for Exceptional Children (DEC) = https://www.dec-sped.org/

• National Association for the Education of Young Children (NAEYC) = https://www.naeyc.org/

• National Center for Pyramid Model Innovations (NCPMI) = https://challengingbehavior.cbcs.usf.edu/
Important Georgia Websites Related to Young Children

• Babies Can’t Wait (BCW) = https://dph.georgia.gov/Babies-Cant-Wait

• Department of Early Care and Learning (DECAL) = http://decal.ga.gov/

• Georgia Head Start Association = https://georgiaheadstart.org/
State Resources

• GaDOE Website = https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Preschool-Special-Education.aspx

• Georgia Early Learning and Development Standards (GELDS) = http://gelds.decal.ga.gov/

• PBIS Early Learning = https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/PBIS-Early-Learning.aspx

• Parent to Parent of Georgia = http://p2pga.org/

• Signals Webinars = https://namiga.org/signalswebinars/
Technical Assistance FY20

- Teacher and Para training - GELDS
- Teacher and Para training - Pyramid Model
- Webinar - Child Outcome Summary Process
- Regional meetings - Early Childhood Leadership Forums
- Work group - Child Outcome Summary Data
- Regional meetings - Looking Beyond Behavior
Any Questions?
Micole Atkins Talley, Ed.D.
Special Education Preschool/619 Coordinator
Division for Special Education Services
Georgia Department of Education
1870 Twin Towers East
205 Jesse Hill Jr. Drive, SE Atlanta, Georgia
30334-5010
Office:404-656-3066
Cell Phone: 404-695-2126
mtalley@doe.k12.ga.us
Implementing Specially Designed Instruction (SDI): A *Blueprint* for Student Success
Learning Targets

• Participants will be able to utilize the components of SDI to develop an appropriate Individualized Education Program (IEP)
• Participants will be able to list at least two ways to monitor the fidelity of implementation of Specially Designed Instruction
• Participants will gain an understanding of the Georgia’s Tiered System of Supports for student's framework
• Participants will understand the importance of SDI within a multi-level prevention system
Perception Check

Discuss at your table what you think the definition of Specially Designed Instruction (SDI) is…
Perception Check

**Specially Designed Instruction** is....

Adapting as appropriate the **content, methodology or delivery of instruction** (i) to address the unique needs of a child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the same educational standards within the Jurisdiction of the public agency that apply to all children. Individuals with Disabilities Education Act (IDEA), 34C.F.R §300.39.
Georgia's Tiered System of Supports for Students
Integrating the Essential Components of Georgia’s Tiered System of Supports for Students

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System
- Infrastructure

Supporting the Whole Child
Nationally Aligned MTSS Framework

Supported by District and School Infrastructure
State Systemic Improvement Plan (SSIP) Identified Barriers

- Access to the General Curriculum for ALL Students
- Access to Positive School Climate for All Students
- Provision of Specially-Designed Instruction in the Least Restrictive Environment
Specially Designed Instruction is....

Using the graphic organizer provided at your table, place the statement under the correct headings of **SDI IS** or **SDI IS NOT**
Specially Designed Instruction

**IS**
- Supplemental
- A service or support
- What an educator does
  - Teaching specific skills identified as learning barriers
  - Important features of a program and/or unique instruction
  - Specific to the student (individualized)
  - Supporting students in the general education setting and maintaining high expectations

**IS NOT**
- Supplant
- LRE Placement
- What a student does
  - A restatement of the academic content standards being taught
  - Naming a specific program that replaces a special education service
  - Driven by programs or schedules
  - Lowering expectations and/or removing students from the general education setting
What is the Goal for Specially Designed Instruction?

• Enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR § 300.320(a)(2)(i)).

• Free appropriate public education (FAPE) for students with disabilities in the least restrictive environment (34 CFR § 300.17).
Free and Appropriate Public Education (FAPE)

<table>
<thead>
<tr>
<th>F</th>
<th>Free means that all eligible students with disabilities will be educated at public expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Appropriate means that your child with a disability is entitled to an education that is appropriate for him/her.</td>
</tr>
<tr>
<td>P</td>
<td>Public refers to the public-school system</td>
</tr>
<tr>
<td>E</td>
<td>Education must be provided to every eligible school-age child with a disability. The education should prepare the child for the future - employment, education and independent living.</td>
</tr>
</tbody>
</table>

Understood.org
Who provides Specially Designed Instruction?

*Special educators* and *related service providers* with specialization in the area of need, in *collaboration* with *general education* teachers to align and integrate with Georgia’s Standards of Excellence.
Where is Specially Designed Instruction delivered?

Specially designed instruction is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive environment (34 CFR § 300.17).
SDI within Georgia’s Tiered System of Supports for Students

• All student, including students with disabilities, receive core instruction (Tier I) and supplemental (Tier II) and intensive interventions (Tier III) as needed; students with disabilities also receive SDI

• SDI occurs within an MTSS framework

• SDI is required under IDEA and only available to eligible students with identified disabilities with an IEP
Essential Component: Multi-Level Prevention System

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

Tier II: Secondary Level of Prevention - Intervention

Tier III: Tertiary Level of Prevention – Intensive Intervention

SST

3% to 5% of students

15% of students

80% of students

Students receive services at all levels, depending on need.

Essential Component:
Multi-Level Prevention System
How Do We Bridge The Achievement Gap?

Present Levels of Academic Achievement and Functional Performance (Where the student is now)

<table>
<thead>
<tr>
<th>Specially Designed Instruction</th>
<th>Georgia Standards of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting Content</td>
<td></td>
</tr>
<tr>
<td>Adapting Methodology</td>
<td></td>
</tr>
<tr>
<td>Adapting Instructional Delivery</td>
<td></td>
</tr>
<tr>
<td>Addressing the unique needs of a child</td>
<td></td>
</tr>
<tr>
<td>Ensuring access of the child to the general curriculum</td>
<td></td>
</tr>
</tbody>
</table>
Designing the *Special* in SDI

It must be…

• Data Driven
• Planned and Purposeful
• Disability-Related
• Necessary for student to access and progress in the general curriculum
How is Specially Designed Instruction Monitored?

- Implementation of Appropriate Instructional Accommodations to Support Students with Accessing the GSE
- Monitoring for Progress
- Progress Monitoring
- Analysis of Data (IEP goals, formative and/or summative assessments, growth on grade level standards)
- IEP Team Feedback
Implementing SDI at Tier I

• Within Tier I implement appropriate instructional accommodations/SDI to support students with disabilities with accessing grade-level standards

• Within Tier I implement high leverage practices frequently and with fidelity
  • High-Leverage Practices in Special Education
  • Teachingworks.org

• Within Tier I implement evidence-based practices
What are Evidence-Based Practices (EBPs)?
from the National Center on Response to Intervention (NCRTI)

Content Specific

Developmentally Appropriate

Learner Dependent

Supported by Research
Levels of Evidence
ESSA Definition, Sec. 8101 (21)

…”the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

I. **Strong evidence** from at least 1 well-designed and well-implemented experimental study;

II. **Moderate evidence** from at least 1 well-designed and well-implemented quasi-experimental study; or

III. **Promising evidence** from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
## Tier 1: Adolescent Literacy Practices

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendations</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide <strong>explicit vocabulary instruction</strong>.</td>
<td>Strong</td>
</tr>
<tr>
<td>2</td>
<td>Provide <strong>direct and explicit comprehension strategy instruction</strong>.</td>
<td>Strong</td>
</tr>
<tr>
<td>3</td>
<td>Provide opportunities for <strong>extended discussion</strong> of text meaning and interpretation.</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>Increase <strong>student motivation and engagement</strong> in literacy learning.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

(Kamil, Borman, Dole, et al., 2008)
Early Elementary Literacy Evidence-Based Practices

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendations</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach students <strong>academic language skills</strong>, including the use of inferential and narrative language, and vocabulary knowledge.</td>
<td>Minimal</td>
</tr>
<tr>
<td>2</td>
<td>Develop awareness of the <strong>segments of sounds</strong> in speech and how they link to letters.</td>
<td>Strong</td>
</tr>
<tr>
<td>3</td>
<td>Teach students to <strong>decode words, analyze word parts, and write and recognize words</strong></td>
<td>Strong</td>
</tr>
<tr>
<td>4</td>
<td>Ensure that each student <strong>reads connected text every day to support</strong> reading accuracy, fluency, and comprehension.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

(Foorman, B., Beyler, N., Borradaile, et al., 2016).
# 4th-8th Math Instructional Evidence-Based Practices

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendations</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare problems and use them in whole-class instruction</td>
<td>Minimal</td>
</tr>
<tr>
<td>2</td>
<td>Assist students in monitoring and reflecting on the problem-solving process.</td>
<td>Strong</td>
</tr>
<tr>
<td>3</td>
<td>Teach students how to use visual representations.</td>
<td>Strong</td>
</tr>
<tr>
<td>4</td>
<td>Expose students to multiple problem-solving strategies.</td>
<td>Moderate</td>
</tr>
<tr>
<td>5</td>
<td>Help students recognize and articulate mathematical concepts and notation.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

(Woodward, Beckmann, Driscoll, et al., 2018)
## Implementing SDI at Tiers II and III

### Tier II
- Supplemental, standardized, targeted intervention
- Group size is optimal for age and grade of student - generally 3–7 students
- Delivered by staff trained in the intervention
- Progress Monitoring occurs at least 1x per month
- Who? At-risk students

### SDI
- Supplemental interventions to address a specific need, as defined by the IEP, for explicit practice in a targeted skill
- Group size is developmentally appropriate and provide sufficient opportunity to progress on IEP goals
- Delivered by specialist in collaboration with general educators
- Progress Monitoring occurs at least 1x per month or as defined by the IEP
- Who? Students with Disabilities
Implementing Tier III and SDI

Tier III
- Intensity of intervention is individualized, based on student data
- Group size is generally no more than 3 students
- Delivered by well-trained staff
- Progress monitoring occurs weekly
- Who? Students with significant and persistent learning needs

SDI
What makes the intensity of the instruction/intervention SDI?
Specially Designed Instruction

Adapting as Appropriate

- Methodology
- Content
- Delivery
Specially Designed Instruction…
Adapting the…

**Methodology**
Refers to utilizing different instructional strategies and approaches to teach content to a student with disability, which may not be utilized with general education students.

**Content**
Refers to knowledge and skills being taught to the student with a disability are different from what is being taught to general education students.

**Delivery**
Refers to the way instruction is delivered to a student with a disability is different from how delivered to general education students.
Adapting as Appropriate Examples

<table>
<thead>
<tr>
<th>Adapting Content</th>
<th>Evidence-Based Methodology</th>
<th>Delivery of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Manipulatives</td>
<td>Keep a daily to do list on the desk so that the student can check off assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide timelines for extended projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide clear rubrics and checklists for assignments</td>
</tr>
</tbody>
</table>

Thomas requires specialized instruction to assist him with remaining on task and focused.
Adapting as Appropriate Examples

Susie is a six-year old student with a fluency (stuttering) impairment

<table>
<thead>
<tr>
<th>Adapting Content</th>
<th>Evidence-Based Methodology</th>
<th>Delivery of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Speech Modification strategies: pausing, rate control</td>
<td>Partner reading to monitor transfer of stuttering strategies</td>
</tr>
<tr>
<td></td>
<td>Modeling</td>
<td>Readers’ theatre in small group</td>
</tr>
</tbody>
</table>

Susie requires this instructional approach for all classroom assignments requiring oral reading or speeches. She also requires a silent cue to prepare for oral reading or speeches.
Adapting as Appropriate Examples

| Jordan is a student who is unable to perceive and interpret social situations accurately and acts impulsively without apparent self-control. |
|---|---|---|
| Adapting Content | Evidence-Based Methodology | Delivery of Instruction |
| None | Check and Connect | Use role play, social stories |
| | | Provide verbal and visual cues |
| | | Self-monitoring checklist |
| | | Reduce stimuli |

Jordan requires specialized instruction to assist him with remaining on task and focused. He requires additional support throughout the day due to his impulsively. His behavior requires concrete and direct support.
Adapting as Appropriate Examples

Stephen is a student with a specific learning disability with deficits in the area of mathematical reasoning.

<table>
<thead>
<tr>
<th>Adapting Content</th>
<th>Evidence-Based Methodology</th>
<th>Delivery of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove extraneous information from the word problem that is not needed to solve the problem</td>
<td>Explicit instruction on how to use a graphic organizer: example and non-examples-charts to organize categories</td>
<td>Peer modeling</td>
</tr>
<tr>
<td>Present as short answer questions instead of multiple choice</td>
<td>Visualization: color coding</td>
<td>1:1 explicit instruction to reteach the skill</td>
</tr>
</tbody>
</table>

Stephen requires specialized instruction in math reasoning due to difficulty in representing problems in an equation and determining the best solution to word problems. The teacher may have the student explain their strategies when problem solving to expand solving options.
Specially Designed Instruction in the (IEP)

Key areas of the IEP where Specially Designed Instruction is documented:

- Services
- Supplementary Aids and Services
- Supports for Personnel
- Accommodations
- Goals and Objectives
Specially Designed Instruction

Important Note

Specially Designed Instruction is different from just providing accommodations.

Accommodation refers to the supports given to a child that helps him to access the curriculum and demonstrate learning.

- Accommodations are what teachers provide to support access to the general education curriculum.
- Accommodations do not change
  - what is taught
  - strategies used to teach the content
  - how instruction is delivered to students

Processing Deficits, Accommodations and Specialized Instruction Strategies
SDI versus Accommodations

**SDI**
- Adapt assignments to only include essential content
- Small group instruction outside of the general education setting
- Scaffolded instruction, visual, written, verbal, physical, picture prompts and cues
- Multi-sensory teaching strategies
- Explicit instruction on how to use a graphic organizer

**Accommodation**
- Preferential seating away from distractions
- Allow time to process by writing down verbal questions
- Calming Strategies
- Wear hearing aids or using FM system
- Recorded Materials
How Can Technology Support SDI?

- Organization
- Communication
- Notetaking
- Independence
- Efficiency

C.F.R. § 300.105 (Assistive Technology)
C.F.R. §300.6 (Assistive technology service)
C.F.R. §300.5 Assistive technology device
Use of Technology in SDI

• Provide an audio version of the material
• Use a video that presents the same information
• Use audio books
• Volunteer other students to make a recording, assignments, vocabulary, definitions, etc.
• Use instructional technology to utilize text to speech
• FM device
Top 10 Assistive Technology Supports for Every Classroom

• Using the technology/AT that is currently in the classroom
• Text to Speech (TTS)
• Audiobooks and/or Digital Books
• Speech to Text (Dictation)
• Built in Accessibility Options
  • PC - Ease of Access
  • Mac Book - Accessibility Options
  • Mobile Devices – Accessibility Options
• Graphic Organizers
• Using Extensions and/or Add-ons with internet browsers
• Mobile Devices
• Visual Supports (classroom and/or behavior management)
• Closed Captioning

Special Education Services and Supports - Assistive Technology
Specially Designed Instruction is...

Adapting

Least Restrictive Environment

Georgia Standards of Excellence

Access
SPECIAL EDUCATION DOESN'T MEAN THAT A STUDENT IS INCAPABLE OF LEARNING. IT MEANS THAT THEY MAY NEED DIFFERENT SUPPORTS IN ORDER TO SUCCEED.
Resources

Indiana Department of Education:  https://www.doe.in.gov/specialed

What is Specially Designed Instruction?:  http://www.sst7.org/media

What Is “Special” About Special Education? Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports:  http://sss.usf.edu/resources/format/pdf/specially_designed_instruction

Implementing Specially Designed Instruction in the Classroom:  https://www.esc4.net/Assets/20984-specially-designed-instruction

Supports, Modifications, and Accommodations for Students (Feb 8, 2017):  https://www.parentcenterhub.org/accommodations
## Resources for Evaluating Evidence-Based Practices and Standardized Interventions

<table>
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<tr>
<th>Resource</th>
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IES Practice Guides: Designing Evidence-Based Interventions

- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
- Teaching Secondary Students to Write Effectively
- Teaching Elementary School Students to Be Effective Writers
- Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

See full list of Practice Guides at [https://ies.ed.gov/ncee/wwc/PracticeGuides](https://ies.ed.gov/ncee/wwc/PracticeGuides)
Contact Information

Evelyn Dixon  
edixon@doe.k12.ga.us  
770-262-4421

Jody Drum  
jdrum@doe.k12.ga.us  
404-606-1033

Glenda Henderson  
ghenderson@doe.k12.ga.us  
470-725-4342
Students FIRST

Georgia must **keep students first** and ensure that the IEP process is implemented with fidelity.
Students FIRST

The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the IEP Rule.

See Link: Georgia IEP Board Rule Link
PLAAFP
The HEART of the IEP

All other IEP components are based on the PLAAFP.
Lab Decoy
Top 10 Common Errors
(Data collected from the GaDOE and IRIS Center)

1. Failing to include state and local assessment data in PLAAFP
2. Failing to include all the student’s educational needs in the PLAAFP
3. Failing to write challenging, ambitious, and measurable annual IEP goals
4. Goals not written for each area of need
5. Failing to monitor student progress
6. Failing to provide special education services that address all the student’s educational needs
7. Lack explanation of extent that the student would not be included with nondisabled peers or the explanation is poorly written
8. Failing to adhere to the continuum of alternative placements
9. Offering an inappropriate placement
10. Placing students for reason unrelated to their individual needs
On a scale from 1 to 5, how well does the PLAAFP support the team in answering the following question, as appropriate?

5 represents an exemplary answer, and 3 represents the minimum requirements for compliance.
1. 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

2. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities
Let’s Debrief
Dear Dr. Smith-Dixon....
Can I begin providing IEP Services for a student identified as having a disability **before** developing the IEP?
I attended an IEP Meeting several months ago, why is the IEP stamped with Draft?
Is there a difference between the IEP Date and the Service Start Dates?
Did you know that Sped Teachers are pulled away from IEP services and required to complete other duties.
Did you know that students with disabilities enter Residential Treatment Facilities with a current IEP that expires during treatment?

The child returns to a school without a current IEP and begins to demonstrate difficult behaviors. The student becomes at risk of returning to the RTF; there is a delay to developing a current IEP.
Did you know that the local school district no longer provides small group instruction?

Since this option is not available, the local IEP Teams reconvened to offer collaborative classroom setting.
Dyslexia Updates
What is Dyslexia?

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Adopted by the IDA Board of Directors, Nov. 12, 2002.
Senate Bill 48

As of May 2019, Governor Kemp signed Senate Bill 48 into law. SB 48 (The Dyslexia Bill) provides for identification of and support for students in pre-kindergarten through second grade with dyslexia.
Where Do We Go From Here?

Dyslexia Activity Delivery Dates

**Fall 2019**
- Draft Dyslexia Handbook
  - internal draft (Aug 16)
  - external review (Sept. 16)
  - revisions (Oct. 07)

**December 2019**
- Dyslexia Handbook delivered
- Disseminate Request for Applications for dyslexia pilot study
  - October - November 2019

**Spring 2020**
- Curate list of training opportunities
- Announce selected pilot districts
  - December 11-12 2019
- Dyslexia pilot study begins
  - August 2020
Need More Information?

https://www.gadoe.org/dyslexia

- The International Dyslexia Association
- The Yale Center for Dyslexia & Creativity
- OSEP Dyslexia Guidance Letter

Contact Information

Zelphine Smith-Dixon, Ed.D.
State Director,
Special Education Services and Supports
Email: zsmith@doe.k12.ga.us

Belinda Tiller
Special Education,
Program Specialist
Phone: (404) 656-3963
Email: belinda.tiller@doe.k12.ga.us

Franeka Colley, Ed.S.
Content Integration,
Special Education Program Specialist
Phone: (404) 657-2461
Email: franeka.colley@doe.k12.ga.us
Georgia State Identified Alternate Diploma
ESSA: A Plan for Georgians, By Georgians

The ESSA Amendment
ESSA Amendment – Alternate Diploma Webinar

Archived Recording Registration Link
Does in-school suspension (ISS) constitute a removal from school?

• If a child is afforded the opportunity to continue to appropriately participate in the general curriculum, continues to receive the services specified in his or her IEP and continues to participate with nondisabled students to the extent he or she would have in his or her current placement while in ISS, it is not counted as a removal toward a change of placement under 34 C.F.R. § 300.536(a).

• Updated in the Discipline chapter on August 30, 2019.
Do all foster children need surrogates?

• No, the definition of parent in the IDEA and Georgia Special Education Rules allows foster parents to act as a parent for special education purposes.

• Under Georgia Division of Family and Children Services Child Welfare Policy Manual, a “caregiver” is a foster parent with whom a child in foster care has been placed or designated official for a child caring institution (CCI) in which a child in foster care has been placed.

• A foster parent or designated official for a CCI can act as a parent for special education purposes.
Georgia’s Facilitated IEP Process