Georgia’s Specially Designed Instruction Series Session 1: Why and What is Specially Designed Instruction

September 15, 2022
Keeping Students First
Session Norms

- Be Present
- Be Engaged
- Be Open
Specially Designed Instruction Project

September 16, 2022
Learning Targets

• Participants will be able to define Specially Designed Instruction (SDI)

• Participants will be able to state why it is imperative that all educators address specially designed instruction to increase academic achievement for students with disabilities

• Identify your vision for implementing SDI in your setting
Let’s Talk About SDI

https://www.menti.com/96buvi3izx
What is your level of understanding of SDI?

- Expert
- Pretty Familiar
- Some Basic Knowledge
- I Know Nothing
Putting SDI Into Perspective
Participation of SWDs in General Education

63%
Percent of children with IEPs aged 6 through 21 served: Inside the regular class 80% or more of the day

95%
Percent spend some portion of their day in general education classes.
There is no way a single system has all the time, all the knowledge, and all the skills to meet all the needs of every child in every school or district.

Buffman, Mattos, & Webber 2009.
An Ecosystem for SDI

1. Special Education
2. General Education Starting at Tier 1
3. Overall School Environment
We need a **sustainable ecosystem** with capacity to develop and implement high quality educational programming for all including students with disabilities.

*Bailey, 2022*

We NEED **collective efficacy**.
Collective Efficacy
Collective Efficacy

Collective Teacher Efficacy is the collective belief of educators in their ability to positively affect students, including students with disabilities.

It is built on evidence of impact.

Collective belief that you can make a difference. \times \text{Evidence you are making a difference.} = \text{ES} = 1.57^*

(Eells, 2011; Hattie, 2017)
Collective Efficacy

Collective efficacy starts with the right questions!

- What do we want for our children, educators, and schools?
- What is our current reality and who are the players?
- What do our children, educators, and schools need to be successful?
- How can we maximize our resources to support students, teachers, and schools?
Collective Efficacy

Since collective efficacy influences how educators feel, think, motivate themselves, and behave (Bandura, 1993), it is a major contributor to the tenor of a school's culture. When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success.
## Collective Efficacy Data

<table>
<thead>
<tr>
<th>Influence</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Teacher Efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Prior achievement</td>
<td>0.66</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>0.52</td>
</tr>
<tr>
<td>Home environment</td>
<td>0.52</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>0.49</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.48</td>
</tr>
<tr>
<td>Concentration/persistence/engagement</td>
<td>0.48</td>
</tr>
<tr>
<td>Homework</td>
<td>0.20</td>
</tr>
</tbody>
</table>

**Note:** Effect sizes are based on Cohen’s d. The average effect size is $d=0.40$.

This average summarizes the typical effect of all possible influences on education.

*Source: John Hattie*
Remember: All students are general education students first.

Some students require special education and aids and services to access and benefit from general education similarly to their peers.
Think & Share: What do you believe about SWDs success?

- Low Expectations v. High Expectations
- Negative Beliefs v. Positive Beliefs
Reflection

Do all educators hold high expectations for all students with disabilities?

→ Why?

→ Why not?
How do we ensure that every student with a disability is on the path to PROGRESS?

Specially Designed Instruction
SDI: Promoting Progress for Students With Disabilities

**Development** of high-quality educational programming for students with disabilities

**Implementation** of high-quality educational programming for students with disabilities

Ensure access to FAPE and improve outcomes for students with disabilities
Specially Designed Instruction Defined

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), C.F.R 34 §300.39
Specially Designed Instruction is…

(SDI) is what becomes absolutely necessary in order to support the needs of students with disabilities beyond “good, effective instruction.”

It is LAW – Specially Designed Instruction 200.6.(A) (1)
Why We Do What We Do

“To meet its substantive obligation under the IDEA, a school must offer an IEP **reasonably calculated** to enable a child to **make progress** appropriate **in light of the child’s circumstances.**” [emphasis added]

Setting the Stage for SDI

• Design goals and SDI to promote appropriately ambitions growth

• Maintain high expectations

• Articulate what we want the student to do

• Know the child and their circumstances
  [PLAAFP Statement, IDEA Sec. 300.320 (a)(1); Endrew F., 2017]

• Identify the skills, knowledge, and strategies the students need to be able to meet ambitious goals (This is SDI)
The Who, What, When, Where, and How

- **Delivery**
  - The way instruction is delivered
  - Least Restrictive Environment

- **Content**
  - Knowledge and skills being taught
  - Tailored to individual student's needs

- **Methodology**
  - Instructional strategies and approaches

- **Qualified Special Education Teacher**, **Qualified Related Service Provider**, **General Education Teacher**

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IEP Tip Sheet: What is the Statement of Special Education or SDI? [promotingprogress.org](http://promotingprogress.org)

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Free and Appropriate Public Education (FAPE)

The **Individuals with Disabilities Education Act** (IDEA) states that each child who has a disability and needs **special education** and **related services** will receive a 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>
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<tbody>
<tr>
<td>A</td>
<td>Appropriate means that a child with a disability is entitled to an education that is appropriate for him/her considering the IEP and progress in the general education curriculum.</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 future employment, education and independent living.</td>
</tr>
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Understood.org
IDEA FAPE Requirement for High Quality Programming

Procedural
In the development of an IEP, has the IEP team complied with the procedures set forth in IDEA? (Rowley)

Substantive
Is the IEP reasonably calculated to enable the child to make progress that is appropriate in light of the child’s circumstances? (Endrew F.)

Implementation
In implementing the IEP, were the instructional services and supports outlined in the IEP provided as agreed on during the IEP process?

FAPE Requirements
Types of SDI (based on an identified deficit)

**Instructional**
- Teach a strategy to bypass the deficit
- Enhance instruction using an existing strength

**Accommodation**
- Allow students to independently complete tasks
- Facilitates growth and supports transfer of knowledge in other environments
Procedural

Program Development: Procedural

- Present Levels of Academic and Functional Performance (PLAAFPs)
- Date, Frequency, Duration and Location of Services
- Monitoring Plan
- Measurable Goals
- Participation Outside Regular Education and in State and Districtwide Assessments
- Statement of Special Education and Aids and Services
Substantive

Program Development: Substantive

- **PLAAFPs:** Provide an assessment and data-driven baseline
- **Monitoring Plan:** Informs us if services are leading to progress or if changes are needed
- **Measurable Goals:** Connects to our PLAAFPs, SDI, and progress
- **Specially designed instruction (SDI):** Addresses unique needs and ensures access to and progress in the general curriculum
IEPs: Same Essential Ingredients but Individualized Based on Student Need

IEP Tip Sheet: What is the Statement of Special Education or SDI? (promotingprogress.org)
Specially Designed Instruction and Other Aids and Services Start with the PLAAFP Statement

PLAAFP

Annual Goals

Measuring Progress Toward Annual Goals

Statement of Special Education and Aids and Services

Participation Outside Regular Education and in State and Districtwide Assessments

Date, Frequency, Duration, and Location of Services

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What does IDEA say about the statement of aids and services?

According to IDEA, Section 300.320 (a), each child’s IEP must contain the following:

“(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—…” [emphasis added]

IDEA, Sec. 300.320(a)(4)

IEP Tip Sheet: What is the Statement of Special Education or SDI? (promotingprogress.org)
Refer to Tip Sheet
What does IDEA say about the statement of aids and services?

“(i) To **advance appropriately** toward attaining the **annual goals**;

(ii) To be **involved in and make progress in** the **general education curriculum** in accordance with paragraph (a)(1) of this section, and to **participate in extracurricular** and other **nonacademic activities**; and

(iii) To be **educated and participate with** other **children with disabilities and nondisabled children** in the activities described in this section.”

[emphasis added]

IDEA, Sec. 300.320(a)(4)
How do we know if it is specially designed instruction?

Consider the following:

• Is there data in the PLAAFP statement demonstrating how the proposed content, methodology, and/or delivery adaptations are necessary to meet the unique needs of the child?

• Is the student benefiting from the specially designed instruction as evidenced by progress towards the IEP goals?

• Does SDI include proposed adaptations to the instructional content, methodology, or delivery as opposed to the addition of supplementary aids and services or program modifications?
Specially Designed Instruction – Is not...

• A restatement of the academic content standards being taught

• A commercial program

• An excuse for setting low expectations
Specially Designed Instruction – Is not…

• Determined by the source of funding, the disability category, or programs.

• High Leverage Practices (However their use is essential for the design and delivery of SDI)
Why SDI?

SDI is required to be provided to students with disabilities in order to:

- Meet their unique needs as described in the IEP
- Address gaps and/or accelerate academic, behavioral, and/or functional progress toward age- and grade-level standards
- Support graduation and meaningful post-secondary outcomes
- To ensure all school programs, activities, and environments are accessible
3 Whys

Additionally, the legislation includes the purpose of SDI, or “3 Whys”:

- To **address the unique needs** that result from the student’s disability and are described in the IEP
- To **ensure access** of the student to the general curriculum
- So that the child can **meet the educational standards** that apply to **all children**
Breakout Discussion

• What challenges to SDI design and implementation have you seen or experienced?
• What questions have you received, or do you have about SDI?
Launching SDI: The Vision

What is your vision for instructional excellence?

Take a moment and share.
The Vision

To ensure students with disabilities in your building have access to success!
SDI Recap

- Structured, systematic research-based methodology

- Effective researched-based methodology for teaching classroom routines, behavior expectations, academic content and skills and cognitive learning strategies.

- Necessary for students with disabilities and novice learners

- Characterized by a series of scaffolds, explanations, demonstrations, and supported practice with embedded feedback (explicit teaching)

- All supported through the provision of accommodations and targeted instructional tools.
“Special Education is instruction that is more urgent, more intensive, more relentless, more precisely delivered, more highly structured and direct, and more carefully monitored for procedural fidelity and effects.”
- J.M. Kauffman
Closing Circle

Think about these questions as we close out this session. Choose one question and write a response in the chat box.

❖ What was affirming today?
❖ What did you learn?
❖ What were you surprised by?

What is your next leader move?
Session Evaluation

GA SDI Project Session Evaluation

QR Code
Georgia’s Specially Designed Instruction
Project Professional Learning

Remaining Session Dates

• October 12, 2022
• January 25, 2023
• February 22, 2023
Questions
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