Specially Designed Instruction Series Session 2: How We Design and Deliver SDI

October 12, 2022
Agenda Update

October 12th
9am - 10am Synchronous Learning
10am - 11:30am Asynchronous: Offline case-study assignment

January 25th
9am - 10am Synchronous Learning
10am - 11:30am Asynchronous: Offline case-study assignment

February 22nd
9am - 10am Synchronous Learning
10am - 11:30am Asynchronous: Offline case-study assignment
Keeping Students First
Specially Designed Instruction Project
Session Norms

• Be Present
• Be Engaged
• Be Open
Learning Targets

• Participants will be able to articulate the SDI process.
• Participants will be able to articulate the characteristics of an effective PLAAFP.
• Participants will be able to begin to develop an effective PLAAFP.
• 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.
Reflect and Share Out

What from the last session really resonated with you? What are you still wondering about?

Please share your thoughts in the chat box.
Thoughts on SDI

• Marilyn Friend, "SDI is what makes special education special".

• SDI is a process. It is planning for your instruction. Reading instruction example – lesson plans and then interaction with student.

• SDI is what the teacher does.

• How can we design an instructional program if we do not understand the learning differences of students with different disabilities.
Open 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?
How Do We Ensure FAPE?

Development of high-quality educational programming +
Implementation of high-quality educational programming =
Improved access and outcomes FAPE
Special Education = SDI

(1) Special education means **specially designed instruction**, at no cost to the parents, to meet the unique needs of a child with a disability, including—

   (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

   (ii) Instruction in physical education.

It is all about the instructional needs of the student!
### Specifically Adapting the Instructional....

<table>
<thead>
<tr>
<th>Elements of SDI</th>
<th>What it Means</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><em>What</em> is taught to allow the student to access general education programming</td>
</tr>
<tr>
<td><strong>Methodology</strong></td>
<td><em>How</em> the instruction is delivered or the practices and approach the teacher uses to teach</td>
</tr>
<tr>
<td><strong>Delivery of Instruction</strong></td>
<td><em>Who, where</em>, and <em>when</em> the instruction is delivered</td>
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The Development of SDI (and the IEP) Starts 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
Ensuring Appropriate Progress: The Role of the PLAAFP


- “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)
IDEA, SDI, and the PLAAFP Statement

Did you know?

• Regardless of the student’s disability and areas of need, the IDEA requires an IEP to include “a statement of the child's present levels of academic achievement and functional performance. Academic achievement and functional performance.”
“There should be a direct relationship between the present levels of performance and the other components of the IEP. Thus, if the statement describes a problem with the child’s reading level and points to a deficiency in reading skills, the problem should be addressed under both goals and specific special education and related services provided to the child.”

What Does IDEA Say About the PLAAFP Statement?

• (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.

Source: IDEA, Sec. 300.320 (a)(1); emphasis added.
What is the big deal about the PLAAFP statement?

• If designed well, it prevents us from experiencing the dreaded and harmful…

“Assumacide”

• This is when we make decisions about SDI design and delivery based on our assumptions, rather than evidence of need.
What is meant by present levels of academic achievement?

• “Academic achievement” generally refers to a child’s performance in academic areas. It could vary depending on a child’s circumstance or situation; therefore, a definition of academic achievement is not included in the IDEA regulations.

Source: 71 Fed. Reg. at 46662
What is Functional Performance?

- Functional performance - activities that are not considered academic or related to a child’s academic achievement
- Functional - in the context of routine, daily living activities

Source: 71 Fed. Reg. at 46661
Functional Performance Examples

What adaptations do the data suggest the student to **functional skill** instructional content, methodology, or delivery? Previously benefitted? Did not respond?
What if a student doesn’t require a functional annual goal?

• The PLAAFP must still include a statement about the student’s current functional performance and its impact on progress in the general education curriculum.
Opening 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?
PLAFFP: The Beginning of SDI

Data [includes source] indicate Student [objective data performs in this way- objective data] _______________ which affects ___________________ [must include impact on involvement and progress in the general education curriculum]. As a result, he needs ________________________ [justifies proposed services and supports].
PLAFFP Elements

- Student Needs
- Effect on Progress in General Education
- Baseline Information
- Connection to Goals and/or Services

[IEP PLAFFP Tip Sheet Link]
What Do the Courts Suggest?

• Use standardized test scores (i.e., criterion-referenced tests, standard achievement tests, diagnostic tests), or objective, measurable data for each area of need
• Identify the specific difficulty the student would face as a result of each area of need
• Fully explain how the disability affects involvement in the educational process
• Goals, SDI, supplementary aids/services, and other services must have a direct relationship to the PLAAFP
• Include baseline data for each goal to justify “appropriate progress”
What does IDEA say about the statement of services and aids?

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—...
Power PLAAFP Writing: Strategy I

- Convene a team to discuss and draft the PLAAFP
- Collect data
- Summarize data during team discussion about student
- PLAAFP Statement should support all decisions around SDI

Goal: Establish concrete, specific student-centered information to help facilitate more robust discussion during IEP
Learning Activity I: PLAAFP Writing

See Handout I for instructions and scenario.
Student Scenario – 6th Grade Learning Disability in Math Calculation

- January 2022 standardized math benchmark tests – 9th %tile - well below average
- Two minute-fact fluency classwork - Grade level expectations of 75 facts per 2 min
- 15 multiplication mixed-facts (0-9) 100% accuracy
- 32 mixed-addition facts (0-9) 100% accuracy
- 0 mixed-division facts
- 0 mixed-subtraction facts (0-9)
- Good Attendance

- Math calculation skills impact ability to complete word problem
- Current Supports - shortened assignments, peer support, and the use of a calculator.
- Academically engaged 32% of the math time – peers 76% Three formal classroom observations
- 85% classroom completion of assignments
- Interviews with the student in February 2022 indicate that he is feeling increasingly frustrated and overwhelmed with math.
- General Education Diploma
- Co-Teaching
EXAMPLE

• In January 2019, G.H. was identified as a student with a **learning disability in the areas of math calculation** (insert data from evaluation report). He is a 6th grader who has not missed any school during the first half of the year. Current data indicates G.H. continues need specially designed instruction in the area of math calculation, specifically math fact fluency. G.H. would like to graduate with a regular diploma with his peers and attend college.
Nature of Math Need – Example – Check your PLAFFP
On recent standardized math benchmark tests conducted in January 2022, he scored at the 9th percentile, which is well below average. Two minute-measures of fact fluency indicate he can accurately recall 15 multiplication mixed-facts (0-9); 32 mixed-addition facts (0-9); 0 mixed-division facts; and mixed-subtraction facts (0-9) compared to grade level expectations of 75 facts per 2 min. This affects his ability to complete 6th grade level math assignments at the same rate as his peers and efficiently use math calculation skills to complete word problems. To complete grade level math assignments, he currently benefits from shortened assignments, peer support, and the use of a calculator. Increasing his math fact proficiency would increase his ability to independently access and benefit from grade level math instruction. Review of current intervention implementation data suggest he benefits from daily direct 1:1 instruction distributed across the school day.
G.H.’s progress in math are also impacted by his engagement in general education instruction. Three formal classroom observations conducted in February 2022 \([\text{data source}]\) indicate G.H. is academically engaged 32% of the math class periods compared to 76% of the time for class peers \([\text{objective data describing performance}]\). His lower engagement results in him missing core math instruction and failing to complete 85% of math assignments \([\text{impact}]\). Interviews with the student in February 2022 indicate that he is feeling increasingly frustrated and overwhelmed with math. As a result, he needs strategies to manage his frustration and on-time completion of math assignments, especially as they become more challenging \([\text{justifies proposed services and supports}]\).
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 move?
Session Evaluation

GA SDI Project Session Evaluation

[QR Code Image]
Georgia’s Specially Designed Instruction Project Professional Learning

Remaining Session Dates

- **January 25, 2023** - Specially Designed Instruction Series Session 3: Elements of Fidelity when Designing SDI

- **February 22, 2023** - Specially Designed Instruction Series Session 4: Validated Approach to Designing and Implementing SDI
Questions
Disclaimer

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