Specially Designed Instruction Series Session 3: Elements of Fidelity when Designing SDI

January 25, 2023
Offering a holistic education to each and every child in our state.

Agenda Update

January 25th

Elementary: 9am - 10am Synchronous

10am - 11am POST SESSION OFFICE HOURS - Q&A

Secondary: 1pm – 2pm Synchronous

2pm – 3pm POST SESSION OFFICE HOURS - Q&A

February 22nd

Elementary: 9am - 10am Synchronous

10am - 11am POST SESSION OFFICE HOURS - Q&A

Secondary: 1pm – 2pm Synchronous

2pm – 3pm POST SESSION OFFICE HOURS - Q&A
Keeping Students First
Specially Designed Instruction Project

PROGRESS Center
Promoting Progress for Students with Disabilities
Session Norms

• Be Present
• Be Engaged
• Be Open
Learning Targets

• Participants will be able to write annual goals based on PLAFFP.
• Participants will have an understanding that IEP goals are developed as a team, and it is imperative that all educators address specially designed instruction to increase academic achievement for students with disabilities.
• Participants will have an understanding that goals are based on the student's PLAFFP that address the condition or context, in which the skill be performed, target behavior and level of proficiency/timeline frame.
Specially Designed Instruction

Design and delivery of specially designed instruction depends on an evidence-based, iterative process that uses individual progress monitoring data to make decisions about adaptations to instructional delivery, content, and methodology.
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.
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 FAPE Requirements 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?
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
What does IDEA say about Goals

• According to IDEA Sec. 300.320(a)(2), each child’s IEP must contain the following:

• (i) “A statement of measurable annual goals, including academic and functional goals designed to—
  • (A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and
  • (B) Meet each of the child’s other educational needs that result from the child’s disability.”

IDEA, Sec. 300.320(a)(2)(i-ii)
What Should Each Measurable Annual Goal Do?

• Each measurable annual goal should accomplish the following:

• Address individual academic and/or functional needs outlined in the PLAAFP statement.

• Be guided by grade-level content standards.

• Include benchmarks or short-term objectives (for students taking alternative assessments).

• Help the IEP team determine whether a student is making educational progress and whether the special education program is providing meaningful educational benefit.

• Lead to corresponding educational services.
Setting the Stage for Ambitious Growth

To effectively design goals and SDI to promote appropriately, ambitious growth, we must

• Maintain high expectations

• Articulate what we want the students to do (Teacher clarity=ES .75; learning goals=ES.68; appropriate challenging goals=ES .59)

• Know the child and their circumstances (PLAAFP statement, IDEA section 300.320 (a)(1); Endrew F., 2017)

• Know what knowledge, skills, and strategies the student needs to do to meet ambitious goals (focus of SDI).
What Are the Three Essential Elements of Measurable Annual Goals?

- Condition
- Target Behavior
- Level of Proficiency/Timeline

Measurable
Condition

- The context or environment in which the target behavior is to be exhibited and measured.

- Under what context will the behavior or skill be expected to occur?

- What level of independence is expected to complete the skill or demonstrate the behavior?
Target Behavior

• The academic or functional skill to be changed.

• What do we want the student to be able to do?

• Is the behavior observable and measurable?

• Is it a functionally relevant replacement behavior?

• Is this a measure of student behavior, not adult behavior?
Level of Proficiency/Timeline

• The level of performance and period within which the IEP team can determine that a student has achieved the goal.

• When will mastery of skills be expected to occur?

• What is the level of accuracy?

• How many trials does the student need to demonstrate mastery of the skill?
Measurable Annual Goals

• Condition
• Target Behavior
• Level of Proficiency/Timeline

• IEP Tip Sheet: Measurable Annual Goals (promotingprogress.org)
Examples of Measurable Goals

**Academic Goal:**
Given a second-grade reading probe, Jesse will read 65 words correctly in 1 minute with 95% accuracy on three consecutive probes.

**Functional Goal:**
During each 40-minute class period, José will remain academically engaged at least 70% of the class for five consecutive days as monitored by Direct Behavior Ratings.
Annual Goal Checklist

✓ Are goals linked to the assessment and PLAAFP statements and do they include academic and functional areas, if needed?

✓ Are goals specific, clear, and measurable?

✓ Are goals directed at meeting a student’s needs related to the disability so he/she may be involved in and progress in the general curriculum?

✓ Does the IEP contain information on how the student’s progress will be measured?
Annual Goal Checklist

✓ Does the IEP contain information on how progress will be communicated to the student’s parents?

✓ Is student progress toward goal achievement measured?

✓ Did you record & maintain the data?

✓ Did you provide this information to the student’s parent(s)?
Measuring Progress Toward Annual Goals

- Include a monitoring plan when writing an annual goal
- Use objective measures
- Measure frequently and systematically
- Identify an individual to collect the data
- Identify the setting for data collection
- Maintain a schedule
- Use performance criteria from annual goals

Measuring Progress IEP (promotingprogress.org)
The PLAAFP: Design & Plan for SDI

Sample PLAAFP

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 [objective data describing the nature of the math need]. 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 [impact]. 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 [rationale for proposed service].
G.H.’s progress in math are also impacted by his engagement in general education instruction. Three formal classroom observations conducted in February 2022 [*data source*] indicate G.H. is academically engaged 32% of the math class periods compared to 76% of the time for class peers [*objective data describing performance*]. His lower engagement results in him missing core math instruction and failing to complete 85% of math assignments [*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 [*justifies proposed services and supports*].
Group Activity

• Teachers use the PLAFPP from last activity to write a few annual goals

• Use tip sheet – break down how to write a goal
  IEP Tip Sheet: Measurable Annual Goals (promotingprogress.org)
  Measuring Progress IEP (promotingprogress.org)

• Groups share back goals and link the goals to the PLAFPP
Statement of Measurable Annual Goals

• Goal 1: When presented with mixed-fact fluency probes including subtraction, addition, division, and multiplication facts, G.H. will accurately complete 75 problems in 2 minutes on three consecutive probes.

• Goal 2: During math class periods, G.H. will demonstrate at least 75% academic engagement for three consecutive weeks as measured by weekly averages of Direct Behavior Rating measures.

• Goal 3: G.H. will complete 90% of his math work on time as measured by teacher report.
Reflection on Goal Activity

• To what extent are these proposed goals sufficient for addressing the needs that require specially designed instruction? Why or why not?

• Do the proposed goals include the essential components of a well-written measurable annual goal: condition, target behavior, and criterion for level of proficiency/timeline?

• How might the team improve the proposed goals for this student?
Link Goals to Instructional Strategies

Resources from SDI webpage on GADOE
Instructional Strategies-Literacy

Instructional Strategies-Math

## Processing Deficits, Accommodations and Specialized Instruction Strategies

<table>
<thead>
<tr>
<th>Psychological Processing Deficit</th>
<th>Observable Behaviors Associated with Deficit</th>
<th>Accommodations to consider</th>
<th>Specialized Instructional Strategies to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Functioning</strong> - includes the brain-based functions that involve mental control and self-regulation. Executive functions are analogous to a maestro of an orchestra, while the rest of the cognitive processes comprise the band itself. Executive functioning guides the management of our internal resources to achieve a goal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attention control</strong> - the ability to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Difficulty maintaining concentration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Developmentally inappropriate levels of attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fails to complete work or activities on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stops work before finished</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Switches frequently between activities, including play activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Difficulty listening to information presented aloud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Distracted by things happening in proximity while completing activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Overly focuses on the small parts, often failing to complete the big project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Difficulty eliminating extraneous information (during note taking, story listening,...)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Disorganized (including in written work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Difficulty maintaining attention to steps to complete a task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• May give the impression they are not listening or has not heard what has been said</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Disruptive behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Difficulty organizing materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use an incentive system to encourage on-task behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use “IF-then” or “First-then” plan to encourage focus on non-preferred tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide self-monitoring checklists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write start and stop times on assigned tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Break tasks into smaller subtasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide short breaks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use a timer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make tasks interesting by using a variety of instructional modalities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide praise when on-task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide outlines for note taking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide concept maps, formula cards, checklists, lists of steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide a quiet location for the student to go work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add visual cues (color coding and emphasis marks) to bring attention to important information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintain a structured environment with defined procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide seating to allow for reduced distractions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach self-monitoring strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach organizational strategies especially reading organization strategies for comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach the use of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Procedural checklists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To-do-lists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Schedules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Calendars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Charts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Various graphic organizers to teach concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rubrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Visual study aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Self-monitoring charts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Self-talk strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach students to break large tasks into steps-backward plan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bartow County School System 2017
Taken and Adapted from Gobb County and Fayette County 2012 Documents
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
Georgia’s Specially Designed Instruction
Project Professional Learning

Remaining Session Date

• **February 22, 2023** - Specially Designed Instruction Series
  Session 4: Validated Approach to Designing and Implementing SDI
Questions
The contents of this training were developed under an IDEA grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. No materials developed with IDEA federal funds may be sold for profit.
Contact Information

Wina Low, State Director
Division for Special Education
Georgia Department of Education
wlow@doe.k12.ga.us

Yyanisha Bass Bonner, Program Specialist
Instruction and Systemic Improvement
Division for Special Education
Georgia Department of Education
Yyanisha.Bass@doe.k12.ga.us

Elizabeth Anderson, Independent Consultant
Instruction and Systemic Improvement
Division for Special Education
Georgia Department of Education
Elizabeth.Anderson@doe.k12.ga.us

Rebekah Conner, Independent Consultant
Instruction and Systemic Improvement
Division for Special Education
Georgia Department of Education
Rebekah.Conner@doe.k12.ga.us