

# Specially Designed Instruction Series Session 4: Validated Approach to Designing and Implementing SDI



February 22, 2023

# Agenda Update

February 22<sup>nd</sup>

**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



# Session Norms

- Be Present
- Be Engaged
- Be Open



# Learning Targets

- Participants will be able to explain the differences among the parts of the statement of aids and services.
- Participants will be able to articulate the differences between SDI and supplementary aids and services.

# 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

*Endrew F. v. Douglas County  
School District RE-1 (2017)*

- “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?

**FAPE Requirements**

# 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.



# Special Education = SDI

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-

(i) To address the unique needs of the child that results from the child's disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

[https://promotingprogress.org/sites/default/files/2021-05/SDI\\_IEP\\_Tips.pdf](https://promotingprogress.org/sites/default/files/2021-05/SDI_IEP_Tips.pdf)

**IEP Tip Sheet**  
**What is the Statement of Special Education or SDI?**

This tip sheet introduces and briefly defines what is needed for the statement of special education defined as specially designed instruction, or SDI and provides tips for implementation. To learn more, review the additional resources and check with state law for supplemental requirements. This is one of four tip sheets in a collection of the statement of services and aids in the individualized education program (IEP; Sec. 300.320(a)(4)). The overview tip sheet provides a summary of the complete statement.

**What Does IDEA Say?**

According to IDEA Sec. 300.39(b),  
“(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—  
    (i) To address the unique needs of the 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 educational standards within the jurisdiction of the public agency that apply to all children.”

**Let's Break It Down**

**Who delivers?**  
SDI is typically delivered by the special educator or related service provider but may be delivered by another educator or provider based on the needs of the child.

**Why?**  
Ensure child's access to the general curriculum so that the child can meet the educational standards.

**Where?**  
SDI is a service, not a place. SDI can be provided in any location, as long as the location is consistent with the student's IEP and the student's least restrictive environment.

**Elements of SDI**

SDI Element	What it Means	Questions to Consider
Content	<b>What</b> is taught to allow the student to access general education programming	<ul style="list-style-type: none"><li>Are adaptations needed for the content as a result of the disability?</li><li>Is the content aligned to the student's academic and functional needs and grade-level standards?</li><li>Does the content address engagement and behavioral supports?</li><li>How can we leverage the student's strengths and current knowledge as we identify the content that will be provided?</li><li>What is the evidence base for the proposed practices?</li></ul>
Methodology	<b>How</b> the instruction is delivered or the practices and approach the teacher uses to teach	<ul style="list-style-type: none"><li>Is there a method that has proven to be more effective for this student when acquiring knowledge and skills?</li><li>Are there methods that have been ineffective for this student when acquiring knowledge and skills?</li><li>What is the evidence base for the proposed instructional strategies?</li></ul>
Delivery of Instruction	<b>Who, where, and when</b> the instruction is delivered	<ul style="list-style-type: none"><li>What is the plan for instructional delivery, including the following:<ul style="list-style-type: none"><li>Who will provide the instruction?</li><li>How frequently?</li><li>Where?</li></ul></li><li>Does the delivery (including the group size) provide sufficient opportunities for the student to practice and receive explicit feedback?</li><li>Does the provider have the knowledge and skills to individualize and intensify instruction as needed?</li></ul>

PROGRESS Center at American Institutes for Research

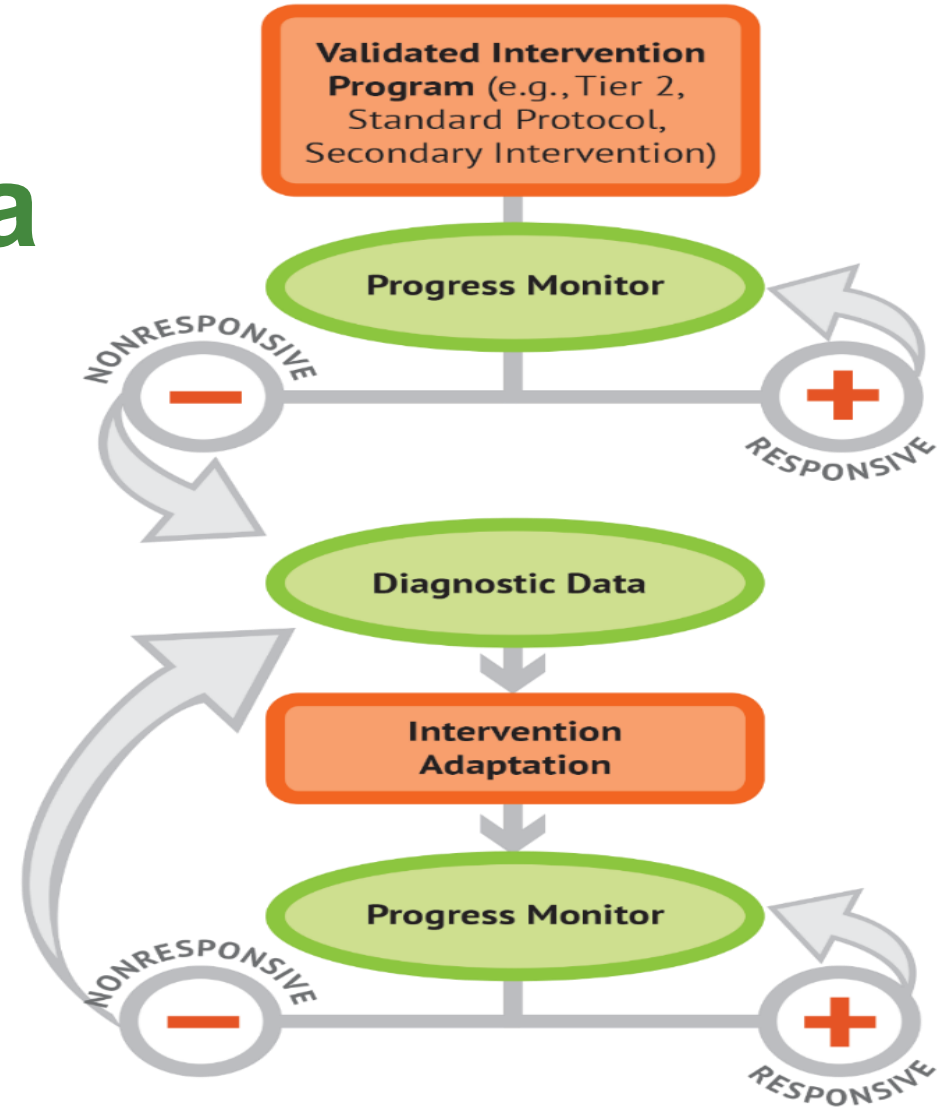
# Specifically Adapting the Instruction....

Elements of SDI	What it Means
<b>Content</b>	<b><i>What</i></b> is taught to allow the student to access general education programming
<b>Methodology</b>	<b><i>How</i></b> the instruction is delivered or the practices and approach the teacher uses to teach
<b>Delivery of Instruction</b>	<b><i>Who, where, and when</i></b> the instruction is delivered

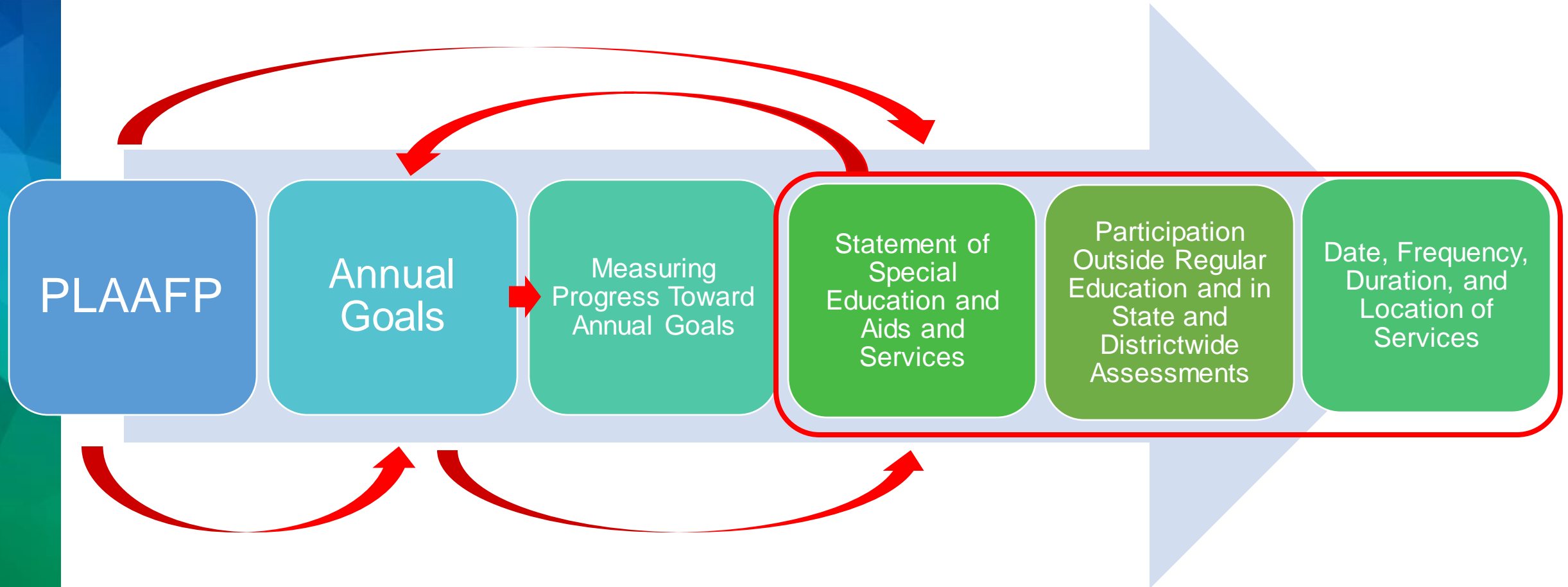
# SDI requires an iterative process based on individual student data

Data-based individualization or DBI

- Research based process for individualizing and intensifying instruction and intervention through the systemic use of assessment data, validated interventions and research-based strategies.
- Process not a program or product.
- Considers academic and functional needs of student.



# The Development of SDI (and the IEP) Starts with the PLAAFP Statement





# 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—... □[emphasis added]

**IEP Tip Sheet**  
**Overview of the Statement of Services & Aids**

This tip sheet introduces and provides an overview of the statement of special education, related services, supplementary aids and services, and program modifications that are part of the individualized education program (IEP). It also includes a brief summary of federal regulations and tips for implementation. To learn more, review the more in-depth tip sheets for all four parts and check with state law for additional requirements.





**What Does IDEA Say?**

According to the Individuals with Disabilities Education Act (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—

- (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].”

**Breaking Down the Parts of Statement**

Statement Component	Definition	Examples
 <b>Special Education</b>	“... specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability ...” ( <u>Sec. 300.39(a)</u> )	<ul style="list-style-type: none"><li>• Specialized instruction conducted in the classroom, home, hospitals, institutions, and other settings</li><li>• Specialized instruction in physical education</li><li>• Travel training</li><li>• Vocational education</li><li>• Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service</li></ul>
 <b>Related Services</b>	“... transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education ...” ( <u>Sec. 300.34(a)</u> )	<ul style="list-style-type: none"><li>• Speech-language pathology and audiology services</li><li>• Interpreting services</li><li>• Psychological services</li><li>• Physical and occupational therapy</li><li>• Recreation, including therapeutic recreation</li><li>• Early identification and assessment of disabilities in children</li></ul>
 <b>Supplementary Aids &amp; Services</b>	“... aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate ...” ( <u>Sec. 300.42</u> )	<ul style="list-style-type: none"><li>• Accommodations</li><li>• Modifications</li><li>• Other direct services</li></ul>
 <b>Program Modifications or Supports</b>	Supports and modifications to assist staff in supporting implementation of the IEP	<ul style="list-style-type: none"><li>• Training for staff and parents to support implementation</li><li>• Special equipment or resources for providing instruction and supports</li><li>• Collaborative planning time between the general education teacher, the special education teacher, and related service providers</li></ul>

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

## Components:

- Special Education
- Related Services
- Supplementary Aids and Services
- Program Modifications and Supports

## IEP Tip Sheet Overview Statement of Services and Aids

**What Does IDEA Say?**

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"(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—

(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

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**Breaking Down the Parts of Statement**

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 <b>Related Services</b>	"... transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education..." (Sec. 300.38(a))	<ul style="list-style-type: none"><li>• Speech-language pathology and audiology services</li><li>• Interpreting services</li><li>• Psychological services</li><li>• Physical and occupational therapy</li><li>• Recreation, including therapeutic recreation</li><li>• Early identification and assessment of disabilities in children</li></ul>
 <b>Supplementary Aids &amp; Services</b>	"... aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate..." (Sec. 300.42)	<ul style="list-style-type: none"><li>• Accommodations</li><li>• Modifications</li><li>• Other direct services</li></ul>
 <b>Program Modifications and Supports</b>	Supports and modifications to assist staff in supporting implementation of the IEP	<ul style="list-style-type: none"><li>• Training for staff and parents to support implementation</li><li>• Special equipment or resources for providing instruction and supports</li><li>• Collaborative planning time between the general education teacher, the special education teacher, and related service providers</li></ul>



# Special Education or SDI

- “. . . specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability . . .” [Sec.300.39(a)]
- [Tip Sheet - Special Education or SDI](#)
- Specialized instruction conducted in the classroom, home, hospitals, institutions, and other settings
- Specialized instruction in physical education
- Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service

# Special Education or SDI

## Breakdown

- Who
- Why
- Where

## Elements

- Content
- Methodology
- Delivery of Instruction

# Tips for Implementation SDI

- Determine SDI on an individual basis and justify based on the student's needs identified in the present levels of academic achievement and functional performance statement.
- Clearly outline the SDI in the student's IEP.
- Engage students, families, and educators in discussion about instructional approaches that have and have not been successful.
- Use data throughout the development and implementation of SDI to ensure that it addresses the evolving needs of students.

# Tips for Implementation for SDI

- Ensure that team members understand the difference between SDI, accommodations, modifications, intervention programs, and instruction provided to all students.
- SDI is not an accommodation, but teaching the student how to use the accommodation is a form of SDI.
- SDI is not a specific intervention program, but an intervention program may be used as part of the design of SDI.
- SDI is not differentiated instruction or universal design for learning (UDL) that is accessible to all students, but SDI may draw on UDL practices within the instructional design to address the unique needs of the child that results from their disability.

# Related Services

- “. . . transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education . . .” [Sec 300.34(a)]
- Audiology services
- Interpreting services
- Physical and occupational therapy

[IEP Tip Sheet- Related Services](#)

# Related Services

## Breakdown

- Where and When
- Why
- What

## Common Services

- Transportation
- Orientation and Mobility
- School Health Services

# Tips for Implementation for Related Services

- Ensure that related services support students in making progress toward their IEP's academic or functional goals.
- Consider related services necessary to support both academic and nonacademic participation in extracurricular activities.
- Consider integrating related services during naturally occurring opportunities that align with the student's school day to promote access to instruction in the least restrictive environment. For example, provide physical therapy during regular recess or physical education classes.
- Create opportunities for educators and related services personnel to collaborate and maintain consistent communication about student progress even when barriers exist (e.g., travel between schools, contracted positions).

# Supplementary Aids and Services

- “. . . aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate . . .” [Sec.300.42].
- Accommodations
- Modifications
- Other direct services
- [Tip Sheet Supplementary Aids and Services](#)



# Supplementary Aids and Services

## Breakdown

- Where
- What
- Why

## Types

- Instructional Accommodations
- Modifications
- Other aids and Services

# Tips for Implementation

## Supplementary Aids and Services

- Ensure selection is justified in the present levels statement and aligned with the unique needs of students, not their disability category.
- Consider aids and services for supporting both academic and functional needs.
- Consider accommodations before selecting modifications; the latter generally promotes lower expectations.
- Consider aids and services that may be needed in extracurricular and other education and nonacademic settings necessary to promote access and opportunities with peers.
- Identify additional supports needed to promote effective use of selected aids and services.
- Align testing and instructional accommodations to ensure that students have opportunities to use them successfully in the classroom before they are used on an assessment.

# Program Modifications and Supports

- Supports and modifications to assist staff in supporting implementation of the IEP
- [Tip Sheet - Program Modification and Supports](#)
- Training for staff to support implementation
- Special equipment or resources for providing instruction and supports
- Collaborative planning time between the general education teacher, the special education teacher, and related service providers

# Program Modifications and Supports

## Breakdown

- Why
- For whom
- What

## Common types

- Program Modifications
- Program Supports

# Tips for Implementation for Program Modifications and Supports

- Select and design supports that directly assist personnel in helping the student progress toward IEP goals and in the general education curriculum.
- Consider program modifications before considering a more restrictive placement.
- Prior to implementation of the IEP, identify and provide appropriate training to personnel directly supporting the student.
- Ensure that program modifications align with the unique needs of the child, not his/her disability label or location of services.

# Name that service!

## Example Scenario:

Student identified with a math calculation disability allowed to use a calculator on problem solving assignment.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

Scenario:

The teacher provides manipulatives to teach a new math concept.

Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

A student is taught how to use manipulatives to address an organizational deficit identified in the evaluation report.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP



# Name that service!

Scenario:

Student uses a calculator to complete grade level math assignment.

Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

A student with a disability needs travel services to and from school to access academic and non-academic school activities.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

A child with a learning disability who reads three grade levels below expectation is provided a peer tutor to read grade level assignments in class.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

Student is provided a shortened assignment aligned to grade level standards.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

Student with a learning disability takes a required 9th grade study skills class.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

A student struggling with attention issues is explicitly taught to independently use a self-monitoring strategy across multiple settings.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

Student participates in a co-taught language arts class that includes students with and without disabilities.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# Name that service!

## Scenario:

Student with a severe reading disability requires text to voice application to access the grade level textbook.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP



# Name that service!

## Scenario:

General education and special education teacher receive training to help non-verbal student uses a communication device.

## Answer Choices:

1. Specially Designed Instruction
2. Related Service
3. Supplementary Aids and Service
4. Program Modification
5. Not part of the IEP

# 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 6<sup>th</sup> 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 6<sup>th</sup> 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]*.

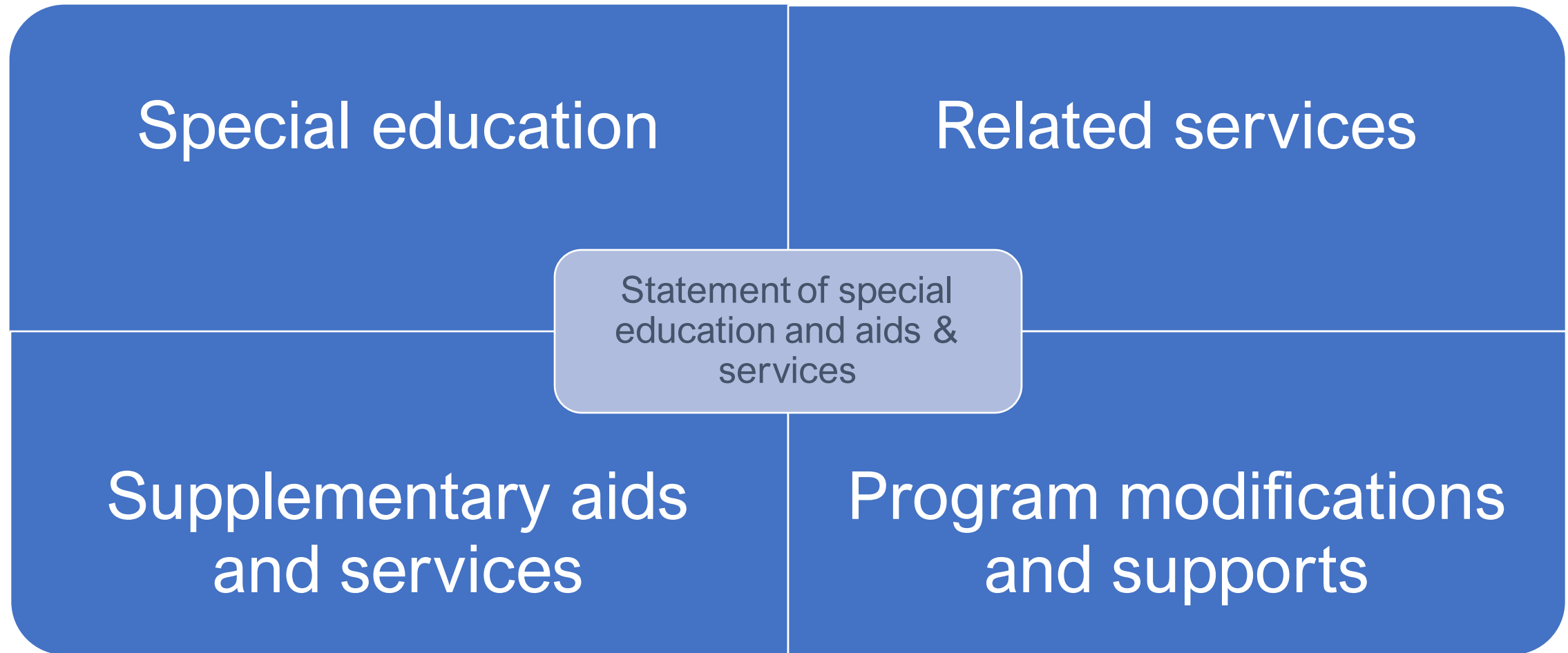
# GH's Statement of Aids and Services

Components of the Statement of Services and Aids	Description of Services for G.H.
<a href="#">Special Education</a>	Daily, direct 1:1 instruction in math facts distributed across the day in 10 to 15-minute increments.
<a href="#">Related Services</a>	None
<a href="#">Supplementary Aids and Services</a>	Calculator, extra time or shorten assignments, paraprofessional support during math class
<a href="#">Program Modification</a>	Parent training to reinforce strategy use to reduce frustration and complete math assignments independently

# Today's Group Activity

- To what extent do the proposed services align with the needs outlined in GH's PLAAFP statement?
- How might your team improve the proposed statement of aids and services for GH?
- Discuss as a group and select one person to be the spokesperson to explain your team's decisions.

Point to Ponder: To what extent are executive functioning needs of GH addressed in the IEP?  
Where in the IEP have you seen them addressed?



# 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?

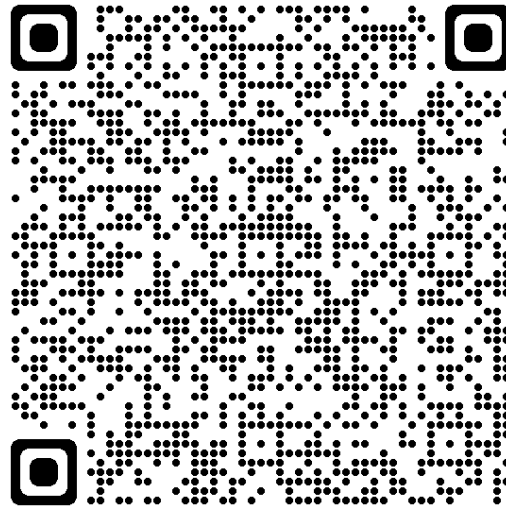


**What is your next move?**



# Session Evaluation

[SDI Evaluation Link](#)



# Questions



# Disclaimer

*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.*

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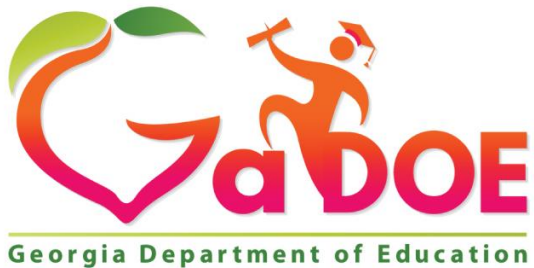
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