Session 2: Ensuring FAPE through SDI Design and Delivery

FY23 SDI for Special Education Directors and School Administrators - Keeping Kids First

SEPTEMBER 13, 2022

PROGRESS Center
at the American Institutes for Research
### Overview of Professional Learning

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Session Outcomes

At the end of this session, administrators will be able to:

• Describe SDI and its role in the implementation of IDEA to provide FAPE.
• Explain the differences among the parts of the statement of aids and services.
Participation Materials
Challenges developing and implementing SDI

Seven themes emerged out of the open-ended question responses (n = 424 individual responses, n = 642 statements within themes):

- Lack of training and/or knowledge about SDI (45%)
- Misunderstanding the role of the general educator and confusion about inclusion (11%)
- Struggles with infrastructure barriers (e.g., scheduling, time, and creative ways to implement individualized instruction; 17%)

Method: 25% of responses were coded to determine themes, an additional 25% were double coded to ensure accuracy across themes, responses could fit into multiple themes.
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?
Setting the Stage for Success!

PROGRESS Center
at the American Institutes for Research™
How do we ensure that students with disabilities are on the path to PROGRESS?

We provide a sustainable ecosystem where educators can effectively support students.
How do we ensure that students with disabilities are on the path to PROGRESS?

We provide students and educators with a vehicle for success.

**PLAAFP:**
Provide an assessment and data-driven baseline

**Measurable Goals:**
Connects to our PLAAFP, SDI, and progress

**Monitoring Plan:**
Informs us if services are leading to progress or if changes are needed

**Specially designed instruction (SDI):**
Addresses unique needs and ensures access to and progress in the general curriculum
How do we ensure that students with disabilities are on the path to PROGRESS?

We attend to quality of the components of the IEP, or the vehicle for success.
Why promote ambitious growth?


• “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 ambitious growth

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

• Maintain high expectations

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

• Know the child and their circumstances [PLAAFP Statement, IDEA Sec. 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!).
For PROGRESS, we need internally consistent IEPs that promote ambitious growth.
Promoting PROGRESS: Designing Specially Designed Instruction (SDI) and Supplementary Aids and Services
What does IDEA say about the statement of services and aids?

Individually, highlight the key features of the statement of aids and services (3 min).

In the chat or off-mute, discuss (3 min):

1. Why do you think the statement is written in this way?

2. What is stated purpose of the statement of aids and services?
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]

IDEA, Sec. 300.320(a)(4)
A group of qualified professionals and the parent of the child determines whether the child meets the criteria for at least 1 of 13 disability categories.

AND

needs special education and related services because of the disability (not due to lack of academic instruction or limited English proficiency).

The need for SDI must result from the impact of the disability.
What does IDEA say about the statement of services and aids?

“(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)
Let’s break down the statement of aids and services.
Part 1 Special Education = SDI

Individually, highlight the key features of or things you want to remember about SDI (3 min).

With your team, discuss (5 min)

1. How do we document what SDI will be provided?

2. Who generally provides SDI in our school? Who could provide SDI?

3. What questions do we have about SDI?
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 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.

Sec. 300.39 Special education, emphasis added
Specifically Adapting the Instructional...

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<th>Elements of SDI</th>
<th>What it Means</th>
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<tr>
<td><strong>Content</strong></td>
<td><strong>What</strong> is taught to allow the student to access general education programming</td>
</tr>
<tr>
<td><strong>Methodology</strong></td>
<td><strong>How</strong> 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><strong>Who, where, and when</strong> the instruction is delivered</td>
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</table>
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 systematic use of assessment data, validated interventions and research-based strategies
- Process not a program or product
- Considers academic and functional needs of the student
Validated process for designing SDI

Collaboration opportunities to identify need and next steps

IEP or learning outcome goal
Part 2 Related Services

• “Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes.

• Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.”

IDEA Sec. 300.34,
Did you know?

• In some cases, special education includes “speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards” and meets the definition of SDI.

Examples:
• a student identified with a speech and language disability who needs SDI delivered by an SLP.
• a student with a physical impairment who needs physical or occupational therapy SDI to benefit from physical education curriculum.
Part 3 Supplementary Aids and Services

Individually, highlight the key features of or things you want to remember about supplementary aids and services (3 min).

In the chat or off-mute, share...

1. How do we determine which students need what supplementary aids and services?

2. What is the primary purpose of these aids and services?

3. Whose role is to provide these services?
Part 3 Supplementary Aids and Services

• “Supplementary aids and services means 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…”

IDEA Sec. 300.42
What is an instructional accommodation?

Things **EDUCATORS PROVIDE/DO** to ensure students can access and benefit from the general education curriculum.

Changes to the delivery of classroom instruction or the accompanying materials that change *how* students learn but do not change *what* they learn.

Students with disabilities provided instructional accommodations are required to learn the same content at the same level of proficiency as their peers who do not use instructional accommodations.

https://iris.peabody.vanderbilt.edu/micro-credential/micro-accommodations/p01/
What is a modification?

Modifications are adaptations that change what students learn and are used with students who require more support or adjustments than accommodations can provide. Whereas accommodations level the playing field, modifications change the playing field. Unlike accommodations, modifications:

• Do change the expectations for learning
• Do reduce the requirements of the task

https://www.parentcenterhub.org/accommodations/#:~:text=Usually%20a%20modification%20means%20a,or%20work%20around%20the%20disability.
Part 4 Program Modifications

(4) . . . 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.”

IDEA Sec. 300.320 (a),
Same Need, Same Goal, Different Aids and Services

6th grade student with a learning disability that impacts the student’s ability to decode and fluently read connected text.

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<th>Sample Proposed Services</th>
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<td>SDI</td>
<td>Daily 30-minute direct instruction in phonics and reading fluency taught by the special education teacher</td>
</tr>
<tr>
<td>Related Service</td>
<td>Speech services to address disfluency/stutter impacting fluent reading of connected text</td>
</tr>
<tr>
<td>Supplementary</td>
<td>Access to audio books or peer reader in the classroom</td>
</tr>
<tr>
<td>Program modifications</td>
<td>Special education teacher’s participation in training on a specific reading program required for implementation of SDI</td>
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Same Need, Same Goal, Different Services

9th grade student with an other health impairment that impacts the student’s ability to attend and to manage sensory input.

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<td>SDI</td>
<td>Daily, 15-min explicit instruction on cognitive and metacognitive strategies to increase stamina and ability to independently regulate behaviors.</td>
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<tr>
<td>Related Service</td>
<td>Occupational therapy (OT) to provide sensory integration therapy 30-minutes weekly.</td>
</tr>
<tr>
<td>Supplementary</td>
<td>Use of noise canceling headphones, wobble cushion for seat, shortened assignments</td>
</tr>
<tr>
<td>Program modifications</td>
<td>Collaborative planning time for OT, general education teacher, and special education teacher to plan appropriate sensory activities in special and general education environments.</td>
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