

# Session 3: The Importance of SDI in Functional Skills

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

JANUARY 26, 2023



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# Meeting Norms



Be  
Present



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# Resources for Today



## Understanding Accommodations

More than ever, school personnel are responsible for providing high-quality instruction to all students. Together, the [Every Student Succeeds Act \(ESSA\)](#) and the [Individuals with Disabilities Education Improvement Act \(IDEA\)](#) have increased the expectation that students with disabilities will participate in the general education classroom as well as in state and district testing to the greatest extent possible. Unfortunately, students with disabilities often experience challenges or barriers that interfere with their ability to access and demonstrate learning. Barriers to learning can be associated with:



- The way information is presented (e.g., text, lecture)
- The way the student is required to respond (e.g., writing, speech)
- The characteristics of the setting (e.g., noise, lighting)
- The timing and scheduling of instruction (e.g., time of day, length of assignment)

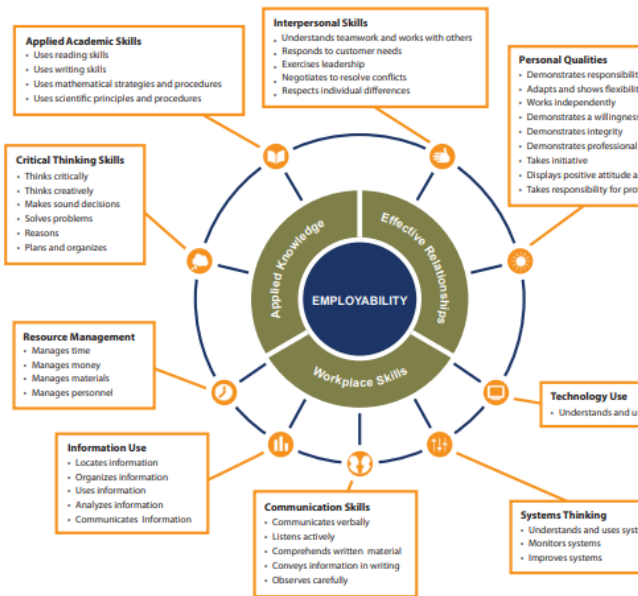
## What is an accommodation?

Teachers can address these barriers by providing students with *accommodations*—adaptations or changes in educational environments or practices that help students overcome the barriers presented by their disability. Two areas in which accommodations can be used are instruction and testing.

- *Instructional accommodations* are changes to the delivery of classroom instruction or the accompanying materials. Instructional accommodations change **how** students learn but do not change **what** they learn. In other words, they do not change the scope or range of the grade-level [content standards](#), nor do they alter the complexity of the knowledge students are expected to learn. Students with disabilities who use instructional accommodations are required to learn the same content at the same level of proficiency as their peers who do not use instructional accommodations.
- *Testing accommodations* are changes to the format of a test or its administration procedures. Testing accommodations change **how** students are tested but do not change **what** a test measures. Commonly used testing accommodations include having the test read aloud, allowing for extended time, permitting scribes or dictation, and giving the test in a small-group setting.

## EMPLOYABILITY SKILLS FRAMEWORK

**Employability Skills: A Crucial Component of College and Career Readiness**  
Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”



## Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical Education, U.S. Department of Education. Framework development was guided by CTE, adult education, and business organizations, and twelve federal agencies.

<http://cte.ed.gov/employabilityskills>

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Promoting Progress for Students with Disabilities



## Cognitive and Metacognitive Strategies

### What Do Teachers Need to Know?

Cognitive and metacognitive strategies are important for the development of executive function skills, which, in turn, are crucial for learning academic and behavior skills (Losinski et al., 2016; Peng et al., 2016). Executive function skills emerge in early childhood but continue to develop throughout adolescence (Best & Miller, 2010). Executive function skills are intentional and goal oriented (Briesch & Briesch, 2016; Cragg & Gilmore, 2014), and include processes such as

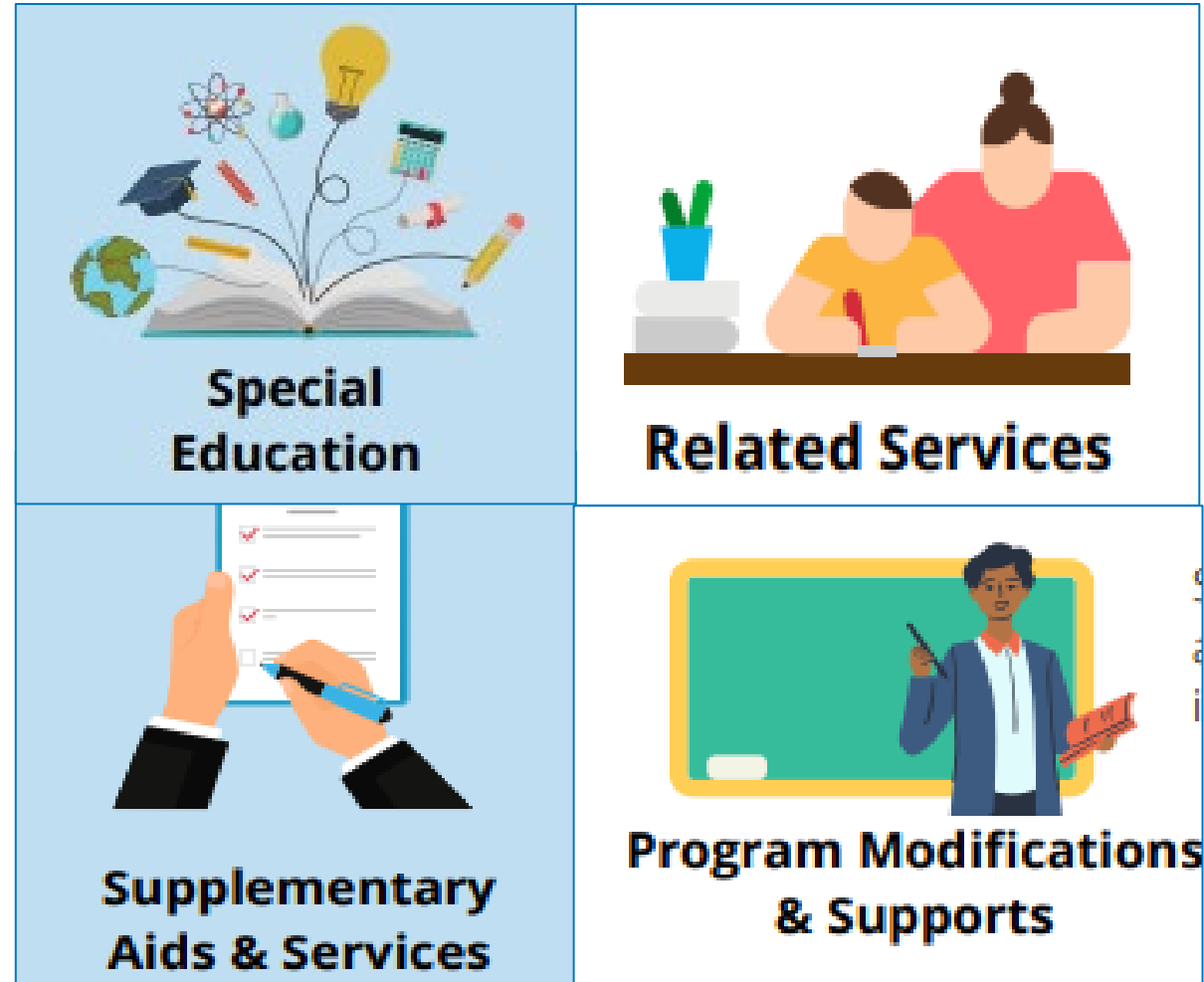
- attention (e.g., persevering through multistep or difficult tasks),
- inhibitory control (e.g., ignoring irrelevant or distracting information),
- planning (e.g., identifying an appropriate sequence of steps to meet a goal),
- self-monitoring (e.g., graphing progress on a chart, self-evaluate on-task behavior),
- cognitive flexibility (e.g., shifting between tasks, procedures, or rules), and
- working memory (e.g., organizing several pieces of incoming information).



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# Did you know our proposed services include four parts?



A child with a learning disability who reads three grade levels below grade expectations is provided a peer reader to access grade level assignments.

What type of aid or service is it?

1. Specially designed instruction
2. Related service
3. Supplementary aid and service
4. Program modification
5. Other



each month to plan for program accommodations/ modifications to ensure an individual student with a disability can access the general curriculum.

What type of aid or service is it?

1. Specially designed instruction
2. Related service
3. Supplementary aid and service
4. Program modification
5. Other

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

What type of aid or service is it?

1. Specially designed instruction
2. Related service
3. Supplementary aid and service
4. Program modification
5. Other

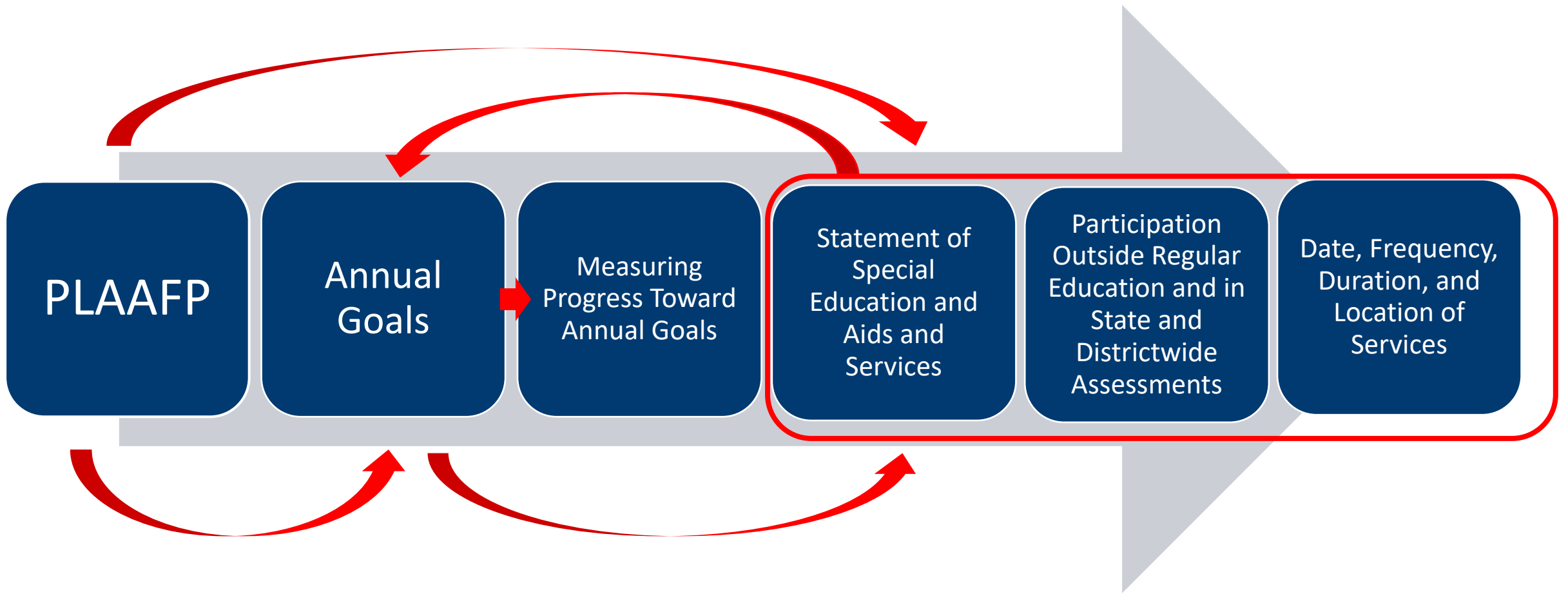
# Student is taught how to use manipulatives to address an organizational deficit identified in the evaluation report.

What type of aid or service is it?

1. Specially designed instruction
2. Related service
3. Supplementary aid and service
4. Program modification
5. Other



## *Review: Internal Consistency of the IEP Components*



# Setting the stage for SDI

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

- 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!**).

# What Does IDEA Say About the PLAAFP Statement?

(1) A statement of the child's **present levels of academic achievement and functional performance**, including—

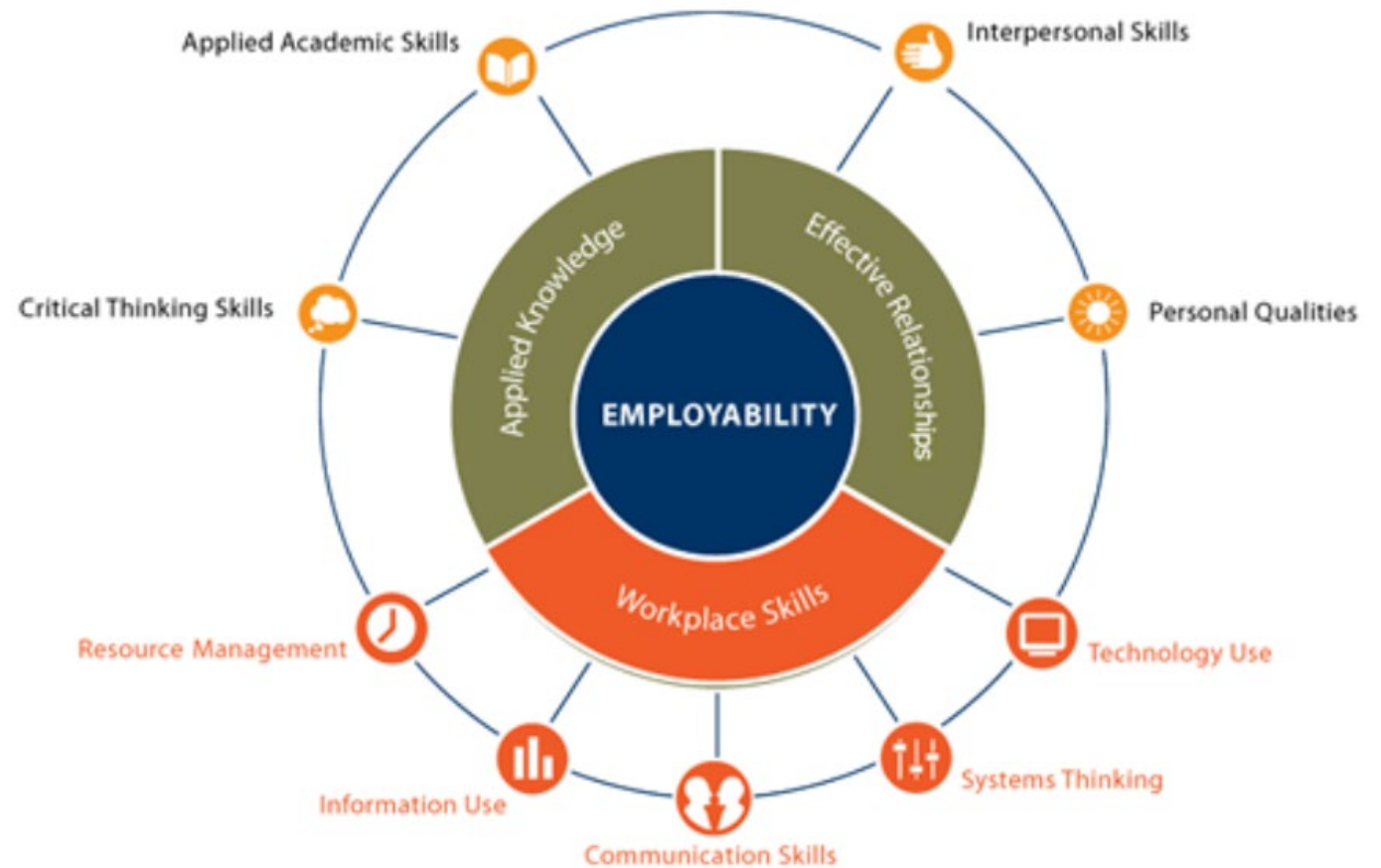
- (i) How the child's disability **affects the child's involvement and progress** in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

Source: IDEA, Sec. 300.320 (a)(1); emphasis added.

# What is meant by present levels of functional performance?

- “Functional performance” generally refers to activities that are not considered academic or related to a child’s academic achievement.
- “Functional” often is used in the context of routine activities of everyday living.

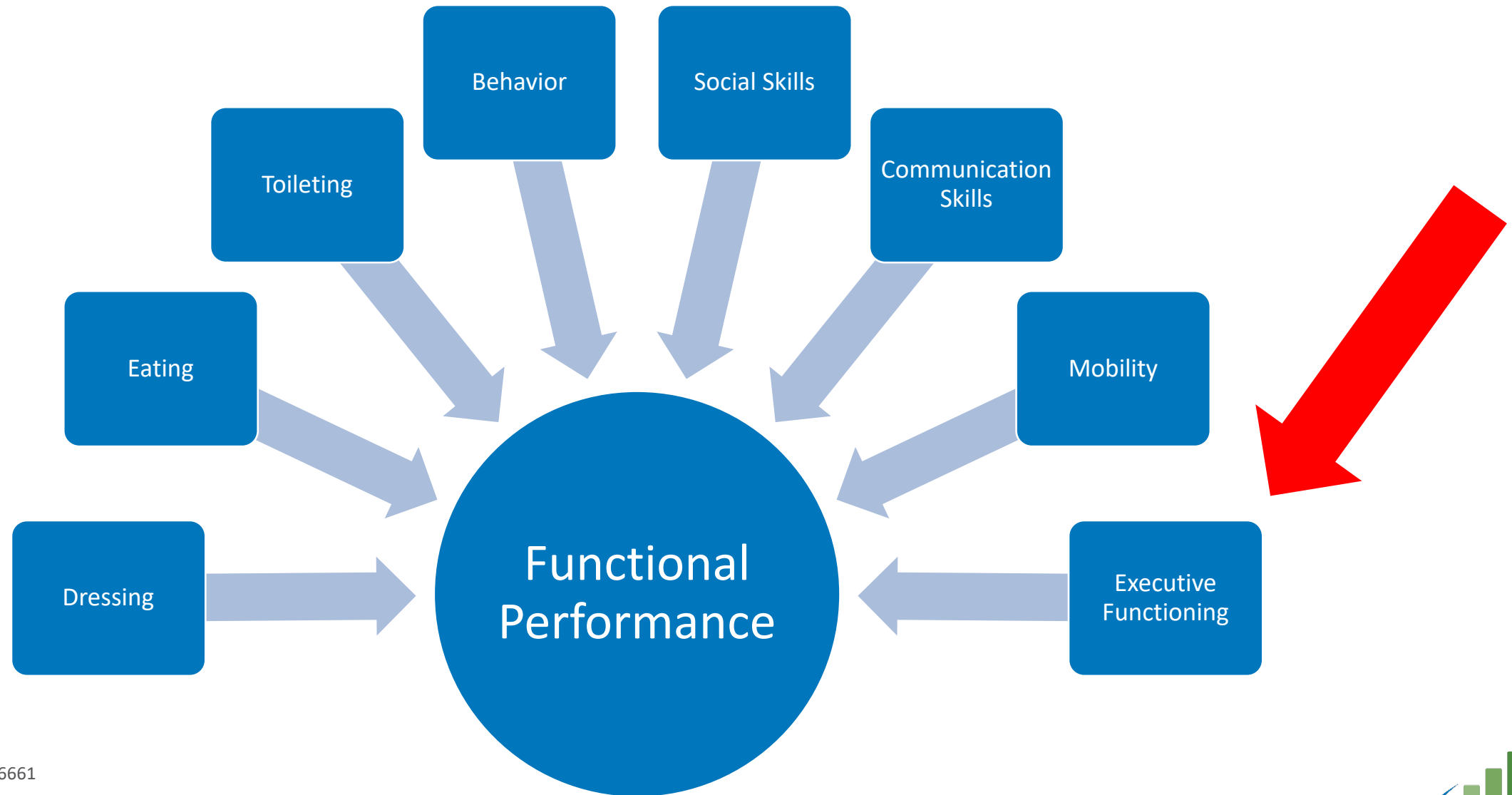
## Employability Skills Framework



Source: 71 Fed. Reg. at 46661; <https://cte.ed.gov/initiatives/employability-skills-framework>



# What are some examples of functional skills?



Source: 71 Fed. Reg. at 46661

# Executive function skills are intentional and goal oriented

- attention (e.g., persevering through multistep or difficult tasks),
- inhibitory control (e.g., ignoring irrelevant or distracting information),
- planning (e.g., identifying an appropriate sequence of steps to meet a goal),
- self-monitoring (e.g., graphing progress on a chart, self-evaluate on-task behavior),
- cognitive flexibility (e.g., shifting between tasks, procedures, or rules), and
- working memory (e.g., organizing several pieces of incoming information).

# 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.”



# 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\(a\)\(4\)](#)

**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;

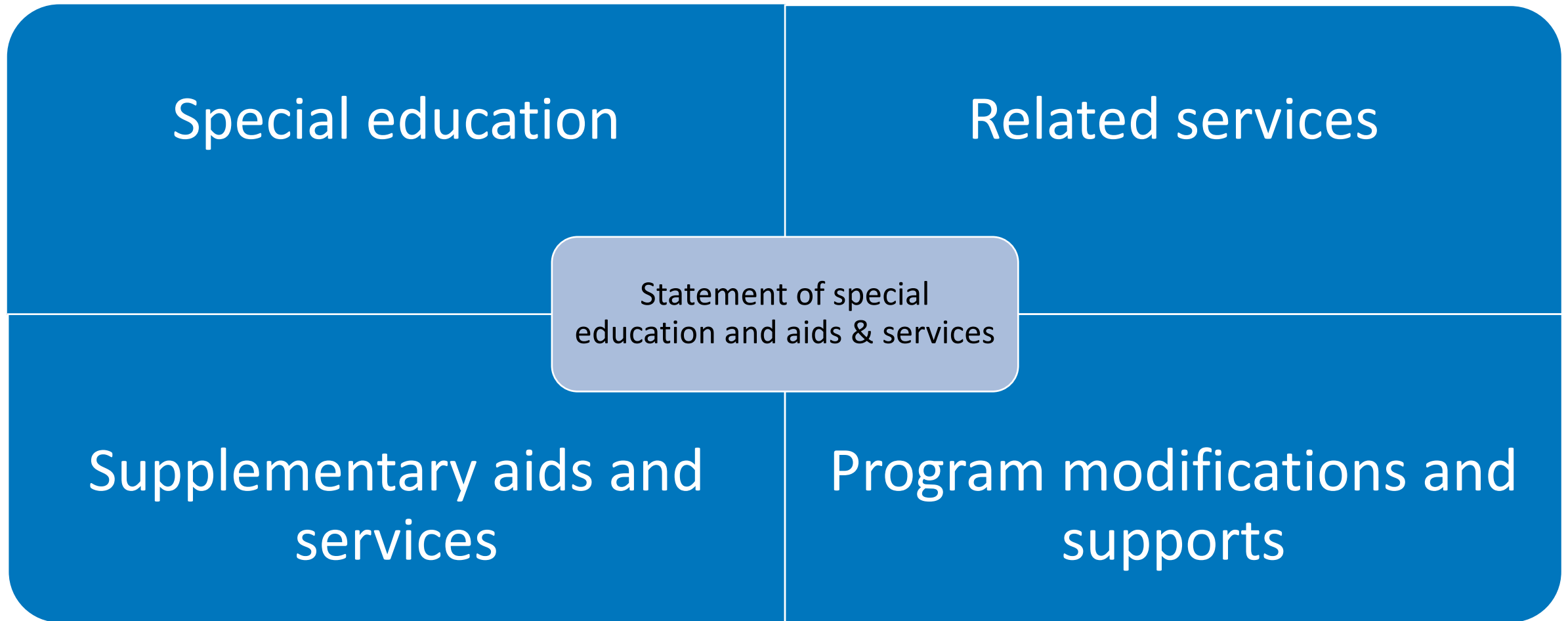
(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and

(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 ...” <a href="#">[Sec. 300.39(a)]</a>	<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 ...” <a href="#">[Sec. 300.34(g)]</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 ...” <a href="#">[Sec. 300.47]</a>	<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>

BREAKOUT: To what extent are executive functioning needs addressed in the IEP? Where in the IEP have you seen them addressed?



# 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\(a\)\(4\)](#)

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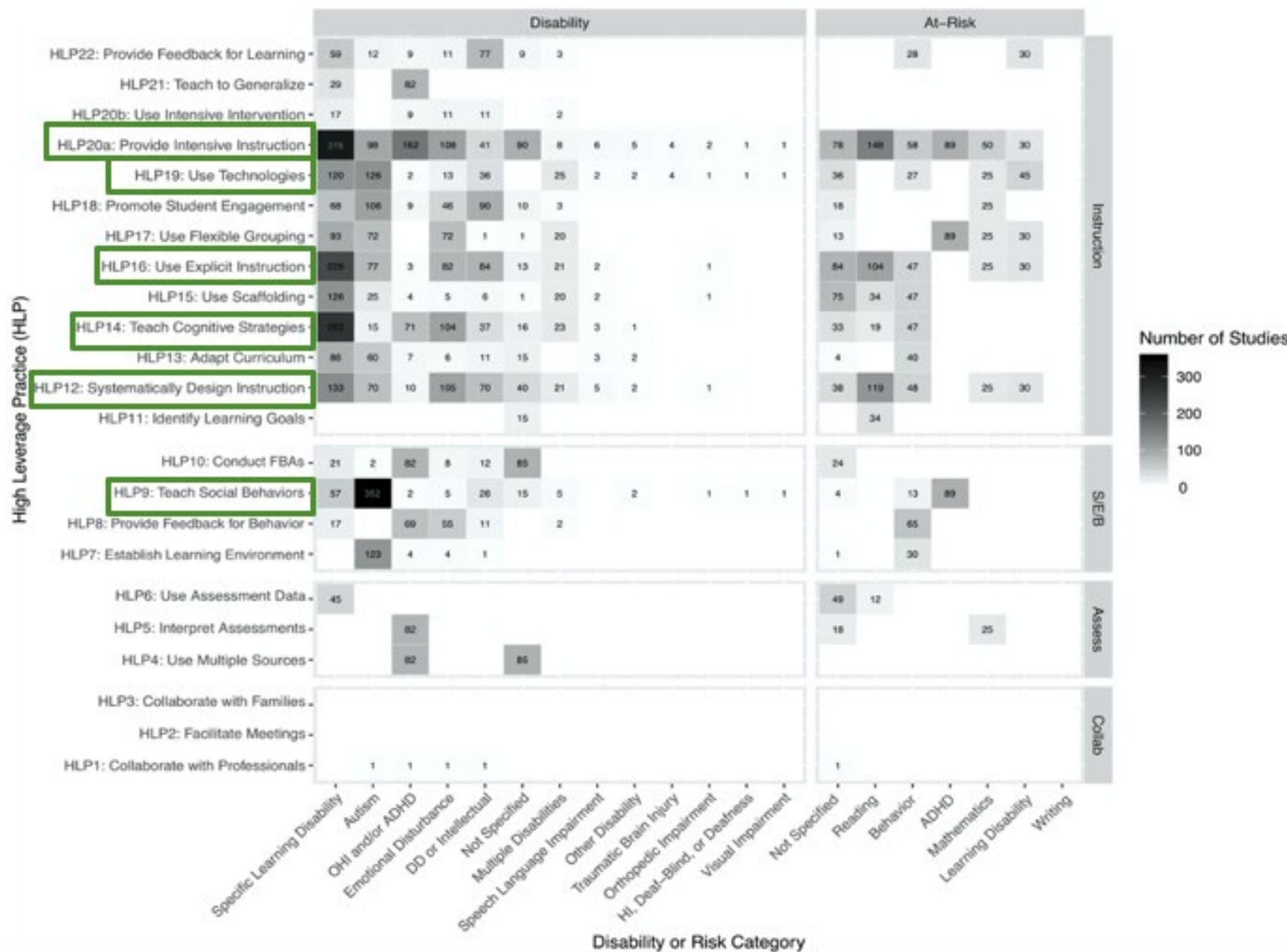
# Special Education = SDI

(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.





What is the frequency of meta-analyses and studies according to disability and risk category?



# Cognitive Strategies

In **Cognitive and Metacognitive Strategies**, we focus on different strategies to help focus on executive functions, such as attention, self-monitoring, and working memory.

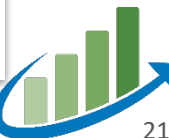
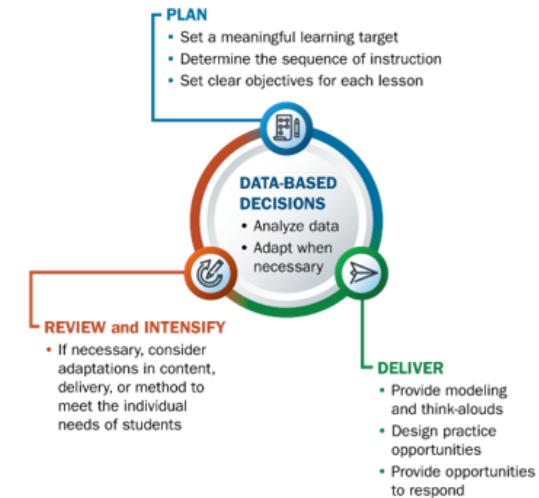


## Cognitive and Metacognitive Strategies

### What Do Teachers Need to Know?

Cognitive and metacognitive strategies are important for the development of executive function skills, which, in turn, are crucial for learning academic and behavior skills (Losinski et al., 2016; Peng et al., 2016). Executive function skills emerge in early childhood but continue to develop throughout adolescence (Best & Miller, 2010). Executive function skills are intentional and goal oriented (Briesch & Briesch, 2016; Cragg & Gilmore, 2014), and include processes such as

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# Cognitive and Meta-Cognitive Strategies

**Cognitive** strategies are those that target cognitive processes considered necessary for students' success in school, such as memory, attribution, and attention.

- These mental activities ultimately direct thinking and learning, so cognitive strategies attempt to help students to redirect these areas of cognition toward relevant information and appropriate tasks.
- Examples include setting goals and graphic organizers.

**Metacognitive strategies** are strategies that enable students to become more aware of how they think and how they can independently regulate their cognitive processes, including self-monitoring and self-management strategies.



# Why is SDI for mastery of strategy use important?

After repeated failures, students with LD display learned helplessness (which was displayed through lack of motivation or effort when faced with challenging tasks), feelings of hopelessness, low self esteem, and negative affectivity (e.g., irritability, shame, nervousness, guilt). ([Sideridis, 2003](#))

Mastery of skills to improve executive functioning processes can be taught through SDI, not just accommodated to increase performance.

# What is a strategy?

Series of steps that **STUDENTS USE** to more quickly or effectively perform a specific task.

Allows students to use the knowledge they **already possess**—to complete an assignment or to accomplish a goal.

# What is an instructional accommodation?

Things **EDUCATORS PROVIDE/DO** to ensure students can access and progress in 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 who use instructional accommodations are required to learn the same content at the same level of proficiency as their peers who do not use instructional accommodations.

# 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

# Specifically Adapting the Instructional...

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

# Do strategies work?

- Challenging goals (ES = .59)
- Strategy monitoring (ES = .58)
- Cognitive task analysis (ES = 1.29)
- Strategy to integrate with prior knowledge (ES = .93)
- Transfer strategies (ES = .86)
- Mnemonics (ES = .76)
- Help seeking (ES = .72)
- Meta-cognitive strategies (ES = .60)
- Rehearsal and Memorization (ES = .73)
- Self-regulation strategies (ES = .52)
- Note taking (ES = .50)
- Study skills (ES = .46)
- Teaching communication skills and strategies (ES = .43)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

# What would be the goal of the SDI for strategy use?

**Mastery**  
through  
systematic,  
explicit  
instruction

**Maintenance**  
through regular  
opportunities  
to practice

**Generalization**  
of strategy skills  
through  
scaffolded  
supports in new  
environments.



# What is the goal of the functional strategy instruction?

Behavior can be measured in terms of the following:

- **Frequency** – number of times behavior occurs
- **Rate** – number of times it occurs within a given time period (e.g., 10x/hour)
- **Duration** – amount of time the behavior lasts
- **Latency** – temporal relation of behavior to other events (e.g., time to respond)
- **Intensity** – the magnitude or strength of the behavior
- **Level of Prompting** – how much support is necessary to complete skill



Remember, the present level statement should justify the proposed aid or service that is necessary to address “the child’s [functional] needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.”

# SDI, Accommodations, or Something Else?

What is happening?	What could that be?
The teacher color codes key information in her materials.	
Student is taught how to color code key information in her materials to address an organizational deficit identified in the evaluation report.	
Student is provided a shortened assignment aligned to the grade level standards.	
Student uses a calculator to complete grade level math assignments.	
The teacher uses a graphic organizer during the instructional delivery.	
Student identified with challenges in task completion is taught how to use graphic organizers to help with planning, organizing, and making progress on tasks.	
Given a need identified in the present levels, the teacher provides the student explicit instruction on how to schedule and monitor his time.	
Student takes a required 9 <sup>th</sup> grade study skills class.	
A student struggling with attention issues is taught to independently use self-monitoring their behavior across multiple settings.	

# Closing and Next Steps



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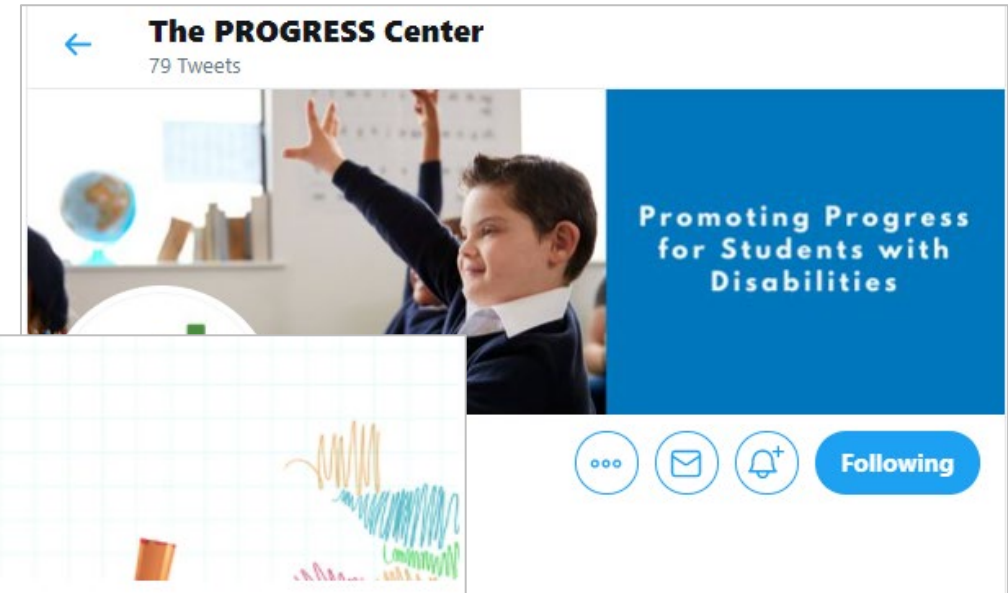
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# Reflection

- Take a moment to reflect on what you heard or discussed.
- Share in the chat...
  - one take away or ‘aha’
  - one question for next time

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get the latest updates

<https://promotingprogress.org/news/connect-progress-center>

# Resources

- BRIEF: Cognitive and Metacognitive Strategies Practice Brief (PROGRESS Center, 2021). <https://promotingprogress.org/resources/cognitive-strategies-brief>
- RESOURCE: Understanding Accommodations. (IRIS Center, 2022). . <https://iris.peabody.vanderbilt.edu/micro-credential/micro-accommodations/p01/>
- MODULE: SRSD: Using Learning Strategies To Enhance Student Learning. (IRIS Center, 2022). <https://iris.peabody.vanderbilt.edu/module/srs/#content>
- MODULE: SOS: Helping Students Become Independent Learners. (IRIS Center, 2022). <https://iris.peabody.vanderbilt.edu/module/sr/#content>
- MODULE: Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills (IRIS Center, 2013). <https://iris.peabody.vanderbilt.edu/module/ss1/#content>
- MODULE: Study Skills Strategies (Part 2): Strategies that Improve Students' Academic Performance (IRIS Center, 2022). <https://iris.peabody.vanderbilt.edu/module/ss2/#content>



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