

Session 4: The Role of HLPs in Supporting SDI

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

FEBRUARY 21, 2023



PROGRESS Center

at the American Institutes for Research® ■

Today's Handouts: Evidence-Based Practice Briefs

- Six downloadable practice briefs
- Each brief covers:
 - What do teachers need To know?
 - Planning and Individualizing Instruction for Students with Disabilities
 - Access to the General Education Classroom
 - How to Get Started



<https://promotingprogress.org/resources/instructional-briefs>

How do we ensure
that every student
with a disability is
on the path to
PROGRESS?



Review: IDEA FAPE Requirements for High-Quality Educational Programming



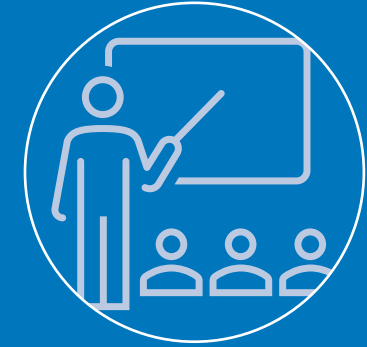
Procedural

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

Program Development: Procedural



Program Development: Substantive

PLAAFP Statement:
Provide an assessment
and data-driven
baseline

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

**Statement of aids and
services, including SDI:**
Addresses unique needs
and ensures access to and
progress in the general
curriculum

Measurable Goals:
Connects to our
PLAAFPs, SDI, and
progress



IEPs: Same
essential
ingredients but
individualized
based on
student need



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:





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(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
 Special Education	“... specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability ...” (Sec. 300.39(a))	<ul style="list-style-type: none">Specialized instruction conducted in the classroom, home, hospitals, institutions, and other settingsSpecialized instruction in physical educationTravel trainingVocational educationSpeech-language pathology services, or any other related service, if the service is considered special education rather than a related service
 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(g))	<ul style="list-style-type: none">Speech-language pathology and audiology servicesInterpreting servicesPsychological servicesPhysical and occupational therapyRecreation, including therapeutic recreationEarly identification and assessment of disabilities in children
 Supplementary Aids & 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. 300.47)	<ul style="list-style-type: none">AccommodationsModificationsOther direct services
 Program Modifications or Supports	Supports and modifications to assist staff in supporting implementation of the IEP	<ul style="list-style-type: none">Training for staff and parents to support implementationSpecial equipment or resources for providing instruction and supportsCollaborative planning time between the general education teacher, the special education teacher, and related service providers

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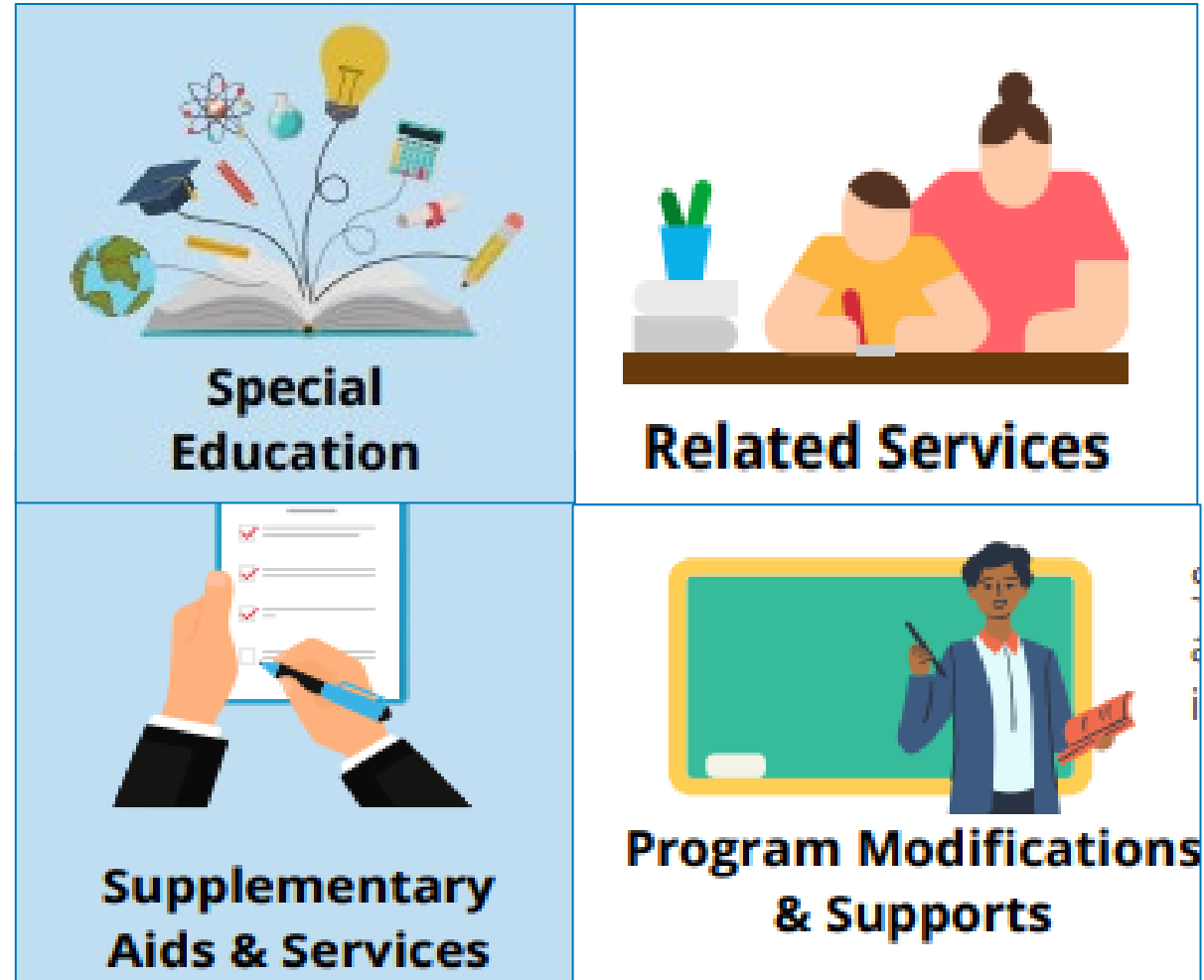
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Did you know our proposed services include four parts?



What is Special Education?

What?

(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—

Why?

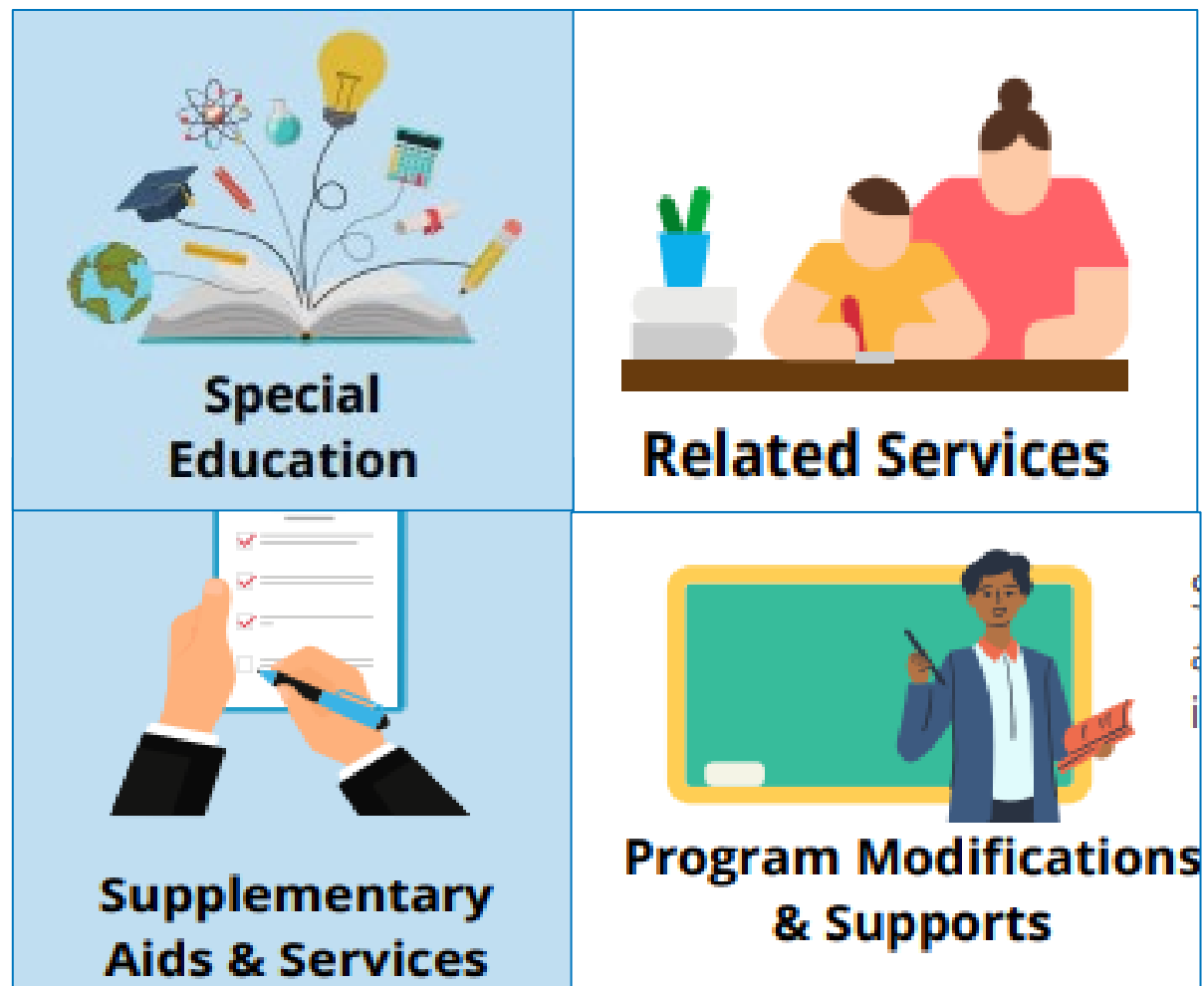
(i) To address the unique needs of the child that result from the child's disability; and

(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

Adapting instruction

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

Did you know your services?



Is it SDI under IDEA? It depends.

What is happening?	WHO: A SWD?	WHAT: Provided or instruction?	WHY: Addresses a disability-related need?	SDI, Supp. Aid/Service, or Other?
A child with a learning disability who reads three grade levels below grade expectations is provided a peer reader to access grade level assignments	Yes	Provided	Yes	
Given a need identified in the present levels, the teacher provides the student explicit instruction on how to schedule and monitor his time.	Yes	Instruction	Yes	
Student with a disability is taught metacognitive strategies in his required 9 th grade science class.	Yes	Instruction	No	
A second language learner is explicitly taught comprehension strategies to help him access the core reading program.	No	Instruction	No	

Is it SDI under IDEA? It depends.

What is happening?	WHO: A SWD?	WHAT: Provided or instruction?	WHY: Addresses a disability-related need?	SDI, Supp. Aid/Service, or Other?
The teacher color codes key information in her materials.	No (whole class)	Provided	No	
Student is taught how to color code key information in her materials to address an organizational deficit identified in the evaluation report.	Yes	Instruction	Yes	
Student uses a calculator to complete grade level math assignments.	Yes	Provided	No	
Student uses a calculator to complete grade level math assignments.	Yes	Provided	Yes	
Student identified with challenges in task completion is taught how to use graphic organizers to help with planning, organizing, and making progress on tasks.	Yes	Instruction	Yes	

Supporting Effective Delivery of IEP Aids and Services: Lessons Learned from the Case Law

Fidelity of
Implementation

Capacity to
Implement

Implementing High-Quality Educational Programming Requires a Sustainable Ecosystem

Progress

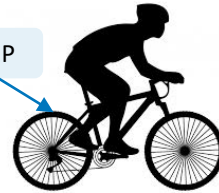
Ongoing
Teaming

Family
Engagement

Effective
Instruction

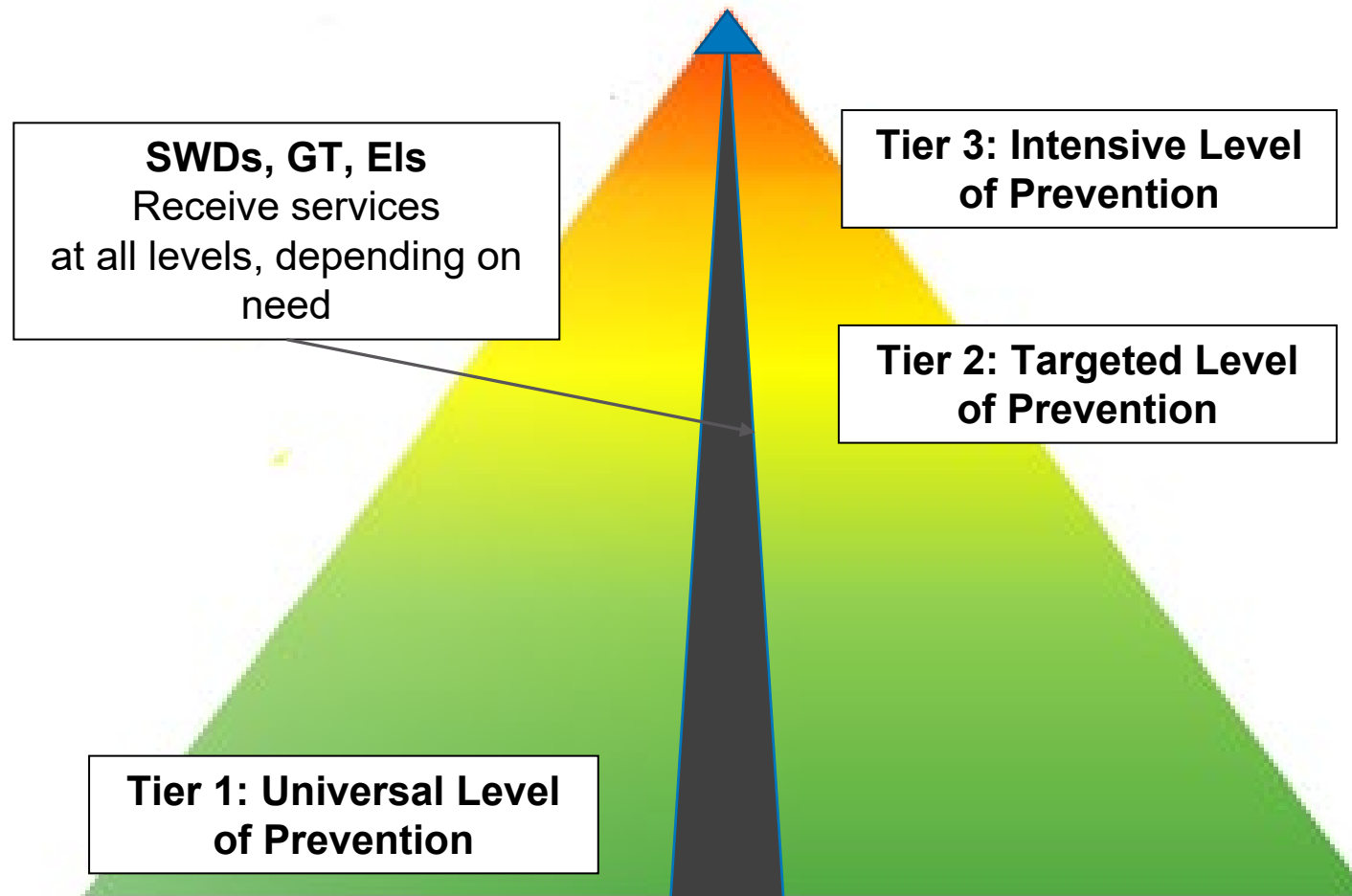
Educator
Support

IEP



Feeling of
Belonging

MTSS can support the sustainable ecosystem necessary for the PROGRESS of students with disabilities.





SDI and High Leverage Practices (HLPs)

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Adapting instructional methodology: How HLPs can help

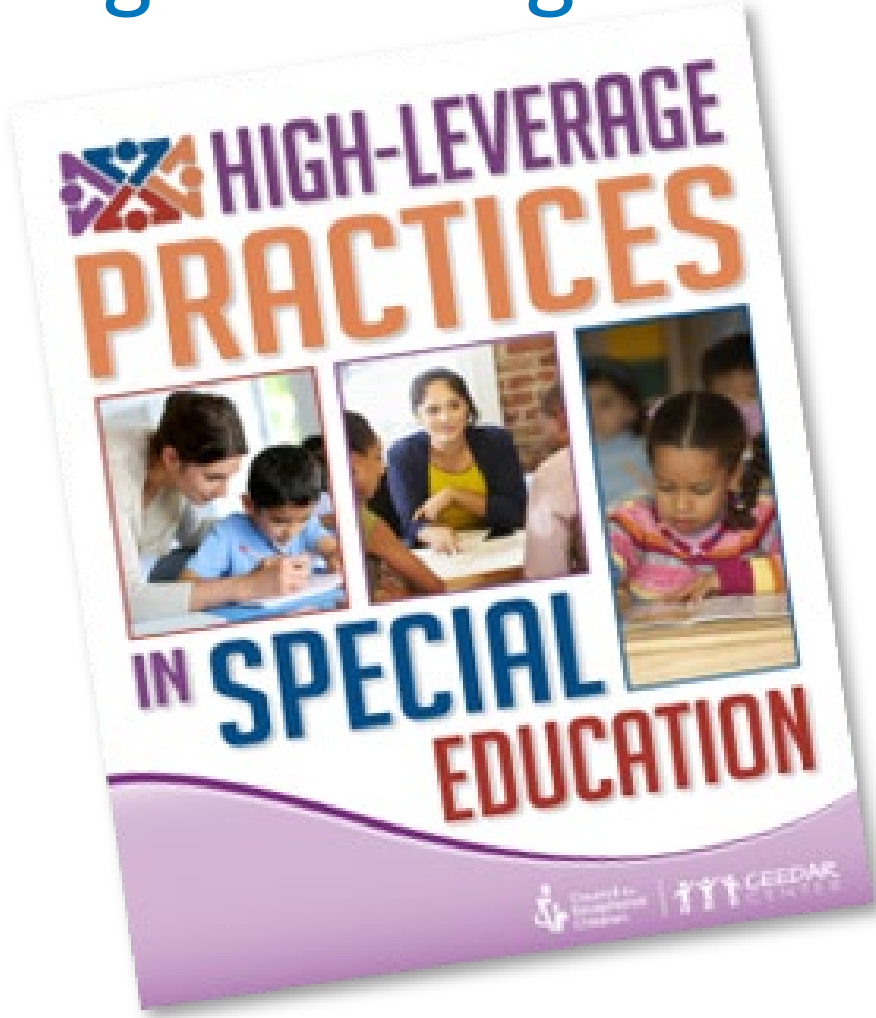
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Instructional HLPs: What do you notice?

- HLP11 Identify and prioritize long- and short-term learning goals (ES = .68).
- HLP12 Systematically design instruction toward a specific learning goal (ES = .59).
- HLP14 Teach cognitive and metacognitive strategies to support learning and independence (ES = .60).
- HLP15 Provide scaffolded supports (ES = .82).
- HLP16 Use explicit instruction (ES = .60 - .79).
- HLP17 Use flexible grouping (ES = .47).
- HLP18 Use strategies to promote active student engagement (ES = .56).
- HLP19 Use assistive and instructional technologies (ES = .57).
- HLP20 Provide intensive instruction (ES = .48 - .77).
- HLP21 Teach students to maintain and generalize new learning across time and settings (ES = .86).
- HLP22 Provide positive and constructive feedback to guide students' learning and behavior (ES = .70).

[\(Hattie, 2018\)](#)

High-Leverage Practices



- “A set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession.”
—Windschitl et al., 2012, p. 880
- The practices are based on expert recommendations, practical and ethical considerations for working with students with disabilities, and research.
- In special education, HLPs are categorized into four areas:
 - Collaboration
 - Assessment
 - Social/Emotional/Behavioral
 - Instruction

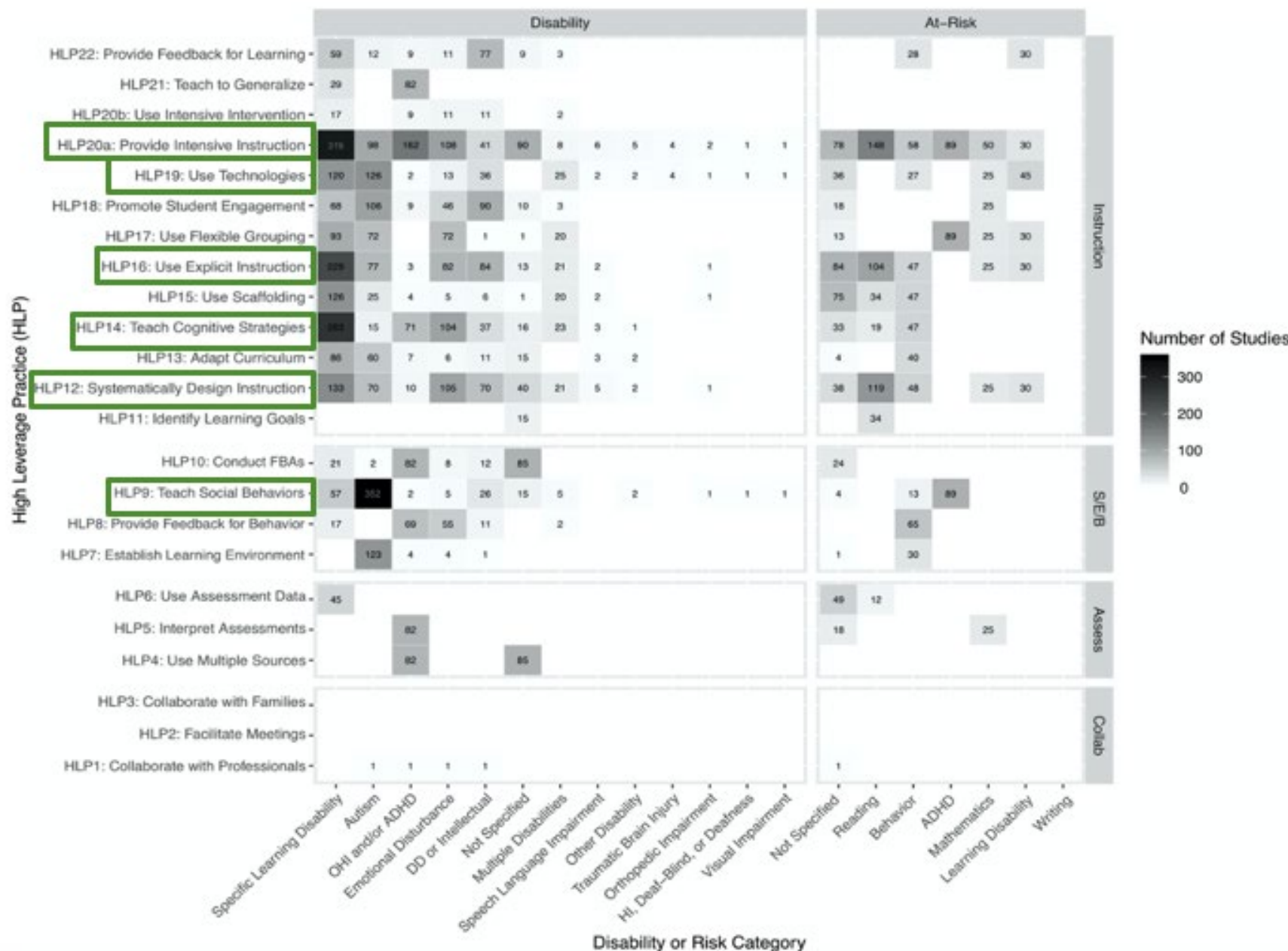
McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR

Features of HLPs

- Focus directly on instructional practice
- Occur with high frequency in teaching
- Research based and known to foster student engagement and learning
- Broadly applicable and usable in any content area or approach to teaching
- Fundamental to effective teaching when skillfully executed

Source: Council for Exceptional Children and CEEDAR (2017).

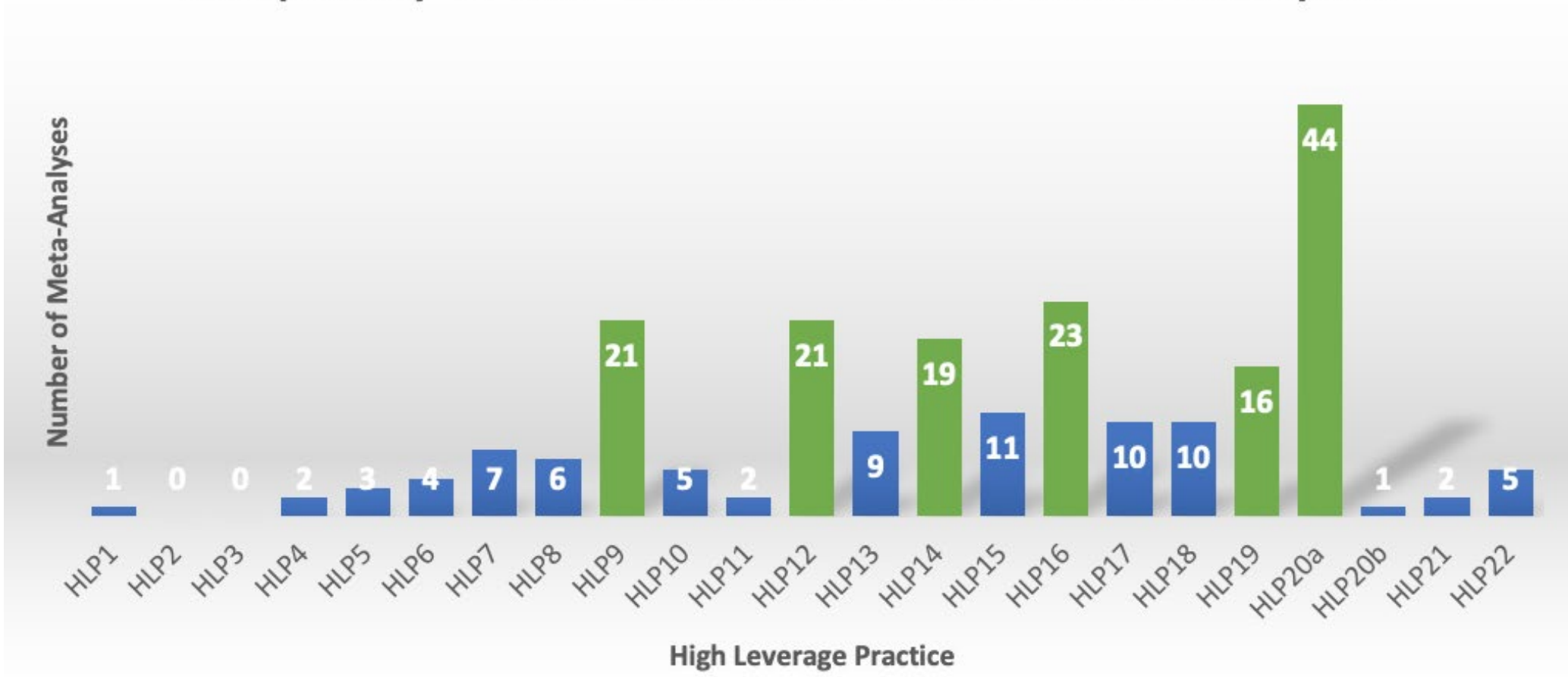




What is the frequency of meta-analyses and studies according to disability and risk category?

HLPs With the Greatest Amount of Experimental Evidence

Frequency of HLP Evidence Across Meta-Analyses



Six Evidence-Based, High-Leverage Practices for SWDs

Planning for Instruction

HLP 12: Systematically Design Instruction Toward a Specific Learning Goal

Cognitive and Metacognitive Strategies

HLP 14: Teach Cognitive & Metacognitive Strategies to Support Learning & Independence

Delivering Instruction

HLP 16: Use Explicit Instruction

Teaching Social Behaviors

HLP 9: Teach Social Behaviors

Reviewing and Intensifying Instruction

HLP 20: Provide Intensive Instruction

Instructional Technology

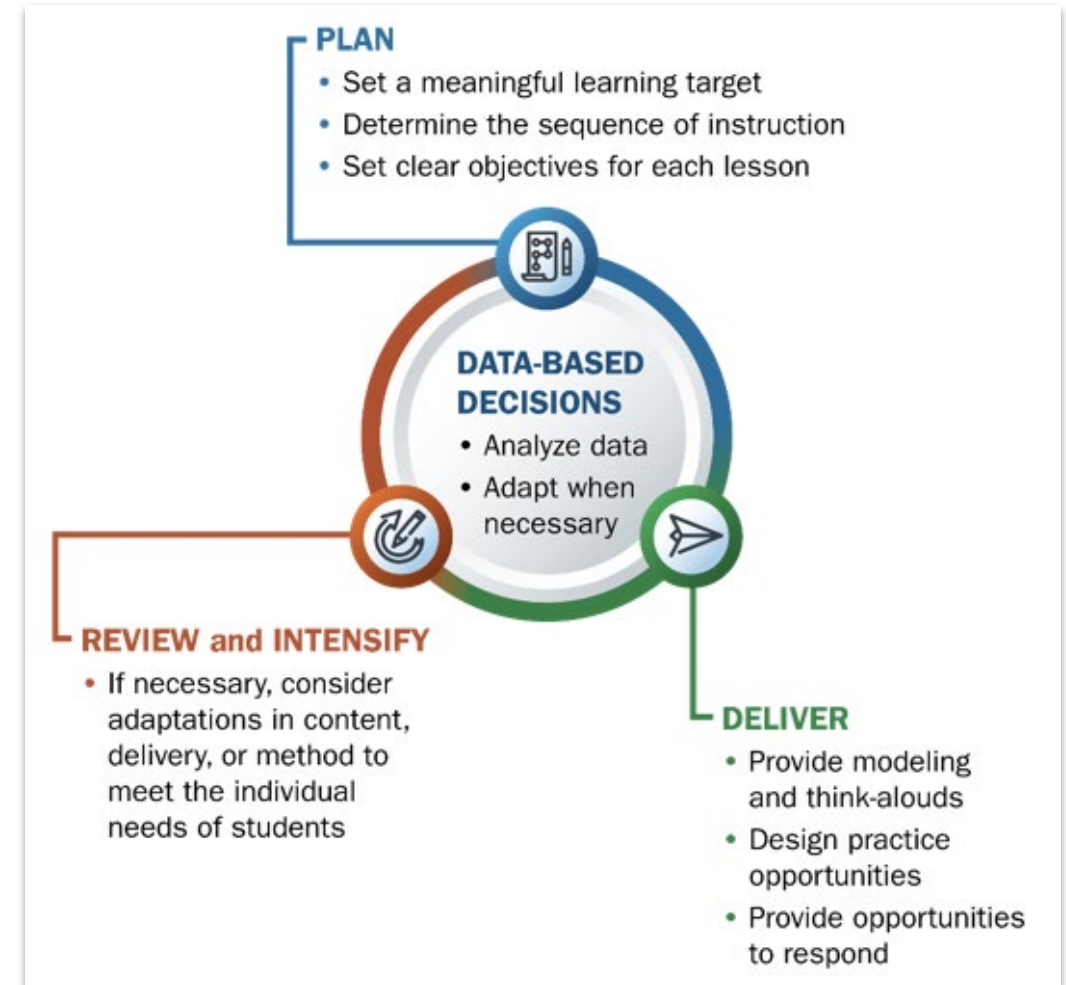
HLP 19: Use Assistive & Instructional Technology

Six Evidence-Based Practices

Across resources, we rely on this cycle about **data-based decisions**.

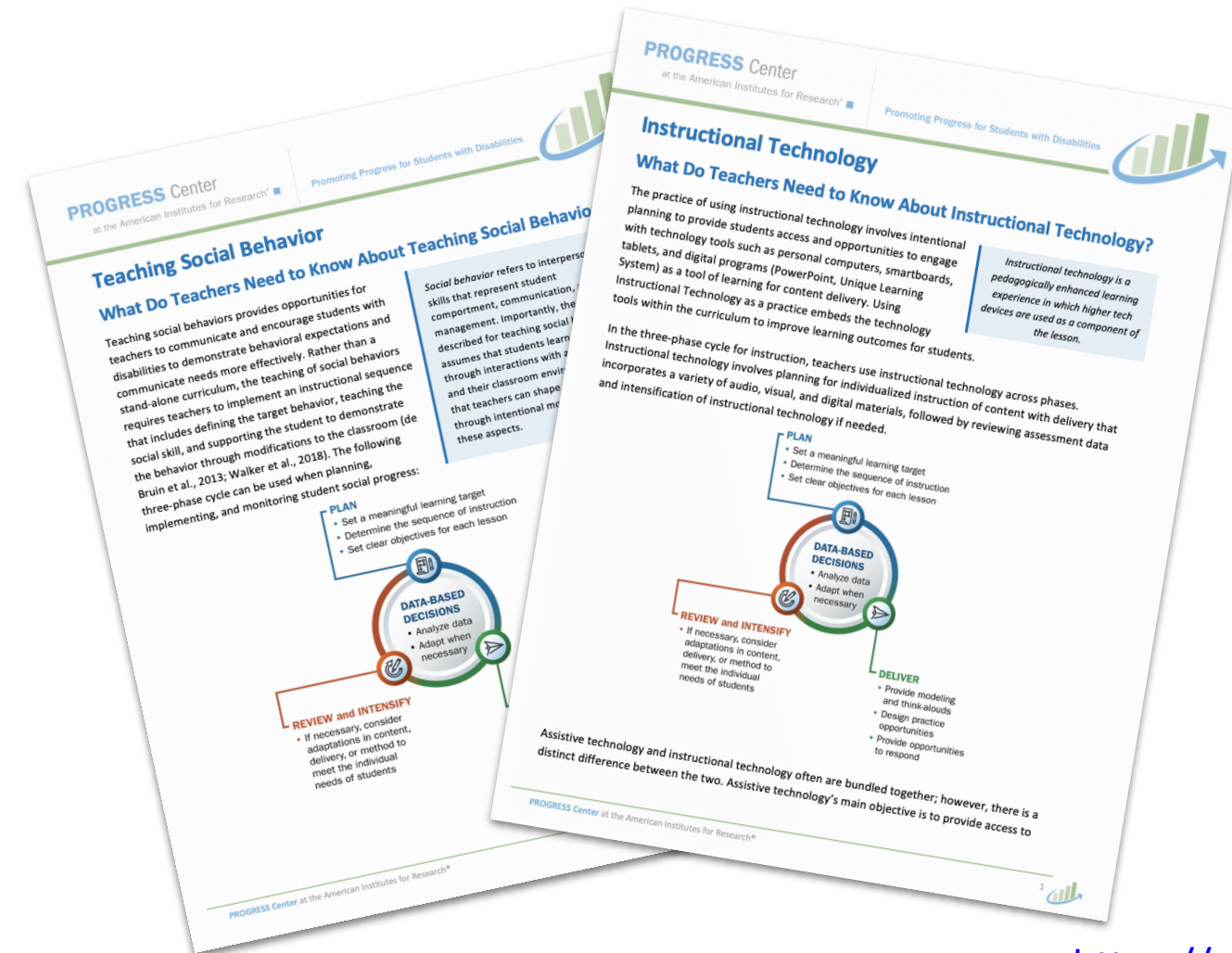
Teachers need to **plan** their instruction, **deliver** instruction, then **review** data and **intensify** instruction to meet the needs of individual students.

This cycle should be used in academics and behavior.



Evidence-Based Practice Briefs

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 - Access to the General Education Classroom
 - How to Get Started



<https://promotingprogress.org/resources/instructional-briefs>

Six Evidence-Based Practices

Planning for Instruction

**Cognitive and
Metacognitive Strategies**

Delivering Instruction

Teaching Social Behaviors

**Reviewing and
Intensifying Instruction**


Instructional Technology

Planning for Instruction

In **Planning for Instruction**, we focus on what teachers need to think about *before* they design and deliver instruction for students with disabilities.

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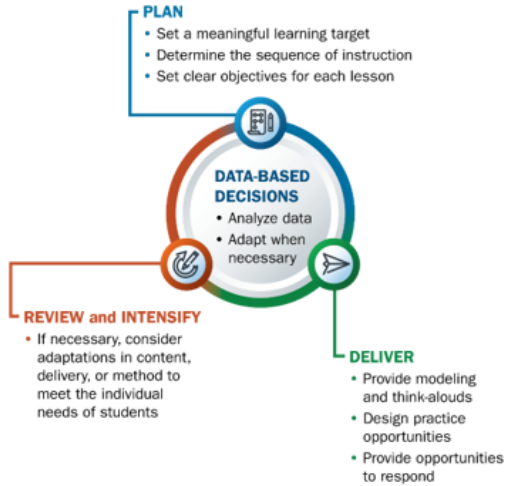
Promoting Progress for Students with Disabilities



Planning for Instruction

What Do Teachers Need to Know About Planning for Instruction?

When planning instruction for students with disabilities, teachers need to consider elements of explicit instruction that will provide access to the general education curriculum and also meet the unique needs of students with disabilities across a variety of outcome areas (e.g., Dennis et al., 2016; Popham et al., 2018; Roberts et al., 2020; Scammacca et al., 2015; Smith et al., 2013; Wanzek et al., 2018). The following three-phase cycle can be used when planning, implementing, and reviewing individual, small-group, and whole-group instruction:



```
graph TD; PLAN[PLAN] --> DBD[DATA-BASED DECISIONS]; DBD --> DELIVER[DELIVER]; DELIVER --> PLAN; REVIEW[REVIEW and INTENSIFY] --- DBD
```

PLAN

- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

DATA-BASED DECISIONS

- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY

- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students


DELIVER

- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

In this brief, we focus on the PLAN phase of the three-phase cycle. See the DELIVER brief and the REVIEW and INTENSIFY brief for information about the other phases.

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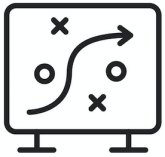
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Planning for Instruction for Students With Disabilities



Set a meaningful learning target.



Determine the appropriate sequence for instruction.



Set clear objectives for each lesson.

Six Evidence-Based Practices

Planning for Instruction

Delivering Instruction

**Reviewing and
Intensifying Instruction**

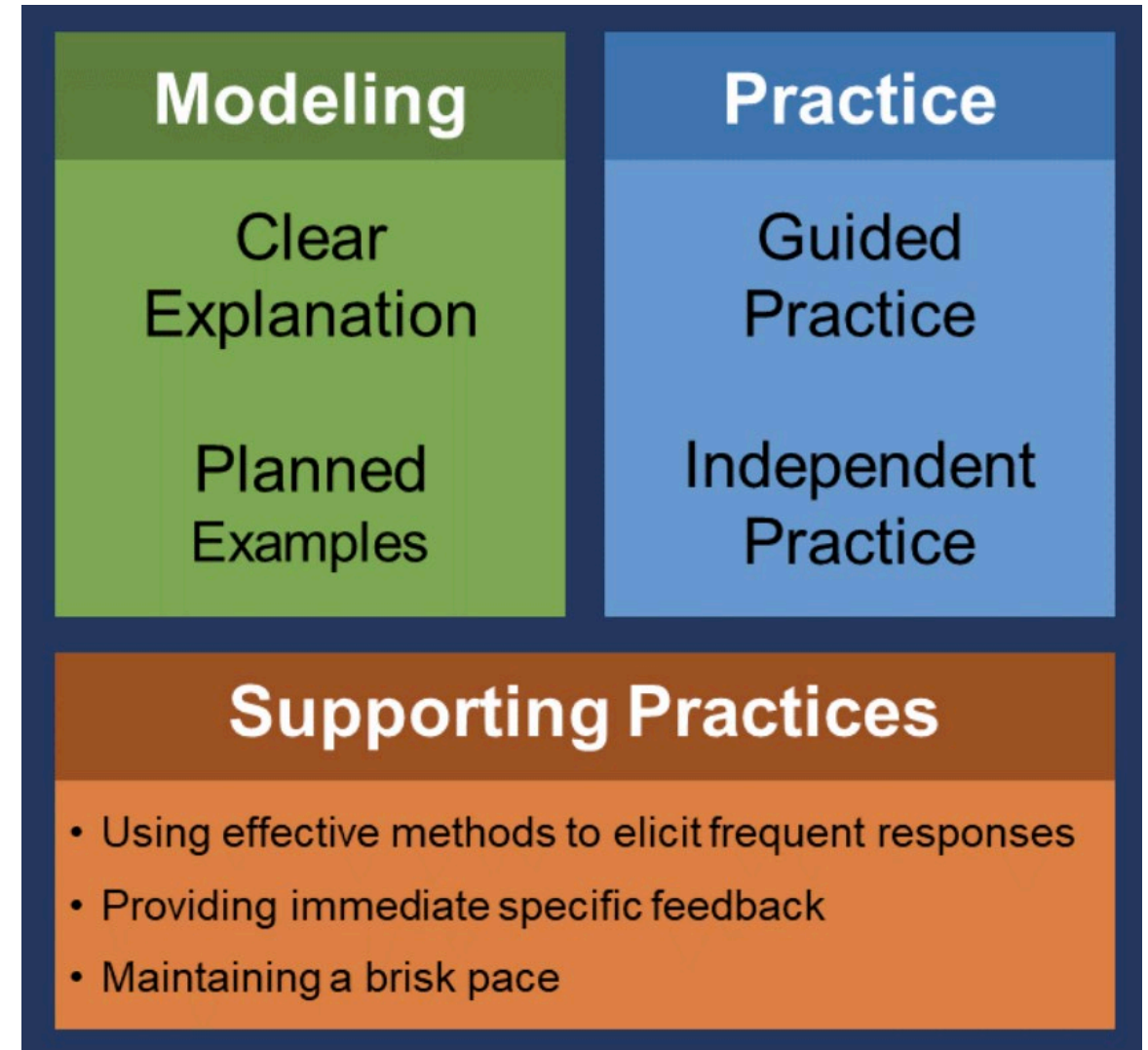
**Cognitive and
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Teaching Social Behaviors

Instructional Technology

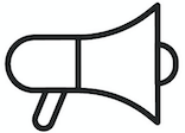
Delivering Instruction

In **Delivering Instruction**, we focus on what teachers need to think about *as* they deliver instruction for students with disabilities.

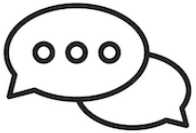


Delivering Instruction: Use in Instruction

Which supports are essential during modeling and practice?



Ask questions.



Elicit frequent responses.



Provide feedback.



Maintain a brisk pace.

Six Evidence-Based Practices

Planning for Instruction

Delivering Instruction

**Reviewing and
Intensifying Instruction**

**Cognitive and
Metacognitive Strategies**

Teaching Social Behaviors


Instructional Technology

Reviewing and Intensifying Instruction

In **Reviewing and Intensifying Instruction**, we focus on how teachers can use data to determine when instruction for students with disabilities needs to be intensified.

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Promoting Progress for Students with Disabilities



Reviewing and Intensifying Instruction

What Do Teachers Need to Know About Intensifying Instruction?

When reviewing and intensifying instruction for students with disabilities, teachers should consider the following three-phase cycle for individual, small-group, and whole-group instruction:



```
graph TD; PLAN[PLAN] --> DBD[DATA-BASED DECISIONS]; DBD --> DELIVER[DELIVER]; DELIVER --> RI[REVIEW and INTENSIFY]; RI --> PLAN;
```

PLAN

- Set a meaningful learning target
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DATA-BASED DECISIONS

- Analyze data
- Adapt when necessary

DELIVER

- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

REVIEW and INTENSIFY


- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

In this brief, we focus on the REVIEW and INTENSIFY phase of the three-phase cycle. See the PLAN brief and the DELIVER brief for information about the other phases.

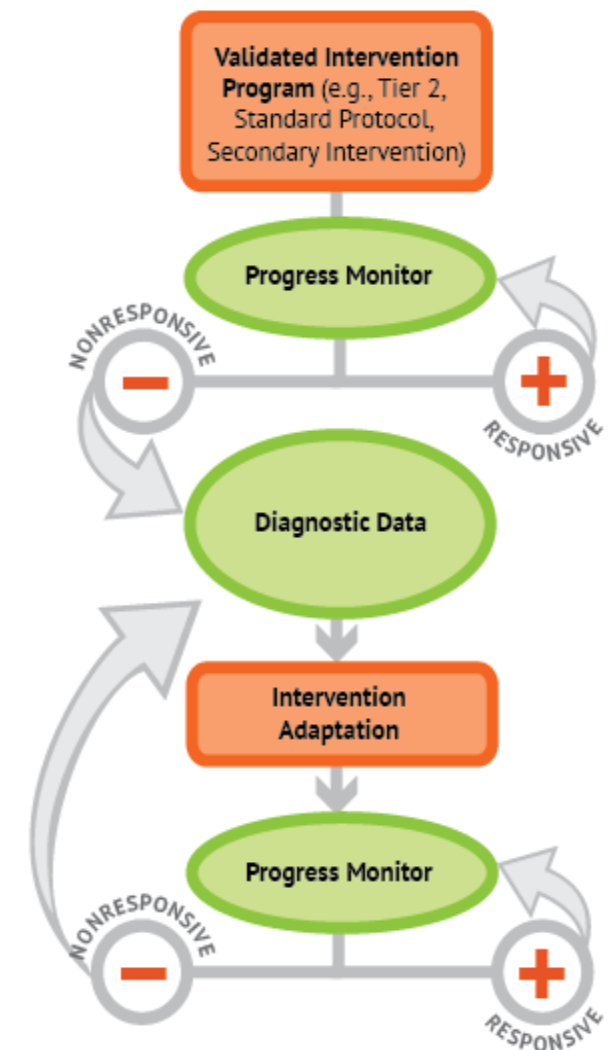
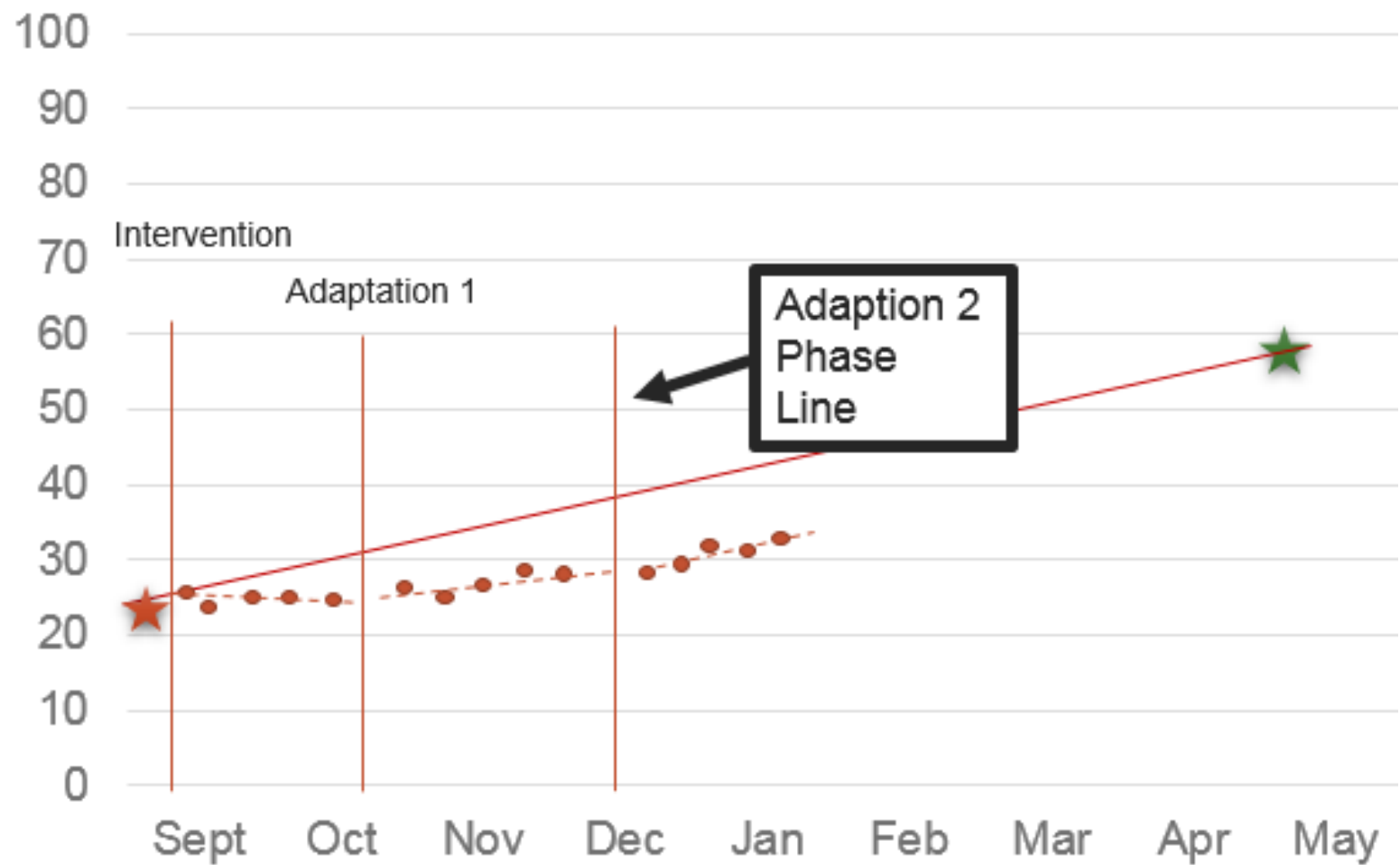
Even though teachers may plan for and deliver high-quality instruction, some students with disabilities will continue to have difficulties with making progress toward academic and behavioral learning targets. Teachers should use data to monitor student progress and adapt instruction as necessary, using a process of intensifying instruction.

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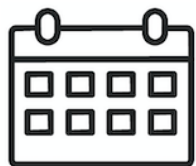


Reviewing and Intensifying Instruction



Intensifying Instruction for Students With Disabilities

How to meet the unique learning needs of students with disabilities:



Intervention dosage



Opportunities to respond



Alignment



Transfer

Six Evidence-Based Practices

Planning for Instruction

Delivering Instruction

Reviewing and
Intensifying Instruction

Cognitive and
Metacognitive Strategies

Teaching Social Behaviors

Instructional Technology

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.

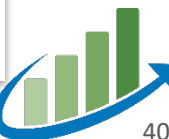


Cognitive and Metacognitive Strategies

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

- 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).



Individualizing Instruction for Students With Disabilities Using Cognitive Strategies

- 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.

Six Evidence-Based Practices

Planning for Instruction

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Instructional Technology

Teaching Social Behavior

In **Teaching Social Behavior**, we focus on behavioral expectations for students with disabilities.

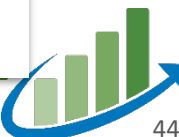


Teaching Social Behavior

What Do Teachers Need to Know About Teaching Social Behaviors?

Teaching social behaviors provides opportunities for teachers to communicate and encourage students with disabilities to demonstrate behavioral expectations and communicate needs more effectively. Rather than a stand-alone curriculum, the teaching of social behaviors requires teachers to implement an instructional sequence that includes defining the target behavior, teaching the social skill, and supporting the student to demonstrate the behavior through modifications to the classroom (de Bruin et al., 2013; Walker et al., 2018). The following three-phase cycle can be used when planning, implementing, and monitoring student social progress:

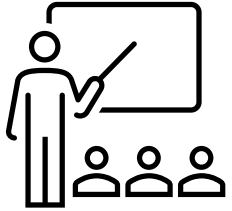
Social behavior refers to interpersonal skills that represent student comportment, communication, and self-management. Importantly, the methods described for teaching social behaviors assumes that students learn behavior through interactions with adults, peers, and their classroom environment and that teachers can shape behavior through intentional modifications to these aspects.



Planning to Teach Social Behaviors for Students With Disabilities



Select a replacement behavior.



Modify the classroom.



Implement a system to promote replacement behaviors.

Six Evidence-Based Practices

Planning for Instruction

Delivering Instruction

**Reviewing and
Intensifying Instruction**

**Cognitive and
Metacognitive Strategies**

Teaching Social Behaviors

Instructional Technology

Instructional Technology

In **Instructional Technology**, we focus on how instructional technology can boost academic and behavior instruction.



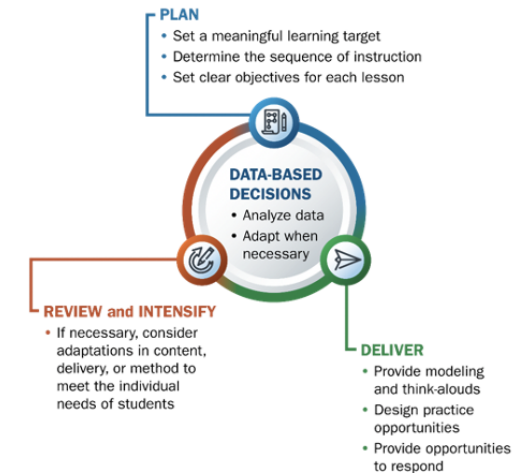
Instructional Technology

What Do Teachers Need to Know About Instructional Technology?

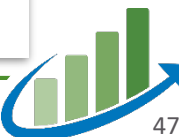
The practice of using instructional technology involves intentional planning to provide students access and opportunities to engage with technology tools such as personal computers, smartboards, tablets, and digital programs (PowerPoint, Unique Learning System) as a tool of learning for content delivery. Using Instructional Technology as a practice embeds the technology tools within the curriculum to improve learning outcomes for students.

Instructional technology is a pedagogically enhanced learning experience in which higher tech devices are used as a component of the lesson.

In the three-phase cycle for instruction, teachers use instructional technology across phases. Instructional technology involves planning for individualized instruction of content with delivery that incorporates a variety of audio, visual, and digital materials, followed by reviewing assessment data and intensification of instructional technology if needed.



Assistive technology and instructional technology often are bundled together; however, there is a distinct difference between the two. Assistive technology's main objective is to provide access to



Instructional Technology Within Instruction

- Plan to use clear, measurable objectives that incorporate the use of technology for the learning outcomes.
- Evaluate instructional technology for its appropriateness.
- Use formative assessment to monitor student progress, specific to the learning outcomes as well as student technology use.
- Review the formative or summative data.
- Intensify and individualize instruction.

Resources for Using HLPs for SDI



Planning for Instruction: What Teachers Need to Know

This course focuses on planning for instruction. It is part of a series covering instructional practices. These practices were identified...

Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers

 ONLINE MODULE



Delivering Instruction: What Teachers Need to Know

This course focuses on delivering instruction. It is part of a series covering instructional practices. These practices were identified through...

Faculty/PD Provider, General Educators, Special Educators/Providers

TRAINING MODULE



Intensifying Instruction: What Teachers Need to Know

This course focuses on reviewing and intensifying instruction. It is part of a series covering instructional practices. These practices were...

Faculty/PD Provider, General Educators, Special Educators/Providers

 ONLINE MODULE

- 3-Part Instructional Series for Special Educators

Coming Soon!

- Teaching Meta-Cognitive and Cognitive Skills
- Teach Social Behavior

Closing and Next Steps

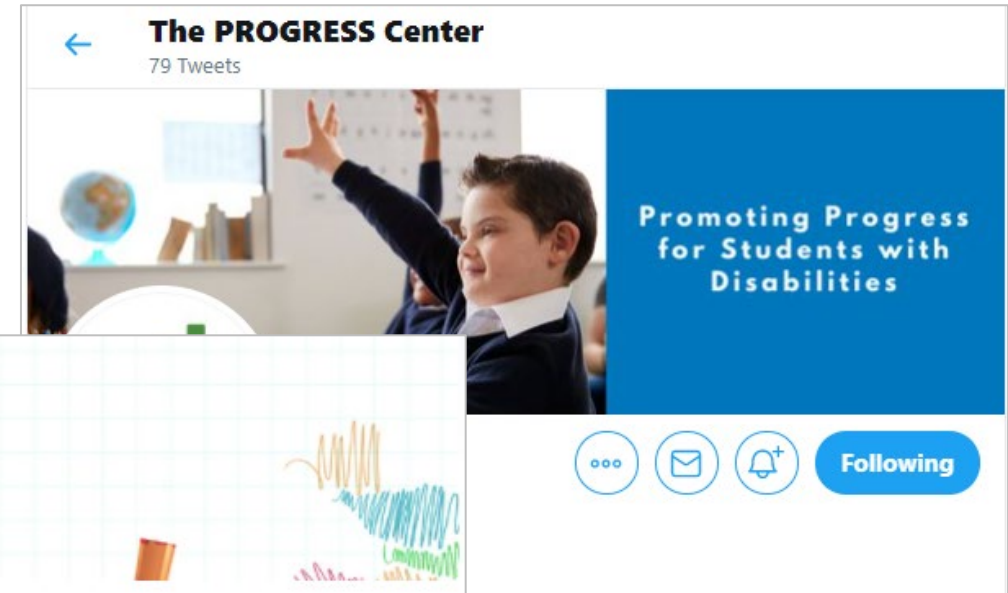


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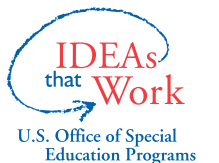


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