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?

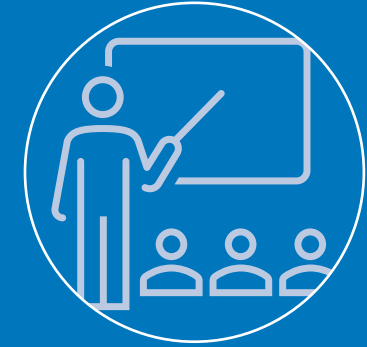# *Review*: IDEA FAPE Requirements for High-Quality Educational Programming

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

Participation Outside Regular Education and in State and Districtwide Assessments

Present Levels of Academic and Functional Performance (PLAAFP)

Monitoring Plan

Statement of Aids and Services (special education, related services, etc.)

Date, Frequency, Duration and Location of Services

Measurable Goals

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)

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)

Did you know our proposed services include four parts?

Special Education

Related Services

Supplementary Aids & Services

Program Modifications & Supports
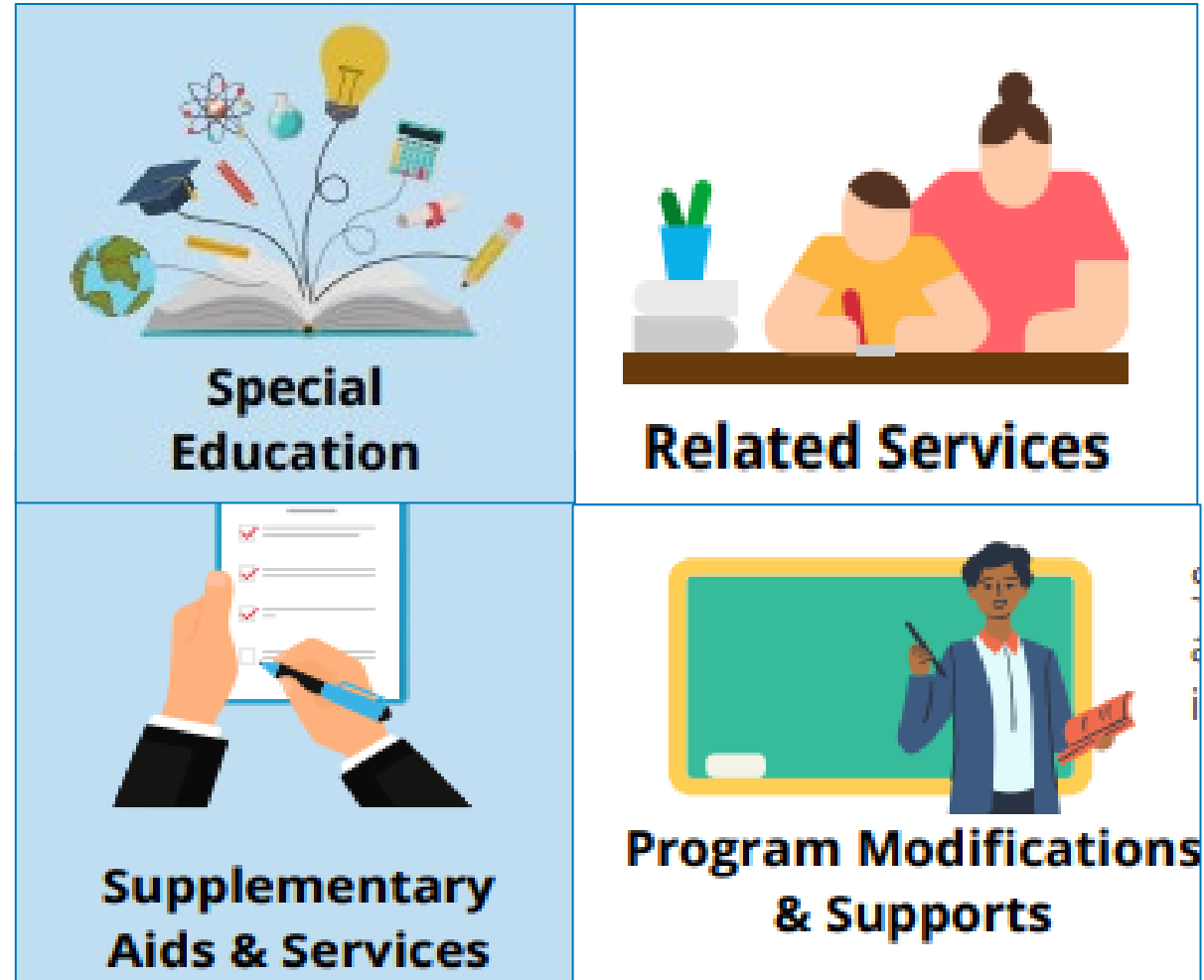
What is Special Education?

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

Sec. 300.39(b)(3)(i-ii)

Adapting instruction

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

Did you know your services?
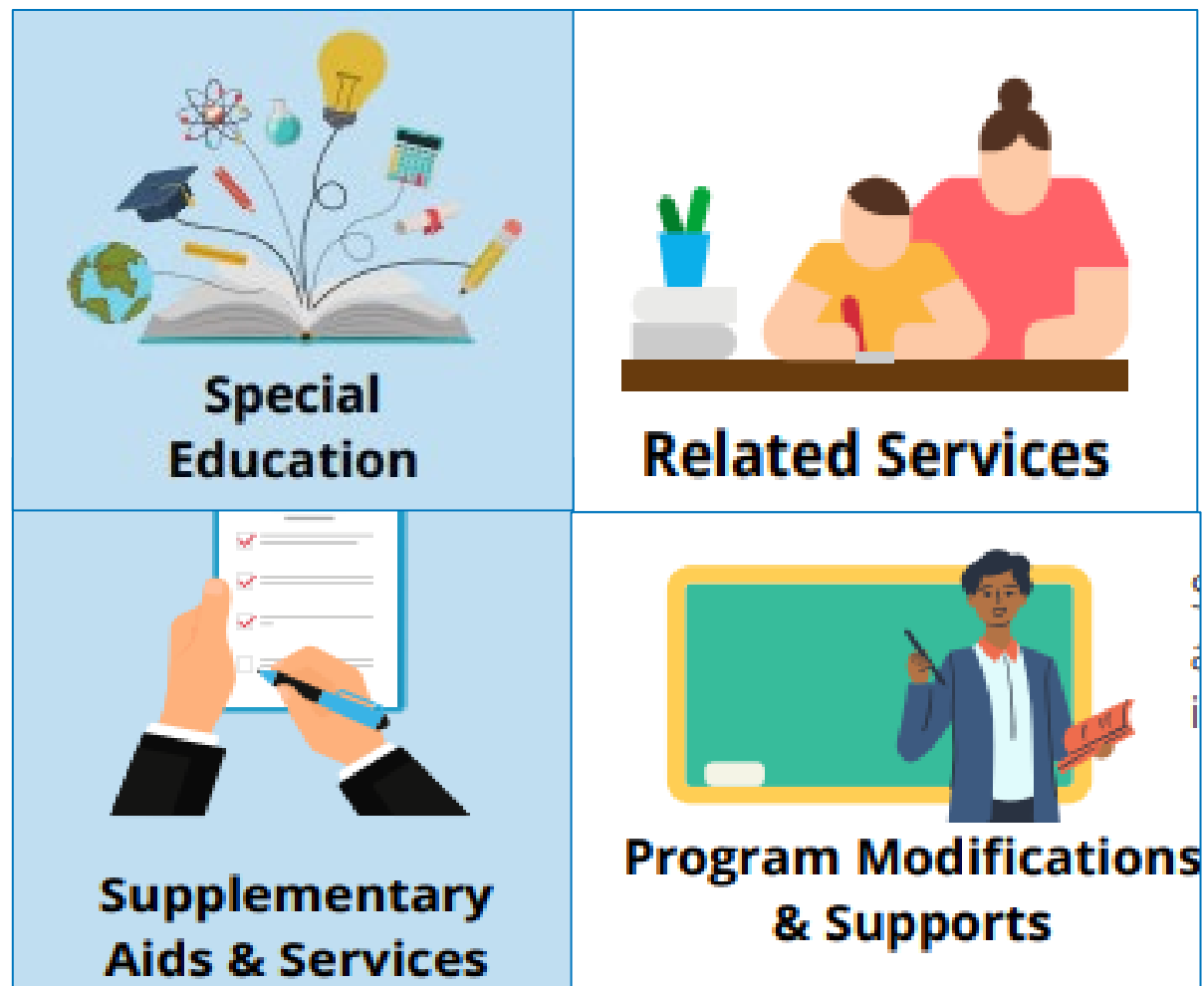
Special Education

Related Services

Supplementary Aids & Services

Program Modifications & Supports

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 9th 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
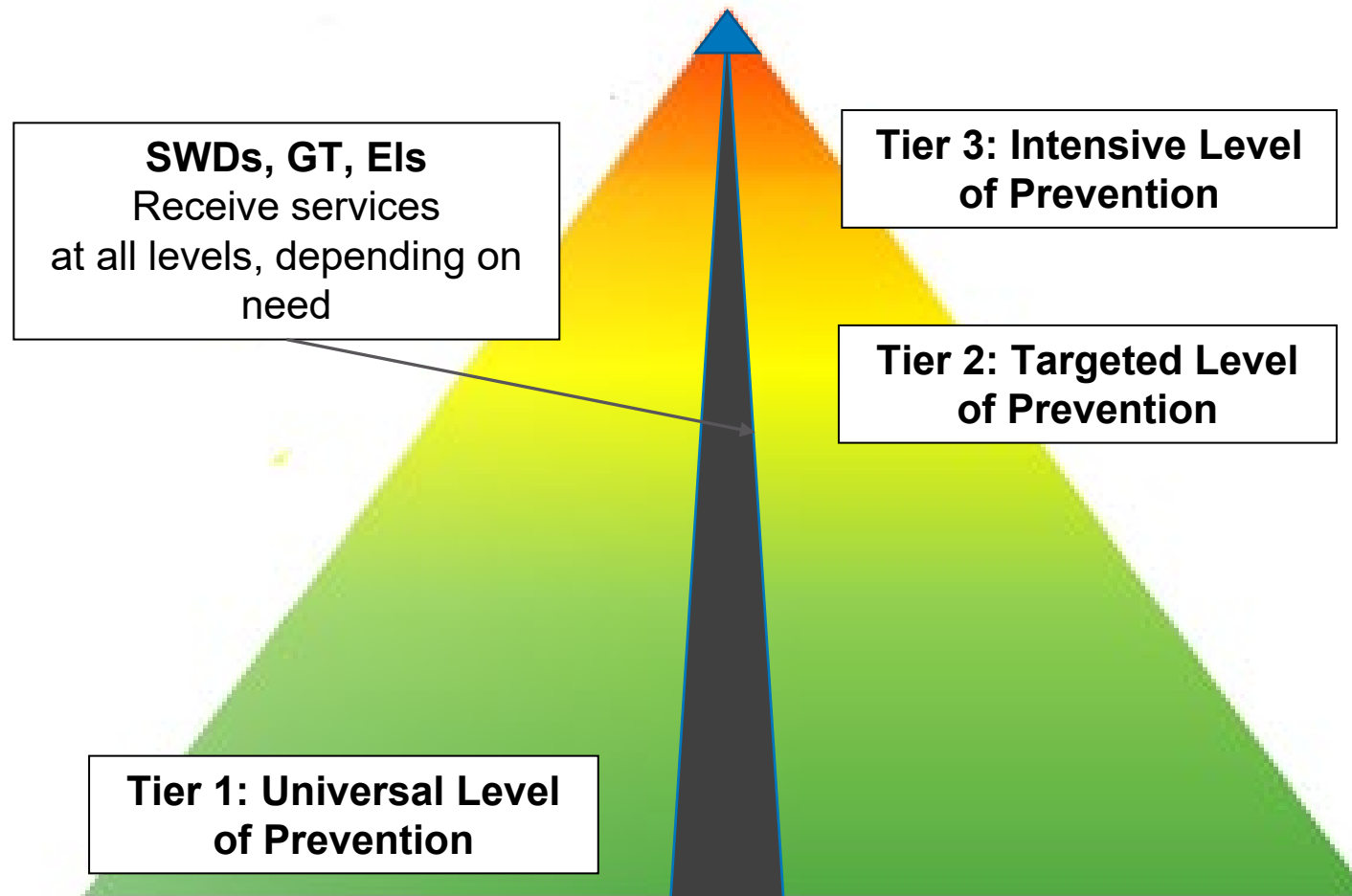
Educator Support

IEP
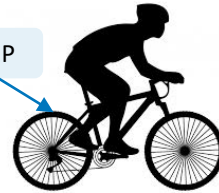
Feeling of Belonging

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

SWDs, GT, EIs
Receive services
at all levels, depending on
need

Tier 3: Intensive Level of Prevention

Tier 2: Targeted Level of Prevention

Tier 1: Universal Level of Prevention

SDI and High Leverage Practices (HLPs)

Adapting instructional methodology: How HLPs can help

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

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
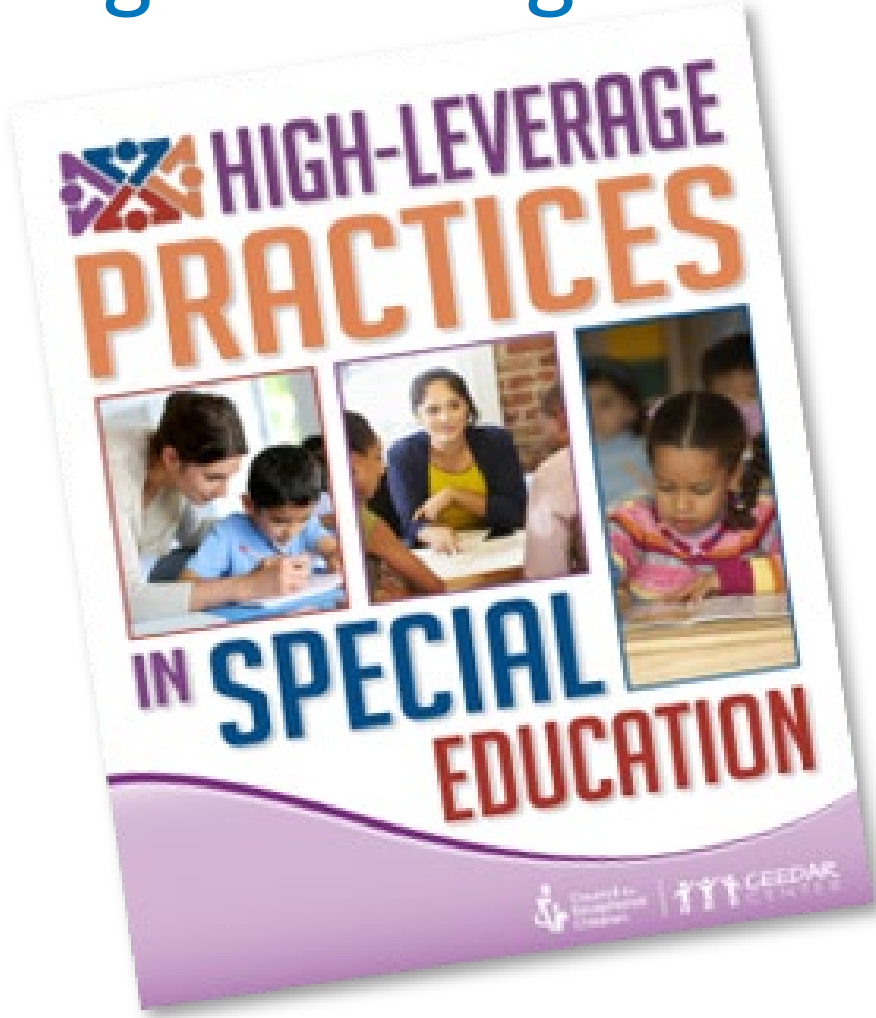
- "A set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession."

  —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

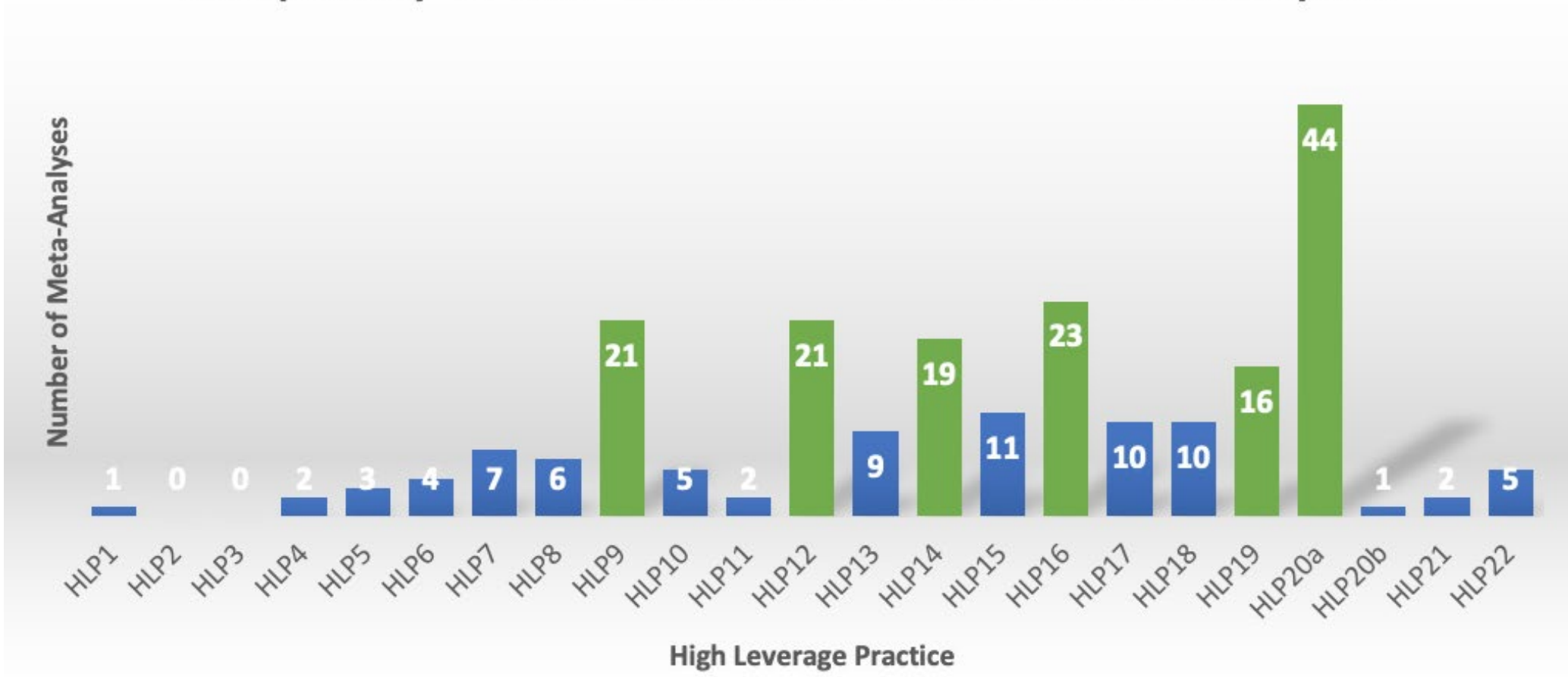- Fundamental to effective teaching when skillfully executed
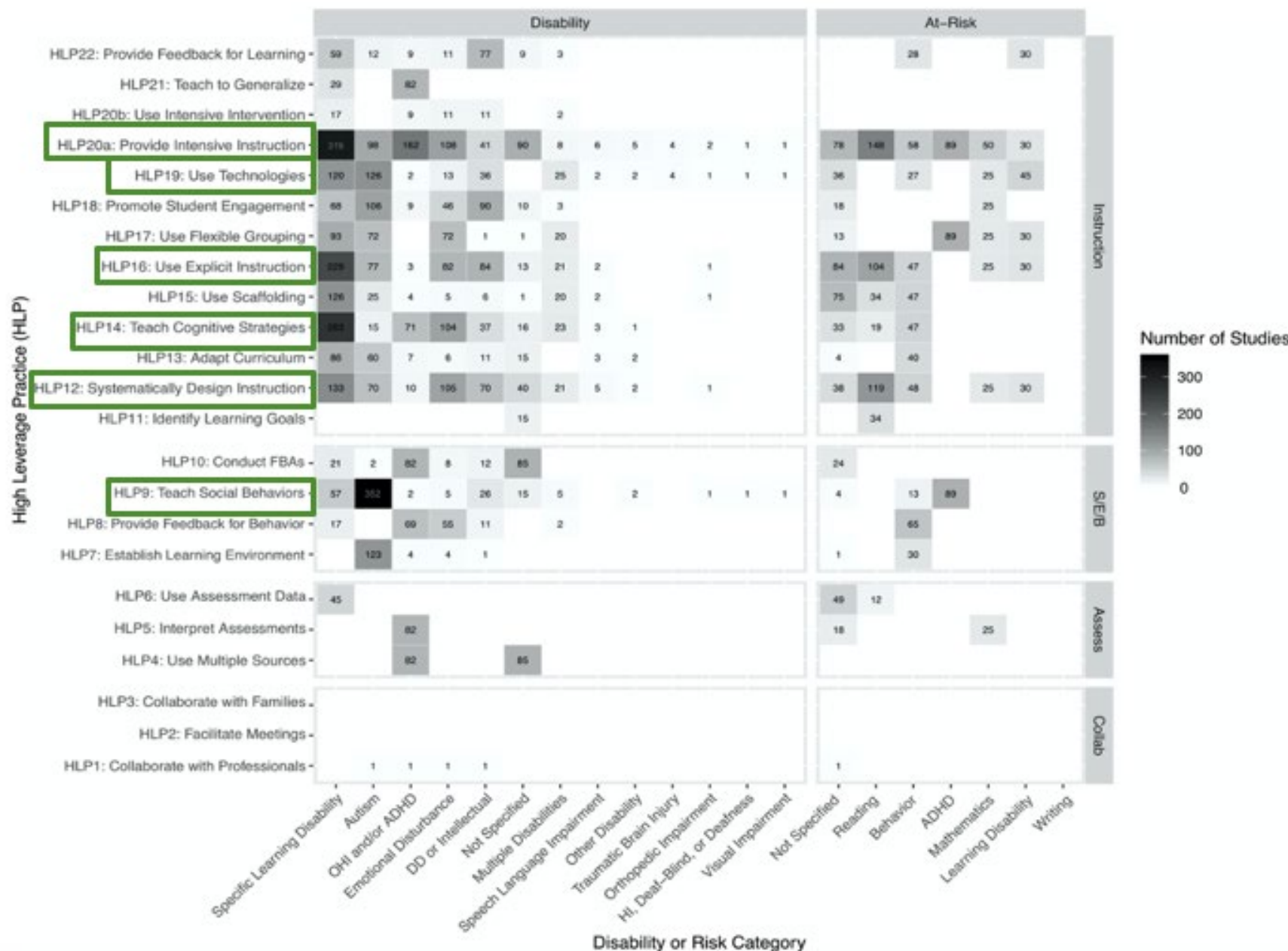
What is the frequency of meta-analyses and studies according to disability and risk category?

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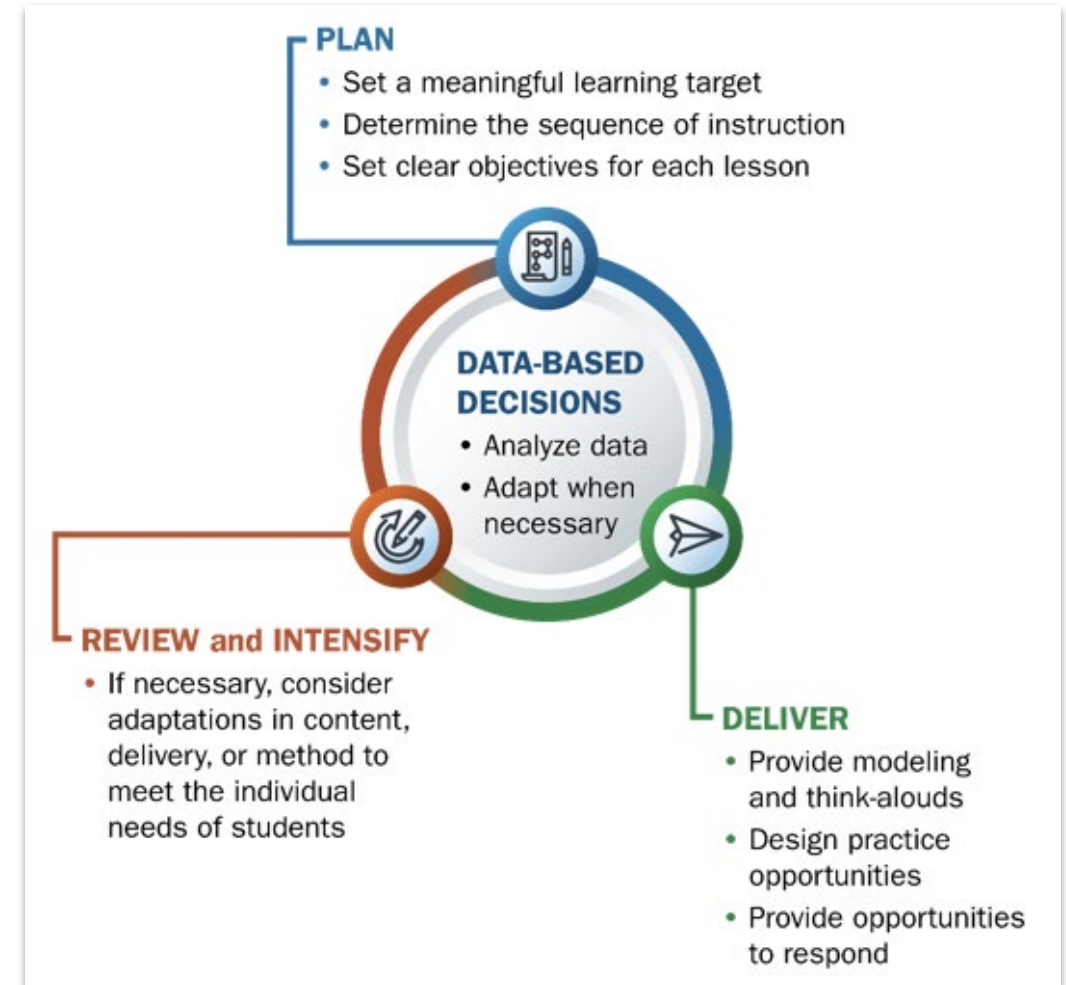
PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

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

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
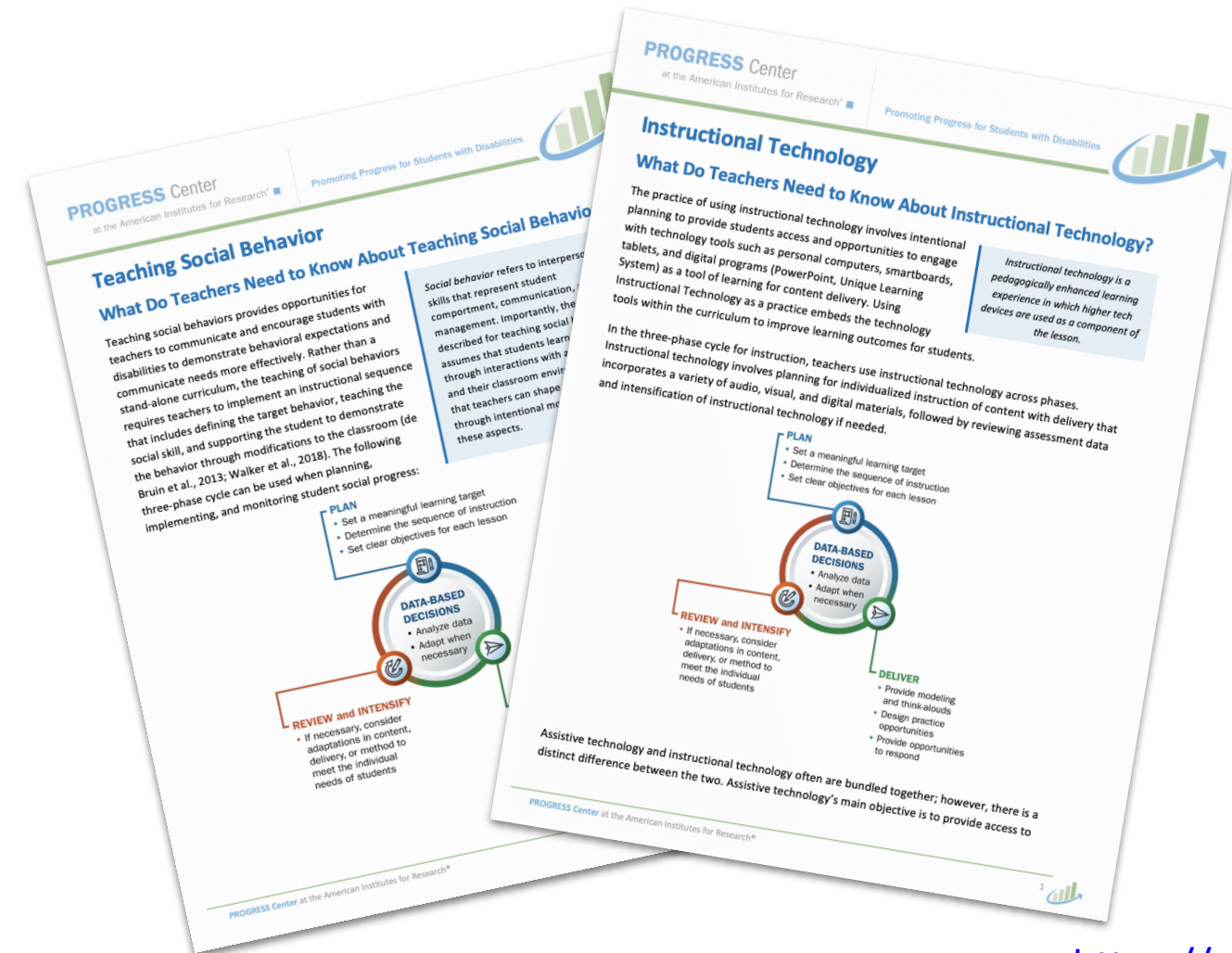
Six Evidence-Based Practices

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.

Planning for Instruction for Students With Disabilities

Set a meaningful learning target.
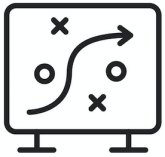
Determine the appropriate sequence for instruction.

Set clear objectives for each lesson.

Six Evidence-Based Practices
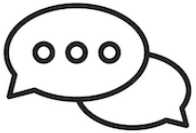
Planning for Instruction

Cognitive and Metacognitive Strategies

Delivering Instruction

Teaching Social Behaviors

Reviewing and Intensifying Instruction

Instructional Technology

Delivering Instruction

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

Modeling
- Clear Explanation
- Planned Examples

Practice
- Guided Practice
- Independent Practice

Supporting Practices
- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace
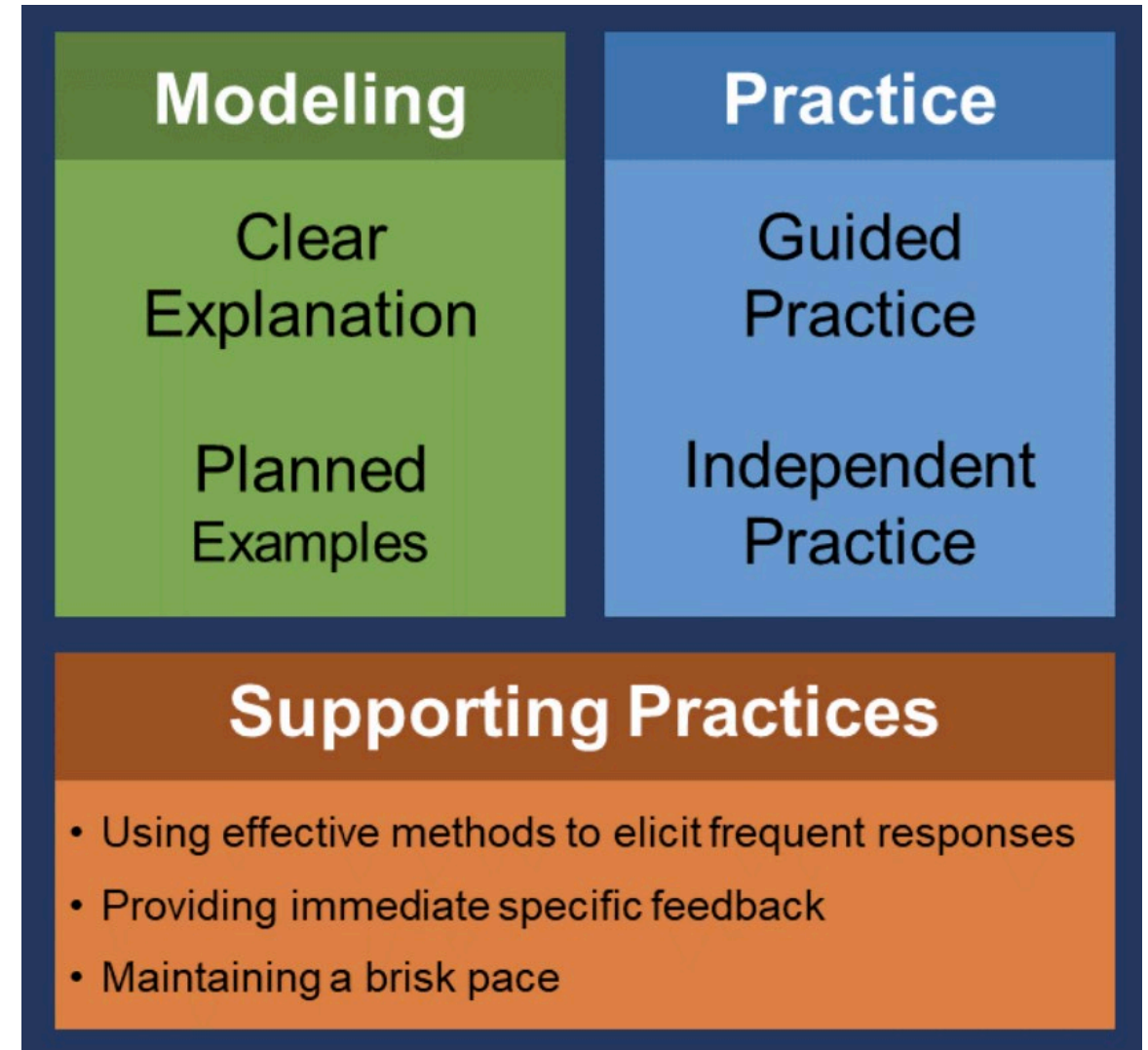
Delivering Instruction: Use in Instruction

Which supports are essential during modeling and practice?
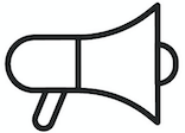
Ask questions.

Elicit frequent responses.

Provide feedback.

Maintain a brisk pace.

Six Evidence-Based Practices

Planning for Instruction

Cognitive and Metacognitive Strategies

Delivering Instruction

Teaching Social Behaviors

Reviewing and Intensifying Instruction

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.
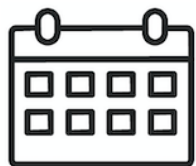
Reviewing and Intensifying Instruction

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

Cognitive and Metacognitive Strategies

Delivering Instruction

Teaching Social Behaviors

Reviewing and Intensifying Instruction

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.
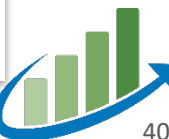
Individualizing Instruction for Students With Disabilities Using Cognitive Strategies

- 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

Cognitive and Metacognitive Strategies

Delivering Instruction

Teaching Social Behaviors

Reviewing and Intensifying Instruction

Instructional Technology

Teaching Social Behavior

In **Teaching Social Behavior**, we focus on behavioral expectations for students with disabilities.
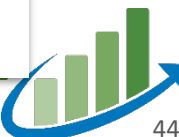
Planning to Teach Social Behaviors for Students With Disabilities

Select a replacement behavior.
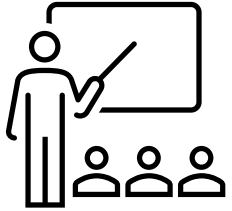
Modify the classroom.

Implement a system to promote replacement behaviors.

Six Evidence-Based Practices

Planning for Instruction

Cognitive and Metacognitive Strategies

Delivering Instruction

Teaching Social Behaviors

Reviewing and Intensifying Instruction

Instructional Technology

Instructional Technology

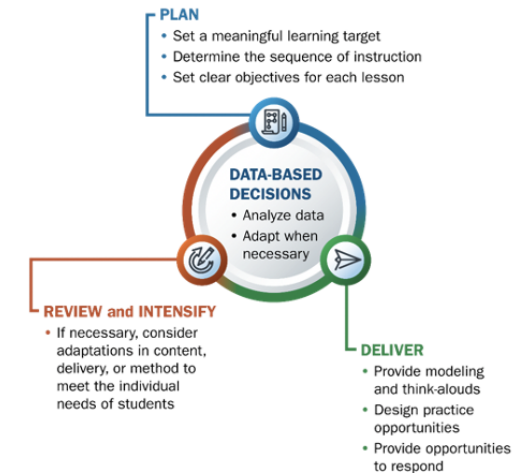In **Instructional Technology**, we focus on how instructional technology can boost academic and behavior instruction.

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
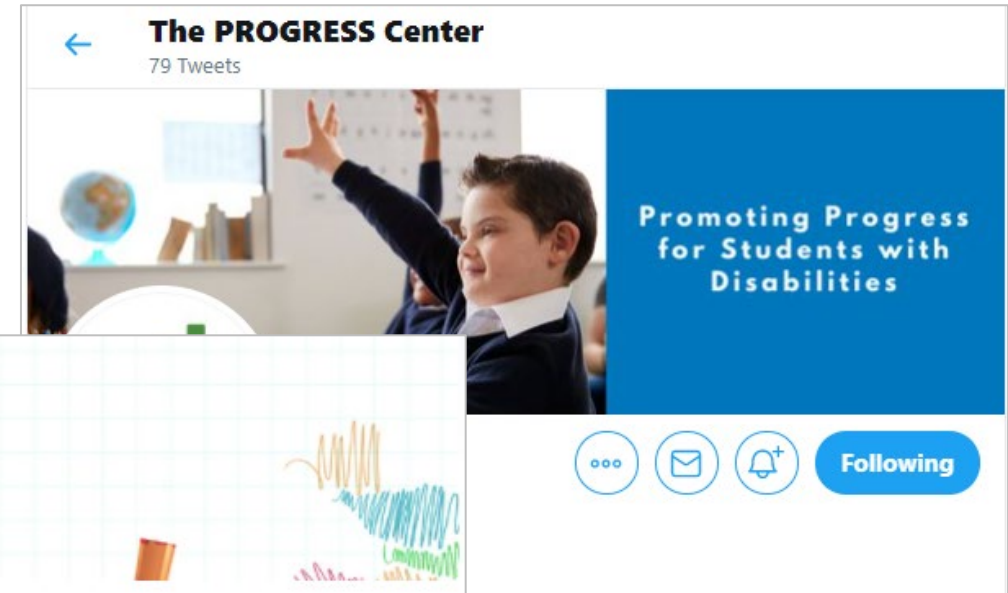
- Teach Social Behavior

Closing and Next Steps

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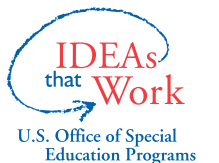progresscenter@air.org

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