Session 4: The Role of HLPs in Supporting SDI

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

FEBRUARY 21, 2023
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?
Program Development: Procedural

Present Levels of Academic and Functional Performance (PLAAFP)

Monitoring Plan

Measurable Goals

Participation Outside Regular Education and in State and Districtwide Assessments

Date, Frequency, Duration and Location of Services

Statement of Aids and Services (special education, related services, etc.)
PLAAFP Statement:
Provide an assessment and data-driven baseline

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

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

Program Development: Substantive
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]
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?

(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(b)(3)(i-ii)
Adapting instruction

<table>
<thead>
<tr>
<th>Elements of SDI</th>
<th>What it Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td><em>What</em> is taught to allow the student to access general education programming</td>
</tr>
<tr>
<td>Methodology</td>
<td><em>How</em> the instruction is delivered or the practices and approach the teacher uses to teach</td>
</tr>
<tr>
<td>Delivery of Instruction</td>
<td><em>Who, where, and when</em> the instruction is delivered</td>
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</table>
Did you know your services?
Is it SDI under IDEA? It depends.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A child with a learning disability who reads three grade levels below grade expectations is provided a peer reader to access grade level assignments</td>
<td>Yes</td>
<td>Provided</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Given a need identified in the present levels, the teacher provides the student explicit instruction on how to schedule and monitor his time.</td>
<td>Yes</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Student with a disability is taught metacognitive strategies in his required 9th grade science class.</td>
<td>Yes</td>
<td>Instruction</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A second language learner is explicitly taught comprehension strategies to help him access the core reading program.</td>
<td>No</td>
<td>Instruction</td>
<td>No</td>
<td></td>
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Is it SDI under IDEA? It depends.

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<td>The teacher color codes key information in her materials.</td>
<td>No (whole class)</td>
<td>Provided</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Student is taught how to color code key information in her materials to address an organizational deficit identified in the evaluation report.</td>
<td>Yes</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Student uses a calculator to complete grade level math assignments.</td>
<td>Yes</td>
<td>Provided</td>
<td>No</td>
<td></td>
</tr>
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<td>Yes</td>
<td>Provided</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Student identified with challenges in task completion is taught how to use graphic organizers to help with planning, organizing, and making progress on tasks.</td>
<td>Yes</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
</tr>
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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

- Educator Support
- Family Engagement
- Feeling of Belonging
- Ongoing Teaming
- Effective Instruction
MTSS can support the sustainable ecosystem necessary for the PROGRESS of students with disabilities.

**Tier 1: Universal Level of Prevention**

**Tier 2: Targeted Level of Prevention**

**Tier 3: Intensive Level of Prevention**

SWDs, GT, Els receive services at all levels, depending on need.
SDI and High Leverage Practices (HLPs)
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
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

High Leverage Practice

<table>
<thead>
<tr>
<th>HLP</th>
<th>Number of Meta-Analyses</th>
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<tbody>
<tr>
<td>HLP1</td>
<td>1</td>
</tr>
<tr>
<td>HLP2</td>
<td>0</td>
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<tr>
<td>HLP3</td>
<td>0</td>
</tr>
<tr>
<td>HLP4</td>
<td>2</td>
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<tr>
<td>HLP5</td>
<td>3</td>
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<td>HLP6</td>
<td>4</td>
</tr>
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<td>HLP7</td>
<td>6</td>
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<tr>
<td>HLP8</td>
<td>21</td>
</tr>
<tr>
<td>HLP9</td>
<td>5</td>
</tr>
<tr>
<td>HLP10</td>
<td>2</td>
</tr>
<tr>
<td>HLP11</td>
<td>21</td>
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<tr>
<td>HLP12</td>
<td>9</td>
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<td>HLP13</td>
<td>19</td>
</tr>
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<td>HLP14</td>
<td>11</td>
</tr>
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<td>HLP15</td>
<td>23</td>
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<td>HLP16</td>
<td>10</td>
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<td>HLP17</td>
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<td>HLP18</td>
<td>16</td>
</tr>
<tr>
<td>HLP19</td>
<td>44</td>
</tr>
<tr>
<td>HLP20a</td>
<td>1</td>
</tr>
<tr>
<td>HLP20b</td>
<td>2</td>
</tr>
<tr>
<td>HLP21</td>
<td>5</td>
</tr>
<tr>
<td>HLP22</td>
<td>5</td>
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### Six Evidence-Based, High-Leverage Practices for SWDs

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<th>Cognitive and Metacognitive Strategies</th>
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<tr>
<td>HLP 12: Systematically Design Instruction Toward a Specific Learning Goal</td>
<td>HLP 14: Teach Cognitive &amp; Metacognitive Strategies to Support Learning &amp; Independence</td>
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<th>Teaching Social Behaviors</th>
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<tr>
<td>HLP 16: Use Explicit Instruction</td>
<td>HLP 9: Teach Social Behaviors</td>
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<th>Reviewing and Intensifying Instruction</th>
<th>Instructional Technology</th>
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<td>HLP 20: Provide Intensive Instruction</td>
<td>HLP 19: Use Assistive &amp; Instructional Technology</td>
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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

- Six downloadable practice briefs
- Each brief covers:
  - What do teachers need to know?
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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
- Delivering Instruction
- Reviewing and Intensifying Instruction
- Cognitive and Metacognitive Strategies
- Teaching Social Behaviors
- 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**

**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; Kephart et al., 2016; Roberts et al., 2019; Scammacca et al., 2019; Smith et al., 2018; Warren et al., 2018). The following three-phase cycle can be used when planning, implementing, and reviewing individual, small-group, and whole-group instruction:

**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.
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 Metacognitive Strategies
- 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.

**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
- 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.

### 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:

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

2. **DATA-BASED DECISIONS**
   - Analyze data
   - Adapt when necessary

3. **REVIEW and INTENSIFY**
   - If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

4. **DELIVER**
   - Provide modeling and think-alouds
   - Design practice opportunities
   - Provide opportunities to respond

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.
Reviewing and Intensifying Instruction

Intervention

Adaption 2
Phase Line

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)
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.
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
- Delivering Instruction
- Reviewing and Intensifying Instruction
- Cognitive and Metacognitive Strategies
- Teaching Social Behaviors
- 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
- 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 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

- 3-Part Instructional Series for Special Educators
- Teaching Meta-Cognitive and Cognitive Skills
- Teach Social Behavior
Closing and Next Steps
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https://promotingprogress.org/news/connect-progress-center
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