Using Specially Designed Instruction (SDI) to Bridge the Achievement Gap

Georgia Department of Education
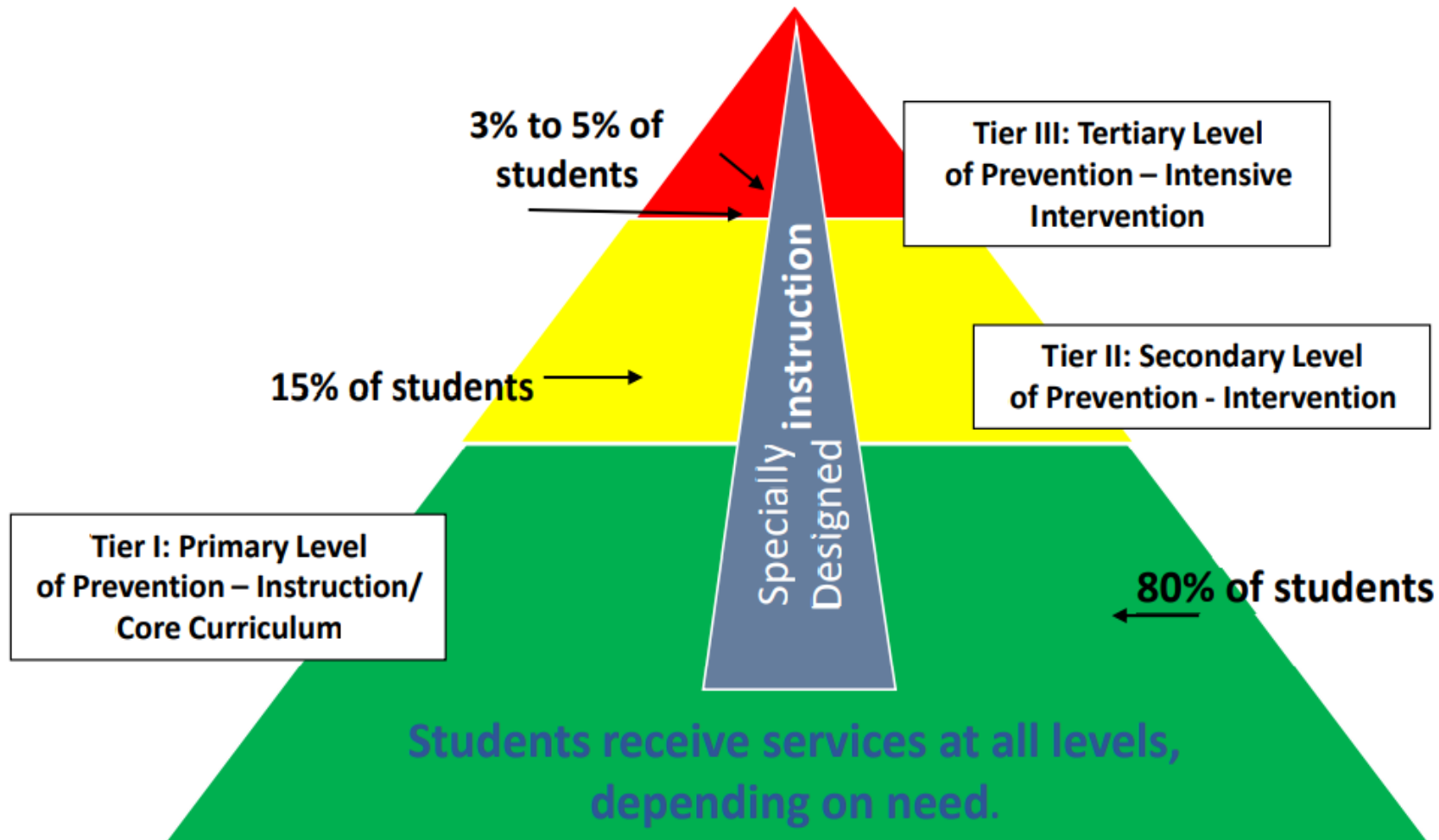## Special Education Services and Supports
G-CASE
November 18, 2021

Learning Targets

- Participants will be able to define Specially Designed Instruction (SDI)

- Participants will be able to identify how SDI occurs within all tiers of the MTSS framework

- Participants will be able to utilize the components of SDI to develop an appropriate Individualized Education Program (IEP)

- Participants will be able to list at least two ways to monitor the implementation of Specially Designed Instruction for fidelity

Essential Component: Multi-Level Prevention System

3% to 5% of students

Tier III: Tertiary Level of Prevention – Intensive Intervention

15% of students

Tier II: Secondary Level of Prevention - Intervention

Specially instruction Designed

Tier I: Primary Level of Prevention – Instruction/ Core Curriculum

80% of students

Students receive services at all levels, depending on need.

Georgia's Tiered System of Supports for Students

Tier I – Primary Level of Prevention Instruction/Core Curriculum

Focuses on ALL Students

Tier II – Secondary Level of Prevention - Intervention

Focuses on students identified through screening and other data sources who need enrichment/acceleration or are at risk for poor learning and behavioral outcomes

Tier III – Tertiary Level of Prevention – Intensive Intervention

Focuses on students who have not responded to primary or secondary level prevention or who need enrichment or acceleration

SDI within Georgia's Tiered System of Supports for Students With Disabilities

- All students, receive core instruction (Tier I), supplemental (Tier II) and intensive interventions (Tier III) as needed; students with disabilities MUST receive SDI

- SDI can occur within all tiers of the MTSS framework

- SDI is required under IDEA and must be available to eligible students with identified disabilities with an IEP

Knowledge Check

Link: https://www.menti.com/vkddrng7ap **Code:** 6544 1796

Specially Designed Instruction – IDEA

Adapting, as appropriate, the *content*, *methodology* or *delivery of instruction* (i) to address the unique needs of a 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 same educational standards within the Jurisdiction of the public agency that apply to all children. Individuals with Disabilities Education Act (IDEA), C.F.R 34§300.39.

Free and Appropriate Public Education (FAPE)

The [Individuals with Disabilities Education Act](#) (IDEA) states that each child who has a disability and needs special education and related services will receive a free and appropriate public education (FAPE).

F	Free means that all eligible students with disabilities will be educated at public expense.
A	Appropriate means that a child with a disability is entitled to an education that is appropriate for him/her considering the IEP and progress in the general education curriculum.
P	Public refers to the public-school system.
E	Education must be provided to every eligible school-age child with a disability. The education should prepare the child for future - employment, education and independent living.

[Understood.org](#)

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Why SDI?

SDI is required to be provided to students with disabilities in order to:

- Meet their unique needs as described in the IEP

- Address gaps and/or accelerate academic, behavioral, and/or functional progress toward age- and grade-level standards

- Ensure a free, appropriate, public education (FAPE)

- Support graduation and meaningful post-secondary outcomes

- To ensure all school programs, activities, and environments are accessible

What is SDI?

- The term Specially Designed Instruction or SDI is very broad, but it specifies the type of instruction students with disabilities should receive. When you change instructional content, methods, or delivery to meet the student's individualized needs, you are creating SDI.

- Thus, supporting students with disabilities to access the general curriculum while meeting their IEP goals and objectives.

(Riccomini et al., 2017)

The What, How, Who, Where, and When

"The What"
Content
Refers to knowledge and skills being taught to the student with a disability

"The How"
Methodology
Refers to utilizing different instructional strategies and approaches to teach content to a student with disability

"The Who, Where, and When"
Delivery
Refers to the way instruction is delivered to a student with a disability

Specially Designed Instruction

Who designs & monitors SDI?

Qualified Special Education Teachers

Qualified Related Service Providers

General Education Teachers

When is SDI delivered?

Any time school activities occur

Daily

Tailored to individual student needs

Where is SDI delivered?

Any place school-related activities occur

With children who are non-disabled

In the least restrictive environment

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Knowledge Check

Link: https://www.menti.com/vkddrng7ap **Code:** 6544 1796

Accommodation or SDI?

Important Note -

Specially Designed Instruction is different from Accommodations.

<u>Accommodation</u> refers to the supports given to a child that helps him to access the curriculum and demonstrate learning.

- Accommodations are what teachers provide to support access to the general education curriculum.

- Accommodations <u>do not</u> change:
  - what is taught
  - strategies used to teach the content
  - how instruction is delivered to students

Differentiated Instruction or SDI?

Differentiated Instruction

- The adaptation of all curriculum to better meet the needs of all students.
  Fattig and Taylor Co -Teaching in the Differentiated Classroom
- Strategy used by teachers to help students focus, perform, and clue in better on the important parts of a lesson.
  LRP Publications

Specially Designed Instruction

- Adapting as appropriate the **content, methodology, or delivery of instruction**;
  - To address the **unique needs** of the student that result from the student's disability
  - **Ensure access** by the student to the general curriculum
  - Meet the same educational standards that apply to all students

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High-Leverage Practices (HLP)

- Defined as "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, Thompson, Braaten, & Stroupe, 2012).

- HLPs are a starting point for the selection, design, and implementation of SDI in light of a student's special learning needs (Riccomini et al., 2017).

- HLPs are used to teach evidence-based practices (EBP) such as explicit instruction or intensive instruction.

What are Evidence-Based Practices (EBPs)?

Content Specific

Developmentally Appropriate

Learner Dependent

Supported by Research

National Center on Response to Intervention (NCRTI)

HLPs

Cuts across content domains and levels

Fundamental to effective teaching

Used Frequently

Supported by research

Teaching Works

High Leverage Practices

Collaboration
- Collaborate with other professionals
- Collaborate with families
- Organize and facilitate effective meetings with both

Assessment
- Use multiple sources of information to develop comprehensive understanding of a student's strengths and needs
- Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs

Social, Emotional, Behavioral Practices
- Establish a consistent, organized, and respectful learning environment
- Provide positive and constructive feedback to guide student's learning and behavior
- Conduct functional behavioral assessments to develop individual student behavior support plans

Instruction
- Explicit Instruction
- Intensive Instruction
- Provided scaffolded supports
- Systemically design instruction toward specific learning goals
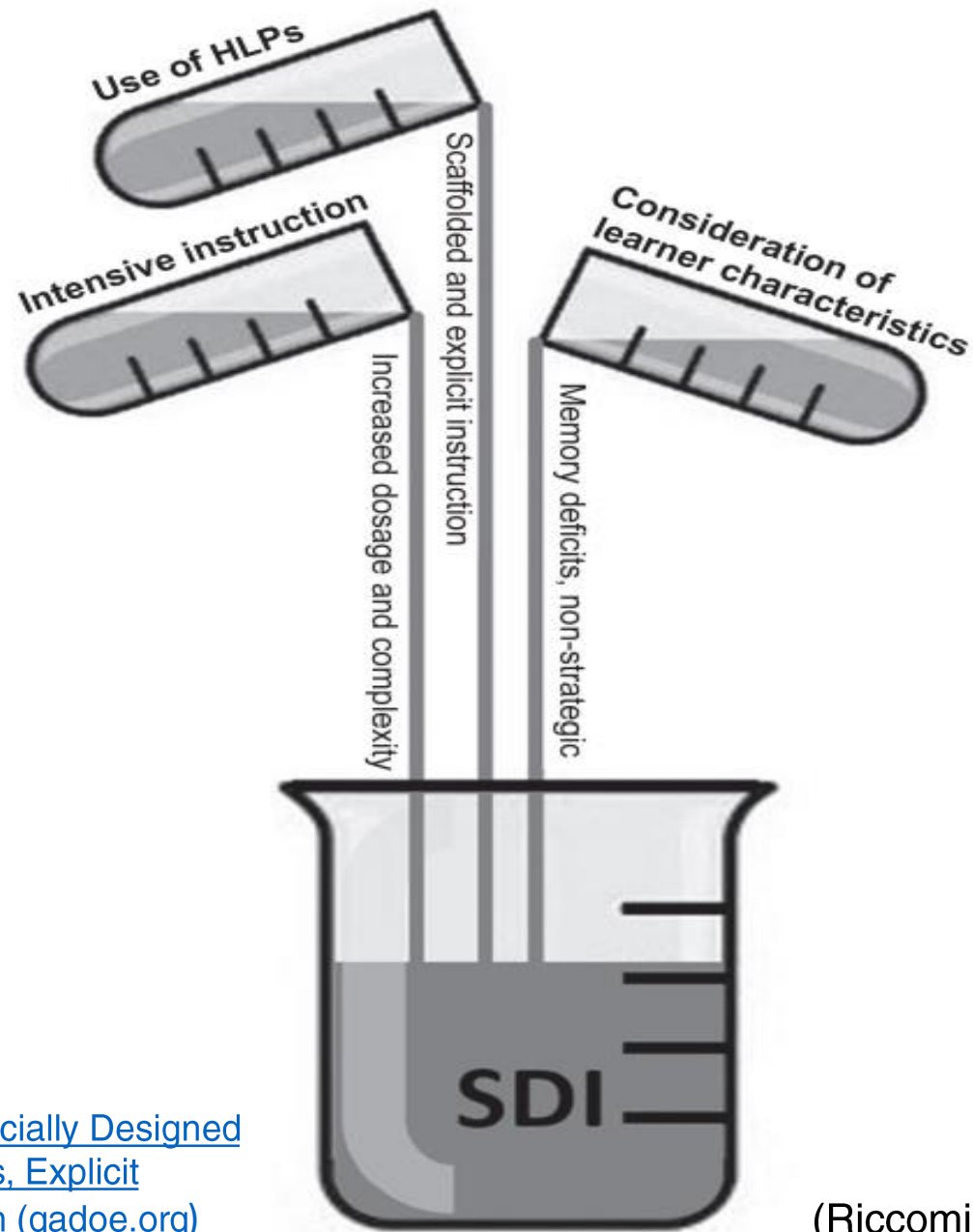
https://highleveragepractices.org/about-hlps

CEC & CEEDAR Center 2017

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Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction (gadoe.org)

(Riccomini et al., 2017)

So, where do we begin?

Select

Prepare

Deliver

Evaluate
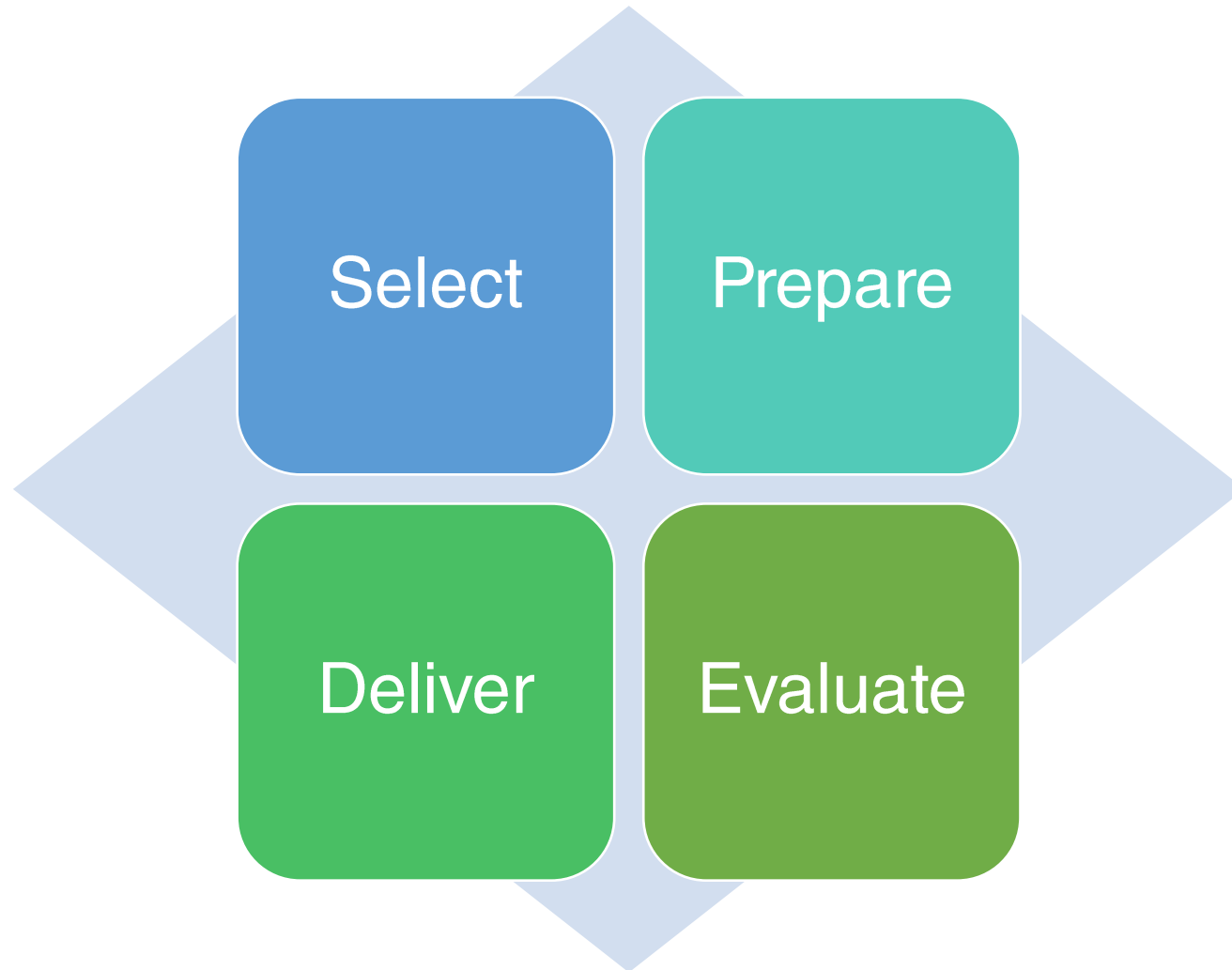
Designing the *Special* in SDI

It must be…

Data Driven

Planned and Purposeful

Disability-Related

Necessary for student to access and progress in the general curriculum

How is Specially Designed Instruction Monitored?

- Progress Monitoring

- Analysis of Data (IEP goals, formative and/or summative assessments, growth on grade level standards)

- IEP Team Feedback

- Implementation of appropriate instructional accommodations to support students with accessing the GSE

Individualized - Intervention - Intensity

- When and how to increase instructional intensity are based on frequent progress-monitoring data that allows for individualized instruction (Riccomini et al., 2017).

- Guidance for service providers in evaluating and building intervention intensity for students can be found on the Taxonomy of Intervention Intensity (Fuchs, L.S., Fuchs, D., & Malone, A.S. (2017).

Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Council for Exceptional Children. *Teaching Exceptional Children*, 50(1), 35–43.

Specially Designed Instruction (in the IEP)

Key areas of the IEP where Specially Designed Instruction is documented (it is not limited to a particular area):

- Description of Needs
- Student Supports
- Impact Statement
- Supports for Personnel

Adapting as Appropriate Examples

Stephen is a student with a specific learning disability with deficits in the area of mathematical reasoning.		
Adapting Content	Evidence-Based Methodology	Delivery of Instruction
Remove extraneous information from the word problem that is not needed to solve the problem	Explicit instruction on how to use a graphic organizer: example and non-examples-charts to organize categories	Peer modeling
Present as short answer questions instead of multiple choice	Visualization: color coding	1:1 explicit instruction to reteach the skill
Stephen requires specialized instruction in math reasoning due to difficulty representing problems in an equation and determining the best solution to word problems. The teacher may have the student explain their strategies when problem solving to expand solving options.		

Summary of Assessment Findings

Student Supports

Student Supports

Description of Needs

Impact Statement

SDI Considerations - IEP

- Does the SDI component relate directly to assessment information on the student?

- Can another adult read the SDI component and understand what to do?

- Does the SDI component include "brand names?"

- Does the SDI component define "who" is going to implement it, and how often a day or week it will be implemented?

- Is it possible to measure the effectiveness of the SDI?

- Is "As needed" or "Requested by student" used?

Knowledge Check

Specially Designed Instruction

Is…

- In addition to core instruction
- A service
- What a teacher does
- Specific to the student (individualized)

Is Not…

- In the place of core instruction
- A place or setting
- What a student does
- Driven by students' daily schedule

Specially Designed Instruction – Is…

- Unique instruction developed from standards-based IEP goals provided to promote progress toward the student's annual goals

- Teaching specific skills, a student does not have in order to access and make progress toward annual goal(s) which, in turn, assists the student in reaching the general curriculum standards

- Instruction that enables a student to make progress in the general education curriculum to close the gap in academic performance as compared to general education peers

Specially Designed Instruction – Is not...

- A restatement of the academic content standards being taught

- A commercial program

- An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to a student with disabilities)

How Can Technology Support SDI?

Organization

Notetaking

Communication

Independence

Efficiency
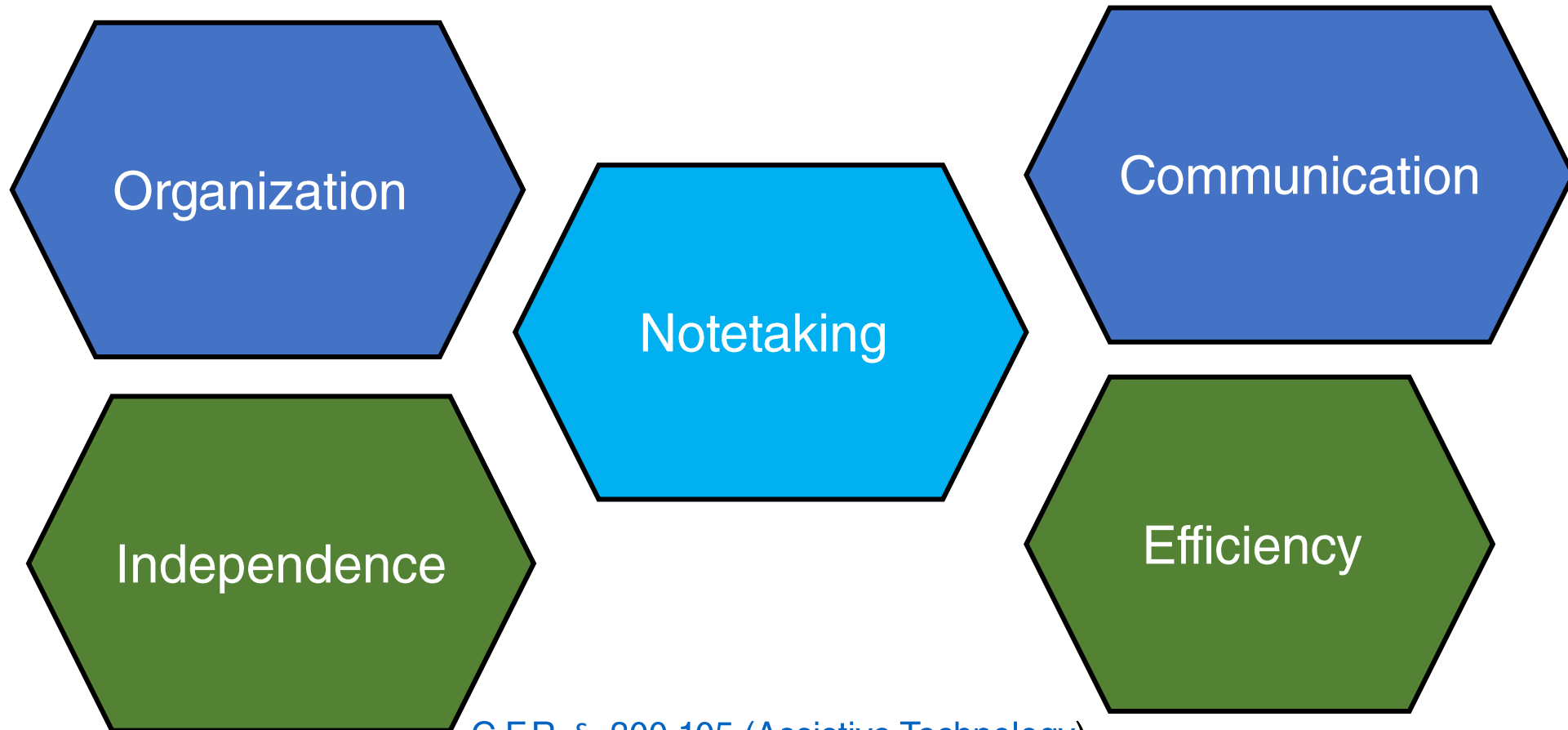
C.F.R. § 300.105 (Assistive Technology)
C.F.R. §300.6 (Assistive technology service
C.F.R. §300.5 Assistive technology device

Use of Assistive Technology (AT) in SDI

- Provide an audio version of the material or audio books
- Use a video that presents the same information
- Use instructional technology to utilize text to speech
- FM device

Top 10 AT Supports for Every Classroom

- Using the technology/AT that is currently in the classroom
- Text to Speech (TTS)
- Audiobooks and/or Digital Books
- Speech to Text (Dictation)
- Built in Accessibility Options
  - PC - Ease of Access
  - Mac Book - Accessibility Options
  - Mobile Devices – Accessibility Options

- Graphic Organizers
- Using Extensions and/or Add-ons with internet browsers
- Mobile Devices
- Visual Supports (classroom and/or behavior management)
- Closed Captioning

[Special Education Services and Supports - Assistive Technology](#)

Knowledge Check

GADOE – Specially Designed Instruction

Resources

- [Understood.org](#)

- [Introduction to Specially Designed Instruction.pdf (includenyc.org)](#)

- [Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction (gadoe.org)](#)

- [sdi_document.pdf (mdek12.org)](#)

- [High Leverage Practices and Specially Designed Instruction: Powerful Means to Address Students' Learning Needs and Ensure Positive Academic Outcomes - WMTTAC Link Lines](#)

- [High-Leverage Practices (gadoe.org)](#)

- [ConsiderationsForSpeciallyDesignedInstruction.pdf (ksde.org)](#)

- [Specially Designed Instruction Guidelines (utah.gov)](#)

- [Teaching Works](#)

- [About the HLPs | High-Leverage Practices (highleveragepractices.org)](#)

Questions?

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