IMPLEMENTING SPECIALLY DESIGNED INSTRUCTION

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- What is the purpose of SDI?

- What research-based best practices help support implementing SDI?

- How does the instructional team identify effective SDI?

Essential Questions

Essential Question:

What is the purpose of SDI?

What is **SDI**? The Definition

- Supports/scaffolding students need to become independent

- Should be faded or designed for independent use

- Need to be monitored:
  - Success in meeting student's needs
  - Student use
  - Ease if implementation across settings

What is SDI?

- Based on the goal and/or type of goal
  - Academic
  - Behavioral
  - Functional

- "transitions"

- Utilize student strengths and interests

- Observable and measurable in order to collect data

How are SDI determined?

- SDI should NOT:
  - Be based solely on the exceptionality/diagnosis
  - Be a laundry list of all possible supports, resources available
  - Be difficult to implement across a variety of setting
  - Be only high tech
  - Rely on any one person to implement and monitor (ie. a para)

How are SDI determined?

Essential Question:

What research-based best practices help support implementing SDI?

- Standards Aligned Systems (SAS)
- Learning Focused Schools (LFS)
- Response to Instruction and Intervention (RTII)
- Universal Design for Learning (UDL)
- Differentiated Instruction (DI)
- Active engagement
- Co-teaching
- Collaborative planning

What general ed initiatives support the implementation of SDI?

- IDEIA, Chapter 14
- Become familiar with the students' IEPs
  ◦ Present levels (reading, writing, math), goals, SDI
- Preview upcoming units to anticipate the needs of a wide variety of diverse learners
- *Collaborate to provide adaptations and curricular modifications
- *Make communication and opportunities to plan collaboratively a priority
- *Collaborate to write a standards aligned IEP with student-specific SDI

What are the responsibilities of the general ed teacher?

- Provide pertinent information from the IEP to all members of the education team
- Review/preview units to identify potential obstacles and/or opportunities for students
- *Collaborate to provide adaptations and curricular modifications
- *Make communication and opportunities to plan collaboratively a priority
- *Collaborate to write a standards aligned IEP with student-specific SDI
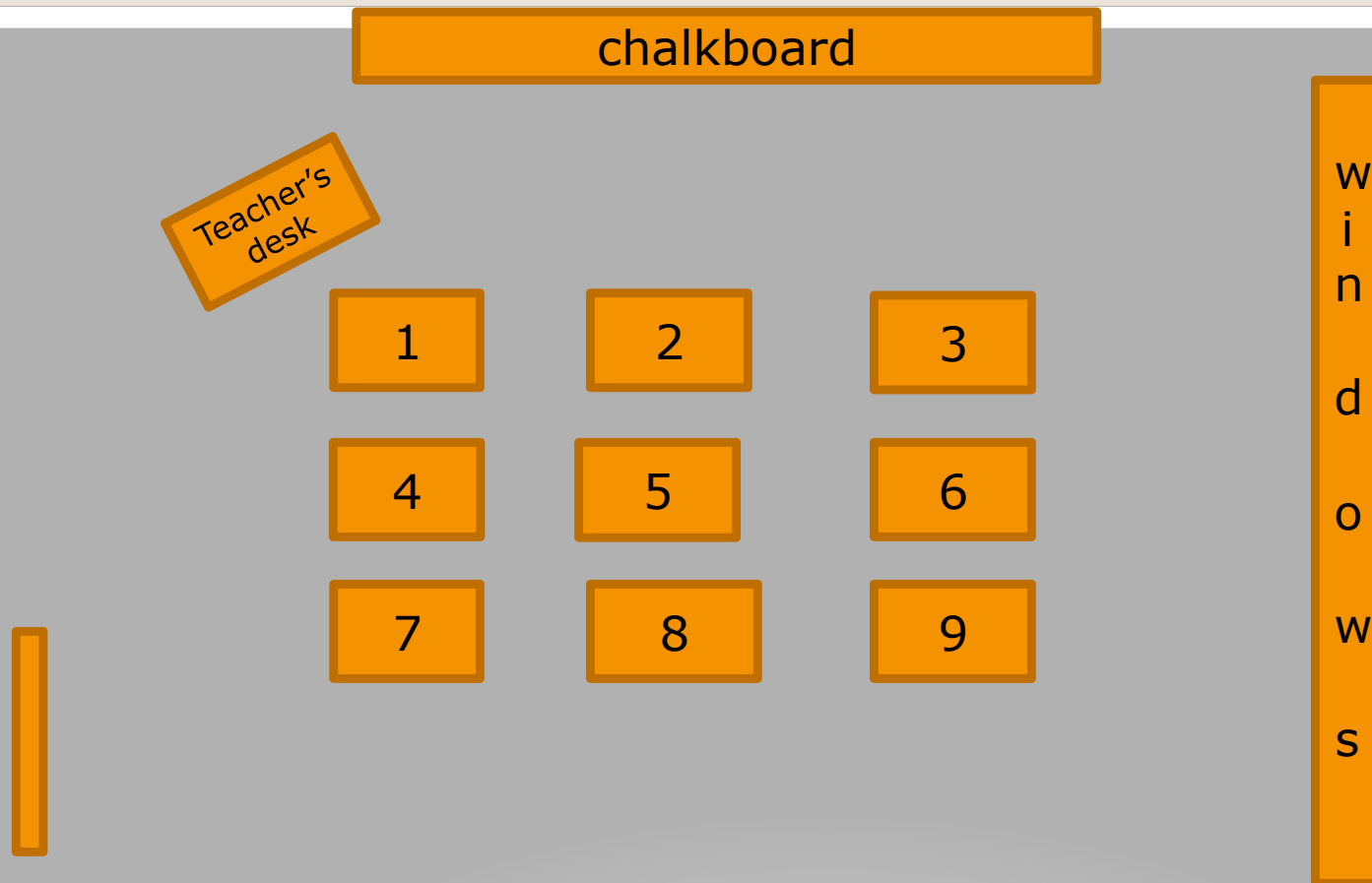
What are the responsibilities of the special ed teacher?

- Look for opportunities to provide services/ supports within the general education settings (which may include community based & work settings)
- *Collaborate to provide adaptations and curricular modifications
- *Make communication and opportunities to plan collaboratively a priority
- *Collaborate to write a standards aligned IEP with student-specific SDI

What are the responsibilities of the Support Services Providers?
(OT, PT, S/L, etc.)

Essential Question:

How does the instructional team identify effective SDI?

- Create a list of all the possible ways a student could be cued and/or prompted to pay attention

- Share one with the person to your right

- Share one with the person on your left

What does this mean in an IEP?
Frequent cues and prompts to maintain attention

Which problem, if any, could be eliminated?

1. Andrew has 2 ribbons. One ribbon is 2 feet long and the other is 4 feet long. How many inches of ribbon does he have in all?
2. 2 pounds = _____ ounces
3. About how much does a watering can hold?
4. Which unit of measurement would be the most appropriate to measure weight?

What does this mean?
Reduced number of homework problems for the student to complete

Active engagement encourages a variety of options to participate as part of Universal Design for Learning which in turn fosters *all* students' learning

What have we learned from these examples?

- **COMMUNICATE**
  - What's working?
  - What's not working?
  - Ask questions to clarify

- **COLLABORATE**
  - There's more than one way to do everything!
  - Need to make decisions based on what we want all students to know, understand and do
  - Implement SDI as written in the IEP
  - Be mindful that more SDI isn't always better (fade the aid), especially at the secondary level

So what do we need to do?

- Provide observable, measurable information
  - Classroom participation
  - Work completion
  - Resources accessed
  - Scores/grades
  - Progress monitoring towards IEP goals

- Collect data on use of SDI
  - Independent use
  - Use w/ support (and what those supports are)
  - Non-use, non-preferred by student

What kind of input should all staff provide?

- Poll –

How many of you knew most of this material? Please stand!!

What other resources do I have?

- What is the purpose of SDI?

- What research-based best practices help support implementing SDI?

- How does the instructional team identify effective SDI?

Essential Questions

- 3 things you already knew about SDI

- 2 things you learned about SDI

- 1 thing you still want/need to know about SDI

Formative assessment:
Ticket out the door