Great Ideas Convention 2015
Learning Labs

Bringing the Specially Designed Instruction from the IEP to the Classroom

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What does Bringing SDI from the IEP to the classroom look like?

Writing a great IEP doesn’t guaranty great instruction! The task is not complete until the SDI developed in the IEP is actually being reflected in the classroom instruction.

First step in the process: The creation of SDI

3 D's

To create SDI, you must make d__________________, make d__________________, and then d__________________ the SDI.

Determinations about the need for specialized instruction are done through the analysis of the data-driven PLAAFP to find out how the disability shows up (how does that look) and where the disability shows up (all areas impacted).

IDEA requires a PLAAFP to include:

A) A statement of the child’s present levels of academic achievement and functional performance, including

B) How the child’s disability affects the child’s involvement and progress in the general education curriculum; or for preschool, as appropriate, how the disability affects the child’s participation in appropriate activities
In what way does the PLAAFP tell how the disability shows up and where the disability shows up?

A)
PRESENT LEVELS - ________________________________

ACADEMIC ACHIEVEMENT

__________________________

FUNCTIONAL

__________________________

**NOTE:** The first part of the PLAAFP gives a description how the disability looks *(how)*

B)
How the affects…. 

**NOTE:** The second part of the PLAAFP tells the areas impacted by the disability *(where)*

Decisions on what the specialized instruction looks like are based on the analysis of the data-driven PLAAFP.

Upon review of the data-driven PLAAFP, academic and/or functional areas that have been determined to be areas of **critical need** must have _______________.
If not critical, but still disability-related, may be addressed with _______________________________________________________________________.

Critical is defined as:  1. ........................................................................

2. ........................................................................

3. ........................................................................
**Design** of specialized instruction is based on the decisions made from the analysis of the data-driven PLAAP.

Designing instruction for **academic** critical needs involve developing standards-based goals that reflect the r__________ of curriculum the student is responsible for learning.

Curriculum choices are: _______________________

_____________________

_____________________

Resources available:  TEA Curriculum Standards Resources (TEKS by grade and subject)  
TEKS Curriculum Framework for STAAR Alternate 2  
TEKS Vertical Alignment for STAAR Alternate 2  
TEA Assessment Resources:  STAAR  
STAAR A  
STAAR Alternate 2

Other Resources

Designing instruction for **functional** critical needs involve developing goals to address the ____________________ skills/behaviors that are significantly impacting __________ to the general curriculum.

**Things to remember:**  
✓ A functional goal may be used across multiple settings  
✓ If a non-academic behavior/skill results in a removal to a more restrictive academic setting, then there **must** be an academic goal for the content area of the removal

Resources available:  PLAAFP

Other resources

Let’s Share!
What if the need is disability-related, but not critical?

⇒ Designing instruction for academic needs that are not critical may result in s__________________________ goals, based on the review of the PLAAFP and determination that the goal is needed to clearly d__________ the specially designed instruction. It may also be determined that the needs can best be addressed through ____________________________________________________.

⇒ Designing instruction for functional needs that are not critical is the same as for academic needs that are not critical, except that functional goals are NOT s______________________________.

Second step in the process: Incorporating the decisions into the IEP

Now is the time to incorporate all the specialized instruction that has been designed into the student’s IEP. Where does everything go?

SDI is in Goal Statements

Goal statements are the h____________ p_________ of l________________ for the student after 36 instructional weeks of teaching.

The goal is the final destination of the journey
Best practice is for Goals to contain 4 critical components

The skill that the student is expected to achieve is called the __________________________
The supports needed for the student to achieve the skill is called the ____________________
The amount of progress and the way progress is measured is called the _________________
The designated amount of time given to accomplish the skill is called the ________________

Goals are individually determined, based on the unique needs described in the student’s PLAAFP. There should be a direct c_________________ between the P______________
and the g__________.

### How to Use the PLAAFP to Develop An Academic Goal

<table>
<thead>
<tr>
<th>PLAAFP</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Behavior</td>
</tr>
<tr>
<td>Facilitators and Inhibitors</td>
<td>Condition</td>
</tr>
<tr>
<td>Present Levels</td>
<td>Criterion</td>
</tr>
</tbody>
</table>

### How to Use the PLAAFP to Develop A Functional Goal

<table>
<thead>
<tr>
<th>PLAAFP</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhibitors</td>
<td>Behavior</td>
</tr>
<tr>
<td>Facilitators</td>
<td>Condition</td>
</tr>
</tbody>
</table>
Present Levels → Criterion
Goals must be very **specific** in the description of the student’s specially designed instruction in order for the teacher to plan the instruction in the classroom.

### Check for Understanding

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it OK to target only the process standards as the <strong>Behavior</strong> of the goal for all of our students in special ed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it OK to ask our general education teachers to pick out a menu of TEKS for us to use in the development of our goals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it OK if all of my Life Skills students have a functional goal focusing on increasing time on task?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it OK to include all of the allowable accommodations for state assessment as the <strong>Condition</strong> of our goal statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must all facilitators that are addressed in the PLAAFP be included in the <strong>Condition</strong> of the goal statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it OK if I designate 70% as mastery for all of my students’ goal statements?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it OK to use percentages and/or frequency and duration (5 of 7 trials over 3 consecutive weeks) in the <strong>Criterion</strong> of the goal statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must the mastery level of benchmarks/objectives be the same what is in the goal statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it OK to select multiple sources of data to measure progress in the <strong>Criterion</strong> of the goal statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the timeframe for goals always 36 instructional weeks?</td>
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</tbody>
</table>

### SDI is in Accommodations

Accommodations are supports needed, as a direct result of the student’s d__________. They are necessary in order for the student to a__________ and p__________ in the general education curriculum.

There is a skill in selecting appropriate accommodations. Teachers must fill their Accommodations Toolkit!
SDI is in Deliberations/Minutes

Deliberations are not required by federal law but are a useful tool to document meaningful discussions that lead up to IEP decisions, parental involvement in the IEP process, and any additional clarifications, discussions, suggestions, etc. that would not otherwise be included in the IEP paperwork.

DONT FORGET!

- Deliberations/Minutes are an educational document
- May contain relevant information for teachers

Third step in the process: Sharing the information with classroom teachers

Districts are responsible for disseminating IEP’s; explaining to the classroom teacher’s their responsibility in the implementation of the student’s IEP, and for providing the supports and resources to the classroom teacher as specified in the IEP.

What does IDEA say?

§300.323(a) General. At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in §300.320.

What does that mean?

District Practices to Ponder:
- 
- 
-
§300.323(d) *Accessibility of child’s IEP to teachers and others.* Each public agency must ensure that—

1. The child’s IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and

2. Each teacher and provider described in paragraph (d)(1) of this section is informed of—
   
   i. His or her specific responsibilities related to implementing the child’s IEP; and
   
   ii. The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

What does that mean?

**District Practices to Ponder:**

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§300.324 *Development, review, and revision of IEP*

(a) Development of IEP—

3. Requirement with respect to regular education teacher. A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of—

   i. Appropriate positive behavioral interventions and supports and other strategies for the child; and

   ii. Supplementary aids and services, program modifications, and support for school personnel consistent with §300.320(a)(4)

(b) Review and revisions of IEP—

3. Requirement with respect to regular education teacher. A regular education teacher of the child, as a member of the IEP Team, must, consistent with paragraph (a)(3) of this section, participate in the review and revision of the IEP of the child.
What does that mean?

District Practices to Ponder:

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- 
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STUDENT ACTION PLAN

The Student Action Plan can be used in preparation for an IEP meeting or after an IEP meeting for documenting follow through activities.

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>SCHOOL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK/ACTION</td>
<td>DATE NEEDED</td>
</tr>
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</tr>
</tbody>
</table>

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Fourth step in the process: Seeing evidence of the specially designed instruction in the classroom

Today’s classrooms are made up of students of all nationalities, all socio-economic levels, all emotional, behavioral and cognitive levels, and all are expected to achieve proficiency in the same curriculum standards.

How to make it happen

- Know the curriculum
- Know the students
- Know strategies
- Know lesson design

Evidence of it happening

- Instruction is flexible and varied
- Instruction with media
- Instruction reflects various levels of comprehension
- Students are involved through multiple means of action and expression
- Students are engaged and motivated to learn
- Students are assessed using a variety of methods to determine knowledge

Rewards for making it happen

- Student performance
- Teacher performance
Additional Notes

- How to make it happen

- Evidence of it happening

- Rewards for making it happen
We are special educators. We choose to exemplify art and science, heart and intellect in every aspect of our teaching. We know that when we enter a classroom, we enter as artists and we also know that science has allowed us to discard the “dis” in disability and focus on an individual child’s ability. We know that when we enter a classroom, we enter with a heart bigger than the average heart, and with a heart informed by intellect so that we teach knowingly as well as lovingly.

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