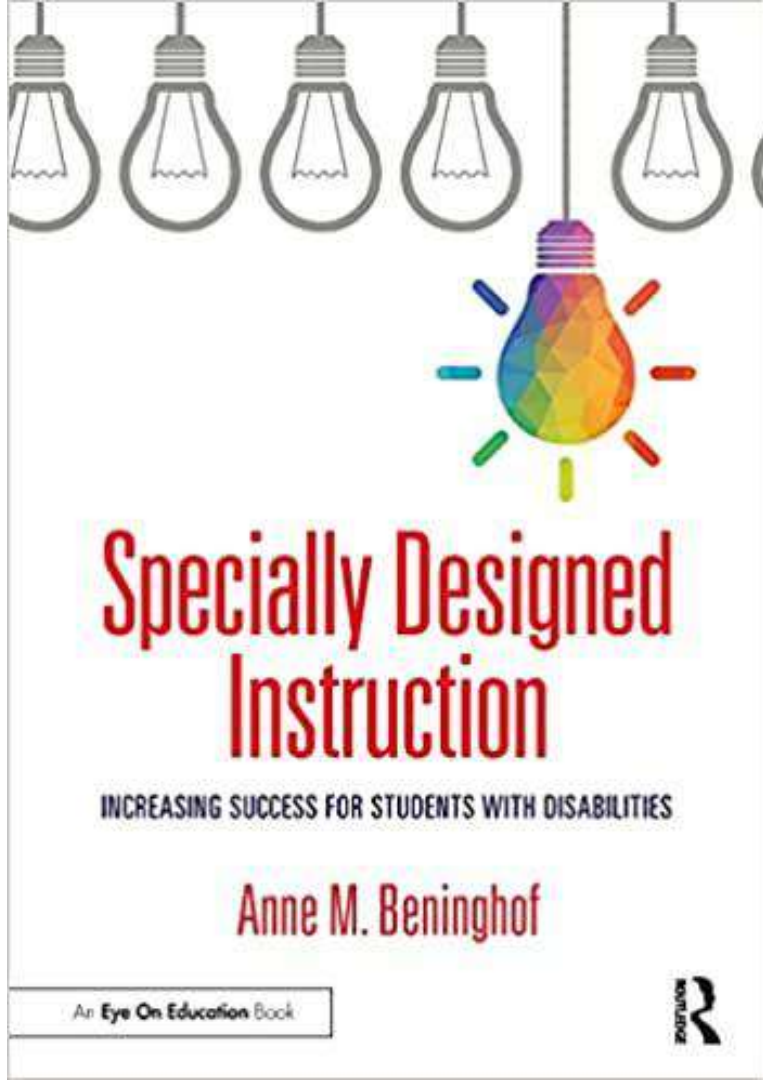


Statewide Book Study: Specially Designed Instruction Meeting #3

Deana Smith



Meeting Dates:

- February 11: Introductory meeting
- March 4: Part 1: Envisioning SDI (Introduction & Ch. 1 – 4, Pages 1 – 45)
- **March 13: Part 2: Planning for SDI (Ch. 5 – 10, Pages 47 – 127)**
- March 18: Part 3: Fulfilling the Promise of SDI (Ch. 11 – 13, & Appendix A Pages 129 – 180)

Make up meeting opportunities:

3/20 & 3/25

– attend 1 if you missed a session
PTSB/STARS credit

PTSB and/or STARS credit



Participation requirements to receive PTSB and/or STARS:

- Read and participate in four 1-hour virtual meetings
- .5 PTSB credit
- 7.0 hours STARS credit
- Certificate of attendance will be emailed to each individual following the final meeting once attendance has been verified

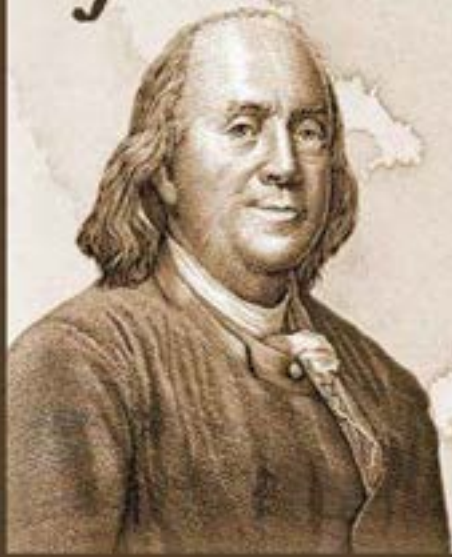
Part 2: Planning for SDI



“To reach a destination, you need to know exactly where you are headed, plan the best route to get there, and monitor your progress along the way.” -Moss & Brookhart



If you
fail to plan,
you are planning
to fail.



B. Franklin

How Can We Bridge the Gap?

**Student's Present
Levels: PLAAFP**

Do we focus on skill gaps/deficits for individual students when planning for SDI?

**Grade Level
Standards**



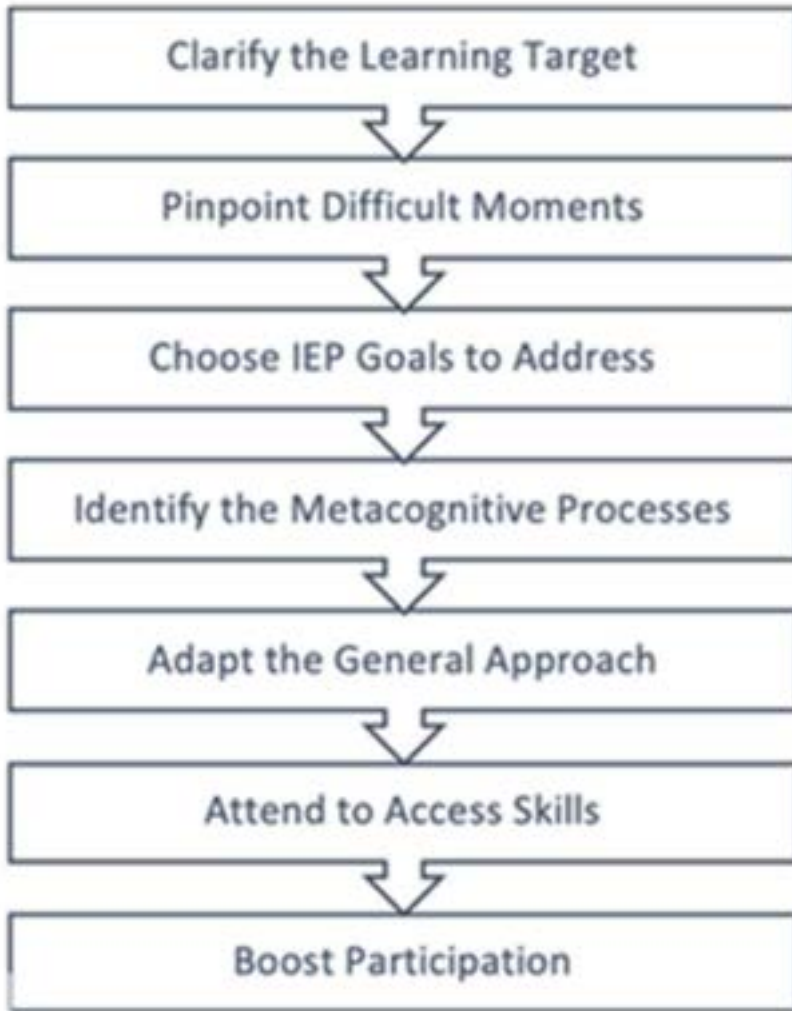
Daily Mantra...



- What am I doing that is “**special**”?
- What IEP goals am I working on for each of my students within each lesson/activity?

7 Steps

to consider as part
of the planning
process for SDI



Assess

Implement



1. Clarify the learning target for the lesson.

- What do we want students to be able to know or do by the end of the period?
- Is the verb in the learning target flexible or constrictive?
- Does the verb represent lower-level or higher-level thinking?

1. Clarify the learning target for the lesson.

Keep in mind that 1 or 2 learning targets will bring about focus, 3 or more will blur their view.

2. Pinpoint the difficult moments students may experience.

- What has been a challenge in the past?
- What do we expect to be challenging, based on data and our knowledge of student capacities right now?
- Why is this difficult? Are there any accessibility issues?

Skill
Acquisition
deficit

- Student does not possess skill so cannot successfully perform the skill

Performance
deficit

- Student possesses the skill, but does not perform the skill

Why is it important that we don't confuse the two?

3. Choose IEP goals to address during the lesson or lesson series.

- Which goals are most closely aligned with the curriculum?
- Are there other goals, i.e. behavioral or communication that could be addressed?
- Are there any students with similar goals?

“...progress lies not just in supporting what is, but in advancing toward what will be.”



What does this quote mean to you in relation to the following:

1. Clarify the learning target for the lesson.
2. Pinpoint the difficult moments students may experience.
3. Choose IEP goals to address during the lesson or lesson series.



4. Identify the metacognitive process that a successful learner might use.

- How does a successful learner think about this?
- Is there a strategy that I use, other than the one typically taught?
- How might I make this process tangible?

4. Identify the metacognitive process that a successful learner might use.

Mnemonic		
Please	P	- Parenthesis
Excuse	E	- Exponent
My	M	- Multiplication
Dear	D	- Division
Aunt	A	- Addition
Sally	S	- Subtraction



Steps to Drive a Stick Shift:

1. Press the clutch all the way to the floor board with your left foot (the gear shifter must be in the neutral position).
2. Turn the ignition key. If you are certain that the car is in neutral, you can remove your foot from the clutch. Ensure that the parking or emergency brake is not in use.
3. Press the brake, or the center pedal, with your right foot.
4. Position the gear shifter so that the transmission is in the first gear.
5. Remove your right foot from the brake pedal. If you are on a flat surface, the vehicle should move very little.
6. Slowly begin to place less pressure on the clutch with your left foot. Depending on the vehicle, you may feel it begin to slowly roll forward.
7. As you gently release the clutch, begin to press the accelerator very delicately with your right foot.
8. Once you have released the clutch completely, you should now only be pressing the accelerator with your right foot. Congratulations — you're driving in first gear. Continue to build speed until you feel that you need to shift into second gear.
9. To switch to the second gear, take your right foot off of the accelerator while simultaneously activating the clutch with your left foot. Your car will continue to roll. Move the gear shifter into second gear. Release the clutch as you begin to apply the accelerator again. Repeat this process to continue to build speed.

(Source: <https://driving-tests.org/beginner-drivers/how-to-drive-a-stick-shift/>)

Steps to Drive a

1. Press the clutch
shifter must
2. Turn the ignition
remove your
is not in use
3. Press the brake
4. Position the
5. Remove your
vehicle should
6. Slowly begin
Depending on
7. As you gently
with your right
8. Once you have
pressing the
in first gear.
second gear
9. To switch to
simultaneous
to roll. Move
begin to apply
speed

A person who has never driven a car with a stick shift might be able to recite the necessary steps to successfully manipulate the clutch and stick shift, but does that mean they can actually drive a manually operated vehicle?

not (the gear

al, you can
emergency brake

gear.
flat surface, the

ft foot.

forward.

or very delicately

ow only be

— you're driving

eed to shift into

ccelerator while

ar will continue

utch as you

continue to build

“There is an abundance of research that proves adults and children can improve their metacognition through observation, awareness, and training in strategies. No matter what your self-assessment score, a growth mindset is warranted” (pg. 76).



5. Adapt the general approach.

- How might we incorporate pre-teaching, visual and kinesthetic input, small-group instruction, explicit directions, chunking and other alternative methods?
- Is there a specific approach that will yield better skill generalization?
- Shall we transform the lesson for all or just a few?

- **#12** Systematically design instruction toward a specific learning goal
- **#13** Adapt curriculum tasks and materials for specific learning goals
- **#14** Teach cognitive and metacognitive strategies to support learning and independence
- **#15** Provide scaffold supports
- **#16** Use explicit instruction
- **#19** Use assistive and instructional technologies
- **#20** Provide intensive instruction
- **#21** Teach students to maintain and generalize new learning across time and settings
- **#22** Provide positive and constructive feedback to guide students' learning and behavior


HIGH-LEVERAGE PRACTICES



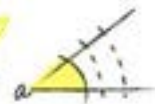
IN SPECIAL EDUCATION

“Look at the lesson for ALL that it offers, not just its traditionally intended purpose” (pg. 93).

$2x + y - 4 = x - 2$
 $2xy = x + 2$
 $2x = x + 2 - y$
 $x = 2 - y$

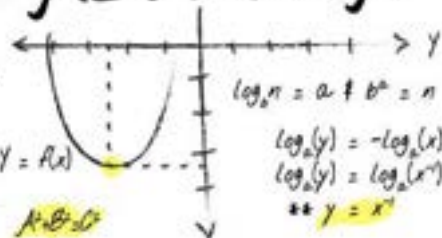


$\frac{\sin}{\cos} = -90 < x < 90$
 $\sin(-a) = -\sin a$




ALGEBRA

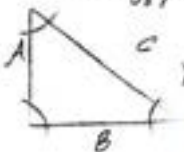
$(12-a) \cdot (4+b) = 20$
 $12-a = \frac{20}{(4+b)}$
 $12-a = \frac{5}{b}$
 $12b - ab = 5$
 $12b = 5 - ab$



$\log_a n = a \neq b^a = n$
 $\log_a(y) = -\log_a(x)$
 $\log_a(y) = \log_a(x^a)$
 $** y = x^a$



$y = f(x)$
 $A \cdot B = C$



Name: _____ Date: _____

Touch Point Addition

$\begin{array}{r} 6 \\ 5 \\ + \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 4 \\ + \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 2 \\ + \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 3 \\ + \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 2 \\ + \\ \hline \end{array}$
$\begin{array}{r} 7 \\ 2 \\ + \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 1 \\ + \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 8 \\ + \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 1 \\ + \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 4 \\ + \\ \hline \end{array}$

6. Attend to necessary access or executive function skills.

- What learning behaviors will help the students be successful?
- Are there opportunities to address any executive function gaps?
- What can be put in place that yields greater independence?

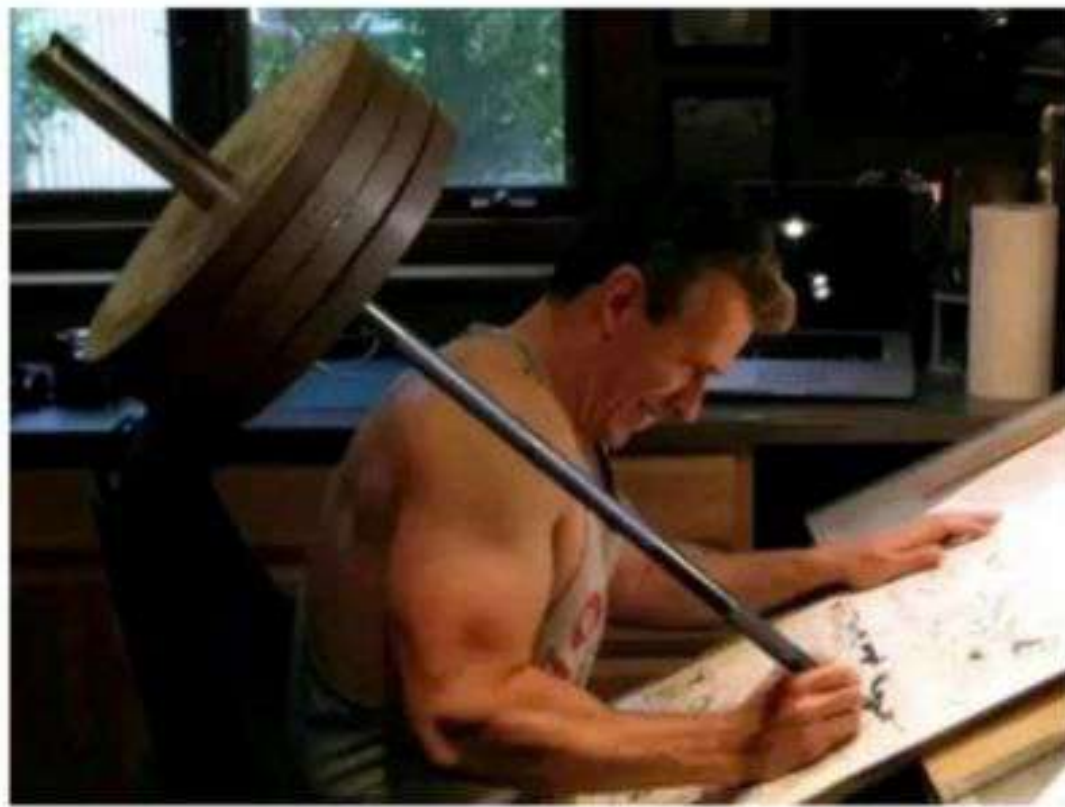
Attend to Access:

- Grade level text
- Communication
- Problem solving
- Self-advocacy
- Gross and Fine Motor
- Inter/Intrapersonal
- Organization
- Technology
- Work Readiness

Executive Function Skills:

- Planning
- Organization
- Time Management
- Working Memory
- Metacognition
- Response Inhibition
- Self-Regulation
- Sustained Attention
- Task Initiation
- Flexibility
- Goal Directed Persistence

Visual representation of what its like doing
literally anything with executive function
challenges





10 Executive Functioning Skills for Success

www.thepathway2success.com



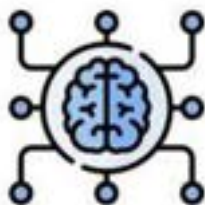
Planning



Organization



Task Initiation



Flexibility



Attention



Self-Control



Metacognition



Working Memory



Time Management



Perseverance

12

Reasons to Teach Executive Functioning Skills Explicitly



www.thepathway2success.com



EF skills are shaped (not innate)



They are life skills



They build independence



EF skills impact social skills



Strong EF skills support academics



EF skills enhance problem-solving abilities



They are a component of SEL (self-management)



Interventions support struggling kids



Research supports teaching EF skills



Proactively teaching EF skills supports all learners



Learning tough skills requires practice



EF skills teach positive study habits

- Taught, not innate
- Necessary life skills
- Build independence
- Impact social skills
- Support academics
- Enhance ability to problem solve
- Self-management
- Research supported
- Supports all learners
- Positive study habits
- Requires practice

Strategies for Supporting Executive Functioning Needs

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Have homework written down in the same spot every day



Explicitly teach executive functioning & study skills



Give an extra 3-5 minutes to organize before transitions



Schedule a weekly organization time



Create routines and practice them often



Incorporate movement during instruction

Create an end-of-the-day checklist to remember materials



Provide brain breaks during and after instruction



Clearly explain academic & social expectations



Keep an extra set of books at home and in the classroom



Use countdowns & time checks during work periods



Have students set up homework binders

- Explicitly teach/reinforce skills
- Student binder (student set up)
- Create a list for homework or other assignments
- List items in the same area
- Allow time to organize before transitioning
- Incorporate movement during instruction
- Brain breaks
- Clear expectations (academic, social, behavior)
- Extra materials as needed
- Allow time to practice skills

Find more tips at:

www.thepathway2success.com

Gifted by Kate Hadfield

7. Build in specific methods to boost participation.

- Why might a student not participate?
- What strategies or tools will lead to successful participation and engagement?
- What small grouping configurations will work best?

Skill Acquisition deficit

- Student does not possess skill so cannot successfully perform the skill

Performance deficit

- Student possesses the skill, but does not perform the skill

Why is it important that we don't confuse the two?

“While many variables affect participation and engagement, there is one constant – when it drops, so does learning.”



What ideas can you incorporate as you plan to increase participation and engagement? What do you currently do that is working with your compliant and noncompliant students?

- Engagement Boosters pg. 116
- SMORES Criteria pg. 117
- Guiding Questions pg. 123



20+ Ways to Make Learning Fun



Add movement to lessons



Take class outside



Give brain breaks



Use STEM & hands on activities



Use student interests



Create learning centers

Integrate art and music



Give student choice



Take an indoor field trip



The Pathway 2 Success



Play learning games



Use readers theater



Use an escape room activity

What do you do to engage your students and make learning fun?

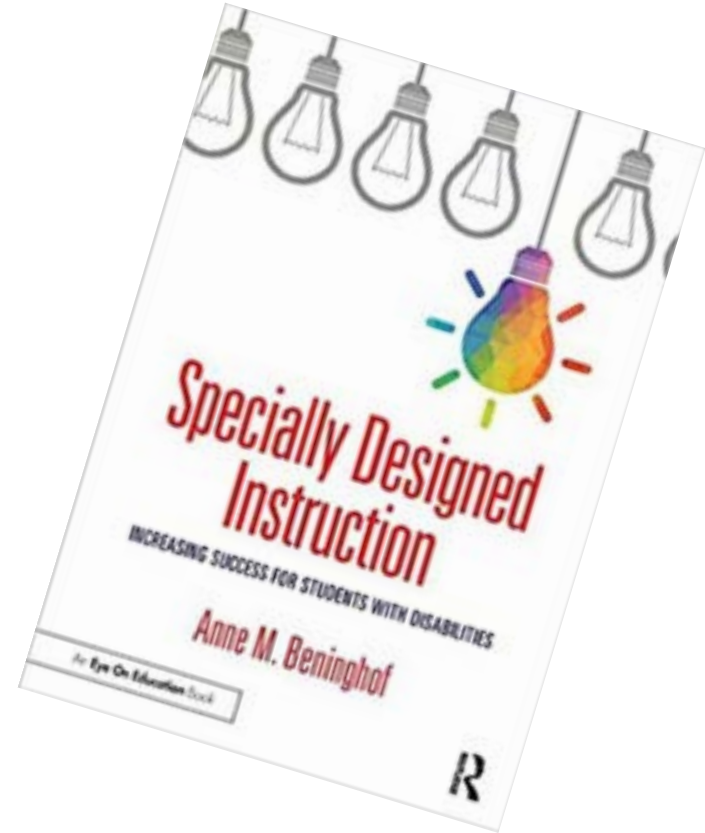
What's Next?

March 18, 2025

4:00 - 5:00 p.m.

Part III: Fulfilling the Promise of
SDI (Ch. 11 – 13, and Appendix A)
Pages 129 – 180

Make- up meetings:
3/20 & 3/25 (same content)



Thank
you



Attendance Form: Meeting #3

<https://forms.gle/FUkmf96vB1WFXCecA>

