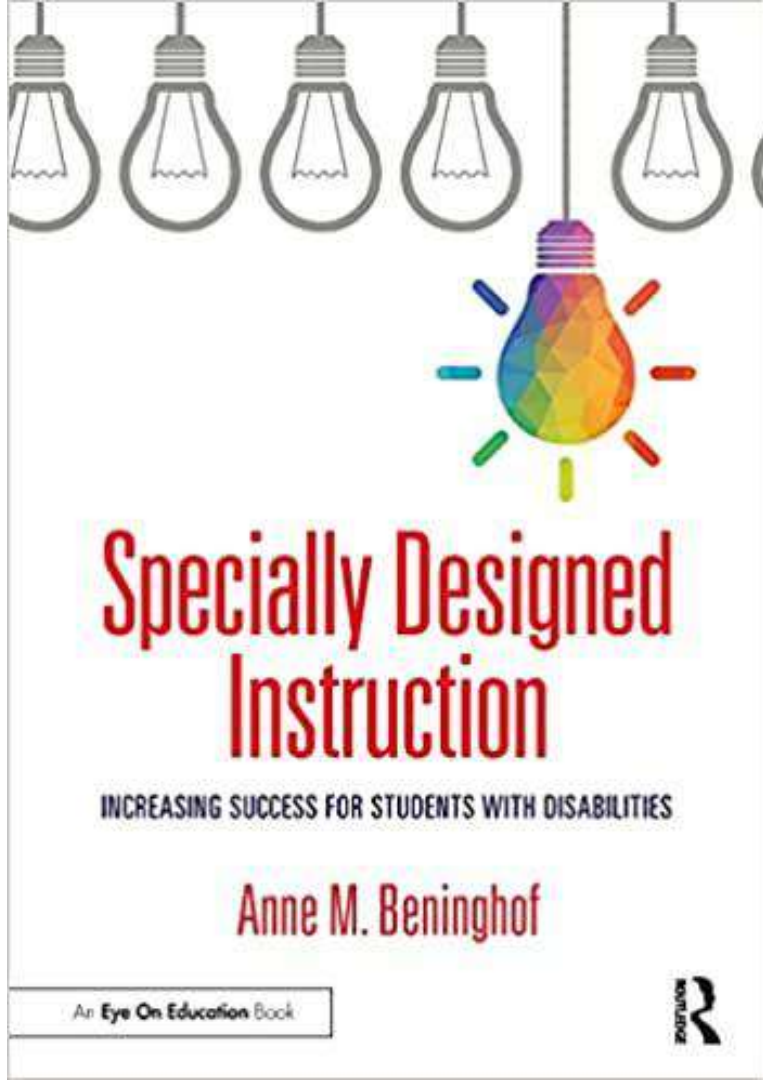


Statewide Book Study: Specially Designed Instruction Meeting #4

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 3: Fulfilling the Promise of SDI



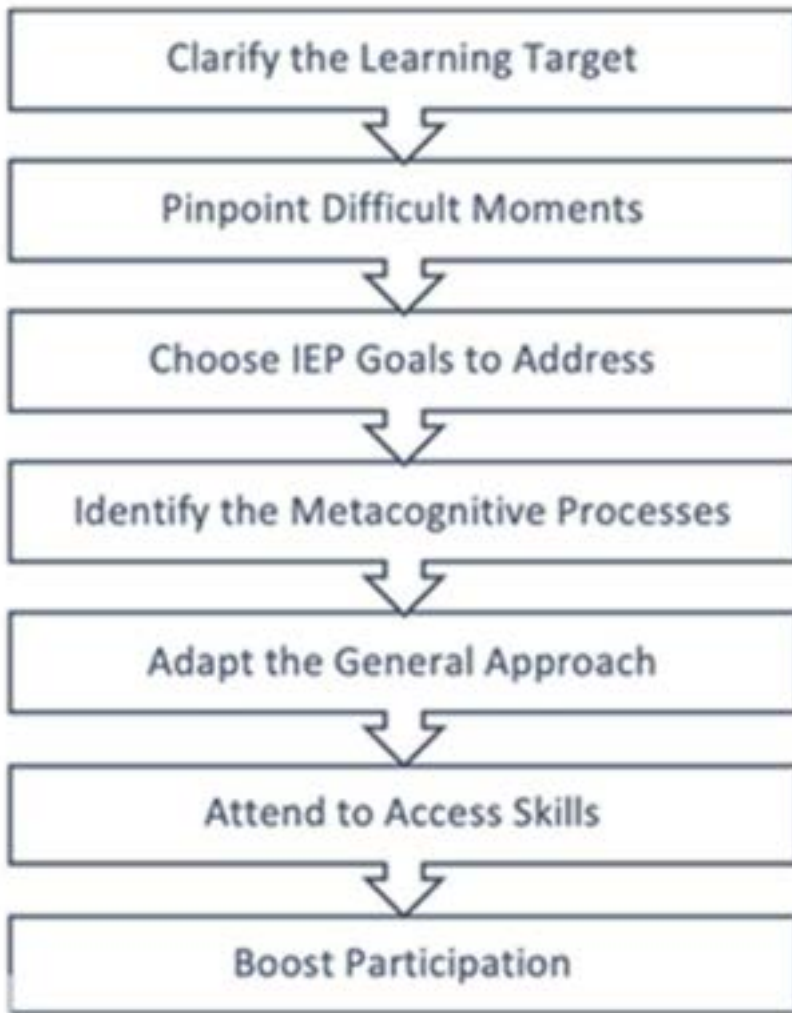


Poll – SDI Post Questions

1. Our school provides differentiated instruction for all students. Is SDI still needed? **YES**
2. Can SDI be implemented without an Individualized Education Program (IEP)? **NO**
3. An intentional decrease in pacing is likely to be adapted delivery. **True**
4. The amount of specially designed instruction is determined by staffing and/or scheduling. **FALSE**
5. When there is a need to adapt content, it is acceptable to lower expectations. **FALSE**
6. Special Education is a place where instruction occurs. **FALSE**
7. Specially Designed Instruction is a restatement of the academic content standards being taught. **FALSE**
8. HLPs, SDI EI and II are not the same thing. **TRUE**
9. Implementation of SDI requires an IEP. **TRUE**

7 Steps

to consider as part
of the planning
process for SDI



Assess

Implement



Least Restrictive Environment



Individualized Plan for Service Minutes

SDI service minutes **SHOULD**:

- be individualized
- based on each child's unique needs



SDI minutes should **NOT**:

- be determined by the daily bell schedule
- be based on teacher availability
- be the exact same as other children's IEPs within the building or with a similar diagnosis

Implement and Assess

- **Plan and Be Flexible**
- **Baseline Data** – present levels
- **Data Collection** – formative, summative, observation
- **Roles** – collection vs. responsibility for monitoring, analysis, and adjustment
- **Data Analysis**

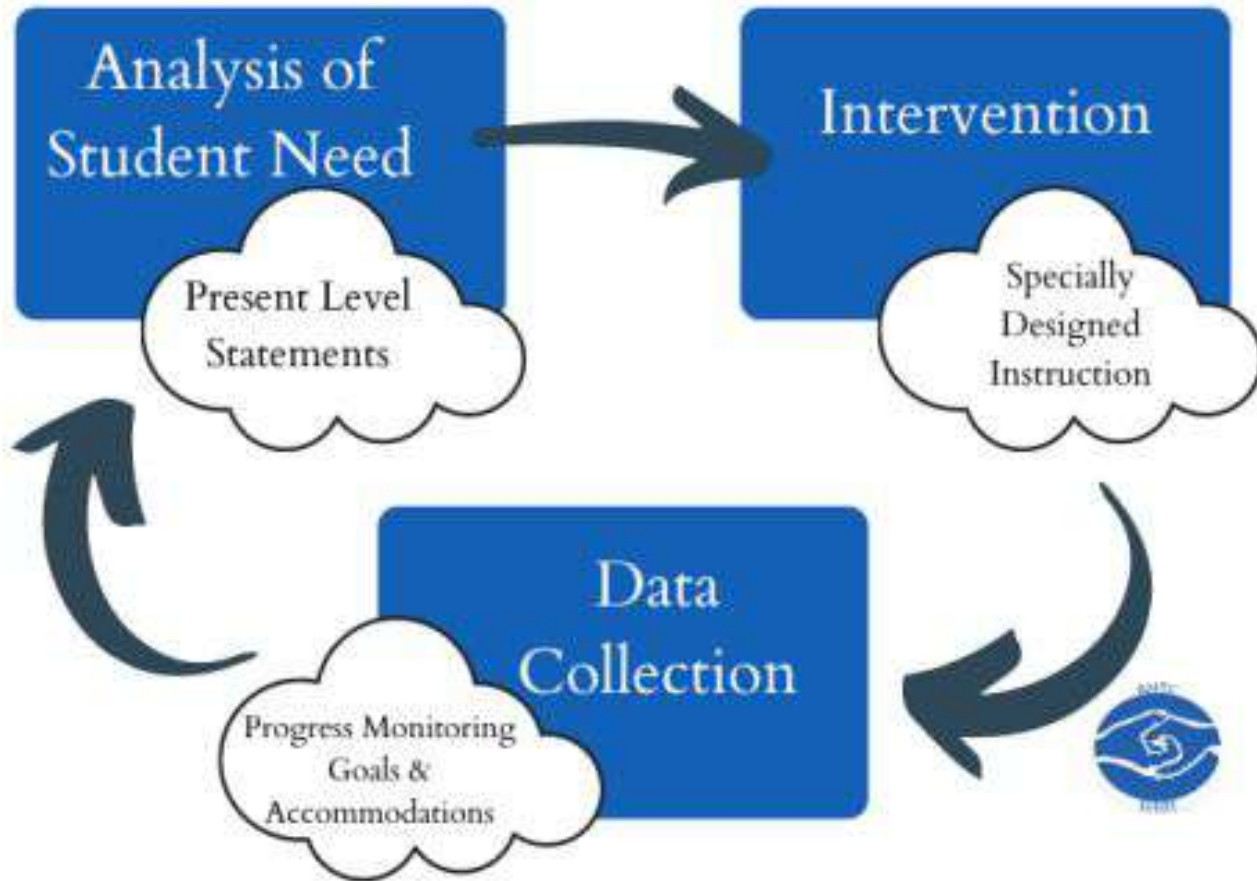


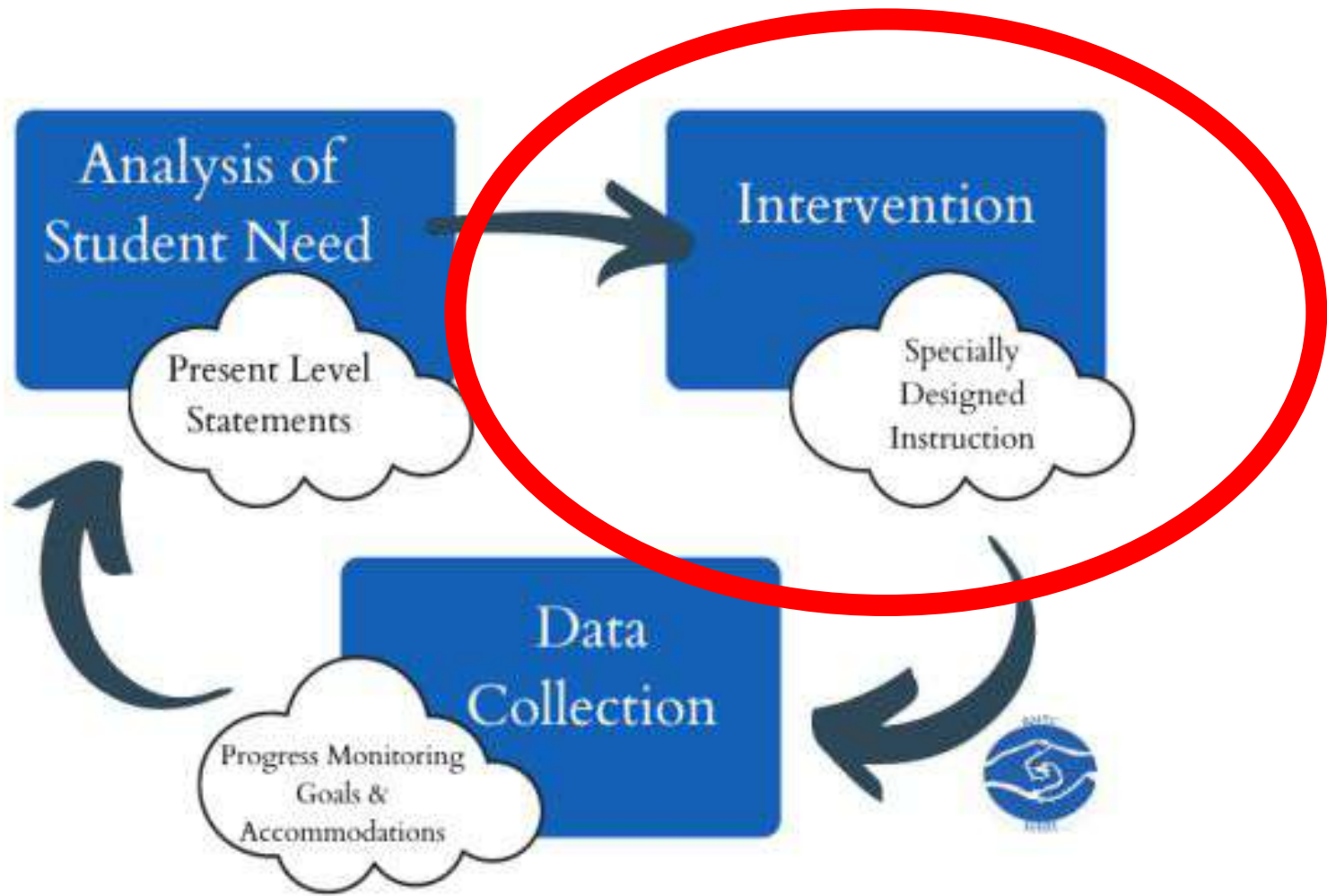
If a child can't learn the way we
teach, maybe we should teach
the way they learn.

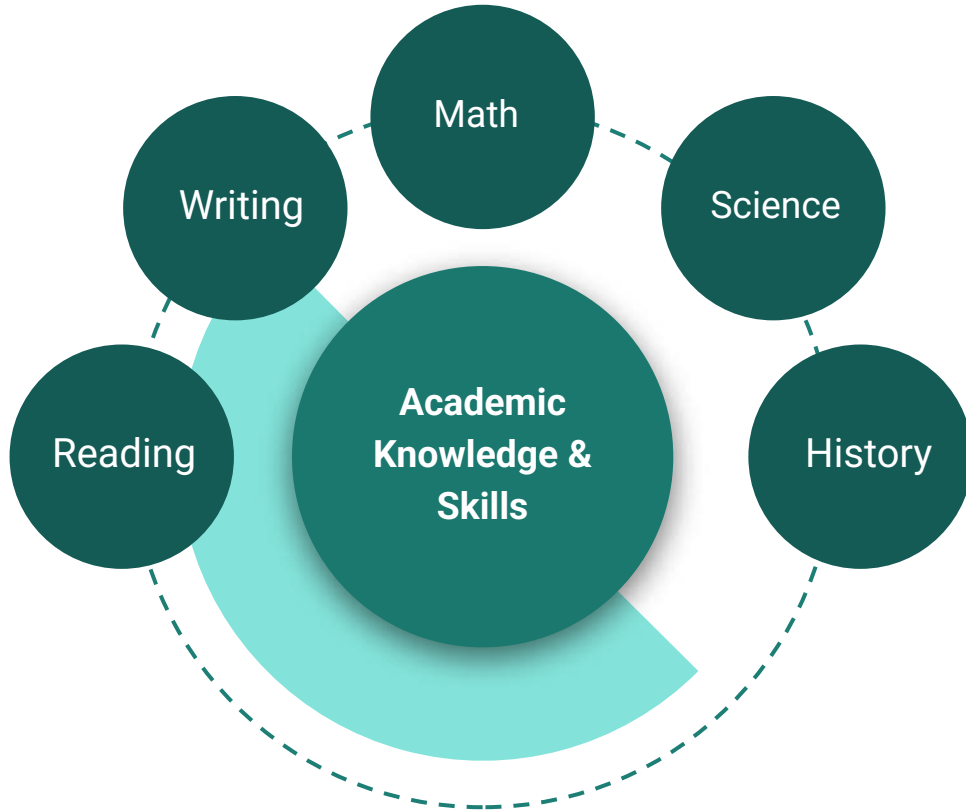
-Ignacio Estrada-



“SDI is more than just test scores. It is about providing students with the knowledge, skills, and behaviors they need in order to experience a yearning for life-long learning”.
(pg. 135)

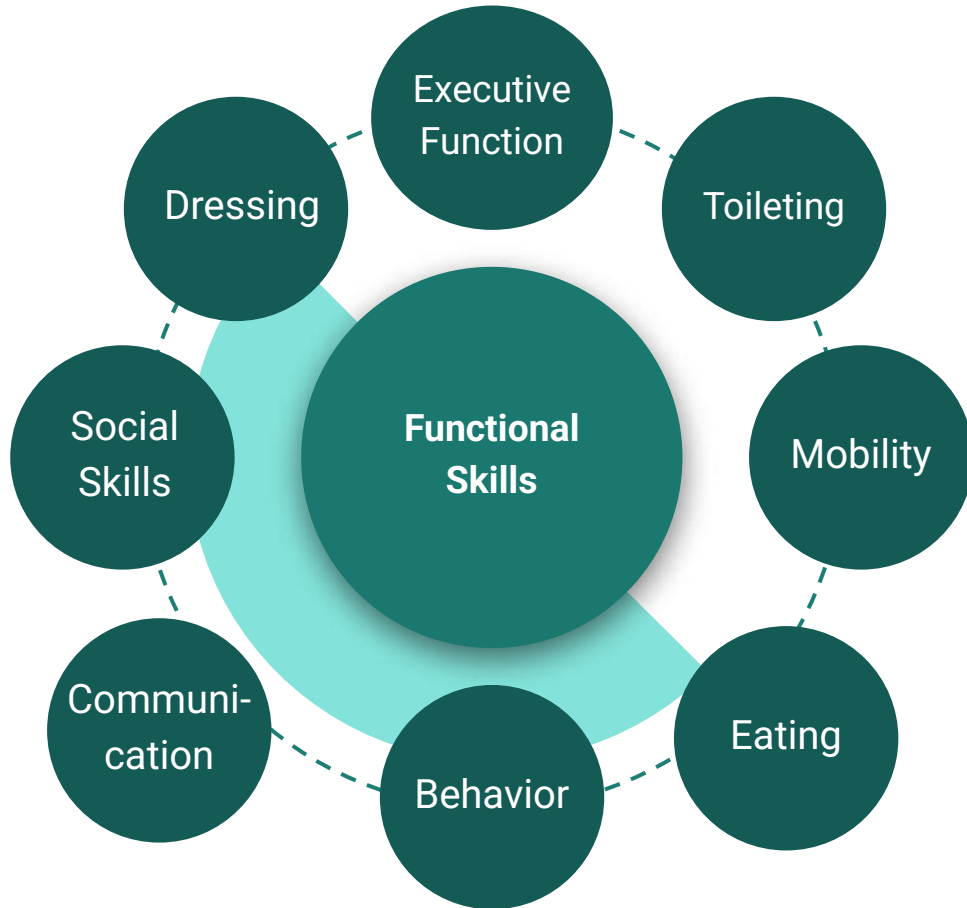






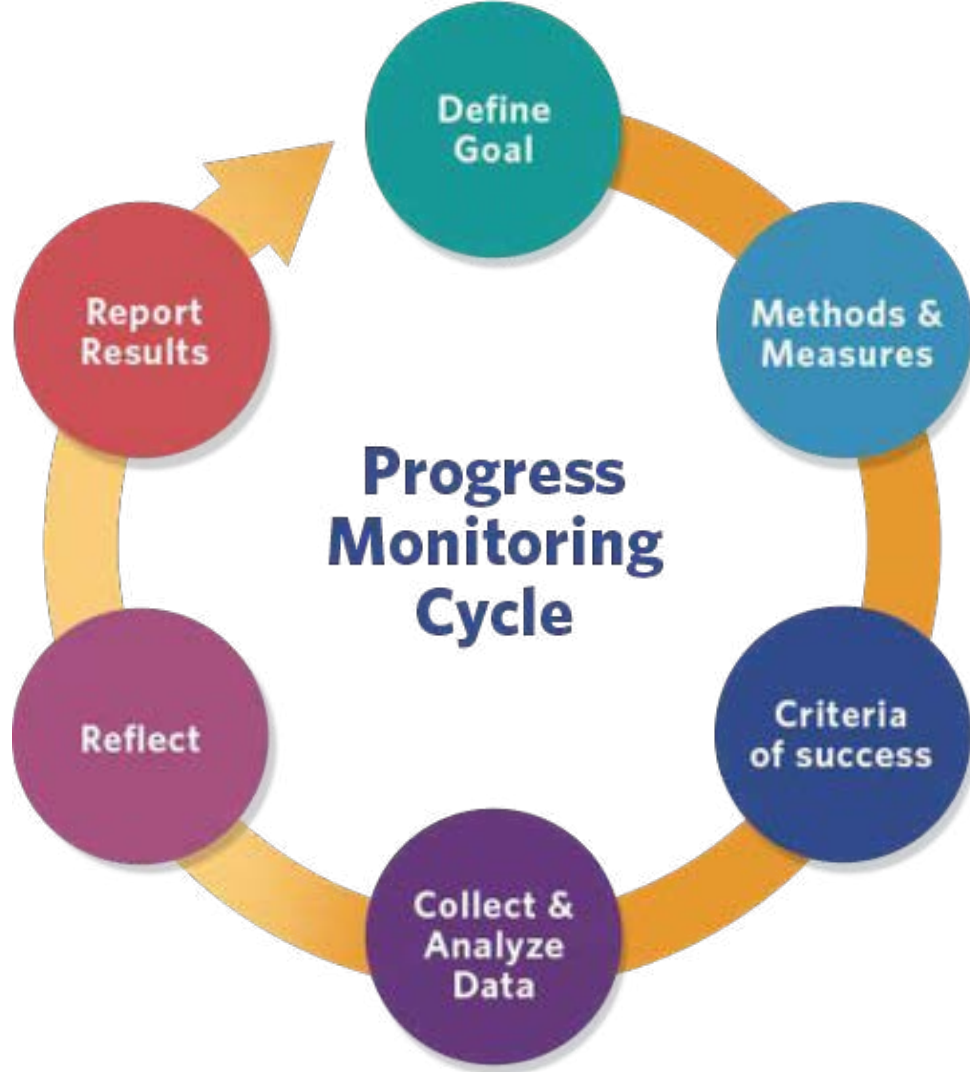
What skill deficit or barrier is keeping the student from accessing the standard or curriculum?

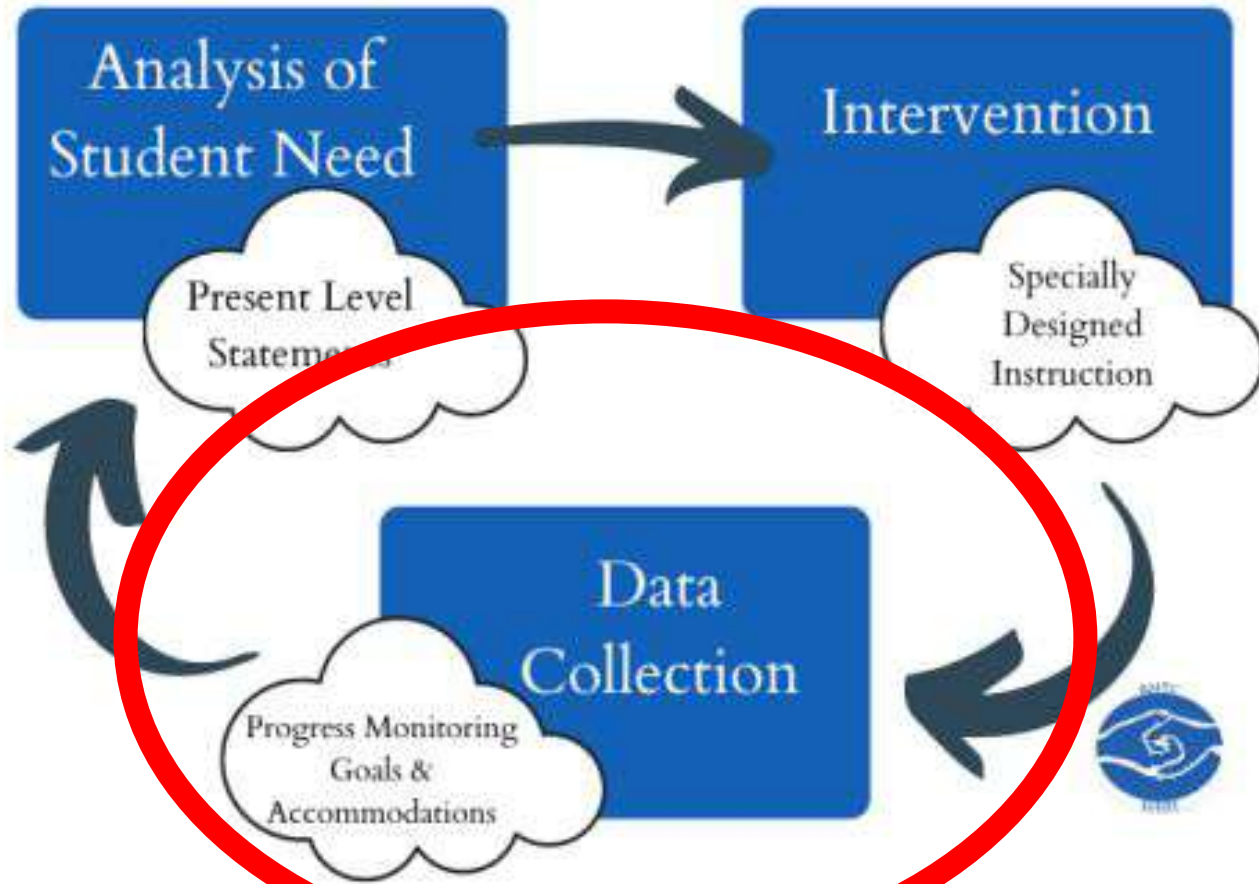
What skills, knowledge, or strategies does the student need to be taught to address the unique disability-related needs and ensure access and progress in the general curriculum?



What functional skill deficit or barrier is keeping the student from accessing the standards or curriculum?

What functional skills, knowledge, or strategies does the student need to be taught to address the unique disability-related needs and ensure access and progress in the general curriculum?





Data is...

Facts (Objective)

Data is not...

Personal opinions, feelings,
or perspectives (subjective)



Without data, all we
have is an opinion.

-Edward Deming

Key Data Points Might Include

- Academic
- Accommodations
- Attendance
- Behavior
- Executive Functioning
- Progress on IEP goals
- Social/Emotional
- Physical



Common Data Collection Methods

- Anecdotal notes
- Frequency
- Interval
- Duration
- Checklists
- Data sheets
- Test scores
- Assessments



Data should be...

- Taken in real time
- Objective
- Clear, concise, and consistent
- Communicated and discussed
- An ongoing process
- Used to inform & drive instruction



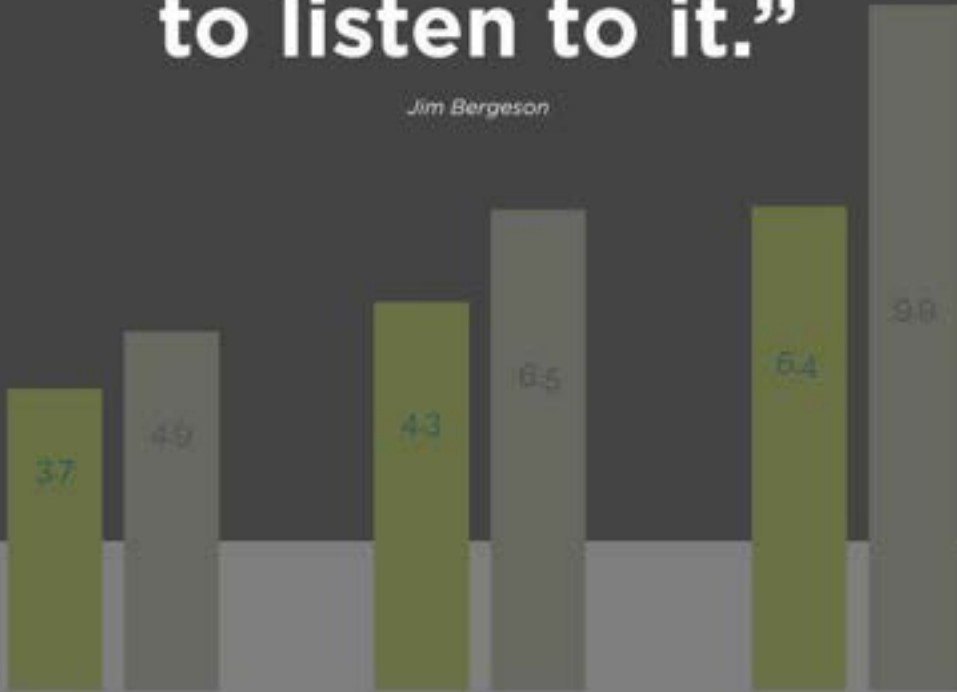
I've collected all this data, now what?

- Purpose/Intent
- Tools
- Organization
- Time
- Summarize
- Analyze
- Plan for Action
- Share



“Data will talk to you if you’re willing to listen to it.”

Jim Bergeson



- What is your student’s data saying?
- How is it informing your instruction?
- How do you engage your student in their own data?

Questions: Analyzing Data pg. 138

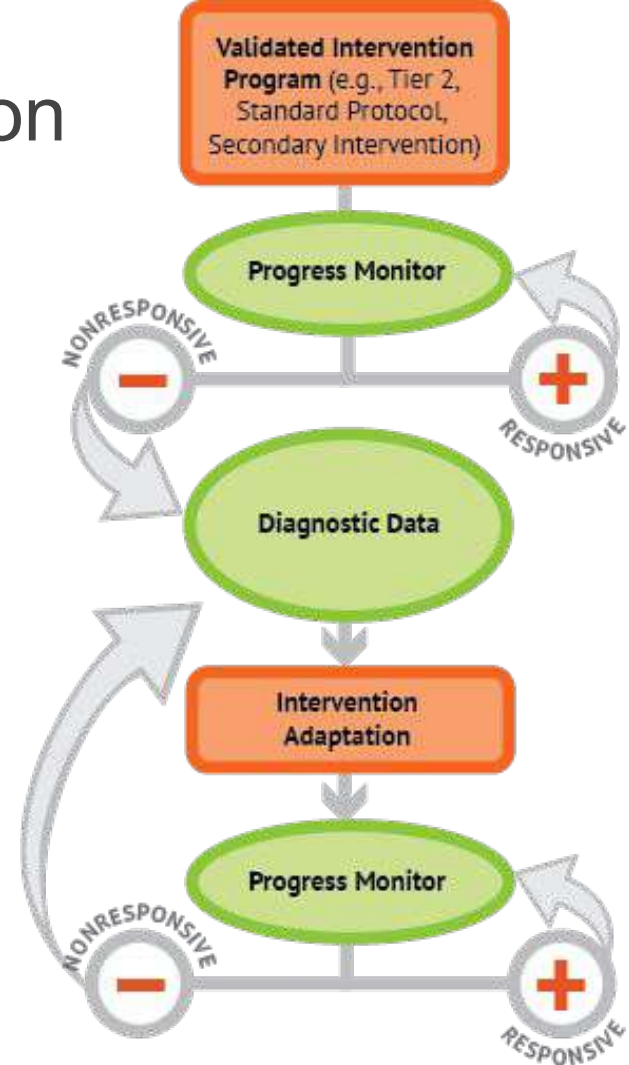
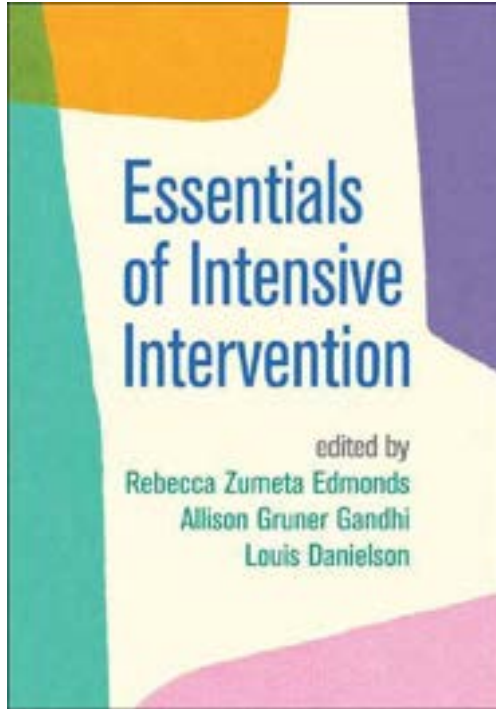
- Does the student respond differently in different settings?
- Does the student respond differently with different providers?
- Does the student respond differently around different peers?
- Does the student respond differently on different days or at different times of the day?
- Does the student respond differently based on the task or curriculum context?
- What patterns do we detect?
- What were the antecedents and consequences? Were these impactful?
- Was the plan implemented with fidelity?



“For SDI to become a glowing, energy-producing component of your service continuum, you must begin by establishing a vision and then develop a plan for gathering resources, fanning the first flames, stoking and fueling, and shoring up special education practices” (pg. 144).



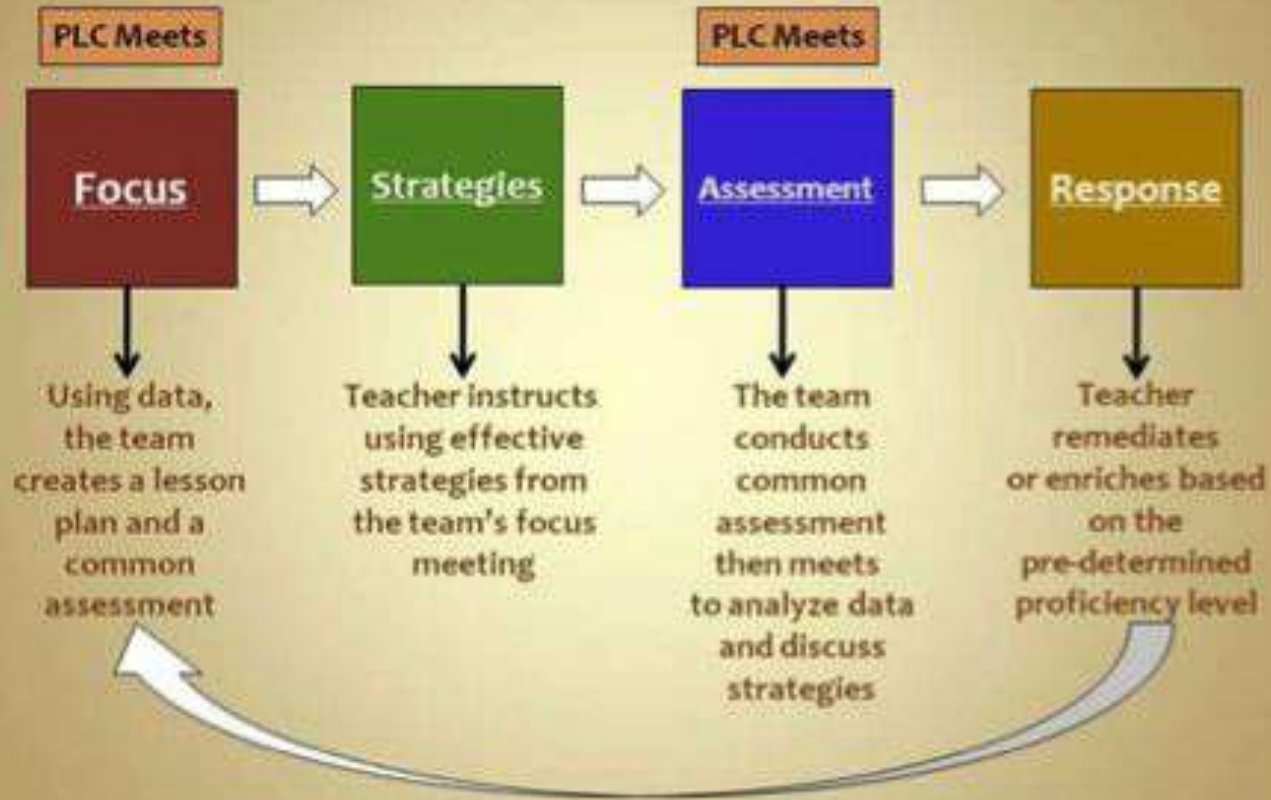
Data-Based Individualization



Long Story Short:

Why is intensive intervention critical for students with disabilities?

The Team Cycle



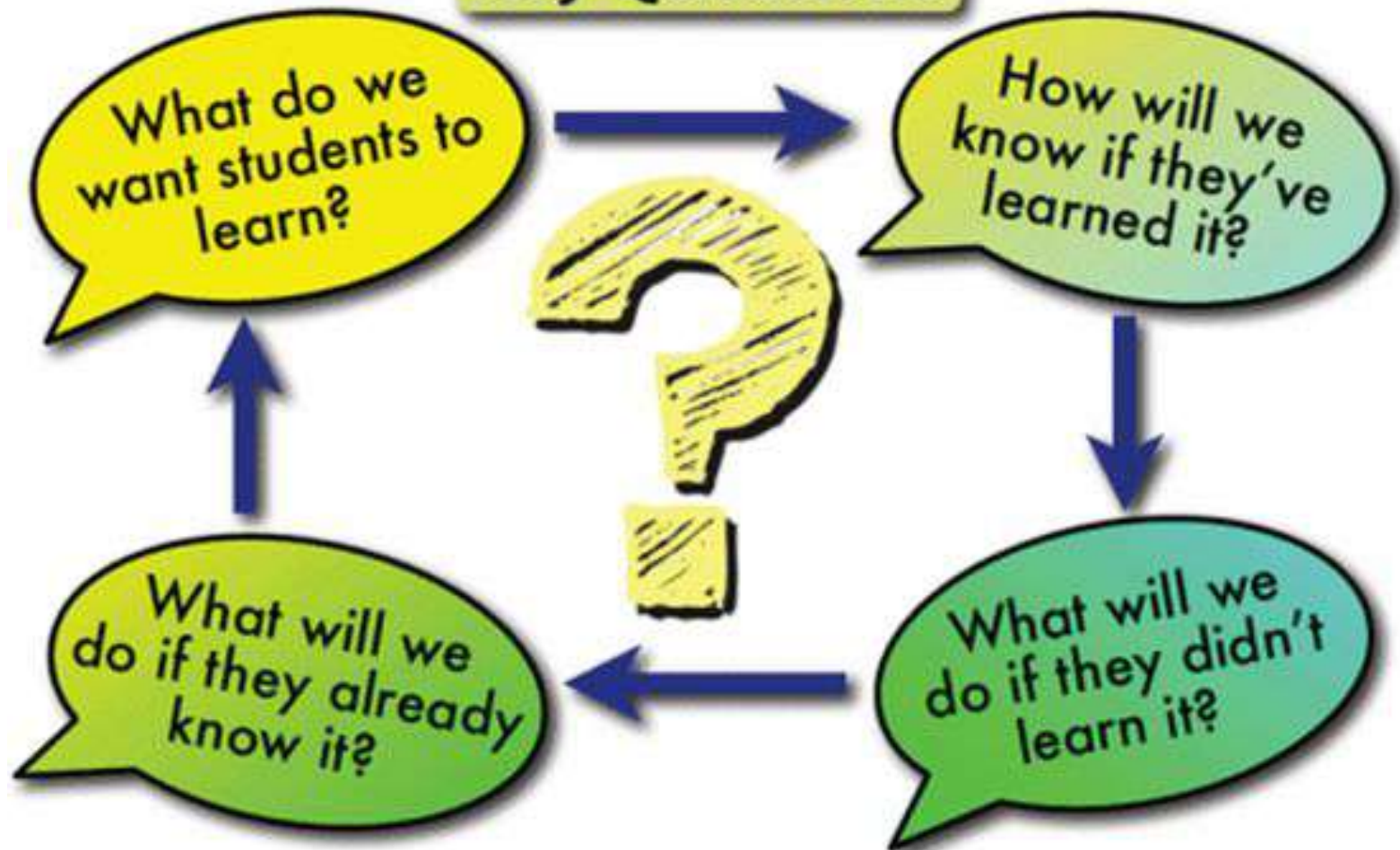
PLCs: The Continuous Improvement Cycle

- 1 Apply insights
- 2 Gather evidence of student learning
- 3 Develop strategies
- 4 Implement strategies
- 5 Analyze impact





Key Questions

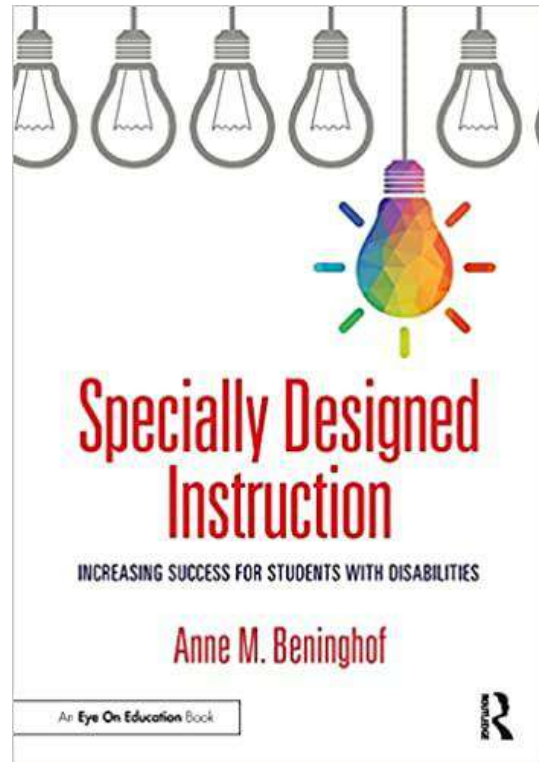


**PROFESSIONAL
LEARNING
COMMUNITIES:
Is Yours On Target?**



What is your vision about specially designed instruction?





- Part 1: Envisioning SDI
- Part 2: Planning for SDI
- Part 3: Fulfilling the Promise of SDI



Thank you!

<https://wyominginstructionalnetwork.com/professional-development/waves/>

<https://wyominginstructionalnetwork.com/professional-development/specialeducationprofessionaldevelopment/>

What's Next?

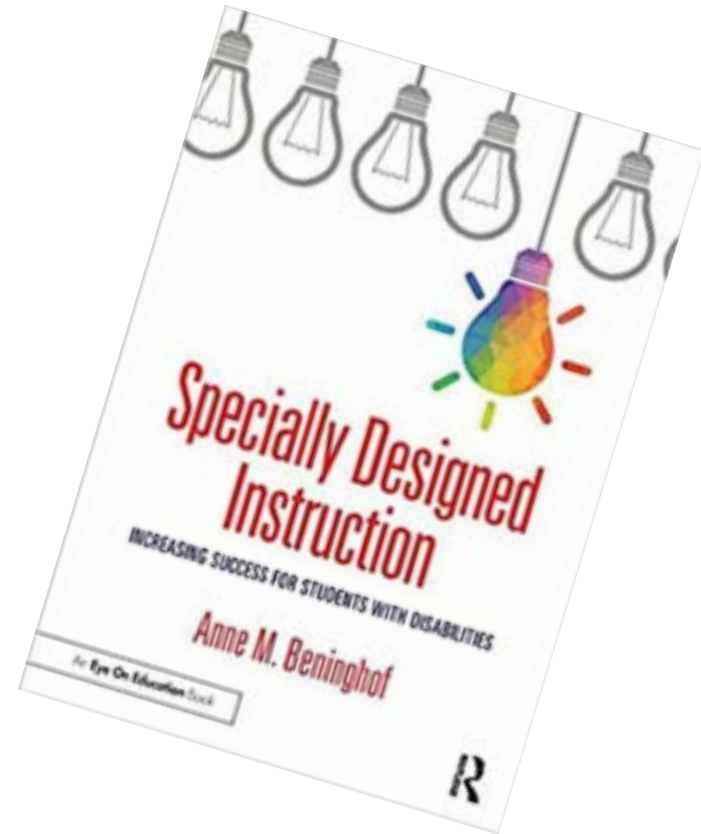
If you missed a session and are seeking PTSB or STARs credit, join **one** of the make-up meetings: (same content both sessions)

March 20, 2025

https://zoom.us/webinar/register/WN_EwT-E900TFq0raHaSxDU4A

March 25, 2025

https://zoom.us/webinar/register/WN_pmtFHHmRTIis9yJflgfe0w



Attendance Form: Meeting #4

<https://forms.gle/ApTP2EC27SZB5eK39>

