Specially Designed Instruction Across All Tiers

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• 1) What is SDI?—let’s be sure we all have common language/common understanding;
• 2) What are the characteristics of SDI and how do we know if instruction is evidence based for students with disabilities?;
• 3) What does SDI look like in Tier 1, 2 and 3?;
• 4) Who should/can deliver SDI?;
• 5) How do we ensure that SDI is integrated across the tiers and aligned with the scope, sequence and pacing of Tier 1 instruction and grade-level standards?
Case Study

Brian is a sixth grader with significant delays in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years (2\textsuperscript{nd} grade level) behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2\textsuperscript{nd} grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.
UNPACKING THE STANDARDS TEMPLATE

<table>
<thead>
<tr>
<th>GRADE:</th>
<th>SUBJECT:</th>
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**STANDARD:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

<table>
<thead>
<tr>
<th>SKILLS: What students should DO</th>
<th>CONCEPTS: What students should KNOW</th>
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<tbody>
<tr>
<td>VERBS</td>
<td>NOUNS</td>
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Based on Assessments:

a. Which skills does the student possess?

b. Which skills require initial instruction or strengthening and will be the focus of the IEP?

**ESSENTIAL QUESTIONS:**

1. What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)?
2. What Specially Designed Instruction should be used in Tier 1?
3. How will Special Education and other providers incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach, review, reteach)
Big Ideas To Stimulate Challenge
Your Thinking Today

• The purpose of inclusion is to promote equity in access to the general education curriculum and attainment of state-approved grade level standards.

• We will see today that SDI provided in an inclusive setting promotes fast growth for SWDs than SDI provided outside of inclusive settings.

• The curriculum and materials that are used for SDI matter! Those need to be Tier 1 curriculum and materials!

• Inclusion requires the integration of specially designed instruction within a multi-tiered system of supports. \textit{SDI must occur in ALL Tiers!!!}
Big Ideas To Stimulate Challenge Your Thinking Today

• General educators, special educators, student support services and other providers must plan instruction together—not separately.

• The only valid assessment is assessment that measures progress of the student in the context of state-approved, grade-level standards.

• ALL instruction and the IEP goals must be aligned with state-approved, grade-level standards.

• UDL is the “supercharger” for SDI in Tier 1
Consensus: Specially-Designed Instruction (SDI)

Where does SDI “fit” in a MLSS?

SDI: Instruction that is evidence-based to reduce or eliminate the impact of a disability on student performance.
What is Special About Special Education?

- Provision of “specially designed instruction”
- Integrated within a Multi-Tiered System of Supports
- Aligned with the general education curriculum, scope and sequence, pacing and actual materials through mutual lesson planning and implementation
- Evaluated through the collection of data that reflect progress in the general education curriculum
Intensive vs Specially Designed

• Intensive instruction:
  • Most time we can provide
  • Narrowest focus
  • Designed to overcome barriers (e.g., loss of opportunity, lack of sufficient instructional time, background, language) that are **not the result of a disability**

• Specially Designed Instruction
  • Designed to reduce or eliminate the barriers **related to a disability**
Characteristics of Specially Designed Instruction

• Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress
• Designed specifically for an individual student following individual problem-solving
• Could be implemented in Tiers 1, 2 and/or 3
• Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols
Table Top Discussion

How does your school/district define Specially Designed Instruction?

Does consensus exist among general educators regarding the definition of Specially Designed Instruction?
All of the systems can be in place, the evaluation models set, the data available, BUT...

Students improve when they are exposed to high quality, powerful and integrated instruction. Student growth is most highly related to Academic Engaged Time in the presence of highly effective instruction.
What is the Infrastructure Necessary to Provide These Services?

Multi-Tiered System of Supports
MTSS
MTSS

• A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

• The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

• “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.
RtI & the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.
The most intense (increased time, narrowed focus reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.
General academic and behavior instruction and support provided to all students in all settings.

Revised 12/7/09
A Conceptual Framework for MTSS

- Core Instruction
- Specially Designed Instruction
- Increasingly Intensive Instructional Interventions

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
Standards-based Instruction and IEPs
• Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us.

• ...we write to clarify that an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State’s academic content standards for the grade in which the child is enrolled.
• The Department interprets “the same curriculum as for nondisabled children” to be the curriculum that is based on a State’s academic content standards for the grade in which a child is enrolled.
Engaging General Education Partners:

• Students with disabilities (SWDs) generally have the lowest performance levels of any demographic group.

• Performance of SWDs is a significant part of the overall evaluation of a school/district.

• SWDs are held to the same standards (assessment) as all other students.

• State-level assessments are aligned with state standards.

• Typical IEP goals focus on discrete skills, not the higher order focus of state standards.

• If IEP goals are not aligned with standards, then SWDs are learning “skills” but what is taught is NOT what is measured on state-level assessments.
Table Top

How has your school/district approached standards-aligned IEPs and does an understanding exist regarding the relationship of using standards-aligned IEPs and improved student outcomes?
Lead with INSTRUCTION!
Standards-based Instruction Model

Standard or Benchmark Aligned to Course Description
- Guides the development of the lesson beginning with the desired outcome

Learning Goals
- Describes what students should know and be able to do
- Includes essential questions and rubrics to define levels of knowledge acquisition

Engaging Lesson
- Includes appropriate and meaningful activities that engage students in the learning process, address common misconceptions, and incorporate higher-order thinking skills

Formative, Interim, and/or Summative Assessments
- Provides multiple sources of student data to guide decisions about adjusting instruction and/or providing interventions

Florida Department of Education Bureau of Curriculum and Instruction (www.fldoe.org/bii)
<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
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<tbody>
<tr>
<td>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
</tbody>
</table>
Proficiency is determined by evaluating the degree to which students attain standards-level performance.

If instruction is not aligned with the standards, then students may be learning things but will not demonstrate proficiency.
Relationship Between Instruction in Level 1 and the Performance of Students with Disabilities

• A strong relationship exists between the performance of ALL students in Level 1 and the performance of students with disabilities.

• It is VERY difficult, if not impossible, to accelerate the performance of students with disabilities in a setting with poor performance of all students in Level 1
Where Level 1 Goes—Special Education Goes
Relationship Between Performance of General and Special Education Students

M-STEP -- English Language Arts
Comparison of State Percent Proficient

<table>
<thead>
<tr>
<th>Year</th>
<th>District A</th>
<th>Percentage above/below State</th>
</tr>
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<tbody>
<tr>
<td>2014-15</td>
<td>44%</td>
<td>-5%</td>
</tr>
<tr>
<td>2015-16</td>
<td>49%</td>
<td>2%</td>
</tr>
<tr>
<td>2016-17</td>
<td>54%</td>
<td>9%</td>
</tr>
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</table>

District A: Grade 7
M-STEP English Language Arts

2014-2015 (Total = 28)
2015-2016 (Total = 25)
2016-2017 (Total = 20)
Students with an IEP
Relationship Between Performance of General and Special Education Students
Focus on Level 1

Characteristics of Instruction
Planning for Universal Instruction
Inclusive Curriculum
Universal Design for Learning
Three Principles

**Principle I:** Provide multiple means of representation

*The way educator provides flexibility in the methods used to deliver instruction.*

**Principle II:** Provide multiple means of action & expression

*The ways students respond or demonstrate knowledge & skills*
  - Physical action, expression and verbal, nonverbal, written, graphic communication

**Principle III:** Provide multiple means of engagement

*The way we engage students*
  - Recruiting interest (student choice), sustaining effort and persistence & self-regulation
Engaging Lessons for ALL Learners

We could select instructional strategies that are evidence-based for the “typical” general education classroom — and then differentiate or refer for Level 2 or 3

OR

We could select instructional strategies that are evidence-based *concurrently* for diverse learners.
Table Top

Does your school/district understand and embrace the relationship between the performance of students in Tier 1 and the performance of students with disabilities?

How would this relationship inform a decision to improve the impact of instruction in Tier 1 BEFORE trying to improve “interventions” in Tiers 2 and 3?
What Is The Roadmap for Standards-Aligned IEPs?

The Lesson Planning Process!!!
Good Teaching is a Product of Good Planning
Lesson Study

• Method to integrate academic and behavior instruction/intervention into a single system

• Integrate learning goals, instructional strategies, student engagement factors and performance criteria

• Identify problem behaviors that would interfere with learning and address those behaviors
Flow of Integrated Lesson Planning

• Step 1: **All** teachers involved with instruction for a grade or subject area attend integrated lesson planning
• Step 2: Level 2/3/SDI teachers/support meet to plan their scope, sequence and pacing of instruction to align with Level 1
• Step 3: Level 2/3/SDI teachers/support communicate their lesson plans with Level 1 teachers.
• Step 4: Level 2/3/SDI teachers/support observe Level 1 instruction to affirm that their instruction is aligned as planned.
Characteristics of Effective Planning-Level 1 (Step 1)

• All teachers involved with instruction for a grade or subject area attend integrated lesson planning

• The Learning Goal/Standard/Progression levels is/are identified explicitly

• Instructional strategies (evidence-based/all learners) for the goal/level and student skill levels are identified- Principle 1

• The explicit student performance options necessary to demonstrate proficiency are identified- Principle 2

• Technology (e.g., text to speech) that will increase access to content is identified for students with access skill deficits (e.g., reading fluency)
Indiana Academic Standards 2014 Lesson Plan Alignment Template

Subject(s): _______________  Period(s): ___________  Grade(s): ___________

Teacher(s): _______________  School: _______________

The lesson plan alignment tool provides examples of the instructional elements that should be included in daily planning and practice for the Indiana Academic Standards. The template is designed as a developmental tool for teachers and those who support teachers. It can also be used to observe a lesson and provide feedback or to guide lesson planning and reflection.

<table>
<thead>
<tr>
<th>LESSON ELEMENT</th>
<th>PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grade level Indiana Academic Standards 2014 the lesson targets include: (Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy and mathematics skills.)</td>
<td></td>
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<tr>
<td>2. Learning Target(s): (What will students know &amp; be able to do as a result of this lesson?)</td>
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<tr>
<td>3. Relating the Learning to Students: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</td>
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<tr>
<td>4. Assessment Criteria for Success: (How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like? Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.)</td>
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</table>
| 5. - Content Area Literacy Standards for History /Social Studies, Science, & Technical Subjects: for grades K-12, these standards need to be addressed in the content area.
- Math Process Standard(s): used to ensure students learning and best teaching practices for mathematics. |
6. **Academic Vocabulary:** (Words that will need additional instruction in order to strengthen student understanding in contextual formats.)

7. **Examples/Activities/Tasks:** (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Provide a balance of on-demand and process writing opportunities for students to draw evidence from the texts to produce a clear and coherent writing that informs, explains, or makes an argument in various written forms.)

8. **Resources/Materials:** (Focus students on reading a progression of complex texts drawn from the grade-level band. What technology and media tools will be used in this lesson to deepen learning?)

9. **Access and Engagement for All:** (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity and learning preferences.)

10. **Differentiation/Accommodations:** (What differentiation and/or classroom accommodations will you make for English learners, students with high ability and students with disabilities in your class? What evidence-based strategies for differentiation for all students can be provided? Be as specific as possible.)

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**Indiana Academic Standards Aligned Lesson: Reflection**

- In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.

1. How did this lesson support 21st Century Skills?
2. How did this lesson reflect academic rigor?
3. How did this lesson cognitively engage students?
4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
Characteristics of Effective Planning-Tier 1

• All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services
  • Question: at YOUR grade level lesson planning meetings, do ALL providers of instruction attend or just the general education teachers?
Characteristics of Effective Planning-Tier 1

• The Learning Goal/Standard/Progression levels is/are identified explicitly
  • What students should know and how they will demonstrate it

• Instructional strategies (evidence-based) for the goal/level and student skill levels are identified

• The explicit student performance behaviors necessary to engage the instruction are identified—GAPS for individual students identified

• Student performance behaviors that are barriers to engaging instruction are identified
Specially Designed Instruction in Tier 1

• Core Instruction
  • Instructional Strategies that are evidenced-based for BOTH typical students and SWDs (Els)

• Differentiated Instruction
  • Tier 1 teachers use of Differentiated Instruction MUST be informed and driven by strategies developed by special education teachers.
  • Inclusion means--”including SDI on the IEP in Tier 1 instruction!”
Three Principles

• Principle I: Provide Multiple Means of Representation (the “what” of learning)
  • Perceptions, Language expressions and symbols and Comprehension

• Principle II: Provide Multiple Means of Action and Expression (the “how” of learning)
  • Physical action, Expression and communication and Executive function

• Principle III: Provide Multiple Means of Engagement (the “why” of learning)
  • Recruiting Interest, Sustaining effort and persistence and Self-regulation
CSR—Results
Boardman, Vaughn et al. (2016)
Tier I and Mathematics

• **Comparisons of Mathematics Intervention Effects in Resource and Inclusive Classrooms**
  • Brian A. Bottge, Allan S. Cohen, and Hye-Jeong Choi (2017)

• Results indicated that EAI (enhanced anchored instruction) was more effective than business as usual in reducing combining errors (e.g., adding denominators) and denominator errors (e.g., not finding common denominator) of students with disabilities (SWD) and students without disabilities in both settings.

• SWDs in inclusive settings scored higher.
Case Study--BRIAN

• A sixth grader with significant delays in reading. IEP for SLD

• **Reading comprehension** level when he must decode independently is four years (2nd grade level) behind that of his grade-level peers.

• He **struggles** with **oral reading fluency**. He can read 26 words per minute correctly from a 2nd grade level text.

• He can **answer 35% of comprehension questions** about the text he has read independently.

• When grade-level material is **read aloud to him** (Listening Comprehension), he is **able to understand the material** and answer comprehension question appropriate for his age and grade.
What Would IEP Goals Look Like for Brian?

• Increasing fluency to support comprehension for grade-level standards

• Teach use of technology (text to speech, speech to text) to demonstrate grade-level standards. Emphasis could include written language

• Direct Instruction (pre-teach) aligned with grade-level standards to ensure equity in access to content. Scope, sequence and pacing driven by Tier 1 lesson plans
Level 1 Instruction: BRIAN

• **Instructional Strategy**: Level 1 decided to implement Collaborative Strategic Reading for all students in 6th grade as a way to teach comprehension strategies. *UDL Principle 1*

• **Student Performance**: Brian (and other students with reading fluency difficulties—e.g., EL) will provide verbal responses to comprehension probes (using either speech to text, teacher interactive or other strategies involving verbal responding) *UDL Principle 2*

• **Access to Content**: Brian and other students will use text to speech technology to access subject content. *UDL Principle 3*

• **Collaboration**: Level 1 will provide lesson plans in advance to Level 1/2/SDI providers
What challenges would the Tier 1 plan for Brian create in your school/district?
Lesson Study
Tiers 2/3/Specially Designed
Characteristics of Effective Planning-Tier 2/3SDI

• Tier 2/3/SDI providers meet separately to lesson plan their instruction within the context of the Tier 1 lesson study meeting

• Instructional strategies, engagement behaviors, behavior supports, instructional materials that support student success in Tier 1 are identified.
Characteristics of Effective Planning-Tier 2/3/SDI

• Likely student problem behaviors are identified and problem-solved

• If the student is receiving instruction at multiple tiers (2/3/SDI), the providers can parcel out their instructional goals and strategies

• Aligning instruction across tiers to the common lesson goal(s) provides the student(s) with additional exposure and integrated practice
Characteristics of Effective Planning-Tier 2/3/SDI

• Alignment with the scope and sequence/pacing chart for Tier 1 is always a priority when identifying the focus of instruction on a weekly basis

• This alignment permits a strategic focus for issues such as vocabulary, background knowledge, pre-teaching/review/re-teaching, etc. that results in “just in time” readiness for students to integrate what they have learned into Tier 1
Level 2/SDI Instruction:  BRIAN

• **Instructional Strategy:**
  - **Level 2**- Brian will participate in a Level 2 reading instruction group 2X/week.
    - Pre-teach, Review, Reteach instructional strategies
    - Use grade-level materials
    - Focus on exposure to content (pre-teach) and re-teach as necessary
    - Focus on comprehension strategies aligned with grade-level standard
  - **SDI**- Brian will participate in a small group (3 students) 5X/week
    - Focus on fluency enhancement strategies
    - Use grade-level materials, paced to Level 1, to apply fluency strategies
    - Errorless learning
    - Vocabulary monitoring

• **Student Performance**
  - **SDI**- Brian will receive instruction and support in use of the speech to text/text to speech technology
Table Top

What challenges would the Tier 2/3/SDI plan for Brian create in your school/district?
Characteristics of Effective Planning-Tier 2/3/SDI

• Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1

• The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1
Calibration-Tier 2/3/SDI

- Tier 2/3/SDI providers observe their students in the Tier 1 environment to ensure alignment of instruction across Tiers and to observe variability in student behavior across Tiers.

- Adjusting instruction (academic and behavior) in Tiers 2/3 will increase successful transfer to Tier 1

- Tier 2/3/SDI providers increasingly take an active role in the Tier 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Tier 1 Lesson Study meetings
Level 2/SDI- Case of Brian

- **Level 2**
  - Assessment: assessment in Level 2 will mirror the assessment that will be used in Level 1
  - Practice using listening comprehension strategies and verbal responding will be provided.

- **SDI**
  - Assessment: Assessment of fluency will focus on content from grade-level materials using student instructional level of reading fluency.

- **Calibration**: Level 2 and Special Education teachers will meet to collaborate on classroom observations and Level 1 teacher collaboration.