

# Effective Instruction Collaborative

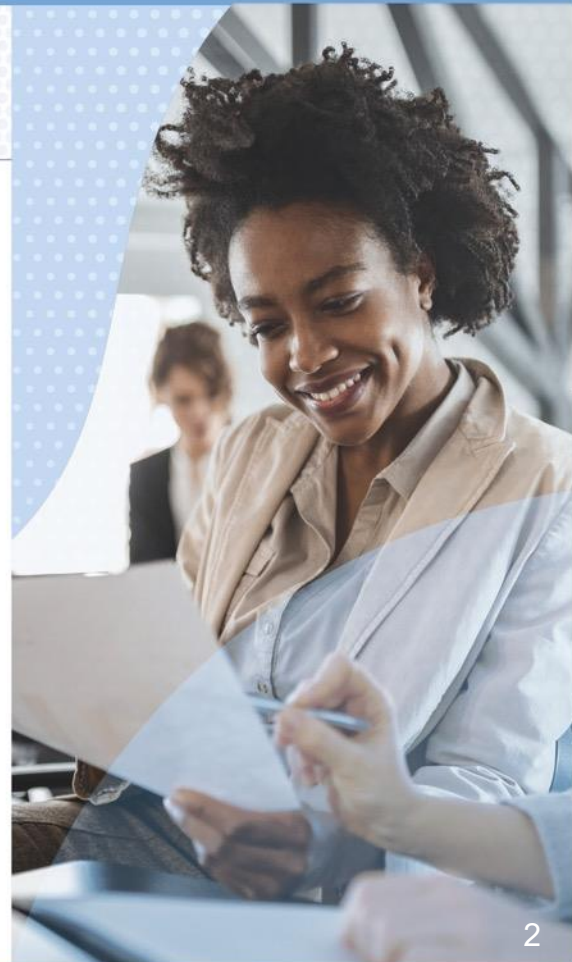
March 25, 2025



# Agenda

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- Welcome and icebreaker game
- Leveraging learning management systems to build capacity of LEAs to design and implement specially designed instruction (SDI)
- Let's talk
- Resources and next steps



## Time to Play a Game!

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- How well do you know SDI?
- Time to put your skills to the TEST!
  - <https://www.menti.com/bl15haggduqo>



# Save the Date! IEP Policy & Guidance Workshop



SAVE THE DATE

## State IEP Policy and Guidance Workshop:

AN NCSI EFFECTIVE INSTRUCTION  
LEARNING COLLABORATIVE EVENT

**CHICAGO IL,  
JUNE 17-18 2025**

**More details coming soon!**

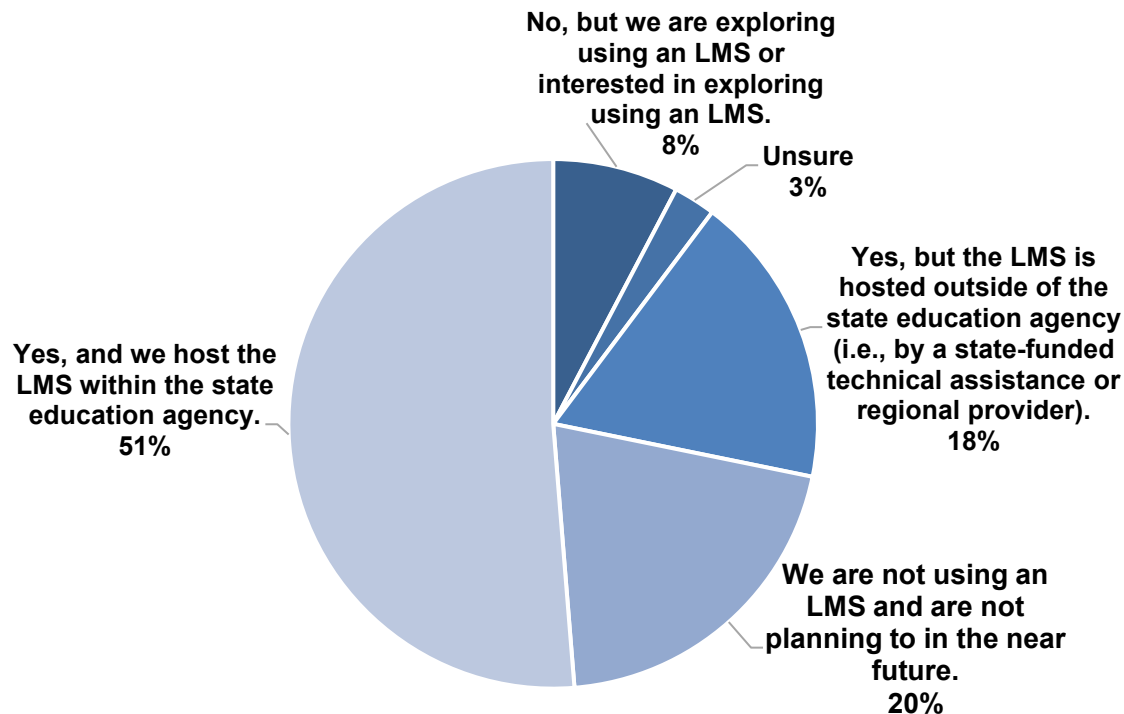


WestEd  
**ncsi**  
National Center for Systemic Improvement

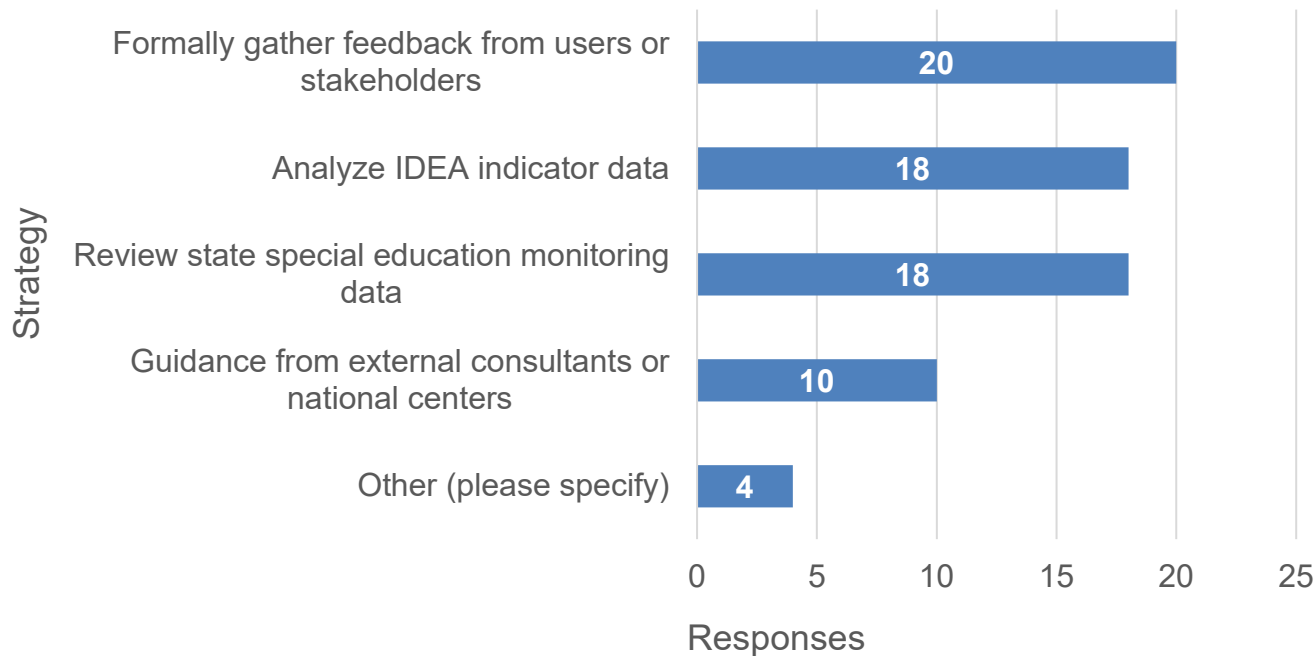
- Quick poll: Are you interested in attending?

# **Leveraging Learning Management Systems (LMS) to Build Capacity of LEAs to Design and Implement SDI**

## EBP Collaborative States' Use of Online Learning and Learning Management Systems for TA/PD – 2023 Survey (n=39)



## How state teams determine content needs that will be addressed through the LMS focused on improving outcomes for students with disabilities (n=21)



# PROGRESS Center Online Learning Courses



 Online Module

## IEP Self-Paced Course Collection

Developed By PROGRESS Center

This collection of self-paced courses provides foundational information about the individualized education program (IEP), describes the role of the IEP ...  
Individualized Education Program (IEP)



 Online Module

## Introduction to Special Education Law Course Collection

Developed By PROGRESS Center

This collection of self-paced courses covers the legal foundations of laws supporting students with disabilities. The collection includes courses that ...



 Online Module

## Evidence-Based Instructional Practices Course Collection

Developed By PROGRESS Center

This collection of 6 self-paced courses highlights evidence-based, high-leverage practices that research has shown support implementation of high-quality instructional programming ...

Behavioral Supports,  
Data Collection & Analysis,  
Effective Instruction and Student Supports



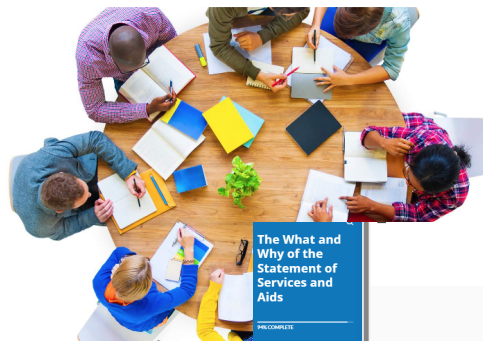
# Self-Paced Course Focused on 4 Parts of the Statement of Services and Aids (including SDI)

## The What and Why of the Statement of Services and Aids

RESUME MODULE



This module explains the Individuals with Disabilities Education Act (IDEA) requirements for the statement of services and aids and the critical role of the statement of services and aids in the development of a high-quality individualized education program (IEP).



### The What and Why of the Statement of Services and Aids

#### MODULE OVERVIEW

- ☐ The Learning Journey
- ☐ Accessibility and Resources
- ☐ INTRODUCTION TO THE MODULE
- ☐ Module Overview
- ☐ Looking at the Legal Framework
- ☐ SETTING THE CONTEXT
- ☐ Synergy of Services
- ☐ Background Knowledge Check: What Does the IDEA Say?
- ☐ BREAKING DOWN THE STATEMENT OF SERVICES AND AIDS
- ☐ What Does the IDEA Say?

### Part 1: Special Education

**Directions:** First, select the **Next** button to begin the activity. Then, click on each tab to learn more about this part of the statement of services and aids.



## Collection of Courses Focused on High-Leveraged Practices That Support the Design and Delivery of SDI

1. Planning for Instruction: What Teachers Need to Know
2. Delivery of Instruction: What Teachers Need to Know
3. Intensifying Instruction: What Teachers Need to Know
4. Teaching Cognitive and Metacognitive Strategies: What Teachers Need to Know
5. Teaching Social Behavior: What Teachers Need to Know
6. Instructional Technology: What Teachers Need to Know



The screenshot shows the homepage of the Evidence-Based Instructional Practices Course Collection. At the top, the PROGRESS Center logo is on the left, and navigation links for High-Quality IEPs, Building a Successful System, Events, and Resource Collections are on the right. A 'Request S' button is also visible. Below the navigation bar, the title 'Evidence-Based Instructional Practices Course Collection' is centered. A breadcrumb trail reads: Home > Resource collections > Online Learning Courses > Evidence-Based Instructional Practices Course Collection. The main content area features a photograph of a teacher in a blue dress interacting with a group of students in a classroom. To the right of the photo, a sidebar lists the following:

- AUDIENCES**
  - Faculty/PD Provider
  - General Educators
  - LEA/School Leaders
  - Special Educators/Providers
- BUILDING A SUCCESSFUL SYSTEM**
  - Behavioral Supports
  - Data Collection & Analysis
  - Effective Instruction and Student Supports
- RESOURCE TYPE**
  - Online Module

Below the photo, a paragraph states: 'This collection of self-paced courses highlights evidence-based, high-leverage practices that research has shown support implementation of high-quality instructional programming for students with and at risk for disabilities regardless of their identified disability category or grade span. These practices were identified through an extensive, systematic meta-analysis\* of the [high-leverage practices for students with disabilities](#).'\*

# How Wyoming and Northern Mariana Islands (CNMI) are Leveraging PROGRESS Course Content & Companion Resources to Develop TA/PD on SDI



# Wyoming Department of Education Approach and Course Design

## Specially Designed Instruction (SDI)

Assign To Edit



Welcome to the Wyoming Department of Education (WDE) Special Education Program Division's learning module series.

If this is your first time accessing a module in this series, start with the "Module Orientation" module to learn more about this module series, the module learning journey, and accessibility.

[Module Orientation](#)

[SDI Part 1](#)

[SDI Part 2](#)

[SDI Part 3](#)

## Specially Designed Instruction (SDI) Three-Part Module Series

- Part 1: Documenting SDI in the IEP
- Part 2: Designing SDI (The Planning Phase)
- Part 3: Delivering SDI

## Live Virtual SDI Series

- Session 1: SDI Content Adaptations
- Session 2: SDI Methodology Adaptations
- Session 3: SDI Delivery Adaptations

# CNMI's Approach and Course Design

## *Statement of* **SERVICES & AIDS**



- Equivalent of 45 hours of asynchronous and synchronous course work (made it required for certification) for special education staff
- Presented over 10 weeks
  - Topic 1: The Overview of the Statement of Services and Aids
  - Topic 2: Special Education Services with a focus on Specially Designed Instruction (SDI)
  - Topic 3: Related Services
  - Topic 4: Supplementary Aids and Services
  - Topic 5: Program Modification and Supports for School Personnel
- Five live interactive sessions
- Participants were assigned an Instructional Support Specialist (ISP) to promote application of learned knowledge and skills.
- Provided shorter module aligned to the content for families and general educators.

The background of the slide is a complex abstract design. It features a dark blue border at the top and bottom. The main area is filled with various shades of blue, including light blue, medium blue, and dark blue. There are several large, curved, organic shapes that overlap each other. On the right side, there is a rectangular area filled with a pattern of small, light blue dots. The text "Let's Talk" is positioned on the left side of the slide, in a bold, dark blue font.

# Let's Talk

## Let's Talk (Breakout Rooms)

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- What is your reaction to the materials and state examples just shared?
- What is your state's approach to providing TA/PD around SDI?
- What data do you use to determine:
  - Content?
  - LEAs that need more support?

*Designate someone to share key points from your discussion in 1 minute or less*



# Resources and Next Steps





## Resources from the National Center for Intensive Intervention (NCII)

- [New Self-Paced Behavior Progress Monitoring Course](#)
- [Free Webinar Recording: From Data to Action: Individualizing Math Supports to Meet Students' Needs](#)

## Research to Practice Spotlight Series: Session 6

- Focus: Teacher-Delivered Behavioral Interventions in Grades K-5: Seven Practical Recommendations
- When:
  - Tuesday, May 6, 2025
  - 3:00-4:00pm ET / 11:00am-12:00pm PT
- Presenters:
  - Kathleen Lynne Lane, PhD., BCBA-D, CF-L2
  - Allison Dymnicki, PhD.
  - Lauren Artzi, PhD. and Kathleen Pfannenstiel, PhD., NCSI

Register



## Next Meeting

- Tuesday, April 22
- 11:30-12:30 Eastern
- KY to share SDI guidance!
- Questions or thoughts?
  - Reach out to us at [ncsi-ei@wested.org](mailto:ncsi-ei@wested.org)



# Thank You

The content of this document was developed by the National Center for Systemic Improvement (NCSI) under a grant from the US Department of Education, #H326R240001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Perry Williams (October 2024)

WestEd is the lead organization for NCSI. For more information about the work of WestEd, NCSI, and their partners, please visit [www.ncsi.wested.org](http://www.ncsi.wested.org) and [www.wested.org](http://www.wested.org)

