

Effective Instruction Collaborative

February 25, 2025



Agenda

- Welcome and icebreaker
- Specially Designed Instruction (SDI) level setting
 - IDEA regulations
 - Common misconceptions and lessons learned
- Let's talk
- Resources and next steps



Icebreaker: Quick Breakouts

At this point in the year, would you rather spend a week at the ski slopes or the beach? Why?



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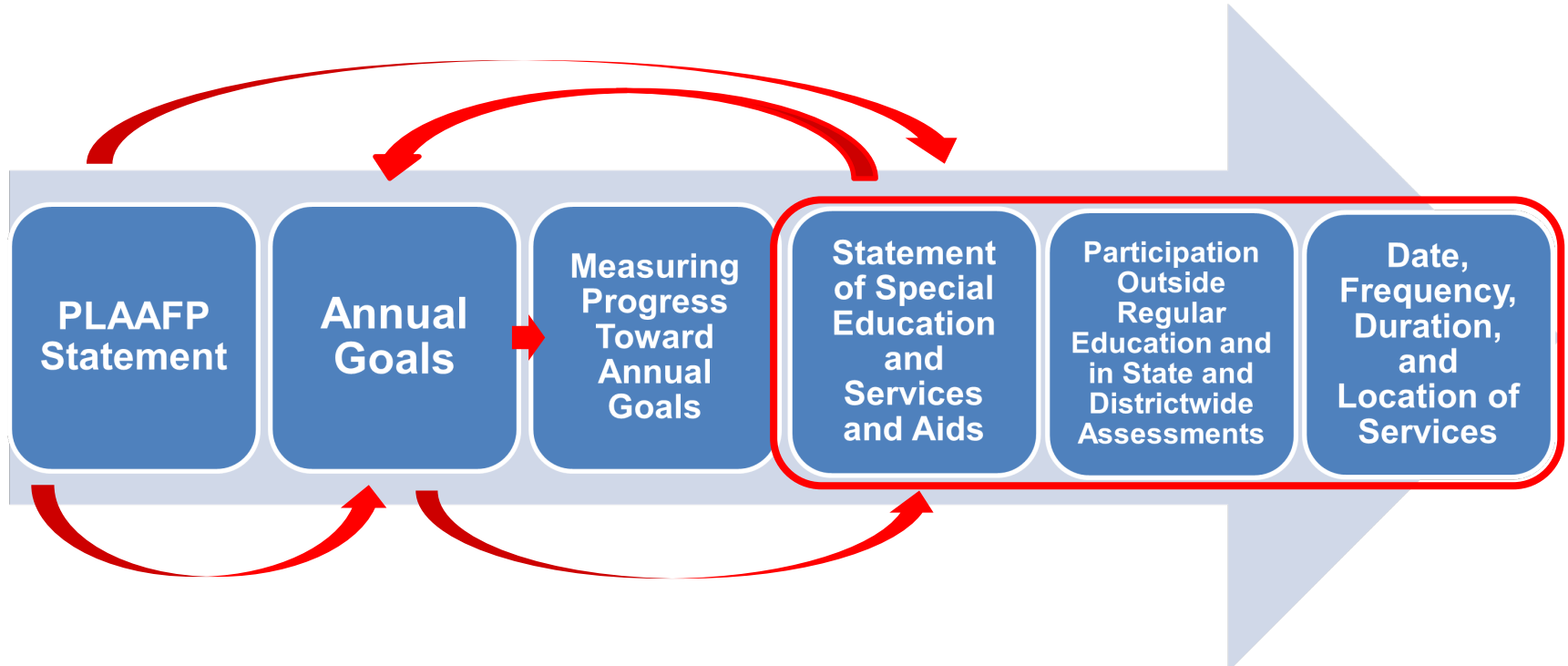
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SDI Level Setting

- IDEA regulations
- Common misconceptions and lessons learned



Connection to the IEP



Special Education

(a) (1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—

- (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
- (ii) Instruction in physical education.

Special Education (Continued)

(2) Special education includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section—

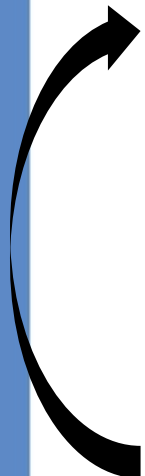
- (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
- (ii) Travel training; and
- (iii) Vocational education.

Specially Designed Instruction

(b)(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- (i) To address the unique needs of the child that result from the child's disability; and
- (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.


Eligibility: More Than Having a Disability



A group of qualified professionals and the parent of the child determine whether the child **meets the criteria for at least one of 13 disability categories,**

AND

needs special education and related services because of the disability (not due to a lack of academic instruction or limited English proficiency).



IEP goals and SDI should address the disability-related need(s) identified in the evaluation report.



Quick Share

What misconceptions about SDI have you seen or heard in the LEAs you support?

How Can SEAs Address These Misconceptions About SDI?

- 1) Ensure Clear, Consistent, and Persistent Messaging
- 2) Focus on the Basics
- 3) Start with High Expectations
- 4) Engage Cross-Disciplinary Teams in Professional Learning
- 5) Avoid Assumptions
- 6) Gamify Learning

PROGRESS Center
at the American Institutes for Research[®] | Promoting Progress for Students with Disabilities

**PROMOTING PROGRESS FOR STUDENTS WITH DISABILITIES:
LESSONS LEARNED FROM SUPPORTING EDUCATORS**

- 1 Ensure Clear, Consistent, and Persistent Messaging**
Clarify the key messages that will be reinforced through resources, professional learning, and guidance.
- 2 Focus on the Basics**
Concentrate on the most important skills to build the competence and confidence of educators.
- 3 Start With High Expectations**
Ensure all staff
 - hold high expectations for all students, regardless of needs or circumstances, and
 - understand that collectively they can impact student achievement.
- 4 Engage Cross-Disciplinary Teams in Professional Learning**
Provide multiple opportunities for participants with different perspectives and roles to practice skills, collaborate, ask questions, and learn from each other.
- 5 Avoid Assumptions**
Don't assume educators understand special education law and best practices for supporting students with disabilities, even if they have been in the field for years.
- 6 Gamify Learning**
Embed gamification that allows learners to more comfortably identify gaps in knowledge and skills and build new skills.



Let's Talk

Let's Talk (Breakout Rooms)

- What are the biggest misconceptions related to SDI that you have seen in the LEAs you work with?
- How have you tried to address them?
 - What has worked?
 - What misconceptions remain?
- What support do you need to address these misconceptions?

Designate someone from your group to summarize supports you need to address remaining misconceptions.

Resources and Next Steps



Resources to Address SDI Misconceptions

- PROGRESS Center [IEP Tip Sheet Series](#)
 - [Overview of Statement of Services and Aids](#)
 - [What is Special Education? A Focus on Specially Designed Instruction](#)

Today: NCSI Research to Practice Spotlight Series, Session 5

- **Focus:** Strategies for Delivering Effective Writing Instruction in the Elementary Grades
- **When:** Tuesday, February 25, 2025
3:00-4:00pm ET / 11:00am-12:00pm PT
- **Presenters:**
 - Alyson Collins, PhD., *Texas State University*
 - Stephen Cuillo, PhD., *Texas State University*
 - Lauren Artzi, PhD. and Kathleen Pfannenstiel, PhD., *NCSI*



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Next Meeting

- Tuesday, March 25
- 11:30-12:30 Eastern
- Questions or thoughts?
 - Reach out to us at 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)

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