



### Special Education 101: Three Components to Services

- 1. Special education = SDI
- 2. Related services
- 3. Supplementary aids and services



### Characteristics of SDI

- Required if a student has an IEP
- Makes special education...special
- Tailored to assessed student PLOP (must be individual)
- Addresses disability area/IEP goals
- Changes in content, methodology, or delivery of instruction (direct and explicit)



### Characteristics of SDI (cont.)

- Comprises teacher actions
- Systematic, carefully planned, monitored
- Is NOT for every struggling learner
- Goal is curriculum access
- Not location specific
- Requires SET skills
- Results in improved outcomes for SWD




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## SDI Possible Domains

- Academic
- Organizational
- Behavioral
- Social
- Emotional
- Communicative
- Functional
- Physical/motor
- Sensory
- Vocational
- Technology
- Procedural




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## Types of SDI

- Packages or comprehensive programs (e.g., Wilson reading)
- Instructional techniques or strategies (e.g., learning strategies)
- Integrated practices (e.g., pauses during instruction; clear task analysis)




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## SDI Example: Memory Assistance

- R**      Repetition
- I**      Imagery
- P**      Patterns




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# SDI: Memory

- Give directions in multiple formats
- Teach students to use visual imagery
- Provide retrieval practice (e.g., practice tests)
- Help student develop cues for retrieval (e.g., acronyms, pictures)
- Distributed rather than massed practice for new information and skills




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# Strategic Learners

- Analyze a problem and develop a plan
- Organize multiple goals and switch flexibly from simple to more complicated goals
- Access their background knowledge and apply it to novel tasks
- Develop new organizational or procedural strategies as the task becomes more complex
- Use effective self-regulated strategies during tasks
- Attribute high grades to hard work, good study habits
- Review the task-oriented-goals and determine whether they have been met




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# Non-Strategic Learners

- Unorganized, impulsive, unaware of where to begin an assignment
- Unaware of possible steps to break the problem into a manageable task (e.g., task magnitude)
- Exhibit problems with memory; unable to focus
- Lack persistence
- Experience feelings of frustration, failure, or anxiety
- Attribute failure to uncontrollable factors (e.g., luck, teacher's instructional style)




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### Learning Strategies as SDI

- Assess student’s current strategy use
- Clarify expectations/purpose of the strategy
- Demonstrate the strategy and when it might be useful
- Assist students in memorizing the strategy steps (massed practice)
- Provide guided and independent practice
- Administer a post-test




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### SPLASH (for test taking) (Simmonds, Luchow, Kaminsky, & Cottone, 1989)

- S** Skim the test
- P** Plan your strategy
- L** Leave out tough questions
- A** attack questions you know
- S** Systematically guess
- H** House clean




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### SCROL (for reading comprehension) (Grant, 1993)

- S** Survey the headings
- C** Connect the headings to one another
- R** Read the text
- O** Outline major ideas with supporting details
- L** Look back to check the accuracy of what’s written




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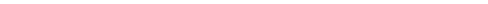
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POSSE (for reading comprehension)  
(Englert, 2009)

- P Predict ideas
- O Organize the ideas
- S Search for the structure
- S Summarize the main ideas
- E Evaluate your understanding



Cover-Copy-Compare



Item to be Learned	Copy	Cover-Copy	Compare	First Try?
			Correct? Yes No	

Cover-Copy-Compare

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# Behavior Contracts

- The behavior
- Minimum conditions under which a token reward can be earned, such as a point or sticker
- Conditions under which rewards earned can be redeemed for tangible items or activities
- Teacher's responsibilities
- Bonus clause
- Penalty clause
- Term of the contract
- Signatures




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# 21<sup>st</sup> Century IEPs

- Begin with grade level standards
- Incorporate student PLOP
- Address deficiencies that are preventing the student from reaching the standards
- Include all the well-known conventions of IEPs (e.g., conditions, performance, measurability, criteria, 1-year timeline)
- Point SETs toward SDI




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# IEP Areas for Today's Academic Standards

- Knowledge (e.g., understandings to reach the goal; background information)
- Reasoning (e.g., inferring, predicting, comparing)
- Skill (e.g., collaboration with peers, fluency, sorting)
- Product (e.g., tables, essays, diagrams)

-Schillinger & Wetzel, 2014




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**If no SDI is needed, why would we be co-teaching?**



**Other Questions?**



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