Instructional Supports for Inclusion

This FACT Folio highlights instructional supports that can address the portion of section 1003.57, Florida Statutes (F.S.) regarding universal education. It is essential that teachers are provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Understanding student needs helps us put meaning to student data. As illustrated in the graphic below, 1) a student who knows limited English, 2) a student who has missed a great deal of reading instruction, and 3) a student who has been identified as having a reading disability may all perform at the exact same levels on assessments. All three of these students, and many others, benefit from implementing strong evidence-based practices in the general education classroom. For example:

- Each receives academic and social/emotional supports through a multi-tiered system of supports (MTSS) model.
- Each benefits from the use of a Universal Design for Learning (UDL) framework in their classroom.
- Each may utilize technology to translate, instruct, or support learning in reading or other core areas.
- Each is best assessed for mastery of a skill using a variety of formative and summative assessments.
- Each benefits from clear, concise learning goals.
- Each enjoys being part of a group that values their contributions.
- Each can meet high expectations using supports that are unique to them.
- Each understands that the school and their families are partners.

Let's take a look at some specific research-based practices that benefit all students and then we'll take a closer look at specially designed instruction and supports for students with disabilities.

Best Practices for ALL students

Schools that implement evidence- and research-based practices such as the ones highlighted here are more likely to show positive outcomes for all students, including the subgroups of students that most often have difficulty in showing proficiency on the state academic achievement assessments.

UNIVERSAL DESIGN FOR LEARNING (UDL)

UDL is an instructional framework based on neuroscience that applies to all students. Deliberately and proactively removing known barriers to learning and making sure all students can participate and learn is an important foundational component that addresses the needs of all students.

http://www.cast.org/our-work

EXPLICIT INSTRUCTION

1. **Review**
   a. Review homework and relevant previous learning.
   b. Review prerequisite skills and knowledge.

2. **Presentation (I DO)**
   a. Say the lesson goals.
   b. Present new material in small steps.
   c. Model procedures.
   d. Provide examples and non-examples.
   e. Use clear language.
   f. Avoid digressions.

3. **Guided practice (WE DO)**
   a. Require high frequency of responses.
   b. Ensure high rates of success.
   c. Provide timely feedback, clues, and prompts.
   d. Have students continue practice until fluent.

4. **Corrections and feedback**
   a. Reteach when necessary.
   b. Focus on correct answers.

5. **Independent practice (YOU DO)**
   a. Monitor initial practice attempts.
   b. Have students continue practice until skills are automatic.

6. **Weekly and monthly reviews**

https://explicitinstruction.org/

RESPONSIVE CLASSROOM

Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. Principles:

• Teaching social and emotional skills is as important as teaching academic content.

• How we teach is as important as what we teach. Great cognitive growth occurs through social interaction.

• How we work together as adults to create a positive school environment is as important as our individual contribution or competence.

• What we know and believe about our students informs our expectations, reactions, and attitudes about them.

• Partnering with families is as important as knowing the children we teach.

https://www.responsiveclassroom.org/about/principles-practices/

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Schools that implement PBIS use strategies that:

• Teach students how to achieve expected outcomes;

• Prevent problem behaviors from taking place;

• Provide relevant incentives for students to demonstrate desired behaviors; and

• Use consequences that are aligned to the function of the student's behavior.

https://flpbis.cbcs.usf.edu/

Specially Designed Instruction for Students with Disabilities

Each eligible student with a disability under the Individuals with Disabilities Education Act (IDEA) has an Individual Educational Plan (IEP) to address their unique needs. Specially designed instruction (SDI) enabling a student to maximize potential outcomes is a required component of every IEP.

WHAT IS SDI?

IDEA defines SDI as "adapting, as appropriate to the needs of an eligible child … 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) ensure access of the child to the general curriculum, so that the child can meet the educational standards within."

- Section 300.39 of Title 34, Code of Federal Regulations

WHAT ARE SOME OF THE FEATURES OF SDI?

- It is delivered by a special education teacher or a related services provider.
- It is planned, organized and meaningful and is delivered in an explicit, intentional and systematic manner.
- It can be provided in any location, including multiple locations during the school day, as long as the location is consistent with the student's IEP and the student's least restrictive environment.
- It directly addresses the goals in the student's IEP, which are designed to enable the student to achieve grade-level content standards or close the learning gap.
- It is specific instruction that is delivered to the student.
- It is closely monitored to ensure that the intended results, i.e., a reduction in the learning gap, are being achieved.
- It can address any area of individual need including academic, behavioral, social, communication, health and functional.
- It involves providing supports for the student to meet high expectations and standards.

HOW DOES SDI FIT WITH TIERED INSTRUCTION AND INTERVENTIONS?

SDI is **similar** to tiered instruction and interventions in these ways:

- It is aligned with the standards and instructional expectations for all students;
- It may be delivered in the general education classroom;
- It may be implemented together with general education strategies such as differentiation, UDL, school-wide positive behavior supports; and
- It is informed by formative assessments, progress monitoring and data collection.

SDI **differs** from tiered instruction and interventions in the following ways:

- SDI is defined and guaranteed by IDEA and implemented in accordance with an individual's IEP;
- SDI teaches specific skills a student does not have, but needs, to access and make progress in the general education curriculum;
- SDI must be delivered by a qualified special education teacher or related service provider; and,
- Students who need and receive SDI may also receive instructional and testing accommodations.

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Fostering Achievement and Community Together

WHAT ARE A FEW EXAMPLES OF SDI ACROSS THE IEP DOMAINS THAT CAN BE IMPLEMENTED IN GENERAL EDUCATION CLASSROOMS?

Curriculum and Learning

- Learning Strategies
- Modeling
- Repeated Practice
- Scaffolded Instruction
- Multi-Sensory Teaching Strategies
- Instruction on Using a Graphic Organizer
- Small Group Instruction
- Visual Supports

Social and Emotional

- Direct Instruction in Replacement Behaviors
- Direct Instruction in Social Skills
- Teach Self-Regulation
- Individual Behavior Program
- Social Stories
- Relaxation Strategies
- De-escalation Strategies
- Differential Reinforcement

Independent Functioning

- Self-Monitoring Strategies
- Hand-Over-Hand Guidance
- Instruction in Use of Equipment
- Verbal Prompting
- Task Analysis
- Mnemonics
- Cueing (verbal, nonverbal, visual, photo, etc.)

Communication

- Social Scripts
- Verbal/Guided Repetition
- Auditory Discrimination Training
- Augmentative and Alternative Communication (AAC) Usage
- Instruction of American Sign Language
- Time Delay Strategies
- Cloze Procedures

School BPIE Indicators

THE CONTENT OF THIS F.A.C.T. FOLIO SUPPORTS MULTIPLE SCHOOL AND DISTRICT BPIE ASSESSMENT INDICATORS.

District BPIE Indicators

Use the QR codes below to access the BPIE Indicators-at-a-Glance.

Consider how the information in this F.A.C.T. Folio can be used for planning instructional supports for inclusion.

Contact Us!

For more information or assistance related to planning for best practices for inclusion on your campus, please contact your Florida Inclusion Network facilitator or visit:

www.FloridaInclusionNetwork.com

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