



## Strand 2: Are Accommodations SDI? Myth Busting This and Other Common Confusions in Special Education

**Tessie Bailey:** And this is me. So, I'm super excited to be sharing with you today. So, I will say, when we first started with this session, we were trying to figure out what we would call it. And one of the reasons we started with, you know our accommodations, SDI, is because it is one of the biggest questions that we have gotten over the last 4 years of the Center. And so, what we're hoping today is to really clarify particularly the statement of aids and services, and how we support students with disabilities through the IEP.

So, we have four major objectives, and part of that is, we want to define the four parts of the statement. Now, some of you are probably like, well, what is she talking about? Statement? What is that going to be? Well, there are seven main components of an IEP, and the one that really creates the effect, right or really promotes progress for students, is the proposed statement of services and aids.

And part of that is, you know, it is one statement, but it's got four really needy parts, that we often break down in our IEPs, which make it a little bit difficult for our other team members to understand how all of them fit together.

So in that second objective, we're really going to focus on, how do we ensure not that we're just proposing a statement of aids and services that would be, you know, reasonably calculated for the student, but that we're proposing something that is aligned with the other parts of the IEP like the present levels or the goals that we have included in the IEP as well. I think a big piece of this, too, is that we want to make sure that you have the resources you need. As we saw, there's a lot of experience teachers, and you're probably working with other teachers within your field. But even if you're a new teacher, you're likely to be sharing with parents and general educators - What does it mean to create the statement of aids and services?

Now, as we move forward, you're going to be using that Padlet and sharing some of the maybe myths or questions that you have. And our goal today is to engage in a conversation with everyone to really clarify, "What is it that we need to know to really promote progress for students?"

There are a lot of resources that are available. We've uploaded some of those into the platform on the website. But there are some that we will use specifically for activities in today's session. So, in particular, our IEP tip sheets. Now, these breakdown what are those essential features or requirements of an IEP in a way that really make them understandable. They were designed for teams to really sort of say, "Oh, I get it. We're all on the same page, whether I'm a parent who's new to Special Ed, or I'm a senior teacher who's been in the field for thirty plus years". But we'll be using those for some activities that you know really help us get to some of those inconsistencies, maybe in our learning, so that as a field we have a high level of knowledge about our craft.

Now, one of the things that's really integral to the PROGRESS Center is the Endrew F. decision. And the Endrew F. decision in 2017 really sort of clarified for us what our substantive obligation is. And if you

think about our obligations for FAPE, we often think about the procedural components. Do we have the statement of aids and services? Do we have goals? Have we included parents in a meaningful way? That's something that I think a lot of our professional learning has focused on.

But for those of you who've been in the field for a while, you're probably like, you know, it's bigger than that, right? It's more about, how do these parts fit together? Particularly the statement of aids and services, so that what we're proposing to the parent and the student with the disability is reasonably calculated to enable the child to make progress in light of the child circumstances.

Now, when we think about what's reasonably calculated, what we're looking at from a legal standpoint is the extent to which our proposed aids and services, the accommodations, the specially designed instruction, the program modifications, when they're put together as a package, are they likely to produce the results that we expect to see, both from an IEP goal standpoint, but also from progress on the State and District assessments. Right?

So, there are things that we have found over the last 4 years that really allow us to promote ambitious growth for students with disabilities. And I think you heard a lot of it in our previous panel is the idea of high expectations. Everything that we will talk about today assumes that we have high expectations for students with disabilities. Because if I have low expectations, then what happens is I'm creating a statement of aids and services that will likely help the kid meet those low expectations.

So, we're going to assume today that we expect students to be able to access and benefit the same curriculum as their peers without disabilities. But, like Xuan said in the opening, it might be a little bit different.

We also want to be able to articulate what we want kids to do. And this is something we often assume is associated with the goals. But I'm going to challenge you to sort of think bigger. As we heard about in the panel, we have to be thinking long term, post-school. What do I want this kid to be able to do? I want them to be meaningfully employed. I want them to have a healthy relationship with peers, independent living. That's the big ideas. And then we can step back and understand what are the learning goals or challenging goals that are necessary to move the kid from their current reality or their present levels to meet those larger expectations that are likely to take a couple of years.

The other thing that's really critical, and this is part of that belonging conversation, is that we have to know our students. Not just what do their numbers look like in the present levels. But we really have to understand the kid. What are their unique circumstances? What are their strengths, and the challenges that we need to help them overcome? So that we can really think about what are the knowledge, skills, and strategies that are going to be addressed in our proposed statement of aids and services. And if the kid needs to be taught some skill, then that's where we look at our specially designed instruction. But maybe they just need some accommodations to be able to access, then we're going to talk about our supplementary aids and services.

Now, when we think about progress in the IEP, what we're looking for is something that is internally consistent. And so, I talked about the seven primary components of an IEP. And it really does start with the present levels; you, knowing your student, you knowing their needs, you knowing the context and their previous successes.

And when we think about the PLAAFP, that outlines the primary needs that students are going to need to have addressed in that proposed aids and services. So, what are the supplementary aids and services, The SDI that's necessary, and the related services the kid will need to benefit from their SDI?



Now we do know that the PLAAFP itself really helps us understand what those annual goals and those annual goals are addressing the few primary needs that results from the disability. Right? So, in a healthy IEP, something that can be feasibly implemented, we're probably looking for no more than 5 goals, big goals that we can address through our statement of aids and services.

Now we think about the annual goals in our IEP, those are behaviors or skills and knowledge we can change. And the way that we change those is through the provision of specially designed instruction. So, we're not just trying to accommodate and hoping the kid gets there. But we see this direct connection between those proposed aids and services. Specifically, the SDI that will help the student progress. And we know that that requirement of measuring those goals is really not just about evaluating the kid, but evaluating our program that we're providing in the extent to which it is reasonably calculated to help the student progress in the curriculum.

So, this idea of an internally consistent IEP is really at the heart of the Endrew F. decision. Right? They're not just looking for whether we're, you know, putting all the pieces together and the IEP looks good. It's whether we can take the components of that IEP and actually implement it in a way that's likely to produce the progress we expect.

Now, there are four main components of the statement of aids and services. And I think this is where a lot of us probably know that, but maybe haven't thought about it in the way that we're going to talk about it. And a lot of the myths and challenges that we see are the inconsistency in understanding among team members about the individual parts of the statement. Because sometimes folks are treating related services when in SDI, when, in fact, they're really around supporting the student in special education. And so, we're going to try to break those down and really sort of tease out some of the myths or confusion that we see within the statement of aids and services, so that we can be more intentional, more precise, and more collaborative in our design of that particular service.

So, we're going to go back to our Kahoot. And I'm going to just do a little sort of short in a sense of pretest, right. Some of you will probably get it right, right away. But we're going to be in the same Kahoot. And with that, I'm going to test your knowledge of, really, do we know our parts of our statement? Okay. So, I'm going to move us back over. If you were not in the Kahoot the first time you have an opportunity to get into that right now. If the Padlet is not working for you, please feel free to just put those in the chat box, and we will address them as well.

All right. So here we go.

All right. So, in this next one, I'm going to ask you a series of sample aids and services that we might provide for a student. And of those four parts that I just showed you, you're going to pick one of those. However, if you look at it and you're like, "Wait, I don't think it's any of those", there is an "other" category.

All right. So here we go. This is our first quiz. So, you should see this on your screen. If you're ready to go.

All right. Here's the test. So, a child with LD is reading two grade levels below and is provided a peer reader to access grade level assignments. I'll give you a little more time to answer this one. About 5 seconds.

So, this is correct. It is the supplementary aids and services. And what we're going to start to tease out today is, what are those key features of the aid or service that allow us to be more clear about where it fits. Because a student who only needs supplementary aids and services and not special education and



related services is not a student who's eligible under IDEA. So, being able to distinguish whether it is SDI, and a couple of you said that, versus a supplementary aid and service, can help us understand what the student needs, and where do they provide those services, whether it's section 504 or IDEA. So, in this case, providing something that allows the kid to access the general curriculum or the grade level assignments, is a supplementary aid and service.

All right. Here's our next one.

Oh, you got our scoreboard. Tia, you are at the top of the list.

Okay, a general ed. and special ed. teacher meet monthly to develop programming, allowing a student with a disability to access the general curriculum.

You got about 10 seconds. Let's see how we did.

So, this is supports for school personnel. And we're going to talk a little bit more about this. This is one of one of those under-utilized services that are available through the statement of aids and services within the IEP. So, if you have a new Para educator, or you have a new teacher or a need that's really unique, you can access those aids and services for the adults that are supporting students, so that they can deliver that IEP.

So, kudos to you, if you were able to get that. This is not specially designed instruction, because it's not direct delivery for the student. It may help us in our design in and of that, but in and of itself does not meet the requirements of SDI.

Alright. So, let's see who's in the lead. Tia. Nice job. Blue devil got up there. All right.

This is our next one. So, a student with a disability takes a required ninth grade study skills class.

Just about 5 s. Just throw something out there. Excellent.

so nice job. This is other. And I think you know what we're trying to clarify here. And while it makes sense to us, in some cases other team members might not realize that just because the kid has a disability, doesn't mean every class, course, or service that they're provided is actually related to the IEP. That students with disabilities should have access to the courses that they need to graduate. And just because they have a disability doesn't mean it's a service within the IEP.

The thing that really, I think, clarifies here is that "required component", Meaning everybody's taking it. It's not unique to the child's needs. And it's not addressing the impact of the disability. Now, something you're probably thinking, you know, like, well, my kids, take, you know, these study skills classes. We can use that class in which to deliver the SDI. But the class itself is not SDI.

I think we have one more before we move on.

A student is taught how to use manipulatives to address an organizational deficit identified in the evaluation report. What is that?

You got about 10 s. A couple of folks coming in. All right.

Great job. Yeah. So, in this case, some of the key words are the taught, and that we're addressing a disability related need.

In this case that it's outlined in the evaluation report. So, we know that it was part of the identification or eligibility determination, and it is a result of the disability. So, the fact that we're providing some explicit

instruction, or however we're delivering that instruction to address that need, is helping the kid develop a skill to be more independent. Now, some of you are probably like, well, don't we use manipulatives in class? We're going to have some little sort of questions around those. But in this case, using manipulatives in and of itself is neither SDI or supplementary aids and services. It's how the team uses it with the student. Are they using the manipulatives to provide access? Supplementary aid and service? Are they using it to teach the student to be more independent in their ability to access and benefit from the special education or grade level curriculum. Now we're talking about specially designed instruction.

So, let's see where we are before we move into our last. Lea is in the lead. Tia is still up there as is JJ and Blue Devil. You are saying up there as well.

All right. So, I think that is the end, and I'll pass it over to Sara. We want to make sure that you know we have some questions. We do have the Padlet. And so, I'm going to pass this over to Sara or Alex to share any questions.

Sara Evans: Alright, thank you. We had a question come in, and it says, is SDI the same meaning of SAI, specialized academic instruction? That is what we use in California.

**Tessie Bailey:** That is a great question. So, this is where IDEA comes with the bare minimum of what every State needs to do. And then what happens is, States can sort of extend beyond that, create new terminology or clarification. So, for example, in some cases a kid with an emotional or behavioral disability may have a different eligibility, determination label. What you're talking about, as long as it's addressing the child's needs that result from the disability, it's likely to be the same. It's just focus on academic. And I suspect it says academic because when we look at IDEA, you need to provide SDI to address academic needs as well as functional needs, which include things like executive functioning, social, behavioral, emotional and life skills that you might see. Great question.

**Alex Marken:** And then we have another question that's asking for clarification around Read aloud as a supplementary aid. So, it's asking if, when students are not reading grade level text in an ELA class, if a read aloud is considered a supplementary aid, not a modification.

**Tessie Bailey:** Well, there's two things that are there. One is when you are providing lower-level text that in and of itself is an instructional modification. If the intent of the instruction is really around teaching the content, then providing lower level reading materials is not changing the content that's being taught. So technically, it would be an instructional accommodation. But if it's about reading the outcome of interest or the learning goal is around reading grade level text, and you lower the grade level text, that's an instructional modification. Or you allow a student to read for another kid when the intent is reading comprehension, that falls in line with the modification. What's interesting, though, is, if you look at IDEA, they don't really care whether it's an instructional accommodation or a modification, and that's why in the Reds, when we break it down, what you'll end up seeing is supplementary aids and services, or any of the instructional accommodations or modifications that you provide. But I think, as a team, we need to know, are we changing the expectations, lowering those expectations which has long term implications for the student.

**Sara Evans:** Awesome. Well, thank you. That's a great segway as we move into breaking this down. And so, we want to take the next hour or so with a break to really look at each of the four components a little bit in depth. Utilize some PROGRESS center resources that we have available that you could utilize in the future and if you want to take this information back to anyone in your state, local district teachers. And



we just want to take that deep dive so that we understand all the parts and how they work together as one statement.

So as Tessie said, we need internal consistency in our IEPs, and we have our components that we have laid out under IDEA. And the statement of special Ed and Aids and services is the focus area for us today. We're going to look at, how does this statement impact our present levels of performance, our measurable annual goals, and how do we monitor progress as we as we move through this.

So, we're going to take a second Katie is going to put a link in the chat to the Tip Sheet, the Overview Statement of Services and Aids, and I'd like you to pull that up on your computer. I will flip to the next slide if you don't have an ability to pull it up so you can see it. But I want to give everybody a second to read the question. We want you to read. What does IDEA say about the statement of services and aids?

And so, once you have read that in the chat put a question, something you learned, a confusion you have, something that stuck out to you, and share with the with the group today. So, I'm going to give you 4 min to read this. I am going to advance the slide in case somebody is not able to pull the link up. This statement right here. where you see the four is the statement that we're asking you to read right now. So go ahead and read that I will be quiet and allow you to read, and then you can put a comment in the chat once you are done.

Okay. So as Tessie just stated that she loved to see that quite a few people picked up on Peer reviewed research. And several questions came in, as do we use that? What do we do for that? And we do use that. We want to ensure that the quality of which the services we're providing is based on pure re-reviewed research. Sometimes we don't always have that available to us, and we have to do the best we can with what we have.

Some of the other things that people picked up on was the fact that this also included extracurricular activities and also supporting students outside of just the classroom setting. Many people were picking up on the four major components that are also highlighted there, as you can see. One thing that we like to point out is that each one of the four components are connected with the word "and". And the word "and" means that all four available to any students and oftentimes, as IEP teams, we need to make sure that we're addressing all four. Not every student needs all four. Some may only need two. Some may need four, but we want to ensure that in order to have one statement of services and aids, that we have addressed all 4 and consider all 4 areas as we construct the programming for the students that we're working with.

In addition, many people depending on how your IEP is designed, believe that SDI, or specially designed instruction, is actually its own standalone. And if you look at this, you'll find that SDI actually falls under special education itself and is not a standalone, and it is a part of the statement of Aids and services. And we're going to break that down here further. Tessie will be doing that in a few minutes and talking about how does that connect a student back to the general education curriculum? How do related services support special education services? Where do supplement our aids and services fit into this picture, and what our program modifications and support for school personnel, and what does that mean for the team?

It's critical that, as we think about this moving forward, that each of these components are brought together to develop the entire program for a student. So, this is one program and not isolated components. And depending on how your IEP is constructed in your local district or state, sometimes it



feels like these are isolated elements, but together they should all connect and be based off of the present level of performance which indicates the needs for the students.

**Tessie Bailey:** Sara, can I just share something, because I think a lot of people don't understand why IDEA regulations look the way they look. But if you think about how eligibility determination is made, student must need special education and related services. So those are often seen as a chunk that goes together. So that's why we see a lot of those "And's". If a student doesn't need special education and the related services that go with it, then they're no longer, or they're not eligible under IDEA. So, I think that's, you know, that the language and the construction of the rags are not always that great, and we are looking for your questions or comments about how you are interpreting that. But I just wanted to make clear for folks on the call that that's why it's listed first in the construction that it's listed.

**Sara Evans:** Thank you. Great point. So, as we dig a little deeper into the overall statement, we want to look at what is the purpose? And many of you picked up on this and stated this, but the whole idea behind our statement of services and aids is to ensure that we are making advances, advancing the students towards their annual goals that we have constructed. You saw that several people said, wow, I didn't understand that the statement of Aids and services allowed the student to participate in those extracurricular and nonacademic activities. So, teams have to when they're developing this statement or the bigger programming for the student, consider, how does the disability affect that student's ability to participate in those nonacademic activities.

Nonacademic activities could be a program put on by the school, lunch time, extracurricular activities. We think of sports, but it could be a club or organization that they want to be involved in. It could be a field trip, all sorts of things that happen for students. And oftentimes we think of services a student may need. But we really focus on just the classroom and the instructional piece, and we don't look at the bigger picture of the entire access to the school day and the school activities. And then we also want to be sure to educate the student with students that do not have disabilities to the extent possible, based on the students themselves and their ability to be with non-disabled children. That's where our least restrictive environment statement comes from in most IEPs, and it's a critical to be a to build this statement with all of these in mind. And often teams, we may leave out one of those pieces or they address it but they're not as specific as they may want to be in ensuring that that student has access. And so, by understanding how IDEA breaks this down, it helps us understand all the critical pieces that we should be thinking about as we develop the IEP.

So, I want to take a second and look at this sixth-grade student that has a learning disability and it impacts their ability to code and be fluent in their reading of connected text. So, when we think about one statement that looks at a student and their ability to have a program, we can see that we have SDI developed for the student. The student has related services. There are supplemental aids and services and program modifications or support for school staff that allow this student to access and benefit from the general education setting at all times.

So, this student is requiring those 30 min of direct instruction and it will be taught by the special education teacher. They have related services that are going to support those 30 min of direct instruction from the special education teacher while they're working on that disfluency and stuttering. They're going to have audio books and peer reading that support how they access the general education environment and curriculum. And then we want to ensure that the Special Education teacher has the training to implement the program that they feel will best address the phonics and reading fluency. All four of these pieces work together for that one statement.

So, let's look at a high school example. This is a ninth-grade student with an other health impairment that impacts the student's ability to attend and manage sensory input. So, this student has different needs in each area, but still has services that weren't addressing in all 4 components. Again, we have SDI, our related service provider is going to support what is happening in the SDI instruction, or that explicit instruction. And the supplemental aids and services are to ensure they're going to access the general education curriculum. And then we want to make sure that we have training, and you can see that this training is expanded from just the special education teacher to the OT, from the with the OT to the general education teacher and the special education teacher, to ensure that the sensory activities are appropriate in all of the environments that the students is in. This piece is critical, and often we see teams leave this part out. We do it often, as schools, because we know that people need the training, and they work and collaborate together. But oftentimes we don't document that need within the IEP under program modifications for support for staff. So that is a critical piece.

**Tessie Bailey:** So, Sara, I know we're going to talk about this up front. But there is a question in the chat box that I'm sure a lot of people have and has come up. Is this use of modification? And the word comes up probably multiple times in your IEP. It shows up in how you're going to access the State and District assessment. But in this case, we've talked about two different modifications. One is the program modifications. And then previously we were talking about the instructional modification. Can you talk a little bit more about what are the differences between those two? I know we're going to talk about an in depth, but maybe just to sort of give a high, level response.

**Sara Evans:** Awesome. Thank you for monitoring the chat. Yes. So, when we think about program modifications as one of the four components to the statement of services and aids, we're looking at a modified schedule, a modified setting in which the student may need to be successful. When we think of an accommodation or a modification to the instruction which would fall under supplemental aids and services, which is what Tessie was talking about earlier, we're looking at modifying the expectation of how the student is going to participate in the general education curriculum or setting. And so, one is about the instructional piece and modifying what we expect the student to be able to perform and do. Program modifications is really about how the overarching school day schedule. It's about modifying curriculum that the student may need to make progress. So, they are very different, but easily confused. So that that was a great question.

All right. So, As I wrap up here, we're going to take a look. So, as I talked about the overview and we talked about all four, we have shared just little tidbits about each one. I'm going to toss it back over to Tessie, and she's going to look at special education in depth and related services more in depth and some of the questions you have been asking that have been awesome will also be addressed and give you more opportunity to ask for clarification as we move forward.

**Tessie Bailey:** We're trying to respond to your questions both in the chat and on the Padlet, too. So, if we don't get to it right away, we will make sure that we get to those, or you can just keep nagging us, and we'll make sure we get it.

So actually, some of the questions that have recently come up in the chat are about this next piece. And so I'm going to talk about what is this mysterious thing called specially design instruction, and what Sara had mentioned is in the regulations or in the statement itself, it does talk about special education, and it defines it, as we'll see on the next page, or on the tip sheet that we'll put in the chat, or that Katie already put in the chat box, that it is one of these things that are part of the statement that have been defined. So, we're going to give you a little bit of time to access that tip sheet, and at least read, hat does the IDEA





say? You can look a little bit lower. I know we've already had some questions about well, like who should deliver this, or what does this look like? And then we'll dive in a little bit deeper and answer some specific questions that you might have. So, give me about 2 min for that.

There are some great questions coming in. Thanks, Katherine, for sharing some of your comments or reflections about what questions you have, or what sort of

Great. So, I'm going to just move to the next slide so you can see the definition itself that you see on your tip sheet. And you know special education. If you look at the regs (regulations) is much broader than SDI. It includes vocational training, travel training. Those are specific things that fall under special education that sort of are outside the balance of SDI. In this case we're going to primarily talk about SDI, because it is literally one of the most confusing things that folks have, based on the number of questions that we get around the proposed statement of Aids and services.

Now, as you see in this first part is specially designed instruction has its own definition within the regulations, right? So special education is defined as specially designed instruction. And then, if you know, if you were to click on specially design instruction in the regulations, then what you would see is this specific definition. Now it's pretty concrete. But there's some things I want to point out, that sort of help us understand what it is that we're talking about. So, you'll see that it comes down to this "adapting", and this is one of those confusing words that are similar to my modification. But "adapting" is really around our changing of an element of the instruction that helps this student learn differently, because they learn differently than other peers, and the regs (regulations) make it really clear that there are 3 areas of adaptation that really constitute what might be specially designed instruction. So, if you look here, what you see is, it's the content methodology, and this is where language matters, it's or delivery of instruction. So technically, you don't have to adapt all three pieces of it. You could adapt just one element of the instruction, which would then constitute SDI under the regulations.

Now, the thing about SDI is that we need to be able to justify what are the essential adaptations that the student needs in the present levels of performance. So if you're used to just putting numbers, the Kid got this on the woodcock Johnson, or the kid did this on the district or state assessments, or this was their score on a diagnostic assessment, what you have not determined is, what are the adaptations that this student requires to address a disability related need. And I say disability related need, because there was a question in the chat box around, what if they need multi-language instruction. Right? There are multiple federal acts that are supporting kids within a school, and a student who has a disability will receive disability related services under IDEA, but they could also receive language-based services as a second language learner under your ESSA requirements. Right? They don't override each other. They must work with each other. But specially design instruction that's needed for a or a second language need that's not disability related would not fall within the IEP.

Something else I want to point out is, if you look at specially designed instruction, is its purpose, and it's to address the unique needs of the child from an instructional standpoint, not just academic instruction, but the Regs make it very clear that it's academic and functional needs. Now, we don't want a bunch of IEP goals. We want some very clearly defined goals, maybe 3 to 5, max, that really focus on the big picture needs that this kid has as a result of the disability. In the IEP when it's documented, what we are listing are the adaptations that the student needs to their instruction to be able to make progress on those goals. Right? It's the way that we determine whether the SDI was reasonably calculated, or whether it's helping them transfer into greater success in the general curriculum which you'll see here in this second bullet.

So, it's not just about progress in one area. It's that we are ultimately responsible from the IEP standpoint, we meaning the school, Not the special Ed teacher, in ensuring the kid, is able to access SDI for progress on IEP goals and progress in the general curriculum.

And as you saw this specific adaptations of content, methodology, and delivery, and if you think about content, you'll see some examples on that tip sheet. It's where this kid needs to be taught, some content that is not part of the general curriculum, right? That they need executive functioning skills. They need social, emotional or communication skills that are above and beyond what would be taught in the general curriculum.

The methodology, there are some strategies like explicit instruction that have large effect sizes for students with disabilities. But there's other things computer-based delivery, there are, you know, a constant time delay, like specific methodologies known to be effective for different student needs.

And then that delivery of instruction. And there was a question that came up in here is, you know, when we think about the delivery, what we're looking at is who is delivering it? Is that important? We don't technically have to define who it is in the IEP. I think we sometimes feel like that. But the regs make it really clear that maybe the adaptation is just content and it's just methodology. Technically, anybody has the skills to do that. But, as some of you have pointed out in the chat box, in some cases a very skilled teacher, like a reading specialist or a math specialist may be in a better position to deliver those services.

Same thing with "where" It doesn't all have to be in the same place. The adaptation could be for this kid to be able to benefit, it is in a special education classroom. But it could also be in the general classroom, in a transition location, or in some other space. And then, when that instruction occurs, is also part of that adaptation.

**Sara Evans:** I was going to interrupt you for just a second, because we had a couple of questions coming in the chat regarding like changing content or methodology. And so, their questions were around if a general education teacher was to change content and methodology for the entire class, would that no longer make this SDI for the student relevant, or applicable as SDI? Could you clarify that for us?

**Tessie Bailey:** so technically the IEP outlines, what are the adaptations? Right? And if the teacher embeds it within the general curriculum, they're really skilled teacher, and it's part of it, that kid just has a greater success. SDI is about what this kid needs as a result of the disability. When it's delivered to everybody, it's not really specially designed per se right? And it's the same, for UDL. UDL is universal in nature. It's not unique to a specific child's needs, but that adaptation could address a disability related need. And the way that the school district or school determines how it's delivered may be a very efficient way, and if everybody did that, then the kid probably wouldn't need specially designed instruction, because they would have full access and benefit from the general curriculum. So great questions.

There was another one I wanted to bring up. So what a student with a disability, who also is an English language learner, have an IEP with access in their native materials? That would technically fall, since It's not a disability related need, and this is where, if you look at the regulations and your States may have different guidance, But the Federal level, what we're looking at is 2 different Federal programs are coming together to support that student who has disability needs, disability, related needs And second language needs. So, one doesn't override the other. we don't put you know, second language needs in the IEP, because special education IDEA funds don't fund those services right. They're funded from other services. But the IEP takes into account those services just like those services take into account the disability. I hope that helps probably not as clear as you would like it to be.



So, there is a center of the National Center on Intensive Intervention (NCII) that has for the last 13 years or so been looking on a validated process for designing specially designed instruction. And what you will see here in this illustration is the graph on the right-hand side is the orange in the green. And the orange is anything that's instruction related, and the green is anything that's assessment related. And if you look at the regulations, you know from specially designed instruction, it assumes that we are using data to guide the individual adaptations that a student needs.

Now, I'll be honest with you. A lot of times your initial IEP is a little cumbersome. You don't exactly know what the kid needs, because, you know, they weren't doing as well in tier three, and they became eligible. Part of this process is to understand the unique needs of the child based on their response to the other specially designed instruction we provided. So that initial part is your IEP that you proposed. You monitor the extent to which it's working. If the kid is not benefiting, then what happens is we look at other adaptations, whether it's adaptations to content, an adaptation of methodology, and an adaptation to delivery. And then we test that. That's where idea talks about that peer-reviewed research. Is we're looking at the effects of how these work for this kids, unique circumstances. This process, then, also gives you the data to justify this need for adaptations in those three areas, in your proposed aids and services. So, you can confidently say, Heck, yeah, this IEP is a reasonably calculated to address the unique needs of this child.

And it kind of looks like this. It's why there's been such a promotion of progress monitoring along with the design and delivery of specially designed instruction. There's no evidence base for every need and every intersection of different needs for students with disabilities. That's why you will likely never see evidence-based interventions or instructions within the regulations. But it's up to us to be able to use validated measures to determine what are the specific adaptations this kid needs given their circumstances right? And that's the Endrew F. decision. So, if we look at the first thing that we propose, it didn't really meet the kids need. So, we made a different adaptation, and we got some effects. But it wasn't sufficient. So, we made another adaptation, and this helps us in the design of and the documentation of what are the essential adaptations for SDI that the student needs. Not the program, right? Because the IEP is your program, but the adaptations to instruction that need to be an essential part of your program.

**Sara Evans:** And I was just going to say in the chat, there's a great question about, does every adaptation require us to amend or update the IEP?

**Tessie Bailey:** No, no, and in this case, so there is deference to the district or the local educators to do something. Right? I mean, if something's not working, we really should amend the IEP. We're kind of legally obligated to do that. But if we're trying something, we have deference in how we're implementing that programming, and once we find sort of the magic bullet, or the adaptation that's necessary for this kid, then we want to make sure that we document that in the IEP. But for me to try something, I don't need to amend the IEP, because otherwise I'm like, well, let's try this. And then we put in place and like that didn't work. Let's mend it again. So, it's really have we identified the big needs in the IEP. And then the extent to which we're trying to document and understand the specific needs for that student.

Yeah. So, Catherine's mentioning in there is that, you know, making a lot of those amendments, and that's not necessary, I don't know that that's maybe the most efficient and effective way. If you think about the design and documentation of SDI, you can create those big buckets. For example, I think about my own kid who has pretty severe dysgraphia. He needs explicit instruction and writing strategies. And so that's not going to change. He needs that. What it looks like when I'm actually implementing it. You



know, the contents been identified, and the methodologies identified, I can then, or his teacher, can make the adaptations of what it ultimately looks like. But I don't have to have extensive detail in the IEP, because kids with disabilities needs change over time, and it needs to be flexible enough to address the needs of the students but allow the teacher to be able to adapt that as those needs evolve.

Yeah, so and then, Missy said, but we need to make sure that it's kept on the IEP. Because yes, and I think, missy, this is the part where, being more intentional about our documentation. And in the question, she has is, but we need to make sure we keep it up to date, so if the student moves. And we see a lot of IEPs that say, 30 min of specialized reading instruction. That doesn't tell me what the adaptations are. And so, when that kid moves to the next setting, or you know, a new teacher, it doesn't mean they're going to design it in a way that meets the student's needs. And that's where we talk about the SDI. What are those adaptations? This kid needs small group one on one because he's easily distracted. This student needs explicit instruction with at least fifteen opportunities for practice because he's got bad memory, that's what we're talking about is what are the essential features of the SDI and how it looks in practice. There is some deference to the local educator.

I think I'm going a little bit over my time. But that's okay. I'll make it work. So, I do want to just come back to what I shared when Sara was talking. We look at that definition of the statement of services and aids, and that first part where, says special education and related service, that is in line with what are the requirements for eligibility determination under IDEA? Right? It's that, yes, you meet one of the thirteen disability categories, the data, you know, whatever data you use for that. But ultimately the determination is the extent to which you need special education, which we just defined as you need instruction that's adapted for the kid's unique disability related needs in one of those 3 areas. And then coming back to what we talked about, the Regs make it very clear that it's not due to poor instruction. That would be an over identification or limited English proficiency. So, we have to pull those apart because they are addressed through different services available through Federal programs.

So, I'll just briefly do the related services, partly because there were a couple of questions that have come up specifically around parent services. And I just want to point out that there is also a related services tip sheet. I think a lot of us are like, Oh, my heck! I know all those related services. But everything that you see in this tip sheet is specifically mentioned in the IDEA regulations. And I think it's helpful to sort of look through those, because a lot of you are like we don't have that in my school. And in some cases, you don't have to have the service provider. But if the student has that need, you need to provide the related service. So, I'm going to give you 2 minutes and Deborah, I will answer your question when we come back, because it actually comes back to MTSS, and how we use the DBI process from the previous slide.

Oh, I look at Catherine, thank you for saying, really recreation services. I actually was a certified recreation therapist. And I worked in schools here in the State of Utah. I also did adaptive PE services for a period of time. I think a lot of folks don't know, and I think in Lacy also mentioned it is the round parent counseling. And there were some questions on the Padlet around where parent services fit. And those parent services are considered a related service, and it comes down to the purpose of a related service. And if you were looking at that the actual language from the regulations, the purpose of related services is required to a scope, that these are the services required to assist the child to benefit from special education. Right? And that's why, in the statement of services and aids, you see, special education and related services as a chunk. Because you wouldn't have related services just on your own. Because if a kid only needs related services that do not constitute SDI, that's a kid who likely needs a 504 plan and not



IDEA. So, the related services are not standalone. They are meant to assist the kid from benefiting from special education, and that's where you would see that parent trainings; I'm going to train the parent on the unique needs of their child, or how to support their child in the in those specialized services.

So, there is a question. And Alicia, I'm actually going to get to that, because in some cases, some of you have like speech only kids. There is a time when the services constitute adaptations of the instruction for content, methodology, and delivery, which then changes it from a related service to SDI. And speech and language services are often the most common as well as adaptive PE services, to benefit from general special education, that we might see it. And that's here. So, this is where you see this. In some cases, special education includes, this is straight from the regulations, include speech and language services, or any other related service that you see on there that constitutes special education rather than a related service under State law. I provided the example for speech and language, physical impairment. And this has come up in the Case Law is where a student with a physical disability who does not need academic instruction has sometimes been denied FAPE. And in reality, they can get specially designed instruction related to participation in physical education, which is a required general education component.

So how do you provide a related service if no provider is available? So, in some cases the district will need to, and for very specialized services, either contract out, virtual support has come about. But the other thing is I work in a lot of rural areas and you can have itinerant services or what we were talking about with program supports for school personnel, where the consultation comes from the related service provider and is training, let's say, a special Ed teacher or a para educator to deliver some of the opportunities for practice. It does not replace the related service. So just to be clear that it has to be designed by the related service provider. But a kid who needs like multiple opportunities to practice certain speech sounds or repetition, and some strategies. Just like you might have a nurse provide some of the support for you instead of a doctor, a special Ed teacher or a para educator can deliver some of those within the context of their other services as long as it's designed and overseen by a certified related service provider.

**Sara Evans:** Can you clarify, it's not actually a question, but Paul made a statement around that he wishes that related services are not always pull-out services, and that students don't always have to leave the general education setting to receive these services. And is that true? Is that an experience you've had before? How have you seen maybe when they haven't had to be pulled out? Could you just speak to that a little bit.

**Tessie Bailey:** Yeah, I would say, you know, we are human, and we like to function on things that are consistent or feel, you know, like we've always done it that way. It really depends on the unique needs of the child. So, for example, if I am a kid who has significant cognitive disabilities, and I need speech therapy, and I'm in ninth grade, having the speech therapist come into the room in the back and do stuff with me that's different than what's happening in the classroom may not be appropriate. But when we're talking about some kids in which there they have needs that are being addressed by the related service provider, let's say, like cutting or you know, occupational needs, it sometimes is actually better for them to be within the general education environment because now we're teaching the general a teacher to reinforce some of those skills, and there's likely to be incidental learning for some of the other kids within that class. So, I don't think it's a black or white answer it. It is based on the individual needs of the child. And the team has to determine, first, is there a need to remove the kid for those services? It's not the other way around, or how do we put it in General Ed? It's like, is there a need to remove the student?



And if not, it should be in the general education classroom. If there's justification because of the unique needs of the child to remove, then that's where we might justify doing that service somewhere else.

And I think that's where Dr. Robert said the same thing down there. And I just want to come back to what Ellen said is this idea that parents can and do teach teachers and skills. And in the opening session that did come about. That's why the IEP team is not just educators. It includes the family member. And to be honest, I have two kids with disabilities. They are very clear about what their needs are, and I do think this is where, by empowering students to understand what their needs are, they can say, I don't want to be pulled out for speech therapy, or I do want to be pulled out for speech therapy, because I can't focus. You know or parents teaching the teacher how they help the students self-regulate. I do a lot of that for my kid's teachers. And you know, this is the way my kid is learned how to manage their frustration, and it would be great if we're on the same page. So, it definitely is both ways. And to Ellen's point, that's why training is both for school personnel, which Sara will talk about in that last part, as well as for parents in the related services section.

I will just be honest. We've been with the center for about 4 years, and I think we had sort of assumed. We have this very deadly disease called assumacide, where we assume the parent doesn't know, so we don't do something, or the parent assumes the teacher doesn't know. And we have got to remove a lot of that and be more clear in our communications. And some of our trainings that we've done particularly around the present levels of academic achievement and functional performance. This is where it all starts. Because if we did not collaborate and gather parental input and student input into the development of that, then we're definitely not going to have it in the proposed needs and services. So, I think that's where we're talking primarily around where we see the biggest misconceptions. But it all starts with that first part.

There's some examples in the chat box. You know, we've seen the co-teaching and moving kids around allow, I think, the greatest benefit for the greatest number of kids while simultaneously meeting the unique needs of a child. So, check that out.

And Laura, it's been in the regulations for a very long time, almost like 35 years or so. But I think it's how you know if we don't have standardized trainings, and we move around to different States, sometimes things evolve, and I know we are working with the number of locations in which they have duplication throughout the document [IEP], and it's just based on somebody said we should put it there. And so, we just put it there without really going back to the regulations, both Federal and State and being clear about where it goes so. And that's kind of what this session's about is to sort of surface some of those so that we can start thinking about how we provide more precise services for our students.

Yeah, Nicole and that you have the tip sheet, so feel free to bring them to your meetings and clarify where they go! Jeanette, this might be a question for the whole crowd, I know we have folks from all over the country; is how long a typical IEP is when it's printed out in meeting? I will say we have been promoting IEPs that are 30 min or less, assuming you did a very thorough job in the development of your PLAAFP statement and you have a few very important goals that are necessary for the student to benefit from the annual services, but and puts them in line for post-secondary transition. But I'll let others respond to you about what they're seeing in their local sites.

All right. So, we are going to take a formal break. And when we come back, Sara is going to talk about the supplementary aids and services. So, during break, feel free to review some of those tip sheets you wanted to look a little bit deeper at and get access to that supplementary aid and service tip sheet that





Sara will be sharing. So, keep your questions going in the Padlet, and then be ready to be tested at the end of this session.

**Sara Evans:** What I'd like to do is we're going to look at the last two components of the statement of services and Aids. We're going to really focus on supplemental aids and services. We've had several questions, we've been answering questions already about that area, and we're going to dive a little deeper into this. So please continue to use the Padlet. I will ask Katie and she did share the tip sheet for this in the chat box. I will ask her to share the Padlet one more time. In case you're new or came on later than the beginning, we are using a Padlet to collect questions, or comments. You are also welcome to share them in the chat box if that is helpful as well. So, I want you to take just a couple of minutes. I want you to read over what is IDEA say specifically about the supplemental aids and services. And answer the questions in the chat as you have had a chance. I'm going to let you do that as everybody is coming back from break. This is a great activity for everyone to jump in and get back to it.

As you're reading through the supplementary aids and services Tip sheet, this is probably the second most confusing part of the statement of Aids and services. Between SDI and the supplemental aids and services we have a lot of questions about, is it SDI? Is it an accommodation? Is it a modification? Does it fall under supplemental aids and services? And so be thinking about how those questions may arise for you as you to read this and share them in the chat, because likely other people have similar questions.

Lacy, I like that comment that, it must be justified in their present level, and not just because of their disability. Somebody's asking, is this an exhausted list? This is not an exhausted list. This is some of those areas, but there could be additional supplemental aids and services that are not listed that aren't needed for a student based on their unique circumstances. So, this is not exhausted. Great question.

**Tessie Bailey:** And I will say, it's not exhausted because every kids you need has unique needs. One way to think about it, though, is, does it help the kid access and benefit from the general curriculum? And I say that because something that's coming up that we're starting to see in conversations is around artificial intelligence. And we've seen that come up in the CEC list serves and OSEP has been collaborating with the Office of Technology. And these are areas that are not addressed in the regulations but may have potential benefits for students with disabilities and their access.

**Sara Evans:** I love that Sara said something about access [in the chat]. She loves that word. So again, just what Tessie was saying, this is about accessing the general education curriculum and setting. And Dr. Ruby had a great comment that the data should support the need for the supplemental aid in service. And it's not about the adult comfort. It's not about making the adults more comfortable with dealing with how the student functions within the school setting. It's about the student having the data to show and support that need for that. So, for the slide, keep coming with those comments and questions related to this as you read through it. We will be addressing those as we move forward.

As we look at this a little bit closer, you can see that the some of the key takeaways around supplemental aids and services is really about the fact that these are provided in the general ed or regular ed classroom, and that our general education teachers need to be a part of the development of the supplemental aids and services for a student. And they need to really think about what allows the child to access that environment and the curriculum, including the nonacademic times, and nonacademic environments, when we're thinking of this. That is critical. It also is something that these services should be provided by the general education teacher, and so likely our general education teacher may need some support in knowing how to support these services and aids that the student may need They may



need training, which is where we might have to look at, how do we provide that under a program modification or support for school personnel which we'll talk about in a minute. And it's saying, how are these services measured? I think that questions relating back to how do we have data? And it's not necessary that you're measuring progress on this. You are able to measure it by saying, if I give this accommodation, or I provide this aid or service, the student is now then able to participate like their nondisabled peers in that curriculum in that setting or activity. So, you don't necessarily need the data as we would think of like monitoring of an IEP goal. But you need data to say, if I gave this, was the student successful? Did this allow the student to level the playing field for them and to be able to participate as non-disabled peers do in that setting.

So, as we move forward, let's look a little bit closer into the difference between accommodations and modifications. Although many of you today may understand this very clearly, PROGRESS Center has found that there is a lot of misunderstanding, especially in the general education world. But even in our special education staff members around what is the difference between an accommodation and a modification. And so, we really want to break this down and help people understand that when we talk about an instructional accommodation, we're talking about how it changes, how the student accesses that. So, you can see some examples that we have here: extended time to complete the task, for a math assignment using a calculator. We might have them be able to present orally the information instead of having to write that, unless, of course, you're assessing writing skills. Versus if we look at a modification, it changes what we expect the student to learn. And we commonly use with students who require more support than just an accommodation.

So, this would be examples of this would be changing the expectations of the learning. So, if everybody has to read a novel in an English class, and we have a student read an alternative novel with the same concepts that they can get to, it changes the expectation for that student. It's so we're not expecting them to do the same as everybody else. Reducing the tasks. So often, we see, you know, a reduced number of assignments or a number of problems or reducing the amount of assignments that they have. Readers for reading comprehension activities, so when we are assessing someone's reading skill, but we provide a reader that is a modification. So, if we go back to what I said about writing, and I said, we use the idea of presenting material orally. Maybe in a science class that's an accommodation. If it's a writing class, and they're having to write it. But the student is, orally speaking, their assignment, that would be a modification to be changing what we expect of the student.

Again, this is critical for us to understand as IEP teams because sometimes we put in an accommodation or a modification, and we write them very general. They're very big picture and they're not specific. So, a student may need a modification in one content area, one environment, but they can use an accommodation in other environments. So, it is critical that we're specific with where the accommodation or modification is needed when it's needed, because it is a need. It's not a, if they would benefit from it. It's they do need this, and that goes back to the data. We know that if they don't have this accommodation or they don't have a modification, they're not going to be able to access that general education curriculum like nondisabled peers.

So, it's important that we provide this clarification to all members of our IEP team and any really staff member within our buildings moving forward.

So did you know, students who only need accommodations to access and benefit the curriculum are not eligible [under IDEA]. So, Tessie has talked about this several times today around the fact that if all they are needing is accommodations and modifications to access that, this would fall under a 504, and have



the student being eligible under 504. We really have to get back to what we consider the SDI. So, Tessie spent a lot of time discussing SDI and what is specially designed instruction for that student is where special education services come in and we have another slide that says, SDI is what is special about special education, because that means they need something very specific instructionally for their disability. Accommodations and modifications are just those changes that we're doing to allow the student to benefit and access the general education setting.

Many IEPs read that students may benefit from rather than students require. Lots of students benefit from different things. We want to ensure that these are things that a student needs in order to do that. We would identify those needs in the present level of performance. Often teams forget to think about what accommodations and modifications, what additional supplemental aids and services would a student need to access that? And we don't necessarily always talk about that in our present level. We wait till that section of the IEP document before we discuss that. And it is important to say, that we have assessed whether or not this is going to allow the student to access and benefit from their instruction. I'm just scrolling back before I move on to the next section. If there's any other questions.

**Tessie Bailey:** Did we address this? Nicole's question is, how do you calculate maximum extent appropriate? I want to say that IDEA avoids defining anything that's specific, like appropriate progress or frequently. That's because it really depends on the unique child, unique circumstances. If you think about it, is, are you confident that this is the most the kid could do, or the most that we can do in our system for the kid to have maximum opportunity. And if you can justify that from your present levels of performance data, then you would be okay. But there's not really like, I think "calculation" often turns into numbers. That's why we're having trouble with SLD identification. But it's really around the team's determination that this is the maximum extent appropriate for this kid given the extent to which we can provide supplementary aids and services.

**Sara Evans:** That is a great question. There is another one in the Padlet that asks, if we change the test from ten questions to five questions due to a focus issue for the students, is this a modification? And we would say, it's a modification if it's changing the expectations from what all the other students are doing. And so, it can be accommodation depending on if it changes that expectation. That's really the caveat between it.

**Tessie Bailey:** I'll just clarify another way to think about it, too, is if changing the number matters. So, I mean, would you let any other kid in that class do five and be like, yeah, that's good. Maybe they showed up late to class. And you're like, Yeah, just do half of them. Just show me you can do it. Then you doing it for a kid with a disability is still an accommodation, because what you just indicated is the number of problems doesn't matter. But it could be the level of proficiency. Right? There's a response from a member in the chat, from Missy, who says it depends, and I think that's it does depend on what is the nature of that outcome.

**Sara Evans:** And I think that's where the clarity with how you document that, that just writing it down, to ensure why, you would be giving that accommodation, or why you would be giving it as a modification, would be critical for your IEP team to discuss and share with everyone that the student works with.

**Tessie Bailey:** Can I ask one more question. There are two questions. One, Sara, it's, can you speak to whether or not modifying the curriculum lessens the rigor.



**Sara Evans:** Okay. So, it kind of depends. Oftentimes, when we are modifying it, we are changing the expectation of what everyone else is doing in that classroom, and that can change the rigor, that can change the expectations, in some cases.

**Tessie Bailey:** There's another question, too. I want to put out there, because I think this speaks to some of the myths that we sometimes see. And it's that, what limitations do teachers have for accommodating any student in the class? And I do want to address this because I actually did a presentation for Text Help, which provides speech to text or text to speech, for any kid. And we often think about we're only allowed to accommodate a kid who has a disability. But let's say your kid was sick all last week, and they showed up this week. You could accommodate them to help them get caught up. You could shorten some assignments to make sure they get through the content. That's okay. It's when you believe that the accommodation is necessary because of the impact of a disability. Then you are required to act. And that's where you determine, do they also need specially design instruction? That's when we're talking about IDEA. Do they only need the accommodation? That's 504. But if all your kids came back behind grade level from COVID, and you need to do text to speech for most kids to get them access and benefit from the curriculum. Those things are okay, right? And it's really around why you're doing it that you need to attend to. Hopefully that helps. But it was a great question.

**Sara Evans:** It is a great question. The other point I want to make, and I think we've kind of already answered it, but I want to reiterate this, and Tessie feel free to jump in. But we often get questions around, well, the student, because of their disability, needs this accommodation, and it's in their IEP. But the teacher then provides it to all the other students or another group of students. And so, teams often get worried that then that no longer is an accommodation for that student, because other students have that accommodation. And I often speak to this. And, Tessie, you can clarify if you need to, but I speak to that as if it's still an accommodation specific to that student's disability, then it is still an accommodation that needs to be in the IEP. And it's okay if the teacher provides it to other students, just like Tessie was kind of stating before. It's all about how the student's disability is impacting their ability to access that in curriculum.

And that teacher might do it in that environment, but they might get to a different teacher who does not necessarily provide that to other students. But that student needs it and requires that to benefit from that curriculum.

**Tessie Bailey:** So, I think that last part, Sara, you just said, is worth repeating. It's that, you know in the ideal world it would be awesome if kids with disabilities didn't need the accommodations because the general curriculum was so accessible. But we know that that's not necessarily the case. So, the IEP outlines the accommodations that are necessary to address the impact extending from the disability. And if the General Ed teacher is using UDL and amazing strategies that it's increasing access for every kid, then the need for the use of those accommodations is lessened. But it doesn't, like Sara mentioned, it doesn't mean that, oh, we should take it out. Because there are other environments in which that they might not have that same opportunity.

**Sara Evans:** I like what Katherine put in there [chat], necessary for all circumstances over a prolonged period of time. Yes, and impacted by their disability would add to that. So, thanks for sharing that.

It is often that we see IEPs that say just in case the just in case notion. We're going to put it in there just in case they need this in the future. But the reality is they do need it. And if you don't have it in the IEP,



and the student starts to need it, we would then need to add it into the IEP if it has become a prolonged need and not just an individual need for a specific moment.

Thanks for sharing some of those experiences. So next, we're going to move on to our last part of the statement of services and aids. And we're going to talk about program modifications and supports for school personnel. This part is our quickest part, but also part that we often are not thinking about as teams and bringing into the conversation around, how does this support students and their learning?

Katie has shared the tip sheet in the chat box. If you would like to pull it up, and just take a couple of minutes to read through it and answer one of the three questions on the screen in the chat. I'll give you just a couple of minutes.

Okay, as I'm letting you guys finish up reading that some of you have started to put some things in the chat. Lacy put in that support for staff helps student make progress towards their IE goals in the general education curriculum. And that is critical, that our staff that work with students with disabilities have the necessary skills and training to provide the SDI or the accommodations, or potentially a related service to support the students' progress in that general education curriculum.

So, as I flip over here, we can look a little bit closer at the actual language from IDEA. And this is two parts. So, this is the program modifications and then supports for school personnel. And when we look at that, we want to think about how does this help the student to make progress in the general education curriculum and participate in an extracurricular activities. So, what types of modifications to their program are needed in order to allow them to make those steps forward in progress. And then, what types of things do our staff members need to support the student making that progress? Who could have this? It could be any personnel in the school that works with the student with the disability and is supporting the programming that the IEP team has developed for the student. Program modifications include the changes to the physical environment for the student or the schedule. And you can see on our tip sheet there gives some examples. And then program supports are really around, what training? What understanding does the staff that works with that student need in order to support that. So, it could be a student with autism who is using a visual schedule and a paraprofessional needs to be trained in depth on how the student is accessing that visual schedule to then be able to access the general education curriculum.

The general education teacher may need also to have that same training. We often see teams think of this when we're talking about a student who has a physical disability. A student, maybe in a wheelchair, and they have to have stretches. And so, the PT way come in and train a par professional, a special ed teacher, general education teacher, how to perform those stretches correctly. Those are all types of things. But we also need to think about those situations that are a little less common when we're thinking about training. So, when we have students with specific learning disabilities or those nonvisible disabilities, what types of programs are we using and training do people need to use those programs? So, our special education teachers walk into a classroom full of three or four different items. And do they have the background and knowledge to be able to use those to make progress with the students.

Lunch and recess monitors are coming up there. Health needs and seizures are another big part of this. So, this is partly where your health care plans may fall as well as under supplemental aids and services. But there may be training that staff need to be able to implement some of those health care needs that the student has. Feeding, changing, those types of things can also come in here. Am I missing any questions in this section?



**Tessie Bailey:** I do see one question. I think it's worth responding to now, and it's from Alexandra. And it's, who determines and coordinates the accommodations. And to be honest, it should be the general ed teacher, because they are the ones most knowledgeable of what it takes to access and benefit from the general education curriculum. But it also assumes that they have deep knowledge of the student's needs. And so, when we think about it, it's not just the special of teachers checking the boxes and giving it to the general ed teacher. It's that they are collaborating to say, what have you previously seen is necessary to help the student access and benefit? And are there other areas that we need? I think, from the coordination standpoint, it is the person who's delivering those which is generally within the general education curriculum.

**Sara Evans:** Dr. Ruby, we have the same wish. We would love more general education teachers. We got our one at the beginning. I know we were excited to have one. We do struggle to get this out to general education teachers. But hopefully, by you guys being here today and learning this in more depth and clarification around some of your questions, it will help you to take it back to your teams and provide that knowledge on the ground, in a meeting, every day where it can become part of what you do.

**Tessie Bailey:** Just on top of you know, I will say that Sara and I have done these trainings with just that handout for the statement of aids and services, the tips sheet we shared. And the tips sheet for SDI and for the supplementary aids and services. And what most general education teachers have told us is that they just didn't know. No one had ever said that to them, that for one, they were part of the decision making for those accommodations. They didn't understand how the statement of aids and services are set up, and that goes back to that assumacide. That we can't assume people know. We all had different training programs and experiences. And so, I want to make sure that if we feel like our general teachers are not involved, let's make an effort to help them understand how to be involved.

And, Missy, the chat box questions will be posted, or all the chat box information will be posted with the recording. So, you'll be able to access those.

**Sara Evans:** We've been transferring a lot of the questions over to the Padlet as well, especially when they come in multiples or similar types of questions. So that you can also continually access that Padlet moving forward.

All right. So, we have finished the content part of our presentation. And we're getting to our most favorite part of our presentation, which is our game, similar to what we did earlier. But we have developed quite a few more questions around this concept. And we want to test your knowledge and really get you thinking about the nuances that we discussed today, the little differences between SDI or when it's an accommodation, those types of things. And we want to test your skills. So, we ask that you rejoin your Kahoot. This is the same Kahoot as before, so if you're stayed logged in, you can just wake up your Kahoot. You can rescan it and rejoin. I'm going to give everybody a few minutes, especially those that were not with us at the very beginning while we join this Kahoot and then I will pass it back to Tessie as she brings up the Kahoot. Between her and I, we will go through these questions and provide clarification around why, certain scenarios are one versus the other, making sure that you have a really strong understanding before you leave today. So, I'm going to switch it over.

**Tessie Bailey:** Just remind folks who was in the lead before we left our last Kahoot practice game. And that was kind of our pretest, if you think about it. But we will be moving on to some similar questions, but hopefully, with your new knowledge and your new clarification around the distinctions between those different aids and services, then you'll be okay. I'll give you just some little tips that generally we





talk about specially design instruction, it is the intentional instruction, which is why it's an SDI to address a disability related need. We talk about related services. It's to make sure that it's helping the student access and benefit from their special education and SDI. And it's the supplementary aids and services. Those are to help the student access and benefit from the general curriculum. And I will say, access has generally been what the focus of IDEA was. in the 2004 regulations, I know there was a comment in the chat, it really was around results, and particularly with some changes in 2009, is that we are not just about access within the regulations, but ensuring students benefit or get a program that's reasonably calculated to promote appropriate progress. Then we just talked about our program modifications and supports. But in some cases, you might see some others. So hopefully, you're all on. And here we go.

**Sara Evans:** And, Tessie, I just want to remind them they can continue to ask questions on the Padlet or in the chat.

**Tessie Bailey:** Yeah, great questions. We've responded to a bunch of those too. So, if you had a question, just make sure you go back and double check it if you, but you'll always have access to the Padlet.

All right. Here we go. So, a student identified with a math calculation disability is able to use a calculator on a problem-solving assignment.

I love how fast everybody is getting it. You hopefully feel more confident. About 10 seconds. All right. So that's our supplementary aid and service. It's really around accessing the general curriculum. We wouldn't use it for SDI, because we're not teaching the student anything. But it's so they can access and do their grade level problem solving assignment. Excellent job. It's not a program modification. I will say this, because remember, a program modification is really around the general program: modified curriculum, changes in the school schedule, or the classroom schedule. And then the supports for school personnel right are really around the teacher. So, if the teacher is getting something, then that's when we talk about that that particular service.

The teacher provides manipulatives to teach a new math concept. Just know you get more points the quicker that you respond. So that's why you'll see some folks, even though you got it right. They may move up faster because they did it quicker.

In this one, it is actually "other". And I think the big thing here is just because the teacher is using something like manipulates, maybe for teaching a general curriculum, or how we might use manipulatives in first or second grade to teach math concepts, there's nothing in here that's about teaching the student, an individual student with a disability. This is generally just doing good teaching instruction. So, it's a little bit of a tricky one, but that's why it would be considered "other".

I think the fact that some of the services and aids that we provide to a student with a disability to address a disability related need looks like stuff we might use with other kids can sometimes be confusing. And, in fact, if you're using a tier two intervention that meets the SDI adaptations that the kid needs, you could use that intervention. It's not the intervention that's SDI, t's the way your district has chosen to deliver that SDI. But this here, this is just a good teacher use a manipulative to teach math.

Oh, Emily Klein has moved up. All right. Here's your next one. Student is taught how to use manipulatives to address an organizational deficit identified in the evaluation report. Crossing my fingers on this one. Oh, super-fast responses from folks. I'm loving the confidence.

Yes, I love that giant bar. This is really specially designed instruction. We're teaching the student something that's going to help them address a disability related need. They struggle with organization.

I'm going to teach them something that will help increase their ability to be more independent because of that need. Great job.

Oh, people move it up. Remember to do it fast. Here we go. Student uses a calculator to complete grade level assignments. Super-fast. I love it.

Some of you got that right. This is not a student with the disability. Any kid could probably use a calculator. I know my kid uses a calculator, not because of their disability, because I don't know, they're just teaching math and the concept the teacher is teaching is something that doesn't require kids to be proficient in that. So, any kid using a calculator is not an accommodation under IDEA. Remember, it has to address a disability need. So, if I have a reading disability, I wouldn't see a calculator as a supplementary aid and service in the IEP if there's no math need.

Oh, we're moving up. All right. Here's the next one. A student with the disability requires travel services to and from school.

Excellent. This is a related service. And in fact, this is the first related service that's listed in the definition of related services. Now, something I'll point out is if you look under the definition of special education, in addition to the defining SDI as special education, it talks about travel training. So, if you think about the special education as travel training generally for an individual with significant disabilities, this related service of the access to travel make sense. It's helping them sort of benefit from their special education. Great job

All right. A child with LD who reads two grade levels below expectations is provided a peer tutor to access grade level materials. Super-fast responses. love that confidence.

Excellent. This is a supplementary aid and service. The key word is access to grade level curriculum. And clearly, it's addressing a disability related need, who is not able to read the grade level text.

Here we go. Student is provided a shortened assignment aligned to grade level standards. This actually came up in our chat box discussion.

Oh, tricked you all. So, for one, this isn't a student with a disability. So, the idea of a shortened assignment is not addressing a disability related need. The other thing and this comes back to, can we provide accommodations for other students? You can. If I showed up late for class, and I need a shortened assignment, but I still want to show the teacher proficiency, I can do a certain assignment. It doesn't necessarily meet the requirements of a supplementary aid and service. So, this idea that it has to address a disability related need that's preventing the kid from accessing and benefiting general curriculum helps us really understand, is this a supplementary aid and service? Or are we just making a little bit of a change for the students so they can get the work done because they've been out of school. They're an athlete, and they didn't have time to do the whole assignment.

You can do it. The student with the disability takes a required ninth grade study skills class. You know, a lot of kids with disabilities need to learn study skills. But what type of service is this?

Yeah, nice job. Just because they have a disability, doesn't mean everything we provide is considered an IDEA service. Remember, every kid is a general education student first. Some kids need special education services in addition to those general education supports or to access. So, taking my school has a required study skills class. That's a benefit for everybody. The student with disabilities will also get that General Ed benefit. We could add services if needed, for full access and benefit, but the class itself is not there.

I think we have two more. Right here we go. A student with attention issues is explicitly taught to independently use a self-monitoring strategy across multiple settings.

Yeah, this is SDI. Nice job folks. So, if you think about it, there is adaptation. We're teaching something. So, it is instruction. And the adaptation in this case is likely to be a content, something specific to a disability related need. And it's we're using explicit instruction. So that could potentially be the adaptation for methodology. Meaning the kid just doesn't pick it up like other kids. He needs to be explicitly taught.

That is our last one, although I have like two more slides, so I don't know. Did it show me who the winner is? I don't know who the winner is, so, Katie, maybe you can tell me who the winner is, but I think it might be Leah. But just if you could put those in the chat box that'd be great.

I'm going to pass this back over or let Sara steal it from me.

Thanks, Dr. Roby. These are things we actually have. If you're doing teaching for folks, we have some access to some near pod courses that get these sorts of activities that make some fun to help us really talk through the nuances of the services. And I think it's when we feel confident in being able to say, yes, this is the specially design instruction the student needs, it helps us craft an IEP that's much more reasonably calculated than hoping we did it. I'm going to see if there's some questions. I know we've been answering some of those as we've moved along. But I there's a couple I wanted to share out. Okay.

**Sara Evans:** I was going to say, if you have any additional questions, any additional clarification you wanted to ask us, we're going to take a couple of minutes before we do our closing and share out some additional resources for you.

**Tessie Bailey:** And I think there was a question earlier that was just before the break, and I promise I would go back. And then I completely forgot about it. but it had to do with how do we know what type of accommodations or modifications the student might need. And I had shared earlier around that process with the orange and the green that you know, going back and forth. To be honest, that's the way we look at the accommodation needs for a student. So, teachers will try something. They'll talk to the student, they say, well, how did that work? They'll monitor the extent to which it increased the access. And then, if it doesn't, then they'll change it. When we identify an accommodation or instructional modification as necessary for this student, that's when we'll end up ensuring that it is listed in the supplementary aids and services. I forgot about that. I wanted to go back.

**Sara Evans:** So, there's a question from Patricia about, what are some strategies that we have used in PROGRESS Center to help with this shift in mindset with our general education teachers to help them better understand these concepts and their involvement in the process.

**Tessie Bailey:** I love telling this story. I did a training where we asked a general and special education teacher working with the same student with the disability to attend a training within a school district. And we kind of did what we did today, where we took just the tip sheet for the statement of services and aids, and we went through it, and the number of general teachers who were like, oh, I didn't know that. But when we got to the supplementary Aid and service tip sheet, and we started talking about who, the questions that we received were like, wait, I can tell you which accommodations I think the kids should have. And it was very eye opening for the special Ed teacher in that partnership, because the special a teacher assumed the Genette teacher knew. And the general ed teacher, to be honest, assumed that they were just going to be told what to do. And I like that Patricia says there's definitely this message of being engaged. The biggest Aha that we had in our one of our trainings as a 25-year veteran said to me, I



have had kids with disabilities in my classroom for over 25 years, and until today I thought my job was just to show up to the IEP meeting and sign it. And it wasn't that that was explicitly communicated. But it was the way the communication had occurred over the period of time that made the general ed teacher assume that was their role. So, giving time to reflect and understand it, and understand that this is a general education student and special Ed is here to help this kid get his maximum access and potential. Let's work together to do that.

That's right, Patricia. When they're trained in the same on the same things. And I think a lot of times we just do different training, general ed gets its training, special ed gets their training. And sometimes we're preaching to the choir, and the choir needs people in the audience to also be part of the experience.

**Sara Evans:** There's a question that was up just a little bit further than that. And they were asking specific to a 504. So, they know accommodations can be in a 504, for they're asking if modifications can be also?

**Tessie Bailey:** Generally, if a modification is needed, the student likely needs something that is beyond the accessibility requirements that are afforded under 504. In 504, you can provide related services. A lot of people don't but related services are an allowable service that are covered from general funds. It's about access, and when we get into modifying it, and Sara sort of alluded to this earlier, modifying implies that we're changing the expectation. And that's not what 504 is about. So, if a kid needs a modification, they are likely needing some other specially designed instruction, so that they no longer need that modification, if it's feasible in light of the child circumstances. Hopefully that helps.

So that 504 is not special education. So hopefully I did not articulate that it is. You can provide related services under the Act, and you can provide accommodations for accessibility. But it is run under a completely different Federal program, kind of like language services for kids who are second language learners. But in some States and or districts, it's often managed by the same person. So, it sometimes gets confused with special education.

**Sara Evans:** So just some clarification around, why can you provide a related service? Because you can't provide a special ed service under 504.

**Tessie Bailey:** Related services are around Acts, and under 504 it is just around accessing. And it's sometimes in State law or the State policies. It's set up as the way for kids to get speech services.

**Guest:** I thought it would be a lot easier for me to ask while we're talking. You know I'm really happy that I was clarified on this topic because I'm a speech language pathologist, and I have never, and I've worked in a few different states, but in Chicago you are correct. You can provide speech services in a 504 plan. It is not common, though it's very, very rare. So true. And what I'm wondering is, why would you provide speech services in a 504 versus a regular IEP?

**Tessie Bailey:** So, it comes down to the need for specially designed instruction. There's this little caveat that goes with it. If the related service is SDI under State law. And so that's where States have the ability to change that. Really, when it's under a 504, it's about accessing the general curriculum. It's often for kids who have articulation or stuttering that they can still, benefit from the general curriculum. But there is this other service that's needed to address a disability that doesn't meet the criteria for one of the thirteen categories under idea.

**Guest:** So, could it just be that the SEA, The State Education Agency, under the code, the administrative code has specific rules and regs(regulations)? So, like in Illinois, it might be different from New Mexico?



**Tessie Bailey:** Correct, correct. And that's where, I think a lot of it, particularly for speech. It comes down to how they, you know you at a minimum, have to do IDEA. But you can increase, and you can add on things. And some States have done that. But we work in some places where a related service cannot be SDI. And that's under the rules for that State.

**Sara Evans:** Someone asks, so does State law come before Federal law? Can you clarify that?

**Tessie Bailey:** So, State law takes into account Federal law and State law has to do the bare minimum of the Federal. But they can make it more narrow as long as it doesn't compromise the intent of the Federal law. I think some of you might have more disability categories, or you might have changes in your timelines. And some of those things come from class action lawsuits in your State or other State level reporting requirements that are above and beyond the Federal requirements.

The point of this session is that we've over complicated this over the last forty-five plus years. And as a result, we're making it harder for teachers to do the great things that they do, because they're maybe getting caught up in a lot of perceived compliance requirements or misinformation. I mean the number of people say, well, we can't do that. And I'll say, that's nowhere in your State or Federal regs (regulations). But they may have heard it from a leader or a professional provider. So, we need to build the overall capacity of teachers to say, hmm, that doesn't make sense to me. Let me go back and check these resources so I can confidently respond to that.

Something else about the IEP is the IEP, in a sense, overrides of 504. We've seen this come up recently. There's going to be the reauthorization or amendments to the 504, is that if you have an IEP, you're automatically covered under 504. I think that confuses people as well. And the reason is because your supplementary aids and services meet the requirement plus.

I know you just have a couple of minutes, so I'll leave it to Sara or Alex.

**Sara Evans:** I am going to pass it over to Alex to do our wrap up.

**Alex Marken:** Great thanks. So, some quick points as we close today's session. To recap what we discussed today, the statement of a services and aids is made up of 4 parts: special education, supports progress and benefit in the general education curriculum; related services support the special education services; supplementary aids and services support access to the general education setting and curriculum; and then finally, program modification and support for school personnel help ensure that schedule meets the program needs and the staff have the training and knowledge that they need to carry out the programming for the student. We have included the tip sheets throughout the presentation in the chat in case you need refresher on any of these.

We would love to stay in contact with you after the conclusion of this conference so you can stay up to date with the PROGRESS Center. You can sign up for our newsletter on our homepage at [promotingprogress.org](http://promotingprogress.org) or follow us on Twitter and Facebook at [@K12progress](https://twitter.com/K12progress). Make sure to sign up if you haven't already done that.

And then, just as a quick disclaimer. The material that we presented today was produced under the US Department of Education Office of Special Education Programs. The recording from today's session will be put up on our PROGRESS Center website that you can refer to it at a later time. So, look out for that over the coming days. And we just thank you all so much for joining us today. We hope that you found this material helpful.