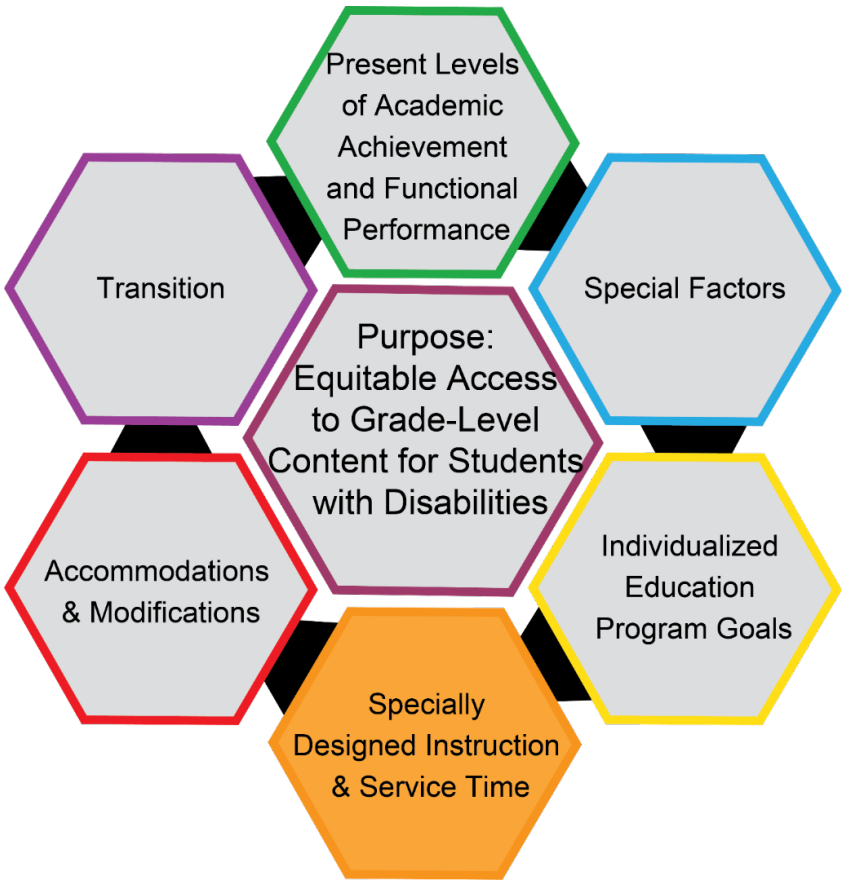
Utah State Board of Education | Special Education Services

IEP Reflective Framework

Specially Designed Instruction and Service Time

A Utah State Board of Education Technical Assistance Guide



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Specially Designed Instruction & Service Time

The Reflective Framework for Individualized Education Program, depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for specially designed instruction and service time, as well as to give specific examples of how to implement these requirements.

Requirements

Requirements for Specially Designed Instruction (SDI) and Service Time are outlined in the Utah State Board of Education's Special Education Rules (USBE SER). According to section III.J.2.e.2. the individualized education program (IEP) must include:

"A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

(1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;"[1]

And according to section III.J.2.h., the IEP must include, "The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications."[2]

Definitions

Additionally, the Utah State Board of Education, Special Education Rules (USBE SER) provides the following definitions related to specially designed instruction and service time that further outline requirements and considerations for IEP teams.

Related Services

The USBE SER defines **related services** as:

> "transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and include speech language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also

[1] Dickson, S. and Voorhies, L. (August 2020). Section III.J.2.e.2. In Special Education Rules. Utah State Board of Education. https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c

[2] Ibid, III.J.2.h.

include school health services, school nurse services, social work services in schools, and parent counseling and training."[3]

It also defines the exceptions to related services as "services that apply to students with surgically implanted devices, including cochlear implants." Specifically, that "Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device."[4]

However, USB SER goes on to note that:

"b. Nothing in this section:

(1) Limits the right of a student with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the student to receive a FAPE.

(2) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or

(3) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly."[5]

Scientifically-Based Research

The USBE SER defines **scientifically-based research** as research:

"that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that

[3] Ibid, I.E.42.

[4] Ibid.

[5] Ibid.

a. Employs systematic, empirical methods that draw on observation or experiment;

b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

d. Is evaluated using experimental or quasi- experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review."[6]

Special Education

The USBE SER defines **special education** as:

"specially designed instruction, at no cost to the parent(s) or the adult student, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other

[6] Ibid, I.E.43.

related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion."[7]

It also defines the phrase "at no cost" from the above definition as meaning "that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to nondisabled students or their parent(s) as part of the regular education program."[8]

Specially Designed Instruction

Finally, the USBE SER defines **specially designed instruction (SDI)** as:

> "adapting, as appropriate to the needs of an eligible student under these Rules, the content, methodology, or delivery of grade-level core curriculum instruction in order to:
>
> a. Address the unique needs of the student that result from the student's disability; and
>
> b. Ensure access of the student to the grade-level core/general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students.
>
> (1) The IEP Team may determine the use of the grade-level alternate core standards (i.e., Essential Elements), for a student with a significant cognitive disability as defined in R277-705-2(8).
>
> (2) Other alternate or modified academic achievement standards are prohibited."[9]

[7] Ibid, I.E.46.

[8] Ibid.

[9] Ibid, I.E.47.

Provision of Special Education Services

Special education is instruction provided to the student by a licensed special educator or related service provider. A general education teacher, in collaboration with the special education teacher, can provide services. In addition, a paraeducator, under the direct supervision and training by a licensed special educator or provider who has prepared the programming for the paraeducator, can assist in providing special education services to a student.[10]

Special Education and SDI

Special education requires specially designed instruction (SDI) to meet the unique needs of a student with a disability. SDI allows a student with disabilities to progress not only in the age-appropriate general education content standards and curriculum, but also to develop requisite skills and acquire missing knowledge that they would have attained earlier, if not for the disability. SDI is responsive, individualized instruction aligned to a student's needs (e.g., academic, behavioral, executive functioning, social and emotional) that arise from a disability. Special education services are services provided to a student with a disability. Consultation between teachers and students or monitoring of students' grades or work completion would not be considered SDI.

SDI, delivered through an effective IEP, narrows or eliminates the gap in the performance of students with disabilities compared with their age-appropriate peers without disabilities by accelerating a student's rate of learning and changing the trajectory of their growth in the general curriculum. SDI is connected to the grade-level standards, aligned with curriculum the general educator uses, and a student's IEP goal(s) and service time. SDI connects the goals in the student's IEP with teaching strategies that meet the student's needs and is provided in addition to, not in place of, high-quality grade-level core instruction. Accommodations (e.g.,

[10] Utah Admin Code R277-324 and USBE Special Education Rule VIII.K.4

extended time, alternate location, or reduction of problems on an assignment) are adaptations or changes to the environment and not SDI.

SDI is intentionally designed instruction: it is proactive, pre-planned, responsive to the student's needs, and linked to the goals and service time in the student's IEP. A teacher may be using effective teaching strategies, such as differentiating instruction for the entire class; however, this is not considered SDI unless at least part of the instruction is aligned to the student's IEP goal(s). For examples of what SDI is and is not, see the section below.

SDI: What It Is and What It Is Not

The two lists below outline what specially designed instruction is and is not.[11]

Specially Designed Instruction ***is***:

- In addition to core instruction (supplemental)
- A service
- What a teacher does
- Based on teaching specific skills a student does NOT have in order to access and make progress in the general curriculum
- Pre-planned and effective instruction that is proactively designed to support the IEP goal
- Unique instruction written into the IEP that is provided to the student to allow them to progress toward annual goal(s)
- Specific to the student (individualized)
- Instruction that allows a student to make progress in the general education curriculum and close the gap in academic performance as compared to the student's general education peers

Specially Designed Instruction ***is NOT***:

- In place of core instruction (supplant)
- A place

[11] For further information, see the USBE SDI Manual (2019).

- What a student does
- A restatement of the academic content standards being taught
- Helping a student complete assignments or homework
- A commercial program
- A schedule
- An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to students with disabilities)

When developing an IEP, teams should include the best strategies that have previously worked for an individual student to help service providers guide their instruction. An appropriate place for this to be documented would be in the present levels of academic achievement and functional performance (PLAAFP) in the IEP.

For example, a student with a specific learning disability in mathematics is a visual learner with proficient reading skills. The team should include that information in the PLAAFP so that the teacher can incorporate strategies that address the student's strengths and needs when planning mathematical instruction. By doing this it allows for the IEP team to immediately start implementing strategies for the student with a disability, instead of trying to figure out what the student needs to make progress.

Considerations for Curriculum and Programs

As teachers consider what curriculum/programs to use with students, it is important to keep in mind that curriculum/programs are not written for an individual student, but for groups or classes of students. The curriculum/program is a tool that can help meet the needs of students, but it cannot be the only thing that is used as SDI to meet their individual needs. Only the teacher can provide additional specific strategies that address the individual student's needs.

The best practice for students with disabilities is to use the same curriculum/program used in the general education classroom. Most curriculum/programs have a tiered system of support that can be used with the students receiving special education services. It is much harder for a student to

learn from a different curriculum/program during their special education services, and then go back to a general education class and try to transfer what the student has learned easily in the general education setting.

It is important to note that a computer program is not considered SDI. A computer program is based on an if/then algorithm, meaning that when a student hits a key, it then sends them to a pre-determined place in the program. So, while the program may have "tutorials" built inside it, the computer program is not made to understand the students' misconceptions and listen to the students' reasoning as to why they picked the answer they did. Only the teacher can do this through their classroom instruction with the student. A computer program is a tool (or support) in the classroom; however, it can never take the place of the teacher's professional insight and instruction. A computer program alone is not SDI. Only person-to-person instruction is specially designed to meet the individual student's needs.

Determining Special Education Services

Special education services, including related services and supports, are intended to allow access to academic and non-academic general education programming by addressing a student's individual needs to ensure a free appropriate public education (FAPE). When determining special education services, teams must consider the skills the student needs to access the grade-level general curriculum identified in the PLAAFP and IEP goals.

Examples of special education services include but are not limited to:

- Reading
- Writing
- Mathematics
- Social Skills
- Behavior Skills
- Executive Functioning Skills

Special education services are not a class and do not include consultation between teachers or monitoring students' grades or work completion. Listing services such as Core Classes, Study Skills, Art, Music, and Science are not compliant because

they are the names of classes and do not indicate the type of skill-based instruction a student will receive through SDI. Students may receive SDI on skills such as reading, writing, or social skills during science, or any other class; and in that case, the special education service listed on the IEP must align with the SDI provided to the student, not the name of the class where it is being provided. However, if the student is receiving services in a class, such as science, it is important that it is documented in the PLAAFP statement, so the team is aware of where the student is receiving such services.

When more than one service is needed during a class, such as mathematics and social skills, the IEP should document each service separately, identifying the appropriate amount of time for each service, and again ensuring this information is stated in the students' PLAAFP so team members are aware of all services needed during each class.

The IEP team will also want to mark the appropriate boxes as to where the service is being provided, be it either general education classroom, special education classroom, or other. Combining them into one line would be non-compliant because it would not specify the SDI amount for mathematics and social skills needed for that class. If social skills are needed in multiple classes, the IEP team would put all the social skills time needed (unless in different settings) on one line, but then would address where those services are to be provided in the PLAAFP.

One of the important things to remember when documenting services and SDI is if another IEP team were to pick up the student's current IEP, they should be able to know what services this student needs and have a strong understanding on how to implement the current IEP. If an IEP cannot pass the stranger test, then the current IEP team should be more specific in creating and documenting the IEP.

Amount of Special Education Services

The amount of time a student is receiving SDI is based on how much time the student is receiving instruction in a skill deficit such as regulating emotions, academic skills aligned to the IEP, or social skills. Service time on an IEP would not be equal to the number of minutes a service provider is in a classroom nor is it

equal to the number of minutes in a class period and must not be driven by the school's master calendar, (i.e., number of minutes during a school's period). If a student needs a paraeducator to help stay on task or answer questions on assignments, that is not SDI. However, if a student is receiving instruction in a skill deficit such as regulating emotions, or academic skills aligned to the goals, then it would be considered SDI and should be indicated on the IEP under special education services.

Although a classroom may have many students with disabilities and be referred to as "self-contained" or a "special class," the class itself does not determine the service time outlined on the IEP. In a class period, you need to consider the amount of SDI that the teacher gives to the student. The intentionality of instruction and alignment to the IEP are what sets SDI apart from the rest of the time in the classroom. Special education services must be individualized to ensure the student is able to make adequate progress toward their annual IEP goals.

Questions to Consider When Determining Service Amounts

1. What services must be included in order to provide specially designed instruction to meet the student's identified needs and ensure progress in the appropriate educational setting/content?
    a. Based on the intervention, how much time per session and how often should a service be provided to ensure a high likelihood that the student will make meaningful progress?
2. How is the team looking at data to determine the time for SDI being delivered? Has the learning environment in which the student receives instruction been considered?
    a. How much improvement over time has the student shown when provided an intervention in the target skill area for a specific duration and frequency?
3. How has the team determined what the student needs to be successful in the general education classroom (or other LRE)?
    a. What effect might the amount of special education services proposed have on the student's access to the general education curriculum and non-disabled peers?

Location of Special Education Services

When determining the location of special education services, IEP teams must determine the least restrictive environment (LRE) the student needs to make meaningful progress in the general education curriculum. The amount of service time a student needs, or the student's disability type, should not drive the location decision of the special education services. A student with a significant cognitive disability, for example, may be able to make meaningful progress in the general education classroom with their peers rather than in a special class. Each student's unique needs must be considered when determining the appropriate location.

When considering services for a student with a disability it is important to start the student in the LRE, not in the setting the team "thinks" the student will be most successful. The IEP team must allow for the data and progress of the student to determine if the student is in the correct LRE or if the student needs a more restrictive environment. There should always be data that supports the environment of a student, and it must be reviewed on an annual basis. As the student develops and progresses over time, it is important to review the data.

Opportunities for students to participate in environments that are less restrictive should always be considered as potential options. The LRE should never be a one-time determination but should be an annual discussion during the IEP where data is reviewed to determine LRE decisions based on the most current information.

Related Services and Supports

Related services are the supports provided through the IEP that enable the student to access and benefit from special education. They must support the student in making progress towards their IEP goals and the general education curriculum, being involved in extracurricular and other nonacademic activities, and participating with peers with and without disabilities.

Examples of related services include the following:

- Speech-language pathology

- Audiology services
- Interpreting services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation
- Counseling services
- Orientation and mobility services
- School health services and school nurse services
- Social Work Services
- Parent counseling and training

Related services and supports are defined in the student's IEP and align with IEP goals and desired outcomes. They are embedded throughout the student's learning experiences and across placements as outlined in the IEP. They are not intended to be isolated services, and students receiving these services should not be accessing them in place of instruction in the general education curriculum. Teams should schedule the provision and location of related services to honor the student's right to be educated in their LRE.

Some related services will include measurable annual goals such as speech language therapy and occupational therapy. Other related services, such as transportation, or audiology services may not include a goal because there is no instruction being provided to the student. Rather, the service is provided to assist the student in benefiting from special education.

IEP Case studies

The following are some case study examples of SDI aligned with the PLAAFP and with IEP Annual Goals. These examples are intended to illustrate possible discussion topics across a variety of situations.

4th Grade Student: Specific Learning Disability

Current Performance and Baseline Data: 4th Grade Student

Jill is a 4th grade student who has a specific learning disability in reading fluency. Jill prefers using text-to-speech accommodation rather than having the teacher read material aloud as it draws less attention to her disability. When given a list of 3rd grade level words, Jill can read the list with 68% accuracy. She can read the 2nd grade list with 77% accuracy and the 1st grade list with 89% accuracy. Jill can read 52 wpm with 89% accuracy on a 2nd grade level and 65 wpm with 92% accuracy on a 1st grade level.

According to oral reading fluency assessments given over four weeks, Jill is currently reading an average of 24 word per minute (WPM) with 75% accuracy on a 4th grade level. The spring benchmark for 4th grade is 115wpm with 98% accuracy. Jill completed the LEA-wide reading benchmark assessment and scored in the "needs intervention" range.

A possible relationship has been identified between her word reading accuracy and oral reading fluency in observing Jill's reading error patterns. Jill could benefit from additional phonemic awareness practice and phonics-based reading instruction to increase her oral reading fluency.

Impact of the Disability: 4th Grade Student

Jill's disability impedes her progress in the general curriculum. At this time, she does not read fluently and accurately and is unable to read and comprehend grade-level material in all academic areas independently. As a result, Jill has difficulty reading directions, worksheets, and completing assignments in a timely manner.

Annual IEP Goal Examples: 4th Grade Student

When given a 4th grade level oral reading fluency assessment, Jill will read with sufficient accuracy and fluency to support comprehension by reading 60 wpm making no more than three oral reading errors by the end of the IEP year.

When given a list of twelve decodable words from one of the six syllable types (closed, vowel-consonant -e, open, vowel digraph, consonant –le, and r-controlled) Jill will read a word list of twelve words with no more than one error on four assessments over a grading period.

Example of Service Type, Location, and Frequency

Special Education Service	Location	Frequency
Reading	General Education	120 minutes per week

Examples of SDI Strategies: 4th Grade Student

Instructional Strategy	SDI that Supports the IEP Goal
Explicit Instruction provides a series of engaging instructional supports or scaffolds-first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students' cognitive capabilities.[12]	When working with Jill on decoding skills, the teacher will teach Jill to tap out the individual sounds in words with four to five sounds, including digraphs and blends, and blend sounds to read whole words. The teacher will provide immediate error correction to ensure the student is practicing correct letter sounds and pronunciation.
The **Dyad Reading** strategy consists of two students, or a student and a teacher that share one text, sit side-by-side, and read together aloud. They follow the word smoothly with their fingers, keeping their eyes on the words and talk about the unknown words.	To increase Jill's fluency skills, the teacher will implement the dyad reading strategy with Jill by pairing her with a paraeducator who can provide a model of correct reading intonation, pronunciation, tone, and expression of the reading selection.
The **Choral Reading** strategy is where a group or a whole class of students are reading aloud in unison. Choral reading helps build a student's fluency, self–confidence, and motivation.	When working with Jill and other students during reading practice, the teacher and students will read in unison to model correct intonation, pronunciation, tone, and expression of the reading selection to increase Jill's vocabulary and confidence.

[12] Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and Efficient Teaching.* New York, NY: Guilford Publications.

7th Grade Student: Significant Cognitive Disability

Current Performance and Baseline Data: 7th grade Student

Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie's parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie increasing her use of eye gaze during instruction. Sophie has been receiving explicit instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing "more" and "less" in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of "same" or "equal" with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometrical shapes (i.e., square, triangle, circle) with 95% accuracy when using picture representations of those shapes. She has also been working on generalizing her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies "more" and "less" with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like "more" and "less" is also used to integrate Sophie's number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1–5 with 100% accuracy. During instruction, we are often using numbers (1–5) or shapes (square, circle, or triangle) that we know she is proficient with to practice or teach the concepts of "more" and "less." Once Sophie identifies "more" and "less" with more accuracy, she will then need to be able to classify, group, or pair items together based on whether the characteristics are "same/equal" or "more/less."

Based on the Personal Preference Indicators assessment completed with Sophie's parents on 3/20/22, Sophie enjoys being around people and lively activities. She enjoys being outside, swimming, listening to music, playing with her dog, and watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22, indicates that Sophie can recognize pictures of items she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the next easily. She is currently not using a switch or communication device for communication or choice-making at school or home. For Sophie to be more self-determined, she needs to be able to make consistent choices and indicate her wants and needs.

Impact of the Disability: 7th Grade Student

Sophie's disability impacts her ability to demonstrate a functional understanding of how we use math in the real world, and her ability to access the general education curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

Annual IEP Goal Example: 7th Grade Student

When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with an attribute of a circle, or a book with an attribute of a square) in 15 out of 15 opportunities.

Benchmarks:

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 8 out of 15 opportunities.

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 12 out of 15 opportunities.

Examples of Service Type, Location, and Frequency

Special Education Service	Location	Frequency
Math	Special Education	45 minutes daily

Examples of SDI Strategies: 7th Grade Student

Instructional Strategy	SDI that Supports the IEP Goal
The **Prompt Hierarchy** strategy involves establishing a sequence of instructional prompts ordered by the level of intrusiveness of the prompt (from least-to-most intrusive, or most-to-least intrusive).	The teacher will develop a prompt hierarchy, sequenced from least intrusive to most intrusive, to support Sophie in matching shapes. When given the opportunity to match, Sophie will first be given a few seconds to do so independently, followed by the next prompt in the hierarchy (e.g., gesture, modeling, partial physical guidance) until she is able to complete the task.
The **Naturalistic Teaching** strategy involves embedding opportunities to practice the skill in daily routines and interest-based activities.	The teacher will incorporate opportunities to match a shape cutout with a real object during a variety of natural opportunities in routines across the day. For example, at lunch, Sophie's teacher will add shape cutouts to a cafeteria tray so Sophie can place the cookie on the circle, the juice box on the rectangle, and so forth.

10th Grade Student: Other Health Impairment

Current Performance and Baseline Data: 10th Grade Student

Matthew is a 10th grade student who has been diagnosed with anxiety and attention deficit disorder. Matthew does well in math, science, engineering, and art.

Matthew likes working with his hands and building things. He can write one to two short paragraphs with simple sentences with no introduction or conclusion.

According to the BASC 3 checklist completed by his mother and English teacher last month, Matthew scores in the clinically significant range for Internalizing Behaviors, such as anxiety. His teacher observes that when Matthew is anxious, he will fidget with something on his desk, look around the room, or scribble on his paper. Matthew's mother notes that he can sit at the kitchen counter for over an hour and not write anything.

Matthew's average test score in English is 67%. His reading scores show he reads at an 11th grade level. Over the last four weeks, Matthew was given three curriculum-based writing assessments. He was asked to read a two-page text and then write a five-paragraph opinion essay. According to the writing rubric, his overall score was 65% on the first assessment, 72% on the second, and 55% on the third. Matthew has difficulty generating ideas, writing complex sentences, relating his sentences back to the text, and using correct grammar. When given a complex writing task, Matthew exhibits behaviors that may suggest an increase in anxiety.

In reviewing Matthew's academic patterns, a cyclical connection has been made between anxiety and executive function. Difficulty with executive functioning increases his anxiety, which results in an inability to begin or complete task demands. Matthew currently responds well to breaking large tasks into smaller, more manageable pieces. He could benefit from using a graphic organizer to guide his writing process.

Matthew is currently employed part-time at his uncle’s law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in answering the telephone and filing various legal documents. Based on the Your Future Interest Profiler Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy.

Matthew can determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew's ability to obtain information on employment opportunities and colleges. It will affect his ability to conduct research information for college coursework when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

Impact of the Disability: 10th Grade Student

Matthew's disability inhibits his progress in the general curriculum. He has difficulty with written expression and completing his English assignments. Matthew often does not turn in his writing assignments because he either has not started them or they are incomplete. When given prompts and encouragement, he can write simple, short sentences, but he does not expand his writing to multiple paragraphs as required for 10th grade standards.

Annual IEP Goal Examples: 10th Grade Student

Language Arts:

- After reading a two-page text, Matthew will write or use text to speech to produce a five-paragraph essay using complex sentences, text evidence, and correct grammar and score a three or higher on a four-point grade-level writing rubric on three trials quarterly recorded by the teacher.

Executive Functioning:

- Given instruction in task organization, Matthew will organize a complex task, including the materials needed, the steps to accomplish the task, and a time frame in which to complete the task, using a student picked Task Organizing Tool, with 90% proficiency by the end of the IEP year.

Examples of Service Type, Location, and Frequency

Special Education Service	Location	Frequency
Language Arts	General Education	60 minutes per week

Special Education Service	Location	Frequency
Executive Functioning Skills	Special Education	60 minutes monthly

Examples of SDI Strategies: 10th Grade Student

Instructional Strategy	SDI that Supports the IEP Goal
The **Think-Pair-Share** strategy requires students to think individually about a topic or answer to a question and share answers with classmates.	After receiving the assignment and reading the text, Matthew will formulate ideas about his writing assignment. The teacher will facilitate a discussion with Matthew and a peer to help develop ideas, draw conclusions, and receive feedback.
The **Direct Instruction** approach is structured, sequenced, and led by the teacher.	The teacher will provide Matthew with direct instruction in using a graphic organizer, writing a claim, referencing a text, and revising his work.
With the **Multiple Opportunities** with Content approach, students will be provided with structures to varied approaches and strategies to develop and demonstrate their knowledge over time.	Matthew will receive multiple opportunities to practice and demonstrate his knowledge through writing an argumentative essay that includes a claim and counter claims with supporting evidence, transition words, and a conclusion with teacher support.
The **Chunking Content** strategy involves taking the content and breaking it down into smaller, more manageable pieces.	When Matthew is given a complex assignment, the teacher will teach him how to break the task into manageable steps and create a time frame to complete the assignment.

Resources

The following is a list of resources previously mentioned that support the development of service time and specially designed instruction.

The USBE SES SDI Manual

The USBE Special Education Services and Time Manual