Preschool SDI (Specially Designed Instruction): Teacher Voices on the Impact of the Iowa SDI Framework and DEC Recommended Practice

Jade Mank, Amber Hannah, Brittany Busch, Elizabeth Barrett
AGENDA

- SPDG Grant Background
- Why SDI??
- Stories from 4 teachers from Sioux City Community Schools
- Our Next Steps
Grant Background
What is SPDG?

- State Personnel Development Grant: OSEP-funded grant
- Iowa: received in October 2015; 5 year grant for $5 million
- Our grant focus: Improve systems of professional development, technical assistance, and dissemination of knowledge about best practices in relation to Specially Designed Instruction (SDI Framework)
Objectives of Iowa’s SPDG

**Establish a Technical Assistance System** to effectively implement and support personnel preparation and professional development in the area of specially designed literacy instruction.

**Build capacity of Iowa’s coaching network** so that network participants have the capacity to train, coach, and support delivery of specially designed literacy instruction with integrity.
- **Preschool**—Align SDI practices with the Division of Early Childhood Recommended Practices (DEC) and implementation of identified evidence-based practices.

- K-6—Focus on 8 key learning outcomes to support teams to diagnose, design, and deliver effective SDI.

- **Significant Disabilities**—Improve literacy through evidenced based comprehensive literacy instruction.

- **Parent Engagement**—Integrate family needs into the overall design of the program.
Why SDI Usability?

- Gathering feedback while in process development: real-time changes can be quickly implemented
- Exploring and addressing challenges now that we know will come up later in statewide implementation
- Strong collaboration with coaches and teachers who are “in the trenches”
- Increase buy-in when your partners have a strong role in the work
- Want to make sure we get it right!
Iowa SDI Framework
How Do The Two Pieces Fit Together?

- The SDI Framework gives us the critical features of specially designed instruction.
- The DEC Recommended Practices tell us how those features are applied in early childhood settings.
SDI USABILITY PROJECT

Sioux City Community School District
WHY USABILITY?
OUR INITIAL IMPLEMENTATION

SDI Usability
6 District Teachers

- Two Year 2 Teachers
- Four Year 1 Teachers
- Scheduled Trainings
- Zoom Meetings
- Monthly Coaching

Sioux City Schools
All District Teachers

- IEP PD
- Goals
  - Reduce # of IEP Rubrics
  - IEP Data entry
  - Designing quality IEP goals
  - Writing quality IEP’s (SDI/Services/Supports)
- Tools/Resources for implementation
PRESCHOOL STRAND

WHO PARTICIPATED:

Spalding Park Elementary
• Sherri Harris ECSE Teacher/YR 2

Riverside Elementary
• Elizabeth Barrett ECSE Teacher/YR 1

Unity Elementary
• Brittany Busch ECSE Teacher/YR 1

Leeds Elementary
• Amber Hannah ECSE/ABA Teacher/YR 1
• Joshalyn Loutsch ECSE Teacher/YR 1

Irving Preschool
• Amanda Ryba ECSE Teacher/YR 2
• Jade Manker District SDI Coach
• Kimberly Burrack Preschool Administrator
PRESCHOOL STRAND
Jade Manker: Irving Preschool

• Educational Background
  • Elementary Education (Iowa State University)
  • Early Childhood Special Education Endorsement (Northwestern College)
  • Masters in Curriculum and Instruction: Early Childhood Education (Wayne)

• 10 Years in Early Childhood Education
  • 2 years at Head Start
  • 5 years at SCCSD: Early Childhood Special Education Teacher
  • 3 years at SCCSD: Early Childhood Special Education Teacher/Behavior Coach/SDI Coach/ABA Support
PRESCHOOL STRAND
Elizabeth Barrett: Riverside Elementary

• Educational Background
  • Elementary Education (Morningside College)
  • Elementary Special Education (Morningside College)
  • Reading Endorsement (Morningside College)
  • ED 100 Early Childhood Endorsement (UNI)
  • Masters in Curriculum and Instruction: Early Childhood Education (UNI)

• 13 years Early Childhood Special Education Teacher
  • 2 years segregated: 3-5 students with IEP’s
  • 11 years integrated: 20 students: 11 general education students and 9 students with IEP’s
• **Educational Background**
  - Elementary Education (UNI)
  - Early Childhood Special Education Endorsement (USD)
  - Early Childhood Endorsement (Morningside College)

• **20 years Teaching Experience**

• **10 years Early Childhood Special Education Teacher**
  - 5 years segregated: 8 severe and profound students with IEP’s
  - 5 years integrated: 20 students: 11 general education students and 9 students with IEP’s
PRESCHOOL STRAND
Brittany Busch: Unity Elementary

• Educational Background
  • Elementary Education
  • Early Childhood Special Education Endorsement
  • Early Childhood Endorsement

• 14 years Teaching Experience
• 5 years with Head Start
• 8 years Early Childhood Special Education Teacher
  • years integrated: 20 students: 11 general education students and 9 students with IEP’s
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<tr>
<th>Program</th>
<th>Description</th>
<th>Example Services</th>
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| Community Preschool  
(21 Students Receiving Instructional IEP Services within 14 sites, there are 25 community sites in total) | Specially designed instruction and supports for students who need academic and/or behavior supports, participate in preschool curriculum with accommodations and no curricular modifications, and receives all of their instruction in the general education community preschool setting with consultative and/or co-teaching support from a special education teacher. | • SDI direct services average 30 minutes per week; students average 2 goals.  
• Goals typically focus on language comprehension, literacy, mathematics, social interaction, and social problem solving.  
• Social Interaction Goal: Titus will independently participate in social problem solving (i.e., but not limited to sharing toys, gaining attention of peer, interactive play, copies play, comments on play) with a peer 10 times during a 30 minute social interaction in the classroom setting. |
| ECSE Preschool  
(82 Students Receiving Instructional IEP Services within 9 ECSE classrooms) | Specially designed instruction and supports for students who need intensive academic and/or behavior supports, participate in preschool curriculum with accommodations and frequent curricular modifications, and receives all of their instruction in the general education community preschool setting with a 20:3 student ratio, receive direct instruction from a teacher who is certified in both early childhood & special education, and may receive ABA supports from a trained special education teacher. | • Students average 4 IEP goals.  
• SDI direct services occur daily, along with embedded instruction. Accommodations and assistive technology occur throughout the entire day to support access to the curriculum for 9 students with IEP’s.  
• Goals typically focus on basic communication, adaptive skills, and behaviors.  
• Functional Communication Goal: When presented with an opportunity to communicate his wants and needs, Connor will request attention/assistance/materials 8 times within a 30 minute observation period, using a picture communication system.  
• Behavior Goal: When a peer requests materials or a toy, Francisco will hand the object to the peer 90% of the time. |
| ABA Services  
(26 Students Receiving ABA Services) | Specially designed instruction and supports for students who need intensive social, communication, & behavior supports, and need intensive instructional strategies; such as discrete trial, functional routines, pivotal response, task analysis, peer mediated instruction, structured teaching, and prompting. | • SDI direct services occur through push-in or pull-out, up to three 45 minute sessions.  
• Accommodations and assistive technology occur throughout the entire day to support access to the curriculum; many students have individualized schedules, work systems, first/then, reinforcement systems.  
• Goals typically focus on basic communication, adaptive skills, and behaviors.  
• Engagement/Participation Goal: When given the verbal cue "Do this," Chase will imitate 5 gross motor actions when randomly presented to him 3 times on 3 out of 4 consecutive days. The gross motor actions he will imitate include: clap hands, touch nose, touch head, rub tummy, and pat legs. |
THE TURNING POINT:

- Professional Development
- Extended collaboration
- Coaching through the SDI process
INITIAL CHALLENGES

SDI Usability

- Lack of demand created
- Minimal coaching time
- Lack of knowledge related to SDI
- Unorganized/Unstructured Process
- Tools not easily accessible
- Many new tools and unfamiliar terms
- Unclear expectations
- No tools to support teacher implementation level
FUTURE ROLL OUT...

For Administration

- Support staff (administrators, coaches, consultants) will engage in SDI PD to build knowledge of the framework, practices, and processes prior to roll out.
- Create a framework for expectations of SDI
  - Fidelity Tools and Guide for Implementation
- Create an agenda and timeline for roll out of SDI components.
- Organize tools and resources for teachers, staff, and coaches.
- Consider staff challenges

For Teachers

- Prepare for change and create DEMAND
- Engage in PD: learn what quality practices look like
- Self-reflection of implementation level
- Set goals related to SDI
HOW USABILITY SUPPORTED US:

- Improved student outcomes.
- Increased knowledge and skills related to SDI Framework, DEC Recommended Practices, and Instructional Strategies.
- Helped us to create expectations related to quality implementation.
- Added to our Tool Box: Resources and Strategies
- Coaching Insight: Time commitment and coaching cycle
- Teacher Buy-In: Teacher wisdom has a huge affect on implementation level.
Thank you!

Questions or comments?

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