

Planning for Individual Students

Applying the Model of Specialized Academic
Instruction in the IEP

2008-2009

<http://www.sandi.net/depts/specialed/>

Specialized Academic Instruction (SAI)

- Special Education is a set of services and the type of environment in which those services are delivered.
 - It does not describe the physical location of the special education services
- In the 2006-2007, California Department of Education changed how special education services are reported to better align with federal law.

Definition of Specialized Academic Instruction

- Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction
 - to address the unique needs of the child that result from the child's disability
 - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children

Where is Specialized Academic Instruction provided?

- Everywhere! It is a way of describing special education services
- The IEP process remains the same
 - Teams will continue to identify a primary handicapping condition for eligible students
 - Teams then determine how much support the student requires and in which environments the support will be provided

Specialized Academic Instruction

1. An individualized way of planning for students with disabilities
2. New way of reporting service information to CDE

SAI \neq Full Inclusion

It's all about putting the "I" back in IEP

Developing the IEP

- Present Levels
 - Strengths & Needs
- Goals
- Individual Student Schedule
- Special Factors
- Service + Environment = SAI and Related Services

Present Levels

Patrick-5th grader

ACADEMIC/READINESS SKILLS

PRESENT LEVELS OF PERFORMANCE:

Patrick reads independently at a 2nd grade level (Gates-MacGinitie). He decodes single syllable words with 90% accuracy and recognizes many high frequency words. Decoding of multisyllabic words is at 30%. He restates facts but does not read for deeper meaning and misses the interpretation of indirectly stated information.

AREA OF NEED:

Decoding multisyllabic words, making inferences

Goal

Patrick-5th grader

AREAS OF NEED:

Reading-Decoding Multisyllabic Words

MEASURABLE ANNUAL GOAL:

Patrick will use knowledge of syllables to identify 25 unfamiliar multisyllabic words by identifying the root word and its affix(es) and using the word to comprehend text with 80% accuracy on 3 consecutive charted sessions as measured by teacher records and data collection.

BASELINE:

Patrick is reading independently at a 2nd grade level (Gates-MacGinitie) and able to decode multisyllabic words with 30% accuracy.

Goal

Patrick-5th grader

AREAS OF NEED:

Reading-Comprehension

MEASURABLE ANNUAL GOAL:

Given multiple readings of a grade level text, Patrick will infer important ideas by collecting & analyzing (breaking into component parts) evidence to determine indirectly stated meaning with 80% accuracy on three consecutive charted sessions as measured by teacher records and data collection.

BASELINE:

Patrick is reading independently at a 2nd grade level (Gates-MacGinitie) and is able to make inferences 40% of the time.

Present Levels

Patrick-5th grader

SOCIAL/EMOTIONAL/BEHAVIOR SKILLS

PRESENT LEVELS OF PERFORMANCE:

Patrick rarely initiates positive peer interactions during unstructured play opportunities. He joins activities and protests peer actions by taking the equipment from other students. Patrick shares that he would like to make friends. The staff follows a Behavior Support Plan to meet Patrick's needs.

AREA OF NEED:

Develop positive peer interactions

Behavior Goal

Patrick-5th grader

AREAS OF NEED:

Peer Interactions-Social Skills

MEASURABLE ANNUAL GOAL:

Patrick will develop positive peer relationships by demonstrating 3 conventional ways to join activities (i.e. greet, request) and maintain positive interactions on 2 different occasions with 2 different peer groups with 80% accuracy on three consecutive charted sessions as measured by teacher records and data collection.

BASELINE:

Patrick receives at least 2 referrals per week for taking the playground ball and requires daily adult intervention. He is able to ask to join a structured game at recess, share and take turns with playground equipment 40% of the time.

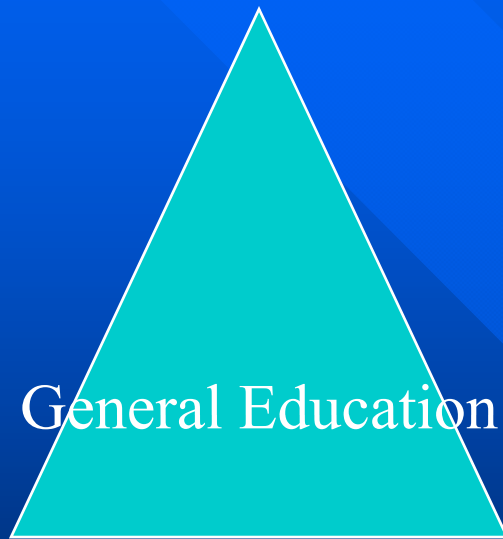
Where can these
needs best be met?



Environment

- What services are needed to support the student?
- Consider: Where could the services be provided?
 - General Education Classroom, Separate Classroom, Separate School, Non-Public Day School...
- How do we document the student's schedule?

Will services be delivered in...

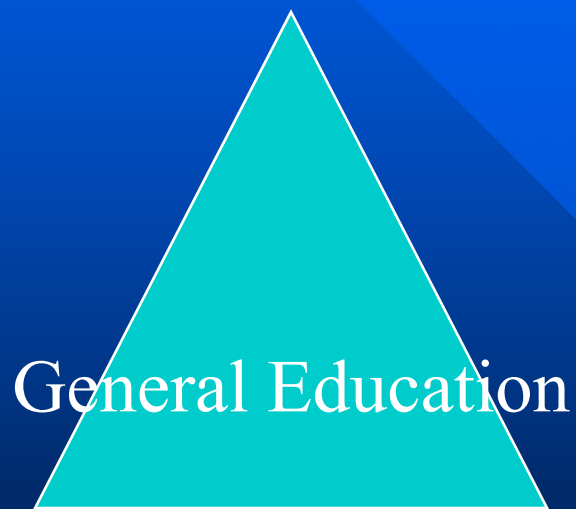


Based on the needs of the student

General Education Schedule

Patrick-5th grader

Assessment indicates General Education provides adequate support in the following areas:



Science

Social Studies

Math

Language Arts- Read Aloud &
Guided Reading

PE

Portions of Recess & Lunch

Special Education Services in General Education

Patrick-5th grader



SAI in
General Education

Language Arts-Shared Reading & Independent Work

Comprehension & Inference Making Skills
(30 minutes three times weekly)

Portions of Recess & Lunch

Peer Interaction Skills
(15 minutes twice weekly)

IEP Page 1- SAI 2 hours/week General Education

Special Education Services in Separate Classroom

Patrick-5th grader

SAI in
Separate Class

Language Arts-Skill Building

Decoding Skills
(30 minutes twice weekly)

IEP Page 1- SAI 1 hour/week Separate Class

Information for IEP Page 1

Patrick-5th grader

General Education
27 hours/week

Attends School 30 Hours/Week

In General Education Environment 29 Hours/Week

Percentage of Time in General Education 96 %

SAI in
General Education
2 hours/week

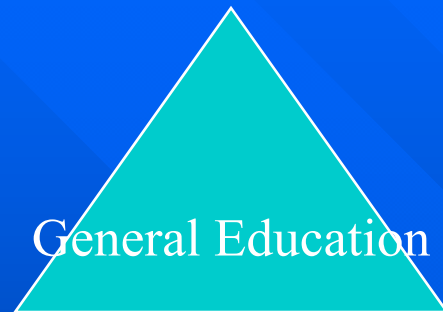
SAI in
Separate Class
1 hour/week

SAI 2 hours/week General Education








SAI 1 hours/wk Separate Class

Patrick's Individual Schedule

Service Environments



Elementary School Example

-  Language Arts- Shared Reading & Independent Work- Comprehension & Inference Making Skills (30 minutes three times weekly)
-  Language Arts- Decoding Skills (30 minutes twice weekly)
-  Language Arts- Read Aloud & Guided Reading
-  Social Studies
-  Math
-  Science
-  PE
-  Recess & Lunch- Peer Relations (15 minutes twice weekly)

Special Factors

Documents Student's Schedule

General Education Environment

A. Student will participate:

For all of Math, Written Language, Read Aloud, Guided Reading, Social Studies, Science, P.E and portions of Lunch/ Recess. SAI support during Shared Reading & Independent work and portions of Lunch/ Recess.

B. Student will not participate:

Portion of Literacy Block (Decoding multisyllabic words)

Explain why: *Curriculum? Pacing? Accommodations?*
Modifications? Materials? Strategies?

Patrick requires slower pacing, small group instruction, and the use of specialized strategies to gain the decoding skills necessary to access the general education curriculum.

Sample Page 1

Patrick-5th grader

★ Reminder ★

GENERAL EDUCATION PARTICIPATION

ATTENDS SCHOOL **30** HOURS/WEEK

IN GENERAL EDUCATION ENVIRONMENT **29** HOURS/WEEK

96.7 %

THIS PERCENTAGE IS BASED ON A DISTRICT WIDE AVERAGE OF INSTRUCTIONAL MINUTES FOR GRADES K-12, WHICH MEETS OR EXCEEDS THE STATE REQUIREMENT FOR INSTRUCTIONAL MINUTES PER DAY FOR 180 SCHOOL DAYS (EXCLUDING EXTENDED SCHOOL YEAR).

SEE SPECIAL FACTORS PAGE 1 FOR DETAILS.

PRESCHOOL SETTING (ages 3-5 including kindergarten)

SPECIAL EDUCATION SERVICES *

SERVICE	CODE	START DATE	END DATE	NUMBER OF NO.	HOURS/ MINUTES PER HRS./MIN.	WEEK/ MONTH/YEAR FREQ.	ENVIRONMENT MAJORITY OF TIME (SELECT ONE)
Specialized Academic Instruction	3300	09/08/2008	09/08/2009	2	Hours	Week	General ed classroom/public school site
Specialized Academic Instruction	3300	09/08/2008	09/08/2009	1	Hours	Week	Separate classroom/public school site

Service Descriptor

Environment

Let's Look at Another Student

Sally



Present Levels

Sally-11th grader

ACADEMIC/READINESS SKILLS

PRESENT LEVELS OF PERFORMANCE:

Sally is able to read 25 community signs, 30 high frequency words. In math, she can identify numbers up to 20, can use calculator to compute single digit addition and subtraction problems, can use the dollar over strategy when making community purchases. In written language, she can sign her full name and write simple sentences from a model.

AREA OF NEED: Reading

Increase functional reading in an variety of environments

Goal

Sally-11th grader

AREAS OF NEED:

Language Arts-Functional Reading

MEASURABLE ANNUAL GOAL:

Sally will identify 15 new high frequency words in the community (e.g. traffic signs, stores) with 80% accuracy on three consecutive charted sessions as measured by teacher records and data collection.

BASELINE:

Sally is able to read 25 community signs, 30 high frequency words.

Present Levels

Sally- 11th grader

PRESENT LEVELS OF PERFORMANCE:

Sally is unable to follow a sequence of events when placing an order at a restaurant or purchasing items at a store.

AREA OF NEED:

Community Awareness Problem Solving

Self Help Goal

Sally-11th grader

AREAS OF NEED:

Vocational Skills/ Community Awareness Problem Solving

MEASURABLE ANNUAL GOAL:

In the community, Sally will independently complete a familiar routine (i.e. order in restaurant, purchase items) by following a prescribed sequence of steps, using a visual aide, with 80% accuracy on three consecutive charted sessions as measured by teacher records and data collection.

BASELINE:

Sally is unable to follow a sequence of events when placing an order at a restaurant or purchasing items at a store.

General Education

Sally-11th grader

Assessment indicates General Education provides adequate support in the following areas:



General Education

Special Education Services in General Education

Sally-11th grader

SAI in
General Education

Physical Education

Community

Electives (e.g.):

Computer

Drama

Cooking

IEP Page 1-

SAI 10 hrs/week General Education

SAI 5 hrs/week Other School or Community Location

Special Education Services in Separate Classroom

Sally-11th grader

SAI in
Separate Class

English

Math

Social Studies

IEP Page 1- SAI 15 hrs/week Separate Class

Information for IEP Page 1

Sally-11th grader

General Education
0 hours/week

Attends School 30 Hours/Week

In General Education Environment 15 Hours/Week

SAI in
General Education
15 hours/week

Percentage of Time in General Education 50 %

SAI 10 hours/week General Education

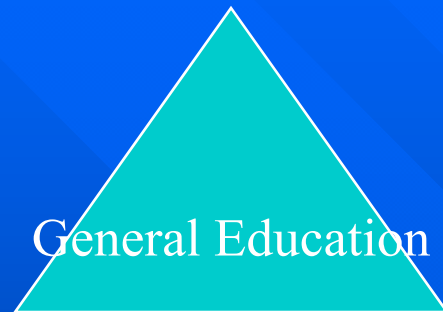
SAI 15 hours/wk Separate Class

SAI 5 hours/wk Other School or
Community Location

SAI in
Separate Class
15 hour/week

Sally's Individual Schedule

Service Environments



Secondary School Example

◆ English

◆ Math

◆ Social Studies

● PE

● Electives

● Community

Special Factors

Documents Student's Schedule

General Education Environment

A. Student will participate:

With SAI support for PE, Elective and Community.

B. Student will not participate:

For English, Social Studies and Math

Explain why: *Curriculum? Pacing? Accommodations?*
Modifications? Materials? Strategies?

Sally requires tasks sequenced into smaller steps, small group instruction, the use of core curriculum with adaptations and modifications, functional skills to make progress towards IEP goals.

Sample Page 1

Sally-11th grader

★ Reminder

GENERAL EDUCATION PARTICIPATION

ATTENDS SCHOOL 30 HOURS/WEEK

IN GENERAL EDUCATION ENVIRONMENT 15 HOURS/WEEK

50.0 %

THIS PERCENTAGE IS BASED ON A DISTRICT WIDE AVERAGE OF INSTRUCTIONAL MINUTES FOR GRADES K-12, WHICH MEETS OR EXCEEDS THE STATE REQUIREMENT FOR INSTRUCTIONAL MINUTES PER DAY FOR 180 SCHOOL DAYS (EXCLUDING EXTENDED SCHOOL YEAR).

SEE SPECIAL FACTORS PAGE 1 FOR DETAILS.

PRESCHOOL SETTING (ages 3-5 including kindergarten)

SPECIAL EDUCATION SERVICES *

SERVICE	CODE	START DATE	END DATE	NUMBER OF NO.	HOURS/ MINUTES PER HRS./MIN.	WEEK/ MONTH/YEAR FREQ.	ENVIRONMENT MAJORITY OF TIME (SELECT ONE)
Specialized Academic Instruction	3300	07/14/2008	07/13/2009	15	Hours	Week	Separate classroom/public school site
Specialized Academic Instruction	3300	07/14/2008	07/13/2009	10	Hours	Week	General ed classroom/public school site
Specialized Academic Instruction	3300	07/14/2008	07/13/2009	5	Hours	Week	Other school/community location
Language and Speech Related Services	5016	07/14/2008	07/13/2009	8	Hours	Year	Separate classroom/public school site

Service Descriptor

Environment



Skylar

Present Levels

Skylar-1st grader

ACADEMIC/READINESS SKILLS

PRESENT LEVELS OF PERFORMANCE:

Skylar names most capital letters and 60% of lower case letters. She associates sounds with 4 letters. Skylar shows no interest in commercial books or reading with a partner and no print awareness. She will hold and look at a teacher created, photo book about her. Skylar does not identify common useful environmental words or signs.

AREA OF NEED:

Common useful environmental words and signs; positive emotional reaction to print

Goal

Skylar-1st grader

AREAS OF NEED:

Language Arts- Concept of Print

MEASURABLE ANNUAL GOAL:

Skylar will learn print concepts, looking at a book cover and pictures/illustrations, turning the pages one at a time and looking at and commenting on pictures on the left page before looking and commenting on at pictures on the right page with 80% accuracy on three consecutive charted sessions as measured by teacher records and data collection.

BASELINE:

Skylar shows no interest in commercial books or reading with a partner and no print awareness. She will hold and look at a teacher created, photo book about her.

Present Levels

Skylar-1st grader

SOCIAL/EMOTIONAL/BEHAVIOR SKILLS

PRESENT LEVELS OF PERFORMANCE:

Skylar often uses nonconventional behaviors (hits, pinches, laughs, and calls out) to seek adult and peer attention . Skylar's use of conventional behaviors (gestures, pointing to pictures and language) is emerging.

AREA OF NEED:

Develop positive attention seeking behaviors

Behavior Goal

Skylar-1st grader

AREAS OF NEED:

Social Interactions

MEASURABLE ANNUAL GOAL:

Skylar will use conventional behaviors to gain attention including gaze, gestures, pictures and words when given a schedule or choice board with 80% accuracy on three consecutive charted sessions as measured by teacher records and data

BASELINE:

Skylar demonstrates attention seeking behaviors of pinching, hitting, laughing inappropriately and calling out measured at 20% of 5 min. intervals throughout the day.

General Education

Skylar-1st grader

Assessment indicates General Education provides adequate support in the following areas:

Language Arts- Read Aloud



General Education

Special Education Services in General Education

Skylar-1st grader

Language Arts- Shared Reading
Reading Readiness
(20 minutes five times weekly)

Social Studies and Science

Social Interaction Skills
(40 minutes 2 times weekly)

Recess & Lunch

Social Interaction Skills
(4 hours weekly)



SAI in
General Education

IEP Page 1- SAI 7 hrs/week General Education

Special Education Services in Separate Classroom

Skylar-1st grader

Language Arts- Independent
Reading, Guided Reading, Shared
Reading & Written Language
Environmental words or signs

Math

PE

SAI in
Separate Class

IEP Page 1- SAI 20 hrs/week Separate Class

Information for IEP Page 1

Skylar-1st grader

General Education
3 hours/week

Attends School 30 Hours/Week

In General Education Environment 10 Hours/Week

SAI in
General Education
7 hours/week

Percentage of Time in General Education 33 %

SAI in
Separate Class
20 hour/week

SAI 7 hours/week

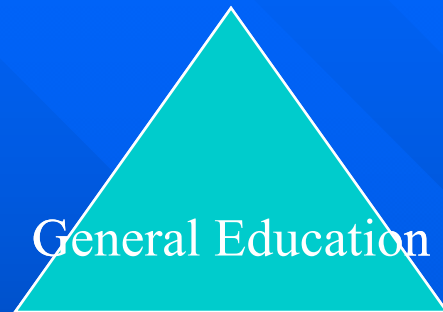
General Education

SAI 20 hours/wk

Separate Class

Skylar's Individual Schedule

Service Environments



Elementary School Example

-  Language Arts- Read Aloud
-  Language Arts- Shared Reading
-  Language Arts- Independent Reading, Guided Reading, Shared Reading, Word Study & Written Language
-  Math
-  PE
-  Social Studies
-  Science
-  Recess & Lunch

Special Factors

Documents Student's Schedule

General Education Environment

A. Student will participate:

For Language Arts-Read Aloud, SAI support during Language Arts-Shared Reading, Science, Social Studies, Recess & Lunch.

B. Student will not participate:

For Language Arts-Independent Reading, Guided Reading, Shared Reading, Written Language, Math & PE.

Explain why: *Curriculum? Pacing? Accommodations? Modifications? Materials? Strategies?*

Skylar requires slower pacing, small group instruction, the use of core curriculum with adaptations and modifications, functional skills to make progress towards IEP goals.

Sample Page 1

Skylar-1st grader

★ Reminder

GENERAL EDUCATION PARTICIPATION

ATTENDS SCHOOL 30 HOURS/WEEK

IN GENERAL EDUCATION ENVIRONMENT 10 HOURS/WEEK

33.3 %

THIS PERCENTAGE IS BASED ON A DISTRICT WIDE AVERAGE OF INSTRUCTIONAL MINUTES FOR GRADES K-12, WHICH MEETS OR EXCEEDS THE STATE REQUIREMENT FOR INSTRUCTIONAL MINUTES PER DAY FOR 180 SCHOOL DAYS (EXCLUDING EXTENDED SCHOOL YEAR). SEE SPECIAL FACTORS PAGE 1 FOR DETAILS.

PRESCHOOL SETTING (ages 3-5 including kindergarten)

SPECIAL EDUCATION SERVICES *

SERVICE	CODE	START DATE	END DATE	NUMBER OF	HOURS/ MINUTES PER	WEEK/ MONTH/YEAR	ENVIRONMENT MAJORITY OF TIME
				NO.	HRS./MIN.	FREQ.	(<u>SELECT ONE</u>)
Specialized Academic Instruction	3300	07/14/2008	07/14/2009	20	Hours	Week	Separate classroom/public school site
Specialized Academic Instruction	3300	07/14/2008	07/14/2009	7	Hours	Week	General ed classroom/public school site
Language and Speech Related Services	5016	07/14/2008	07/14/2009	15	Hours	Year	General ed classroom/public school site
Adapted Physical Education Related Services	5246	07/14/2008	07/14/2009	16	Hours	Year	Separate classroom/public school site

Service Descriptor

Environment

Let's Look at Another Student



Roger

Present Levels

Roger 8th grader

ACADEMIC/READINESS SKILLS

PRESENT LEVELS OF PERFORMANCE:

Roger is reading independently at a 5th grade level (Gates-MacGinitie). When he reads independently, he is able to make inferences about the meaning in the text with 70% accuracy.

AREA OF NEED:

Making inferences to determine author's perspective, purpose and bias

Goal

Roger-8th grader

AREAS OF NEED:

Reading-Comprehension

MEASURABLE ANNUAL GOAL:

Roger will infer the author's purpose and bias by analyzing and interpreting the author's choice of content, language and structure in grade level fiction or nonfiction with 80% accuracy on three consecutive charted sessions as measured by teacher records and data collection.

BASELINE:

Roger is reading independently at a 5th grade level (Gates-MacGinitie) and able to make inferences about the meaning in the text with 70% accuracy

Present Levels

Roger-8th grader

SOCIAL/EMOTIONAL/BEHAVIOR SKILLS

PRESENT LEVELS OF PERFORMANCE:

Roger complies only with directions he finds acceptable. If he disagrees he will often argue, talkback or raise his voice until he feels his point of view is heard. The staff follows a Behavior Support Plan to meet Roger's needs.

AREA OF NEED:

Develop positive social interactions (following directions)

Behavior Goal

Roger-8th grader

AREAS OF NEED:

Social Interactions-Following Directions

MEASURABLE ANNUAL GOAL:

Roger will accept constructive academic or behavioral direction or comments with appropriate verbal and physical responses (e.g., thank you, I will try, and positive physical behaviors) with 80% accuracy on three consecutive charted sessions as measured by teacher records and data collection.

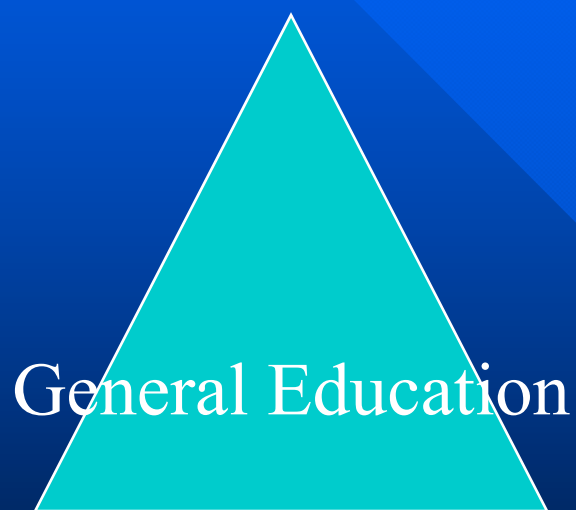
BASELINE:

Roger receives at least 2 referrals per week for engaging in disrespectful dialogue with school staff. He responds positively to directions and comments from school staff 40% of the time.

General Education Schedule

Roger-8th grader

Assessment indicates General Education provides adequate support in the following areas:



History
Science
Math
PE
Elective

Special Education Services in General Education

Roger-8th grader

English/ Co-taught class



SAI in
General Education

IEP Page 1- SAI 5 hours/week General Education

Special Education Services in Separate Classroom

Roger-8th grader

SAI in
Separate Class

Learning Center

IEP Page 1- SAI 5 hour/week Separate Class

Information for IEP Page 1

Roger-8th grader

General Education
20 hours/week

Attends School 30 Hours/Week

In General Education Environment 25 Hours/Week

Percentage of Time in General Education 83 %

SAI in
General Education
5 hours/week

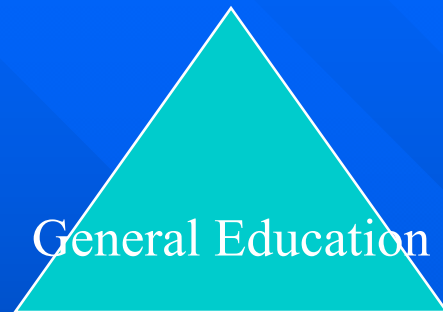
SAI in
Separate Class
5 hour/week

SAI 5 hours/week General Education

SAI 5 hours/week Separate Class

Roger's Individual Schedule

Service Environments



Middle School Example

 **English/ Co-taught Class**
Comprehension & Social Interaction Skills
60 min., 5 times a week

 **Math**

 **History**

 **Science**

 **PE**

 **Elective**

 **Learning Center**
Comprehension & Social Interaction Skills
60 min., 5 times a week

Special Factors

Documents Student's Schedule

General Education Environment

A. Student will participate:

For all of Math, History, Science, Elective & PE. SAI support during Language Arts in a Co-taught class

B. Student will not participate:

Learning Center elective

Explain why: *Curriculum? Pacing? Accommodations? Modifications? Materials? Strategies?*

Roger requires specialized strategies and small group instruction in the area of social interaction skills and comprehension to access the general education curriculum.

Sample Page 1

Roger-8th grader

★ Reminder

GENERAL EDUCATION PARTICIPATION

ATTENDS SCHOOL 30 HOURS/WEEK

IN GENERAL EDUCATION ENVIRONMENT 25 HOURS/WEEK

83.3 %

THIS PERCENTAGE IS BASED ON A DISTRICT WIDE AVERAGE OF INSTRUCTIONAL MINUTES FOR GRADES K-12, WHICH MEETS OR EXCEEDS THE STATE REQUIREMENT FOR INSTRUCTIONAL MINUTES PER DAY FOR 180 SCHOOL DAYS (EXCLUDING EXTENDED SCHOOL YEAR).

SEE SPECIAL FACTORS PAGE 1 FOR DETAILS.

PRESCHOOL SETTING (ages 3-5 including kindergarten)

SPECIAL EDUCATION SERVICES *

SPECIAL EDUCATION SERVICES *				NUMBER OF	HOURS/ MINUTES PER	WEEK/ MONTH/YEAR	ENVIRONMENT MAJORITY OF TIME
<u>SERVICE</u>	<u>CODE</u>	<u>START DATE</u>	<u>END DATE</u>	<u>NO.</u>	<u>HRS./MIN.</u>	<u>FREQ.</u>	<u>(SELECT ONE)</u>
Specialized Academic Instruction	3300	07/14/2008	07/13/2009	5	Hours	Week	General ed classroom/public school site
Specialized Academic Instruction	3300	07/14/2008	07/13/2009	5	Hours	Week	Separate classroom/public school site

Service Descriptor

Environment

Questions?

