Specially Designed Instruction (SDI) Field User Guide for K–5 Reading Language Arts (RLA)
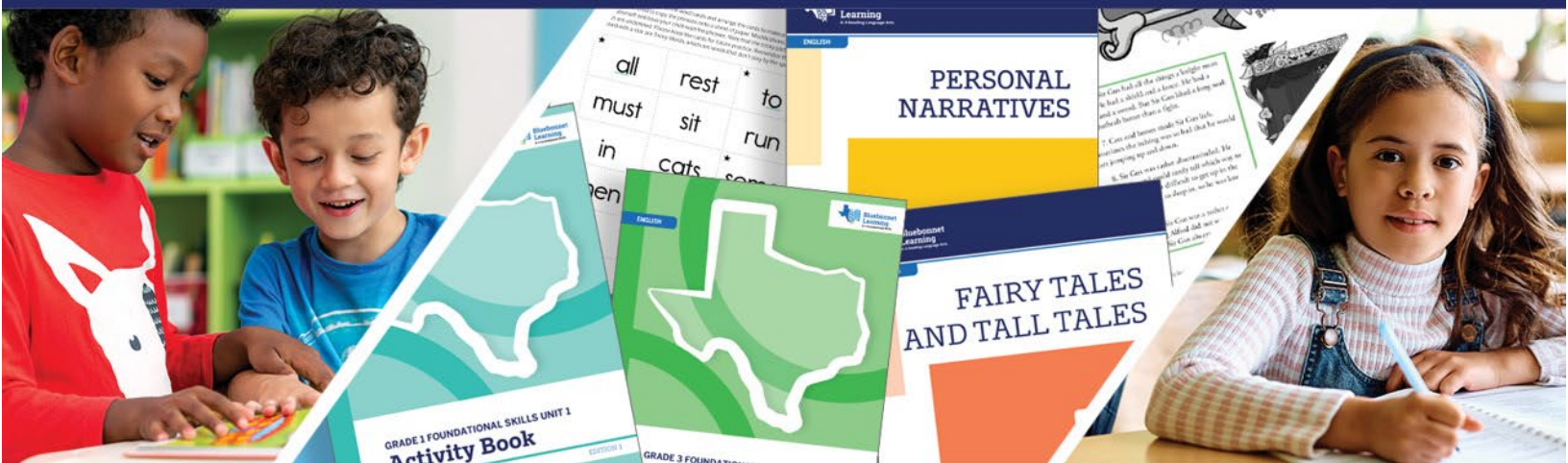
Bluebonnet Learning™

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Purpose of This Guide

This guide is designed to support educators in providing **specially designed instruction (SDI)** for students receiving special education services when using Bluebonnet Learning K–5 Reading Language Arts (RLA), a Texas Essential Knowledge and Skills (TEKS)-aligned instructional material, as required through the Individuals with Disabilities Education Act (IDEA 2004)[1].

This guide includes the following components:

- A discussion of **evidence-based instructional practices** that may be implemented alongside SDI to meet the needs of all learners.

- A summary of the **three SDI components** with examples aligned to the Bluebonnet Learning K–5 RLA high-quality instructional material (HQIM), including examples of accommodations and modifications.

- A comprehensive approach to **planning and implementing SDI** within a sample Grade 5 Bluebonnet Learning RLA lesson for a student with an Individualized Education Program (IEP).

This guide references relevant state and federal laws to ensure compliance and alignment with best practices. More details about each of the steps in incorporating SDI, including tools and resources are available in the Specially Designed Instruction Guide in the Meaningful Access collection.

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[1] SDI is defined within the Individuals with Disabilities Education Act (IDEA) as 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; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children [§300.39(b)(3))].

Evidence-Based Practices to Support All Learners

Bluebonnet Learning is HQIM that covers 100% of the TEKS and provides a full suite of resources, including scope-and-sequence, daily lesson plans, and student materials. All Bluebonnet Learning instructional materials are designed to be high-quality, suitable, and grade-level appropriate. Additionally, Bluebonnet Learning K–5 RLA lessons includes embedded best practices and strategies for supporting all learners which includes:

- Multiple **grouping structures** (small groups, partners, individual) to scaffold instruction and offer flexible ways to support learning.

- **Instructional routines** to set expectations and enhance confidence.

- Spatial organizers, hands-on learning, explicit instruction, visual strategies, and peer collaboration included in the program.

- Use of **Additional Support, Culminating Activities, and Pausing Points** within units to provide support opportunities and encourage student choice.

- Use of **scaffolding tools**, such as mnemonic strategies, graphic organizers, anticipation guides, and class notes in both print and digital form to enhance student learning.

- Use of available **technology** to allow students digital access for material completion.

- Use of **social skills supports** (brain breaks, modeling communication, social narratives) and transition- focused activities (songs, dances, partnering, movement) to promote student engagement.

While teachers are encouraged to use the embedded curriculum supports, teachers must also ensure they provide all required SDI for students receiving special education supports and services.

Outside of IEP requirements, teachers are encouraged to implement Bluebonnet Learning K–5 RLA lesson plans with fidelity before making any adaptations. This includes integrating **evidence-based practices** that support the learning of all students. Evidence-based practices can be infused into Bluebonnet Learning K–5 RLA lessons to address student needs to master the lesson. The following examples provide more details of evidence-based practices implemented to support learning using Bluebonnet Learning K–5 RLA.

Evidence-Based Practice to Support High Frequency Words Through Orthographic Mapping

High-frequency words are words that appear in print on a consistent basis. These words can be phonetically regular (and) or irregular (was). The brain relies on orthographic mapping, or a process to permanently store words in memory, allowing for automatic recall in mastering these words.

How to implement:

1. Say the word and ask students to repeat it. (from)

2. Segment the sounds in the word. (/f/ /r/ /ŭ/ /m/)

3. Help students identify the sounds that are spelled as expected. (/f/=f, /r/=r, /m/=m)

4. Help students identify the sounds that are not spelled as expected. (/ŭ/=o)

5. Highlight the part that is not spelled as expected. (from)

6. Have students write the word, underlining the part that is not spelled as expected.

7. Review with students the spelling of the word, emphasizing the part that is not spelled as expected.

8. Add the word to a flash card and practice it with other high frequency words that have been taught this way.

Adapted from Linnea C. Ehri, 2014

Evidence-Based Practice to Support Oral Language Development to Improve Reading Comprehension

Strong oral language skills can reduce the need for reading comprehension strategy instruction.

How to implement:

1. Intentionally plan conversation throughout the day, such as transition time, greetings, turn and talk, etc.

2. Provide time for higher-level thinking by asking good questions. (For example: Why do you think…?, Explain how…, Which is more important?)

3. Increase wait time to give students time to think about what they want to say. Set the expectation that other students provide wait time for their peers.

4. Extend and clarify student language.

5. Purposefully use less frequent vocabulary. For example, say, "What is concerning to the boy?" instead of, "Why is the boy afraid?"

6. Read aloud books with interesting words and language structures.

7. Use books that contain similar themes or topics to increase background knowledge.

Adapted from Burkins and Yates, 2021

Differentiation and Scaffolding

Differentiation and scaffolding are the two most common evidence-based practices to meet individual learning needs.

- **Differentiation** involves recognizing the varying background knowledge, readiness, language, learning preferences, and interests of a student to maximize each student's growth and individual success.

- **Scaffolding** refers to the intentional practice of attending to content, students, and other contextual factors in the design or implementation of temporary, student specific instructional supports that maximize access to grade level concepts and tasks. The following information illustrates a process for implementing differentiation and scaffolding alongside SDI.

Implementing Differentiation and Scaffolding along with SDI in Bluebonnet Learning K–5 RLA

	General Application: What the HQIM Says	Differentiation and Scaffolding Techniques: Adaptations Made for All Students; Not Required by IEP	SDI Examples: IEP-Driven as Determined by Admission, Review, and Dismissal (ARD) Committee[2]
Speaking and Listening	- Preview vocabulary for a read-aloud. - Introduce the read-aloud. - Read the story aloud. - Ask questions as indicated in the Teacher's Guide. - Discuss the read-aloud and check for understanding.	- Students may keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words. - Support: Show students Image Card. - Support: Remind students that, if a story is fiction, it is created from the author's imagination. - Show students images corresponding to the story and ask them to respond to them. - Provide text in smaller chunks and stop to reinforce understanding.	- Pre-teach and/or small group teach the student the vocabulary in a mini-lesson format: - Discuss the sounds in the vocabulary words. - Show the words in print and explicitly teach unexpected spelling patterns, affixes and/or roots. - Discuss definitions of the words. - Discuss the parts of speech for the words and use in complete sentences.

[2] Each district must establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability (TAC §89.1050).

	General Application: What the HQIM Says	Differentiation and Scaffolding Techniques: Adaptations Made for All Students; Not Required by IEP	SDI Examples: IEP-Driven as Determined by Admission, Review, and Dismissal (ARD) Committee[3]
Reading	Students work with a partner to compare and contrast two characters using a Venn diagram.	• Provide a partially completed Venn diagram and demonstrate how to use the graphic organizer by thinking aloud. • Teacher conducts a think-aloud with students asking them to talk through their understanding of the character traits. • Students work in pairs to give feedback to each other on their character trait descriptions.	• Teach the student how to use speech-to-text technology to independently generate written responses during reading tasks, with guided practice and feedback. • Provide the student structured peer collaboration with sentence starters and guided prompts and explicitly teach the student how to engage in partner writing tasks to build independence in comparing and contrasting characters. • Develop a personalized word bank with the student, focusing on key vocabulary from the text. Teach the student how to use the word bank to complete a Venn diagram and explain character traits, with ongoing support and progress monitoring.

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[3] Each district must establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability (TAC §89.1050).

Determining Accommodations and/or Modifications

Under the provisions of IDEA[3] and Every Student Succeeds Act (ESSA)[4], IEPs must identify specific accommodations and/or modifications to ensure students can access the general education curriculum. **Accommodations** change **how** a student learns or demonstrates knowledge, without altering the learning expectations or course objectives. Teachers should understand whether a specific accommodation is appropriate for **instruction**, **assessment**, or **both**.

The following provides examples of instructional supports that may be used with Bluebonnet Learning K–5 RLA. These examples are not exhaustive, and teachers should continue to provide individualized SDI based on each student's IEP.

Examples of Instructional Supports in Bluebonnet Learning K–5 RLA

Instructional Support #1: Content Supports, Text Tracking Assistance, and Supplemental Aids

Description: Accommodations that allow for various types of assistance to support a student's understanding of content

Bluebonnet Learning Examples:

- Embedded differentiation strategies that allow for in-the-moment opportunities for student enrichment and extra support.

- Interactive read-alouds that begin by reviewing previous material, connecting previous learning to new learning objectives and are supported by vivid images.

- Supplemental resources that assist in recalling or understanding information.

- Graphic organizers that are visual thinking tools that demonstrate relationships between facts, concepts, or ideas.

Instructional Support #2: Language Support

Description: Accommodations that allow for various types of assistance to support a student's understanding of written text

Bluebonnet Learning Examples:

- Pre-teaching vocabulary that introduces students to new vocabulary words before the new vocabulary words are used within the context of new learning.

- Embedded best practice to include short, contextual definitions for key and challenging vocabulary.

Teachers may implement **modifications** which change **what** the student is expected to learn. This typically means that a student will not master all taught content and/or complete or be tested over simplified or less complex problems. Modifications are used only when accommodations are not sufficient and are only allowable when the ARD committee agrees they are appropriate.

Components of SDI in Bluebonnet Learning K–5 RLA

There are three components of instruction that may be adjusted as part of delivering SDI: **content, methodology,** or **delivery of instruction**. It is important that SDI is always based on the demonstrated needs of the student and provided as required in the IEP. The following table describes the three components of SDI and provides examples of ways that Bluebonnet Learning K–5 RLA lessons may be adjusted to implement each component.

Components of SDI and Examples Aligned to Bluebonnet Learning K–5 RLA

Component	Description	Examples from Bluebonnet Learning K–5 RLA
Content	**What** students are expected to learn, aligned with age and grade-level standards and expectations. Examples may include: • Instruction in skills and/or tools needed to access, engage, and make progress in general education • Modifications to content (i.e., reducing or eliminating standards) can only be determined by an ARD committee	• Provide explicit instruction in decoding strategies texts that match their instructional reading level. • Design targeted instruction that bridges specific skill gaps identified in the student's IEP, using texts with embedded supports to accelerate access to grade-level standards. • Use formative assessment data to adjust the complexity of reading passages and provide direct instruction in comprehension strategies. • Use Pausing Points to deliver individualized instruction in vocabulary or comprehension strategies to support mastery of grade-level reading objectives.

Component	Description	Examples from Bluebonnet Learning K–5 RLA
Methodology	**How** the instruction is delivered— the instructional approach and research-based strategies that teachers use during instruction. Examples may include: • An instructional approach (e.g., inquiry model, direct instruction) • Techniques (e.g. visual supports or note taking guides) for implementing the instructional approach tailored to the students' needs	• Provide explicit vocabulary instruction using visuals and real-life examples to enhance reading comprehension. • Teachers should use visual supports (e.g., story maps, character charts) and guided peer interaction strategies to reinforce comprehension, based on the student's identified learning needs. • Implement frequent, individualized check-for-understanding strategies (e.g., response cards, guided questioning) to monitor progress. • Maintain a consistent lesson structure with visual schedules and predictable routines to support students with executive functioning or processing challenges. • Deliver explicit, systematic instruction in foundational reading skills (e.g., phonics, decoding), tailored to the individual student's needs.
Delivery of Instruction	**By whom, where, and when** the instruction is delivered. Delivery refers to the method by which instruction is provided to meet the needs of individual students with disabilities. Examples may include: • Instructional setting (e.g., general or special education) • Grouping (e.g., small group, individual) • Amount (e.g., frequency and duration)	• Instruction is provided in the general education setting using a co-teach approach, with both a general education teacher and a special education teacher delivering instruction. • Instruction is delivered in a small group setting to provide targeted support aligned with IEP goals. • Pausing Points are embedded within Bluebonnet Learning K–5 RLA lessons to allow for remediation, enrichment, or modified pacing based on student needs.

Progress Monitoring for SDI with Bluebonnet Learning

As instruction progresses, teachers may need to adjust the type or intensity of specially designed instruction (SDI) based on progress monitoring data.

- If a student **exceeds expectations**, the annual goal and SDI may need to be revised to provide more rigorous instruction.

- If a student is **not making adequate progress**, the SDI may need to be adjusted in terms of **frequency**, **intensity**, or **instructional approach**, with an emphasis on intensifying support.

The process outlined in this guide can be used to revise SDI as needed to meet the changing needs of each student in the classroom as allowed per the IEP.

Infusing SDI Into a Bluebonnet Learning K–5 RLA Lesson

This section comes from [Bluebonnet Learning's Grade 5, Unit 2: The Renaissance: Art and Culture, Lesson 1: Discovering the Topic: The Renaissance.](#)

Assessing Prior Learning

When planning adaptations to instruction, including SDI, teachers should consider students' prior learning. Teachers can use **formative assessments** and other data sources to determine a student's readiness for grade-level content. Based on this information, they may provide **reteaching or remediation** to prepare students for new instruction before considering modifications. Additionally, Bluebonnet Learning K–5 RLA provides Pause Point Days and the K–3 Foundational Skills Remediation Activities.

In the following example, the Previous Standards section names the necessary Foundational Skills and RLA standards needed for students to be able to access the lesson from RLA Grade 5, Unit 2 and a teacher move that may support instruction.
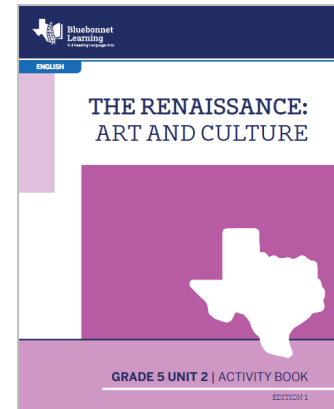
Examples of Teacher Moves for Previous Standards

Previous Standards (Grade Level in Parentheses)	Teacher Moves
Identify and describe the main character(s). (K)	Describe a character and have the student draw what they describe.
Describe the main character's (characters') internal and external traits. (2)	Describe the main character's internal and external traits with visuals and choices to choose from.
Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts (1)	Identify and match the common sounds that letters represent.

| Previous Standards (Grade Level in Parentheses)	Teacher Moves
Respond to an increasingly challenging variety of sources that are read, heard, or viewed - use text evidence to support an appropriate response. (K–2)	Provide student with visuals or statements that include examples and non-examples of evidence that supports the answer to a question.
Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations. (3)	Identify compound words, contractions, and abbreviations as they appear in text.
Generate questions about text before, during, and after reading to deepen understanding and gain information. (4)	Respond accurately to teacher questions about texts at different stages of reading, including anticipating actions and outcomes.
Use increasingly complex vocabulary as part of all oral and written communication accurately and within appropriate context. (3–5)	Provide student with opportunities to engage with increasingly challenging vocabulary in simpler texts or more familiar contexts.

Pre-Teaching

Pre-teaching can help students activate prior knowledge, build foundational skills, or develop content understanding needed to master the lesson. The following are examples of pre-teaching that may be effective within the lesson:

- Explicit instruction of key vocabulary to be presented in the lesson, with an emphasis on new, unfamiliar, or complex language.

- Presenting each of the components of the lesson in **simplified chunks** and explaining them in advance of the lesson.

- Using **graphic organizers** for students to organize their understanding of the components of the lesson.

- Providing opportunities for students to practice the necessary foundational skills, like oral and self-sustained reading, before the lesson.

Determining and Designing SDI within a Bluebonnet Learning K–5 RLA Lesson

For all students with IEPs, the ARD committee determines the SDI needed to support progress toward annual goals, based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP). These goals are aligned to the TEKS and the Bluebonnet Learning K–5 RLA. Teachers may implement SDI along with any of the evidence-based practices in the classroom, as described previously in this guide.

PLAAFP → Annual Goals → Specially Designed Instruction → Data Collection and Progress Monitoring
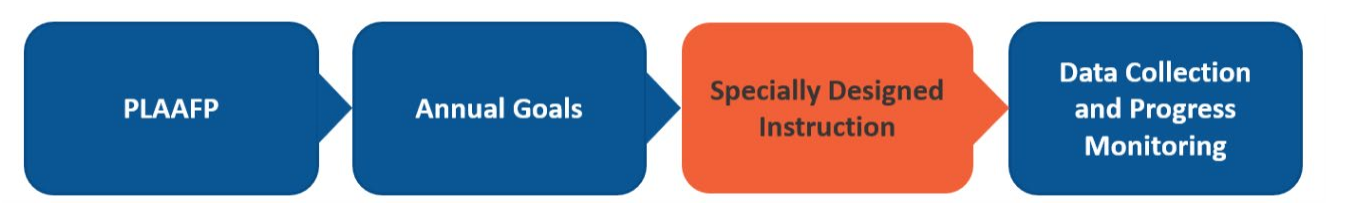
An example of the SDI design and adjustment process for a student with an identified disability, Johnny, is provided in the following table. It provides a step-by-step process for integrating SDI into the lesson.

Sample SDI Development Process for Johnny within Bluebonnet Learning K–5 RLA Grade 5 Lesson

Impact of Disability (excerpt from PLAAFP):

Johnny is identified as a student with a specific learning disability in reading comprehension, with specific deficits in answering comprehension questions, learning new vocabulary, and responding to texts read.

When vocabulary is explicitly pre-taught using word-learning strategies, and vocabulary supports are embedded within the passage or vocabulary is simplified, Johnny answers comprehension questions (e.g., inferences, figurative language, comparing and contrasting, and sequential order) at 85% mastery on comprehension tests. When he is not provided these vocabulary supports, he answers comprehension questions at 40% mastery.

Annual Goal

By the next annual ARD committee meeting, when given additional time (up to twice the amount compared to grade-level peers), vocabulary supports embedded, and oral administration of questions and answer choices, Johnny will accurately answer comprehension questions after independently reading the passage, as evidenced by averaging 85% on comprehension questions in his English Language Arts and Reading (ELAR) class measured every other week for mastery.

SDI

Content:

Pre-selected vocabulary from grade-level texts will be explicitly taught to Johnny before reading activities.

Methodology:

Explicit instruction in vocabulary acquisition strategies (e.g., using context clues, morphology, and semantic mapping), including graphic organizers (e.g., Frayer models, word webs) to deepen word understanding will be used.

Delivery of Instruction:

- **When:** Daily during designated reading instruction time, with additional support during content area instruction (e.g., science, social studies).

- **Where:** In a small group setting within the general education classroom with co-teaching support.

- **By whom:** Special education teacher or general education teacher.

Progress Monitoring Plan

- The special education teacher will provide Johnny with a decodable text to read every two weeks for progress monitoring purposes.

- The special education teacher will document Johnny's scores on comprehension assessments throughout the reading period.

- The general education teacher will calculate an average of Johnny's comprehension assessment scores at the end of each grading period. This average will be used to monitor Johnny's progress toward achieving his annual IEP goal.

Implementing SDI with Bluebonnet Learning K–5 RLA

Once SDI is determined, both the general education and special education teachers play important roles in ensuring it is implemented effectively within the lesson. Planning for SDI occurs during lesson internalization. Bluebonnet Learning provides both a teacher and a coach internalization protocol. It is recommended that all teachers utilize the Coach Internalization Protocol to be better equipped to provide SDI during lesson delivery. The following pages illustrate an SDI-infused lesson using a sample from Bluebonnet Learning K–5 RLA. It includes an overview of goals, planning considerations between teachers, the general lesson components, and the SDI supports.

SDI-Infused Bluebonnet Learning K–5 RLA Grade 5, Unit 2, Lesson 1: Lesson Instruction Overviews

Core Connections

Students will make inferences about the civilizations and time periods that led to the Renaissance based on details from the text.

Advance Preparation

- Display a paper or online world map.

- Prepare and display an enlarged version of the Map of Western Europe on Activity Page 1.1 or access a digital version with the online materials.

- Draw the Unit 2 timeline on the board or chart paper and display.

- Locate the three timeline cards in the Teacher Resources section of the Teacher Guide.

- Prepare the Museum Picture Walk by photocopying or printing pictures from the chapter "Merchants, Markets, and Mud: Towns in the Middle Ages" from the student Activity Book and display around the room in a gallery style setting.

General Lesson

- Introduce the primary focus and conduct word work.

- Have the students review a pre-renaissance timeline in partners or as a whole group.

- Have students label a map of the world and western Europe in partners or as a whole group.

- Read aloud the story: "Merchants, Markets, and Mud: Towns in the Middle Ages."

SDI

General education teacher provides Johnny explicit instruction during small groups in word-learning strategies, such as contextual analysis, analyzing word parts, and semantic mapping.

Reading

Students will explain the relationship between factors that inspired the Renaissance movement using evidence from the text, *"An Italian Rebirth."*

Advance Preparation

- Write The Purpose for Reading and The Big Question on the board or chart paper or access a digital version of this and the Big Question with the online materials.

- Display a world map and the Map of Western Europe from Core Connections in paper or digital versions.

- Create the Factors that Inspired the Renaissance chart (page 9) on the board or chart paper, or access a digital version and display.

General Lesson

- Introduce the reader: *"Patrons, Artists, and Scholars."*

- Individually or as a whole group, read the story.

- Display The Big Question: "What factors inspired the Renaissance movement?" and display the Factors that Inspired the Renaissance chart.

- Conduct re-reading of the story with a focus on components that respond to the big question and document on the chart.

- Engage students in a Think-Pair-Share to consider additional responses to the Big Question.

SDI

- General education teacher provides Johnny explicit instruction of specific academic vocabulary to be presented in the reader, using words in varying sentence contexts.

- General education teacher explicitly teaches Johnny how to use a graphic organizer to support vocabulary development. Instruction includes modeling how to categorize and define academic terms, guided practice with feedback, and opportunities for Johnny to apply the strategy independently.

- Special education teacher conducts guided practice with Johnny using think-alouds to allow him to demonstrate his mastery of comprehension strategies.

- Special education teacher provides Johnny with scaffolded questioning, progressing from literal to inferential questions, to measure his comprehension.

Take-Home

Encourage students to reread text at home.

Advance Preparation

Ensure that students have readers available to take home.

General Lesson

Have students take the same story read in class home to reread and complete Activity Page 2.2.

SDI

- Special Education teacher provides Johnny with a take-home version of the graphic organizer and reader, along with explicit instructions on how to use the organizer to document key vocabulary and main ideas. Review his completed organizer during the next lesson to reinforce learning and monitor progress.

- As needed, general education teacher provides targeted vocabulary instruction during content area lessons (e.g., social studies), using strategies such as pre-teaching, visual supports, and guided practice.

Using Progress Monitoring to Adjust SDI

As teachers conduct ongoing progress monitoring to assess Johnny's progress toward his annual IEP goals, they may adjust the specially designed instruction (SDI) accordingly. Adjustments may include modifying any of the three SDI components—**content**, **methodology**, or **delivery**—based on student data:

- **If data show progress**, SDI may be gradually reduced.

- **If data do not show sufficient gains**, SDI may be intensified, and additional accommodations or modifications may be considered **as allowed per the IEP.**

Examples of Adjustments Based on Progress Monitoring:

- To support vocabulary mastery, teachers may simplify definitions and increase the frequency of checks for understanding. For example, Johnny may demonstrate his understanding by drawing or acting out vocabulary words in 1:1 settings.

- To strengthen comprehension, teachers may implement intensive shared reading, where Johnny explains his understanding of the text at key points during reading.

- If the ARD committee determines that Johnny needs additional support, teachers may implement an interactive read-aloud that includes built-in comprehension checks, allowing Johnny to monitor and reflect on his understanding as he reads.

Teachers will continue to monitor Johnny's progress and adjust instruction to ensure he is on track to meet his IEP goals.

Conclusion

This guide is part of the **Meaningful Access** collection offered by the Texas Education Agency (TEA). It applies the content from the SDI Guide to **Bluebonnet Learning K–5 RLA**. The full collection can be accessed at spedsupport@tea.texas.gov.

Glossary

Accommodations
Changes in presentation, response, timing/scheduling or setting that reduce or even eliminate the effects of student's disability on academic tasks but do not change learning expectations.

Differentiation
A process used to recognize the varying background knowledge, readiness, language, learning preferences, and interests of a student. The intent of differentiated instruction is to maximize each student's growth and individual success.

Direct instruction
A structured, evidence-based teaching method focused on explicit, systematic instruction to improve student outcomes.

Explicit instruction
A teaching method that uses clear objectives, teacher modeling, and student practice to promote student learning.

High-Quality Instructional Materials (HQIM)
Materials aligned to academic standards, are content-rich with clear learning outcomes, reflect evidence-based practices, and provide a full suite of teacher and student materials.

Literacy foundation skills
The building blocks of reading and writing mastery; typically includes concepts of phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Modifications
Alterations to practices or materials that change what the student is expected to master.

Pre-teaching

Introducing key concepts and skills before a lesson to help students access grade level content.

Present levels of academic achievement and functional performance (PLAAFP)

A key part of an IEP that summarizes a student's current performance levels, including how the student's disability affects the student's involvement and progress in the general education curriculum [§300.320 (a)(1)]

Progress monitoring

The evidence-based ongoing process of collecting and analyzing data to determine student progress.

Scaffolding

The intentional practice of attending to content, students, and other contextual factors in the design or implementation of temporary, student specific instructional supports that maximize access to grade level concepts and tasks.

Worked example

A step-by-step demonstration of how to complete a task or solve a problem during the initial acquisition of a skill.

Resources

Texas Resources:

Texas Special Education (SPED) Support: https://spedsupport.tea.texas.gov/

Texas Essential Knowledge and Skills (TEKS): https://tea.texas.gov/academics/curriculum-standards/teks-review/texas-essential-knowledge-and-skills

Bluebonnet Learning: https://bluebonnet.tea.texas.gov/

Other Resources:

Accommodations Central: https://acentral.education/

IDEA 2004: https://sites.ed.gov/idea/

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