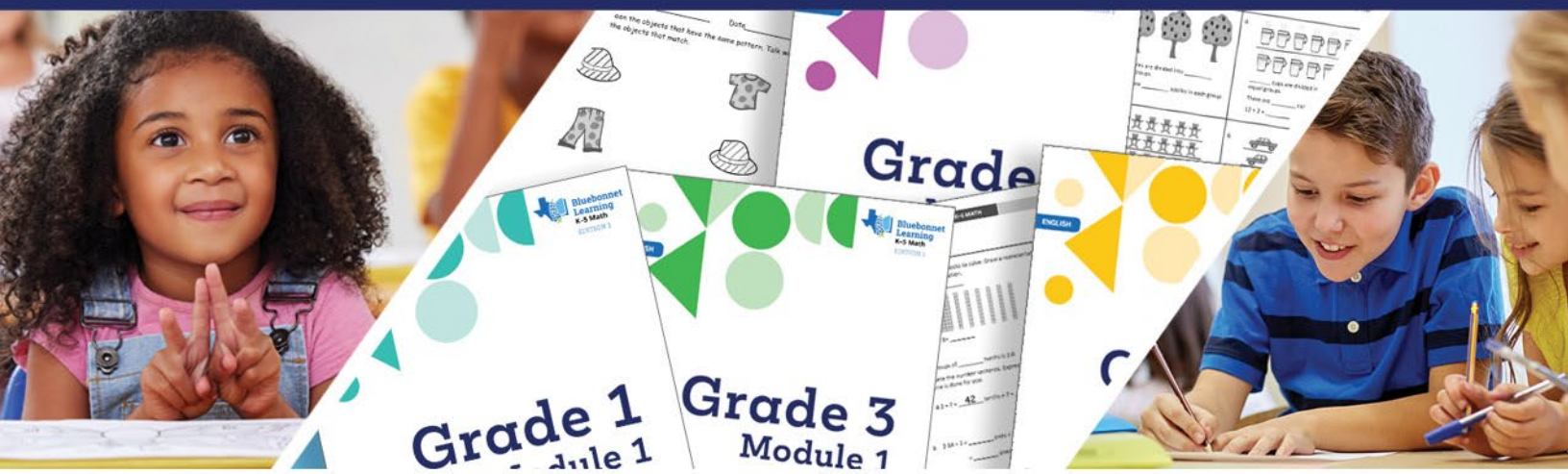
Specially Designed Instruction (SDI) Field User Guide for K–5 Math



Bluebonnet Learning

Table of Contents

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 Mathematics, 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 Math high-quality instructional material (HQIM), including examples of accommodations and modifications.
- A comprehensive approach to **planning and implementing SDI** within a sample Grade 3 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.

[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 Math lessons include margin notes titled Notes on Multiple Means of Expression, Representation, or Action and Expression. The margin notes offer **just-in-time scaffolds, accommodations, and suggestions for differentiation** to ensure access for all learners. 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 lessons with fidelity before making any adaptations. This includes integrating **evidence-based practices** that support the learning of all students. Evidence-based practices can be embedded into Bluebonnet Learning K–5 Math lessons to help students master key concepts. The following pages provide examples of evidence-based practices implemented to support learning of math concepts using Bluebonnet Learning K–5 Math HQIM.

Evidence-Based Practice: Scaffold Steps in a Process

The teacher reformats complex concepts into individual thinking steps, providing spacing and time at each step to improve accessibility for a student struggling with memory, attention, focus, or comprehension.

How to implement:

1. Determine the process that requires support, based on your knowledge of the student's needs.
2. Create a step-by-step process to review with the student.
3. Schedule time to teach the student how to properly use the tool or strategy, and model appropriate use of the support using a think-aloud process.
4. Lead guided practice using the tool or strategy, providing immediate supportive and corrective feedback.
5. Assign and monitor independent practice using the tool or strategy.
6. Monitor and record the student's progress and the effectiveness of the accommodation.
7. Share progress and effectiveness with the student, the educational team, and the family.

Source: Accommodation Central

Evidence-Based Practice: Worked Example on an Anchor Chart

The teacher provides a step-by-step demonstration using an anchor chart to show students how to complete a task or solve a problem during the initial acquisition of the skill.

How to implement:

1. Determine the task or problem that requires support, based on your knowledge of the student's needs.
2. Create a worked example demonstrating the task or problem-solving process.
3. Schedule time to teach the student to use the worked example as a reference, using a think-aloud process.
4. Lead guided practice using the worked example, providing immediate supportive and corrective feedback.
5. Assign and monitor independent practice using the worked example.
6. Monitor and record the student's progress and the effectiveness of the accommodation.
7. Make plans to fade the support provided by the worked example and to increase the independence of the student.
8. Share progress and effectiveness with the student, the educational team, and the family.

Source: Accommodation Central

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 Math

	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]
Terminology	Introduce new terms and reinforce meanings of recently introduced terms.	• Use a math word wall with cards that have the word, the definition, and a graphic. • Show students images representing terminology and ask them to explain what they mean to them.	Pre-teach the vocabulary in a mini- lesson format: • Relate to a variety of examples and non-examples. • Connect to hand signals. • Rehearse the vocabulary.
Tools and Representations	Provide tools such as counters, square tiles, arrays, and number bonds to support instruction.	• Introduce the tool/representation and explain the parts of it and the purpose for using it. • Have students work in pairs to apply the tool for the purpose of demonstrating their understanding of the concept.	• Teach the student how to use the tools to represent the concept through modeling. • Teach the student to enhance their use of tools or representations (e.g., number lines, graphs, diagrams) by adding labels, annotations, or descriptive words that explain their thinking or the steps in the process.
Fluency Practice Group Counting	• Teacher leads students in group counting exercise where they add and subtract groups of 2 when counting up and down.	• Students practice counting out loud using memory to recall the order of numbers. • Conduct fluency practice using smaller sequences of numbers and stop to reinforce understanding.	Teach the student in a small group to use a number line to count, add, and subtract.

[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[2]
	• Teacher reinforces this exercise by interpreting multiplication as repeated addition.		
Concept Development	Teacher introduces three problems for the whole class to solve together.	• Students draw circles around the groupings of two counters. • Guide students to use the Read-Draw-Write (RDW) process to make sense of problems, choose and apply mathematics, and solve.	Demonstrate for the student how to use small cups or cupcake liners to put the counters into to physically distinguish the groups from the objects.

Determining Accommodations and/or Modifications

Under the provisions of IDEA[3] and the 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 pages provide examples of instructional supports that may be used with Bluebonnet Learning K–5 Math. These examples are not exhaustive, and teachers should continue to provide individualized accommodations based on each student's IEP.

Examples of Instructional Supports in Bluebonnet Learning K–5 Math

Instructional Support #1: Oral/Signed Administration and Reading Assistance

Description: Accommodations that allow instructional materials to be read aloud or signed to a student.

Bluebonnet Learning Examples:

- Read parts of the questions and answer choices at student request.
- Content is read aloud or signed to a student in part or in full.
- Digital materials/resources:
    - Text to speech technology can be used to read aloud printed content to students and can be customized to meet individual needs with the following features:
        - Select voice
        - Control speed of read aloud

---

[3] "Accommodations" are the necessary supports and modifications provided to a child with a disability to enable them to access the general education curriculum and participate meaningfully in school activities, including, for example, assistive technology, modified assignments, extended time, preferential seating, or adjustments to testing procedures—all of which should be outlined in the child's (IEP to ensure that they receive a "free appropriate public education" [20 U.S.C. 1401(3)].

[4] States and districts shall provide for the participation in assessments of all students the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (ESSA Section 1111(b)(2)(B)(xiii)).

- Closed captioning: all videos are fully closed-captioned and are available in both English and Spanish.
- Alternative text: images have alternative text so that assistive technology devices can read aloud the image descriptions.

Instructional Support #2: Calculation Aids

Description: Accommodations that provide an alternate method of computation for a student who is unable to effectively use paper and pencil methods.

Bluebonnet Learning Examples:

- Number Charts: numeric tables that help students identify numerals and the numerical order as well as establish patterns within the numbers.
- Place Value Charts: diagrams that outline the position of a digit in a number and help determine its value.

Instructional Support #3: Language Support

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

Bluebonnet Learning Examples:

- Simplified definitions to reduce vocabulary explanations to basic essentials.
- Pre-teaching vocabulary introduces students to new vocabulary words before the new vocabulary words are used within the context of new learning.
- Re-teaching vocabulary or concepts reminds students of previously learned material before the prerequisite knowledge is used within the context of new learning.

Instructional Support #4: Representation Support Tools Including Visual Aids, Kinesthetic Practice, and Supplemental Aids

Description: Accommodations that support providing multiple methods for how content is presented, experienced, expressed or learned.

Bluebonnet Learning Examples:

- **Manipulatives:** concrete objects or pictures of concrete objects for a student to move and touch to visualize abstract concepts.
- **Pictorial Models:** visual or schematic representations of content.
- **Modeling:** an instructional strategy in which the teacher demonstrates new learning.
- **Supplemental Aids:** resources that assist students in recalling information, accessing materials, or demonstrating learning.

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 Math

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 Math lessons may be adjusted to implement each component.

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

Component	Description	Examples from Bluebonnet Learning K–5 Math
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	• Teachers review and integrate prior learning or prerequisite skills and concepts. • Teachers adjust the number set in math tasks to a more manageable range based on the student's current level of understanding. • Teachers sequence instruction to build concepts incrementally, using vertical alignment to connect prior and current grade-level standards.
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)	**Explicit instruction:** • Provide clear and concise instruction with immediate feedback for the task or the process. • Model using concrete manipulatives and match to the representational and abstract representations.

Component	Description	Examples from Bluebonnet Learning K–5 Math
	• Techniques (e.g. visual supports or note taking guides) for implementing the instructional approach tailored to the students' needs	**Differentiated Instruction:** • Tailor instruction based on students' proficiency levels, learning preferences, and readiness. • Use flexible grouping, varied materials, and scaffolded supports to meet individual 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. • Just-in-time supports are embedded within Bluebonnet Learning K-5 Math. Lessons include opportunities for remediation or enrichment based on student need.

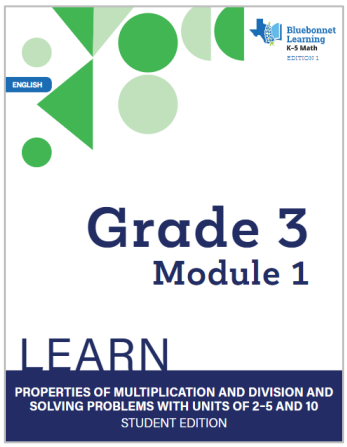
Progress Monitoring for SDI with Bluebonnet Learning

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 is **exceeding 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 Math Lesson



This section comes from Bluebonnet Learning K–5 Math, Grade 3, Module 1, Properties of Multiplication and Divisions and Solving Problems with Units of 2–5 and 10. Specifically Topic A, Lesson 1, Understanding Equal Groups of As Multiplication.

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. Bluebonnet Learning K–5 Math provides a list of vertically-aligned foundational standards for the module and topic module overviews. Consider starting from the most recent standard and working backward to less complex standards and finding the student's instructional level using current data sources.

Consider the depth and complexity of the standard and whether the depth and breadth need to be adjusted for the student to access the content if deemed necessary by the ARD committee.

The following table illustrates the previous standards that are foundational skills and knowledge needed for students to access Bluebonnet Learning K–5 Math Grade 3, Module 1, Topic A, Lesson 1. The following table includes examples of teacher moves that may support instruction.

Examples of Teacher Moves for Previous Standards

Previous Standards (Grade Level in Parentheses)	Teacher Moves
• Compare sets of objects up to at least 20 in each set using comparative language. (K) • Use comparative language to describe two numbers up to 20 presented as written numerals. (K)	• Using manipulatives or sets of objects, a teacher models the concepts of "greater than," "less than," and "equal to" up to at least 20. • Allow students time to work with sets and create comparative sets. Facilitate conversations between students to compare sets, and provide feedback and guidance to their responses. • Model this activity with written numbers.
• Use place value to compare whole numbers up to 120 using comparative language. (1) • Order whole numbers up to 120 using place value and open number lines. (1) • Represent the comparison of two numbers to 100 using the symbols >, <, or =. (1)	• Using manipulatives, create models of whole numbers up to 120. Teachers may reduce the numbers to support students who are not proficient in determining place value to the hundreds. • Using concrete or representational models, provide students with physical space to order numbers on a number line. • Utilize the language of "greater than," "less than," and "equal to" and the symbol associated with each when comparing two numbers. Provide students with movement or mnemonic devices to help them remember the correct use of each symbol.
• Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =). (2)	• Model the breaking down of a number by its place value in order to compare each place individually. • Reduce the number of place values students are expected to compare, ensuring a solid grasp of the concept of comparing numbers prior to adding additional places.

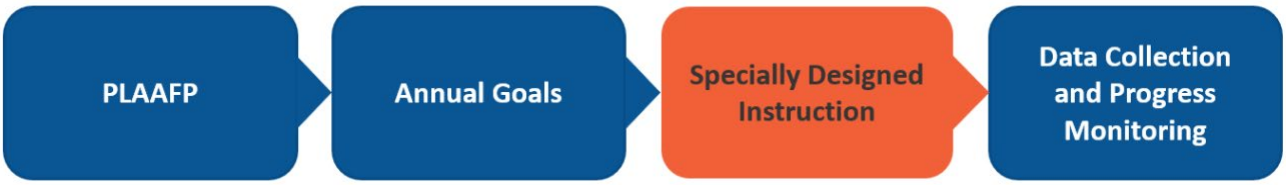
Pre-Teaching

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

- Explicit instruction of key terminology 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 addition and subtraction, before the lesson.

Determining and Designing SDI within a Bluebonnet Learning K–5 Math 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 Bluebonnet Learning HQIM. Teachers may implement SDI along with any of the evidence-based practices in the classroom, as described previously in this guide.



An example of the SDI design and adjustment process for a student with an identified disability, Olivia, is provided in the following text. It provides a step-by-step process for integrating SDI into the lesson.

Sample SDI Development Process for Olivia within Bluebonnet Learning K–5 Math Grade 3 Lesson

Impact of Disability (excerpt from PLAAFP):

- Olivia has been identified as a student with a specific learning disability in mathematics calculation.
- Olivia's disability is significantly impacting her ability to apply prerequisite math computation skills to interact meaningfully with grade-level problem-solving operations.
- It is indicated that Olivia is unable to add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations
- Additionally, Olivia is unable to recall basic facts to add and subtract within 20 with automaticity without teacher support or when supplemental aids are present.

Annual Goal

In 36 instructional weeks, using manipulatives and correctly completed examples with solution steps, Olivia will solve one-step and multistep word problems involving addition and subtraction within 1,000. Success will be measured with 75% accuracy.

SDI

Content

Olivia will receive explicit instruction in foundational addition and subtraction skills, including strategies for solving one-step and multistep word problems within 1,000. Instruction will focus on place value understanding, number sense, and teaching how to use manipulatives to support conceptual development. Instruction will also include guided practice with correctly completed examples and visual models to reinforce problem-solving steps.

Methodology

Olivia will use manipulatives and step-by-step scaffolding that includes correctly completed examples of the problem-solving process.

Delivery of Instruction

- **When:** Daily during designated math instruction time, with additional support as needed to address the multiple mathematical calculation challenges identified.

- **Where:** In a small group setting within the general education classroom.
- **By whom:** Special education teacher or general education teacher.

Progress Monitoring Plan

- The special education teacher will provide Olivia problems to solve daily and will record her mastery for progress monitoring purposes.
- As Olivia's mastery necessitates, the special education teacher will increase or decrease the scaffolding supporting Olivia's understanding.
- The special education teacher will document Olivia's scores on problem-solving assessments throughout the math period.
- Once each grading period, the general education teacher will average Olivia's math word problem assessments toward meeting her annual goal.

Implementing SDI with Bluebonnet Learning K–5 Math

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 Math. It includes an overview of the student's goals, planning considerations between teachers, the general lesson components, and the SDI supports.

SDI-Infused Bluebonnet Learning Sample
K–5 Math Grade 3: Lesson Instruction Overviews

Fluency Practice: Group Counting Sprint

Basic skip-counting skills from Grade 2 shift focus on this Grade 3 activity. Group counting lays a foundation for interpreting multiplication as repeated addition.

When students count groups in this activity, they add and subtract groups of 2 when counting up and down.

Pre-Lesson Collaboration

Plan to address fluency's three goals:

1. Maintenance (staying sharp on previously learned skills)
2. Preparation (targeted practice for the current lesson)
3. Anticipation (skills that ensure that students will be ready for the in-depth work of upcoming lessons)

Teachers review student data and plan for student grouping that provides more or less challenging material based on student mastery.

General Lesson

- Introduce the exercise: count to 20 both forward and backward, switching between going up and down and teacher direction throughout.
- Complete the counting exercise with the class.
- Introduce variations to the counting. For example, students are to whisper or hum every other number in the sequence.

SDI

- Olivia will receive pre-teaching of skip-counting strategies using a number chart and manipulatives to reinforce patterns and support her understanding of counting by groups.
- Teach Olivia how to use visual supports (e.g., highlighted number lines) during the activity to follow along and participate with the group.

Application Problem

Students may choose to use a strip diagram or a number bond to model the problem. They are also likely to solve today's application problem in less than 10 minutes. Ten minutes have been allotted to allow for review of the Read, Draw, Write (RDW) process for problem solving.

Pre-Lesson Collaboration

- Identify the appropriate problem stem.
- Anticipate linguistic and mathematical challenges/ misconceptions.
- Create visuals to support understanding.
- Select and gather appropriate accommodations (e.g., base ten blocks, strip diagram, place value chart).

General Lesson

- Introduce the Read, Draw, Write (RDW) process: Read the problem; draw and label; write an equation; and write a word sentence. The more students participate in reasoning through problems with a systematic approach, the more they internalize those behaviors and thought processes.
- Introduce a math problem for students to solve using RDW in pairs or small groups.

SDI

- Support Olivia in completing the exercise using the Three Reads Protocol: Olivia will read a math scenario three times with a different goal each time.
    - The first read is to understand the context.
    - The second reading is to understand mathematics.
    - The third read is to elicit inquiry questions based on the scenario.
- In a small group, Olivia will then attempt the exercise using the RDW process.

Concept Development

Teacher introduces new learning with intentional sequencing of standards and topics to ensure students have full access to new learning goals and integrate them into their developing schemas.

Pre-Lesson Collaboration

Select and gather appropriate graphic organizers and manipulatives.

General Lesson

Introduce three problems for students to complete individually:

- Problem 1: Skip-count to find the total number of objects.
- Problem 2: Understand the relationship between repeated addition, counting groups in unit form, and multiplication sentences.
- Problem 3: Write multiplication sentences from equal groups.

SDI

- In a small group, provide Olivia with specific SDI for each problem:
  - Problem 1: Connect the count to a number chart.
  - Problems 2 and 3: Use small cups or cupcake liners to put the counters into to physically distinguish the groups from the objects.
- Teach Olivia to use manipulatives and a number chart to support her.

Problem Set

Students should do their personal best to complete the Problem Set within the allotted 10 minutes.

Pre-Lesson Collaboration

- Balance word problems with other problem types to ensure a range of practice.
- Select and gather manipulatives and number charts based on student needs.
- Preview the new vocabulary and brainstorm words that could be added to an anchor chart to assist students in composing answers.

General Lesson

Assign the problem set task and instruct students to solve using the RDW approach.

SDI

- Olivia will receive explicit instruction and guided practice in using the RDW (Read, Draw, Write) strategy prior to beginning the problem set.
- Provide Olivia with correctly completed examples and visual scaffolds (e.g., graphic organizers, number charts) to support her independent problem-solving.
- The teacher will provide verbal cues and prompting to help Olivia apply learned strategies during the problem set.

Student Debrief

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Pre-Lesson Collaboration

- Select and gather manipulatives based on student needs.
- Review the lesson's objectives and plan which debrief question(s) to ask the class.
- Collaborate on how students can be partners to review the Problem Set.

General Lesson

- Explain the lesson objective: Understand equal groups as multiplication.
- Invite students to review their solutions for the Problem Set by comparing answers with a partner.
- Instruct students to look for misconceptions or misunderstandings that can be addressed in the Debrief.
- Guide students in a conversation to debrief the Problem Set and process the lesson.
- Conduct the class debrief, focusing on the relationship between different math processes and review of new vocabulary presented in the lesson (equal groups, multiplication, and multiply).

SDI

- Provide small-group instruction to guide Olivia and any other students needing it in a conversation to debrief the Problem Set and process the lesson.
- Purposefully select a debrief question(s) to target misconceptions or misunderstandings based on Olivia's and other students' needs.
- Olivia will receive reteaching or clarification during the task if she demonstrates misunderstanding, ensuring she can access the content without changing the rigor.

Exit Ticket

A review of students' work will help with assessing their understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons.

Pre-Lesson Collaboration

- Select and gather manipulatives based on student needs.
- Plan for small-group instruction to check for understanding and clarify misconceptions.

General Lesson

Instruct students to complete the Exit Ticket.

SDI

Provide guided prompting to help Olivia apply strategies learned during the lesson.

Using Progress Monitoring to Adjust SDI

As teachers conduct ongoing progress monitoring to assess Olivia's progress toward her annual goal, they may adjust the SDI accordingly.

Teachers can adjust any of the three components of SDI. For example:

- **If data shows that Olivia is making strong progress**, the SDI may be gradually reduced or revised to provide more rigorous instruction.
- **If data shows that she is not making adequate progress**, the SDI may be intensified, and additional accommodations or modifications may be considered through the **ARD committee process**.

To further support Olivia's application of mathematical computations, teachers might:

- Provide more frequent explicit instruction on problem-solving processes.
- Use one-on-one checks for understanding.
- Scaffold instruction by starting with simpler problems (e.g., single-step computations) and gradually increasing complexity as mastery improves.

Olivia currently uses two accommodations: a number chart and manipulatives. The ARD committee can help determine whether she should continue with these supports or if adjustments are needed.

Teachers will continue to monitor Olivia's progress to ensure she is on track to meet her annual goal.

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 Math. The full collection of resources 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.

Math foundation skills
The basic building blocks of mathematics, including arithmetic operations, number understanding, and geometric concepts.

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/

Bluebonnet Learning™