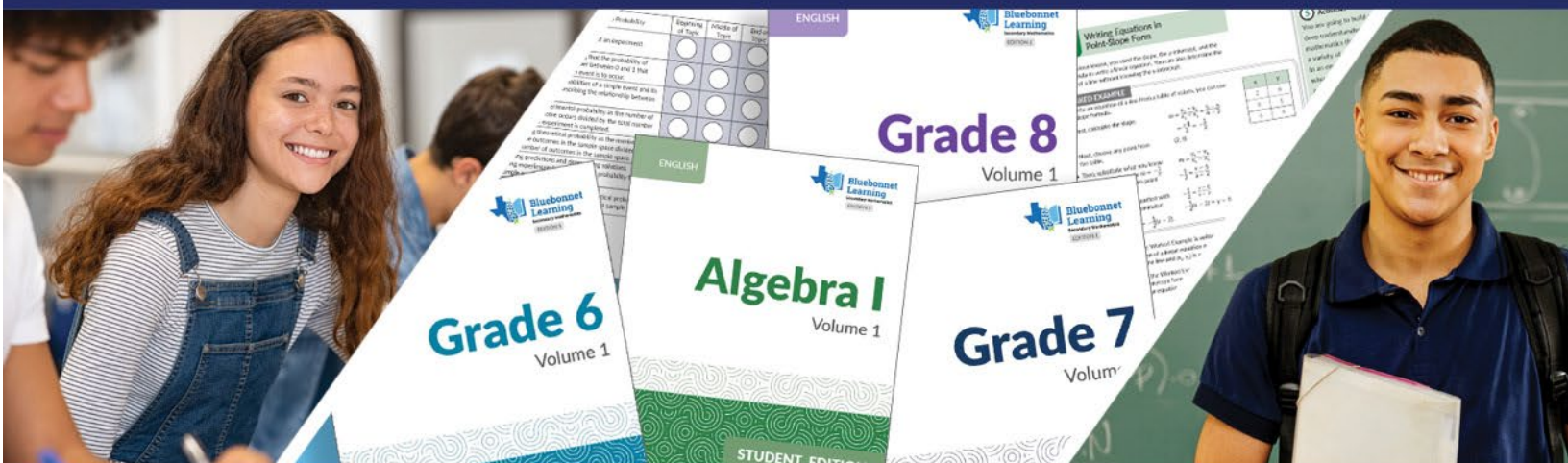# Specially Designed Instruction (SDI) Field User Guide for Secondary Mathematics

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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 Secondary 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 Secondary Mathematics high-quality instructional material (HQIM), including examples of accommodations and modifications.
- A comprehensive approach to **planning and implementing SDI** within a sample Grade 7 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.

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 Secondary Mathematics includes a **Course-and-Implementation Guide** for each course that provides information about supporting emergent bilingual (EB) students, students with disabilities, and gifted-and-talented students. **Skills Practice** is provided for each topic for teachers to strategically plan and schedule based on the needs of their students. At the lesson-level, differentiation strategies are provided in the **Facilitation Notes** that offer **Just-in-Time Scaffolds** and **Access-for-All Strategies** to support learner variability. 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 lesson plans and embedded supports 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 Secondary Mathematics lessons to address student needs to master the lesson. The following information provides examples of evidence-based practices implemented to support the learning of mathematics concepts using Bluebonnet Learning Secondary Mathematics.

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, and model appropriate use of the support using a think-aloud process.
4. Lead guided practice of the process, providing immediate supportive and corrective feedback.
5. Assign and monitor independent practice of the student conducting the process.
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 table illustrates a process for implementing differentiation and scaffolding alongside SDI.

Implementing Differentiation and Scaffolding with SDI in Bluebonnet Learning Secondary Mathematics

	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 the Admission, Review, and Dismissal (ARD) Committee [1]
Vocabulary	Teacher reviews key terms to be included in the lesson.	• Teacher provides a Student Summary, included with each topic of the module, with important key terms, definitions, and examples. • Students are also referred to the glossary, in the Course Overview, which contains definition of key words. • Allow students to maintain written definitions to which to refer throughout the lesson.	• Teacher pre-teaches the vocabulary using the Bluebonnet Learning interactive glossary. • Teacher provides a glossary of key terms with simplified vocabulary including visuals and/or completed examples.
Introduction to Module Objectives	Teacher summarizes the goals of the lesson.	• Teacher provides video explaining the importance of the concepts being taught. • Provide the video prior to the lesson, allowing students time to process and understand the concepts to be taught.	• Teacher pauses the video at regular intervals to facilitate discussion and reinforce key concepts aligned with the lesson objectives to support student comprehension and engagement with the content.
Connections to Lesson	• Teacher explains connections of the current lesson to previous content. • Teacher asks students to anticipate how they may apply the lesson.	• Teacher prompts recall about concepts from previous lessons and connect that understanding to this topic. • Ask students to help build on the connections from previous lessons to build recall.	• In a small group, students are retaught and able to practice and receive feedback on previously taught skills to ensure they connect the information to current lessons.

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[1] 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 the Admission, Review, and Dismissal (ARD) Committee [1]
Essential Content	• Teacher presents the lesson. • Teacher works with the whole class to solve two problems.	• Have students explain their reasoning throughout. • Present images for each of the problems being solved to help students visualize the problem-solving process.	• Students work in a small group using explicit instruction to ensure they understand and can apply the learning.
Skills Practice	Teacher assigns students to work in pairs to complete eight additional problems.	• Allow pairs to demonstrate problem solving verbally, in writing, or using manipulatives.	• Pairs may complete problems in smaller chunks with teacher feedback between each chunk. • Students are only responsible for problems involving addition and subtraction (modification that can only be determined by the ARD committee).

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 table provides examples of instructional supports that may be used with Bluebonnet Learning Secondary Math. 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 Secondary Mathematics

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 question and answer choices at student request.

- Content is read aloud or signed to a student in part or in full.

- Digital resources/materials: Text-to-speech technology can be used to read aloud printed content to students and customized to meet individual needs with the following features:

    o Select voice

    o Control speed of read aloud

    o Closed captioning: all videos are fully closed-captioned and are available in both English and Spanish

    o Alternative text: almost every image has alternative text so that assistive technology devices can read aloud the image descriptions

Instructional Support #2: Correctly Completed Examples

Description: Accommodations that allow for correctly completed content examples to be provided with or without completion steps outlined.

Bluebonnet Learning Examples:

- Provide steps to complete a problem.
- Student can select the sample problem icon at any time to display the example and analyze it alongside the problem that the student is currently working on.

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:

A glossary, in both English and Spanish, is available throughout the software. It contains a list of definitions and examples for key mathematical terms used throughout the curriculum.

Instructional Support #4: Content Support

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

Bluebonnet Learning Examples:

- Just in time hints automatically appear when a student makes a common mistake.
- Multiple on-demand hints are available for each problem and the level of support increases as a student asks for more help.

Instructional Support #5: Individualized Structured Reminders, Pacing Support, and/or Chunking Assignments

Description: Accommodations that provide reminders to continue or complete tasks and flexibility in organizing work completion.

Bluebonnet Learning Examples:

Progress meter helps students visualize progress while working with two views: Summary and Detail

- **Summary** view is the default view providing a quick, at-a-glance summary.

- **Detailed** view shows more detailed progress or skill information.

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 Secondary Mathematics

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 Secondary Math lessons may be adjusted to implement each component.

Components of SDI and Examples Aligned to Bluebonnet Learning Secondary Mathematics

Component	Description	Examples from Bluebonnet Learning Secondary Mathematics
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	Teacher introduces the **substitution method** as an alternative to graphing for students who have difficulty interpreting information from a graph. This approach provides access to the same grade-level concept through a method better aligned with the student's strengths.

Component	Description	Examples from Bluebonnet Learning Secondary Mathematics
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	Teacher promotes the **modeling process** to support student understanding of mathematical concepts. This includes: • **Notice and Wonder:** Students gather information, observe patterns, and formulate mathematical questions. • **Organize and Mathematize:** Students organize data and represent it using mathematical notation. • **Predict and Analyze**: Students extend patterns, perform operations, make predictions, and analyze results. • **Interpret and Test:** Students interpret outcomes and test their mathematical predictions in real-world contexts.
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. • **Skills Practice** is provided for each topic to use on Learning Individually days and based on the needs of students, providing spaced retrieval opportunities of previously covered TEKS.

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 Secondary Mathematics Lesson

This section draws on the lesson from [Bluebonnet Learning Secondary Mathematics, Grade 7, Volume 1, Module 2: Applying Proportionality, Topic 1: Proportional Relationships, Lesson 1 Introducing Proportions to Solve Percent Problems](#).

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 Secondary Mathematics 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 examples of teacher moves that support instruction of previous standards for Bluebonnet Learning Grade 7.
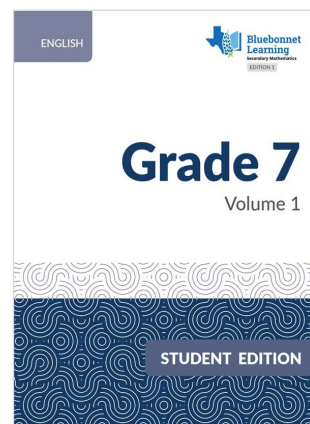
Examples of Teacher Moves for Previous Standards

Previous Standards (Grade Level in Parentheses)	Teacher Moves
Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence (4)	Use **color-coded input-output tables** and **position labels** to help students visualize how each term in the sequence relates to its position. This supports students who are still developing number sense and helps bridge algebraic thinking used in higher grades.
Generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph (5)	Provide **pre-filled tables with missing values** and ask students to complete them using the given rule. Then, guide students to **plot the points on a graph**, emphasizing the connection between the rule, the table, and the visual representation. This scaffolds students who may struggle with abstract equations by reinforcing pattern recognition and graphing fluency.
Apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates (6)	Use **double number lines** to visually compare ratios and rates before introducing abstract reasoning. This helps students transition from concrete representations to more complex proportional reasoning required in higher-level tasks.
Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money (6)	Incorporate **money-based scenarios** (e.g., discounts, tax, tips) to help students see the relevance of converting between forms. Use **visual models** like 10x10 grids or fraction bars to reinforce equivalency before applying it to percent increase/decrease problems.
Represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions (6)	Start with **scale drawings** or maps to introduce scale factors in a tangible way. Then guide students to create tables and graphs from these contexts, bridging the gap to more abstract proportional relationships used in higher-level standards.
Solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models (6)	Use **strip diagrams or bar models** to visually represent part-whole relationships. This supports conceptual understanding before moving into solving multi-step percent problems with equations or formulas.
Represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$ (6)	Begin with **verbal scenarios** (e.g., earning money per hour or saving a fixed amount weekly) and have students build tables from them. Then transition to graphing and writing equations, emphasizing the connection between representations.

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 mathematical terminology to be presented in the lesson, with an emphasis on new, unfamiliar, or complex terms.

- 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 each step of the problem-solving process to help with their understanding of the components of the lesson.

- Providing opportunities for students to practice the necessary foundational skills, like interpreting and manipulating fractions and breaking down the steps of word problems, before the lesson.

Determining and Designing SDI within a Bluebonnet Learning Secondary Mathematics Lesson

For all students with IEPs, the ARD committee determined 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 curriculum. 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, Ryan, is provided in the following text. It provides a step-by-step process for integrating SDI into the lesson.

Sample SDI Development Process for Ryan within Bluebonnet Learning Grade 7, Volume 1, Module 2, Topic 1, Lesson 1

Impact of Disability (excerpt from PLAAFP):

Ryan currently qualifies for special education and related services under the category of other health impairment (OHI) due to symptoms related to his diagnosis of attention deficit hyperactivity disorder (ADHD). When given an independent academic task or multi-step directions, Ryan may look around the classroom, walk around the classroom, play with any small items he can find, start conversations with others, put his head down on his desk, and ask for a break instead of starting and completing the task on his own.

A review of behavior data shows that Ryan receives visual and verbal supports to stay on task in each class. On average, Ryan receives 8 to 10 verbal or visual cues per academic task and completes 50% of his assignments. During this school year, another accommodation of a task analysis sheet, or a checklist that breaks tasks into manageable steps for each academic assignment, was introduced to help Ryan follow multistep directions. After five instructional trials introducing Ryan to a task analysis sheet, his completion and submission rate improved to 70% with 8 to 10 verbal or visual cues per academic task.

Annual Goal

By the next annual ARD committee meeting, when given an assignment checklist with tasks broken into sequential steps and five verbal or visual prompts, Ryan will independently complete and turn in math assignments, with 80% accuracy across ten consecutive assignments, measured three times a week.

SDI

Content

Ryan will be pre-taught relevant terminology and problem-solving strategies for translating word problems into mathematical equations. Instruction will include chunking multi-step problems into manageable parts and using visual models to support comprehension.

Methodology

The teacher will model the steps for breaking down word problems and provide Ryan with a checklist or graphic organizer to guide his process. Instruction will include frequent check-ins to monitor focus and understanding, and visual cues will be used to prompt transitions between steps.

Delivery of Instruction

- **When:** Daily during designated math instruction time.

- **Where:** In an individual or small group setting within the general education classroom during independent work time.

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

Progress Monitoring Plan

- The special education teacher will provide Ryan with supported word problem practice aligned to the current lesson every two weeks for progress monitoring purposes.

- The special education teacher will document Ryan's scores on word problem components of math assessments throughout the math period.

- Once each grading period, the general education teacher will average Ryan's scores on the word problem components of assessments toward meeting his annual goal.

- Ryan will complete a brief **self-reflection checklist** after each supported practice or assessment, rating his focus, effort, and use of strategies (e.g., "Did I use my checklist?" "Did I ask for help when I was stuck?").

Implementing SDI with Bluebonnet Learning Secondary Mathematics

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 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 text illustrates an SDI-infused lesson using a sample from Bluebonnet Learning Secondary Mathematics. It includes an overview of goals, planning considerations between teachers, the general lesson components, and the SDI supports.

SDI-Infused Bluebonnet Learning Secondary Mathematics Grade 7 Lesson Sample: Lesson Instruction Overviews

Core Connections

Students review using models to solve percent problems and analyze strategies for calculating the unknown value in a percent problem

Pre-Lesson Collaboration
Prepare sample models and strategies to help promote and reinforce student recall.

General Lesson

- Introduce the primary focus of the lesson.

- Have the students recall models and strategies that can solve the problems as a whole group.

SDI
General education teacher provides Ryan explicit instruction for selecting models and strategies to solve the problem.

Direct Instruction

Teacher provides whole group instruction on the curricular model being taught and engages students.

Pre-Lesson Collaboration

- Prepare a slide or visual with the equation:

$$\frac{\text{part of a quantity}}{\text{whole of quantity}} = \frac{\text{percent part}}{\text{percent whole}}$$

- Prepare examples of uses for the equation to help stimulate and reinforce student thinking.

- Prepare a summary statement defining the concept of constant of proportionality to share with the class.

General Lesson

- Introduce the equation and explain how it is used to examine a direct variation relationship between two quantities.

- Expand the discussion to consider how the equation can be used to solve markdown and markup percent problems with examples.

- Engage students in a whole group discussion to consider how the equation might be used to solve other everyday problems to deepen understanding.

SDI

General education teacher provides Ryan explicit instruction of any unfamiliar terminology in or related to the content.

Guided Practice

Students work on a word problem set: Identify the constant of proportionality, write an equation to represent the situation, and solve for unknown quantities.

Pre-Lesson Collaboration
Retrieve and have available copies of the Problem-Solving Model Graphic Organizer

General Lesson

- Working in pairs, assign students to work together to complete the word problem set using the process laid out in the lesson.

- General education teacher rotates around the room to provide assistance and clarity as needed.

SDI

- Ryan receives small group instruction using smaller quantities of numbers to ensure he understands the concepts.

- Special Education teacher provides direct support to teach Ryan to use his checklist to complete the guided practice.

Student Debrief

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

Pre-Lesson Collaboration

- Review the lesson's objectives and plan to review the essential questions to the class.

- Collaborate on how students can be partners to review the activity summaries.

General Lesson

- Students reread the Essential Questions and read the activity summaries to the class.

- General education teacher guides students to look for misconceptions or misunderstandings that can be addressed in the debrief.

SDI

- Provide small-group instruction to support Ryan and other students who need additional guidance during the debrief.

- The special education teacher provides support to Ryan to complete a brief self-reflection.

Using Progress Monitoring to Adjust SDI

As teachers conduct ongoing progress monitoring to assess Ryan's progress toward his annual goal, 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**.

For example, to support Ryan's proficiency in solving word problems, teachers may provide scaffolded instruction that breaks down each step—from translating the word problem into a mathematical equation to solving it. This instruction may occur in a 1:1 setting to promote understanding and check for mastery at each step.

To further support mastery, teachers might introduce **intensive problem-solving practice**, where Ryan explains his thinking at each stage of solving a word problem.

Additionally, teachers may provide **graphic organizers** that visually map out the steps involved in solving word problems. These tools help Ryan organize information, identify key details, and sequence the problem-solving process more effectively.

Teachers will continue to monitor Ryan's progress and adjust instruction to support his path to mastery.

Conclusion

This guide is part of the **Meaningful Access** collection offered by TEA. It applies the content from the SDI Guide to **Bluebonnet Learning Secondary Math**. 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.

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™