Divergent Planning
SDI to Improve Student Outcomes

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mdek12.org

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DEPARTMENT OF
EDUCATION

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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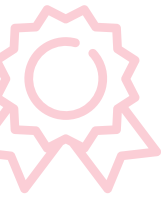
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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What could set you up to do your best learning, collaborating, and thinking in this context?

What last minute task do you need to complete to be ready to learn and participate?
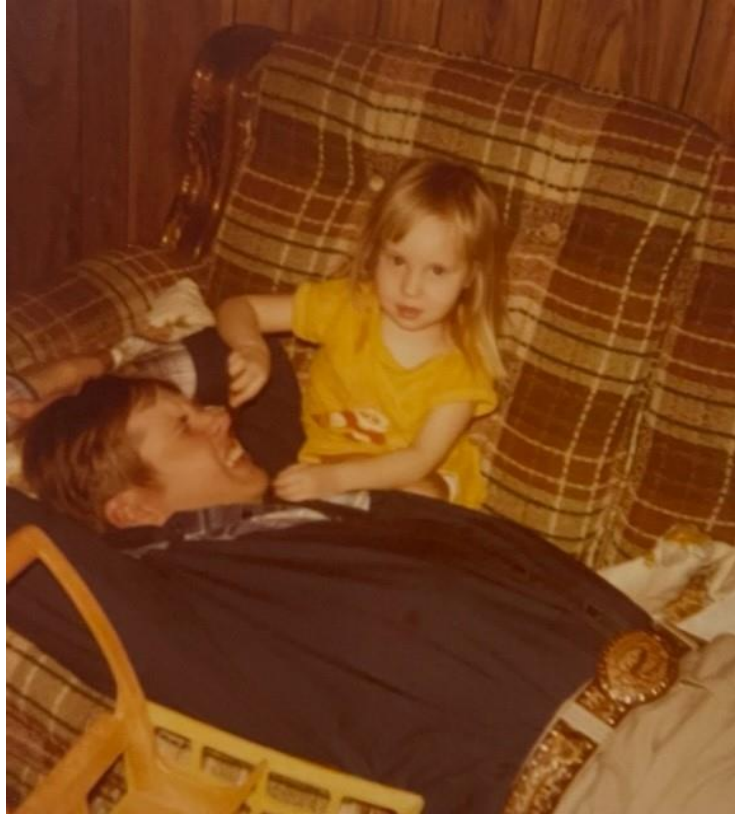
In this session, we are going to

SOLVE PROBLEMS

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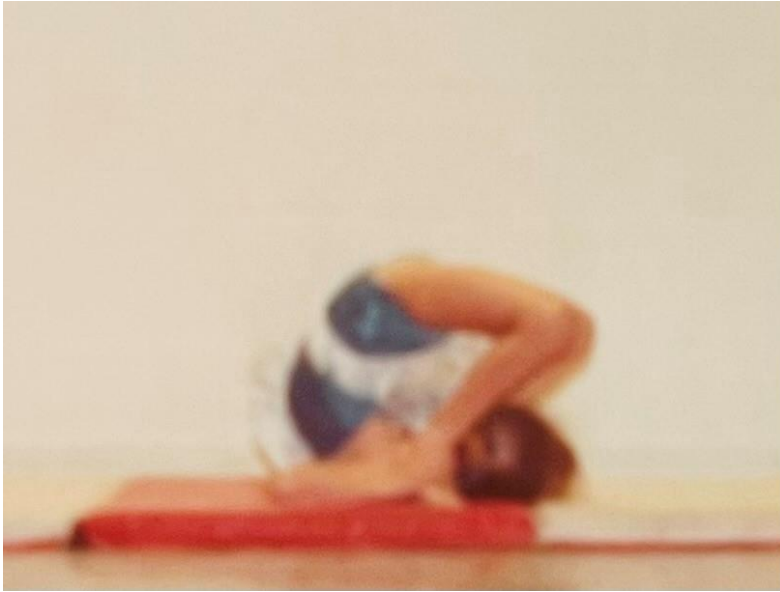# Problem Solving Expert

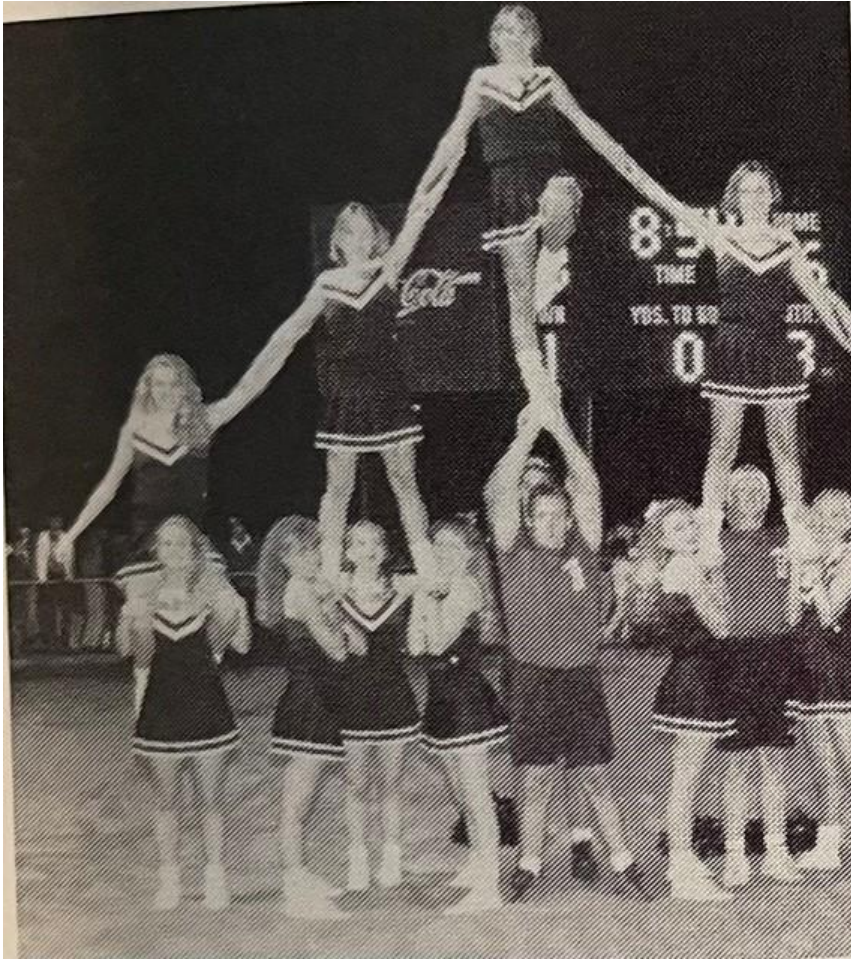# What will I be when I grow up?

Identify Problem

Collaboratively Brainstorm Solutions

Research Solutions

Report Research Findings

Implement Solutions

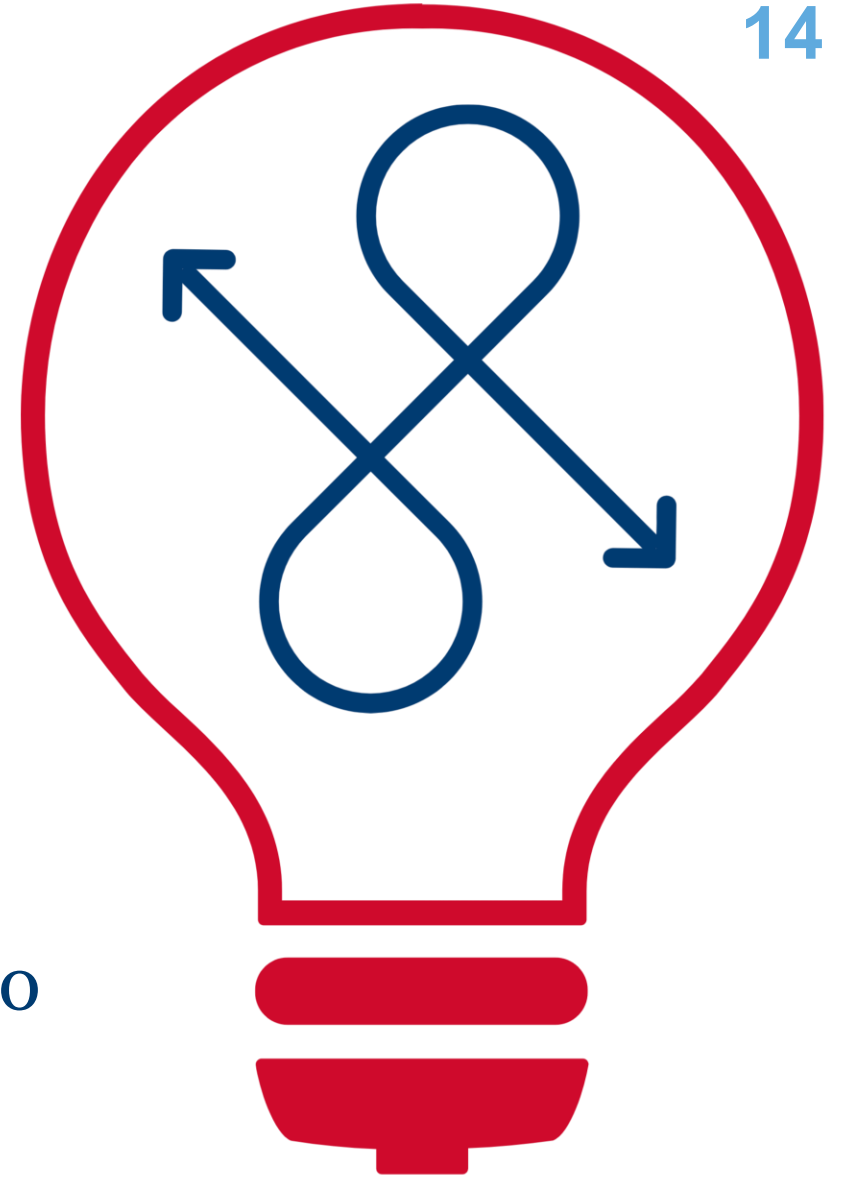# Inclusion & SDI Specialist

Energetic

Enthusiastic

Big Picture

Outside the Box

Problem Solver

Divergent

Moving or extending in different directions from a common point; diverging from each other.

Divergent Planning

Starting with one problem to solve and use multiple perspectives (different directions) to define solutions.

IDENTIFYING PROBLEMS

Group Activity

Brainstorm a list of all the problems that you encounter when working with students with disabilities.

Group Activity

Narrow down and combine your issues into one problem.

Individual Activity

Write down the problem topic on your notes page.

SDI INSTRUCTION

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"SDI gives students access to the general education classroom, allowing them to meet the same educational standards as their non-disabled classmates. This also ensures that progress is made towards the student's IEP objectives and goals"

Behaviorist.com

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"SDI gives students **ACCESS** to the general education classroom, allowing them to **MEET** the same educational standards as their non-disabled classmates. This also **ENSURES** that progress is made towards the student's IEP objectives and goals."

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A child with an IEP may be trying to improve the number of words they can spell correctly. Other students in the class may be working on writing complete sentences or short paragraphs.

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The Orton-Gillingham approach is used to help students who struggle to learn to read and write. This method wouldn't be used to teach every student in the classroom how to read, but it can work well for some specific learning challenges.
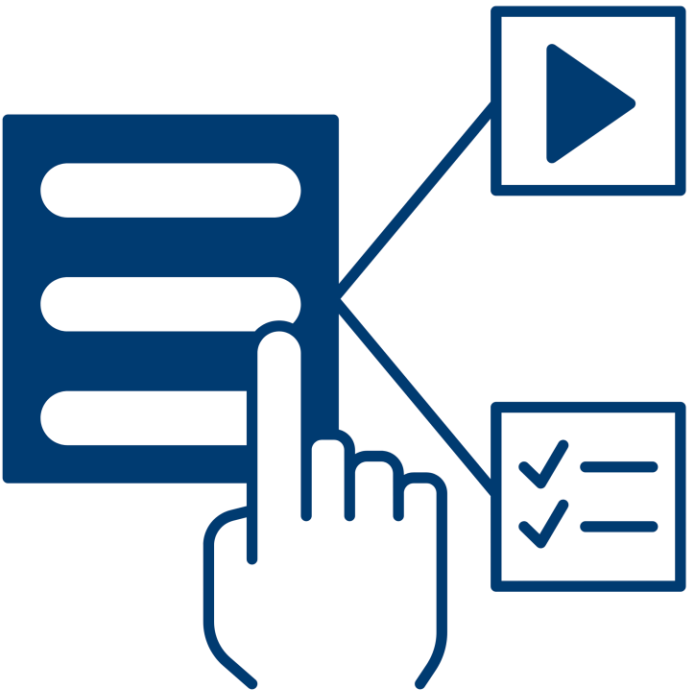
Adapted delivery would be giving the student one-on-one instruction either before, during, or after the instructions were given to the entire class.

Key Features of SDI

SDI is planned, organized, and meaningful based on the child's unique needs. SDI must be consistent with the IEP and ensure the student is placed in the least restrictive environment.

Instructions are delivered in an intentional, explicit, and systematic way in any location, including multiple settings throughout the school day.

SDI should close learning gaps and ensure every student can achieve common grade-level academic standards. It does not lower expectations or learning standards for the child.

SDI can be used to address behavioral, communication, academic, and health needs. SDI should be closely monitored to ensure the desired results are being achieved.

Specially Designed Instruction Guidance Document

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Who Provides SDI and How Is It Delivered?

Accommodations & Modifications

Specially Designed Instruction

Accommodations changes the way a student learns the same material as peers.

Modifications changes the content a student is expected to learn.

VS

Teaching the student how to use an accommodation or modifying the content they are taught would both fall into SDI category.
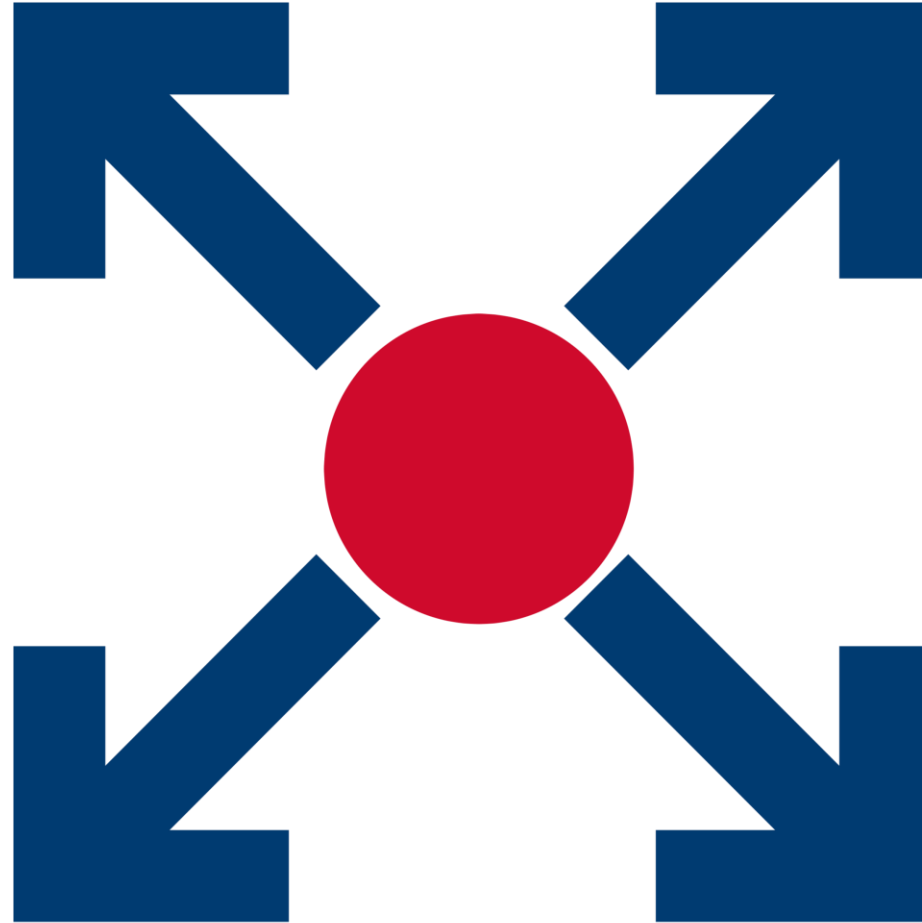
*Not SDI

Specially Designed Instruction Guidance Document

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FINDING SOLUTIONS

EXPANDING ACCESS
https://bit.ly/3wpDkzr

HTTPS://BIT.LY/3PENY1F
Systems Exchange

HIVE FIVE!
HTTPS://BIT.LY/3KPPXKC
ROLES AND RESPONSIBILITIES

INSTRUCTIONAL STRATEGIES
ROCK
https://bit.ly/3wpKL9s

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Pack up your essential items and locate the label for the perspective you are going to use to solve your problem.

Group Activity

1. Share your problems.
2. Group your problems into categories.
3. Narrow your categories down to 2-3.

The Three Whys

Why were the students doing the wrong activity?

Why were the students doing the wrong activity?	Why did they misunderstand the instructions?	Why were they too long and complex?
They misunderstood instructions.	They were too long and complex	I used complex vocabulary and long sentences

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Three Whys Down Root Cause Analysis

Group Activity

1. Turn the problems into questions that you need to solve.
2. Write each question on chart paper.
3. Place your questions on the wall to guide your research.

Research

1. Divide your team into research groups. You will need a team for each type of evidence (folder).
2. Locate the type(s) of evidence in your folder.
3. Read through the materials together and collect your notes.

Stop, Drop, and Collaborate

1. A representative from each evidence group will share findings with the group.
2. The group will brainstorm solutions to questions and list the solutions under the questions on the charts.
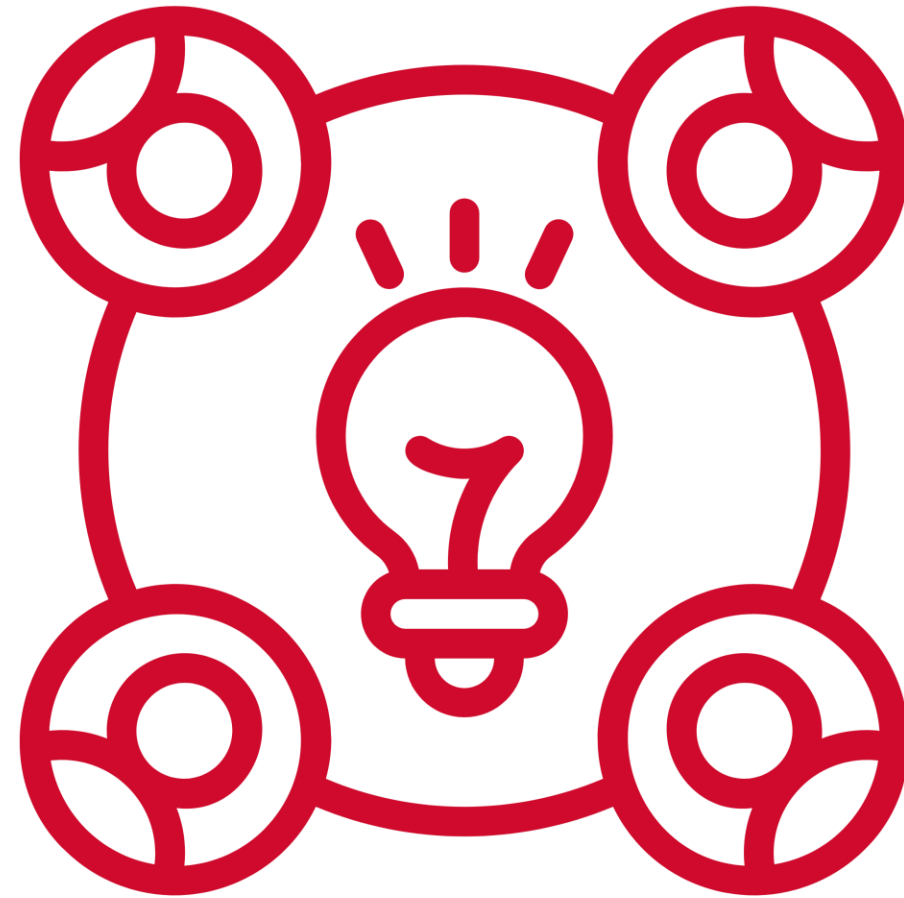
Action Steps

As a team, determine the solution(s) that you will present to your identifying problems groups.

Pack up your essential items and move back to your original seat.

SHARE SOLUTIONS

Report Research Findings

1. Restate your original problem that your team wanted to find solutions.
2. Share your defined questions and answers from different perspectives.
3. Determine a solution and develop an action plan to solve your problem.

How did divergent planning and SDI help you to resolve your problem?

What is your take-away from this session?

What supports do you or your district need to implement divergent planning or SDI to support students with disabilities?

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EDUCATIONAL REBEL
CHRISTY HUNT

https://bit.ly/3TfCX4a

Join me at the intersection of convergent and divergent: teaching, leading, and growing.

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https://bit.ly/3qzvvnq

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Add Blog link

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Orange	FEF7EC	FCE8C5	FAD89E	F8C977	F6B951	F3A51E	E9980C	C27E0A	9B6508	744C06
Pink	FDECEF	FAC6D0	F7A1B1	F36881	EF3A5B	ED1D43	D01134	AA0E2A	840B21	5E0818
Purple	F9F1F5	ECD4E1	E0B8CD	D39CB9	C77FA4	BB6390	A74A7A	8E3E67	713253	55253E
Turquoise	EFF8FA	D0EAF1	B0DCE8	91CDDE	72BFD5	39A1BF	2F859D	266B7E	1C505E	13353F
Green	F7FBEF	E8F2CF	D9EAAE	CAE18E	B0D357	A3CC3E	8CB12F	739127	59711E	405115
Yellow	FEFAEB	FDF0C4	FCE69C	FAD663	F9CC39	F8C212	DAA807	B28A06	8B6B04	634D03
Aqua	F0F9F9	D2EEED	B5E3E1	97D8D5	69C8C3	4CBDB7	3DA49F	328682	276865	1C4A48

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Georgia is the approved serif font for use with the graphic identity. It is shown in two weights: Regular and Bold. Roboto is the preferred sans serif font for use with the graphic identity. It is shown in two weights: Regular and Bold.

On printed pieces, serif fonts are the most readable. The approved serif font is Georgia. If desired, support the main text by using an approved sans serif font, Roboto, Arial, or Calibri, in small amounts for important ideas, quotes, headings, or subheadings that should stand out from the body text. Never use all of the san serif fonts on the same piece.

On the Web or screen, sans serif fonts are the most readable. Use Roboto, Arial, or Calibri. If desired, support the main text by using Georgia in small amounts for important ideas, quotes, headings, or subheadings that should stand out from the body text.

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