STRATEGIC CALIBRATION TRAINING SYSTEMS

SDI SKILL CARD 10 PACK

STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Math Problem Solving
Math problem solving refers to the ability to apply mathematical concepts, reasoning, and strategies to find solutions to real-world or abstract problems. It involves more than just performing calculations—it requires understanding the problem, selecting appropriate methods, carrying out procedures, and evaluating the solution. It includes: understanding the problem, choosing and applying strategies, logical reasoning and critical thinking, checking and justifying answers, and connecting math to real-life context.

Data Sources:

- Standardized math assessments (e.g., SBAC, PARCC, NAEP)
- Curriculum-based math tests and benchmarks
- Performance tasks and word problems
- Math journals or student explanations
- Rubrics for problem-solving strategies
- Formative assessments and exit tickets
- Teacher observations during problem-solving tasks
- Student self-assessments and reflections
- Digital learning platform analytics (e.g., DreamBox, IXL, Khan Academy)
- Error analysis in multi-step problems

Content *What are the Pedagogical Adaptations to support access to the Curriculum?*	**Methodology** *What are the Evidence Based and Research Based Methods being employed in Instruction?*	**Delivery of Instruction** *What is the Location? Staffing? Frequency & Dosage?*
Use of visual aids, manipulatives, and graphic organizers to help students understand problems and organize their thinking. Teachers may provide step-by-step modeling, guided practice, and scaffolded supports like sentence frames or problem-solving templates. Instruction often includes explicit teaching of strategies such as drawing diagrams, looking for patterns, or working backward. Collaborative learning, real-world examples, and the use of math talk help deepen understanding. These adaptations ensure students can engage with complex math tasks at their own level.	Use of explicit instruction in problem solving strategies such as identifying key information, choosing operations, and evaluating solutions. Schema based instruction helps students recognize problem types and apply consistent strategies. The use of visual representations, such as diagrams and number lines, supports conceptual understanding. Metacognitive strategies like self-monitoring and reflecting on solutions improve problem solving performance. Collaborative learning and mathematical discourse also enhance reasoning and communication.	**Location:** Outside the General Education Classroom **Staffing:** Special Education Teacher **Frequency & Dosage:** 3x30 minutes a week **Location:** General Education Classroom (Math) **Staffing:** Special Education Teacher & General Education Teacher **Frequencty & Dosage:** 1x15 minutes a week (Co-Teaching Model for the carryover of Skills)

SDI Statement:
The student will receive explicit instruction in problem-solving strategies using visual supports, step-by-step modeling, and guided practice. Instruction will focus on identifying key information, selecting appropriate operations, and explaining reasoning. Support will include graphic organizers, manipulatives, and teacher prompts, with regular progress monitoring in a small group or one-on-one setting.

SCTS STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Phonics

Phonics refers to the ability to understand and apply knowledge of letter-sound relationships to read and write words accurately. This includes the ability to recognize letter-sound relationships, blend sounds together to read unfamiliar words, segment spoken words into individual sounds to support spelling, use decoding strategies to read unfamiliar words with increasing independence, and spell phonetically by listening to sounds and matching them to letters.

Data Sources:

- Phonics Screeners (CORE Phonics Survey, BPST, DIBELS 8th Ed.)
- Diagnostic Assessments (QPS (Quick Phonics Screener), PAST, Words Their Way Inventory)
- Curriculum-Based Measures (CBMs) (AIMSweb, FASTBridge, EasyCBM)
- Running Records with MSV Analysis (teacher created)
- Spelling Inventories (Words Their Way, DSA (Developmental Spelling Analysis))
- Teacher observations and progress monitoring tools (i-Ready, Lexia, Amplify mCLASS)

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Reinforce sound-letter relationships with explicit, systematic instruction combined with multisensory strategies (visual, auditory, tactile, kinesthetic). Teachers provide visual supports like anchor charts and sound walls, offer repetitive, scaffolded practice, and use small group instruction to differentiate based on student needs. For multilingual learners, language scaffolds and culturally relevant content enhance access, while assistive technology supports individualized learning and engagement.	Use of explicit, systematic instruction that teaches letter-sound relationships in a structured sequence. Instruction is often multisensory, engaging visual, auditory, and kinesthetic pathways (e.g., Orton-Gillingham). Students benefit from small group or 1:1 instruction, use of decodable texts, repeated practice, and immediate corrective feedback. These strategies are supported by decades of research in the Science of Reading and help build strong decoding and spelling skills.	**Location:** Outside the General Education Classroom **Staffing:** Special Education Teacher **Frequency & Dosage:** 1x30 minutes per day **Location:** General Education Classroom **Staffing:** Special Education Teacher & General Education Teacher **Frequency & Dosage:** 1x15 minutes per day (Co-Teaching Model for the carry over of skills into authentic text)

SDI Statement:

The student will receive explicit, systematic phonics instruction using multisensory strategies, decodable texts, and guided practice in a small group setting to build decoding and spelling skills, with ongoing feedback and progress monitoring.

SCTS STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Math Fluency

Math fluency refers to the ability to accurately, efficiently, and flexibly solve basic mathematical problems. It involves: Speed – Solving problems quickly without hesitation. Accuracy – Providing correct answers consistently. Automaticity – Retrieving math facts effortlessly without relying on counting or extended problem-solving. Flexibility – Applying different strategies to solve problems efficiently. Fluent math skills help students focus on problem-solving and higher-level concepts rather than basic computations.

Data Sources:

- Timed Math Fact Assessments (1-minute drills, Reflex Math, XtraMath, CBM, DIBELS, AIMSweb).
- Curriculum-Based Assessments (benchmark fluency tests, unit pre/post-tests).
- Error Analysis (review of worksheets, identifying consistent fact errors).
- Observational Data & Work Samples (tracking strategies used, problem-solving speed).
- Digital Math Programs (i-Ready, Freckle, DreamBox reports on fluency progress).
- Teacher/Interventionist Notes (tracking frustration, avoidance, time on tasks).
- Student Self-Reflection & Interviews (confidence ratings, strategy explanations).

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Break down multi-step problems into smaller, manageable steps. Use manipulatives (counters, base-10 blocks, fraction strips). Move to visual models (arrays, number lines, bar models). Model different ways to approach a problem to develop flexibility. Focus on fact retrieval, number sense, and problem-solving strategies.	Prioritize grade-level key concepts while filling in prerequisite skills. Use of Concrete-Representational-Abstract Approach (CRA). Teach efficient and flexible ways to solve problems rather than relying on rote memorization. Teach fact strategies. Connect math to real-life examples.	**Location:** Outside the General Education Classroom **Staffing:** Special Education Teacher **Frequency & Dosage:** 1x30 minutes per day **Location:** General Education Classroom (Math) **Staffing:** General Education Teacher & Special Education Teacher **Frequency & Dosage:** 4x30 minutes per day

SDI Statement:

The student will receive explicit, scaffolded instruction to build math fluency, flexibility, and problem-solving skills through strategies like Strategy-Based Fact Retrieval, CRA, and timed and scaffolded fluency practice.

STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Organization

A student's ability to manage time, materials, and information effectively to complete tasks efficiently. It includes: Time Management, Material Organization, Task Initiation & Completion, Information Structuring, and Workspace & Digital Organization.

Data Sources:

- Assignment Completion Records – Tracking late, missing, or incomplete work.
- Planner or Agenda Checks – Monitoring student use of schedules and to-do lists.
- Desk, Locker, or Material Checks – Observing organization of personal space and supplies.
- Teacher Observations & Notes – Documenting patterns of forgetfulness or disorganization.
- Student Self-Assessments – Reflecting on organization habits and challenges.
- Parent or Caregiver Reports – Gathering input on organization at home.
- Digital Organization Tracking – Checking how students manage online assignments and files.
- Task Initiation & Completion Logs – Recording time taken to start and finish tasks.

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Provide structured routines, visual supports, and explicit skill-building to manage time, materials, and tasks effectively. Strategies include teaching organization skills explicitly, using visual schedules, color-coding, and structured routines to create consistency. Breaking assignments into smaller steps, providing checklists, frequent reminders, and digital tools help students stay on track. Provide peer support, modeling, and guided practice further reinforce organization habits, ensuring better access to the curriculum.	Provide explicit strategy instruction, structured routines, and visual supports. Use of direct teaching of organization strategies, such as task planning, time management, and material organization. Visual schedules, checklists, and color-coding systems help students structure their work, while chunking assignments and using digital tools improve task management. Provide frequent feedback, peer support, and guided practice reinforce skills, ensuring students develop independence in managing their learning environment.	**Location:** General Education Classroom **Staffing:** Special Education Teacher & General Education Teacher **Frequency & Dosage**: 1x20 minutes per day

SDI Statement:

The student will receive explicit instruction and structured supports to improve organization, time management, and task completion. Strategies will include visual schedules, checklists, color-coding, and digital tools to track assignments. Chunking tasks, structured routines, and frequent teacher check-ins will help the student develop independence. Guided practice and peer support will reinforce organization skills, ensuring better access to the curriculum.

STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Card

Skill: Reading Fluency
Reading fluency is the ability to read accurately, quickly, and with appropriate expression to support comprehension. Accuracy – Recognizing and decoding words correctly. Rate (Speed) – Reading at an appropriate pace for understanding. Automaticity – Effortlessly recognizing words without needing to sound them out. Prosody (Expression) – Reading with proper intonation, phrasing, and emphasis. Strong reading fluency allows students to focus on understanding the text rather than decoding individual words.

Data Sources:

- **Timed Oral Reading Assessments** – DIBELS, AIMSweb, FAST, ORF passages (measuring words per minute and accuracy).
- **Accuracy & Error Analysis** – Running records, miscue analysis (tracking reading errors).
- **Expression & Prosody Scales** – NAEP Fluency Scale, Multidimensional Fluency Scale (assessing phrasing, intonation, and emphasis).
- **Comprehension Checks** – Retellings, cloze passages (measuring fluency's impact on understanding).
- **Digital Fluency Tools** – i-Ready, ReadWorks, Lexia, Read Naturally Live (tracking fluency progress).
- **Teacher Observations & Self-Assessments** – Checklists, student reflections on reading confidence.

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Model and practice proper pacing, intonation, and expression in reading. *Guided Oral Reading*: small-group or one-on-one reading with feedback. *Repeated Reading*: rereading passages to build speed and accuracy. *Audio-Assisted Reading*: listening to recordings while following along in text. *Timed Fluency Practice*: one-minute reads to track words per minute. *Vocabulary & Sight Word Support*: strengthening automatic word recognition. Use of Assistive Technology Text-to-speech tools and fluency apps.	Explicit Fluency Instruction. Rereading passages to improve speed and accuracy. Echo, choral, and partner reading with feedback Use of Phrase-Cued Reading – Marked text to improve phrasing and expression. Listen to fluent reading while following along. Use of Timed Fluency Drills – One-minute readings to track words per minute. Use of Sight Word & Vocabulary Practice – Strengthening word recognition and decoding skills.	**Location:** Outside the General Education Classroom **Staffing:** Special Education Teacher **Frequency & Dosage:** 2x30 minutes per week **Location:** General Education Classroom (ELA) **Staffing:** Special Education Teacher & General Education Teacher **Frequency & Dosage:** 3x30 minutes per week

SDI Statement:
The student will receive explicit, structured instruction to improve reading fluency through: Repeated & Guided Oral Reading, Phrase-Cued & Audio-Assisted Reading, Timed Fluency Drills & Sight Word Practice, Metacognitive Strategies & Peer Support, and Technology-Based Interventions.

SCTS STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Comprehension

Comprehension refers to the ability to understand, interpret, and make meaning from written, spoken, or visual information. It goes beyond simply recognizing words or hearing sounds — it involves grasping the *main ideas*, identifying *details*, making *inferences*, and connecting new information with *prior knowledge*. It can mean reading comprehension, listening comprehension and/or visual comprehension.

Data Sources:

- **Standardized Assessments-** DIBELS
- **Curriculum Based Assessments-** Used to monitor how well students comprehend what is being taught
  Data output: Reading level progress, content-area comprehension
- **Formative Assessments-** Tools: Exit tickets, comprehension quizzes, think-alouds, KWL charts (Know–Want to know–Learned)
- **Observational Data -** Notes or rubrics on engagement, ability to summarize, inference-making
  Often qualitative but incredibly valuable
- **Teacher-Created Assessments-** Custom quizzes, comprehension questions, oral reading tasks: tailored to student level and curriculum; can be multiple-choice, open-ended, or oral
- **Digital Learning Platforms & Analytics**-Raz-Kids, ReadTheory, i-Ready

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Tailoring teaching to meet diverse learner needs. Teachers use differentiated instruction, visual aids, and graphic organizers to help students process information. Comprehension strategies are taught explicitly, and multisensory methods, scaffolding, and pre-teaching of vocabulary are used to build understanding. Assistive technologies, peer collaboration, and culturally responsive materials further ensure all students can access and engage with the curriculum effectively.	Use of explicit instruction of reading strategies like summarizing, questioning, and predicting, which help students actively engage with texts. Reciprocal teaching, where students take turns leading discussions, and guided reading, which offers targeted support, are also widely supported. Graphic organizers, vocabulary instruction, and building background knowledge enhance understanding. Additionally, metacognitive training—teaching students to think about their thinking—has proven effective. These methods are backed by strong research showing improved comprehension outcomes across diverse student groups.	**Location:** Outside the General Education Classroom **Staffing:** Special Education Teacher **Frequency & Dosage:** 3x30 minutes per day **Location:** General Education Classroom **Staffing:** Special Education Teacher & General Education Teacher **Frequency & Dosage:** 1x15 minutes per day (Co-Teaching Model for the carry over of skills with grade-level content)

SDI Statement:

The student will receive explicit, systematic instruction in reading comprehension strategies (e.g., summarizing, questioning, making inferences) using leveled texts, visual supports, and guided practice. Instruction will be delivered in a small group setting with scaffolded support and regular progress monitoring to build understanding and independent application of skills.

STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Self-Advocacy
Self-advocacy refers to a student's ability to understand and communicate their own needs, rights, and interests—especially when it comes to learning and getting support. It's about speaking up for yourself in a respectful and effective way. It can include things like: knowing their learning strengths and challenges (for example, being aware of a Health disability), asking for help or accommodations when needed, expressing when they don't understand something, or participating in meetings about their education (like IEP meetings, if applicable).

Data Sources:

- **Student self-assessments** (reflections, surveys)
- **Teacher observations** (notes, checklists)
- **IEP/504 Plan documents** (goals, accommodations)
- **Interviews or conferences** (with students, teachers, parents)
- **Behavior or participation tracking** (class discussions, asking for help)
- **Academic performance data** (assignments showing independence or requests for support)
- **Peer feedback** (group work reflections)

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Focus on helping students recognize their needs and confidently express them. Create a supportive classroom environment by modeling self-advocacy behaviors, providing explicit instruction on communication skills, and encouraging student voice and choice in learning activities. Offering regular opportunities for students to set personal goals, reflect on their learning, and participate in decision-making helps them develop the skills needed to advocate for themselves. Adaptations might also include teaching self-awareness strategies, using role-play to practice asking for help, and integrating self-advocacy goals into individualized education plans when appropriate.	Explicit instruction, where teachers directly teach self-advocacy skills like goal setting, self-awareness, and communication. Role-playing and modeling are often used to give students practice in real-life scenarios. Self-monitoring strategies, where students track their own progress and needs, are commonly taught to build independence. Peer support programs, such as peer mentoring, provide additional opportunities for students to learn from one another.	**Location:** General Education Classroom **Staffing:** Special Education Teacher & General Education Teacher **Frequency & Dosage:** 2x15 minutes per day

SDI Statement:
The student will receive direct instruction and guided practice in identifying personal learning needs, setting goals, and communicating effectively with teachers and peers. Instruction will include modeling, role-playing, and the use of visual supports to reinforce self-advocacy skills. The student will also participate in regular check-ins to practice self-reflection and request appropriate accommodations when needed.

STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Writing Skills
Writing skills refer to a student's ability to express thoughts, ideas, and information clearly and effectively through written language. This includes organizing ideas logically, using correct grammar and punctuation, developing sentences and paragraphs, spelling accurately, and adapting writing for different audiences and purposes. Strong writing skills help students communicate their understanding across all subjects and are essential for academic success and real-world communication.

Data Sources:

- **Student writing samples and portfolios**
- **Teacher observations and anecdotal notes**
- **Progress monitoring tools for writing conventions and organization**
- **Peer and self-assessments of writing**
- **Writing rubrics and scoring guides**
- **Standardized writing assessments**

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Provide tools to help students plan and organize their ideas, such as graphic organizers, sentence starters, word banks, and breaking writing tasks into smaller, manageable steps. Teachers can model the writing process by thinking aloud and demonstrating how to revise and edit. Using assistive technology such as speech to text tools and providing extra time for writing tasks can support students with writing challenges. Regular conferencing and targeted feedback help students build confidence and improve their writing over time.	Explicit teaching of the writing process, including planning, drafting, revising, editing, and publishing. Strategy instruction, where students learn specific techniques for organizing and developing their writing, is widely supported. The use of graphic organizers helps students structure their thoughts, while modeled writing and shared writing activities provide clear examples. Regular opportunities for peer review and teacher feedback enhance writing development. Incorporating writing across the curriculum and using rubrics for self-assessment are also effective strategies supported by research to improve overall writing skills.	**Location:** Outside the General Education Classroom **Staffing:** Special Education Teacher **Frequency & Dosage:** 1x30 minutes per day **Location:** Consultation **Staffing:** Special Education Teacher & General Education Teacher **Frequency & Dosage:** 1x10 minutes per week

SDI Statement:
The student will receive direct instruction and guided practice in the writing process, including planning, drafting, revising, and editing. Supports will include the use of graphic organizers, sentence starters, targeted feedback, and assistive technology as needed to promote clear, organized, and effective written communication.

SCTS STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Play and Socialization
Play and socialization refer to how students interact with others, build relationships, and learn social rules through shared activities and experiences. Play helps children develop important skills like communication, cooperation, problem solving, and empathy. Socialization involves learning how to take turns, share, negotiate, and work together, which are all critical for success both in school and in life. In education, strong play and socialization skills support academic learning, emotional development, and positive peer interactions.

Data Sources:

- **Teacher and staff observations during free play and group activities**
- **Social skills checklists and rating scales**
- **Peer interaction logs and anecdotal notes**
- **Structured play assessments conducted by specialists**
- **Parent or caregiver input on social behavior outside of school**
- **Student self-reflections about friendships and group work**

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Provide structured opportunities for cooperative play and group activities where social skills can be practiced. Teachers can model appropriate social behaviors, use role playing to teach sharing, turn taking, and problem solving, and offer visual supports like social stories and cue cards. Facilitating small group work with clear expectations and providing guided practice with feedback helps students build confidence in social settings. Creating a supportive and inclusive classroom environment encourages positive peer interactions and promotes healthy social development.	Direct teaching of social skills through modeling, role playing, and explicit instruction. Peer mediated interventions, where typically developing peers are trained to support and model positive social interactions, are widely supported. Social stories and video modeling are effective tools for teaching expected behaviors in different social situations. Structured cooperative learning activities provide natural opportunities to practice communication, cooperation, and problem solving. Regular opportunities for guided play, with adult support and immediate feedback, help reinforce social skills and promote meaningful peer relationships.	**Location:** General Education Classroom **Staffing:** Special Education Teacher & General Education Teacher **Frequency & Dosage:** 1x15 minutes per day

SDI Statement:
The student will receive direct instruction and guided practice in social interaction skills through structured play activities, role playing, and cooperative group tasks. Supports will include the use of visual prompts, social stories, peer modeling, and frequent feedback to promote positive peer relationships and effective communication during play and social situations.

STRATEGIC CALIBRATION TRAINING SYSTEMS

Specially Designed Instruction Skills Cards

Skill: Daily Living Skills
Daily living skills refer to the basic skills a person needs to be able to take care of themselves and manage everyday life activities. In education, this often includes teaching students how to cook simple meals, manage money, keep themselves clean, organize their belongings, use transportation, and follow routines. Developing daily living skills helps students build independence, confidence, and the ability to function successfully at home, in school, and in the community.

Data Sources:

- **Teacher and staff observations during life skills activities**
- **Daily living skills assessments and checklists**
- **Student self-assessments and reflections**
- **Progress monitoring data from functional skill lessons**
- **Parent or caregiver input on home routines and independence**
- **Community-based instruction evaluations**

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Real or simulated opportunities for direction instruction, step by step modeling, and guided practice. Breaking tasks into smaller parts, offering repeated practice, and using hands-on learning experiences help reinforce skills. Providing immediate feedback and gradually fading support encourages greater independence in managing daily living activities. Teachers can use visual supports like picture schedules, checklists, and task cards to help students follow routines and complete tasks independently.	Provide evidence based and research based methods for instruction in daily living skills include task analysis, where complex activities are broken down into smaller, manageable steps for direct teaching and practice. Modeling, where teachers or peers demonstrate skills, followed by guided practice, is highly effective. Using visual supports such as schedules, checklists, and social stories helps reinforce routines and expectations. Community based instruction, where students learn skills in real-world settings, is supported by research as a strong method for promoting independence. Systematic prompting and fading strategies are also used to gradually build student confidence and reduce reliance on adult support.	**Location:** General Education & Special Education Settings **Staffing:** Special Education Teacher **Frequency & Dosage:** 1x45 minutes per day

SDI Statement:
The student will receive direct instruction and guided practice in daily living skills, including personal care, household tasks, and community participation. Supports will include the use of visual schedules, task analysis, hands-on practice in real or simulated environments, and systematic prompting with gradual fading to promote independent functioning.

STRATEGIC CALIBRATION TRAINING SYSTEMS

Thank you from the team at SCTS,
here are some free resources to share
with our Massachusetts colleagues have
a great end of the school year!

SCTS

STRATEGIC CALIBRATION
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