Guiding Questions for Specially Designed Instruction, Related Services, and Supplementary Aids and Services Determination

A Companion Resource for Step 2 of *Comprehensive Inclusive Education In Washington*

These guiding questions support teams to determine specially designed instruction (SDI), related services (RS), and supplementary aids and services (SAS) in the inclusive IEP. Workspace to unpack each guiding question is provided below. Teams can use any and/or all of these questions as they make decisions about SDI, RS, and SAS.

Guiding question	*Team notes*
What are the least intrusive supports that can be provided to allow the student to experience success in the general education classroom and access and benefit from the special education services in their IEP?	
How can we enhance the physical accessibility of the school, classroom, and other environments, including non-traditional school settings if applicable?	
How can we enhance the instructional accommodations to increase the student's engagement in instruction and learning activities, and gradually fade supports to support learning?	
Where can we use culturally responsive SDI (and RS if applicable) to build connections to learning for the student and integrate the values shared by the family?	
How can we integrate, to the greatest extent possible, special education and related services for the student within the general education classroom at natural times of the school day?	
How can we provide needed language instruction or accessibility features that support a multilingual learner with an IEP in general education instruction?	

Guiding question	Team notes
How can we ensure the student has an effective means to communicate with adults and classmates?	
How can we provide the social/emotional and positive behavior support the student needs in the general education setting?	
How can we facilitate engagement and interaction between the student and their classmates?	
How can we ensure that barriers to the student's access to services (e.g., attendance, mental health needs, transportation concerns) are addressed?	
How can we build a culture of collaboration, belonging, and capacity-building for the student, school staff, families, and peers to support the student's access and progress in the student's least restrictive environment (LRE)?	

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