Overview of Specially Designed Instruction

Supporting Equitable Access and Opportunities for Students with Disabilities

Produced by the Technical Assistance Partnership for Academics
Disclaimer

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Today’s Facilitators

Name
Overview of Specially Designed Instruction Part 1

Introduction & Objectives
Learning Expectations (In Person)

BE RESPONSIBLE
- Make yourself comfortable
- Take care of your needs (water, food, restroom, etc.)
- Action plan to implement what you are learning
- Follow through on your action items

BE RESPECTFUL
- Turn cell phones off or to vibrate
- Listen attentively while others are speaking
- Have only the training materials up on your computer/table/phone

BE ENGAGED
- Ask what you need to know to understand and contribute
- Contribute to the group by sharing relevant information and ideas
Virtual Norms I

1. Test out technology prior to meeting
2. Find a quiet place to participate
3. Use mute button to prevent background noise
4. Video ON or optional at designated times
5. Participate to the best of your ability
6. Take care of your personal needs
7. Begin and end on time
8. Give equal regard to each participant
Introductions I

NAME  ROLE  DISTRICT  SCHOOL  POPULATION SERVED
Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Learning Objectives I

Participants will:

- Develop introductory knowledge of specially designed instruction (SDI)
- Identify ethical & legal reasons for the use of SDI
- Be able to define SDI & its purpose
- Understand the relationships between SDI & other instructional strategies
- Be able to describe SDI & its core elements
- Differentiate between accommodations & modifications
- Practice selecting appropriate SDI based upon student needs & characteristics
New York State Education Department
Definition of Special Education

“(ww) Special education means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

1. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.

2. Such instruction includes specially designed instruction in physical education, including adapted physical education”
Introduction to Specially Designed Instruction Part 2

Why We Need Specially Designed Instruction
Participants will:

Identify ethical & legal reasons for the use of specially designed instruction
Take a few moments to write down your responses to these questions:

1. How are students with disabilities in your schools provided access to education?

2. What steps have been taken to provide educational opportunities for students with disabilities?

3. What instructional changes have you made, or have seen made, to provide students with disabilities access to the general education curriculum?
Participants will identify ethical & legal reasons for the use of specially designed instruction
Reasons for Specially Designed Instruction

Educators provide specially designed instruction to meet requirements of:

- Ethical Practices
- Legal Regulations
Equity Through Specially Designed Instruction Activity
What barriers may prevent students with disabilities from having the same access and opportunities as their peers without disabilities?
Equity Through Specially Designed Instruction

Common Educational Barriers for Students with Disabilities
Specially designed instruction is used to overcome educational barriers to equitable participation in grade level curriculum and educational activities.
Legal Basis for Specially Designed Instruction

Prior to legal provisions for special education and specially designed instruction, students with disabilities:

• were often excluded from public education despite compulsory attendance laws

• were typically segregated from their peers in restrictive schools and classrooms or placed in regular classrooms without any special services

• seldom received instruction and educational goals tailored meet their needs

• frequently failed to receive appropriate behavior supports and discipline

• were rarely presented with the same educational opportunities as their peers

Martin, Martin & Terman, 1996; Yell, Rogers, & Rogers, 1998; Esteves & Roa, 2008
Legal Basis for Specially Designed Instruction

Specially designed instruction is mandated through both Federal and New York State legislation:

Federal:
- Individuals with Disabilities Education Act (IDEA)

New York State
- Regulations of the Commissioner of Education - Parts 200 and 201
Reasons for Specially Designed Instruction (cont.)

Specially designed instruction (SDI) provides equity, access, and opportunities for students with disabilities in:

- General Education Curriculum
- Classroom Activities
- Extracurricular Activities
- Social Interactions
- Postsecondary Education & Careers
Overview of Specially Designed Instruction Part 3

What is Specially Designed Instruction
Learning Expectations II

BE RESPONSIBLE

• Make yourself comfortable
• Take care of your needs (water, food, restroom, etc.)
• Action plan to implement what you are learning
• Follow through on your action items

BE RESPECTFUL

• Turn cell phones off or to vibrate
• Listen attentively while others are speaking
• Have only the training materials up on your computer/table/phone

BE ENGAGED

• Ask what you need to know to understand and contribute
• Contribute to the group by sharing relevant information and ideas
Virtual Norms II

1. Test out technology prior to meeting
2. Find a quiet place to participate
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New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities II

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Learning Objectives II

Participants will:

• Develop introductory knowledge of specially designed instruction (SDI)
• Identify ethical & legal reasons for the use of SDI
• Be able to define SDI & its purpose
• Understand the relationships between SDI & other instructional strategies
• Be able to describe SDI & its core elements
• Differentiate between accommodations & modifications
• Practice selecting appropriate SDI based upon student needs & characteristics
Participants will be able to:

Define SDI & its purpose.

Understand the relationships between SDI & other instructional strategies.
Defining Specially Designed Instruction - I

“(ww) Special education means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

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2. Such instruction includes specially designed instruction in physical education, including adapted physical education”
Defining Specially Designed Instruction - II

Current IDEA (2006) regulations define specially designed instruction as:

“... adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) 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.”

[34 C.F.R. §300.39(b)(3)]
Defining Specially Designed Instruction - III

New York State regulations also define specially designed instruction in a similar manner:

“...adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability; and to ensure access of the student to the general curriculum, so that he or she can meet the education standards that apply to all students”

Regulations of the Commissioner of Education, Section 200.1(vv) (2016)
Defining Specially Designed Instruction - IV

Specially Designed Instruction (SDI):

• Adaptations to content, methodology, or delivery of instruction
• A broad category used to describe types of instruction for students with disabilities (Riccomini, Morano, & Hughes, 2017)
• Individualized instruction that is more intensive than usually provided in general education (IRIS Center)
• Systematically, intentionally, and meaningfully planned and organized
• Allows students with disabilities to participate in general education curriculum as well as extracurricular school-related activities with peers both with and without disabilities
• Individualized to address identified, unique needs of each student with a disability, not a one-size-fits all program
• Specified in each student’s Individualized Education Program (IEP)
• Provided by educators with expertise in progress monitoring, data-based decision making, and individualizing and intensifying instruction (IRIS Center)
Defining Specially Designed Instruction - V

What is the Right Amount of Adaptation?

“...additional supports are most effective when they provide the least assistance necessary to allow the student to practice successfully”

Lawrence-Brown (2004)
Defining Specially Designed Instruction - VI

Specially designed instruction must be uniquely designed and implemented for each individual student based upon:
Students with disabilities often require and thrive with instruction unique to their disability (DeMartino & Specht, 2018)

SDI is necessary, not merely beneficial, for students with disabilities to meet educational standards.

SDI can address multiple student goals:
- Academic
- Behavioral
- Functional (IRIS Center)
- Career & Post-Secondary Education (DeMartino & Specht, 2018)
Specially Designed Instruction & Other Instructional Practices

Effective specially designed instruction is built upon the foundation of:

High-Quality Core Instruction
Universal Design for Learning
Differentiated Instruction

High Leverage Practices
Explicit Instruction
Intensive Instruction
Tiered Systems of Support
Comparisons Between SDI, UDL & DI

Specially designed instruction is regularly used with:

Universal Design for Learning

Differentiated Instruction
Defining Universal Design for Learning

Universal Design for Learning
Framework for curriculum development used to make learning accessible to all students through:
- Multiple means of engagement
- Multiple means of representation
- Multiple means of action and expression

Creation of accessible:
- Instructional goals
- Materials
- Methods

Used for all students in all educational settings (CAST; Meyer et al., 2014)
Comparison of SDI & UDL

SDI
- Special Education
- Students with Disabilities
- Disability-Based
- IEP Goals
- Fidelity

UDL
- General & Special Education
- All Students
- Multiple Means of Engagement, Representation, Action & Expression

Accessible Learning
Defining Differentiated Instruction

Differentiated Instruction

Adjusting instruction in response to variations in individual student learning needs

Based upon individual student readiness and interests.

Teaching to student’s level of development (IRIS Center)

Groups students for instruction based on data

Adjustments to content, processes, and products.

Applicable to *all* students in all educational settings (Tomlinson et al., 2003)
Comparison of SDI & DI

SDI
- Special Education
- Students with Disabilities
- Disability-Based
- IEP Goals
- Fidelity

DI
- General & Special Education
  - All Students
- Adjust Instruction in response to Student Need
- Based on Individual Readiness, Interests, & Preferences
Comparisons Between SDI, UDL & DI - Analogy

Classroom Party Analogy

The teacher thoughtfully plans that every student at the table gets some healthy fruit. They make sure that strawberries and pineapples are not offered since there are allergies to those foods in the school.

(Universal Design for Learning)

Every child has a beverage, just not the same beverage. Some children have milk, and others have water, because milk is not tolerated by everyone.

(Differentiated instruction)

One student has an egg allergy, so the teacher gives him a vegan muffin instead of a cupcake.

(Specially designed instruction)
Defining Specially Designed Instruction VIII

Nested Structure of Special Education Terms

Specially designed instruction
The legal mandate to make adaptations or modifications to the content, methodology, or delivery of instruction to address the unique needs of a child with a disability.

High-leverage practices
A set of professional practices that teachers should master and use in order to provide effective SDI.

Explicit instruction
An HLP used to provide SDI; an approach to instruction that is systematic, direct, engaging, and success oriented.

Intensive instruction
An HLP that refers to the intensity of instruction or intervention; Decisions about increasing instructional intensity are based on progress monitoring.

Riccomini, Morano & Hughes, 2017
High Leverage Practices

Set of 22 Educational Practices

“Essential to effective teaching and fundamental to supporting student learning” (McLeskey et al., 2017)

Supported by research

Can be applied across content areas

Used frequently in classrooms
Explicit Instruction

**Who:**
- Diverse students across all grade levels
- Frequently an important component of Specially Designed Instruction for students with disabilities

**What:**
- An evidence-based instructional model developed over the course of over 50 years of research and implementation.

**When:**
- Teaching both academic and non-academic subjects

**Where:**
- General and Special Education classrooms

**Why:**
- Supported by a substantial body of empirical research
Intensive Instruction

Intensifying Instruction:
Implementing strategies to improve the rate of student learning including:

- Increasing amount of time or number of sessions of intervention
- Distributed practice across school day
- Goal setting
- Providing feedback
- Adjusting amount of information learned per session
“SDI is the product of identifying the goals and objectives of intervention and, by definition, is individualized and will look different for students with different strengths, needs and abilities. High Leverage Practices, Explicit Instruction and Intensive Instruction are all aspects of SDI”
Two Questions That are Often Asked About SDI are:

1. **Can “general education” interventions be considered SDI?**

2. **Do students with disabilities receiving SDI also receive tiered academic of behavioral intervention services?**
Students with disabilities are entitled to participate in, and receive, the full continuum of educational supports offered in general education.

Interventions are not considered SDI unless selected to meet the unique, specific needs of the student due to a disability.

Example:
Student M’s teacher uses *reciprocal reading* as a strategy for all students in her class. Student M receives special education services but does not have difficulties with reading, nor is the strategy used to meet her specific need due to a disability. Therefore, reciprocal reading is not considered SDI for Student M.
Defining Specially Designed Instruction - XII

SDI must be aligned with individualized intervention goals and objectives for each student with a disability.

Example:
Student K has behavioral difficulties due to emotional disturbance. The CSE team decides to use the *Check-In, Check-Out* intervention to support his progress toward meeting behavioral IEP goals. Therefore, the use of this intervention is considered SDI.
Defining Specially Designed Instruction - XIII

Students receiving SDI should receive intervention services through MTSS as needed.

MTSS – that is, receiving supports embedded into different tiers of support - is not a replacement for Specially Designed Instruction.

*Example:*

Student Q has a reading disability. He participates in Tier 3 reading intervention as part of his school’s RTI program. To meet his specific needs, his CSE team has also identified additional SDI to support Student Q’s access to text in his integrated classroom setting and progress toward IEP goals.
Specially Designed Instruction and Multi-Tiered Systems of Support
### Defining Specially Designed Instruction XIV

**SDI is:**

- Done by teachers
- Addition to regular instruction
- Active and ongoing
- Teaching specific skills to access and learn curriculum
- Unique to the child
- Specifically developed for each child’s IEP
- Used to help progress and close performance gaps

**SDI is not:**

- Done by the student
- A replacement for regular instruction
- A location or placement
- Used only to reteach regular curriculum
- An alternative schedule
- A commercial education program
- An excuse for slow progress and low expectations

*Adapted from Kansas State Department of Education (2017)*
1. True or False?

Providing students who receive special education services with specially designed instruction is required under both federal and New York State law.

TRUE!

Specially Designed Instruction for students receiving special education is required federally by the Individuals with Disabilities Education Act (IDEA) and in New York through the Regulations of the Commissioner of Education - Parts 200 and 201.
Any intervention used with a student receiving special education services should be considered specially designed instruction (SDI)

FALSE!

Interventions are only considered SDI if they are used to meet a specific student’s needs due to disability and they are included in the student’s Individualized Education Program (IEP).
Specially designed instruction can only be selected from pre-approved, disability specific sets of evidence-based practices.

FALSE!

While some evidence-based practices may be recommended for use with students who have certain disabilities, all specially designed instruction must address the unique needs that result from each individual student’s disability.
4. True or False?

Educators should use Universal Design for Learning to support the implementation of specially designed instruction.

TRUE!

Specially designed instruction is built upon a foundation of high quality instruction that includes Universal Design for Learning and differentiated instruction.
Educators should use Universal Design for Learning to support the implementation of specially designed instruction.

TRUE!

Students receiving SDI should continue to participate in tiered systems of support as appropriate when identified as at-risk. However, tiered systems of support may not serve as a replacement for necessary SDI.
Questions
Overview of Specially Designed Instruction Part 4

Elements of Specially Designed Instruction
Learning Expectations III

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Virtual Norms III

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8. Give equal regard to each participant
Introductions III

NAME
ROLE
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New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities III

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Learning Objectives III

Participants will:

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• Identify ethical & legal reasons for the use of SDI
• Be able to define SDI & its purpose
• Understand the relationships between SDI & other instructional strategies
• Be able to describe SDI & its core elements
• Differentiate between accommodations & modifications
• Practice selecting appropriate SDI based upon student needs & characteristics
Participants will:

Be able to describe SDE & its core elements.

Differentiate between accommodations & modifications.
Elements of Specially Designed Instruction

Review: Key Points Regarding Specially Designed Instruction

• Identified and described in each student’s IEP
• Responsive and individualized to meet student needs based upon strengths and characteristics of their disability
• Based upon, and updated, using current student performance data
• Required, not merely beneficial, for student to meet educational standards
• Addresses academic, behavioral, and/or functional needs
• Used along with other effective instructional strategies
• Grounded in high quality instruction, research, and best practices
Elements of Specially Designed Instruction Overview

Specially Designed Instruction means adapting, as appropriate to the needs of a student:

- **Content**
  - Knowledge & Skills

- **Methodology**
  - Instructional Strategies

- **Delivery**
  - How Instruction is Delivered
Elements of Specially Designed Instruction: Content

Adaptations to Content:
- Change the knowledge and/or skills taught to a student with a disability
- Must be appropriate to individual needs of student
- Listed in IEP
- Progress Oriented
- Goal-Driven
- Based upon research and/or best practices
### Elements of Specially Designed Instruction Content II

#### Example Adaptations to Content

<table>
<thead>
<tr>
<th>Grade-Level Standards-Based Curriculum</th>
<th>Activities of Daily Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite Skills</td>
<td>Post-Secondary Education Training</td>
</tr>
<tr>
<td>Social-Emotional Skills</td>
<td>Career Development and Occupational Studies (CDOS)</td>
</tr>
<tr>
<td>Prosocial Behaviors</td>
<td></td>
</tr>
</tbody>
</table>
Elements of Specially Designed Instruction Content III

Example

Student J is a student with autism spectrum disorder who is in the 4th grade. He has difficulty engaging in appropriate social interactions with peers and adults, and he struggles to develop and maintain friendships. To help improve social outcomes and facilitate access, opportunities, and participation in the general education setting, the CSE recommends that Student J will receive social skills instruction through a research-based curriculum.
Elements of Specially Designed Instruction Methodology

adaptations to methodology

change the approach to instruction used to teach a student with a disability

Instructional strategies must be appropriate to individual needs of student

Listed in IEP

 Included in lesson plans

Based on research and/or best practices
Elements of Specially Designed Instruction Methodology II

Example Adaptations to Methodology

Explicit Instruction
Reciprocal Reading
Lecture
Discussion
Online/Computer Based

Chunking
Distributed Practice
Positive Behavior Intervention & Supports
Peer Models
Elements of Specially Designed Instruction: Methodology III

Example

Based on Student J’s specific characteristics and needs, the CSE recommends he receive social skills training using explicit instruction, using the “I Do, We Do, You Do” strategy. Instructional methodology will also include the use of peer modeling and a positive behavioral support plan using immediate verbal feedback, a point system, and tangible reinforcement.
Elements of Specially Designed Instruction: Delivery

Adaptations to Delivery

Changes to the instructional format used to teach a student with disability

May include changes in environment, instructor, technology, schedule, and other parameters

Delivery format must be appropriate to individual needs of student

Listed in IEP

Included in lesson plans

Based on research and/or best practices
Elements of Specially Designed Instruction Delivery II

Example Adaptations to Delivery

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
<th>Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>Individual Instruction</td>
<td>Calculator</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Extended Time</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>Visual Cues</td>
</tr>
<tr>
<td>Audio Recordings</td>
<td>Assistive Technology</td>
</tr>
</tbody>
</table>
Elements of Specially Designed Instruction: Delivery III

Example

Guided by research, the CSE recommends Student J receive social skills instruction in a small-group setting. Instruction will be delivered by the school psychologist, and Student J’s schedule will be modified to allow him to participate in one hour sessions on three days each week. The delivery adaptations are recorded in Student J’s IEP and shared with his teachers.
With a partner or small group, write a list of SDI adaptations you have used or have observed in your school for:

- Content
- Methodology
- Delivery of Instruction

Discuss which adaptations worked well and which adaptations were unsuccessful.

Describe how the adaptations may or may not have helped students overcome barriers to education.
Elements of Specially Designed Instruction Graphic

- Content
- Delivery
- Methodology

Accommodations

Modifications

Specially Designed Instruction
Elements of Specially Designed Instruction Accommodations

Accommodations

Change:
- Instructional Delivery
- Learning Environment
- Administration of Assessment

Do Not Change:
- Instructional Level
- Information Taught
- Criteria of Mastery

Provide Access to Content, Methodology, and Delivery
Create Equal Opportunity to Demonstrate Learning
Responsive to the Specific Needs of the Child
Elements of Specially Designed Instruction: Accommodations I

Example

One characteristic of Student J’s disability is having difficulty regulating his emotions when feeling stressed or overwhelmed. When Student J becomes upset, it is hard for him to control his behaviors, and he typically becomes withdrawn and refuses to participate. The CSE recommends that Student J be provided with the accommodation of taking brief breaks in a quiet area when he begins feeling upset.
It is important to remember:

Providing accommodations alone does not suffice for specially designed instruction!

Accommodations must be intentionally implemented and supported in order meet student needs and achieve IEP goals.
Generate a list of possible accommodations for students with disabilities from each classification below.

Describe how each accommodation serves to provide the student with access to general education curriculum and activities.

Disability Classifications

- Autism
- Deafness
- Deaf-blindness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Learning disability
- Multiple disabilities
- Orthopedic impairment
- Other health-impairment
- Speech or language impairment
- Traumatic brain injury
- Visual impairment (which includes blindness)
Elements of Specially Designed Instruction: Modifications I

Modifications

• May Change:
  - Curriculum
  - Instructional Level
  - Criteria of Mastery

• Provides Access for Students Who Are Unable to Comprehend All of Content Being Taught

• Create Equal Opportunity by Changing What Is Learned & How Learning is Demonstrated

• Responsive to the Specific Needs of the Child

• May Reduce Learning Expectations

• Often provided for Students Taking New York State Alternative Assessment (NYSAA)
Elements of Specially Designed Instruction: Modifications II

Example Modifications

• Learn different material than peers
• Alternate assignments or projects
• Use of alternate grading scale

• Use of alternate assessment format
• Use of alternate rubric
• Excused from specific assignments or activities
Elements of Specially Designed Instruction: Modifications

Example:

*Student J has difficulty maintaining focus and struggles to sustain attention on longer assignments in math. He works very slowly and has trouble completing his work on time. Student J also has a history of emotional outbursts when working on long assignments.*

*Considering these factors, the CSE recommends modifications to assessment criteria that require Student J to complete fewer math assignments and test items that his peers.*
Accommodations versus Modifications for Reading I

According to the article, explain how working with a “pet ambassador” helps improve students’ reading skills and confidence? Cite at least two details from the text to support your answer.

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<thead>
<tr>
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<td>Cite evidence from the text to support your claim</td>
<td>Explain how your quote supports the claim</td>
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<tr>
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<td>Summarize your claim</td>
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Lexile: 380 L
Accommodations versus Modifications for Reading II

According to the article, list at least two (2) reasons why working with a “pet ambassador” helps improve students’ reading skills and confidence.

**Before you list your reasons below, underline them in the article.**

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Mnemonic & Graphic Organizer
Accommodations versus Modifications for Reading III

**Accommodation**
A hummingbird’s nest is 16 ft high in a tree and a flower on the ground is 12 ft away from the base of the tree. How far will the hummingbird need to fly to get from its nest to the flower?

**Modification**
A hummingbird’s nest is 4 ft high in a tree and a flower on the ground is 3 ft away from the base of the tree. How far will the hummingbird need to fly to get from its nest to the flower?
Using peer modeling as specially designed instruction for social-emotional learning is an adaptation to what instructional area?

a) Content  
b) Methodology  
c) Delivery  
d) Knowledge

Answer:  
b) Methodology
Accommodations *do not* change which of the following factors?

a) Instructional Delivery  
b) Learning Environment  
c) Criteria of Mastery  
d) Administration of Assessment  

Answer:  
c) Criteria of Mastery
All adaptations used for specially designed instruction must:

a) Be listed in the student’s IEP.
b) Be limited to academic instruction.
c) Not alter information taught.
d) Not reduce learning expectations.

Answer:

a) Be listed in the student’s IEP.
Using an alternative grading scale for a student is what form of SDI?

a) Content  
b) Modification  
c) Methodology  
d) Accommodation

Answer:  
b) Modification
Specially Designed Instruction should be developed based upon:

a) Disability Classification
b) Teacher Preference
c) Curriculum
d) Student Needs

Answer:

d) Student Needs
Questions?
Overview of Specially Designed Instruction Part 5

Selecting & Developing Specially Designed Instruction
New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities IV

Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Learning Objectives IV

Participants will:

• Develop introductory knowledge of specially designed instruction (SDI)
• Identify ethical & legal reasons for the use of SDI
• Be able to define SDI & its purpose
• Understand the relationships between SDI & other instructional strategies
• Be able to describe SDI & its core elements
• Differentiate between accommodations & modifications
• Practice selecting appropriate SDI based upon student needs & characteristics
Participants will (IV):

• Participants will practice developing appropriate SDI based upon student needs & characteristics.
Let’s Review:

Why do we need SDI?

Where is SDI identified and described?

What is adapted for SDI in terms of Content?

What is adapted for SDI in terms of Methodology?

What is adapted for SDI in terms of Delivery?

What are the differences between Accommodations and Modifications?
Location of Specially Designed Instruction

Specially designed instruction is not a limited service that is only provided in particular locations.

Specially designed instruction is provided as appropriate across the entire continuum of educational activities and settings by multiple professionals.
Roles in Specially Designed Instruction

- General Education Teacher
- Paraprofessional
- Related Service Provider
- Administrator
- Guardian
- Special Education Teacher

Student SDI
Developing Specially Designed Instruction

Important Points to Remember

Specially Designed Instruction

Based upon carefully gathered data

Varies from student to student, is not “one-size-fits all”

Responsive to student needs

Requires continual monitoring and updating

Changes over time
Questions to Consider When Developing Specially Designed Instruction - Culture

Culture

In what ways might a student’s identity (in terms of gender, race, culture etc.) impact the method and delivery of Specially Designed Instruction?

How are you meeting the individual needs of the student and allowing for their cultural perspective to be part of the creation of the IEP document and SDI?
Questions to Consider When Developing Specially Designed Instruction - Content

Content

How will the student gain access to general education?

• Prerequisite Skills
• Modifications
• Accommodations

Will adaptations to curricular content be needed due to the student’s disability?

Adapted from Texas Education Agency (2018)
Questions to Consider When Developing Specially Designed Instruction - Methodology

- Adapted from Texas Education Agency (2018)

Methodology

Are there evidence-based instructional strategies that may prove more effective in helping the student learn?

Does empirical research support the use of the instructional strategy for the student’s specific disability and particular needs?
Questions to Consider When Developing Specially Designed Instruction - Delivery

Delivery

How may the instructional delivery be customized to meet the specific needs of the student?

Is this manner of delivery supported by empirical research?

Where will instruction be delivered?

Who will deliver instruction?

- Adapted from Texas Education Agency (2018)
Learning Objectives

Identifying Student Characteristics, Needs & Barriers:

Identify Student Strengths & Needs

Describe Education Barriers Due to Disability:

- Instruction
- Content
- Materials
- Assessment
- Learning Environment
## Determining Specially Designed Instruction Needs

<table>
<thead>
<tr>
<th></th>
<th>Student Strengths</th>
<th>Student Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Educational Barriers</th>
<th>Effect on Participation</th>
<th>Required SDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Content</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Materials</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Assessment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Environment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
Determining Specially Designed Instruction Needs *(I-Do)*

**I-Do Case Study**

Student A
3rd Grade
Visual Impairment Classification
Determining Specially Designed Instruction Needs (Table 1):

I-Do Case Study

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td>• Strong oral language,</td>
</tr>
<tr>
<td></td>
<td>• Grade level phonemic skills</td>
</tr>
<tr>
<td></td>
<td>• Well-behaved (good disciplinary record)</td>
</tr>
<tr>
<td></td>
<td>• Strong work ethic (on-task majority of class time)</td>
</tr>
<tr>
<td></td>
<td>• Tries to complete all assignments</td>
</tr>
<tr>
<td>Needs:</td>
<td>• Visual Impairment</td>
</tr>
<tr>
<td></td>
<td>• Below grade level in reading fluency</td>
</tr>
<tr>
<td></td>
<td>• At-risk in math calculation</td>
</tr>
<tr>
<td></td>
<td>• Social difficulties (making and keeping friends)</td>
</tr>
</tbody>
</table>
## Determining Specially Designed Instruction Needs (Table 2):

### I-Do Case Study

<table>
<thead>
<tr>
<th>Educational Barriers</th>
<th>Effect on Participation</th>
<th>Required SDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Visual impairment interferes with participating in instruction, seeing teacher, peers, and whiteboard Difficulty using printed materials</td>
<td>Instruction of functions and use of low vision devices Instruction in accessing alternate formats and associated technology</td>
</tr>
<tr>
<td>Content</td>
<td>Lacks prerequisite fluency for grade level reading material Has difficulty with grade level math</td>
<td>Instruction on fluency strategies for independent reading Direct instruction in computation strategies</td>
</tr>
<tr>
<td>Materials</td>
<td>Difficulty reading print in most texts and worksheets</td>
<td>Instruction of functions and use of low vision devices Instruction in accessing alternate formats and associated technology</td>
</tr>
</tbody>
</table>
Determining Specially Designed Instruction Needs (Table 3):

**I-Do Case Study**

<table>
<thead>
<tr>
<th>Educational Barriers</th>
<th>Effect on Participation</th>
<th>Required SDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Difficulty seeing and reading assignments and tests</td>
<td>Instruction of functions and use of low vision devices</td>
</tr>
<tr>
<td></td>
<td>Lacks prerequisite skills for grade level reading material</td>
<td>Instruction in accessing alternate formats and associated technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instruction on fluency strategies for independent reading</td>
</tr>
<tr>
<td>Environment</td>
<td>Visual impairment impacts navigating and participating in school activities</td>
<td>Instruction of functions and use of low vision devices</td>
</tr>
<tr>
<td></td>
<td>Struggles to learn incidentally from environment</td>
<td>Instruction in explicit social skills</td>
</tr>
<tr>
<td></td>
<td>Difficulty making friends &amp; participating in group activities</td>
<td>Instruction using social skill role playing</td>
</tr>
</tbody>
</table>
Determining Specially Designed Instruction Needs (We-Do)

We-Do Case Study

Student B
1st Grade
Speech-Language Impairment Classification
Determining Specially Designed Instruction Needs *(You-Do)*

**You-Do Case Study**

*Student C*

7th Grade

Other Health Impairment Classification
Consider these trainings...

Identifying and Intensifying Instruction: What to Do and How to Do It

Fundamentals of Explicit Instruction

Pluse, more to come!

Next Steps with
Specially Designed Instruction

Specially Designed Instruction for Administrators

Specially Designed Instruction for Distance Learning

Specially Designed Instruction Workshop to Improve Your IEP
Ticket out the Door

Share a take-away with your neighbor.

What has been most useful about today?

What is your next step in implementing or improving your use of specially designed instruction?

Other final thoughts or questions?
Contact Us
References


Center for Applied Special Technology. (n.d.) http://www.cast.org


References II


