



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# **Specially Designed Instruction for Distance Learning**

## **Considerations for Delivering Effective Instruction**



Developed by the Technical Assistance Partnership for Academics

*11/18/2021*



New York State Education Department  
Office of Special Education  
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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Today's Facilitators

Name

# 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

# Learning Expectations (Virtual)

## BE RESPONSIBLE

Take time to test technology in advance

Take care of your needs (breaks, water, food, restroom, etc.)

Action plan to implement what you are learning

Follow through on your action items

## BE RESPECTFUL

Find a quiet place to participate

Mute your microphone when not speaking

Listen attentively while others are speaking

Turn video on when 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

# Blueprint for Improved Results for Students with Disabilities I



## 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.

# Introductions



NAME



ROLE



DISTRICT



SCHOOL



POPULATION  
SERVED



## Participants will:

Identify the foundational aspects of specially designed instruction (SDI)

Understand responsibilities and challenges of providing SDI through distance learning

Examine cultural considerations and equity in distance learning

Identify strategies to support the provision of SDI through distance learning instruction

Communicate with and learn from peers who are using these strategies in their own distance instruction

# Learning Objectives



## The content is intended to...

Affirm the challenges and realities of current circumstance

Provide strategies that are helpful in clarifying the provision of SDI in distance learning

Offer ideas for prioritizing efforts in order to optimize outcomes

## Purpose for This Training



## Warm Up Activity



## What Do I Have Control Over?

Reflect on the items on the next slide. Which of the following do you feel you have the ability, tools or strategies to manage or address for your students?

## Warm Up Activity Continued



**SDI in the  
Individualized  
Education  
Program (IEP)**

**Technology/App  
roaches to  
Distance  
Learning**

**Timing of  
Instruction**

**Instructional  
Approaches**

**Schedules and  
Routines**

**Communication  
with Students  
and Families**

# **A Brief Review of SDI**

Regulations & Elements of SDI

# Defining Specially Designed Instruction - NY

New York State regulations state:

*“...**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”*

# Elements of Specially Designed Instruction

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

## Content

- Knowledge & Skills

## Methodology

- Instructional Strategies

## Delivery

- How Instruction is Delivered

# Considerations for Current Circumstances

Legal Obligations, Cultural Considerations & Framing Challenges as Opportunities



# Legal Considerations: What Must Educators Do?



# Purpose of SDI in Virtual Settings

**SDI provided through virtual or remote formats should continue to be used to provide equity, access and opportunities for students with disabilities in:**

General Education Curriculum

Classroom Activities

Extracurricular Activities

Social Interactions

Postsecondary Education & Careers

# Cultural Considerations: Equity and Distance Learning

## A Definition of Equity



*The principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students of all social groups. (Lee, 2002)*

# Cultural Considerations

## Guiding Questions to Go Deeper

1. How might the student's background impact their relationship with physical space and movement in their distance learning environments?
2. How might you consider a student's culture when approaching distance learning instruction related to social skills/cues/norms?
3. What might some of the connections be between a student's culture and their approach to problem solving and processing?

## Reflect and Share



In what ways might a student's identity (in terms of gender, race, culture etc.) impact the method and delivery of SDI in the distance learning environment?

# Challenges as Opportunities



This may present a rare opportunity for many students to experience a much higher level of inclusion.

Teachers may learn that some students thrive in this new environment.

A new learning environment, with new tools and resources, may present unique ways to creatively meet current challenges.

The situation is new, but good instructional principles still apply.

# Steps for Ensuring Access

Key Strategies for Providing SDI in Distance Learning

# 5 Steps for Ensuring Access

1. Review SDI in the Current IEP
2. Consider Access to SDI
3. Identify Instructional Priorities & Learning Strategies
4. Structure the Learning Environment
5. Consider Communication Strategies





# Step 1

Review SDI in the Current IEP



# Review SDI in the Current IEP

## Understand Key Components In Light Of Circumstances

- Distance Learning Plan
- Strength and Needs
- Goals

## Identify SDI Necessary to Meet Individual Goals



# Review SDI in the Current IEP

## Identify Necessary Changes

Will new SDI be required given the change in circumstances?

Will some SDI need to be changed or removed given the change in circumstances?

*Educators must work with all members of a student's school team and family to ensure the IEP can be implemented as written. If changes are required, then the CSE must be convened, or the school district and parents may agree in writing to develop a written document to amend the IEP through the process defined in section 200.4(g)(2) of the Commissioner's Regulations. This process includes the parent agreeing in writing to the proposed changes .*

## Reflect and Share Current Climate



Have you found a need to adjust the SDI for your students given current circumstances?  
If so, how?

What challenges and opportunities have you encountered in considering how to implement SDI within the IEP through distance learning?

# Step 2

Consider Access to SDI



# Consider Delivery of Instruction

## Consider How Classroom Materials and Activities Can Be Modified for Use at Home

- Adapted materials required by the IEP
- Manipulatives & objects easily provided or available at home
- Virtual read-alouds, virtual field trips, home activities




## Make Efforts to Remove Barriers in Accessing SDI

- Simplify technology and instruction to reduce cognitive load
- Consider factors specific to the child



# Factors to Consider

The following are some factors to consider when planning distance learning educational experiences and the necessary accommodations:

<p>The student's physical and sensory characteristics</p>	
<p>The student's cognitive, behavioral and/or motivational characteristics</p>	
<p>The student's communication characteristics</p>	

## Reflect and Share Information & Resources



What information is helpful?

What did this information make you consider with respect to your own students?

What successes or challenges have you encountered in applying this information/these resources?



# Step 3

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Identify Instructional  
Priorities & Learning  
Strategies



# Identify Instructional Priorities

## Purposefully Select How to Deliver Certain Instruction

- What requires synchronous or in-person support? (interaction and feedback)
- What can be delivered asynchronously? (without live interaction and feedback)

## Purposefully Select When to Deliver Certain Instruction

- What requires the highest level of engagement for learning to occur?



# Instructional Strategies

*“...virtual teachers need to realize there is much to apply from brick-and-mortar to various online options.”*

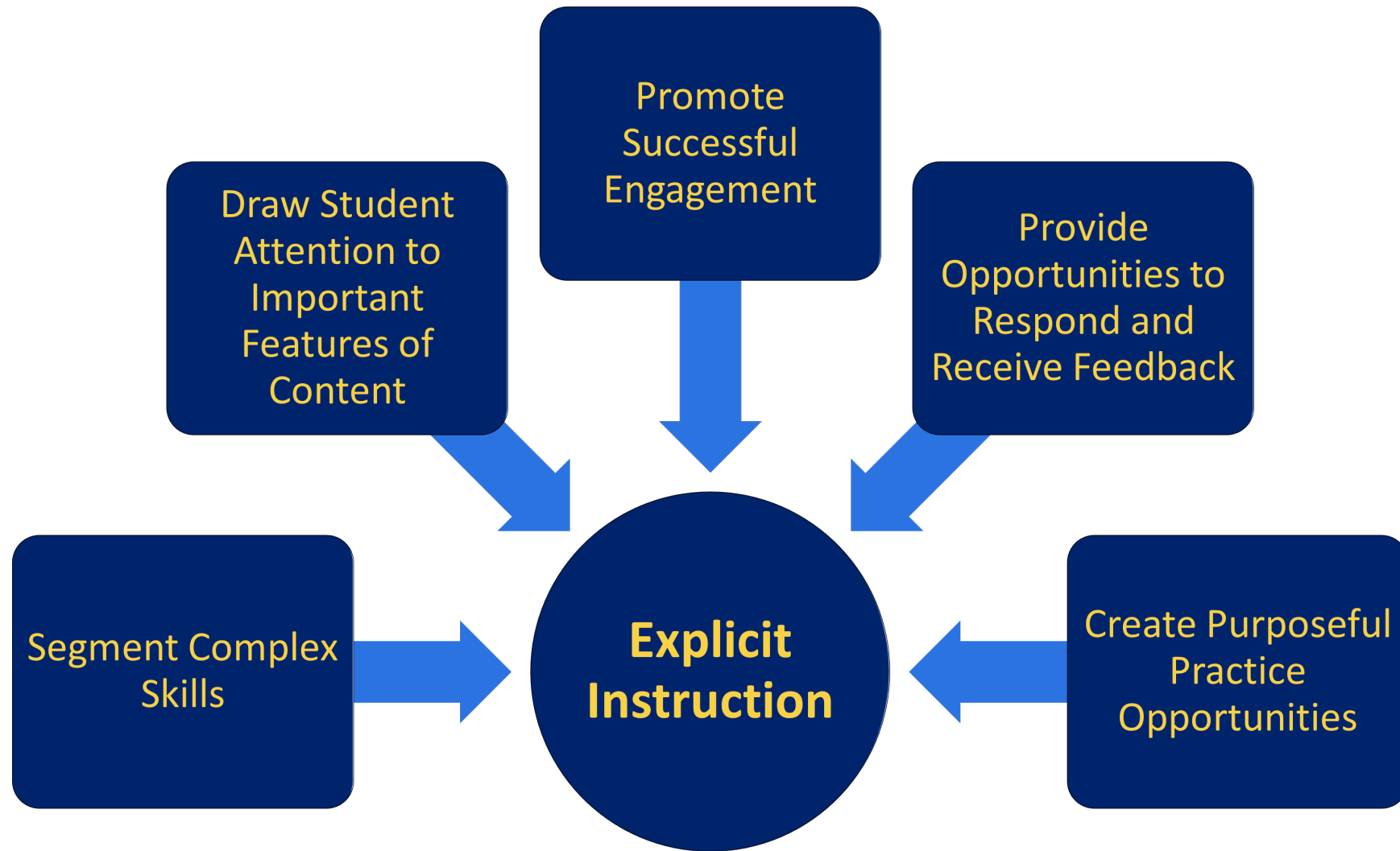
Although online learning presents a new set of unique educational circumstances, most evidence-based, high quality instructional strategies are still the most effective means of supporting learning for students with disabilities.

# Important Principles in Online Learning

## Principles That Promote Learning Online Classes

1. Active Participants in Learning
2. Effective Use of Examples
3. Collaborative Problem Solving
4. Effective Use of Feedback
5. Motivational Components

# Explicit Instruction



# Tips for Explicit Instruction in Distance Learning



- Begin Lessons with Clear Statement of Goals & Expectations
- Provide Step-By-Step Demonstrations
- Require Frequent Responses
- Help Student Organize Knowledge

## Reflect and Share Strategies & Barriers



What strategies have you found most successful in applying explicit instruction to distance learning?

How might using explicit instruction improve your use of technology in providing students with instruction during distance learning?

What barriers have you encountered or what else might you need to do this well?

# Step 4

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## Structure the Learning Environment





# Structure Learning

## Schedules

Consider schedules for...

- Small group work
- Teacher instruction
- Other instructional activities/times in the student's day

## Routines

Adapt school/classroom routines for distance learning

- Group norms
- Back-p plans for when technology is not working
- Clear outlines and expectations for assignments

# Consider Assignments

Provide student with disabilities explicit instruction in how to turn in assignments electronically.

- Teach, model, practice and check to see if students can turn in assignments independently.

Students who require accommodation(s) to complete assignments should be contacted individually.

- Provide necessary support of tools needed as required by their IEP.



## Reflect and Share Distance Learning Structures



What have you done to structure distance learning for your students?

What creative ways have you found to address IEP requirements with respect to structure (schedules, routines, etc.)?

What has worked best? What mistakes can we learn from?

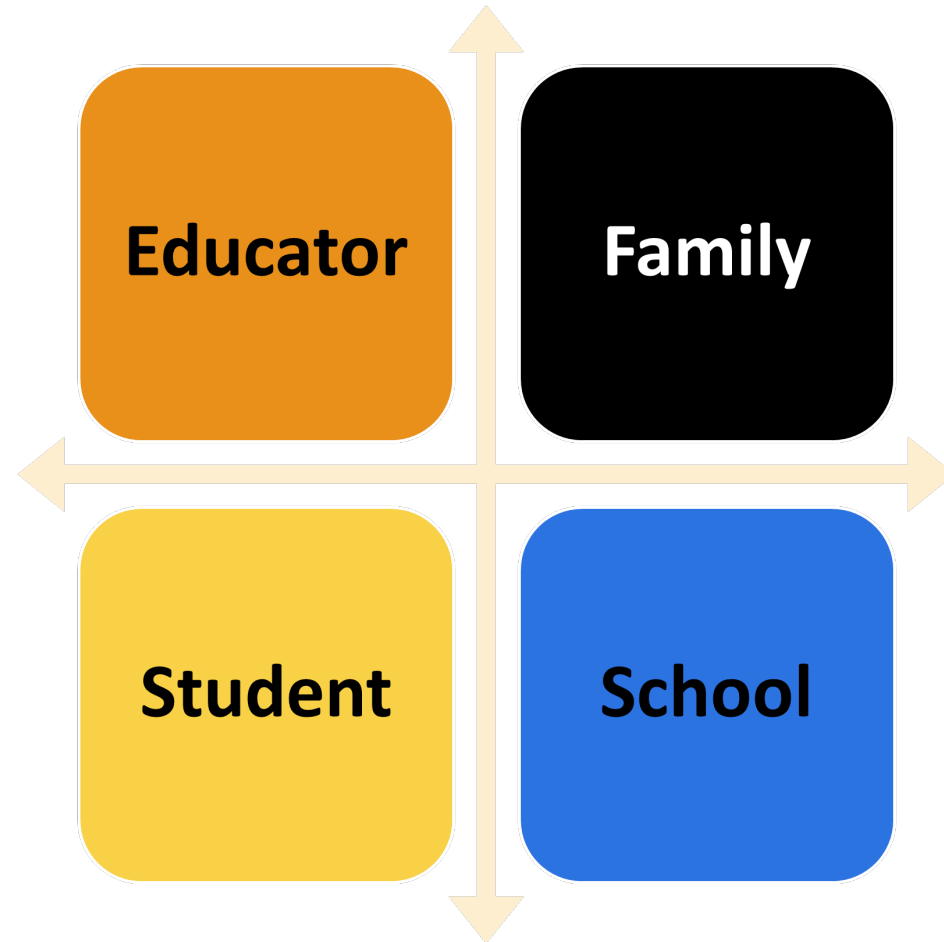
# Step 5

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## Consider Communication Strategies



# Consider Communication



# Reflect and Share Communication with Families, Students and Colleagues through Distance Learning



What have you found useful in communicating with families?

How has your perspective on communication (with students, families and colleagues) evolved through distance learning?

## Using the IEP to Plan for SDI in Distance Learning

Read Student A's IEP.

Read the SDI Summary Chart for Student A.

Fill out the Distance Learning Options column on the SDI Summary Chart.

Be prepared to share out with the whole group.

## Closing Activity 1



**What are your big take-aways & next steps?**

Use the provided note catcher to review what you have learned and identify your next steps in providing SDI to students engaged in distance learning.

Please feel free to share any last thoughts or questions.



## Closing Activity 2



### What do I have control over?

Reflect on the items on the next slide. After today's presentation, which of the following do you feel you have the ability, tools or strategies to manage or address for your students?

# Areas of Control

<b>SDI in the IEP</b>	<b>Technology/Approaches to Distance Learning</b>	<b>Timing Of Instruction</b>
<b>Instructional Approaches</b>	<b>Schedules and Routines</b>	<b>Communication with Students and Families</b>

# Thank You!

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# Contact Us



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