New York State Education Department
Office of Special Education
Educational Partnership

Overview of Specially Designed Instruction

Supporting Equitable Access and Opportunities for Students with Disabilities

Produced by the Technical Assistance Partnership for Academics

New York State Education Department
Office of Special Education
Educational Partnership

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

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.

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

Reflection and Discussion Activity

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?

Reasons

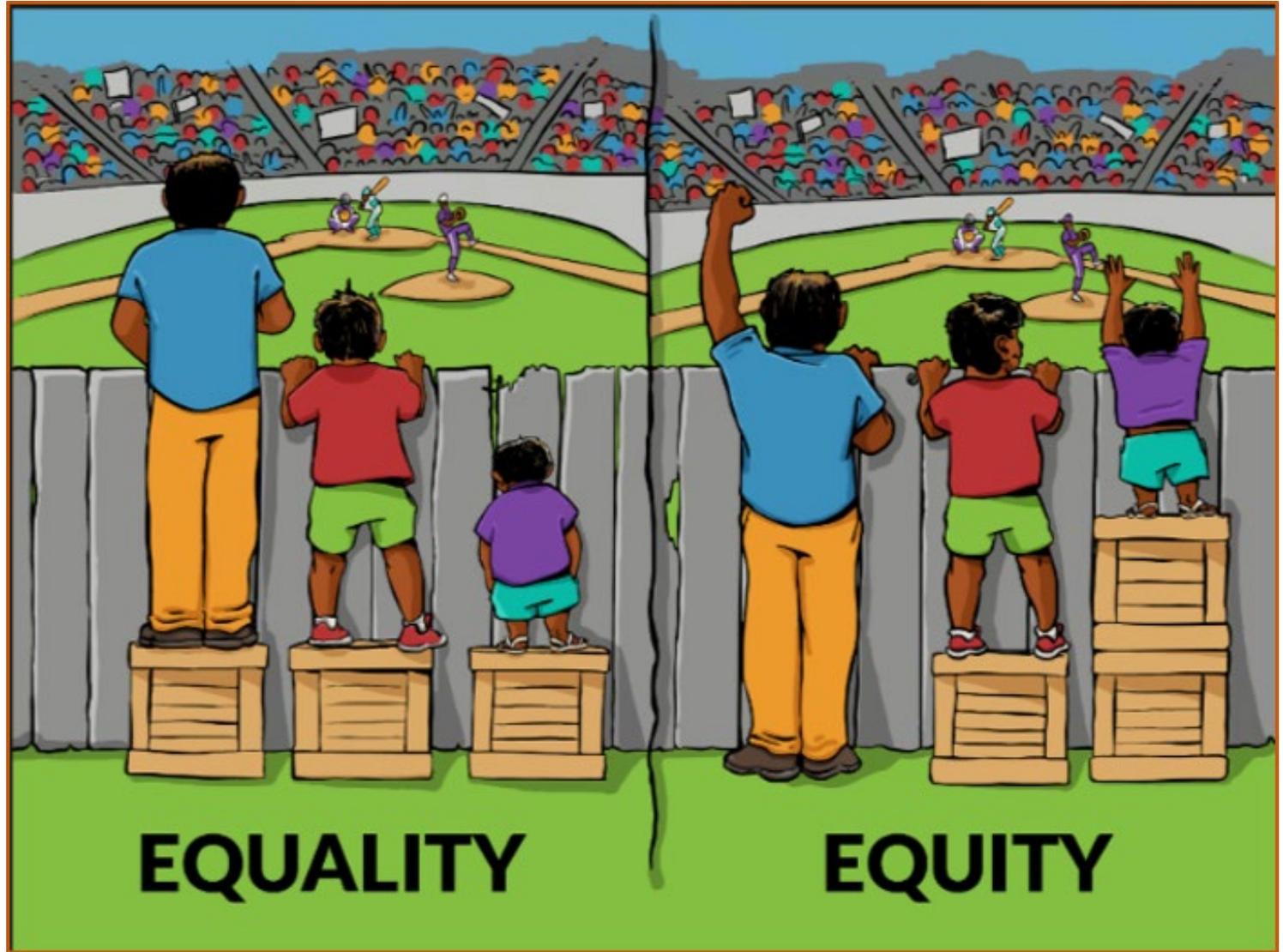Participants will identify ethical & legal reasons for the use of specially designed instruction

Reasons for Specially Designed Instruction

Educators provide specially designed instruction to meet requirements of:

Ethical Practices

Legal Regulations

Equity Through Specially Designed Instruction

Activity

EQUALITY

EQUITY

Equity

Through

Specially

Designed

Instruction

Activity II

What barriers may prevent students with disabilities from having the same access and opportunities as their peers without disabilities?

Equity Through Specially Designed Instruction

Instruction

Content

Materials

Assessment

Environment

Common Educational Barriers for Students with Disabilities

Equity Through Specially Designed Instruction

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

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

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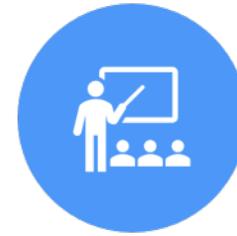
Introductions II

NAME   ROLE   DISTRICT   SCHOOL   POPULATION SERVED

Blueprint for Improved Results for Students with Disabilities II

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.

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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.

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Schools provide high-quality inclusive programs and activities.
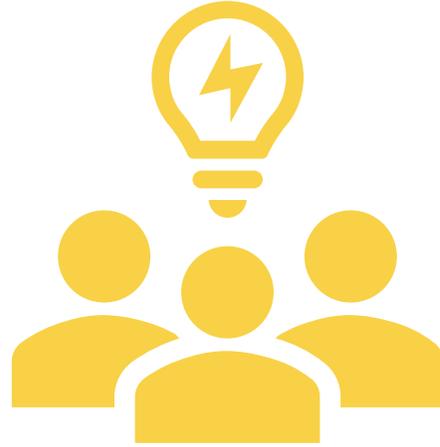
Transition Support

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

Learning Objectives II

Participants will:

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- 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.

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"*

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."

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"

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)
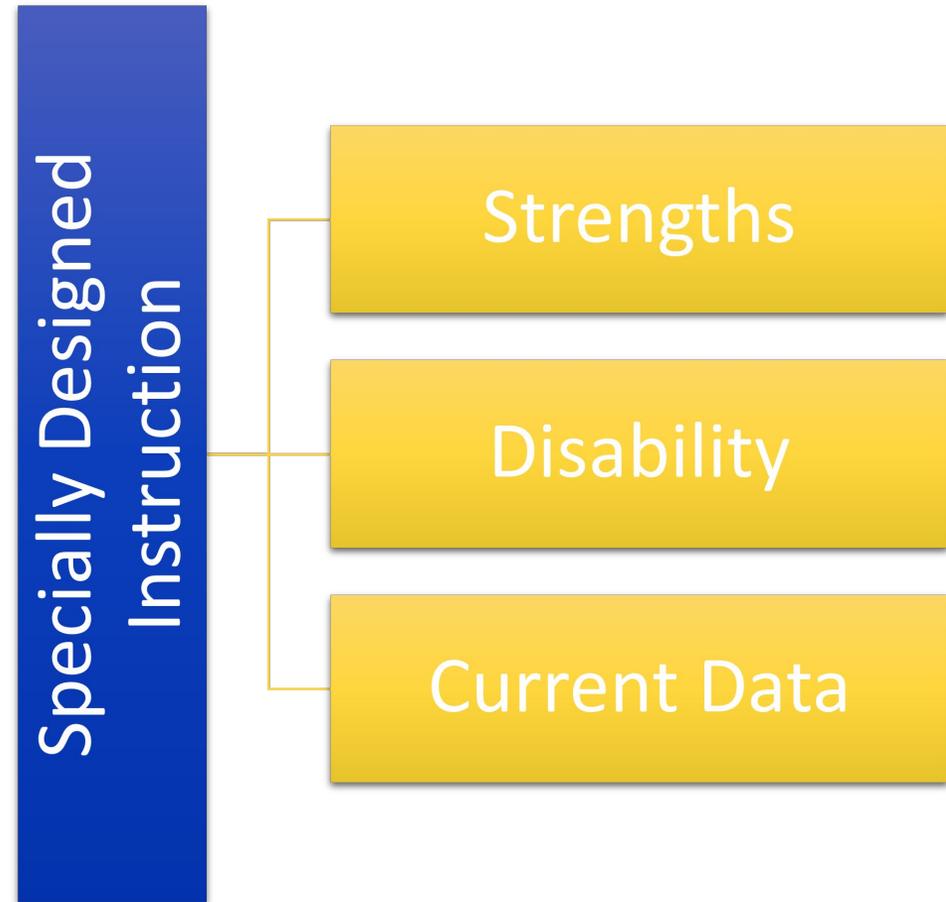
Defining Specially Designed Instruction - V

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"

Defining Specially Designed Instruction - VI

Specially designed instruction must be uniquely designed and implemented for each individual student based upon:

Specially Designed Instruction

- Strengths
- Disability
- Current Data

Defining Specially Designed Instruction - VII

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:
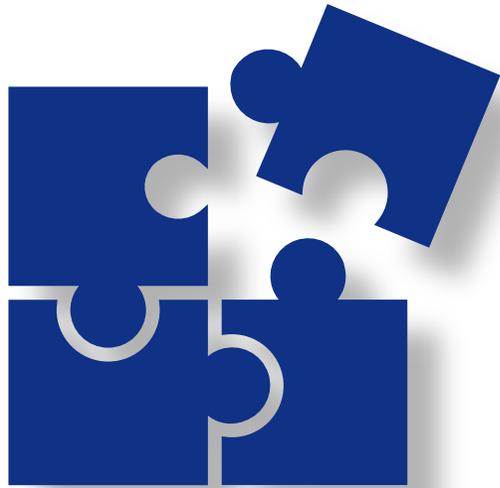
Universal Design for Learning

Differentiated Instruction

Defining Universal Design for Learning

Universal Design for Learning

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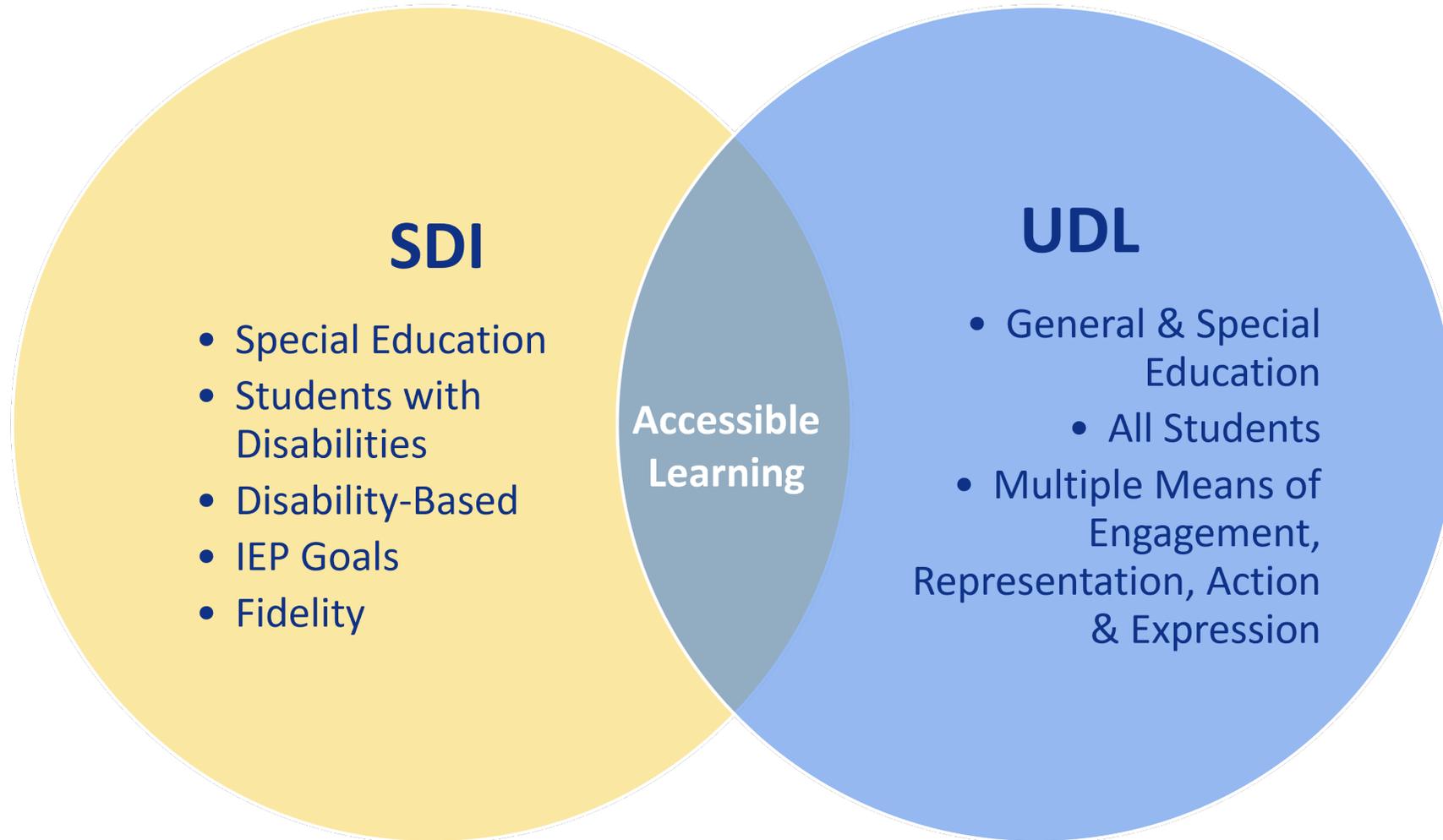
- Multiple means of engagement
- Multiple means of representation
- Multiple means of action and expression

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

Accessible Learning

UDL

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

Defining Differentiated Instruction

Differentiated Instruction

Adjusting instruction in response to variations in individual student learning needs

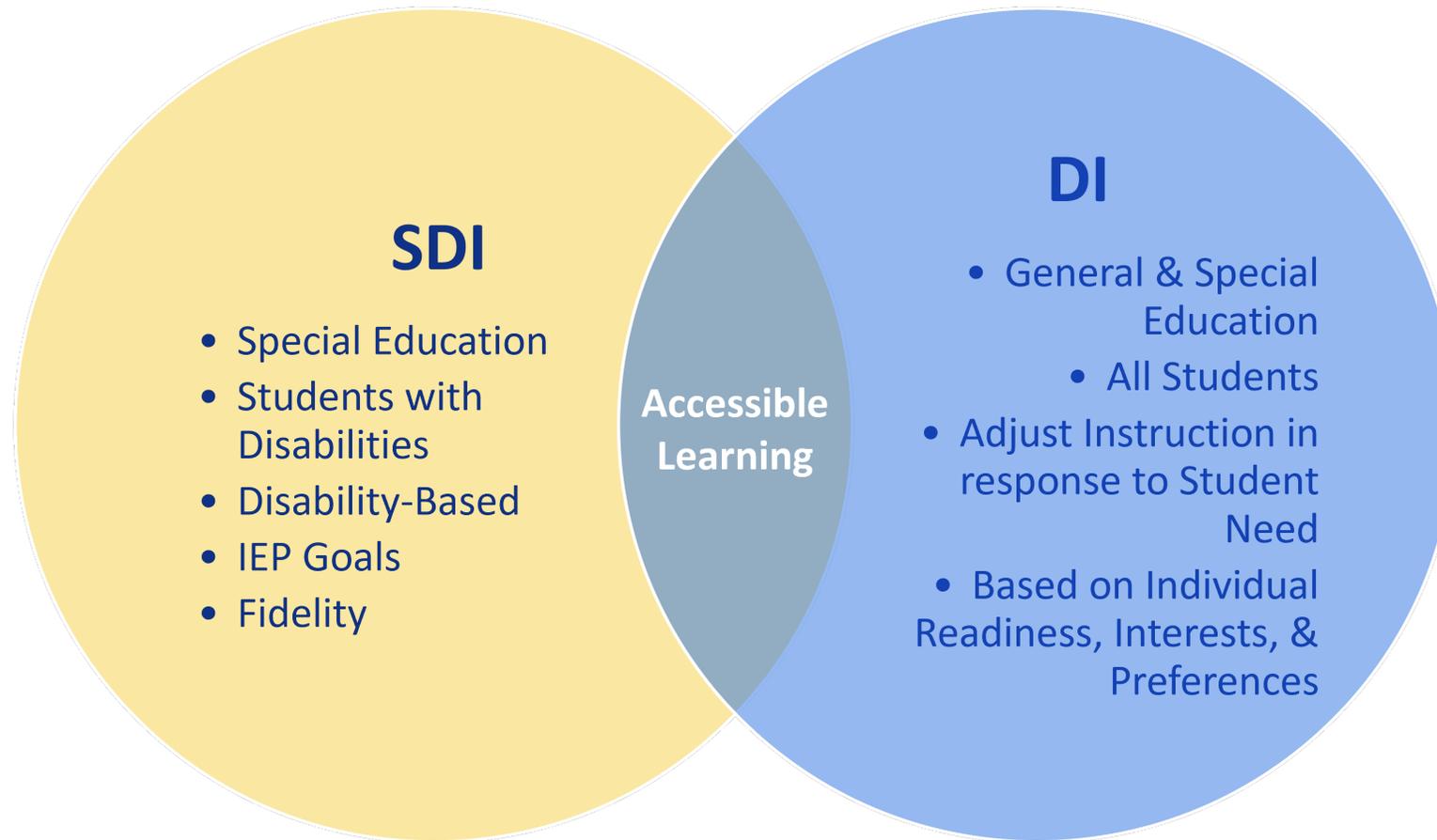Based upon individual student readiness and interests.

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

Accessible Learning

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.
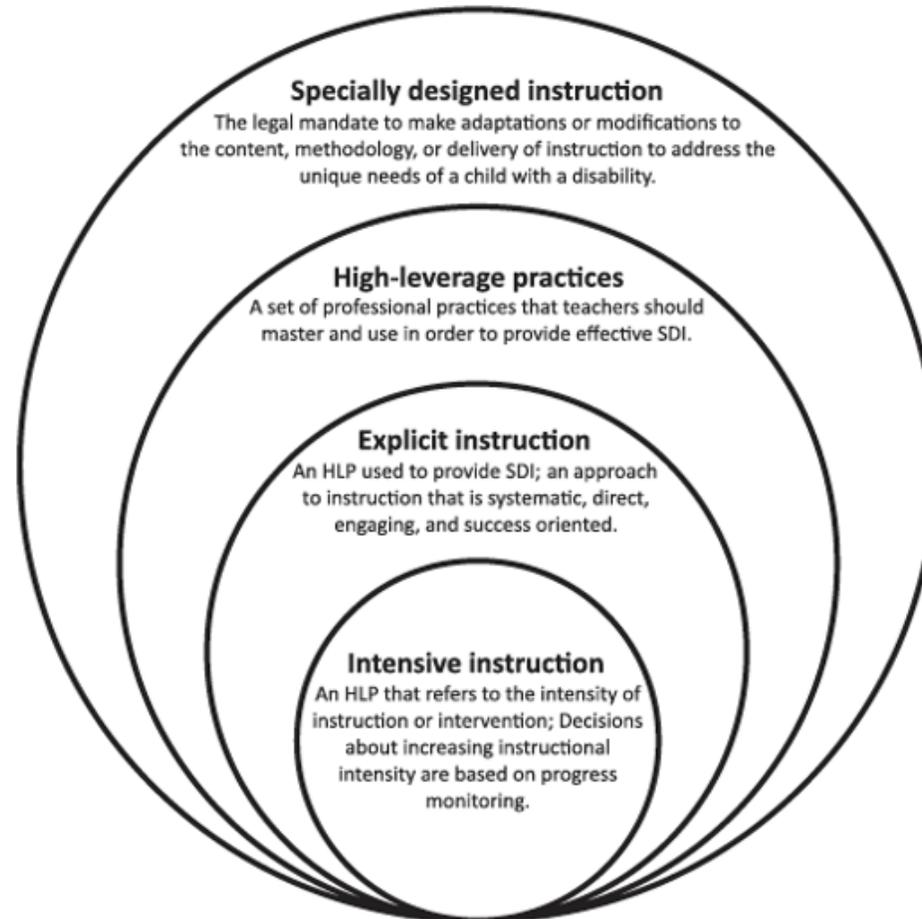(Differentiated instruction)

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.

High Leverage Practices

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

Defining Specially Designed Instruction IX

"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"
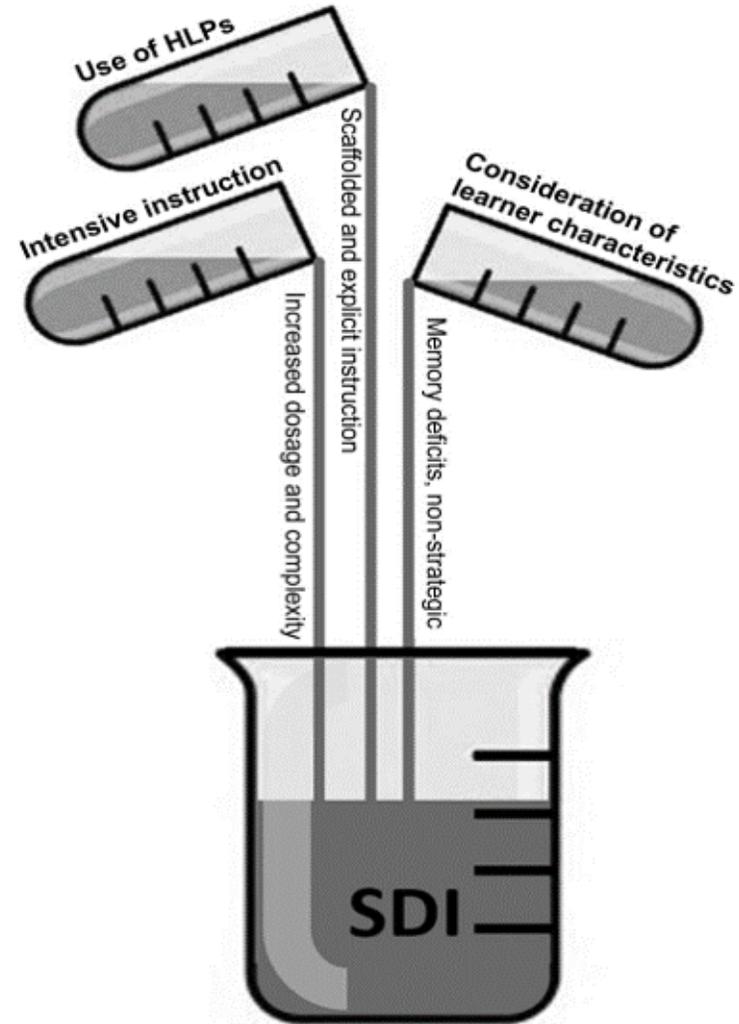
Defining Specially Designed Instruction - X

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?*

Defining Specially Designed Instruction - XI

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.
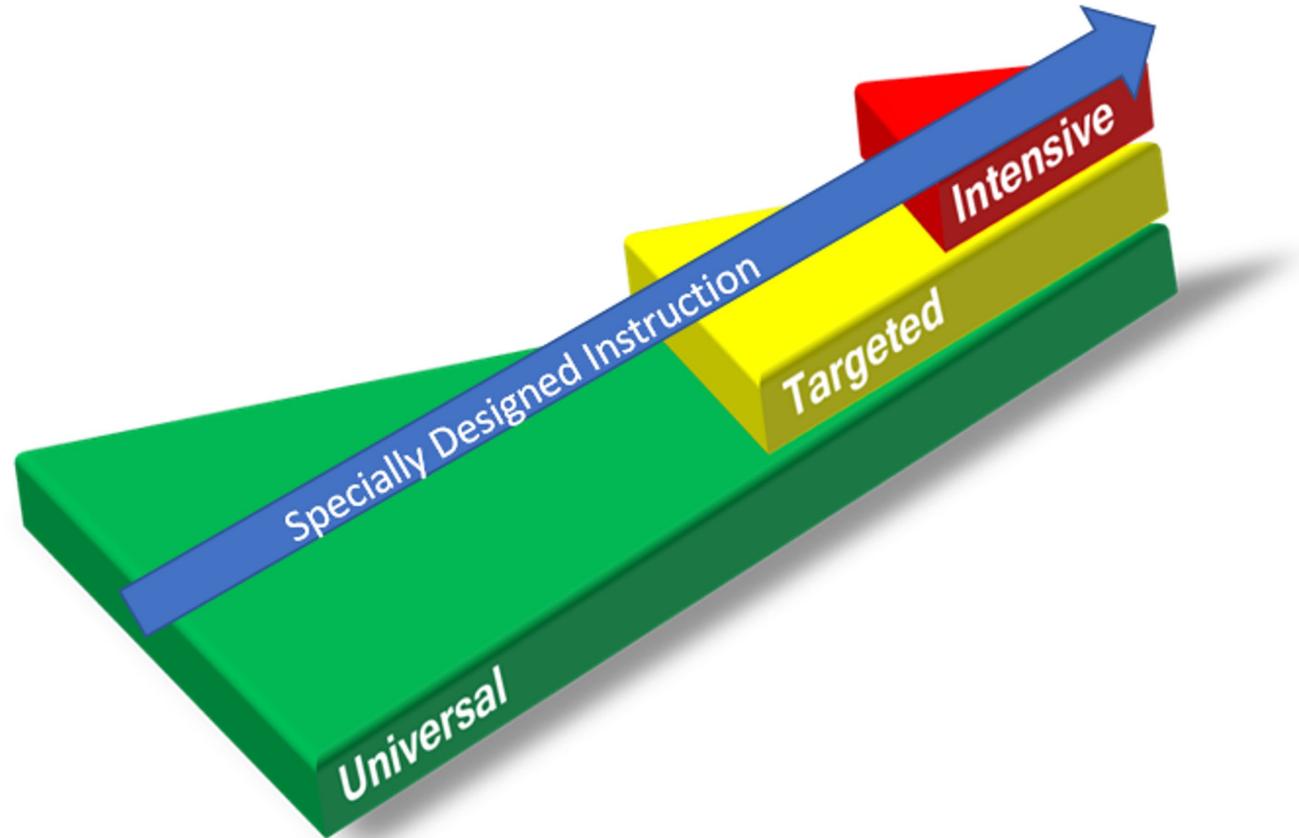
Defining Specially Designed Instruction - XIII

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

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.

2. True

or

False?

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).

3. True

or

False?

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.

5. True

or

False?

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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Introductions III

NAME   ROLE   DISTRICT   SCHOOL   POPULATION SERVED

Blueprint for Improved Results for Students with Disabilities III

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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
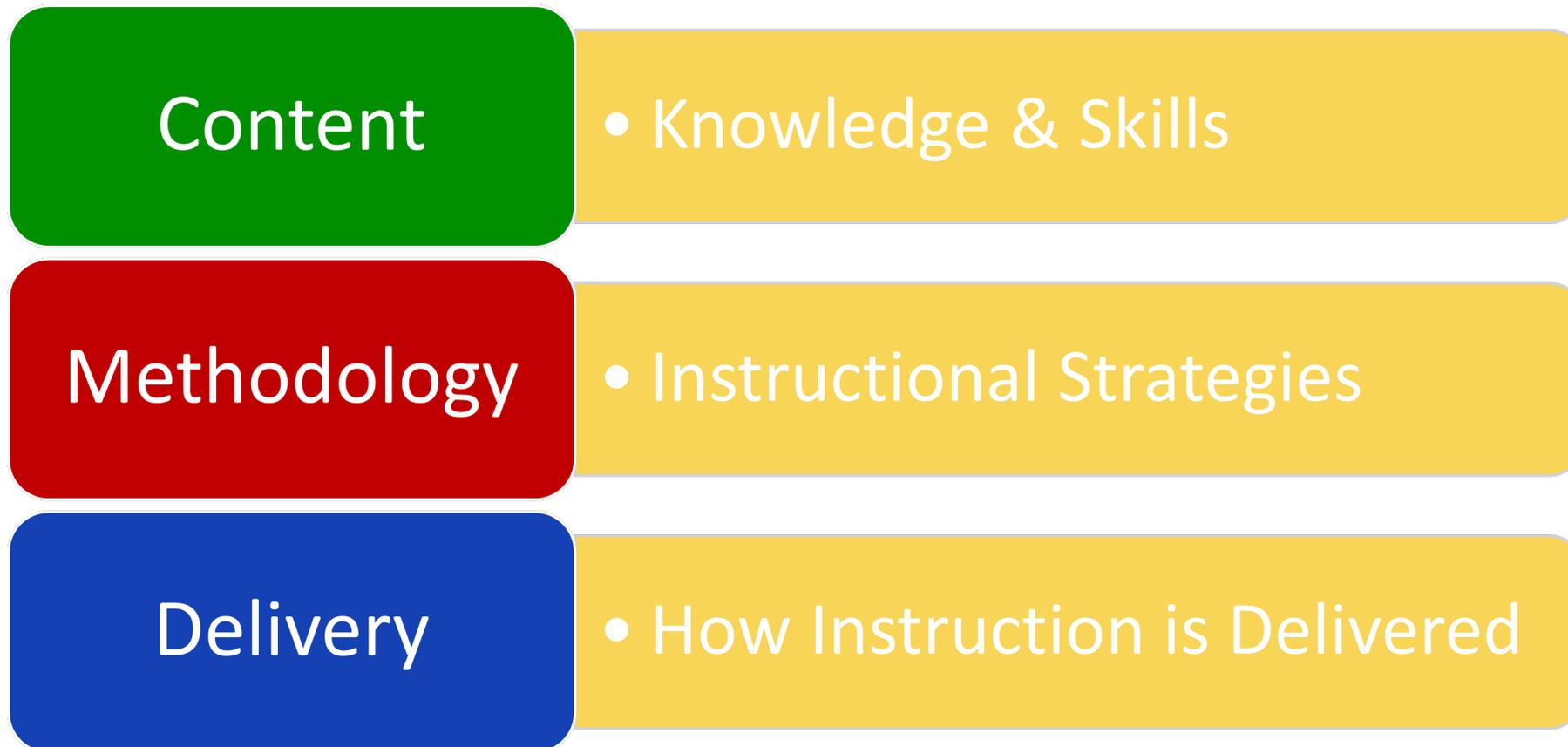
Elements of Specially Designed Instruction: Content

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

Grade-Level Standards-Based Curriculum

Prerequisite Skills

Social-Emotional Skills

Prosocial Behaviors

Activities of Daily Living

Post-Secondary Education Training

Career Development and Occupational Studies (CDOS)

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
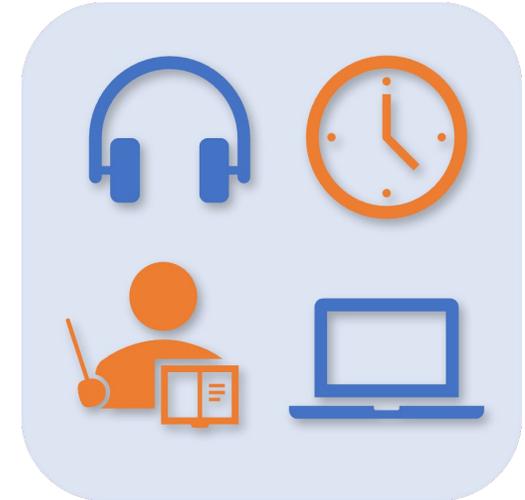
Elements of Specially Designed Instruction Delivery II

Example Adaptations to Delivery

Explicit Instruction

Small Group

Individual Instruction

Whole Class

Paraprofessional

Audio Recordings

Videos

PowerPoint

Calculator

Extended Time

Visual Cues

Assistive Technology

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.

Elements of Specially Designed Instruction

Activity

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 adaptions worked well and which adaptions were unsuccessful.

Describe how the adaptations may or may not have helped students overcome barriers to educations.

Elements of Specially Designed Instruction Graphic

Content

Delivery

Methodology

Accommodations

+

Modifications

Specially Designed Instruction
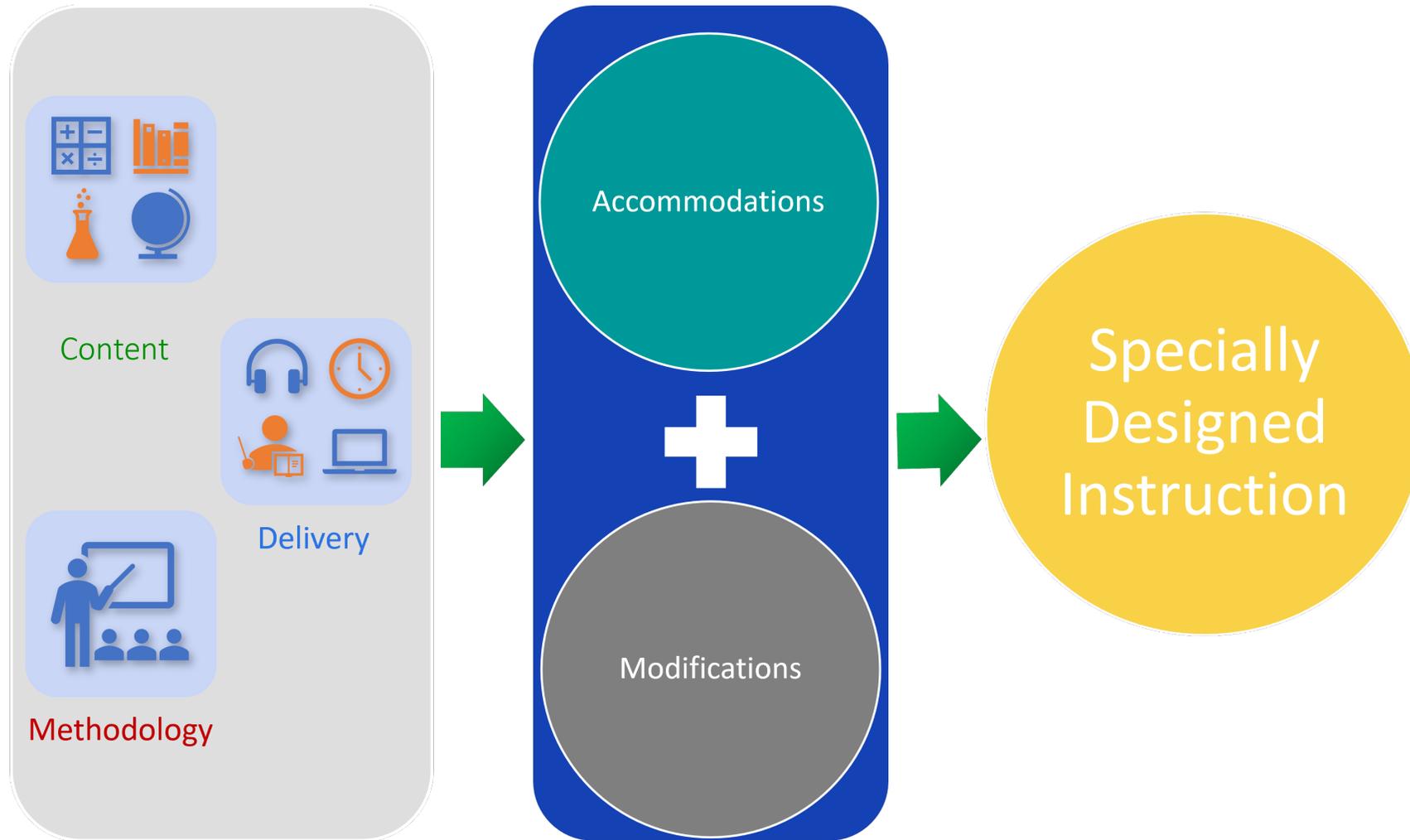
Elements of Specially Designed Instruction
Accommodations

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.

Elements of Specially Designed Instruction
Accommodations II

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.

Elements of Specially Designed Instruction

Accommodations Activity

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	Multiple disabilities
Deafness	Orthopedic impairment
Deaf-blindness	Other health-impairment
Emotional disturbance	Speech or language impairment
Hearing impairment	
Intellectual disability	Traumatic brain injury
Learning disability	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 assign and tes ems tha s 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.

NEWSELA

Dogs help kids to become kinder and better readers

By The Baltimore Sun, adapted by Newsela staff on 12.20.17
Word Count 477
Level 380L

Restate the question	According to the article, working with a "pet ambassador" helps improve students' reading skills and confidence.
Answer the question	Students get to work with the dogs and practice without being judged or afraid.
Cite evidence from the text to support your claim	**E**xplain how your quote supports the claim
#1 "Students said they felt more relaxed reading to a dog"	#1 This gave students the chance to practice without being nervous.
#2 "My dog never says 'I want to get up, this is boring!'"	#2 She wasn't worried someone would think what she was doing was boring and was able to practice more.
Summarize your claim	

Lexile: 380 L

Mnemonic & Graphic Organizer

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.

NEWSELA

Dogs help kids to become kinder and better readers

By The Baltimore Sun, adapted by Newsela staff on 12.20.17
Word Count 477
Level 380L

Restate the question	According to the article, working with a "pet ambassador" helps improve students' reading skills and confidence.
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#1 "Students said they felt more relaxed reading to a dog"	#1 This gave students the chance to practice without being nervous.
#2 "My dog never says 'I want to get up, this is boring!'"	#2 She wasn't worried someone would think what she was doing was boring and was able to practice more.
Summarize your claim	

Lexile: 380 L

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?

Student sketch of problem
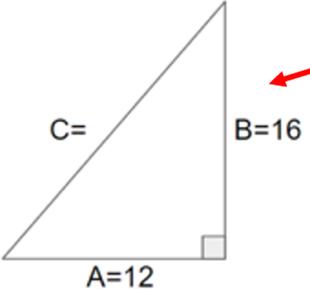
Teacher provided formula organizer

Leg A	Leg B	A²	B²	A²+B²	C= √A²+B²	⇨ Hypot C
12	16	144	256	400	√400 ⇨	20

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?
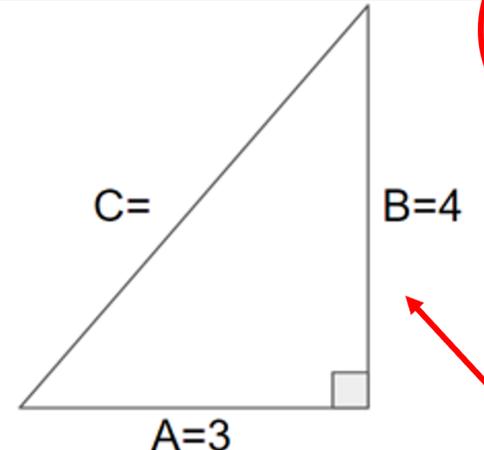
Smaller #s for simplified calculation

Teacher provided sketch of problem

Elements of Specially Designed Instruction Review Activity I

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

Elements of Specially Designed Instruction Review Activity II

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

Elements of Specially Designed Instruction Review Activity III

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.

Elements of Specially Designed Instruction Review Activity IV

Using an alternative grading scale for a student is what form of SDI?

a) Content

b) Modification

c) Methodology

d) Accommodation

Answer:

b) Modification

Elements of Specially Designed Instruction Review Activity V

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

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.

Elements of Specially Designed Instruction Activity

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
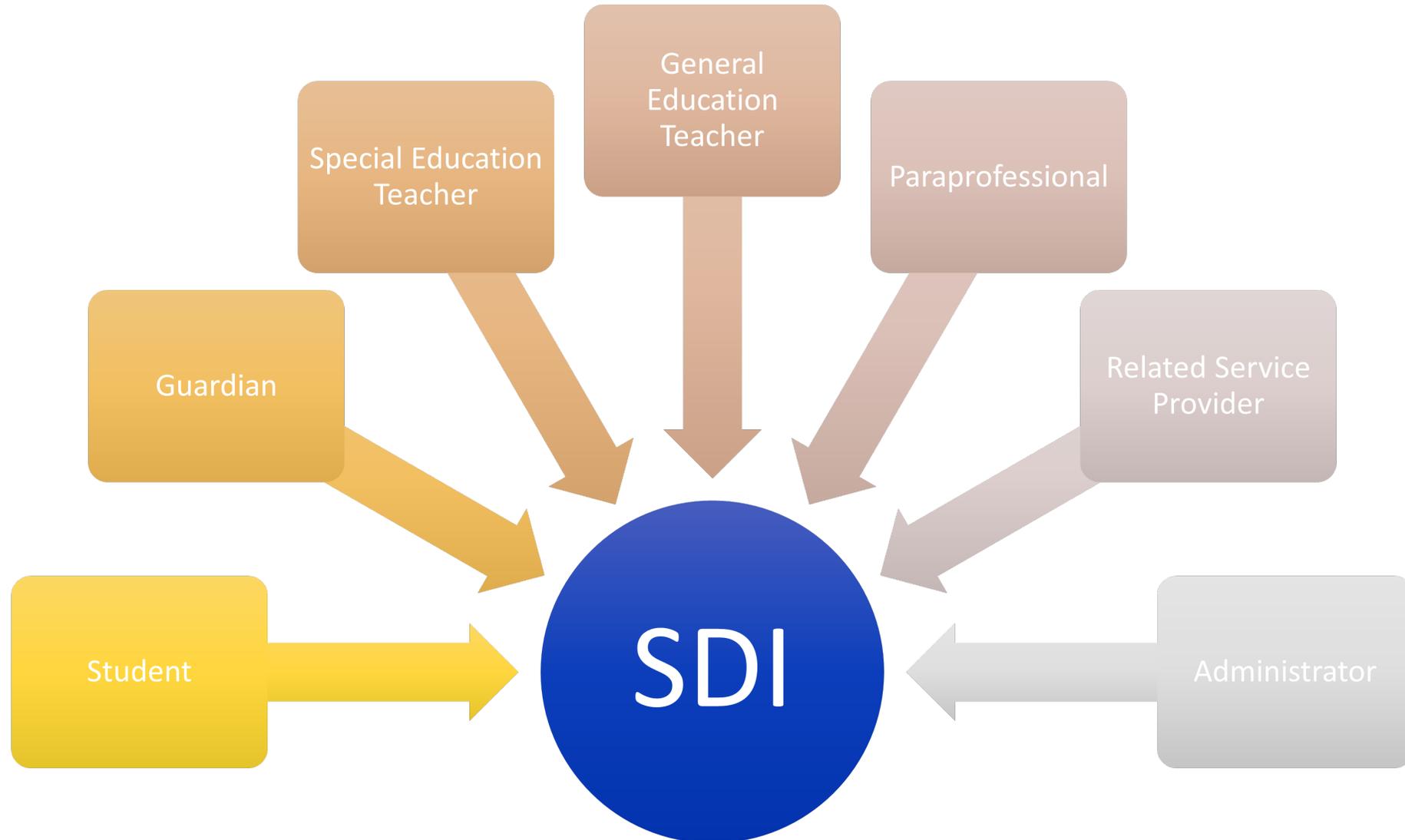
Developing Specially Designed Instruction

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

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?

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

Student Strengths:	--
Student Needs:	--

Title	Educational Barriers	Effect on Participation	Required SDI
Instruction	--	--	--
Content	--	--	--
Materials	--	--	--
Assessment	--	--	--
Environment	--	--	--

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

Student:	Student A
Strengths:	• Strong oral language, • Grade level phonemic skills • Well-behaved (good disciplinary record) • Strong work ethic (on-task majority of class time) • Tries to complete all assignments
Needs:	• Visual Impairment • Below grade level in reading fluency • At-risk in math calculation • Social difficulties (making and keeping friends)

Determining Specially Designed Instruction Needs (Table 2):

I-Do Case Study

Educational Barriers	Effect on Participation	Required SDI
Instruction	Visual impairment interferes with participating in instruction, seeing teacher, peers, and whiteboard Difficulty using printed materials	Instruction of functions and use of low vision devices Instruction in accessing alternate formats and associated technology
Content	Lacks prerequisite fluency for grade level reading material Has difficulty with grade level math	Instruction on fluency strategies for independent reading Direct instruction in computation strategies
Materials	Difficulty reading print in most texts and worksheets	Instruction of functions and use of low vision devices Instruction in accessing alternate formats and associated technology

Determining Specially Designed Instruction Needs (Table 3):
I-Do Case Study

Educational Barriers	Effect on Participation	Required SDI
Assessment	Difficulty seeing and reading assignments and tests Lacks prerequisite skills for grade level reading material	Instruction of functions and use of low vision devices Instruction in accessing alternate formats and associated technology Instruction on fluency strategies for independent reading
Environment	Visual impairment impacts navigating and participating in school activities Struggles to learn incidentally from environment Difficulty making friends & participating in group activities	Instruction of functions and use of low vision devices Instruction in explicit social skills Instruction using social skill role playing

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

Interested in Learning More?

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.
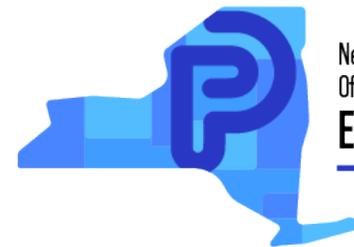
What has been most useful about today?

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

Other final thoughts or questions?

Contact Us

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Education Department
Office of Special Education
Educational Partnership

New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
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