



New York State Education Department
Office of Special Education
Educational Partnership





Next Steps with Specially Designed Instruction

Going Deeper with What is Special About Special Education

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

Introduction & Objectives

Next Steps with Specially Designed Instruction

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

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Introductions Module 1



NAME



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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.

Participants will be able to:

- define and describe specially designed instruction.
- identify what instructional strategies may work to close gaps based on different characteristics of each student.
- examine what SDI might look like in the classroom.
- examine the elements of the IEP and recognize how and where SDI for the student should be included in the IEP.
- apply their knowledge of SDI to complete student summary sheets and write comprehensive IEPs.

Learning

Objectives



Module 1

What is Specially Designed Instruction



Defining Specially Designed Instruction

Review of the Fundamentals and Regulations

Learning Objectives



Participants will be able to define and describe Specially Designed Instruction.

Participants will be able to identify what instructional strategies may work to close gaps based on different characteristics of each student.

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

- Curriculum based upon state standards

Methodology

- Instructional design of content: approach to instruction

Delivery

- How instruction is provided based on the individual needs of the student

Elements of Specially Designed Instruction

Accommodation vs. Modification

Accommodations

Change:

- Instructional Delivery
- Learning Environment
- Administration of Assessment

Do **Not** Change:

- Instructional Level
- Information Taught
- Criteria of Mastery

Modifications

Change:

- Curriculum
- Instructional Level
- Criteria of Mastery
- Provides Access for Students Who Are Unable to Comprehend All of Content Being Taught

Reducing learning expectations by modifying what the student is taught or what is tested may prevent the student from meeting state learning standards and from obtaining a regular diploma.

Defining Specially Designed Instruction – Classroom Party Analogy



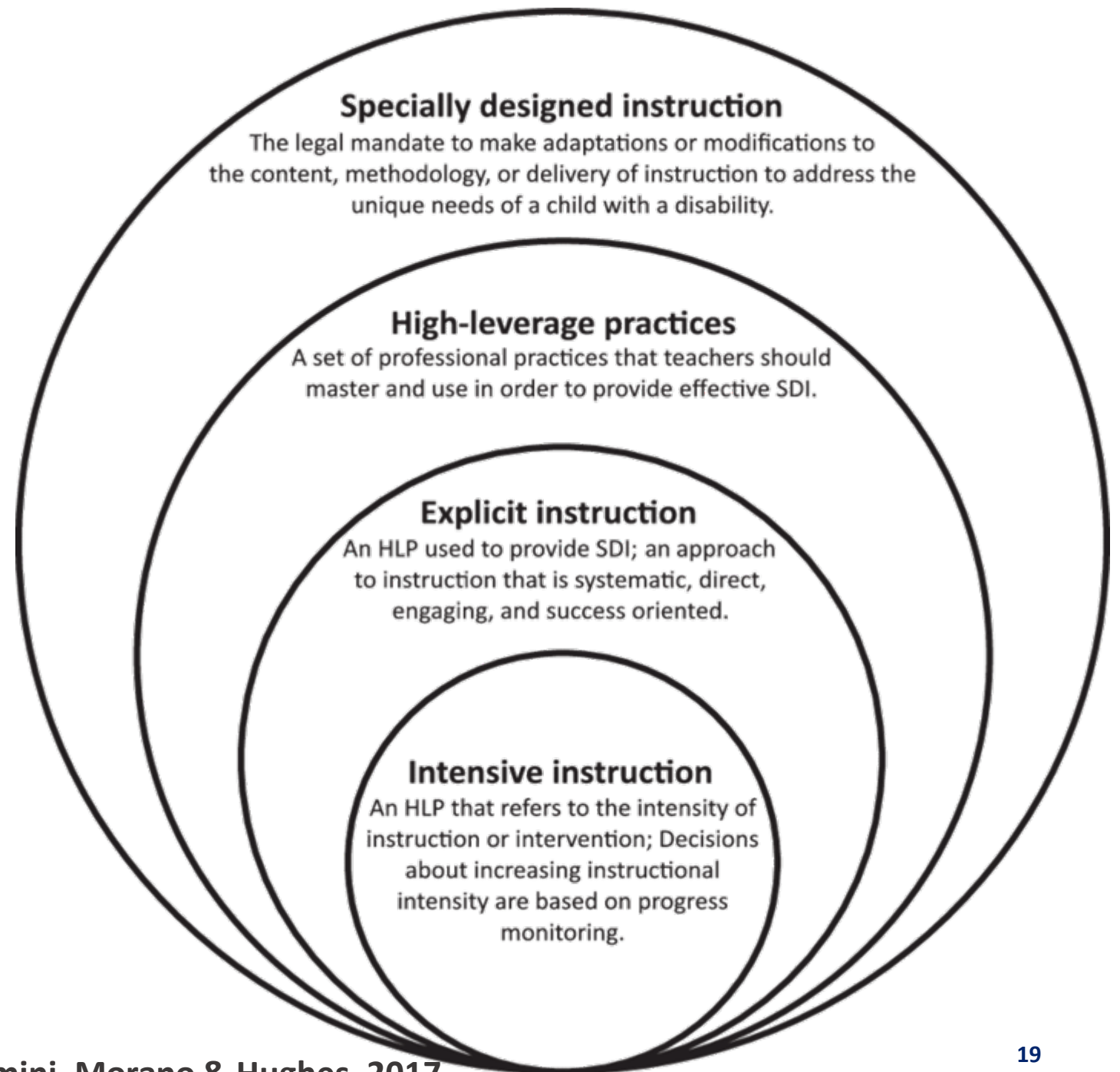
Defining Specially Designed Instruction - Components

Specially Designed Instruction *is*:

- planned, organized and meaningful to the individual student
- delivered in an explicit, intentional and systematic manner
- designed to address any area of individual need including academic, behavioral, social, communication, health and functional

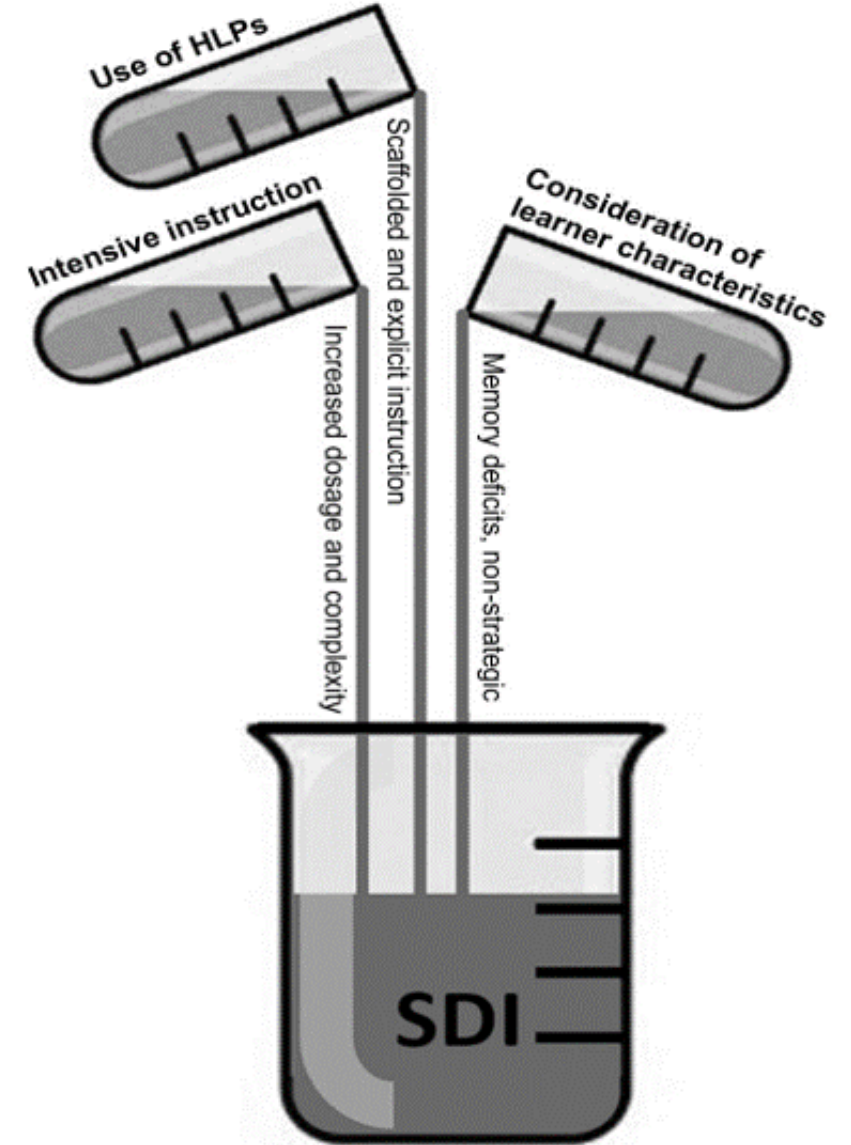


Defining Specially Designed Instruction – Nested Structure

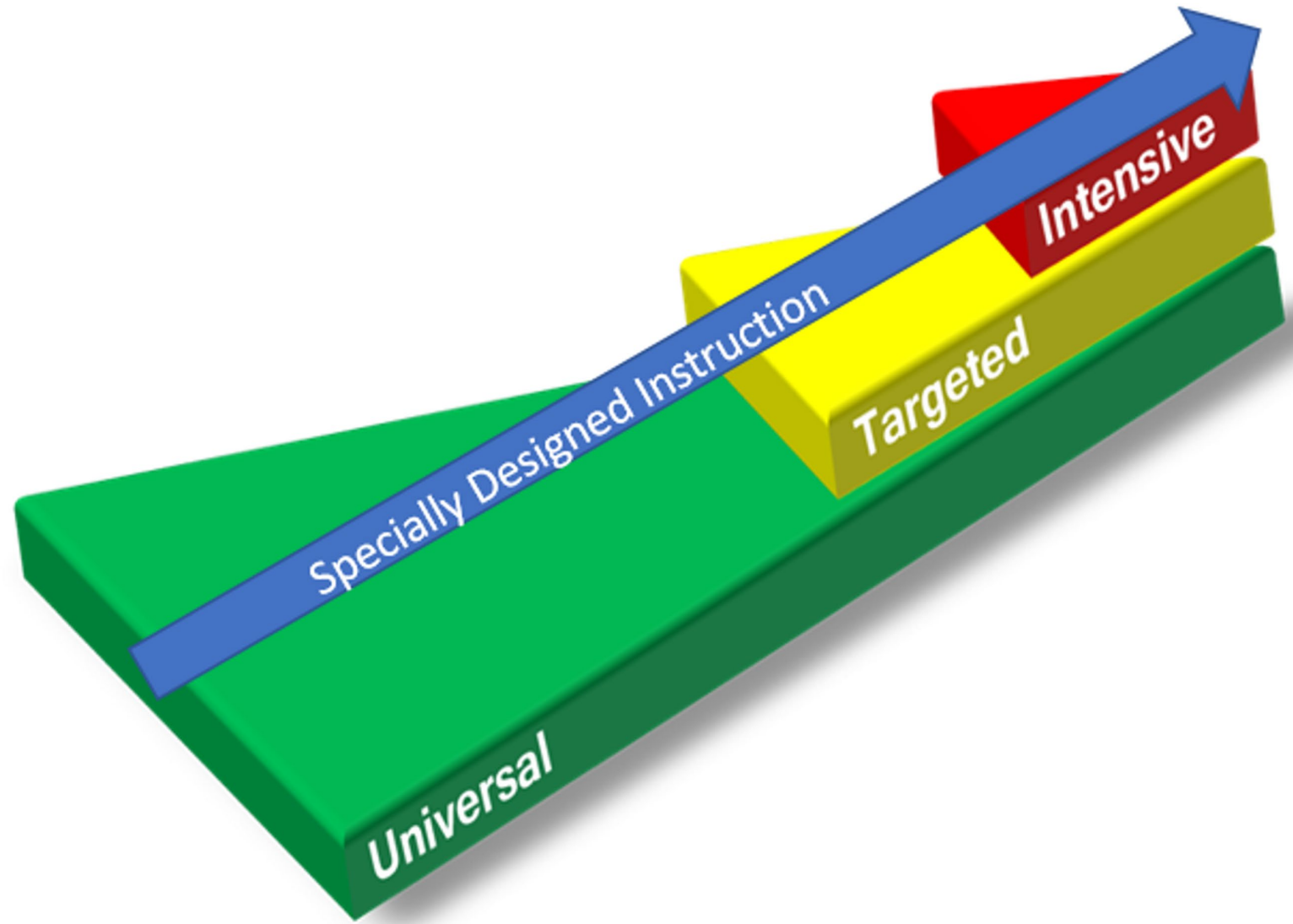


SDI = a student's individualized program of instruction

“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. HLPs, EI and II are all aspects of SDI”



Specially Designed Instruction and Multi- Tiered Systems of Support



Impact of Disability

How does knowledge of each student's strengths and challenges impact the development of their specially designed instruction?

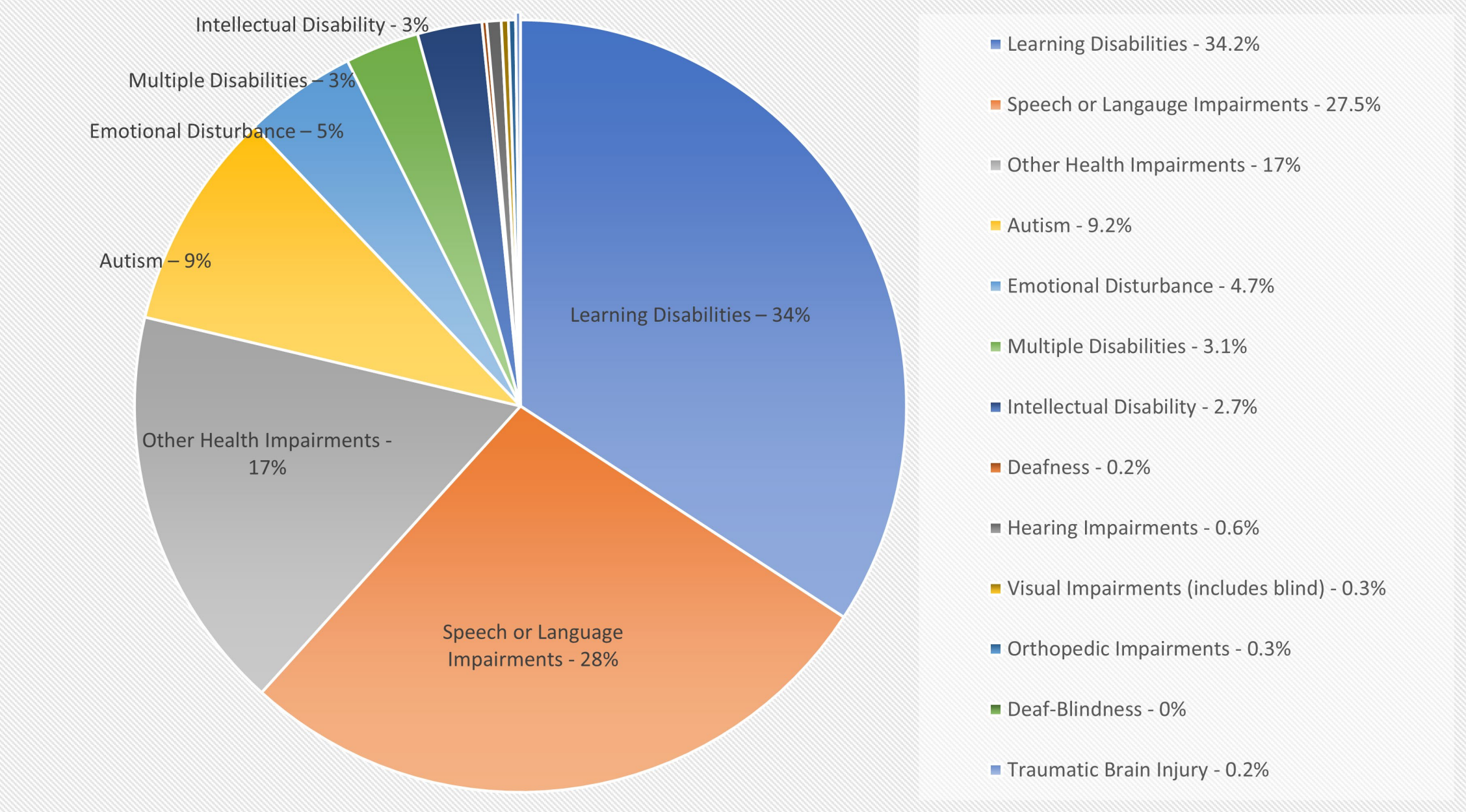
**Think about
your
classroom....**

(Activity)

Think about the individual learners...



Disability Distribution in New York State



Impact of a Disability

How does knowledge of each student's strengths and challenges connect to developing quality IEP and specially designed instruction?

How might teachers adapt the content, methodology or delivery of instruction based on individual student need to ensure access to the curriculum and learning for all students with disabilities? How will you provide SDI?

**I Do:
Learning Disability
(Activity)**

Read the definition of the disability.

Look over some possible characteristics of the disability.

Read the corresponding case study.

Share out strategies to address the gaps.

Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, speak, read, write, spell or do mathematical calculations.

Characteristics of Learning Disability

Students who have learning disabilities may exhibit a wide range of traits, including:

Problems with reading comprehension

Written language

Spoken language

Writing

Reasoning ability

Inattention

Memory issues

Organization



Determining Specially Designed Instruction Needs

Case Study (A)

Student A

8th grade student

Learning Disability Classification



**What might you
do to address
the gaps of this
student with a
Learning
Disability?**

Modeling with math manipulatives

Writing prompts

Social skill instruction with repeated
practice

Explicit instruction in reading
comprehension strategies

We Do:

Read the definition of the disability.

Look over some possible characteristics of the disability.

Read the corresponding case study.

Share out strategies to address the gaps.

Speech/Language Disability

A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Characteristics of Speech/Language Impairment

Students who have speech/language disabilities may exhibit a wide range of traits, including:

Speech Disorders:

Interruption in flow or rhythm of speech

Problems with the way sounds are formed

Difficulties with the pitch, volume or quality of the voice

Language Disorders:

Inability to express ideas

Inappropriate grammatical patterns

Reduced vocabulary

Inability to follow directions



Determining Specially Designed Instruction Needs

Case Study (B)

Student B

2nd grade student

Speech/Language Impairment
Classification



**What might you
do to address
the gaps of this
student with a
Speech/
Language
Disability?**

Explicit instruction and modeling of
correct articulation

Refocusing prompts

Checks for understanding

Movement breaks

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance.

Characteristics of Autism

Students who are on the Autism Spectrum may exhibit a wide range of traits, including:

Difficulties understanding spoken language

Poor punctuation and voice control

Misunderstanding social situations

Problems in understanding gestures

Unusual responses to touch, taste, smell and/or sounds

Difficulty with transitions and change of routines

Perseveration on particular subjects



Determining Specially Designed Instruction Needs

Case Study (C)

Student C

4th grade student

Autism Classification



**What might you
do to address
the gaps of this
student with
Autism?**

Refocusing and redirection

Checks for understanding

Instruction in self-monitoring
strategies

Instruction in use of math
manipulatives

Pre-teaching concepts/vocabulary

Emotional Disturbance

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- A. An inability to learn that cannot be explained by intellectual, sensory, or health factors.*
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.*
- C. Inappropriate types of behavior or feelings under normal circumstances.*
- D. A general pervasive mood of unhappiness or depression.*
- E. A tendency to develop physical symptoms or fears associated with personal or school problems.*

Characteristics of Emotional Disturbance

Students with Emotional Disturbance may exhibit a wide range of traits, including:

An inability to learn that cannot be explained by intellectual, sensory or health factors

An inability to build or maintain satisfactory interpersonal relationships with peers and teachers

Inappropriate types of behavior or feelings under normal circumstances

A generally pervasive mood of unhappiness or depression

A tendency to develop physical symptoms or fears associate with personal or school problems



Determining Specially Designed Instruction Needs

Case Study (D)

Student D

6th grade student

Emotional Disturbance Classification



**What might you
do to address
the gaps of this
student with an
Emotional
Disturbance?**

Target specific skills needed to progress so
as not to overwhelm the student

Have a strong behavior plan in place

Be aware when approaching
frustration level

Praise successes

Provide sentence starter for
writing assignments

Other Health Impairment

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the education environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette syndrome, which adversely affects a student's educational performance.

Characteristics of Other Health Impairments

Students with OHI classification may exhibit a wide range of traits, including:

General

Limited strength, vitality or alertness that results in limited alertness to educational environment

Due to chronic or acute health problems

Can include a variety of medical conditions

Includes Attention Deficit Hyperactivity Disorder

Communication skills



Determining Specially Designed Instruction Needs

Case Study (E)

Student E

1st grade student

Other Health Impairment
Classification



**What might you
do to address
the gaps of this
student with
Other Health
Impairment
(OHI)?**

Sit in area with minimal distractions

Modeling think aloud strategies

Allow for breaks

Develop a system of unobtrusive
prompting

Provide summaries of lesson

Multiple Disabilities

Concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such a severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Characteristics of Multiple Disabilities

Students who have Multiple Disabilities will typically share deficits in five distinct areas of development:

Intellectual functioning

Adaptive skills

Motor skills

Sensory functioning

Communication skills



Determining Specially Designed Instruction Needs

Case Study (F)

Student F

Kindergarten student

Multiple Disabilities Classification



**What might you
do to address
the gaps of this
student with
Multiple
Disabilities?**

Explicit Instruction in use of common board

Teach students visual, written, verbal, physical, picture prompts and cues

Teaching of calming strategies

Modeling of using a schedule

Repetition of instruction and directions

Intellectual Disability

Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

Characteristics of Intellectual Disability

Students with an Intellectual Disability may exhibit a wide range of traits, including:

Difficulties with memory recall

Struggles with task and skill generalization

May demonstrate a tendency towards low motivation and learned helplessness

Difficulties with conceptual skills, social skills and practical skills

Deficits in self-determination skills, including skill areas such as choice making, problem solving and goal setting



Determining Specially Designed Instruction Needs

Case Study (G)

Student G

High School Student

Intellectual Disability Classification



**What might you
do to address
the gaps of this
student with an
Intellectual
Disability?**

Explicit reading instruction in monitoring for meaning and determining importance

Instruction in conversational skills (i.e., initiating, maintaining, ending)

Modeling of social skills instruction

Small group instruction in the writing process

Guided practice with using money and counting change

Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.

Characteristics of Hearing Impairment

Students with a Hearing Impairment may exhibit a wide range of traits, including:

Difficulty following verbal directions

Difficulty with oral expression

Some difficulties with social/emotional or interpersonal skills

Will often have a degree of language delay

Will usually exhibit some form of articulation difficulty

Can become easily frustrated if their needs are not met—may lead to some behavioral difficulties

Sometimes the use of hearing aids leads to embarrassment and fear of rejection from peers



Determining Specially Designed Instruction Needs

Case Study (H)

Student H

7th Grade Student

Hearing Impairment Classification



**What might you
do to address
the gaps of this
student with a
Hearing
Impairment?**

Instruction in speech to text/text to speech
software

Gain attention before presenting key
information

Check student for comprehension frequently

Repeating/paraphrasing of directions and
instruction

Visual/verbal/sign supports

Visual Impairment (includes Blindness)

An impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Characteristics of Visual Impairment

Students with a Visual Impairment may exhibit a wide range of traits, including:

Limited ability to learn incidentally from their environment.

Children with visual impairments must be taught compensatory skills and adaptive techniques in order to be able to acquire knowledge from methods other than sight. The presence of a visual impairment can potentially impact the normal sequence of learning



Determining Specially Designed Instruction Needs

Case Study (I)

Student I

3rd Grade Student

Visual Impairment Classification



**What might you
do to address
the gaps of this
student with a
Visual
Impairment?**

Modeling of using visual aids and resources

Instruction on fluency strategies for
independent reading

Direct instruction in computation strategies

Instruction in orientation and mobility skills

Instruction in conversational turn-taking

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a student's educational performance.

Characteristics of Orthopedic Impairment

Students with an Orthopedic Impairment may exhibit a wide range of traits, including:

The specific impact on learning of an individual is contingent upon the impairment, its severity, and individual factors. Two individuals with identical diagnoses may be quite different in terms of their capabilities.

Many students with orthopedic impairments have no cognitive, learning, perceptual, language, or sensory issues. For most students with orthopedic impairments, the impact on learning is focused on accommodations necessary for students to have access to academic instruction.



Determining Specially Designed Instruction Needs

Case Study (J)

Student J

4th Grade Student

Orthopedic Impairment Classification



**What might you
do to address
the gaps of this
student with an
Orthopedic
Impairment?**

Instruction on self-monitoring assignments
for task completion

Instruction in Orientation and Mobility skills
to foster safe and independent travel

Instruction on fluency strategies

Direct instruction on computation strategies

Modeling of social skills using role-playing

Traumatic Brain Injury (TBI)

An acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, and anoxia or brain tumors with resulting impairments that adversely affect education performance.

Characteristics of Traumatic Brain Injury (TBI)

Students with a TBI may exhibit a wide range of traits, including:

Medical/Neurological Symptoms

Cognitive Symptoms

Behavioral/Emotional Symptoms

Social Skills Development



Determining Specially Designed Instruction Needs

Case Study (K)

Student K

11th Grade Student

Traumatic Brain Injury Classification



**What might you
do to address
the gaps of this
student with a
Traumatic Brain
Injury?**

Instruction in self-advocacy skills

Instruction in self-monitoring strategies

Instruction in how to respond to verbal
prompts and cues

Use scripts and directions for teaching and
eliciting behavior

Instruction in using assignment notebook to
help with organization

Deafness

A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

Characteristics of Deafness

Students who are Deaf may exhibit a wide range of traits, including:

Difficulty following verbal directions

Difficulty with oral expression

Some difficulties with social/emotional or interpersonal skills

Will often have a degree of language delay

Will usually exhibit some form of articulation difficulty

Can become easily frustrated if their needs are not met



Determining Specially Designed Instruction Needs

Case Study (L)

Student L

5th Grade Student

Deafness Classification



**What might you
do to address
the gaps of this
student who is
Deaf?**

Instruction via American Sign Language

Instruction in self-advocacy skills

Benefits from slower pace and clear articulation of teacher instruction

Instruction on improving typing skills using Assistive technology

Provide with written class summary



Determining Specially Designed Instruction Needs

Case Study (M)

Student M

Kindergarten Student

Deaf-Blind Classification



**What might you
do to address
the gaps of this
student with
Deaf-Blindness?**

Use of hand-under /hand-over-hand
guidance

Instruction in orientation and mobility skills
to foster safe and independent travel in
familiar/unfamiliar environments

Instruction on use of adaptive materials

Instruction in relaxation strategies

Guided instruction in spatial awareness
concepts

Determining Specially Designed Instruction Needs Discussion



Module 2

SDI and the Student

I Do, We Do, You Do

Instructional Scenarios



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Follow through on your action items

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BE ENGAGED

Ask what you need to know to understand and contribute

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Learning Expectations (Virtual)

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Take time to test technology in advance

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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

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Introductions Module 2



NAME



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Blueprint for Improved Results for Students with Disabilities – Module 2



Self-Advocacy

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Family Partnership

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Specially-Designed Instruction

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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.

Participants will be able to:

- define and describe specially designed instruction.
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- examine what SDI might look like in the classroom.
- examine the elements of the IEP and recognize how and where SDI for the student should be included in the IEP.
- apply their knowledge of SDI to complete student summary sheets and write comprehensive IEPs.

Learning Objectives Module 2





Review of Module 1

What specific information is needed about a student in order to select the SDI that is best for the child?

Where might there be more information about the student, so that the SDI can be better suited to meet his or her needs? What information/data would help with that?

Are there any overlaps of student characteristics despite the different disability classifications?

Module 2 Learning Objectives



Participants will be able to examine what SDI might look like in the classroom.

SDI and the Delivery of Instruction

Explicit instruction is the foundation of SDI



Explicit instruction is a systematic approach to teaching with two essential components:

1. high level of teacher/student interactions
2. direct instruction of content, procedures and strategies

Defining 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

Five Essential Components of Explicit Instruction

- 1) Segment Complex Skills
- 2) Draw Student Attention to Important Features of Content through Modeling/Think-Aloud
- 3) Promote Successful Engagement by Using Systematically Faded Supports/Prompts
- 4) Provide Opportunities for Students to Respond and Receive Feedback
- 5) Create Purposeful Practice Opportunities

Delivery of Explicit Instruction



Example of Explicit Instruction

Today's Objective Use the tangent function to find the height of objects.

The high school's flagpole is going to be replaced. The school hopes to replace it with a pole of the same height. When Juan stands 114 feet from the base of the flagpole, the angle of elevation to the top of the flagpole is 34° . How tall is the flagpole?

Soh Cah Toa

THE IRIS CENTER

Models procedure

Example of Explicit Instruction

Anita Archer – Active Participation Instruction



Instructional Scenarios (I DO)

A. How might you analyze
the teacher's instruction?



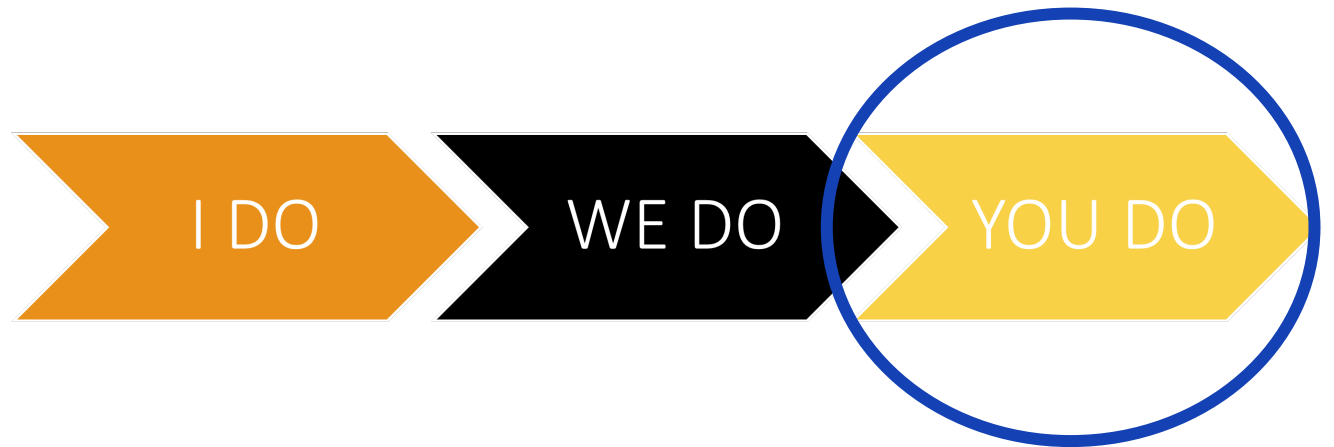
Instructional Scenarios (WE DO)

**B. How might you analyze
the teacher's instruction?**



Instructional Scenarios (YOU DO)

C. How might you analyze
the teacher's instruction?



What might SDI look like in...



- The general education classroom
- Related services
- Consultant teacher's classroom
- Special areas
- Self-contained classroom

1. SDI and Explicit Instruction

True or False?

Explicit instruction is the
foundation of SDI?

TRUE!

2. SDI and Explicit Instruction

True or False?

Spontaneous groupings for re-teaching are a form of SDI?

FALSE!

Module 3

SDI in the IEP

What does it look like?

Where does it go?

How do we capture it?



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Introductions I



NAME



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Blueprint for Improved Results for Students with Disabilities – Module 3



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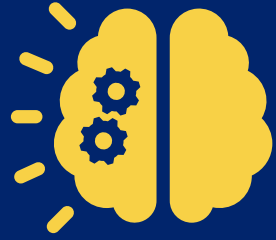
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Learning Objectives Module 3





Review of Module 2

What is the foundation of Specially Designed Instruction?

If you were observing a lesson being taught, what might be some elements of explicit instruction that you might see?

What might be some SDI that you see?

Module 3 Learning Objectives



Participants will examine the elements of the IEP and recognize how and where SDI for the student should be included in the IEP.

Where is the SDI?



Evaluation Results

Present Levels of Academic Performance

Social Development

Physical Development

Management Needs

Student Needs Relating to Special Factors

Measurable Annual Goals

Special Education Program

Supplementary Aids and Services/Program
Modifications/Accommodations

Assistive Technology

Testing Accommodations

Post Secondary Goals

Coordinated Set of Transition Activities

Where is SDI in the IEP?

SDI should be interwoven throughout the IEP and evident in:

Present Levels of Performance

Management Needs

Effect of Disability

Annual Goals

Assistive Technology

Testing Accommodations

Post Secondary Goals

Coordinated Set of Transition Activities



Individualized Education Program



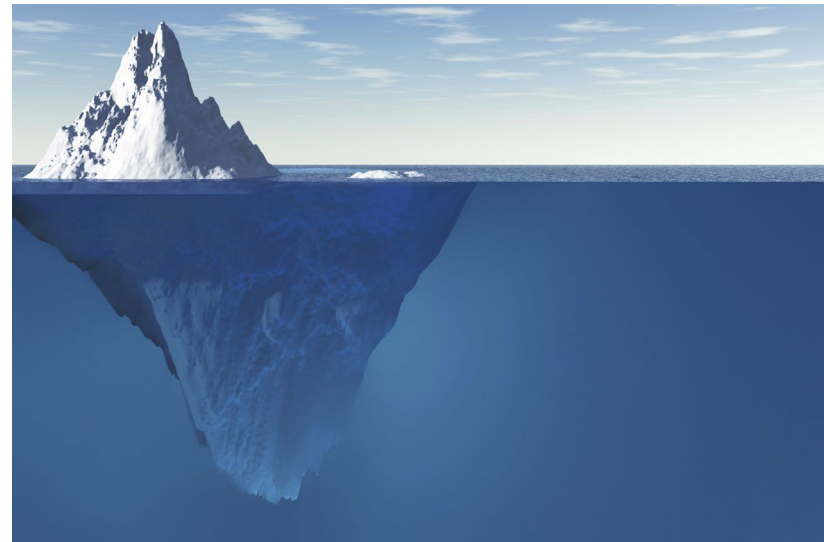
How does the student's disability impact their access to and progress in the general education curriculum?

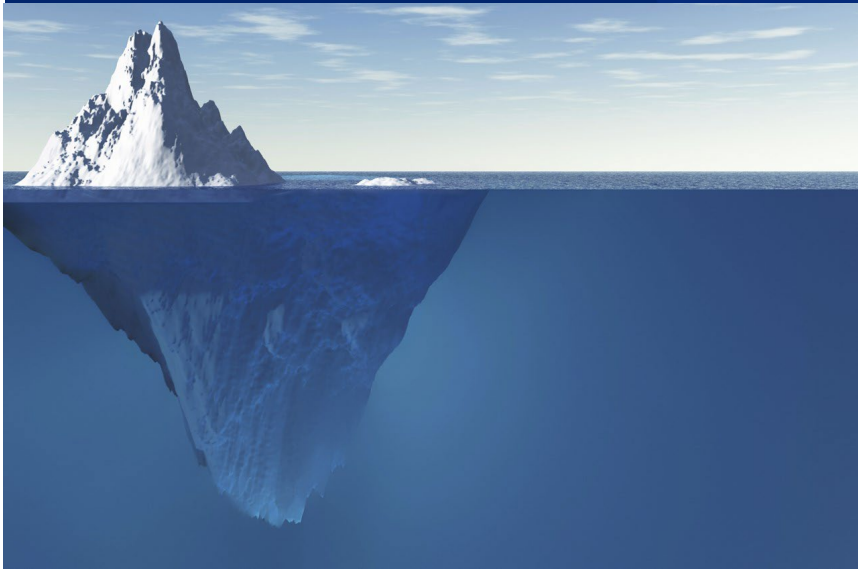
What might we do to help close those gaps?

How will SDI help students with disabilities achieve their goals on the IEP?

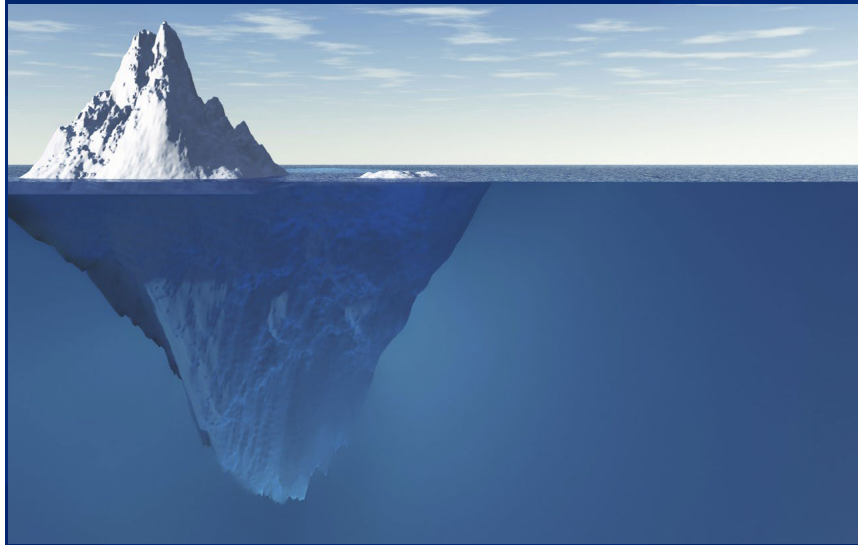
Cultural Considerations

In what ways might a student's identity (in terms of gender, race, culture etc.) impact the method and delivery of specially designed instruction?

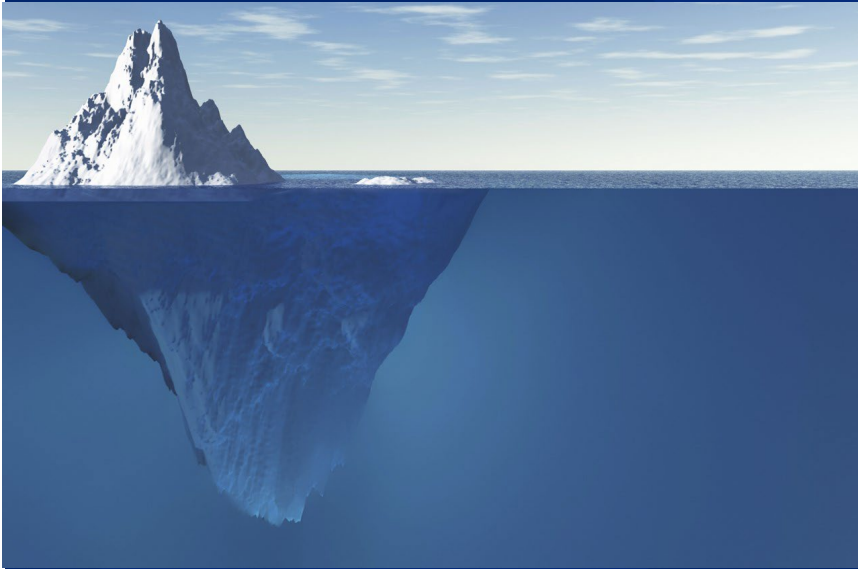




How might the student's background impact their relationship with physical space and movement in school environments?



How might you consider a student's culture when approaching instruction related to social skills/cues/norms?



What might some of the connections be between a student's culture and their approach to problem solving and processing?

How might you ensure equity in the IEP?

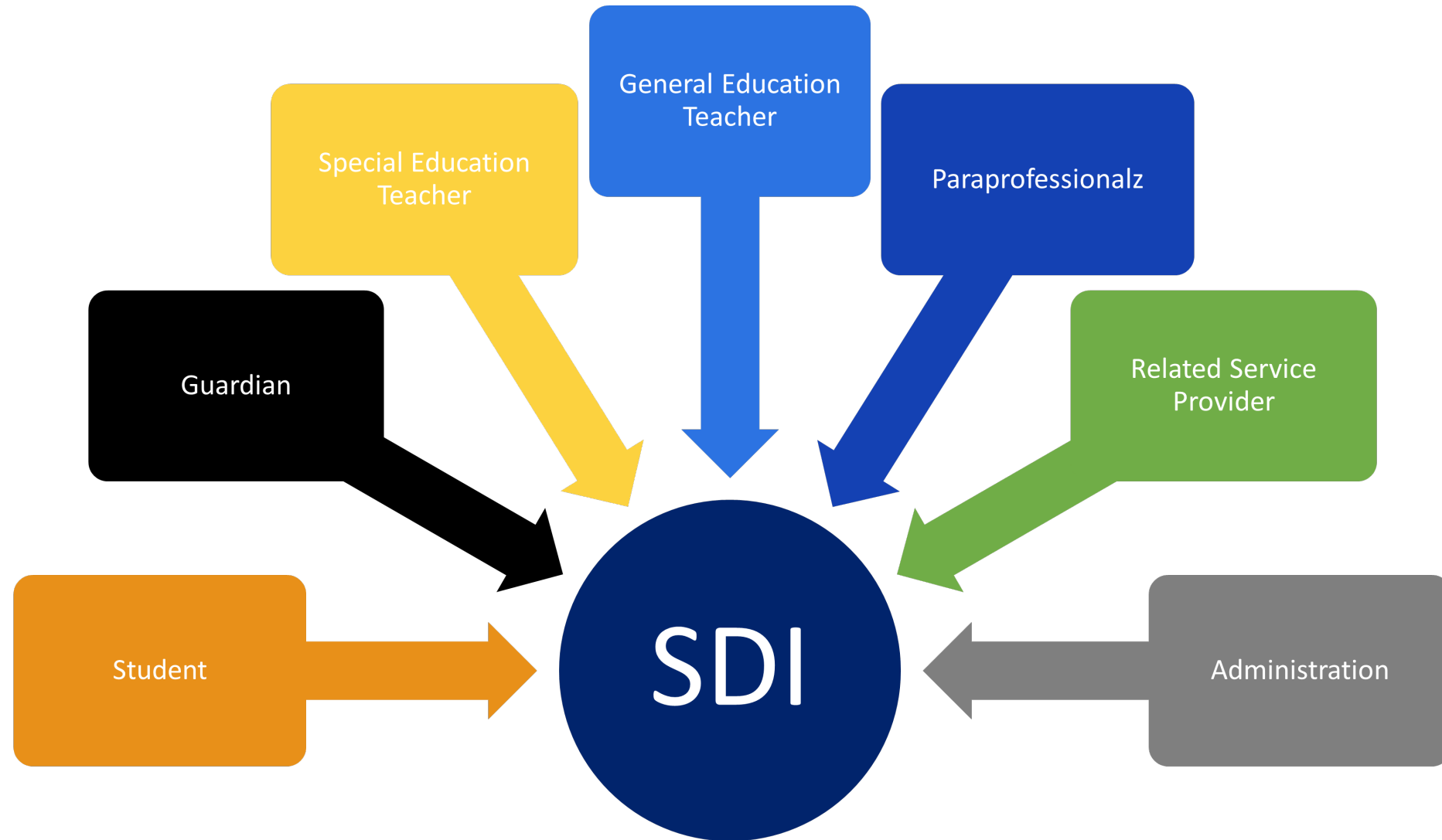
How should you meet the needs of the student individually, allowing for their cultural perspective to be part of the creation of the document and SDI?



Family Engagement



Roles in Specially Designed Instruction



**How Should the IEP
Be Used to Plan for
SDI:**

Read Student A's IEP


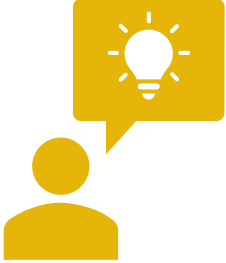

Identify and highlight Student A's skill deficits that would require SDI in your instruction. Share with your group.

In your group, fill out the blank SDI Summary Chart for Student A.

Discuss how these strategies could assist Student A in gaining access to the general education curriculum. 117

SDI and Distance Learning Considerations

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>	

SDI and Learning Considerations – *Questions to Consider:*



1. How will students access the online delivery of instruction?



2. How will students interact with the teacher?



3. Are there supports or accommodations currently in the student's IEP or 504 Plan that will not be deliverable during distance learning? How will this be updated or addressed in the student IEP?



4. Are there opportunities to engage students in “life skills” or “transition” goals the student could practice within the home setting?



5. How will students' non-academic needs

YOU DO:

How Should the IEP be Used to Plan for SDI

Read an IEP from your caseload.

In the student's IEP, identify the student's skill deficits and highlight the aligned SDI that is evident.

Fill out the blank SDI Summary Chart for your student.

Reflect on how these strategies could assist your student in gaining access to the general education curriculum.

Classroom Specially Designed Instruction (SDI) Summary

Student Initials				
Strengths				
Needs				
Environment				
Materials				
How Learning is Measured				
Content				
Instruction				
Behavior				

**Reflect on
these graphics.**

Where would you say you land? Where would you like to be? What might be some action steps to get you to there?

**SDI in the IEP
but not in the
classroom**

**SDI in the
classroom and
in the IEP**

**SDI not in the
IEP or the
classroom**

**SDI in the
classroom but
not the IEP**

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