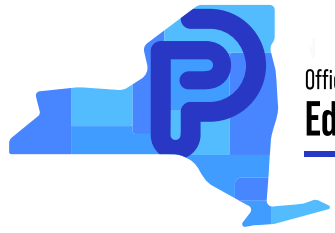




New York State Education Department  
Office of Special Education  
**Educational Partnership**





Department  
Office of Special Education  
**Educational Partnership**

# **Specially Designed Instruction**

## **A Guide for Families and Caregivers**



Produced by the Technical Assistance Partnership for Academics



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

# 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

# Introductions



# 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

# Objectives

Participants will learn the basic concepts of specially designed instruction (SDI).

Participants will understand that there are both federal and state regulations for SDI.

Participants will examine what SDI may look like in the classroom and in the home.

Participants will understand their value as engaged and meaningful partners in the special education process and education of their child.





# What is SDI in Special Education? - I

## SDI Refers to:

Teaching Strategies

Methods

...used by teachers to instruct students who receive special education.



# What is SDI in Special Education? - II

**To develop SDI for a student receiving special education, educators and caregivers work together to analyze:**

Student Work

Evaluation Information

Other Student Data

**...to determine the student's strengths and needs.**

# What is SDI in Special Education? - III

Under the **Individuals with Disabilities Education Act**, which is the United States law for special education programs, every eligible student's Individualized Education Program (IEP) must include several items about how the student will achieve academic goals.

These items must have descriptions of the SDI that the student needs.

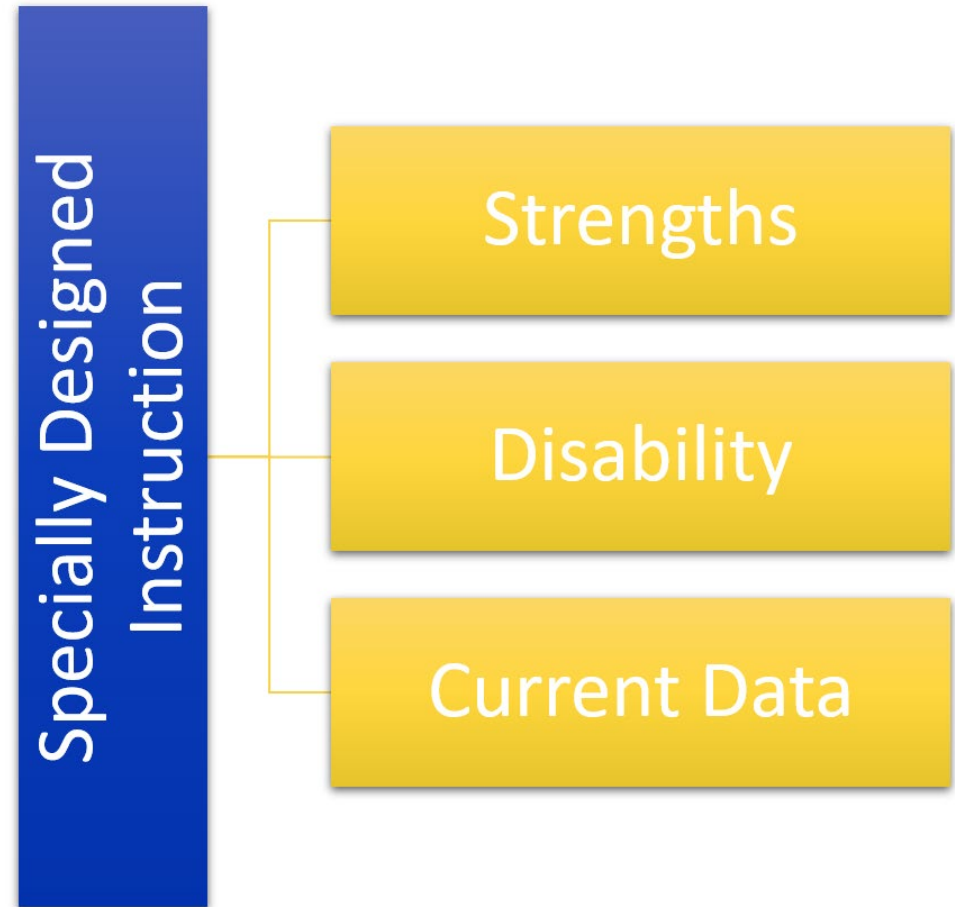
# Defining SDI - I

New York State regulations define SDI as:

“...**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 SDI - II

**SDI**  
must be *uniquely*  
designed  
and implemented  
for each  
individual student  
based upon:



# Defining SDI - III

## SDI is:

Planned, organized and meaningful

Delivered in an explicit, intentional and systematic manner

Addresses individual needs including:

- Academic
- Behavioral
- Social
- Communication
- Health
- Functional



# Equity and SDI



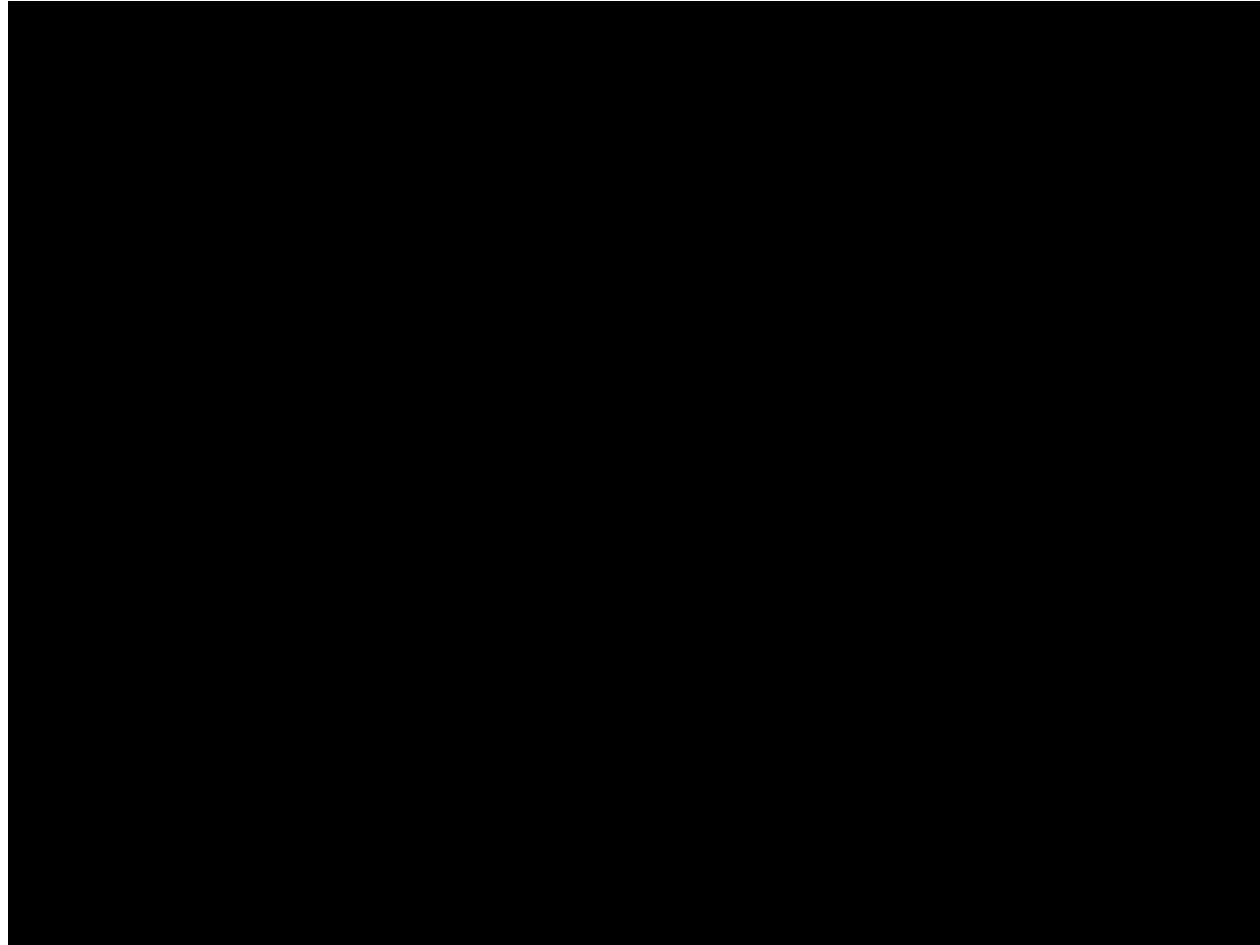
Not all students begin from the same place.

*Each student is given what they need to be successful, based on their unique abilities and needs.*

Culture is critical in the planning process.

# SDI at School

Anita Archer – Active Participation Instruction (2<sup>nd</sup> Grade)





# SDI at Home

As your Child's first teacher, you have likely been utilizing SDI without even realizing it...



**SDI  
at  
Home  
Activity  
Younger  
Children**

**Activity**



**SDI  
at  
Home  
Activity  
Older Children**

**Activity**



# SDI at Home Activity

## Activity



# SDI at Home Activity Think Aloud

## Activity



You are your child's first teacher. Think about something you have taught your child at home. What steps did you take? What strategies did you use? Did you teach this skill differently for another child?



# Collaboration is KEY

Research shows collaboration between families and schools is important for supporting student learning and securing needed services.



## All About My Child SDI Note-Catcher

Use this worksheet to write down information about your child that may be helpful to share with his/her/their teacher when determining specially designed instruction to include in your child's Individualized Education Plan (IEP). Consider asking your child for their thoughts when taking these notes.

<b>Strengths</b> What observable academic and behavioral skills do you see your child using at home?	
<b>Needs</b> What are the academic and behavioral needs that you notice at home?	
<b>Environment</b> How does your child's space at home affect their working and learning? (Ex. Do they prefer to work in a quiet space? Do they need an adult to sit near them to help them focus?)	
<b>Materials</b> Does your child benefit from certain materials when completing work at home? (Ex. Does he/she use a timer to help them focus? Do they benefit from the use of a checklist?)	
<b>Instruction</b> (Ex. Does your child need you to simplify directions for them? Do they need directions repeated multiple times?)	
<b>Behavior</b> How do you help your child manage behavior at home? (Ex. Do they respond to frequent praise? Do they need reminders of expectations before starting a task?)	

# All About My Child (Worksheet)

### All About My Child SDI EXAMPLE Note-Catcher

Use this worksheet to write down information about your child that may be helpful to share with his/her/their teacher when determining specially designed instruction to include in your child's Individualized Education Plan (IEP. Consider asking your child for their thoughts when taking these notes.

<p><b>Strengths</b> What observable academic and behavioral skills do you see your child using at home?</p>	<p>Has really good ideas for his writing assignments. He is much better at completing his homework when he has it written down and can check off assignments.  Math seems to be a little easier for him.</p>
<p><b>Needs</b> What are the areas of academic and behavioral needs do you notice at home?</p>	<p>Trouble organizing his work independently Sometimes tries to avoid his work by distracting his little brother.  Does not like reading unless it is about animals.</p>
<p><b>Environment</b> How does your child's space at home affect their working and learning? (Ex. Do they prefer to work in a quiet space? Do they need an adult to sit near them to help them focus?)</p>	<p>Work is more focused when his siblings are not in the same room. He needs a break between homework tasks or a time incentive to complete them.  Can work independently for about 10 minutes before he needs a reminder to focus.</p>
<p><b>Materials</b> Does your child benefit from certain materials when completing work at home? (Ex. Does he/she use a timer to help them focus? Do they benefit from the use of a checklist?)</p>	<p>Homework checklists help.  Having a break and a snack before work helps too.</p>
<p><b>Instruction</b> (ex. Does your child need you to simplify directions for them? Do they need directions repeated multiple times?)</p>	<p>I need to make sure I have eye contact before telling him directions. Sometimes I have him repeat back to me so I'm sure he understands.</p>
<p><b>Behavior</b> How do you help your child manage behavior at home? (Ex. Do they respond to frequent praise? Do they need reminders of expectations before starting a task?)</p>	<p>Reminding him of what I expect seems to help focus him. Also if he knows he has a break coming up, that seems to motivate him.</p>

# All About My Child (Example)



# SDI in the IEP



Specially designed instruction should be found throughout your child's IEP.

Your child's IEP should include a description of the specially designed instruction that your child needs to meet their goals.

# SDI in the IEP Examples



Student benefits from the use of starter phrases, especially for peer discussions or conferencing, multi-meaning words, figurative language, and synonyms.

Student benefits from pre-teaching of vocabulary words, visual representation of the text, and discussion of background knowledge about the subject.

Student benefits from explicit instruction in addition and subtraction procedures; modeling, explicit instruction in the use of manipulatives/counters.

Student benefits from explicit social skill instruction with repeated practice; explicit instruction in appropriate personal space, turn-taking in conversation and joining existing conversations.

# Reflect and Share



What might be some examples of SDI you believe your child may currently be receiving?

How comfortable do you feel communicating with your child's teacher(s) about the SDI they may need?

Do you think about your child's IEP differently after this training? If yes, how?

# Questions



# Contact Us



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