



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





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# **Specially Designed Instruction (SDI) for Administrators**

**Understanding How to Support and Supervise Implementation  
of Specially Designed Instruction**

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Developed by the Technical Assistance Partnership for Academics at the University at Albany

*12/17/2021*



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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.

# Introductions & Objectives

## SDI for Administrators



# 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

# Introductions



NAME



ROLE



DISTRICT



SCHOOL



POPULATION  
SERVED

# Blueprint for Improved Results for Students with Disabilities



## 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.



# Underlying These Principles Are The Following Essential Understandings:

- School principals and special education administrators are fundamental in their roles as instructional leaders for students with disabilities.
- All teachers are teachers of students with disabilities and every teacher needs to be skilled in how to support and provide differentiated and SDI to students with disabilities.
- Students with disabilities must be held to high expectations and given the appropriate supports and services to meet those high expectations.

# Professional Standards for Educational Leaders (PSEL)

The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning.

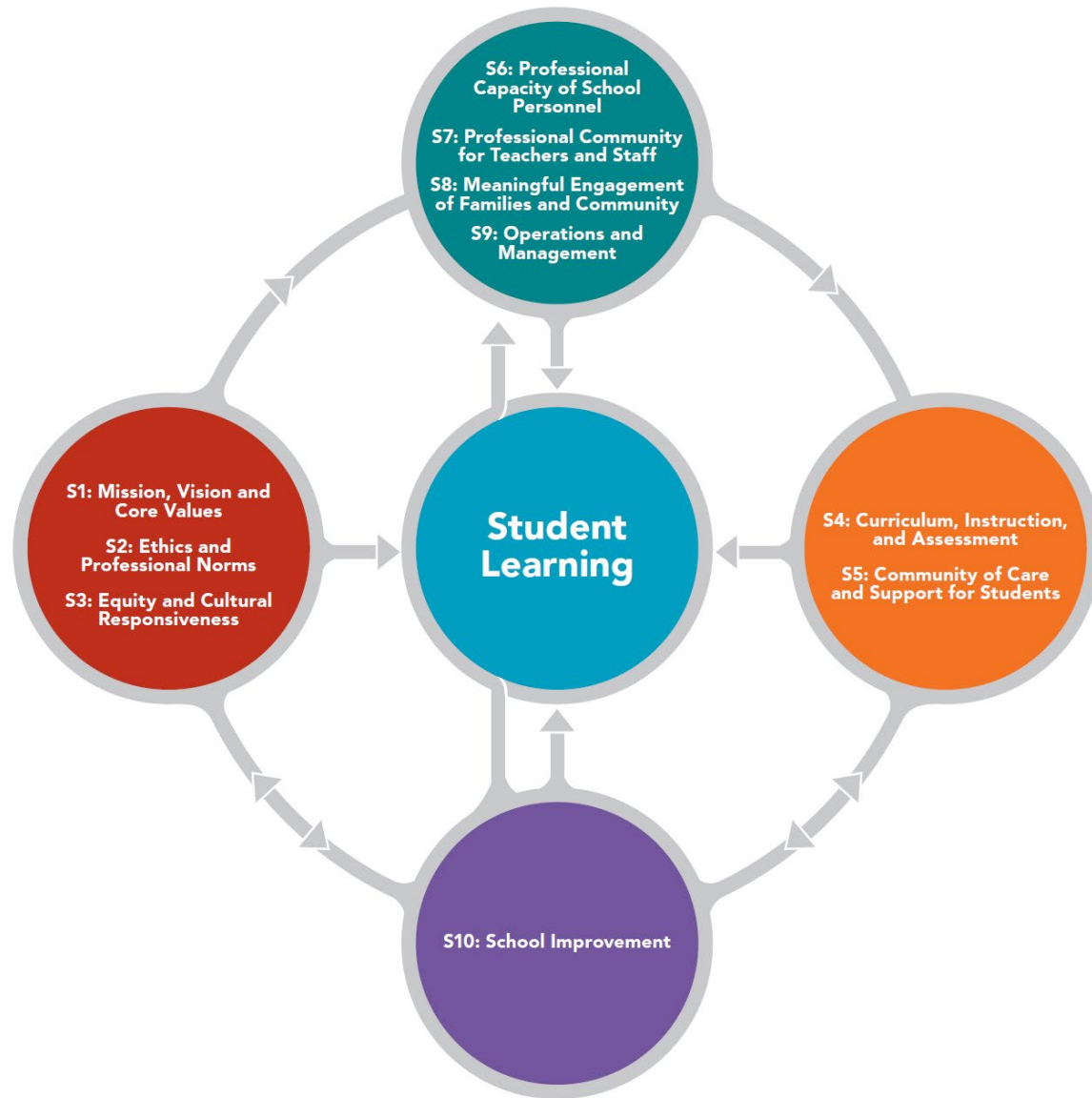


Figure 1: Relationship of School Leadership Work to Student Learning

# Learning Objectives



## Participants will:

Be able to define SDI as described in Federal and New York State regulatory guidelines.

Be able to differentiate SDI from general education instruction.

Be able to identify what SDI may look like in the individualized education plan (IEP) and in the classroom in order to support the implementation of SDI in their building.

Gain skills for supervision of SDI implementation.

# Activity

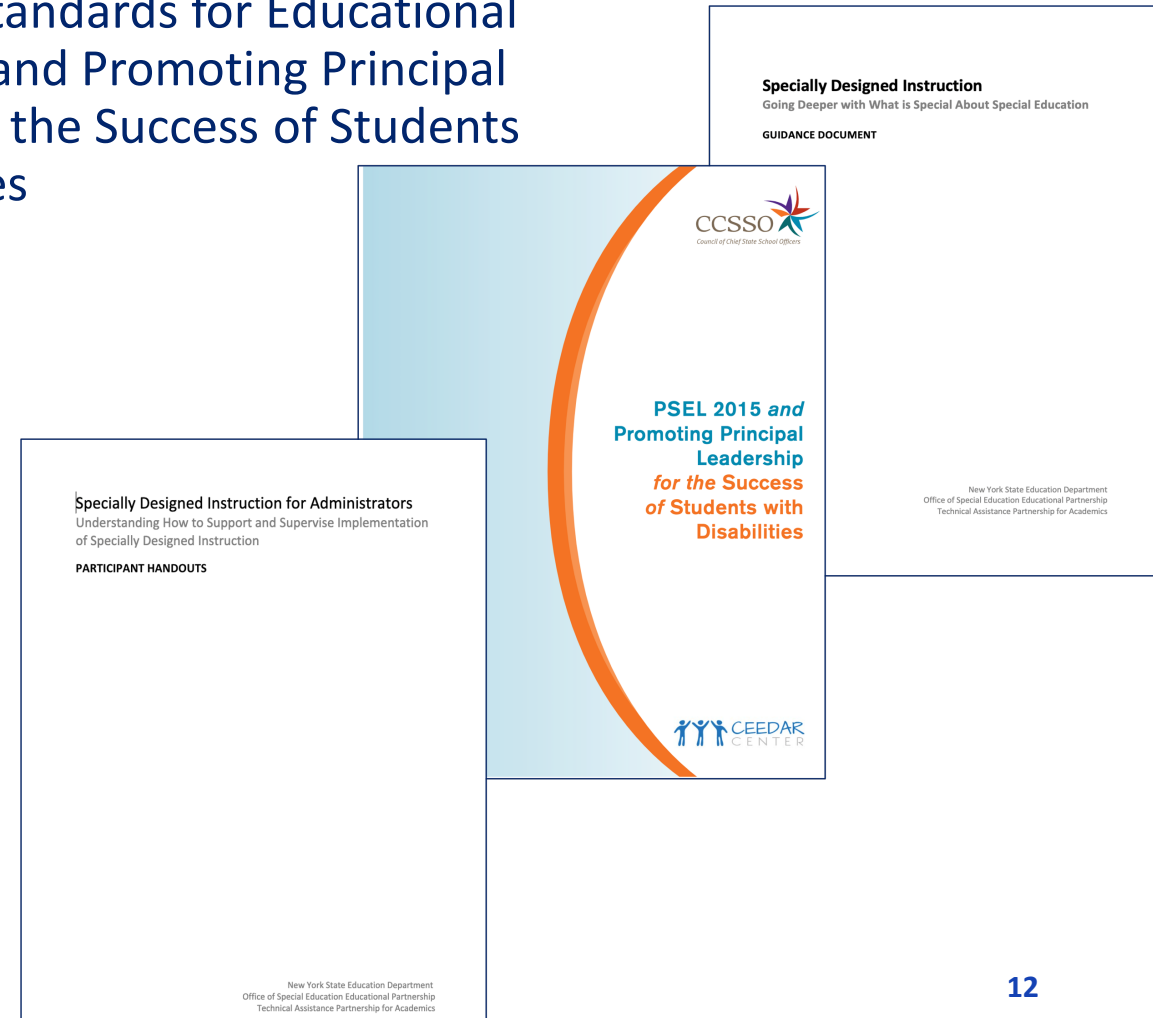


## Resources Walk-Through

SDI Guidance Document

Participant Handout Packet

Professional Standards for Educational Leaders 2015 and Promoting Principal Leadership for the Success of Students with Disabilities



# Defining Specially Designed Instruction

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## Fundamentals of SDI



# Learning Objective - Defining



## Participants will:

Be able to define SDI as described in Federal and New York State regulatory guidelines.

# Defining 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."*



# Defining SDI

*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 SDI - II

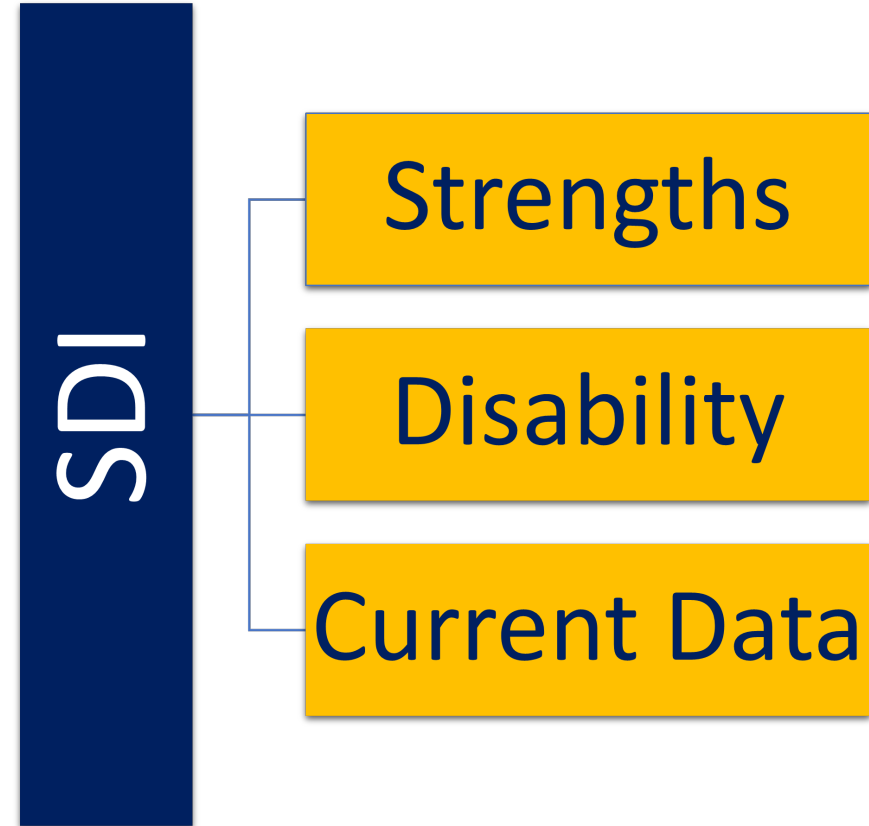
New York State regulations also define specially designed instruction in a similar manner:

*“...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 educational standards that apply to all students”*



# Defining SDI - III

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



# Defining SDI - IV

## Office of Special Education Programs (OSEP) Letter to Chambers, 2012

Whenever there is a question sent to the federal OSEP, they respond by issuing a letter with their guidance.

This letter responds directly to a question about SDI

The OSEP letters are not considered law or regulation, but they are guidance from the federal department for us to follow.

# Defining SDI - V

## OSEP's Letter to Chambers, 2012



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

MAY - 9 2012

Ellen M. Chambers, MBA  
Special Education Advocate  
141 River Road  
Pepperell, Massachusetts 01463

Dear Ms. Chambers:

This is in response to your December 5, 2011 letter to me, in which you request guidance on how to apply the definitions of "specially-designed instruction" and "related services." You indicate that school districts in Massachusetts state that services or types of instruction, such as counseling, social skills training and modified teaching methodologies, are not special education because they constitute best teaching practices and are part of the district's regular education program. You state that districts argue that children with disabilities, evaluated, and determined eligible in accordance with 34 CFR §§300.304 through 300.311 and who need such services or instruction, are not eligible for an individualized education program (IEP) because such services or instruction do not meet the "legal definition" of "special designed instruction" or "related services."

Under 34 CFR §300.39(a)(1), "special education" means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. Specially designed instruction means adapting, as appropriate to the needs of an eligible child under Part B of the Individuals with Disabilities Education Act (IDEA), the content, methodology, or delivery of instruction: (1) to address the unique needs of the child that result from the child's disability; and (2) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. 34 CFR §300.39(b)(3). Under 34 CFR §300.34, "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Under 34 CFR §300.39(a)(2), special education includes speech-language pathology services, or any other related services, if the service is considered special education rather than a related service under State standards, and if the services otherwise meet the requirements of 34 CFR §300.39(a)(1). You indicate that in Massachusetts, related services that are necessary to allow the student to access the general curriculum are considered special education under State standards.

Once the child has been determined eligible for special education and related services under the IDEA, the local educational agency (LEA) is required to develop an IEP for the child, consistent with the requirements in 34 CFR §§300.320 through 300.324. The IEP must include, among other things, a statement of the special education and related services and supplementary aids and services the child will receive, as well as the program modifications or supports or school personnel that will be provided, to enable the child to advance appropriately toward attaining his

*Can "general education" interventions be considered SDI?*

*Do students with disabilities receiving SDI also receive tiered academic or behavioral intervention services (e.g., Multi-Tiered Systems of Support)?*

# Defining SDI - VI

From OSEP's "Letter to Chambers":

*"The LEA must provide a child with a disability specially designed instruction that addresses the unique needs of the child that result from the child's disability, and ensures access by the child to the general curriculum, even if that type of instruction is being provided to other children, with or without disabilities, in the child's classroom, grade, or building."*

# Defining SDI - VII

**The Every Student Succeeds Act (ESSA) refers to core instructional and assessment practices that overlap with certain practices used to provide SDI:**

Universal Design for Learning

Evidenced-Based Practices

Differentiated Instruction Data Driven Decision Making

Multi-Tiered Systems of Support (MTSS)

# Overview of Specially Designed Instruction (SDI)

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## Who Participates in SDI



# Activity



## Roles in SDI Activity

What experiences do you have with the implementation of SDI in your schools?

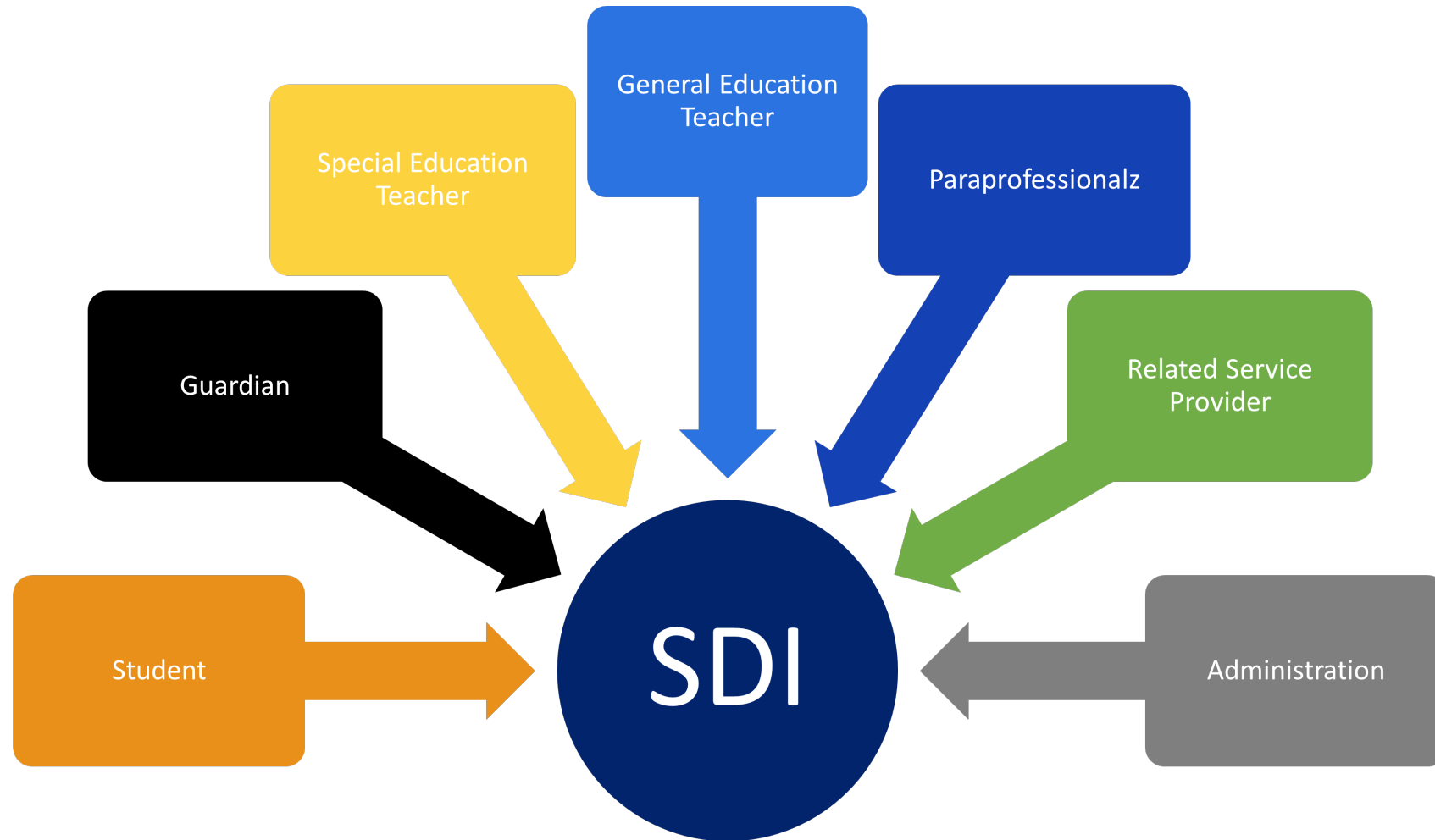
How do you support teachers in providing SDI?

Who is responsible for delivering SDI in your school?

Who is responsible for monitoring SDI implementation in your school?



# Roles in Specially Designed Instruction



# Administrator Activity



## Roles in SDI Activity - Administrators

Promote instructional practice that is consistent with knowledge of learning and development, effective pedagogy, and needs of each student

Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized

Professional Standards for Educational Leaders (2015)

# Roles in SDI – Student & Parents/Guardians

## Student

Expresses needs, goals, & preferences

## Parents/Guardians

Provide information about students' particular needs

Give insights into student goals and preferences

Advocate

# Roles in SDI – Special Education Teachers

Design and monitor SDI

Provide SDI directly and through Co-Teaching

Support SDI delivery by General Education Teachers and Related Service Providers

Supervise delivery of SDI by Paraprofessionals

# Roles in SDI – General Education Teachers

Provide information about student learning goals, performance, learning environment, and needs

Responsible for following the student's IEP including the delivery of SDI

Collaborate in monitoring SDI

# Roles in SDI – Paraprofessionals & Related Service Providers

## Paraprofessionals

Deliver SDI related supports and activities designed by Special Education Teacher

Must be supervised by Special Education Teacher

## Related Service Providers

Provide information about student goals, performance, and needs

Design and Monitor SDI

Deliver SDI during services provided, through Co-Teaching, and/or with support of Special Education Teacher

# Learning Objective - Overview



Participants will:

Be able to differentiate SDI from general education instruction.

# Effective SDI is Built:

## Upon the Foundation of These Instructional Practices

High Quality Core Instruction

Universal Design for Learning

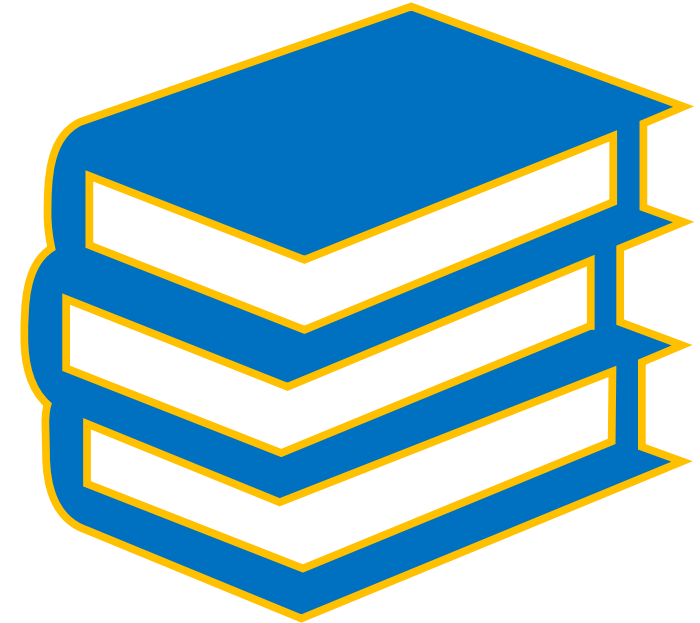
Differentiated Instruction

High Leverage Practices

Explicit Instruction

Intensive Instruction

Tiered Systems of Support





# Defining Differentiated Instruction

## Differentiated Instruction

Philosophy of adjusting instruction in response to variations in individual student learning needs

Based upon individual student readiness and interests

Adjustments to:

- Content
- Processes
- Products

Used for all students in all educational settings



# Comparison of SDI & Differentiated Instruction

## Specially Designed Instruction

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

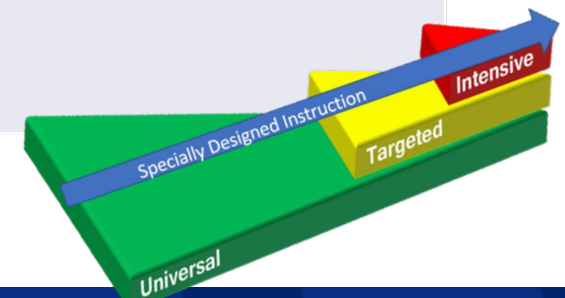
## Accessible Learning

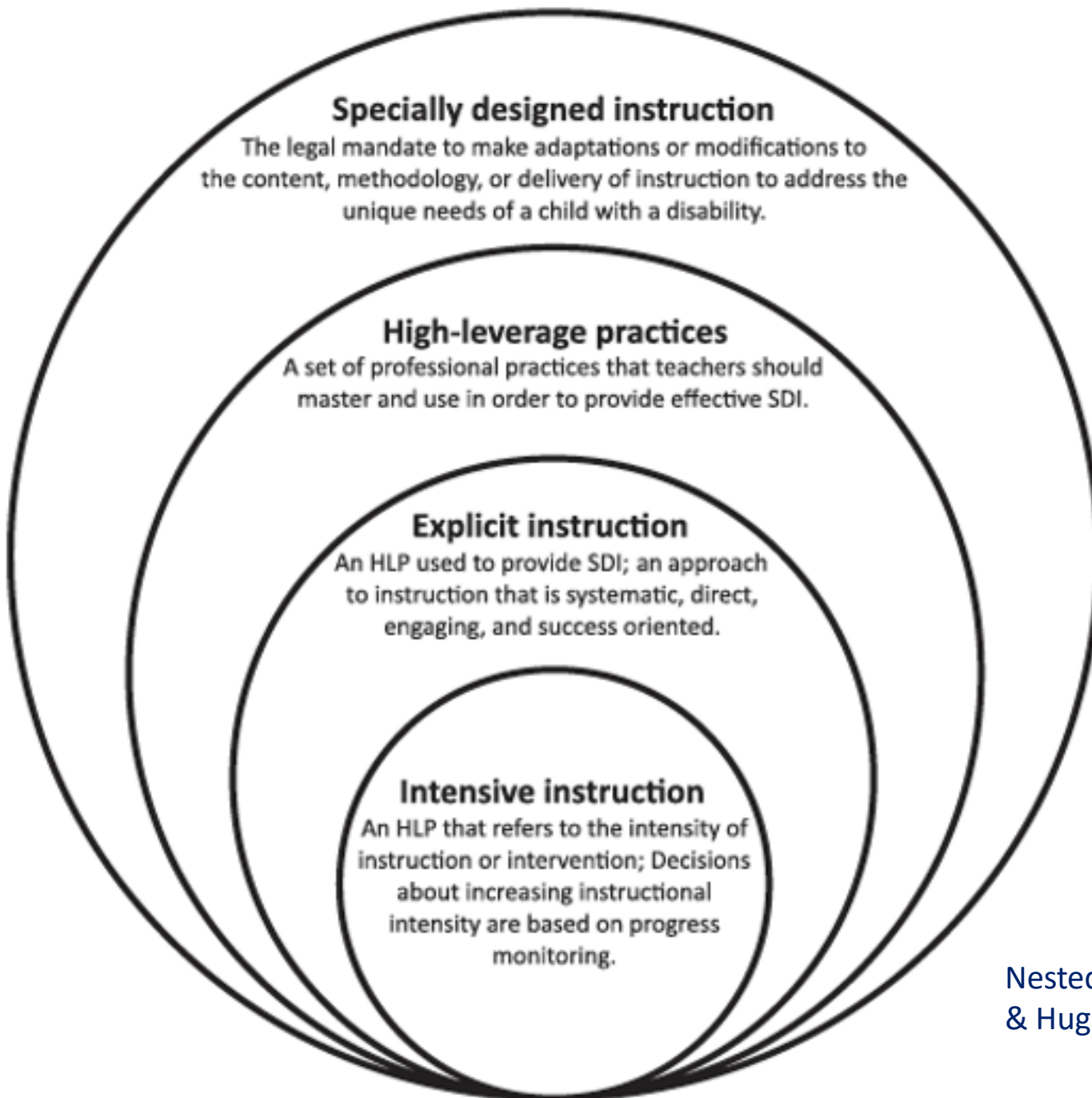
## Differentiated Instruction

- General & Special Ed
- All Students
- Adjust Instruction in Response to Student Needs
- Based on Individual Readiness & Interests

# SDI and MTSS

SDI	MTSS
Students with disabilities	All students
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;	Close skill gaps to enable successful mastery of Next Generation State Standards and grade-level instructional goals
SDI is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive setting (34 CFR §300.17).	Evidence-based instruction and support provided in any educational setting (classroom or small group).
The IEP contains the description of the SDI needed by the student to address their unique needs resulting from their disability.	Building level MTSS intervention plans





# Defining SDI Diagram

Nested Structure of Special Education Terms (Riccomini, Morano & Hughes, 2017)

# Implementation in the School Building at all Levels

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SDI for Administrators



# Learning Objective



## Participants will:

Be able to identify what SDI looks like in the IEP and in the classroom to support the implementation of SDI in their building

Gain skills for supervision of SDI implementation.

# SDI in Action 1



**SDI is the unique set of supports provided to an individual student based on his/her learning needs to remove barriers that result from the student's disability.**



# Equity and SDI



# IEP



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 in their least restrictive environment?

# SDI and the Least Restrictive Environment

Special Education is a service, not a place. SDI is available within universal, targeted and intensive supports.

Developing effective specially designed instruction supports students with disabilities and allows them to be successful in their least restrictive environment and make progress towards meeting grade-level standards.



# SDI and the Least Restrictive Environment - Continued

**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

Postsecondary Goals

Coordinated Set of Transition Activities



# Where Activity



## Where is SDI in the IEP?

### SAMPLE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: Student A	DISABILITY CLASSIFICATION: Learning Disability
DATE OF BIRTH: LOCAL ID #: 000000000	
PROJECTED DATE IEP IS TO BE IMPLEMENTED: 02/13/2020	PROJECTED DATE OF ANNUAL REVIEW: 02/28/2021

#### PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

##### DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

##### ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE, AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

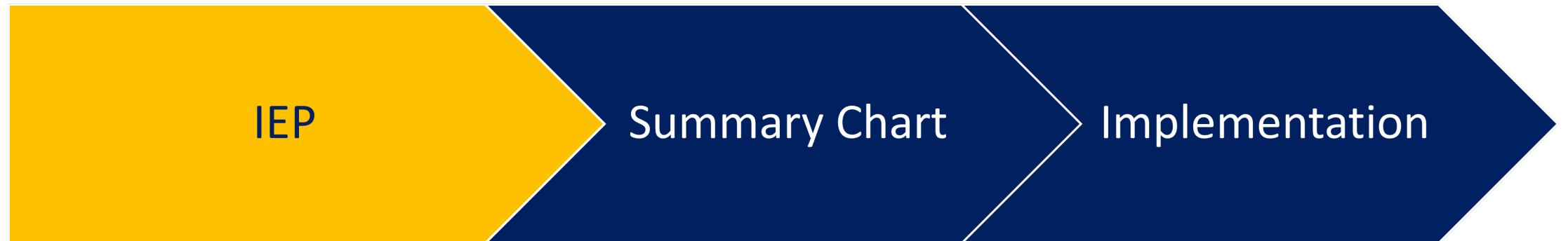
Student A is an eighth-grade student receiving ICT support for math, ELA, social studies, and science. Teachers report that Student A is a hard-working student who always applies best effort. Student A demonstrates a relative strength in math computation, but Student A's academic achievement, measured by the KTEA-III, indicates that reading, math, and writing skills are below average.

Student A's Full-Scale IQ falls at the well below average range of intellectual ability. Results of cognitive assessments indicate that Student A has difficulties with attention and remembering information. Student A has difficulty retaining information in short-term memory. Student A requires more time than peers to recall information automatically and therefore has greater difficulty handling larger amounts of information at one time. Student A often has trouble attending to relevant features of a learning task and instead may focus on distracting irrelevant stimuli. In addition, often has difficulty sustaining attention to learning tasks. These memory and attention problems adversely affect Student A's ability in acquiring, remembering, and generalizing new knowledge and skills.

Student A showed increased success in skill development when provided with opportunities for repetition of trials, particularly when paired with prompting/cueing and extended wait time. Student A sometimes is challenged when using new knowledge and skills in settings or situations that differ from the context in which those skills were first learned. They need strategies and tactics for promoting the generalization and maintenance of learning. Deficits in attending to relevant features of a learning task and retaining information negatively impact ability to learn and retain new learning.

Classroom observation and informal assessment revealed intelligible speech and age-appropriate articulation, voice and fluency skills. Broad-

# SDI in Action 2



# Determining SDI Needs

Identifying Student Characteristics, Needs and Barriers

Identify Student Strengths and Needs

Describe Educational Barriers Due to Disability:

- Instruction
- Content
- Materials
- Assessment
- Learning Environment

# Classroom SDI Activity



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

# Case Study: Student I



## CASE STUDY Student I – Visual Impairment

- 3<sup>rd</sup> grade student
- Special education services for Visual Impairment
- Low average to below average cognitive functioning
- Legally Blind (wears corrective glasses)
- Below grade level oral reading fluency (at 1<sup>st</sup> grade level)
- At grade level phonemic awareness/decoding
- At-risk in math calculation
- Strong oral language skills
- Outgoing, polite, and well-behaved
- Hard worker
- Struggles to make and sustain friendships
- Single parent home with mother who works two jobs
- Difficulty with bus ride and transportation to and from home

SDI Summary Chart	
	Student I
<b>Strengths</b>	<ul style="list-style-type: none"> <li>– strong oral skills</li> <li>– outgoing, polite, well-behaved</li> <li>– hard worker</li> <li>– at grade-level phonemic awareness/decoding</li> </ul>
<b>Needs</b>	<ul style="list-style-type: none"> <li>– explicit instruction in fluency strategies</li> <li>– explicit instruction in computation and reasoning strategies</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>– proximity to smartboard/class screen for visual needs</li> <li>– limited visual clutter/stimuli</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>– enlarged print needed (sans serif, 20 font size minimum)</li> <li>– tracking guides for reading</li> <li>– manipulatives/concrete representations for math</li> <li>– screen enlargement app for texts on tablet</li> </ul>
<b>How Learning is Measured</b>	<ul style="list-style-type: none"> <li>– enlarged print for assessments</li> <li>– directions read and reread aloud</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>– none</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>– frequent checks for understanding</li> <li>– frequent checks to ensure vision (if student able to see materials, board, etc.)</li> <li>– directions read and reread</li> <li>– modeling of conversational turn taking</li> <li>– explicit instruction re: travel training (bus transportation)</li> </ul>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>– no concerns, needs peer buddy/mentor</li> </ul>



# Case Study H

## CASE STUDY Student H – Hearing Impairment

- 7<sup>th</sup> grade student
- Student has a bilateral hearing loss and wears 2 personal hearing aids
- Uses a personal FM amplification system in school for access to auditory information
- Working on developing conversational skills
- Has been using speech to text and text to speech software to facilitate communication with peers
- Is motivated to use this means of communication and continuing to develop skills in use of this technology
- Working on analyzing information and ideas presented in text to make predictions and infer cause and effect with moderate support
- Needs materials read in the regular classroom
- Receives services from a teacher of the Deaf and Hard of Hearing
- Has average cognitive abilities similar to peers
- Needs extended time in quiet environment to independently complete work
- Reading – able to answer literal questions based on text



Student Initials	Student H
<b>Strengths</b>	<ul style="list-style-type: none"> <li>– motivated to use speech to text/text to speech software and develop communication skills</li> <li>– average cognitive abilities, similar to peers</li> <li>– able to answer literal questions based on text</li> </ul>
<b>Needs</b>	<ul style="list-style-type: none"> <li>– explicit instruction in use of speech to text/text to speech software</li> <li>– explicit instruction in reading comprehension skills</li> <li>– explicit instruction/support in development of conversational skills</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>– thumbs up for help or need for repetition of instruction</li> <li>– minimal audible distractions</li> <li>– visual cues for classroom procedures/routines</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>– personal FM amplification system for auditory access</li> <li>– text to speech/speech to text software on iPad</li> <li>– notes provided</li> </ul>
<b>How Learning is Measured</b>	<ul style="list-style-type: none"> <li>– directions read and reread aloud</li> <li>– extended time in quiet environment for independent work and assessments</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>– none</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>– frequent checks for understanding</li> <li>– materials read aloud in classroom</li> <li>– directions read and reread</li> <li>– focusing prompts</li> <li>– receives hearing services</li> </ul>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>– no concerns, responds well to positive reinforcement</li> </ul>

# Case Study Student K

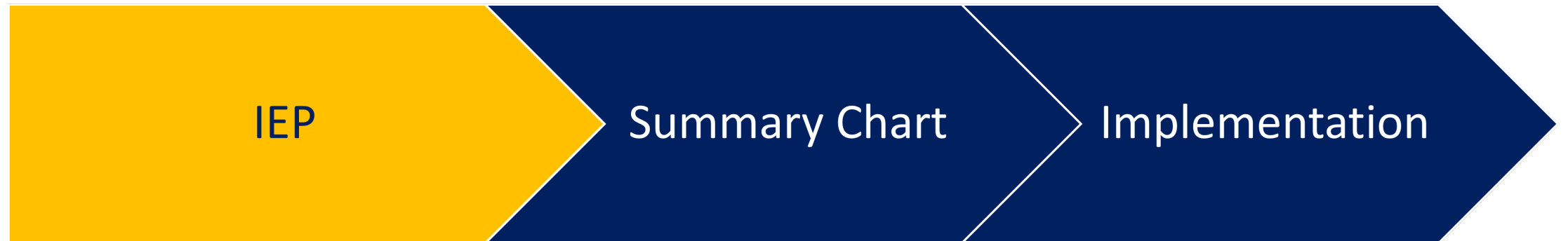
## CASE STUDY

### Student K – Traumatic Brain Injury (TBI)

- 11<sup>th</sup> grade student, Traumatic Brain Injury classification
- Significant issues with short term memory, auditory processing, problem solving, insight, confusion and orientation
- Has difficulty sustaining attention
- Requires assistance with organization
- Since injury, has displayed behavioral problems such as aggression, hyper sexuality, obsessive and ritualized behaviors
- Due to verbal out bursts, mood swings, and impulsivity – difficulty making friends
- Focusing on regaining skills related to activities of daily living
- Working on improving cognitive functions
- Striving to reduce the frequency and severity of aggressive physical and behavioral outbursts
- Relies heavily on staff for cues and directions

Student Initials	Student K
<b>Strengths</b>	<ul style="list-style-type: none"> <li>– can attend to a variety of tasks in a quiet 1:1 situation</li> <li>– responds best in routine, structured task</li> </ul>
<b>Needs</b>	<ul style="list-style-type: none"> <li>– teacher prompts and models for appropriate peer interactions</li> <li>– reteaching due to difficulty sustaining attention</li> <li>– strategy instruction on organization</li> <li>– verbal prompts and cues</li> <li>– regaining fluency with daily living skills</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>– highly structured, small group setting, minimal distractions</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>– use of timer</li> <li>– step by step instructions</li> <li>– agenda for assignments, written directions and notes provided</li> <li>– social cue scripts provided</li> <li>– highlight key ideas</li> </ul>
<b>How Learning is Measured</b>	<ul style="list-style-type: none"> <li>– minimal noise and minimal visual distractions</li> <li>– extended time (1.5 tests longer than 15 minutes)</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>– none</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>– modeling of listening and metacognition strategies</li> <li>– instruction in using self-advocacy skills, self-monitoring strategies</li> <li>– explicit instruction in organization systems/note-taking</li> <li>– modeling and chunking of material</li> <li>– focusing prompts and cues</li> <li>– directions reread and clarified</li> <li>– provide written prompts to support self-advocacy in class</li> <li>– frequent checks for understanding</li> <li>– instruction in replacement behaviors</li> </ul>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>– use of data collection checklist for target behaviors</li> <li>– redirection and corrective feedback</li> <li>– frequent, positive feedback and specific praise</li> <li>– behavior contract</li> </ul>

# SDI in Action



# Including SDI in Supervision



When doing informal or formal classroom observations administrators can look for SDI implementation as part of the teacher(s) responsibility in the classroom.

The administrator needs to be aware of the SDI described on the students' IEPs in the classroom during the lesson.

# Integrating SDI Into Your Observation Models

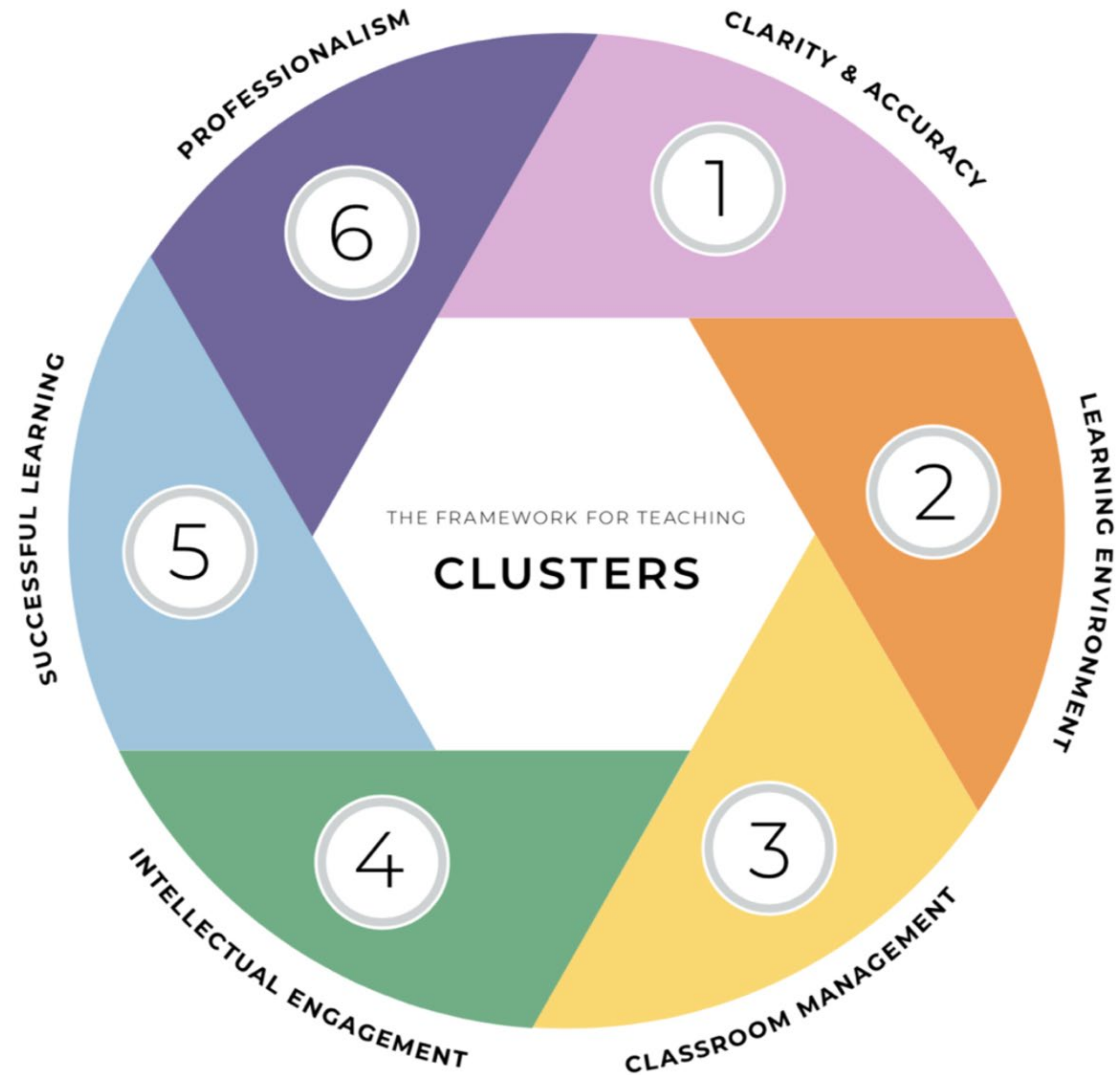
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A person is shown from the chest up, holding a piece of chalk and writing the word "Learning" in large, white, cursive letters on a dark grey chalkboard. The word "Learning" is the central focus. Surrounding it are various related terms written in a smaller, white, cursive font, including "knowledge", "guide", "example", "creativity", "intelligence", "idea", "growth", "advice", "relationship", "practice", "coaching", "analysis", "training", "ability", "tutorial", "education", "teaching", "principle", "skill", "instruction", "development", "responsibility", "solution", "potential", "system", "communication", and "inspiration". The person's hand is visible, holding the chalk to the letter 'g' in "Learning".

knowledge guide example  
creativity intelligence idea  
growth advice relationship  
practice coaching  
**Learning** analysis  
training ability tutorial  
education teaching principle  
skill instruction development  
responsibility solution potential system  
communication inspiration

# The Framework for Teaching Clusters:

Six Clusters to Support Teacher Growth and Student Learning



# Marzano Focused Teacher Evaluation Model: Standards-Based Classroom with Rigor



# SDI

## What to Look for in the Classroom Setting

Students with Disabilities who:

- Require support with basic academic skills
- Need support to independently manage behavior requirements of class
- Communicate in alternate ways
- Require support to independently organize self or material
- Are working on post-secondary transition goals
- Are English Language Learners with disabilities





# SDI in the Classroom

## Examples

Students may be using different materials, guidance frameworks, and receiving assistance from paraprofessionals in the room.

During small group instruction, students may be in specific groups to focus on skill building using a specific method of instruction

Students may be receiving specific cues from the teacher or paraprofessional to increase participation



## SDI in the Classroom Activity



Review SDI Possible Look-Fors in a Classroom Setting handout.



Review student case study and SDI summary chart.



Identify and highlight SDI for student in accompanying instructional scenario. Note where SDI is evident on the Look-Fors document.

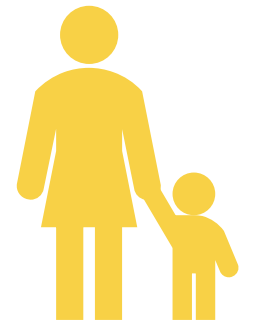


Discuss how these possible look-fors might assist in your supervision of special education

# SDI in Action 3



# How do you Engage Parents in Understanding SDI?



Who in the school/district explains SDI to parents of students with disabilities?

What expectations do parents have for SDI in the classroom?

Do teachers include SDI in elements of homework?

How can administrators support this communication?

# What Does SDI Look Like When A Student With A Disability is Being Discussed In A Building Tiered Systems (e.g., MTSS) Meeting?



Does someone review elements of the student's IEP related to the current concern?

If the question is instructional, are the SDI elements that are already on the IEP discussed?

Are supports available to general education students reviewed as possible solutions to the student need?

# What Does SDI Look Like When A Student With A Disability is Being Discussed in a Committee on Special Education (CSE) Meeting?



Does the team review fidelity of implementation to the current IEP elements?

Does the team review whether the student has learned to use the strategies described in the SDI elements of the IEP?

Is the level of independence the student has gained related to the SDI elements reviewed by the team?

Is the team discussing if different levels of SDI may be needed at this time?

# Using All of Your Resources to Choose Appropriate SDI



Who participates in the problem-solving process at the building level?

All teachers of the student should contribute when reviewing the development of a draft IEP for a CSE meeting.

All specialists who service the student should contribute in the implementation of SDI for the classroom (school psychologists, reading teachers, resource room teachers, etc.).

# Questions and Answers





# Exit Ticket



## Most Important Point

- Reflect on something you have learned today about SDI.
- What was the most important point for you as a learner?
- What was the most important point for your role as an administrator?

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