

Specially Designed Instruction

An Effective Instructional
Strategies Mini-Module to Support
Co-Teaching for Student Success



Georgia Learning Resources System



Purpose of the Effective Instructional Strategies Mini-Module Series

- This mini-module series has been developed in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.
- The purpose of the mini-module series is to provide information on effective instructional strategies designed to ensure the success of ALL students in the classroom.
- This mini-module focuses specifically on the framework **Specially Designed Instruction**.

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- This mini-module focuses specifically on the framework **Specially Designed Instruction**.

Learning Targets

- Participants will be able to identify at least 3 components of Specially Designed Instruction.
- Participants will be able to identify 3 Specially Designed Instruction components that can be implemented in the co-taught classroom.





Perception Check

Discuss with your elbow partner
what you think Specially
Designed Instruction is...

Specially Designed Instruction(SDI)

- Adapting as appropriate the **content, methodology or delivery of instruction** (i) to address the **unique needs** of a 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 same **educational standards** within the Jurisdiction of the public agency that apply to all children.
- Individuals with Disabilities Education Act (IDEA), C.F.R 34 §300.39.

Specially Designed Instruction High Standards for Every Child

“Students with disabilities...must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers....Therefore, *how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.*”

Common Core State Standards,
Application to Students with Disabilities

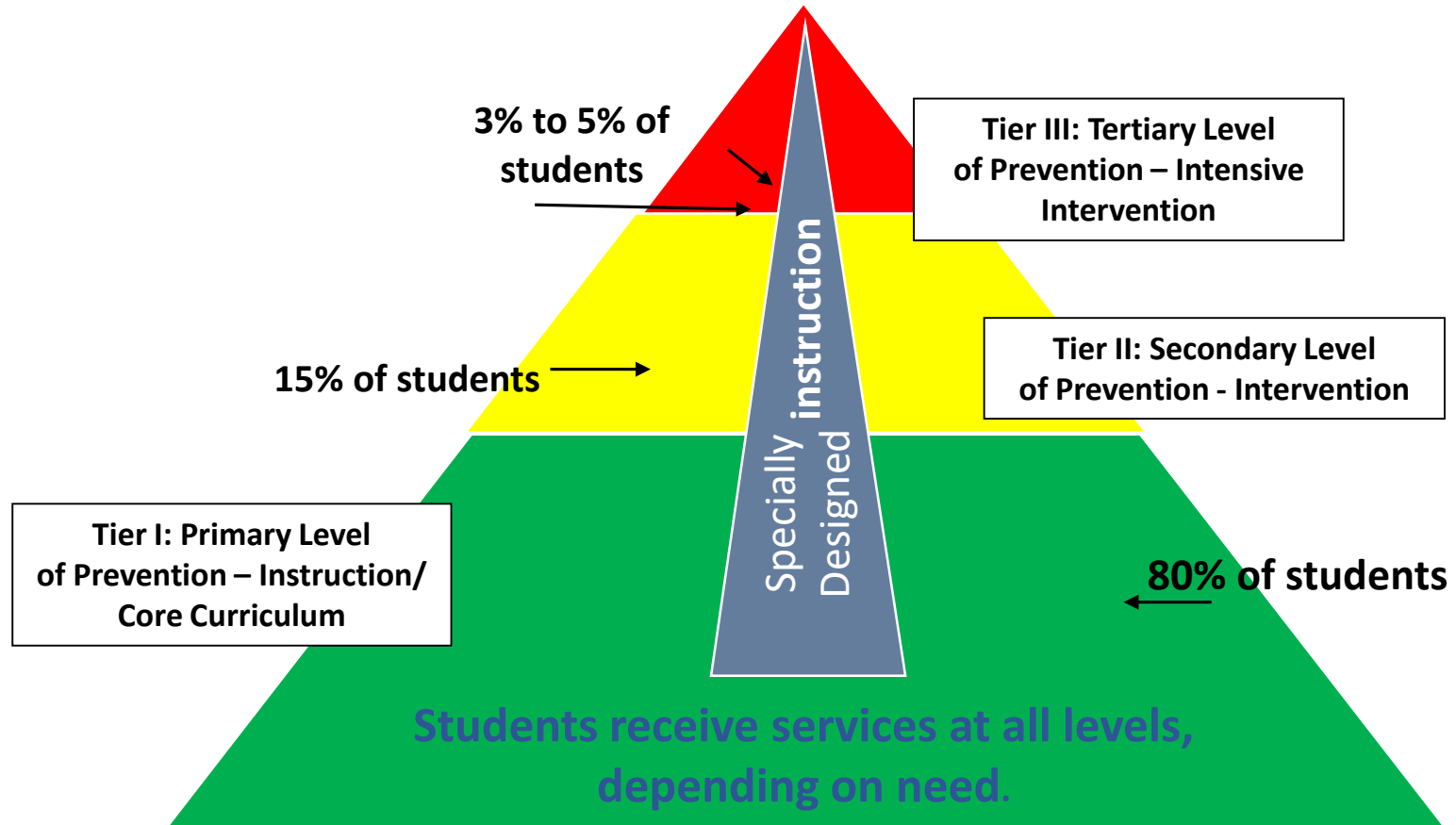


Georgia's Tiered System of Supports for Students

- **Tier I: Primary Level of Prevention – Instruction/Core Curriculum**
 - ❑ Focuses on ALL students
- **Tier II: Secondary Level of Prevention – Intervention**
 - ❑ Focuses on students identified through screening and other data sources who are in need of enrichment/acceleration or are at risk for poor learning and behavioral outcomes
- **Tier III: Tertiary Level of Prevention – Intensive Intervention**
 - ❑ Focuses on students who have not responded to primary or secondary level prevention or who are in need of enrichment or acceleration-SST

[Georgia's Tiered System of Supports for Students](#)

Essential Component: Multi-Level Prevention System



Specially Designed Instruction is what makes special education "special."



Present Level
PLAAFP

Georgia
Standards of
Excellence



Unique
supports for
the student

Removes
Barriers

Outlined in
the IEP

Specially Designed Instruction

Adapting as
appropriate

Measuring learning

Matched
to student
needs

Content

environment

Supplemental
Services

Methodology
or Delivery

instruction

Supports progress
in the general
education
curriculum

Materials

- SDI is what is done by the teacher, not the student, to help close the academic performance gap between students with disabilities and their general education peers.
- SDI is what a teacher does to present information to the student that is different than what other students receive.
- Examples: Using wait cards with student with autism or ADHD, teaching think aloud strategies or using anticipation guides or text reader software

Specially Designed Instruction Critical Elements

Documented in the Individual Education Plan

Specially

- Individualize
- Personalized
- Customized

Designed

- Purposeful
- With Intention
- Planned

Instruction

- Teaching
- Coaching
- Directing

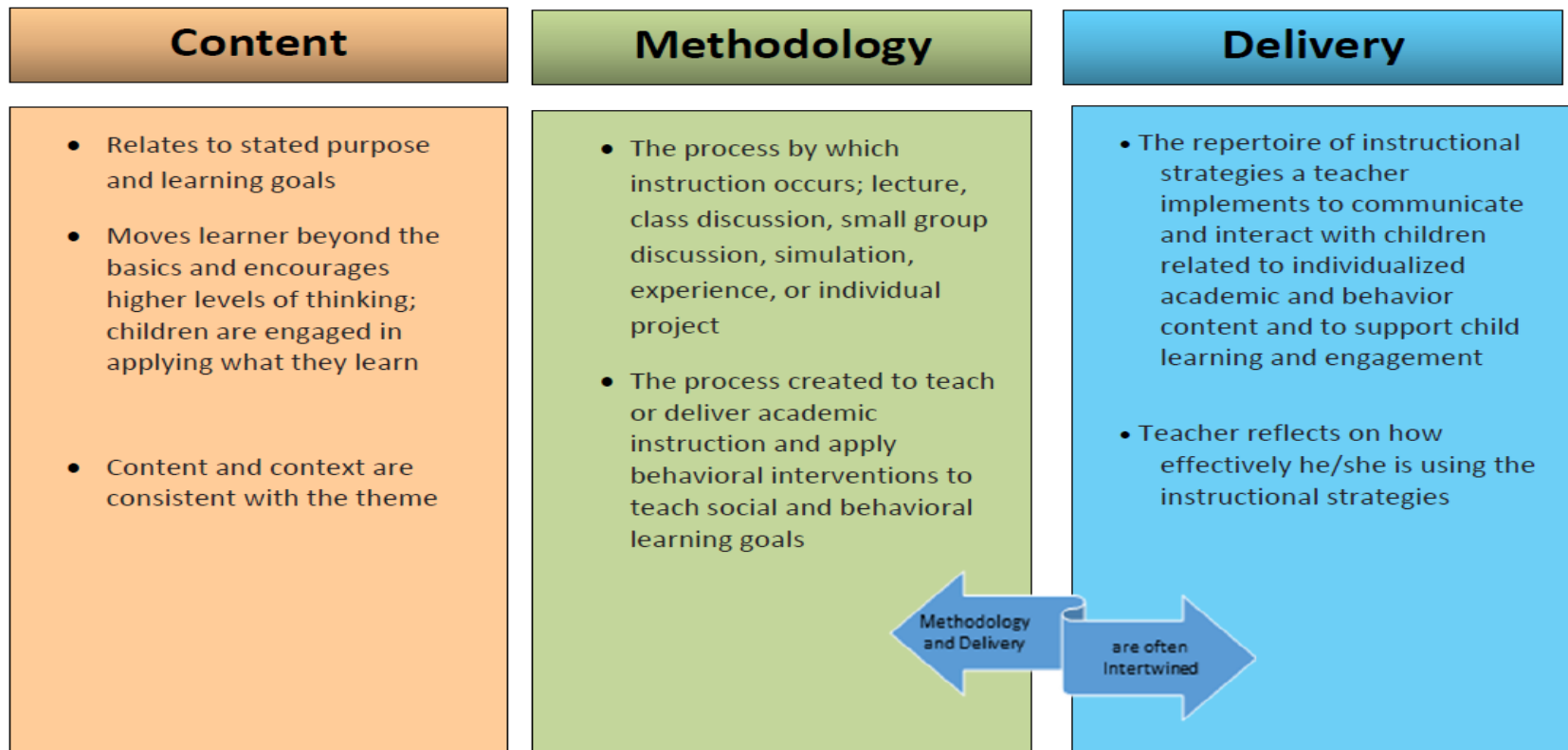
Specially Designed Instruction

- Specially designed instruction means **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.

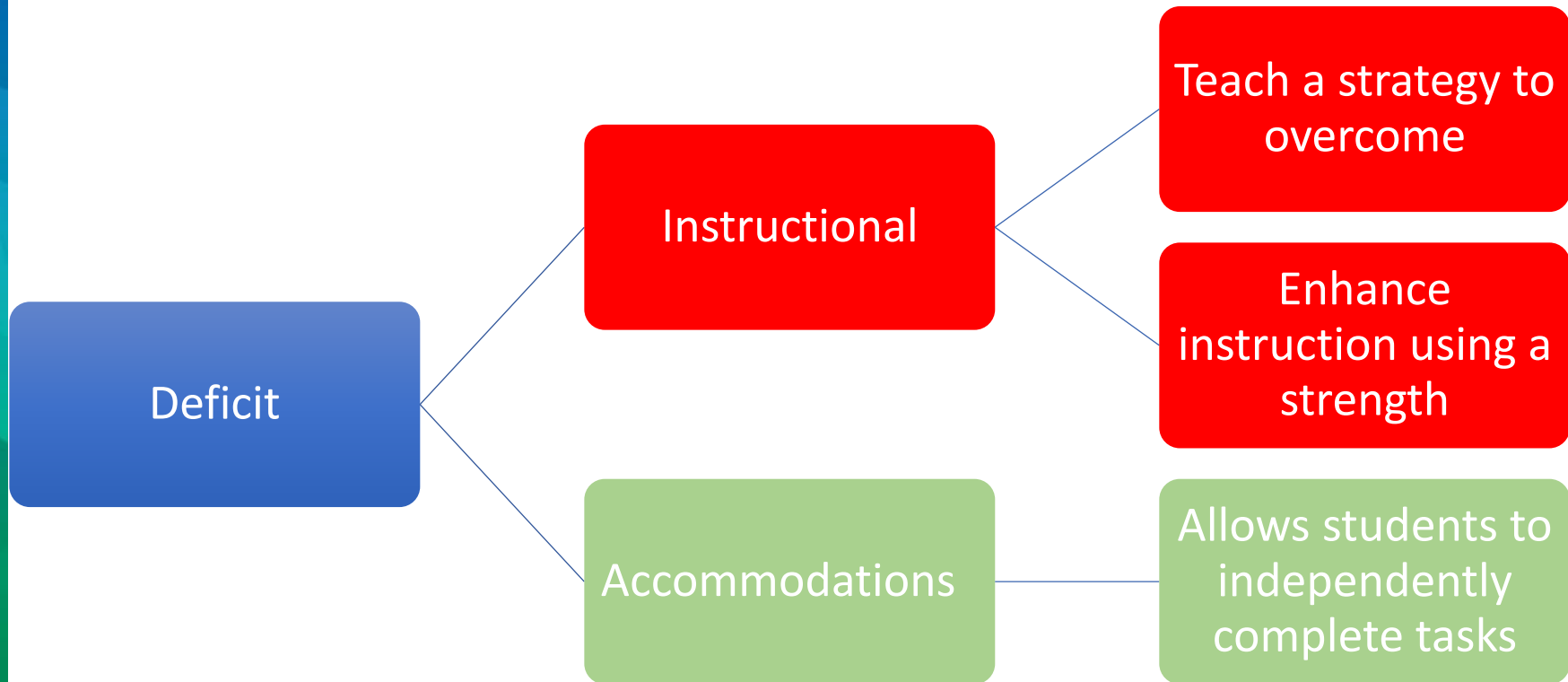
Individuals with Disabilities Education Act (IDEA), C.F.R 34 §300.39.

Specially Designed Instruction

Adapting as Appropriate



Types of Specially Designed Instruction



How is Specially Designed Instruction Ensured?

- The provision of specially designed instruction relies on classroom teachers to have **intentionally** and **purposefully planned** to match instruction to the needs of the students in their classroom.
- Specific evidence based instructional approaches should be selected and utilized by classroom teachers, in combination with supplemental supports, such as graphic organizers, study guides, alternative assignments, adapting materials, copy of notes, visual cues and technology.
- In considering and explicitly planning to address the needs of students, teachers should identify needed supports, accommodations, scaffolding, teaching strategies, learning strategies, etc., that the student may need in each of the following areas:
 - Content
 - Materials
 - Environment
 - How learning will be measured
 - How instruction should be provided

Specially Designed Instruction Commonly Implemented Instructional Practices

- The purpose and appropriateness of the task
- The complexity of the task
- The size of the task
- The time allotted
- The pace of instruction
- The environment
 - Scaffolding
 - The instructional procedures and routines
 - The resources and materials
 - Direct Explicit Instruction
 - The level of support/assistance from specialists
 - Provide clear cognitive strategies to help a students process a problem or assignment

Examples: Note taking, highlighting, asking questions, completing a chart, self-regulation, articulate difficult sounds, conversation starters

Specially Designed Instruction

Accommodations

Accommodations change **how** the content is: taught, made accessible, and/or assessed.

Accommodations **DO NOT** change what the student is expected to master. The objectives of the course/activity remain intact.

Accommodations are part of the specially designed instruction that allow the student access to the general curriculum.

Accommodations for instruction on classwork should be based on the needs of the student. These accommodations may or may not be allowed on state assessment but should still be used for classwork. Allowable accommodations for the state assessment should be reviewed each school year on the GaDOE website.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>

Changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction

Examples of accommodations include but are not limited to:

- Extended Time
- Preferential Seating
- Shortened Assignments
- Supplemental Aids
- Calculator
- Oral/Signed Administration
- Use of word processor for written responses
- Taped Texts
- Audiobooks
- Frequent breaks
- Cooling-off period
- Reminders to stay on task (visual, verbal, or tactile)
- Use of scribe
- Large print/Braille Text
- Use of study carrel

Some accommodations are appropriate for instruction but not assessment. Refer to the GaDOE's website regarding state assessment for appropriate and allowable accommodations as well as eligibility criteria.

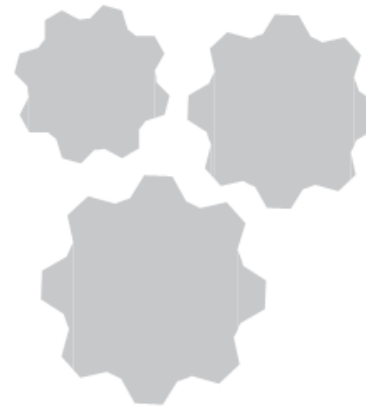
Modifications

Modifications change what the student is expected to master. Course activity and objectives are altered to meet student needs.

Changes to the level of instruction provided or tested. Modifications create a different standard as compared to the grade level standard for the student receiving the modifications.

Examples:

- Same activity as other students, but expectations and materials are individualized.
- Simplified vocabulary and reading materials when reading comprehension and/or fluency is the learning target.
- Multistep problems individualized to single step problems.



Adapted from Texas Education Agency

Key Areas of the IEP where Specially Designed Instruction is documented:

- *Services*
- *Supplementary Aids and Services*
- *Program Modifications and Supports for Personnel*
- *Accommodations*

In order to be *specially designed* each component must be **individualized, based on a student's need and specific.**

Materials



Materials

- Adaptations to materials are necessary when it ensures access and participation
- **Examples of Material Adaptions:**
 - Same content but variation in size, number, format
 - Additional or different materials/devices
 - Materials that allow a different mode of input
 - Materials that allow a different mode of output
 - Materials that reduce the level of abstraction of information
- **Accessible Instructional Materials**
 - Specialized formats of curricular content
 - Textbook/other core instructional materials in braille, audio, digital, or enlarged print format

Environment



Environment

Changes made to the classroom environment or lesson location that will facilitate participation?

Environmental / Physical Arrangements

- A quiet area to complete the work or take a test
- Small group instruction
- Preferential seating for hearing/audio
- Preferential seating away from distractions, windows, doors, speakers
- Flexible grouping
- Study Carrel

Adaptive Equipment

- Assist students with independence to be able to interact with the environment and have access to education.
- Specialized equipment and/or adaptive technology-item.
- Piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a student with a disability.

How Learning Is Measured



Offering a holistic education to **each and every child** in our state.

How Learning Is Measured

- Through a specially designed progress monitoring plan
- Through analysis of data that may include, but is not limited to:
 - Repeated, individual child assessment data
 - Comparison of child rate of growth to IEP goals
 - Comparison of child rate of growth to grade level standards

Through analysis of multiple data sources that include common formative assessments, interim/benchmark assessments, outcome assessments and universal screening that indicates positive results for the child.

How Learning Is Measured

- Through collaborative, systematic data review, analysis, and problem solving by the IEP team to determine when / if:
 - SDI requires adaptations and adjustments
 - Goals may require adjustments
 - Lack of expected progress
 - SDI is no longer required
- *The LEA representative is responsible for ensuring that the IEP is implemented as written, instruction is being delivered with fidelity, using curriculum and practices consistently, and as intended.*

Specially Designed Instruction Brief Recap

Structured, systematic research-based methodology:

- Effective researched-based methodology for teaching classroom routines, behavior expectations, academic content and skills and cognitive learning strategies.
- Necessary for students with disabilities and novice learners
- Characterized by a series of scaffolds, explanations, demonstrations, and supported practice with embedded feedback (explicit teaching)



Application Time

- Read the article and **Taxonomy of Intervention** and then discuss the questions on the following slide.

Article: ” ***Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction***”, from Teaching Exceptional Children, 2017.

Application Time

- What were the key ingredients of specially designed instruction used by Mr. Frank and Mrs. Fox?
- How can instruction be intensified based upon the Taxonomy of Interventions discussed in the article?
- If HLPs are used, does that mean SDI is being provided? Why or Why not?
- With your co-teacher, think about a lesson your planning or teaching now, how will you implement information from the article to improve student outcomes? Share with two other teams.

Can You Answer These Learning Targets?



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IDEA Federal Fund Disclaimer

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