



# Specially Designed Instruction

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



Georgia Learning Resources System



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Welcome to this mini-module on Specially Designed Instruction.

## 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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The mini-module series is designed to be a companion to the co-teaching series developed by the GaDOE in collaboration with GLRS. This module on Specially Designed Instruction can be used at any time during the co-teaching series however it will probably be most useful around the same time you are conducting Module 2 (co-planning) or Module 3 (co-instructing) as this is where the Specially Designed Instruction is most likely going to be considered.

## 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 co-taught classroom.
- 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.



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## 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.

Read slide and emphasis bold words.

## 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**



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## 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](#)

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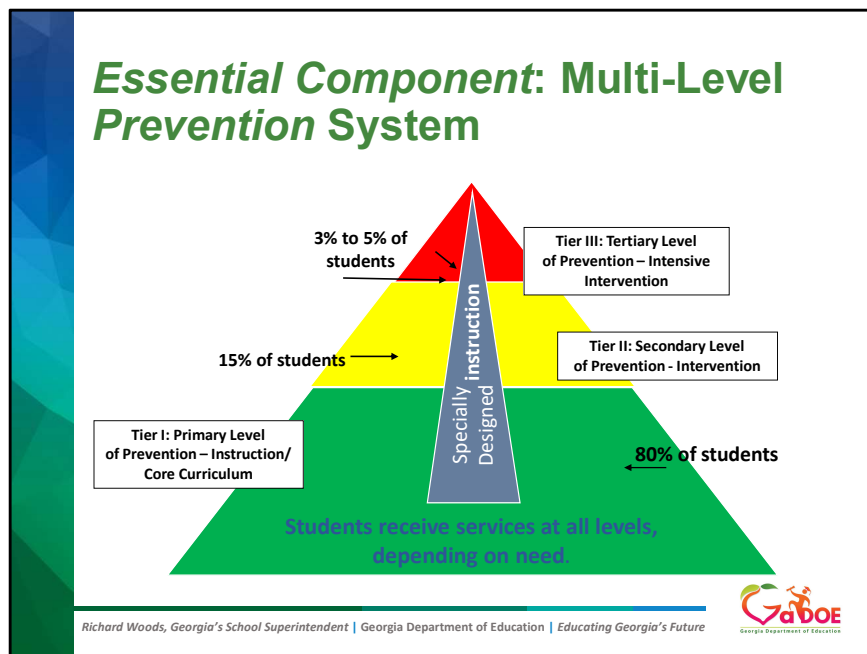
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When many educators associate with MTSS with the following triangle. It is intended to represent the three levels of prevention and the percentage of students who would be expected to benefit from these levels of prevention in an effective system. The first level, or Tier 1, is indicated in green. It is expected that most students, at least 80%, benefit from core curriculum delivered through differentiated.

The next level, or Tier 2, is supplemental to Tier 1. Even with good instruction, it is estimated that approximately 15% of students will need supplemental, small group instruction to benefit from the core instruction and curriculum.

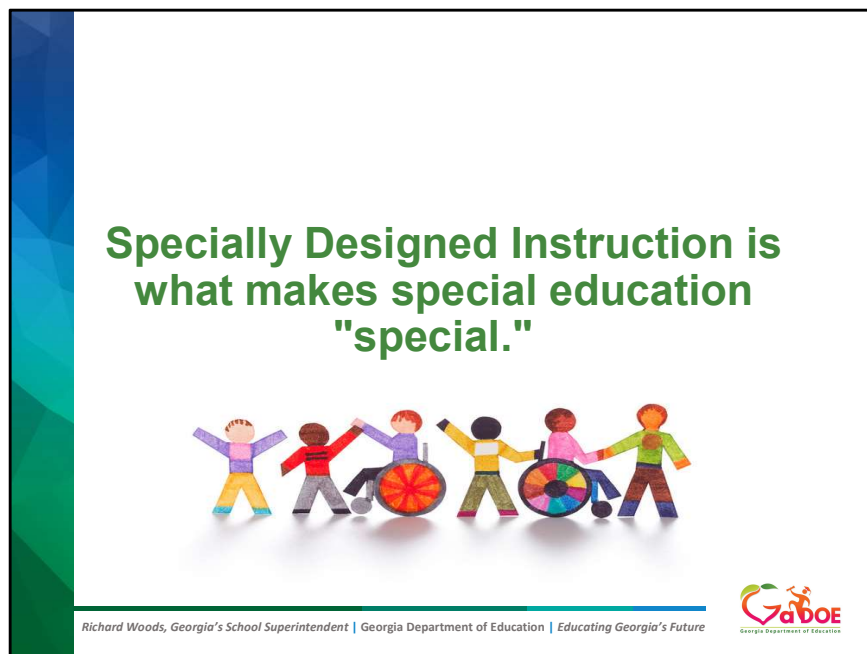
The top level, or intensive instruction or Tier 3, includes specialized, individualized systems for students with intensive needs. It typically involves small group instruction of one to three students who are significantly behind their peers. It is estimated that approximately 3 to 5% of students will need intensive support.

If fewer than 80% of students are benefiting from the current primary prevention system, schools should consider focusing school improvement efforts on improving the core instruction and curriculum. If there is a large percentage of students in the

Tier 2 or Tier 3, consider implementing large group instructional activities and system changes within Tier 1 to reduce the number of students requiring additional support.

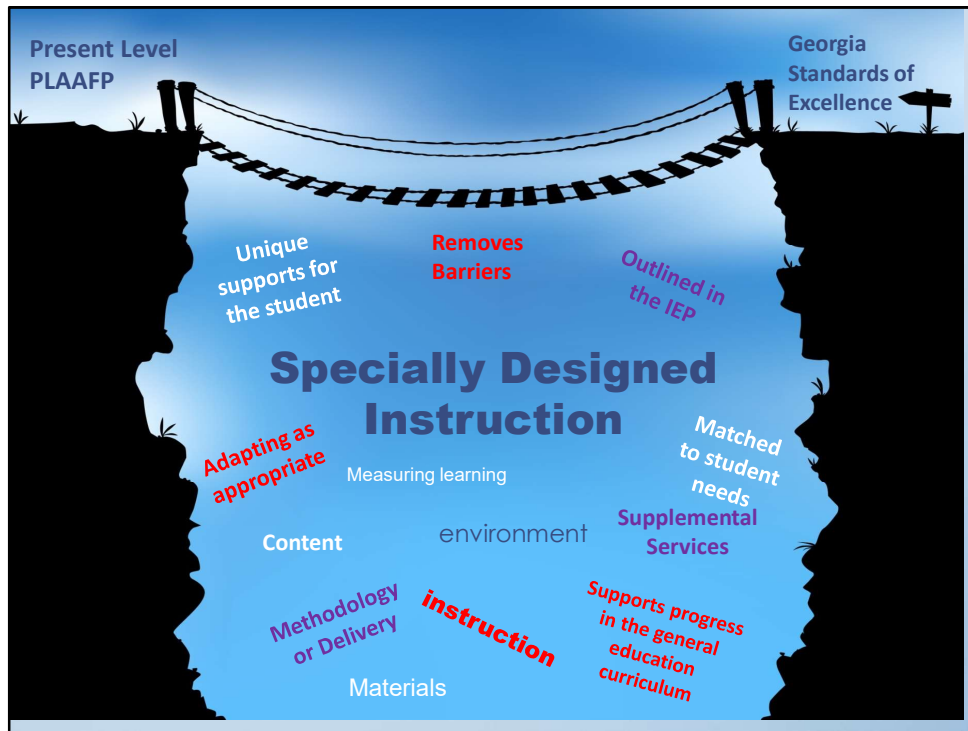
Students with disabilities may receive supports throughout levels of the system, depending on their individual needs.

This is NOT an Identification Process..... This IS a PREVENTION



The design and delivery of SDI is the core of special education. SDI is the vehicle to ensure students with disabilities receive high quality instruction and services that will result in progress toward academic and functional standards, graduation, and meaningful postsecondary outcomes (Indiana and North Carolina Department of Education )

Kansas- The majority of children with disabilities spend 80% or more of the school day in general education settings where the delivery of SDI can become difficult to distinguish from high quality core instruction, especially as differentiated instruction and universal design for learning (UDL) approaches are more prevalent in general education settings. Furthermore, within the multitiered system of supports (MTSS) framework, some supplemental and many intensive interventions may not be substantively different from SDI. The distinctive features of SDI— or what makes special education “special”—is offered to promote common language and understanding for all stakeholders



As special educators we work in the gap.  
 Look at the Present level of Performance  
 Look at the grade level standard and we look at data to determine what skills the student needs to close the gap (we teach through the gap) We don't jump it because if we do we miss our opportunity to deliver SDI  
 SDI is the bridge between the Present Level of Performance needs and the grade level standards.

- 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

#### Frequently Used Acronym's

IDEA – Individual Disability Education Act

SDI-Specially Designed Instruction


IEP- Individual Education Plan

Specially Designed Instruction is driven by what needs are in the IEP that the teacher should address and skills the teacher should teach so the child can better access the general curriculum.

# Specially Designed Instruction Critical Elements

Documented in the Individual Education Plan

Specially	Designed	Instruction
<ul style="list-style-type: none"><li>• Individualize</li><li>• Personalized</li><li>• Customized</li></ul>	<ul style="list-style-type: none"><li>• Purposeful</li><li>• With Intention</li><li>• Planned</li></ul>	<ul style="list-style-type: none"><li>• Teaching</li><li>• Coaching</li><li>• Directing</li></ul>

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This offers a visual of specially designed instruction and how it is **teacher driven** but specialized with purpose to meet individual needs of students based upon IEP documented needs.

## 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.

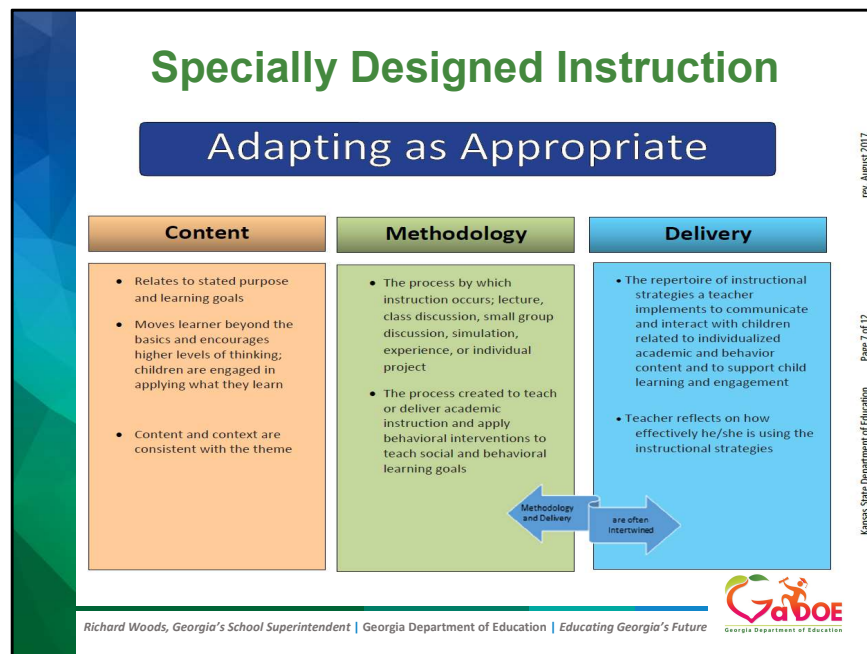
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The law that requires special education says we need to provide instruction using specially designed instruction and supplementary aides and services in the appropriate LRE environment.

**Special education is a SERVICE not a PLACE.** We don't say, "Child IN special education" We say, "Child receiving special education services."

unique teacher instruction is written on the IEP that will be provided to the student to support him/her in being able to achieve the measurable annual goal.



**Adapting:** making changes matched to student need or condition

**Content:** knowledge and skills that comprise curriculum to be mastered

**Methodology:** actions by the teacher intended to produce or facilitate learning which includes the art and science of instruction

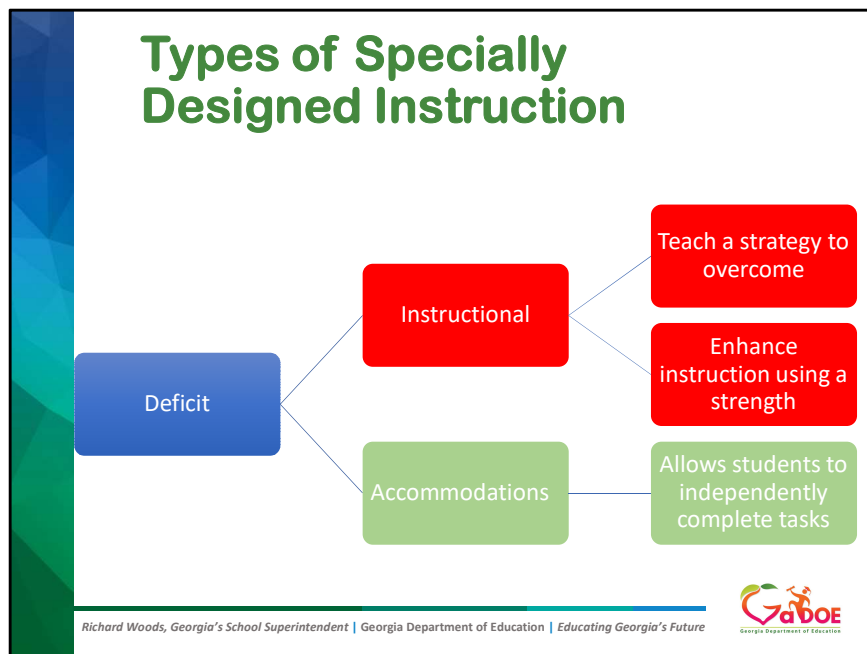
**Delivery of Instruction:** teaching that results in access to, participation in, and progress in the curriculum for students with disabilities

**What should the SDI instructional process contain for all students including SWD's?**

HLPs & EBPs strategies that are individualized to the students need

**In sum, SDI** is a broad term that specifies the type of instruction students with disabilities should receive. SDI is created by changing instructional content, methods, or delivery to meet the student's unique needs as a result of a disability.






There are 2 forms of specially designed instruction: Instructional and Accommodations – as we plan for student success we must be doing both of these for students

When we think about instructional specially designed instruction we're talking about teaching the student a strategy they can use to overcome their deficit/weaknesses or to utilize one of their strengths to enhance the instruction in the classroom.

Accommodations on the other hand allow the student to independently complete the tasks.

## 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

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**Where does the initial SDI process start for a child with a disability?** Developing IEP

**How do you ensure the team is addressing the students needs**

By Reviewing the : Psychological Information / academic information - HLPs - EBPs = SDI when implemented with fidelity

**Is differentiation alone considered SDI?** No. Without alignment to the students needs, you aren't addressing the individual students needs

**High Leverage Practices (HLPs)** • “A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”  
(Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

**HLPs** are HOW teachers deliver instruction. All teachers should have deep knowledge in a core set of effective instructional practices. (McLeskey & Brownell, 2015)

- Applicable to the everyday work of teachers
- Fundamental to effective teaching
  - Used frequently
  - Cut across content domains and grade levels
  - Supported by research

**HLP Examples:**

- Leading a group discussion
- Explaining and modeling content, practices, and strategies
- Eliciting and interpreting individual students' thinking
- Diagnosing particular common patterns of student thinking and development in a subject-matter domain
- Implementing norms and routines for classroom discourse and work
- Coordinating and adjusting instruction during a lesson

**What are Evidenced-Based Practice (EBPs)?**

- Are content specific
- Developmentally appropriate
- Learner dependent
- Are taught using HLPs

**EBPs Examples:**

- Repeated Readings
- Reading Mastery
- Explicit Vocabulary Instruction
- Check-in Check-Out
- Check and Connect

**High-Leverage Practices: Domains**

**Collaboration**

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

**Assessment**

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary

adjustments that improve student outcomes.

**Social/Emotional/Behavioral**

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

**Instruction**


11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goals.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

### Specially Designed Instruction Commonly Implemented Instructional Practices

- The purpose and appropriateness of the task
- The complexity of the task
- The size of the task
  - Scaffolding
  - The instructional procedures and routines
  - The resources and materials
- The time allotted
  - Direct Explicit Instruction
- The pace of instruction
  - The level of support/assistance from specialists
- The environment
  - 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

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Scaffold assumes a “TEMPORARY” bridge to support acquisition of learning new skills  
 •When scaffold is no longer needed, it is removed.

**Is Direct Explicit instruction a HLP that SWD students benefit from? Yes**

### High-Leverage Practices

**Teach cognitive and metacognitive strategies (HLP14)**

**Scaffold supports (HLP15)**

Use instructional technology (HLP19)

Use active student engagement (HLP18)

Use flexible grouping (HLP17)

Provide positive feedback (HLP22)

**Provide explicit instruction (HLP16)**

Provide intensive instruction (HLP20)

Adapt curriculum tasks (HLP13)

### Evidence-Based Practices

Provide vocabulary instruction (RP6.6)

Teach making inferences (RP7.5)

Teach modeling (RP7.6)

Teach paraphrasing (RP7.3)

Teach process: Outlining (W2.1)

**HLP Instruction:**

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## 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>

Adapted from Texas Education Agency

### 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.

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.

Where does the initial SDI process start? Developing IEP

### Psychological Information - HLPs - EBP – SDI

**What should IEP teams review when deciding accommodations: Identified weak areas/needs that are listed on the Psychological report**

**psychological processes** typically include problems attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological deficits.

**Remember**-Accommodations and Modification are different

**Accommodations remove a barriers** enable the student to access to the curriculum

- “ACCOMMODATION” implies PERMANENT bridge to learning new skills.
- It is important to consider when a SCAFFOLD needs to be TEMPORARY vs. PERMANENT

**Modification CHANGES the content or curriculum.** Students with cognitive disabilities.



## 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**.

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Individualized—explains “why” “when” “where” “how” it will be provided?  
Based on student’s need—necessary for the child to make progress on IEP goals and toward grade level standards in closing the achievement gap  
Specific—frequency, duration, location

Is it specific and required? Is it justified in the present level?

# Materials



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## 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

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AIM are specialized formats of curricular content. These textbook or other core instructional materials may be rendered in Braille, audio, digital, or enlarged print format.

IDEA 2004 describes four kinds of specialized formats that can be used by and with students with print disabilities: Braille, audio, enlarged print and electronic text. (§300.172 (e) (1) (iv) – National Instructional Materials Accessibility Standard)

**Braille** is defined by the American Foundation for the Blind (AFB) as "a series of raised dots that can be read with the fingers by people who are blind or whose eyesight is not sufficient for reading printed material... Braille is not a language. Rather, it is a code by which languages... may be written and read" (American Foundation for the Blind, What is Braille?, 2009, available at

<http://www.afb.org/Section.asp?SectionID=6&TopicID=199>). Braille materials provide the same content as standard print, embossed on specialized paper or, when provided digitally, through specialized refreshable displays.

**Audio** is a format that allows students to access printed material by listening to audiotapes, CDs, MP3 files, text-to-speech programs, and other auditory alternatives to printed texts.

**Enlarged print** is defined by the American Printing House for the Blind (APH) as "print for text passages that is larger than the print used by that segment of the population

with normal vision” (American Printing House for the Blind, *APH Educational Research*, 2004, available at <http://www.aph.org/edresearch/lpguide.htm>). Enlarged print format provides the same content as standard print, in larger, often simpler font type or page sizes to enable those with visual impairments to read more easily.

**Electronic text** (also known as digital text or E-text) files include Microsoft Word and other file formats produced by word processing programs, such as Rich Text Format (RTF), American Standard Code for Information Interchange (ASCII), Hypertext Markup Language (HTML) and Digital Talking Books (DTB - DAISY format). Such files can be transformed into accessible forms that include font size and color options, text-to-speech tools, and other text enhancement features. (Center for Applied Special Technology, *What Are AIM?*, 2008, available at <http://aim.cast.org/learn/accessiblemedia/alla>

# Environment




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## Environment

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

<p style="text-align: center;"><b><u>Environmental / Physical Arrangements</u></b></p> <ul style="list-style-type: none"> <li>▪ A quiet area to complete the work or take a test</li> <li>▪ Small group instruction</li> <li>▪ Preferential seating for hearing/audio</li> <li>▪ Preferential seating away from distractions, windows, doors, speakers</li> <li>▪ Flexible grouping</li> <li>▪ Study Carrel</li> </ul>	<p style="text-align: center;"><b><u>Adaptive Equipment</u></b></p> <ul style="list-style-type: none"> <li>▪ Assist students with independence to be able to interact with the environment and have access to education.</li> <li>▪ Specialized equipment and/or adaptive technology-item.</li> <li>▪ Piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a student with a disability.</li> </ul>
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this is SDI because based on their unique needs, the student requires it to access education

Assistive Technology  
Assistive Technology:

➤ *Any device that helps a person complete or have access to an everyday task.*

Examples: AAC device, word prediction software, text-to-speech software, digital books, visual timer, FM system

Special Education Service Options that affect

Learning Environment: General Education,  
Consultation, Resource, Supportive  
Instruction, Collaboration, Co-Teaching, Self-  
Contained, Alternative Placement

## **High-Leverage Practices**

Teach cognitive and metacognitive strategies  
(HLP14)

Scaffold supports (HLP15)

Use instructional technology (HLP19)

Use active student engagement (HLP18)

**Use flexible grouping (HLP17)**

Provide positive feedback (HLP22)

Provide explicit instruction (HLP16)

Provide intensive instruction (HLP20)

Adapt curriculum tasks (HLP13)

## **Evidence-Based Practices**

Provide vocabulary instruction (RP6.6)

Teach making inferences (RP7.5)

Teach modeling (RP7.6)

Teach paraphrasing (RP7.3)

Teach process: Outlining (W2.1)

## 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.*

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**Progress monitoring plan** - a written plan developed by the IEP team that considers the following:

- ☐ Identifying and operationally defining the behavioral or functional knowledge, action/skill or ability that will be measured
- ☐ Identification and description of the data collection method/tool
- ☐ Description of how often, time of day and where student progress will be assessed
- ☐ Identification of team members responsible for data collection, fidelity checks, data interpretation and writing progress reports

Drives the Decision making Process of the IEP team process

The results of ongoing assessment becomes an appropriate discussion almost anywhere else in IEP development.

- Present Levels of Academic and Functional Performance
- Measurable Annual Goals
- Supplementary Aids and Services
- Specially Designed Instruction
- Transition planning
- Related Services

## 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)



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## 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.

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Handout article: “Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction and Intensive Instruction.” Teaching Exceptional Children.pg20-27, 2017.

Handout : Taxonomy of Interventions

## 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?

- 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.

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TKES: Instructional Planning: Plans for instruction to meet the needs of all students. Teachers in Co-Taught classrooms must have time to effectively look at the needs of all students to plan instruction that will meet individual student needs.

## IDEA Federal Fund Disclaimer

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