Understanding Specially Designed Instruction

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Outcomes

• Explore current New York State Education Department (NYSED) Part 200 regulations related to Specially Designed Instruction (SDI)
• Develop an operational understanding of the definition of SDI
• Review the role of standards in SDI.
1. Students engage in self-advocacy and are involved in determining their own educational goals and plan.

2. Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

3. 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.

4. Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

5. Schools provide multi-tiered systems of behavioral and academic support.

6. Schools provide high quality inclusive programs and activities.

7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
and Students with Disabilities. As noted, however, teachers of English Language Learners (ELLs)/Multilingual Learners (MLLS) and Students with Disabilities participated in the revision of the standards, and the expectation is that Standards are for all learners.

In addition, the New York State Education Department (NYSED) has created two statewide frameworks, the Blueprint for English Language Learner Success and the Blueprint for Improved Results for Students with Disabilities, aimed to clarify expectations and to provide guidance for administrators, policymakers, and practitioners to prepare ELLs/MLLS and Students with Disabilities for success. These principles for instruction outlined in the frameworks are intended to enhance programming and improve instruction that would allow for students who bring diversity to our classrooms—whether in the form of linguistic, cultural, and/or learning abilities and needs—to reach the same standards as all students and leave school prepared to successfully transition to post-school learning, living, and working. Given today’s context, as previously discussed, the standards should be read as allowing for and, more importantly, promoting the instructional principle of universal design. As such, classrooms that aim to achieve the standards are engineered to allow for all learners to participate fully at all times and from the outset of any instructional endeavor. The underlying aim of the Standards when guiding instructional design and implementation is that students should receive appropriate accommodations to ensure their maximum participation and that their
• Electronic Devices
• Handouts
• Hand signal
• Turn & Talk
• Whiteboards
Lets begin...

- Find a partner
- Decide who will be Partner A/B
8 COMPONENTS OF AN EXPLICIT LESSON
1. State your objective
2. Activate prior knowledge
3. Concept development
4. Skill development
5. Lesson importance
6. Guided practice
7. Lesson closure
8. Independent practice

4 DELIVERY STRATEGIES
1. Check for Understanding
2. Explain
3. Model
4. Demonstrate
Effect Size:
• 0.5 is equivalent to a one grade leap
• 1.0 is equivalent to a two grade leap
Why EDI?

Common Core Expectations for ALL students

EDI has been PROVEN through numerous research studies to:

- produce higher achievement among all students, and its effect was even stronger for students who were less prepared;
- be more effective for students with learning disabilities at all social levels;
- be more effective for at-risk students at all social levels.

Damien, 4\textsuperscript{th} grader

- **Average** listening comprehension skills for a 4\textsuperscript{th} grader
- **Reads** second grade material with adequate fluency and accuracy.
- Damien **demonstrates slow writing speed**, difficulty with writing out math problems, difficulty **taking notes and poor spelling and handwriting**.
- He is working on computational and problem-solving skills in addition and subtraction, while his classmates are currently working on developing multiplication skills.
- When presented with a change in routine, or a novel situation, Damien **frequently demonstrates confusion and anxiety** (e.g., asks repeated questions, stands up, tenses his muscles, pinches himself). These behaviors occur on the average of **five times per academic class period**.
### Damien...

<table>
<thead>
<tr>
<th>STUDENT NAME: Damien D.</th>
<th>DISABILITY CLASSIFICATION: Learning disability</th>
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<tbody>
<tr>
<td>DATE OF BIRTH:</td>
<td></td>
</tr>
<tr>
<td>LOCAL ID #: 123456</td>
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<tr>
<td>PROJECTED DATE IEP IS TO BE IMPLEMENTED:</td>
<td>PROJECTED DATE OF ANNUAL REVIEW:</td>
</tr>
<tr>
<td>April 7, 2010</td>
<td>April 1, 2011</td>
</tr>
<tr>
<td>CURRENT GRADE: 4th grade</td>
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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.
Specially Designed Instruction

**Content Examples =**
- Grade level curriculum
- CDOS
- Pre-requisite skills
- ADL

**Methodology =**
Instructional approaches or programs used with SWD

**Delivery of Instruction =**
The way in which instruction is delivered to SWD
Specially Designed Instruction

*Specially designed instruction* means adapting, as appropriate to the needs of a student, the content, methodology, or delivery of instruction.

What does that mean?

- **Content**: Knowledge and skills being taught to the SWD
- **Methodology**: Instructional strategies or programs used with SWD
- **Delivery of instruction**: The way in which instruction is delivered to SWD

*SDI may involve any aspect of the student’s instruction, including materials, techniques, assessments, and activities.*
Specially designed instruction is the unique set of supports provided to an individual student based on his or her learning needs to remove barriers that result from the student’s disability.
Accommodations

✓ Does not change the instructional level, content or criteria for meeting a standard.

✓ Provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skill.

Source: Text List for P-12 ELA, 6th Grade
**Modifications**

✓ Modifications: a change in what a student is expected to learn and/or demonstrate.

<table>
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<tr>
<th>5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)</th>
<th>EE.RL.5.3 Compare two characters in a familiar story.</th>
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![Diagram of Athens and Sparta attributes](source_url)

<table>
<thead>
<tr>
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<td>Attribute 2</td>
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<td>Attribute 3</td>
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Accommodation or Modification?
Using your white boards identify if the statement is an accommodation or modification

Preferential seating

Materials are adapted-texts are simplified

Reduce the rigor of the task

Reducing/minimizing distractions in the classroom
Explicit Instruction

Specially Designed Instruction

Assistive Technology
Adaptive Equipment
Accommodations
Strategy Instruction
Modifications

Good First Teaching:
Universal Design for Learning-Differentiated Instruction-Scaffolding
### Meet Damien...

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Grade level expectations in reading:

5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

Current Reading Performance:

He can read at the 2.8 grade level. He can comprehend what he’s reading. His listening skills are a strength. He has a willingness to complete literacy tasks. Some task avoidance when text is at instructional level.

What will it take (SDI)?: 
Take a moment to think about Damien’s Present Levels of Performance in Reading.

Identify: Strengths, areas of need and SDI

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<th>Strengths</th>
<th>Needs</th>
<th>SDI to Meet the Standard</th>
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Strengths
- Listening comprehension
- Math calculations
- Attempts work
- Is able to comprehend main ideas, details and predictions at current reading level

Needs
- Improve decoding
- Improve fluency

What will it take? SDI
- Provide an audio/version of the material.
- Use a videotape or movie that presents the same information.
- Use books-on-tape or have an assistant, volunteer or other student make a recording.
- Use assistive technology to transfer printed words to speech.
SPECIAL EDUCATION DOESN'T MEAN THAT A STUDENT IS INCAPABLE OF LEARNING. IT MEANS THAT THEY MAY NEED DIFFERENT SUPPORTS IN ORDER TO SUCCEED.