Objectives for the Session:

• Identify what special education regulations every administrator should know

• Define key characteristics of Specially Designed Instruction (SDI) for regional school leaders

• Distinguish between roles for special education teachers across the different program structures of the special education continuum of services

• Develop key questions administrators can utilize in conjunction with district rubrics to identify specially designed instruction practices across the continuum of services in their schools
Questions You Will Be Able to Answer:

• What are the characteristics of specially-designed instruction?

• How will I determine if instruction is being matched to individual student needs?

• What type of instructional feedback will I look to provide to teachers of students with disabilities?
Individuals with Disabilities Education Act (IDEA)

• Procedural Requirements
  – Parental participation
  – Parental consent
  – Written notices and progress reports to ensure parents are informed
  – Due process

• Free Appropriate Public Education (FAPE)
  – IEP reasonably calculated to provide benefit to the student
  – Special education programs and services
  – Access, participation and progress in the general education curriculum

• Least Restrictive Environment
Administrative Regulatory Responsibilities

- Child find and referrals for special education evaluation
  - Principal’s role
  - School wide systems
- CSE Process
  - Roles / responsibilities / professional develop.
- Continuum of special education programs / services
- Instructional groups / scheduling

- Purchasing of instructional materials in alternative formats / assistive technology
- Testing accomm.
- Instructional supervision
- Procedural protections for students with disabilities subject to disciplinary action
- Communication and rights of Parents
Disability Classification

- Autism
- Deafness
- Deaf-blindness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness
Classification – 13 categories

• There is a broad range of intellectual and functional performance within each category

• Classifications define criteria that make a student eligible for special education; they *do not define the nature or extent of the services a student may need*
What is Special Education?

Special Education Programs and Services

and

Specially Designed Instruction
School-aged Continuum of Services

- Residential
- Home/Hospital
- Special Day School
- Special Class
- Resource Room
- Consulting Teacher Program
- Regular Class with Related Services
- Regular Class Program

Integrated Co teaching

Most Restrictive LRE
Specially Designed Instruction
NYS Regulation: Section 200.1(vv)

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.

Present Level of Performance
Access/participation/progress in the general education curriculum

Environment

Instruction

Content

How Learning is Measured

Materials
SDI – 5 primary provisions

1. Accommodations
2. Modifications
3. Specialized equipment
4. Adaptive technology
5. Strategy Instruction
   • task analysis
   • Instruction based on student gaps
   • Preteaching/reteaching
   • Scaffolding
   • Development of metacognitive strategies
Instructional Terminology –

• Differentiated Instruction?
• Universal Design for Learning?
• Scaffolding Instruction?
• Specially Designed Instruction
# 1.
all students regardless of differences in ability
access different avenues
1. to acquiring content;
2. to processing, constructing,
3. or making sense of ideas;
4. to developing teaching materials

# 2.
provision of sufficient support to promote learning of new concepts and skills for all students
- The type and amount of support needed is dependent on the needs of the students during the time of instruction (e.g. the teacher may identify hints or cues to help the student reach an even higher level of thinking.)
- Overlaps with teaching strategies

# 3.
intentionally planned and implemented with fidelity based on identified needs of individual students with disabilities that are absolutely necessary for access, participation and progress in the general education curriculum.

# 4
- select goals, methods, assessment and materials in a way that will minimize barriers and maximize flexibility
  1. Recognition learning, provide multiple, flexible methods of presentation
  2. Strategic learning, provide multiple, flexible methods of expression and apprenticeship.
  3. Affective learning, provide multiple, flexible options for engagement
<table>
<thead>
<tr>
<th>Universal Design for Learning</th>
<th>Differentiated Instruction</th>
<th>Scaffolding</th>
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</table>
| select goals, methods, assessment and materials in a way that will minimize barriers and maximize flexibility | *all students* regardless of differences in ability access different avenues of instruction | provision of sufficient support to promote learning of new concepts and skills for all students  
Overlaps with teaching strategies |

**Specially Designed Instruction**

- intentionally planned and implemented with fidelity based on identified needs of individual students with disabilities that are absolutely necessary for access, participation and progress in the general education curriculum.
Intentional planning for SDI:

• How does the student’s disability stand in the way of participating successfully in the gen ed curriculum? What is the specific effect?

• What pre–requisite skills and/or compensatory strategies does the student need?

• What is the student’s level of independence?

• Do the student’s needs suggest supplemental and/or primary instruction?

• What accommodations/modifications might be necessary to give student access?
Specially Designed Instruction

• Individualized

• Based upon assessed needs of student documented in the Individualized Education Program (IEP)

• Combination of specific instructional supports & supplemental supports

• Intentionally planned to:
  – Compensate
  – Remediate
  – Overcome
Explicit instruction
Definition: a research-based method for how instruction is delivered:

Specially Designed Instruction - subset of explicit instruction

Specific identifiable structure:

• **I do** – model

• **We do** – guided practice with immediate feedback

• **You do** – independent practice and error correction
Explicit Instruction

• Most effective teaching methodology to promote learning of students with disabilities:

  – Behavioral expectations
  – Academic content & skills
  – Learning strategies
  – Classroom routines
Specially Designed Instruction

intentional

purposeful

prescriptive

explicitly taught
<table>
<thead>
<tr>
<th>Need</th>
<th>Accommodation</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheelchair accessibility</td>
<td>Ramps and elevators</td>
<td>How to navigate the building, get materials from place to place, use the wheelchair safely?</td>
</tr>
<tr>
<td>Use of alternate format for blindness</td>
<td>Use of a Braille reader and books on tape for all text and instructional materials</td>
<td>How to use a Braille reader for research, bookmark an auditory device, determine which format is most useful for which purpose.</td>
</tr>
<tr>
<td>Organization of written work</td>
<td>Use of graphic organizers and tape recorder</td>
<td>Efficient use prewriting strategies, how and when to use graphic organizer and recorder</td>
</tr>
</tbody>
</table>
Where would I expect to find SDI being delivered?

- Consultant teacher (CT)
  - Direct and/or indirect
- Related services
- Resource room program (RR)
- Integrated co-teaching services (ICT)
- Special class
- Adapted physical education
School-aged Continuum of Services

- Regular Class Program
  - Regular Class with Related Services
  - Consulting Teacher Program
  - Resource Room
  - Special Class
  - Special Day School
  - Home/Hospital
  - Residential

Most Restrictive

Integrating Co-teaching

LRE
Primary or Supplementary Instruction?

*Using the continuum of services summary chart:*

Look in the “purpose” column to determine whether a service is intended to provide primary or supplementary instruction.
Consider:

What do you think differs across the continuum in the implementation of SDI?

Integrated Co-Teaching:

Integrated co-teaching services means students are intentionally grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class. In this model, a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students.
Direct Consultant Teacher

Direct CT services are specially designed individual or group instruction recommended for an individual student with a disability in his or her general education class, the purpose being to adapt, as appropriate to the needs of the student, the content, methodology, or delivery of instruction to support the student to successfully participate and progress in the general curriculum during regular instruction. The focus of services provided by the CT is to an individual student with a disability. Consultant teacher services are provided simultaneously with general education content area instruction.
Resource Room

Resource room services are small group supplementary instruction that cannot otherwise be provided during the student's regular instructional time. Resource room students must also have access to instruction in all required general education content area learning standards in addition to their resource room supplemental instruction.
Special Class:

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.
Bottom line...

- SDI should be delivered at all levels of the continuum of services
- It may differ by:
  - level of intensity of support,
  - role of the Special Education Teacher
  - composition of the student grouping,
  - context in which it is delivered
Possible Questions:

What are some indicators that a lesson is purposefully designed to meet the needs of students with disabilities?
Intentional & Purposeful Planning

1. Planning for targeted skill instruction

2. Overt strategy and skill development
   - Explicit Instruction of Learning Strategies
   - Direct Instruction of Targeted Skills

3. Planning for how students will practice targeted skills

4. Lesson Closure
Direct Consultant Teacher Services:

• How did you plan with your general education colleague(s) to create this lesson?

• Are there skills and/or strategies you have identified as pre-requisite to participating in this lesson?

• What student performance data did you use to plan this lesson?

• How is this lesson created to use each student’s strengths to access the learning?

• What did you recommend that addresses individual learner needs, background etc.

• Are your recommendations based on research? If so, what?
Direct Consultant Teacher (continued)

• Are your targets based more on the class objectives or on a student’s skill deficit? How is this lesson planned to address those needs?

• When is technology used instructionally to make learning more accessible for students with disabilities?

• What accommodations will the students be utilizing to ensure successful access? How do you know the student is learning to use them independently?

• What data are you collecting to document progress and next steps?
Resource Room

- What IEP goals will you be working on during the lesson?
- What strategy/strategies have you identified that each of your students need and why?
- What is the research for this strategy in relationship to the disability of the student?
- What phase are you working in to teach and foster generalization of this strategy?
- What text level/reading level do each of your students have?
- If two or more grade levels behind in reading, what reading instruction are you providing or is being provided to this student?
- Is your delivery related to each student’s learner profile?
Special Class

• What goals are you addressing during this instruction?
• What pre–requisite skills have you identified that are missing and how do you plan to address them?
• Why are these (8) students in a self contained environment and how do you plan for those needs?
• What strategies and/or interventions are you providing that are accelerating the student with disabilities’ learning to close the gaps?
• What is your expected outcome that you are teaching to for this lesson?
• What tools are you using to help the students access this outcome?
So let’s review:

• What are the characteristics of specially designed instruction?

• How will I determine if instruction is being matched to individual student needs?

• What type of instructional feedback will I look to provide teachers of students with disabilities?
As we close…

- Final thoughts?
- Questions?
- Comments?

Thank You!!

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