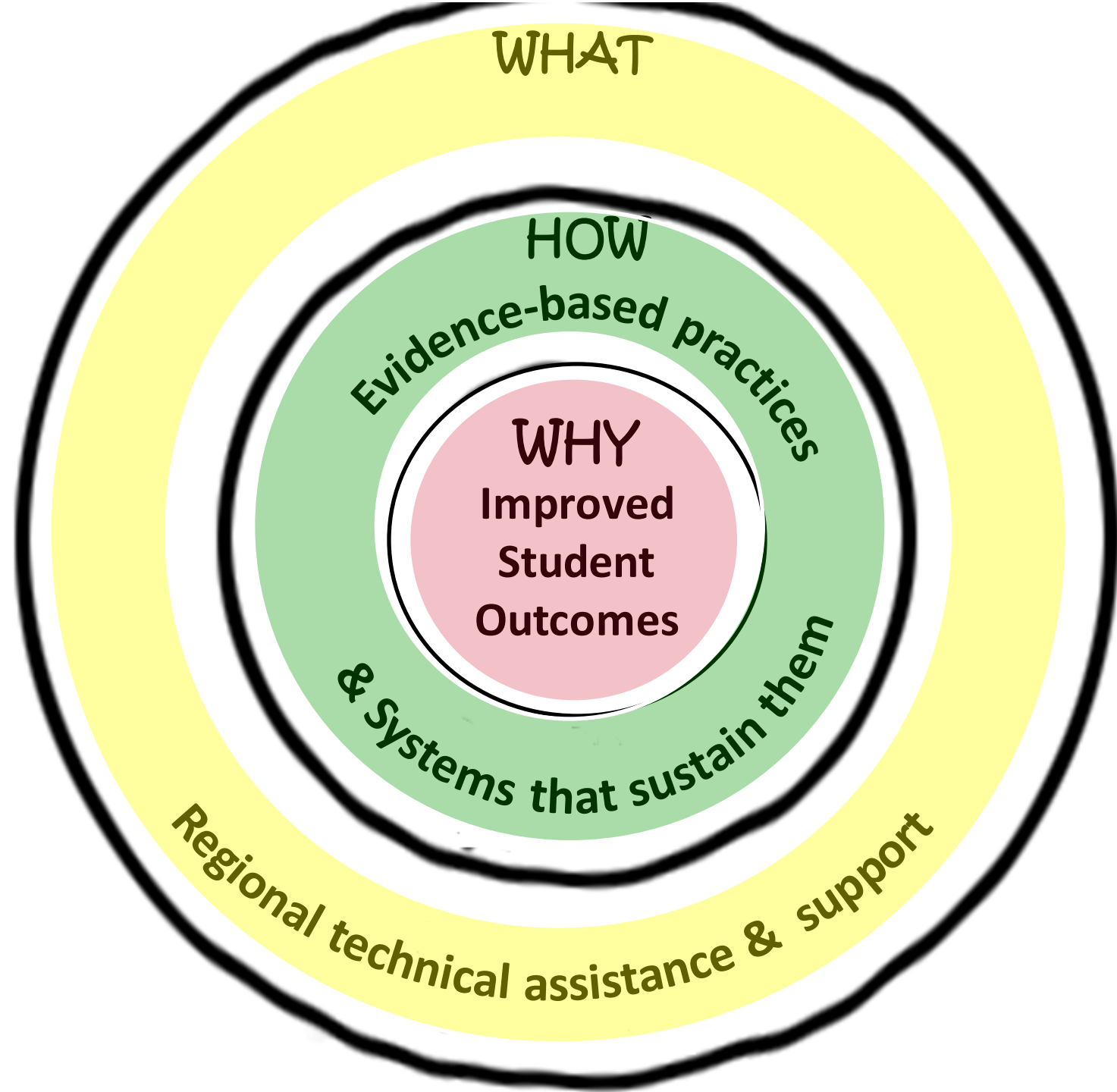


Understanding Specially Designed Instruction

Ann Narcisse and Vincent Leone, NYS Regional Special Education Technical Assistance and Support Center



WHAT

HOW

Evidence-based practices

WHY

Improved Student Outcomes

& Systems that sustain them

Regional technical assistance & support

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.



NYS Blueprint For Improved Results For Students With Disabilities

Key Principles

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.

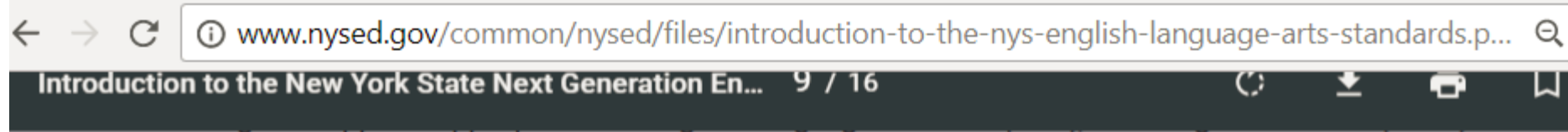
6

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.

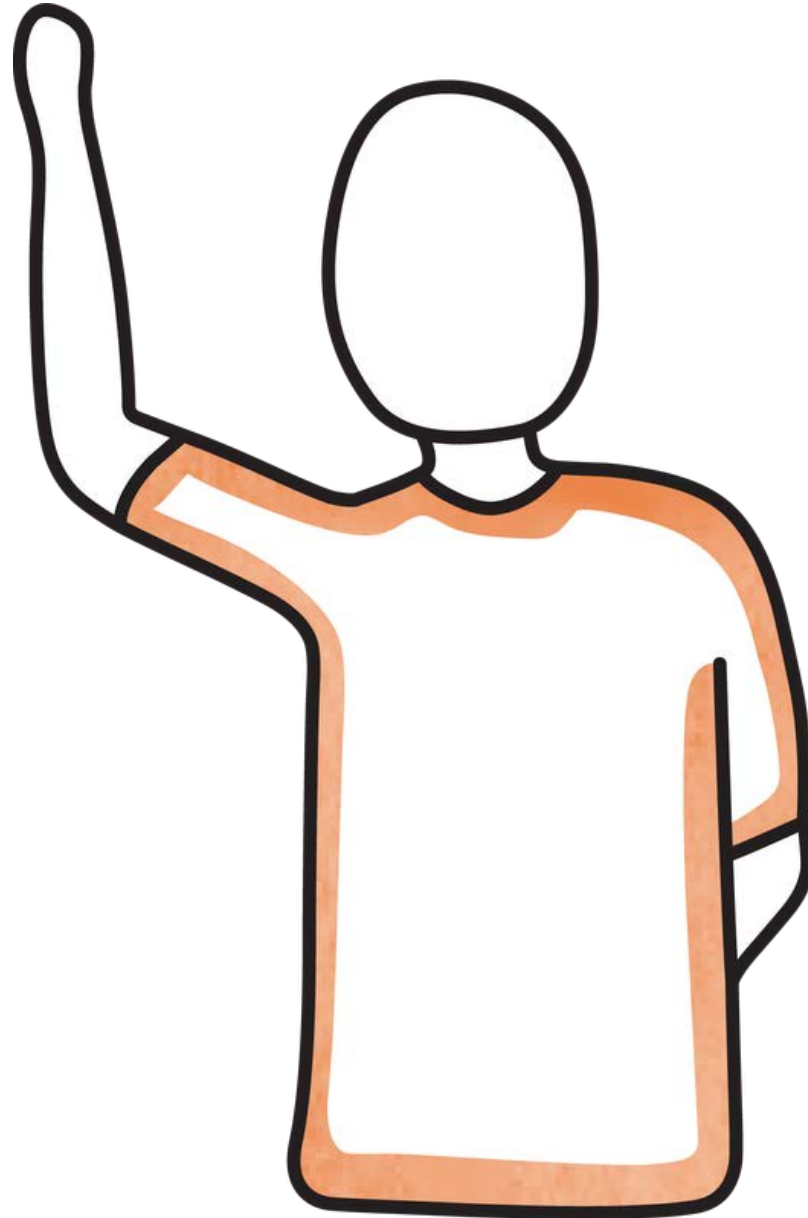
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and Students with Disabilities. As noted, however, teachers of English Language Learners (ELLs)/Multilingual Learners (MLLs) and Students with Disabilities participated in the revision of the standards, and the expectation is that Standards are for 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



EXPLICIT makes it EASY

1 2 3 4 5 6 7 8

1 2 3 4

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

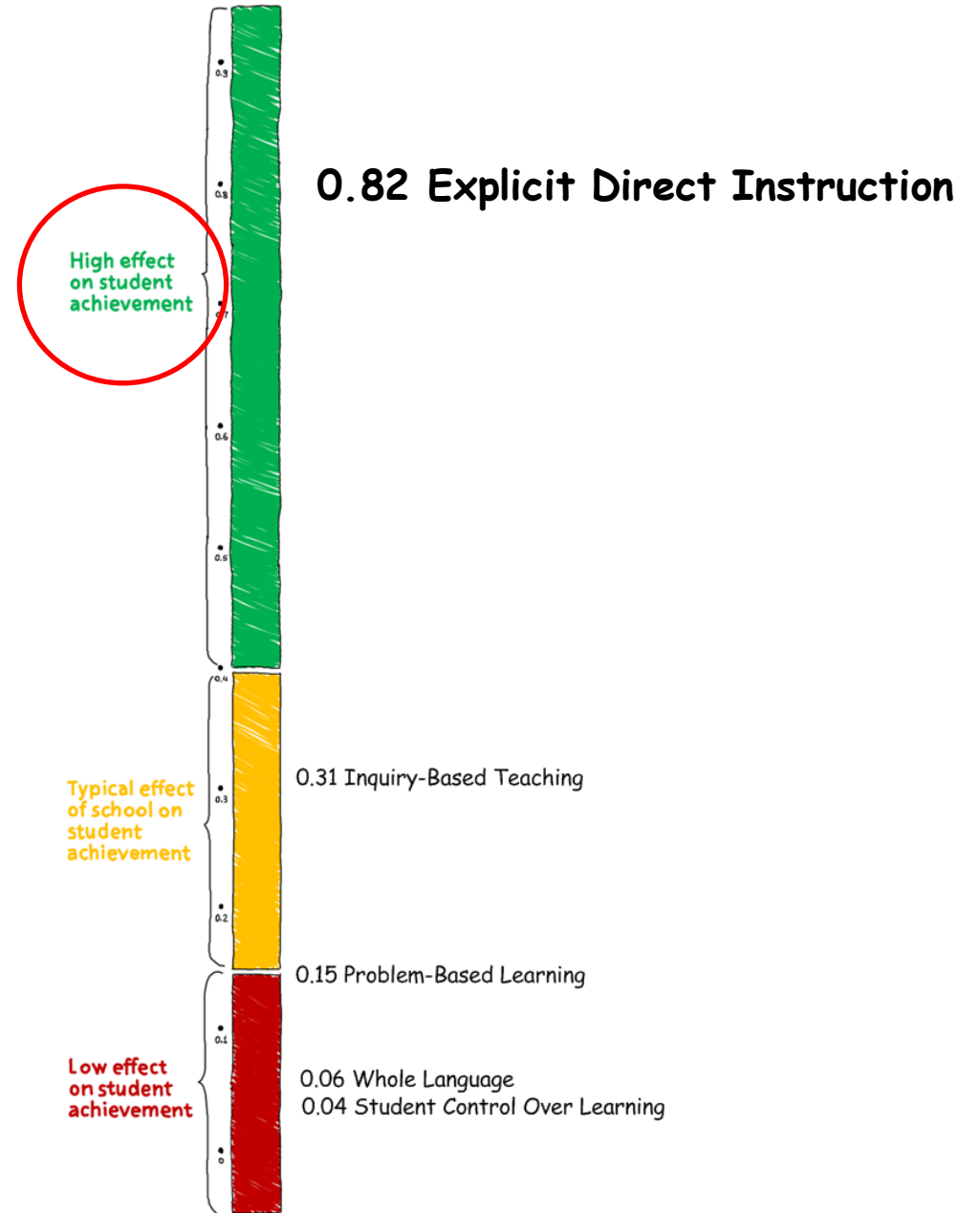
4 DELIVERY STRATEGIES

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, 4th grader



- Average listening comprehension skills for a 4th 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...

STUDENT NAME: Damien D. DATE OF BIRTH: LOCAL ID #: 123456	DISABILITY CLASSIFICATION: Learning disability
PROJECTED DATE IEP IS TO BE IMPLEMENTED: April 7, 2010	PROJECTED DATE OF ANNUAL REVIEW: April 1, 2011
CURRENT GRADE: 4 th grade	





Specially Designed Instruction
Part 200 of the Commissioners Regulations
Section 200.1 – Definitions 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

Specially Designed Instruction



Content Examples =

- Grade level curriculum
- CDOS
- Pre-requisite skills
- ADL



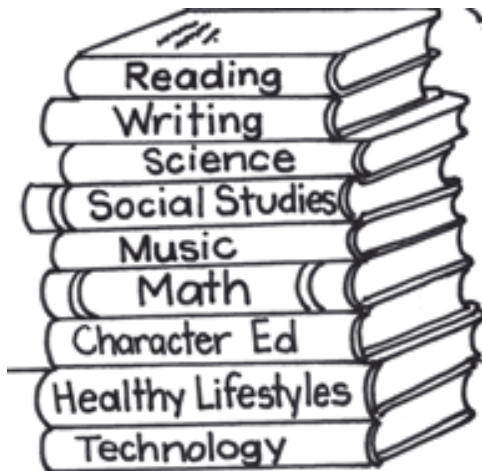
Methodology =

Instructional approaches or programs used with SWD



Delivery of Instruction =

The way in which instruction is delivered to SWD



Teacher-Centered Approach

Direct Instruction

- Formal Authority
- Expert
- Personal Model



Student-Centered Approach

Inquiry-Based Learning

- Facilitator
- Personal Model
- Delegator

Cooperative Learning

- Facilitator
- Delegator

Delivery

Explain
Lecture

Individual
Instruction
Small Group
Instruction

Model
Think Aloud
Strategic
Thinking

Physical
Demonstration

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.

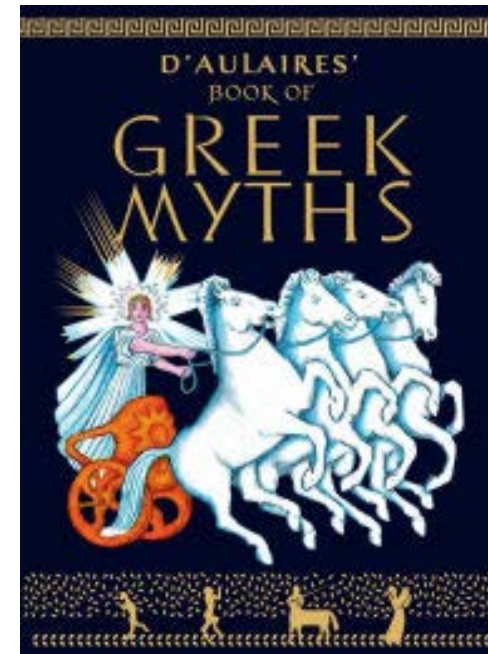
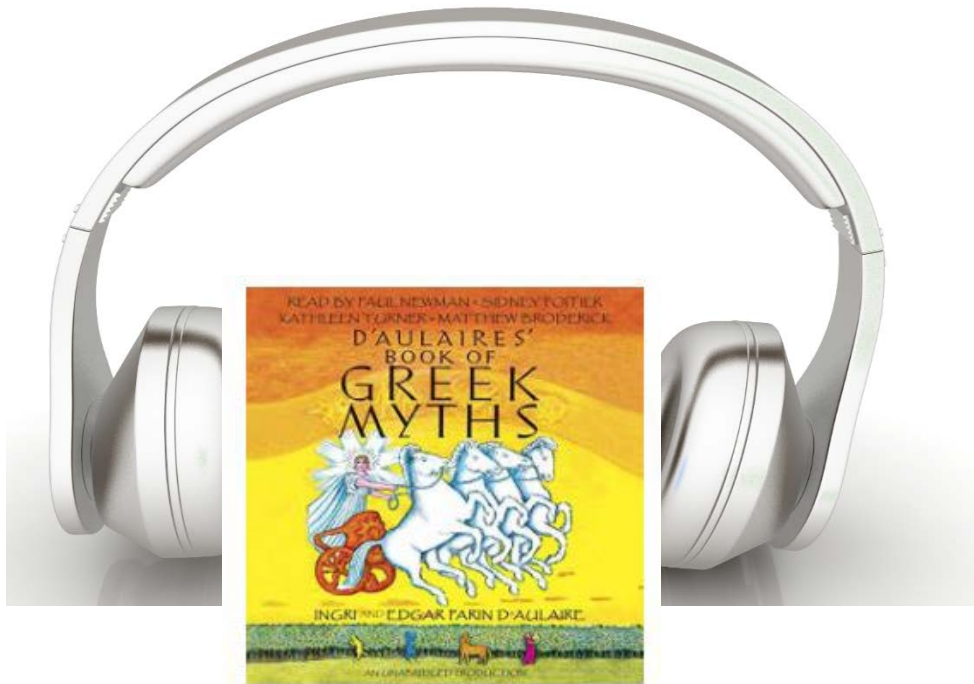


**Turn to a neighbor and explain
Specially Designed Instruction
Partner B go first**

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.



Modifications

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

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

EE.RL.5.3 Compare two characters in a familiar story.



Attribute 1		
Attribute 2		
Attribute 3		

Accommodation or Modification?

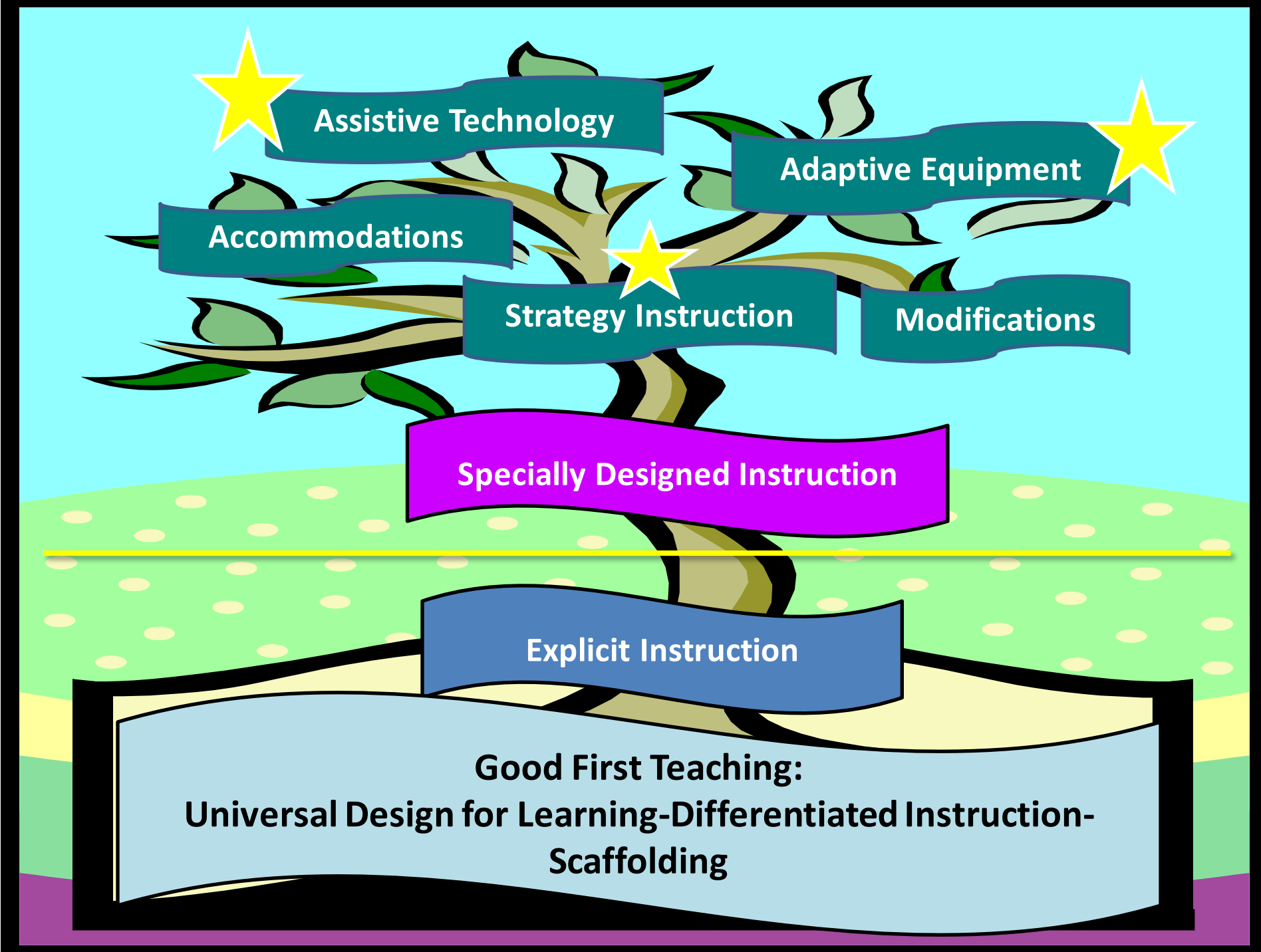
Using your white boards identify if the statement is an accommodation or modification

Preferential seating

Materials are adapted-texts are simplified

Reduce the rigor of the task

Reducing/minimizing distractions in the classroom



Assistive Technology

Adaptive Equipment

Accommodations

Strategy Instruction

Modifications

Specially Designed Instruction

Explicit Instruction

**Good First Teaching:
Universal Design for Learning-Differentiated Instruction-
Scaffolding**

Know your student...

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

Strengths	Needs	SDI to Meet the Standard



Strengths

- Listening comprehension
- Math calculations
- Attempts work
- Is able to comprehend main ideas, details and predictions at current reading level



Needs

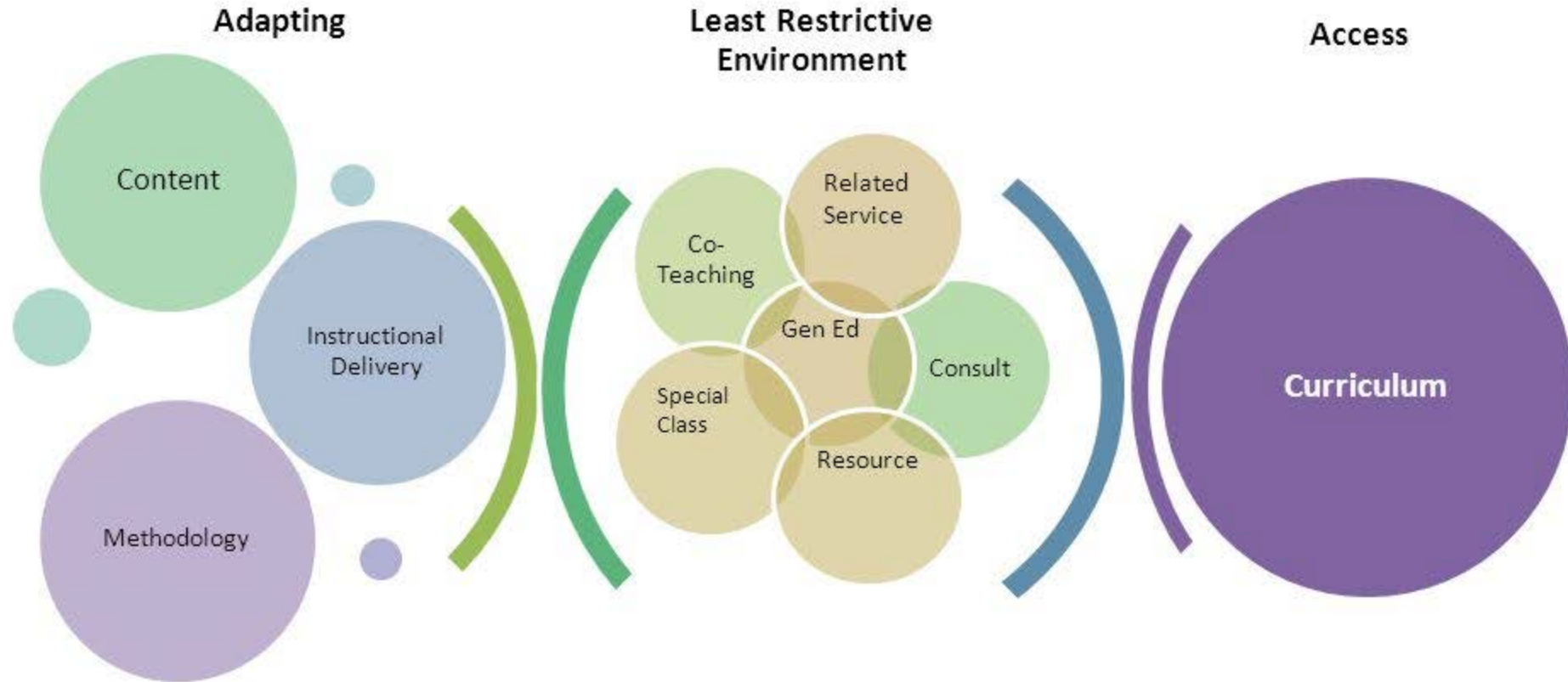
- Improve decoding
- Improve fluency

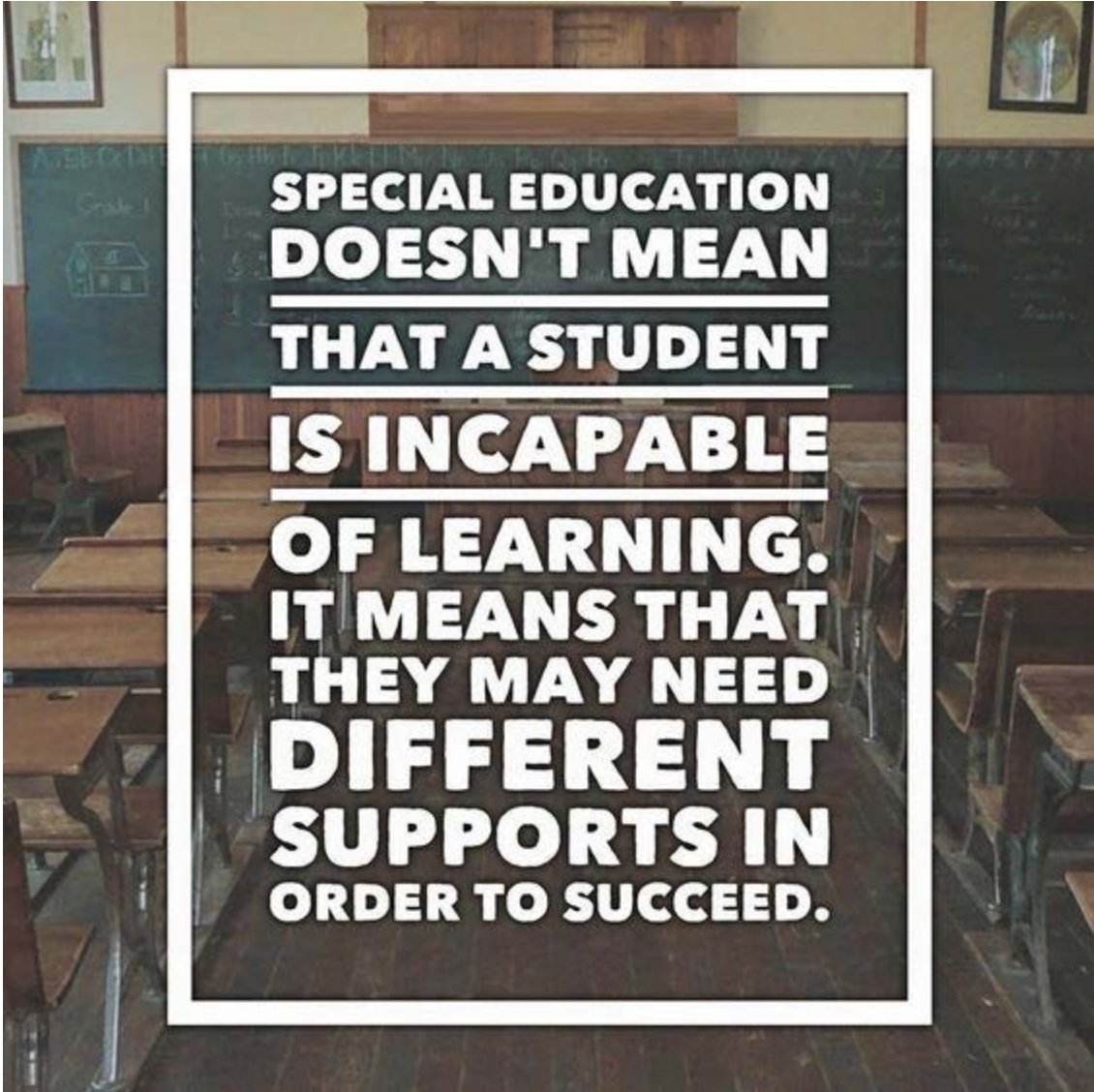


What will it take? SDI

- 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.

Specially Designed Instruction



A photograph of a classroom with rows of wooden desks and chairs. In the background, there are green chalkboards. One chalkboard on the left has some faint writing and a drawing of a house. The text is overlaid in a white-bordered box in the center of the image.

**SPECIAL EDUCATION
DOESN'T MEAN
THAT A STUDENT
IS INCAPABLE
OF LEARNING.
IT MEANS THAT
THEY MAY NEED
DIFFERENT
SUPPORTS IN
ORDER TO SUCCEED.**