SPECIALLY-DESIGNED INSTRUCTION

The purpose of this document is to help define and increase the capacity for understanding specially-designed instruction as it relates to students with disabilities in Indiana. This document serves as guidance for Individualized Education Plan (IEP) teams, administrators, educators, and practitioners as they determine the need for, plan, and implement this approach to instruction for students with disabilities who require IEP services.

What is Specially-Designed Instruction (SDI)?

SDI can be generally described as adapting content, methods, and/or instructional delivery to address the unique needs of a student (511 IAC 7-32-88). Students who receive special education services must receive SDI in order to be in compliance with the Individuals with Disabilities Education Act (IDEA) and Indiana Article 7, but more importantly, because the design and delivery of instruction is what will enable students achieve the highest outcomes.

SDI describes the individualized instruction provided to a student receiving special education services. In other words, "What does a student need that special education can provide?"

What are Supplementary Aids and Services (SAS)?

Aligned with SDI, SAS and other supports that are provided in (1) general education classes; (2) other education-related settings; and (3) extracurricular and nonacademic settings enable students with disabilities to be educated with nondisabled peers to the maximum extent appropriate in accordance with 511 Indiana Administrative Code (IAC) 7-42-10.

SPREAD THE WORD

SPECIALLY-DESIGNED INSTRUCTION

SDI IS	SDI IS NOT
In addition to core instruction (supplemental)	In place of core instruction (supplant)
A service or support	Least Restrictive Environment (LRE) placement
What an educator/staff/school personnel does	What a student does
Teaching specific skills identified as learning barriers	A restatement of the academic content standards being taught
Important features of a program and/or unique instruction	Naming a specific program that replaces a special education service
Specific to the student (individualized)	Driven by programs or schedules
Maintaining high expectations and supporting students in the general education setting	Lowering expectations and/or removing students from the general education setting
Promoting independence	Promoting dependence
Presumed competence	Presumed incompetence

Many SAS are supported through SDI. For example, in order for a student to access and use a supplementary aid independently, the student will need explicit instruction (SDI) in the use of the specific strategy or device. The intent is to provide levels of support until the student can access a supplementary aid independently (KDOE, 2017).

SDI Instructional Practices the Teacher Uses

- Guided practice of listening strategies
- Scaffold instruction, visual, written, verbal, physical, picture prompts, and cues
- Modeling
- Instruction of calming strategies
- Grapho-phonic strategies (visual/auditory) including letter and sound knowledge, phonemic awareness, and decoding
- Explicit instruction on how to use a graphic organizer
- Direct instruction and support for specialized software and equipment
- Explicit instruction of the writing process, including pre-reading activities, writing, revising, editing, and publishing
- Multi-sensory teaching strategies
- Direct instruction in computation and reasoning strategies

SAS Aids or Services the Student Uses

- Visual Prompts
- Visual, written, verbal, physical, picture prompts, and cues
- Self-monitoring checklists
- Calming strategies
- Graphic organizers
- Prompting and cueing
- Recorded materials
- Extended time
- Study guides
- Magnifier
- Copy of notes written on the board
- Editing checklists
- Cue cards with problem-solving strategies, definitions, examples, models, process
- Modified tests/assignments
- Graph paper
- Calculator
- Assistive technology

SPREAD THE WORD
INSTRUCTIONAL STRATEGIES

The following strategies should be tailored to the individual needs of the student. SDI strategies provided are not an exhaustive or limited list.

Academic

Phonemic awareness strategies, multi-sensory teaching strategies, modeling, instruction in the use of organizers, small group instruction, direct instruction, guided practice, word problem strategies

Communication

Auditory discrimination training, environmental prompts, social scripts, mirror training, guided responding, video self-modeling, system of least prompts, direct instruction, verbal/guided repetition, computer assisted instruction

Physical (OT/PT)

Hand over hand guidance, modeling, one-on-one instruction, instruction in the use of equipment or assistive technology, direct instruction, and support

Behavior

Explicit social instructional skill instruction, relaxation strategies, de-escalation strategies, direct teaching of replacement behaviors

Vocational

Task analysis, differential reinforcement, direct instruction, verbal prompts/cues, graduated guidance, self-monitoring, corrective feedback/reteaching

Is it necessary for the special education teacher to provide SDI for the special education student, or can it be provided by the general education teacher?

SDI is a shared responsibility under IDEA.

- A special education teacher has expertise in the area of SDI.
- A general education teacher has expertise in the curriculum.
- A special education teacher and a general education teacher work collaboratively to plan, design, and implement SDI for students.

Can SDI be provided by a paraprofessional? What are paraprofessionals able to do involving SDI?

Paraprofessionals serve an important "supportive" role in providing SDI. A paraprofessional acts under the direct guidance and supervision of a special education teacher or credentialed related service personnel.

The following conditions must be in place:
- The general and/or special education teacher designs and delivers core instruction and SDI for the student.
- Adequate training is provided to the paraprofessional to support SDI (e.g., reinforcement/review of skills or concepts, data collection).
- On-going communication occurs between the paraprofessional and the special education teacher or related service personnel.

For example, paraprofessionals may provide the following:
- Facilitate the use of assistive technology.
- Lead a review of the concepts
- Monitor student academic progress and/or behavior.

A paraprofessional may not:
- Replace the special education teacher.
- Plan, deliver, or lead initial instruction.

What does SDI look like for a student receiving consultation services?

A special education teacher and a general education teacher work collaboratively to plan, design, and implement specially designed instruction for students whom they share responsibility. Consultation services may include collaboration on:

- The academic or behavioral needs of a student;
- Specific instructional strategies or supports;
- Modes of learning/communication; and
- Accommodations and assistive technology.

Where and when is SDI delivered?

- In any setting or time, school-related activities occur
- To the maximum extent appropriate, with peers in the general education setting

How is SDI delivered?

- Intentionally, directly, and highly structured
- Through customized changes to the content, methods and/or instructional delivery based on the student's needs

- **CAST** – Center for Applied Special Technology. http://www.cast.org/

- **Council for Exceptional Children**. (2014, November/ December). Evidence-Based Special Education in the Context of Scarce Evidence-Based Practices: The Council for Exceptional Children's Interdivisional Research Group. Teaching Exceptional Children, 47, pp. 81-84.

- **Indiana Department of Education** - https://www.in.gov/doe/students/special-education/

- **Indiana IEP Resource Center** - The IEPRC offers support for educators throughout Indiana to improve the IEP process in schools. https://www.indianaieprc.org/index.php

- **Kentucky Department of Education**. (2014, February) IEP Lesson Plan and Development Handbook. Retrieved October 2017.

- **National Implementation Resource Network** (NIRN) - http://nirn.fpg.unc.edu/

- **NCAC** (n.d.). Differentiated Instruction and Implications for UDL Implementation: Effective classroom practices report. Retrieved October 2017, from www.cast.org/udlcourse/DifferInstruct.doc

- **PACER Center** (2015). School Accommodation and Modification Ideas for Students who Receive Special Education Services. Retrieved October, from http://www.pacer.org/parent/php/PHP-c49a.pdf.

- **PATINS Project**- Promoting Achievement through Technology and Instruction for all Students. http://www.patinsproject.com/

- **SWIFT Center** - SWIFT is a national K-8 technical assistance center that builds school capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion. http://www.swiftschools.org/

- **Article 7** - Title 511, Article 7. Indiana State Board of Education; 511 IAC 7

- **ESSA** (2015). Every Student Succeeds Act of 2015, Pub. L. No.114-85.

- **Individuals with Disabilities Education Act** - Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., (2004). https://sites.ed.gov/idea/

- **Kansas MTSS** (2017, July). Kansas State Department of Education Kansas Multi-Tier System of Supports Integrated Framework Fact Sheet 2017. Retrieved October, 2017, from https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1127/_2nd_MTSS_fact_sheet_with_resource_info.pdf.

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- **North Carolina Department of Public Instruction Exceptional Children Division**. (2016, April) Considerations for Specially Designed Instruction. Retrieved May 25, 2017, from http://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/events/SDI%20Considerations%20April%202016.pdf