

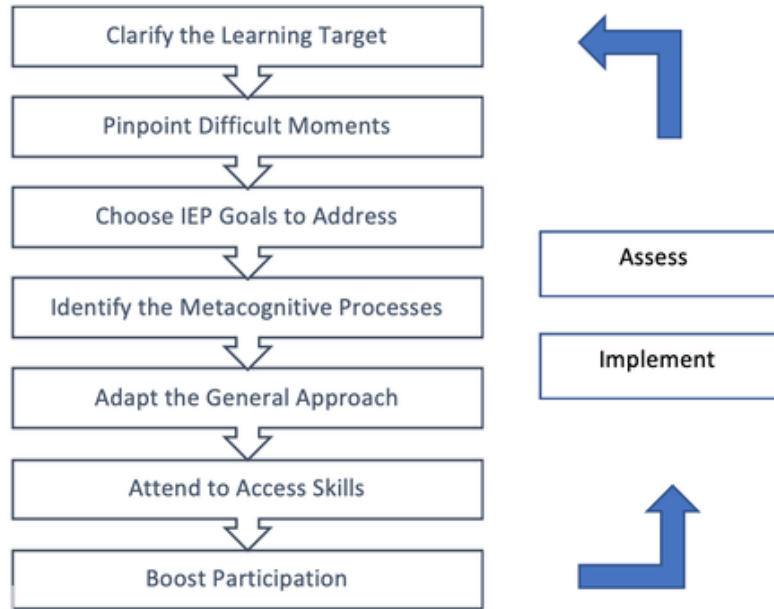
Specially Designed Instruction:  
Increasing Success for Students with Disabilities  
- Anne Benninghof (2022)

- The What and Why of SDI
  - “Included in the federal definition of Special Education (34 CFR 300.30(b)(3)), specially designed instruction (SDI) is described as adapting, as appropriate to the needs of an eligible child under Part B of the IDEA, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and 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.” (page 12)
  - The 3 Whats
    - To adapt *content* (alternate text, order of content, eliminate less important content to focus on key concepts)
    - To adapt *methodology* (intensive phonemic awareness instruction, multi-sensory methods for comprehension of new vocabulary, alternate math strategies, guided study skills)
    - To adapt *delivery of instruction* (small group instruction, decreased pacing, computer based programs)
  - The 3 Whys
    - To address unique needs (IEP Goal Based) that result from the child’s disability
    - To ensure access to the general curriculum (This cannot happen in a pull-out model)
    - So that the child can meet the educational standards that apply to all children
  - Accommodations are not SDI, they are useful tools
    - SDI may encompass accommodations as part of the instructional process
  - Guiding Questions for SDI
    - Is it special?
    - Does it address unique needs?
    - Is it related to an IEP goal and are we collecting data for progress monitoring?
    - Is it instruction, rather than a tool or accommodation?
    - Is it intentional?
    - Is it generalizable?
    - Is it building independence?

○ SDI in Context (Pages 18-19)

	UDL	DI	MTSS	SDI
Type	Conceptual Framework	Conceptual Framework	Conceptual Framework	Special Ed. Service
Legal Authority	Best Practice	Best Practice	Required by Federal Law for State Funding	Legally Required by Federal Law
Process	Offering multiple means of engagement, representation and expression for all students	Addressing varied readiness levels, student interests, and learning processes through content, process, product and environment	Providing increasingly intensive levels of intervention for students experiencing an academic, behavioral or social/emotional gap	Adapting content, methodology, or delivery of instruction to meet unique needs of a child with a disability
Trigger	Proactive to needs of the group and barriers to the lesson /environment	Proactive and reactive to individual needs based on formative assessments	Proactive and reactive to individual needs based on formative assessments	Initially reactive to individual needs as determined by evaluations and informal assessments to determine eligibility for special education. Then proactive in ongoing instructional planning
Eligibility	All students	All students	All students	Only students with an IEP
Integration	UDL classrooms incorporate DI and MTSS and may include SDI for students with IEPs	DI classrooms incorporate MTSS, may include UDL principles and may include SDI for students with IEPs	MTSS typically incorporates DI and may take place in a UDL classroom. Students with IEPs may access MTSS	SDI goes beyond UDL, DI, and MTSS. SDI might occur in a classroom that is not incorporating UDL, DI, or MTSS

- Additional Benefits of SDI
  - Support for unidentified students
  - Professional growth
  - Student engagement
  - High expectations for all
  - Positive behavior support
  - Acceptance of diversity
  
- Teaming for Student Success
  - Team members may include the student, parent, special education teacher, general education teacher, paraeducator, ENL teacher, related service provider, interventionist, instructional coach, and school administrator.
  
  - Effective Teaming
    - Successful teams have a set of group norms.
    - All members speak in the same proportion.
    - Team success is dependent on social sensitivity (how are other group members feeling).
    - Team members engage in courageous conversations.
    - Stages of a Team
      1. Team members must feel safe to participate and take risks. “Teamclusion” is the act of valuing all members’ participation in the work of the group.
      2. Team members establish clarity of purpose. SDI and the roles each group member has are defined.
      3. Team members develop a sense of trust and belonging. Build in mechanisms to check in with each other.
      4. Teams reach peak performance. Members take risks, create backup plans proactively, and celebrate the progress they have seen.
  
- Planning for SDI (Page 52)



- Characteristics of Effective Learning Targets
  - Written for one specific lesson
  - Written in student friendly language
  - Focused on learning, not the delivery method
  
- Verb choice matter when writing an effective learning target
  - Flexible verbs (ie: produce, show, compute, share, communicate) are more desirable than constrictive verbs (ie: write, draw, add, state) because it leaves the target behavior accessible for all students.
  
- A series of guiding questions can elicit discussion to pinpoint challenges students might encounter with a lesson
  - What has been challenging in the past when this lesson was taught?
  - What might be the root cause of any difficulties?
  - Are there foundational vocabulary words that are necessary?
  - What are the prerequisites that some students may be missing?
  - Is there a lesson component where students might get bogged down?
  - Are their accessibility concerns for students?
  - Are there lesson components that require skills such as fine motor, visual processing, or sustained attention?
  - Is there anything that might be confusing?
  - What does our student data tell us might be challenging?

- Are there moments when some students will need intensive adult intervention?
  - Is there any other data we should look at before proceeding with our planning?
  - What other questions does this raise?
- Choose IEP goals to address during the lesson
  - Daily Mantra: What goals am I working on? What am I doing that is special?"
  - Use a Planning Matrix (Pages 65-67)
  - Use a Goals at a Glance Template (Page 69)
- Identify the metacognitive process that a successful learner might use. Guiding questions for this process are:
  - How does a successful learner think about this?
  - Is there a strategy that I use, other than the one typically taught?
  - What goes on in my head as I consider this?
  - Why does this approach make sense or not make sense?
  - What are the inherent distinctions, relationships, organizational systems or perspectives?
  - How might I make this process tangible?
  - Is this similar to a previous task?
  - What prior knowledge will help with this?
  - How does this relate to student life?
  - What personal connections can be made?
  - Are there any metaphors that would amplify their understanding?
  - Is there a more rigorous way to think about it? A simpler way?
- Adapt the general approach. The goal is to create a change that addresses the unique needs, yet still integrates the original standard that applies to all students.
  - Use research based practices
  - Use High Leverage Practices (9 out of 22 are directly related to SDI) (Pages 87-88)
  - When adapting for students on alternate standards, look at the lesson for ALL that it offers, not just its traditionally intended purpose.
- Attend to access and executive functioning skills

- Access skills refer to those skills we need to access the curriculum, but which are not explicitly represented by the academic standards. (communication, gross/fine motor, inter/intrapersonal, self-advocacy, problem solving, reading fluency, executive functioning skills)
    - Executive functioning skills include planning, organizing, time management, working memory, metacognition, response inhibition, self-regulation, sustained attention, task initiation, flexibility, and goal directed persistence.
  - Boost Participation (Engagement)
    - On task behavior can be confused with engagement. On task behavior indicates only that a student is attentive to a task. It says nothing of the student's willingness to persist with the task when he or she experiences difficulty.
    - Classroom discussion must take place with specific protocols and wait time must always be provided so students have ample opportunity to think about their responses.
    - Small group instruction lends itself to SDI more than large group instruction because the teacher can level instruction based on IEP goals, connect with individual students, promote equitable discussion, provide corrective feedback, and track progress.
  - Implement and Assess
    - It is critical to have a clear instructional plan, provide training or direction as needed, and monitor student progress.
    - Coplanning and codelivery will ensure that everyone is instructing consistently and with fidelity.
    - A team approach to data collection adds authenticity to the information, creating a more robust picture.
    - Data analysis if necessary for progress monitoring, but also may answer questions regarding the student's ability to generalize the skill across different environments and conditions, whether or not the plan was implemented with fidelity, and the antecedents or consequences of a student's behavior.
    - Data collection and analysis feeds back into the planning steps as we begin to think about future lessons.
  - Education leaders must have a clear vision as it relates to SDI that is communicated to the community.

- Leaders should consider co-planning time, resource curation, and policies and procedures.
- A district-wide Professional Learning Community dedicated to SDI provides sustained structure.
- When some training may be mandatory, it is important to give adults some choice about the vehicle for the information whenever possible.
- Coaching and resource expansion is important for professional growth as well.
- Leaders should evaluate “where staff are and where they are going” with SDI to measure effectiveness.