

Specially Designed Instruction:

A Resource for Teachers

A collaborative project of the Texas
Education Agency and the Statewide
Access to the General Curriculum Network



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Acknowledgments

Texas Education Agency, Education Service Center, Region 20, and the Statewide Access to the General Curriculum Network would like to thank representatives from across the state for providing feedback that assisted in the development of this document. The comments and suggestions received were invaluable and greatly appreciated.

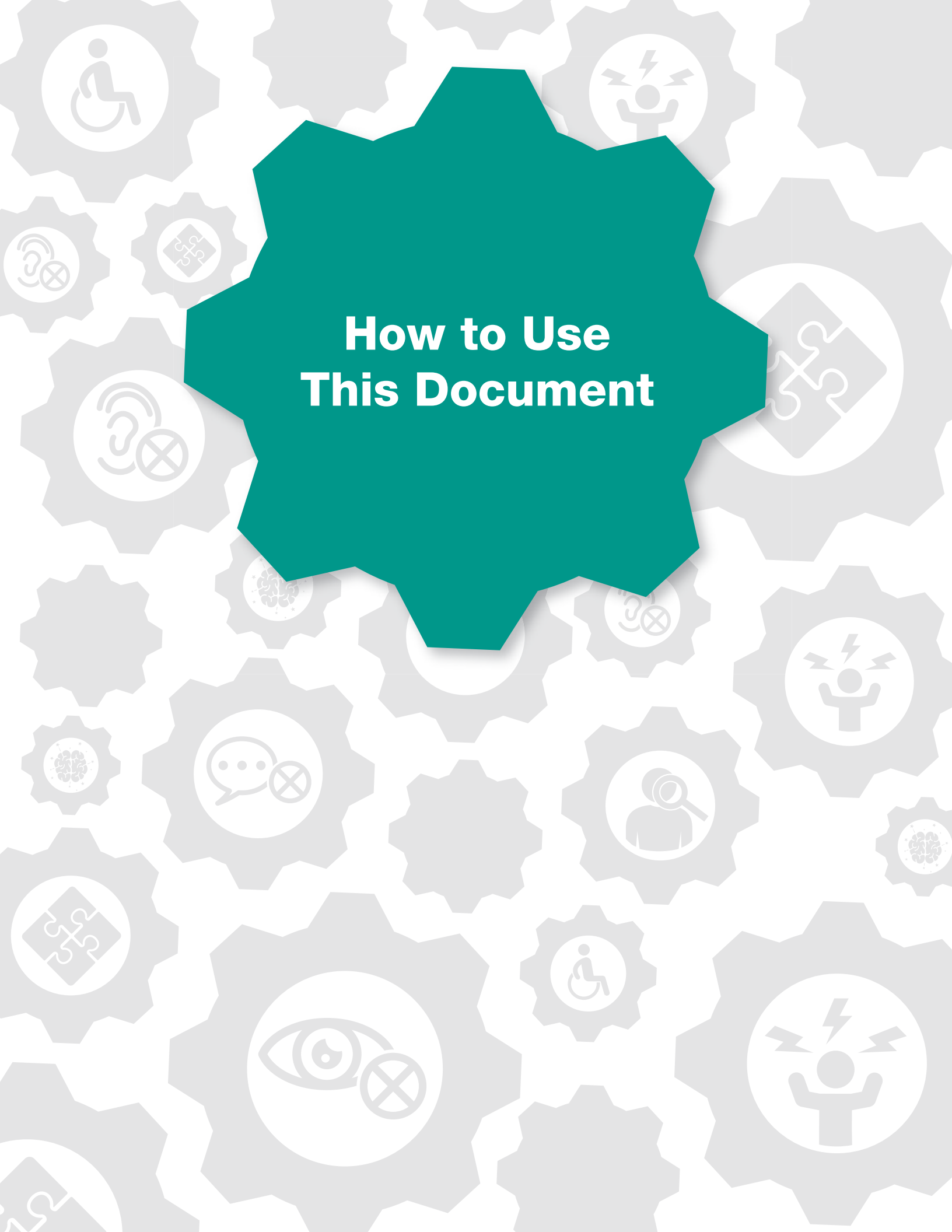
Kimberly Baumgardner	AGC Specialist	ESC-20
Vickie Berrier	AGC Specialist	ESC-17
Tara Bishop	General Education Teachers	San Angelo ISD
Teresa Chavez	AGC Specialist	ESC-15
Jenice Dames	PLRE Statewide Lead	ESC-20
Amy Doolan	AGC Specialist	ESC-4
Martha Hale	PLRE Specialist	ESC-5
Sonja Hollan	PLRE Specialist	ESC-4
Erin Kelts	Project Manager, AGC Statewide Lead	ESC- 20
Lisa Kirby	AGC Specialist	ESC-20
Cherie Nettles	Principal	Lubbock- Cooper ISD
Kirsten Omelan	Education Specialist	ESC-4
Hans Palmer	Special Education Director	Military Cooperative
Stephanie Smith	Special Education Director	Copperas Cove ISD
Jessica Torres	General Education Teacher	Waco ISD
Dawn White	Coordinator	ESC-20

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**How to Use
This Document**



How to Use this Document

The intent of this document is to provide information to teachers who are assigned students receiving special education services and participate in the implementation of an individualized education program (IEP).

This resource includes a number of tools, which help teachers consider the specially designed instruction (SDI) a student may need to access and progress in the general curriculum. Teachers should gather information regarding specially designed instruction from all portions of the IEP. This resource includes information on modifications and accommodations and helps stakeholders discern between instructional accommodations and modifications that can be used on state assessments.



**Legal
References**

Legal References and Guidance

The essence of special education is the specially designed instruction a student receives as determined by the admission, review, and dismissal or ARD committee. Recognizing that many classrooms across our state are responding to educational needs of students with innovative practices and increasingly flexible methods of teaching does not preclude the need for special education and related services for a child with a disability (Letter to Chambers, Musgrove, M.). The legal references and additional guidance below shows the intent of special education services as supplemental to the general education program of the student.

The following references include the Code of Federal Regulations (CFR), a letter from the director of the Office of Special Education Programs (OSEP) responding to a special education advocate outlining guidance on how to apply the definitions of “specially-designed instruction” and “related services,” and the Student Attendance Accounting Handbook (SAAH). The letter also includes information from The Individuals with Disabilities Education Act of 2004 (IDEA) on determining eligibility for special education and related services under IDEA. Additionally, the letter states that once the child has been determined eligible for special education and related services under the IDEA, the local educational agency (LEA) is required to develop an IEP for the child.

34 CFR § 300.39 is the Federal Regulation that defines Special Education and outlines its requirements.

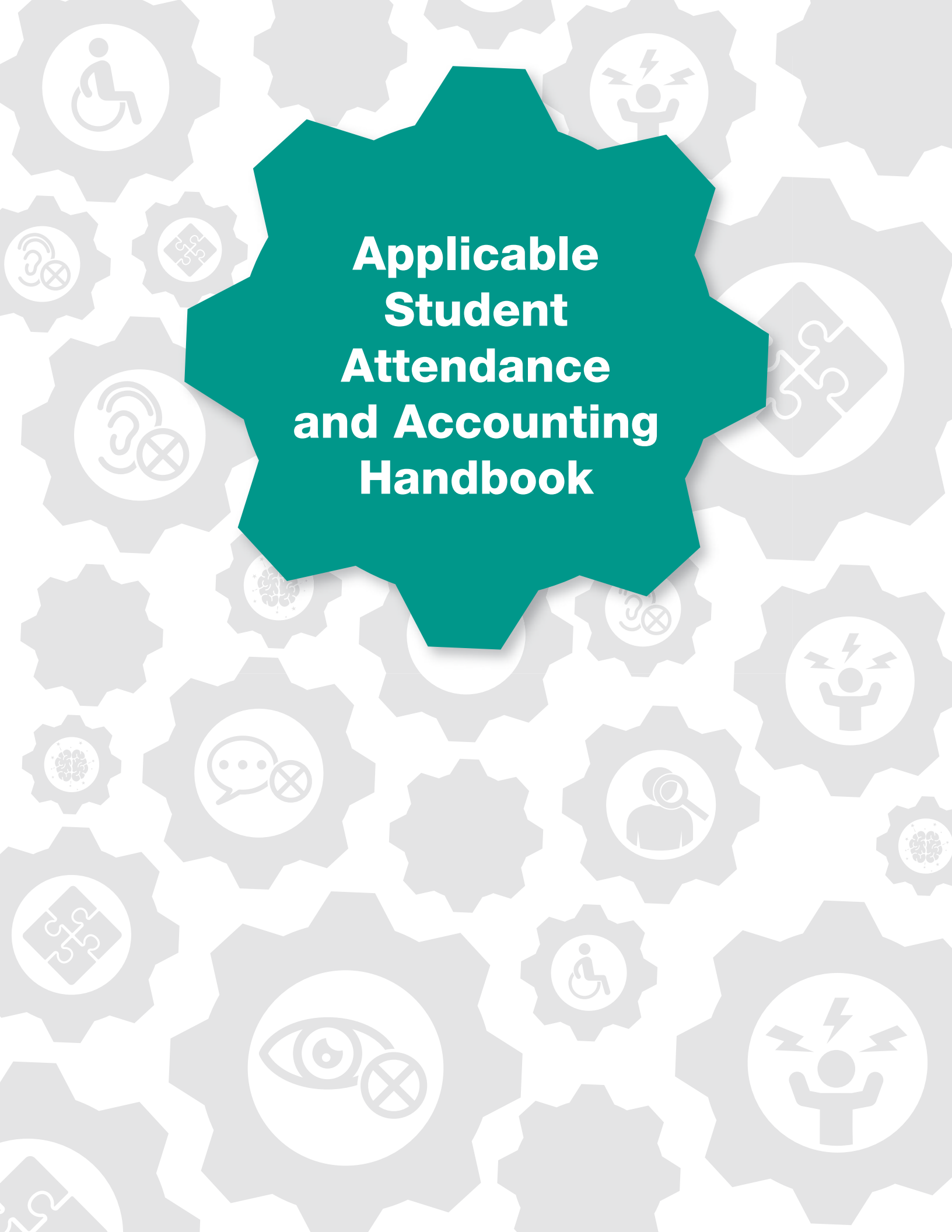
34 CFR § 300.39 Special Education

- (a) General.
- (1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—
 - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
 - (ii) Instruction in physical education.
 - (2) Special education includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section—
 - (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
 - (ii) Travel training; and
 - (iii) Vocational education.
- (b) Individual special education terms defined. The terms in this definition are defined as follows:
- (1) At no cost means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
 - (2) Physical education means—

- (i) The development of—
 - (A) Physical and motor fitness;
 - (B) Fundamental motor skills and patterns; and
 - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
 - (ii) Includes special physical education, adapted physical education, movement education, and motor development.
- (3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
- (i) To address the unique needs of the child that result from the child’s disability; and
 - (ii) 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.
- (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—
- (i) Develop an awareness of the environment in which they live; and
 - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

(Authority: 20 U.S.C. 1401(29))

When students are included in general education settings, they receive instruction from general educators for larger portions of their school day. Students included in these settings who receive special education services are therefore afforded both enrichment and remedial instruction that may be similar to the specially designed instruction outlined in their IEPs. However, inclusion in such programs is their right as a general education student and does not usurp the provision of the services outlined in their IEP. In order to generate appropriate funding for a student who is receiving special education services, the handbook outlines the procedures to ensure the accounting and reporting is done accurately.

The background is white and filled with a repeating pattern of light gray gears. Each gear contains a white icon. The icons include: a person in a wheelchair, a hand with a lightning bolt and arrows (representing anger or stress), a pair of ears with a slash (representing hearing impairment), puzzle pieces, a brain, a speech bubble with a slash (representing communication barriers), a magnifying glass over a person, and a person with a lightning bolt over their head (representing mental health or emotional stress).

Applicable Student Attendance and Accounting Handbook

Student Attendance Accounting Handbook

State law requires every Texas school district to adopt an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The Student Attendance Accounting Handbook contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The Texas Education Agency (TEA) collects student attendance data primarily to ensure that Foundation School Program (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH:

- Describes the FSP eligibility requirements for all students,
- Prescribes the minimum standards for all attendance accounting systems,
- Lists the documentation requirements for attendance audit purposes, and
- Details the responsibilities of all district personnel involved in student attendance accounting.

Below is an excerpt from the SAAH for the instructional arrangement/setting codes for students who are receiving special education services. The descriptions with each code will assist with understanding the instructional setting of students receiving special education services in a general education setting and how their specially designed instruction needs may be met.

(2015-2016, p. 110)

Requirements Related to Teachers Providing Instruction in Mainstream Settings:

A student with a disability receives specially designed instruction. The specially designed instruction documented in the IEP is provided by special education personnel. One teacher, even if dually certified, may not serve in both a general education and a special education role simultaneously when serving students in grades K–12. Students with disabilities who are aged 3 or 4 years may have an instructional arrangement/setting code of 40, mainstream, if special education services are provided in classroom settings with nondisabled peers. The only context in which a dually certified teacher may serve in both a general education and a special education role is in an early childhood program for students aged 3 or 4 years.

(2015-2016, page 109)

4.7.10 Code 40 – Special Education Mainstream

This instructional setting code is used for a student who is provided special education and related services in the general education classroom in accordance with the student’s IEP. The term “special education” means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.¹³¹ “Specially designed instruction” means content, methodology, or delivery of instruction that has been adapted, as appropriate to the needs of an eligible child, to:

- address the unique needs that result from the child’s disability and
- ensure access of the child to the general curriculum.¹³²

Examples of special education and related services¹³³ provided to a student in the mainstream instructional setting include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications or accommodations, special materials or equipment, consultation with the student and his or her general classroom teacher(s), staff development, and reduction of ratio of students to instructional staff members.¹³⁴

For mainstream coding examples, see 4.18.4 Code 40 - Mainstream Examples.

4.7.10.1 Requirements For a student to be coded with an instructional setting code of 40 (special education mainstream), the student must have:

- Special education and related services¹³³ provided in a general education classroom on a regularly scheduled basis;
- An IEP specifying the special education and related services that enable the student to access the general curriculum and to make progress toward individual goals and objectives; and
- Qualified special education personnel involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services:
 - To the student in the general education classroom and/or
 - In collaboration with the student’s general education classroom teacher(s).

Monitoring student progress in and of itself does **not** constitute a special education service. If certified special education personnel are **only monitoring** student progress, **mainstream special education funding must not be generated.**

¹³¹ 34 CFR § 300.39(a)(1)

¹³² 34 CFR § 300.39(b)(3)(i) and (ii)

¹³³ For information on related services specifically, see the TEA State Guidance: Related Services page at <http://tea.texas.gov/index2.aspx?id=2147496874>

¹³⁴ 19 TAC §89.63(c)(1)

(2015-2016, page 140-191)

4.17 Teacher Requirements

Any core academic subject area teacher who is the teacher of record and provides direct instruction to students in any of the core academic subject areas defined by the No Child Left Behind Act (NCLB) must meet the NCLB highly qualified teacher requirements.

A special education teacher who delivers direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements 150 for the grade level that he or she is teaching in addition to meeting the same standard for subject matter competency for highly qualified teacher requirements. These requirements apply whether a special education teacher provides direct core academic instruction in a regular classroom, in a resource room, or in another nontraditional setting (for example, homebound or hospital setting).

If a student with disabilities receives instruction in the core academic subject area from an NCLB highly qualified general education teacher and the special education teacher provides direct assistance (tutoring, reinforcement of content, etc.), the special education teacher does not have to meet the highly qualified criteria. However, if the special education teacher is responsible for or shares responsibility for providing direct instruction in a core academic subject area, the design and delivery of instruction, and evaluation of student performance, then the special education teacher must meet the highly qualified criteria.

For teacher requirements specific to the homebound instructional setting, see 4.7.2.1 Homebound Notes. For more information, see the TEA Highly Qualified Teachers web page at [http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/Highly Qualified Teachers/Highly Qualified Teachers/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/NCLB%20and%20ESEA/Highly%20Qualified%20Teachers/Highly%20Qualified%20Teachers/) and the TEA Requirements for Highly Qualified Paraprofessionals web page at [http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/Highly Qualified Teachers/Require ments for Highly Qualified Paraprofessionals/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/NCLB%20and%20ESEA/Highly%20Qualified%20Teachers/Require%20ments%20for%20Highly%20Qualified%20Paraprofessionals/).

¹⁵⁰ For the certification required for particular assignments, see 19 TAC Chapter 231, available at [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=231&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=231&rl=Y)

How to Apply Definitions of “Specially Designed Instruction” and “Related Services”.

OSEP Letter to Chambers, May 9, 2012

This letter from Melody Musgrove, Ed.D., Director of the Office of Special Education

In her letter, Melody Musgrove, Ed.D., Director of the Office of Special Education, outlines two distinct reasons that specially designed instruction is not tantamount to the general education program, inclusive of federal and state initiatives, received by all students:

- 1) The fact that some services provided to students eligible for special education and related services are considered “best teaching practices” or “part of the district’s regular education program” does not preclude those services from meeting the definition of “special education” or “related services” and being included in the child’s IEP; and
- 2) Many learners’ needs can be met using those methods, they do not supplant the need of a child with a disability for unique, individualized instruction that responds to his or her disability and enables the child to meet the education standards within the jurisdiction.

This is informal guidance and is not legally binding, but represents an interpretation by the U.S. Department of Education of the IDEA in the context of the specific facts cited in the entirety of the letter.





**High Yield
Instructional
Strategies
vs. Specially
Designed
Instruction**



High Yield Instructional Strategies vs. Specially Designed Instruction

In order to qualify to receive special education services, a student must have a disability (as defined by IDEA) and that disability must cause the child to need special education services. IDEA defines special education services as “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability” (34 CFR 300.39). If a child has a disability but no need for unique specially designed instruction, then he/she is not eligible for special education services under IDEA.

Determining what is provided to a student in regards to SDI can often be a confusing first step to planning classroom activities and lessons. Teachers often use a variety of instructional approaches in order to meet the needs of all learners. However SDI takes this a step farther and requires the instruction be provided to the student as specified in his/her Individualized Education Program (IEP).

High yield instructional strategies can be used as a general education instructional strategy available to all students, whether or not they are eligible for special education services, and can be used by all teachers in order to scaffold instruction and meet the needs of all the different learners in their classrooms, across all ability levels. Along with Universal Design for Learning (www.cast.org) and other learning frameworks or strategies, differentiation is a general education instructional strategy available to all students, whether or not they are eligible for special education services. It can be used by all teachers in order to scaffold instruction and meet the needs of all the different learners in their classrooms, across all ability levels.

High yield instructional strategies are advantageous for all learners. Below are a few reasons why teachers, campuses, and districts utilize these approaches:

To meet the needs of diverse students-

- Students are culturally and linguistically diverse.
- Classrooms are ever changing and diversifying in regards to the number of languages spoken and cultures represented.

To meet legal mandates-

- Both the Every Student Succeeds Act (2015) formerly No Child Left Behind (NCLB) or the Elementary and Secondary Education Act (ESEA) and IDEA, 2004 require the individualized instruction.
- More students with disabilities and diversity are included in the classroom and expected to be fully included in the classroom and assessment.
- ESEA requires the achievement gap to be closed.

To be ethical in implementing democratic values-

- Teachers who purposefully make content, processes, and outcomes more accessible mitigate the effect students’ race, gender, ethnicity, language, and differing abilities may have on their learning experiences.

To dispel myths that abound in education-

- By teaching students of differing abilities in novel and various ways, those who

do not respond to traditional methods of instruction receive a significant educational benefit.

To be more effective in teaching all students-

- The ability of teachers to personalize lessons renders more effective instruction.
- A single classroom can become a good fit for various students. (Thousand, Villa & Nevin, 2007).

Ease of use and simplicity –

- The UDL framework accommodates a wide range of student abilities. (Center for Excellence in Disabilities, West Virginia University, 2015)

Specially designed instruction is the instruction provided to a student with a disability who has an IEP in order to help him/her master IEP goals/objectives. Specially designed instruction is not a part of the Response to Intervention (RtI) or Section 504 of the American's with Disabilities Act processes, but is specific to a student who qualifies for special education services in order to help him/her master IEP goals/objectives and ensure access to and progress in the general curriculum. Specially designed instruction goes beyond differentiated instruction and addresses the unique needs that exist because of a student's disability. Specially designed instruction should be implemented in addition to, not in place of, differentiated instruction.

While differentiated instruction offers all students the opportunity to experience a rich learning environment and to have multiple viewpoints, being an effective teacher only meets a portion of the needs that students with learning disabilities may have. The differentiation of instruction may assist in meeting legal mandates, but it is not a one size fits all approach for students with learning disabilities and must be customized even further to meet the requirements of IDEA 2004.

Texas has adopted Project Forum's Seven Step Process for Standards-Based IEPs. In this process, once a student is determined eligible for special education services (i.e., the student has a disability and, because of the disability, has a need for specially designed instruction), there are seven steps to be followed in developing a standards-based IEP. The seven major steps that educators can take to develop a standards-based IEP are:

Step 1: *Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.*

Step 2: *Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.*

Step 3: *Develop the present level of academic achievement and functional performance (PLAAFP).*

Step 4: *Develop measurable annual goals aligned with grade-level academic content standards.*

Step 5: *Assess and report the student's progress throughout the year.*

Step 6: *Identify specially designed instruction including accommodations and/or*

modifications⁴ needed to access and progress in the general education curriculum.

- *This is the step where the ARD committee determines needed specially designed instruction, modifications, and accommodations that should be implemented for the student to meet his/her IEP goals.*

Step 7: *Determine the most appropriate assessment option.*

As seen above, the specially designed instruction is the next to last step in the standards-based IEP development. It is determined after a student's PLAAFP and goals are developed. The specially designed instruction is what will be implemented in addition to services all students are eligible for in order to help the student achieve his/her annual IEP goals. Specially designed instruction is the supplemental special education service(s) the student needs because of his/her disability.

Specially designed instruction is needed regardless of the instructional arrangement the ARD committee assigns for the student. Specially designed instruction must be designated in the student's IEP. Additionally, the provision of the specially designed instruction (in accordance with the IEP) must be documented.

In short, the IEP must specify what specially designed instruction the student will receive, including the frequency, duration, and location of the service(s).

Additionally, the LEA must document that the specially designed instruction is delivered to the student, including the frequency, duration, and location of the delivery. This is true regardless of whether the specially designed instruction is a direct, indirect, or support service and regardless of the location in which the specially designed instruction is delivered (general education or special education setting).

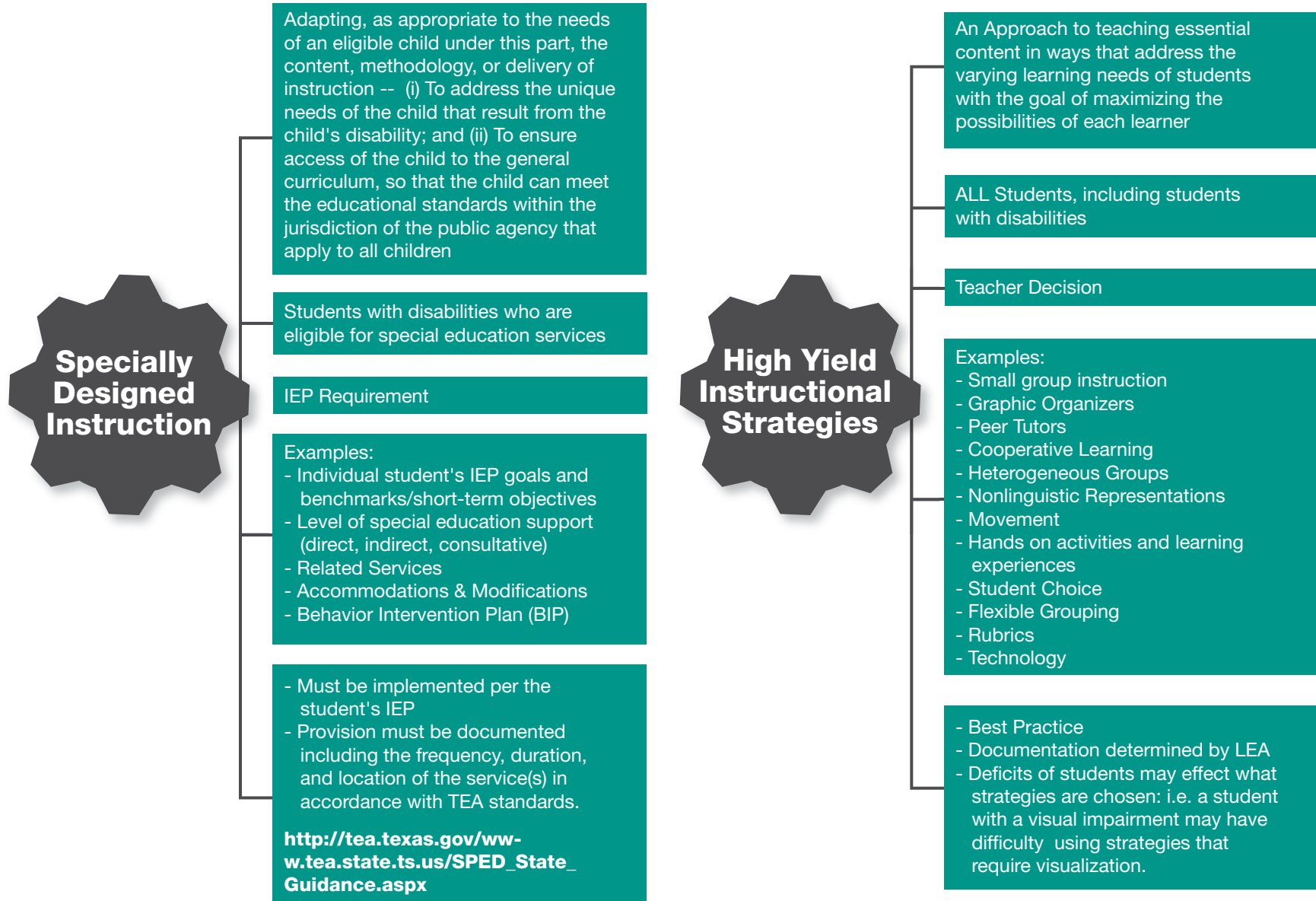
The 7-step process outlines three questions to ask during the sixth step. The ARD committee should ask these guiding questions:

1. What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
2. What accommodations have been used with the student and were they effective?
3. Has the complexity of the material been changed in such away that the content has been modified?

This information can come from a number of areas in the IEP. The PLAAFP statement may contain current levels of instruction, which can indicate the need for modified content. The student's response to academic instruction can shed light on the types of concepts, which prove most difficult, and the instructional approaches, which are most successful with the student. IEP goals and short-term objectives can shed light on the most successful approaches of instruction for that individual student.

⁴ See chart on p.18 for additional information on accommodations and modifications.

Specially Designed Instruction vs. High Yield Instructional Strategies



Accommodations and Modifications



Accommodations and Modifications

Accommodations

Accommodations change how the content is: taught, made accessible, and/or assessed.

Accommodations **DO NOT** change what the student is expected to master. The objectives of the course/activity remain intact. (Texas Project First)

<http://www.texasprojectfirst.org/>

Accommodations are part of the specially designed instruction that allow the student access to the general curriculum.

Accommodations for instruction on classwork should be based on the needs of the student. These accommodations may or may not be allowed on state assessment but should still be used for classwork. Allowable accommodations for the state assessment should be reviewed each school year on the TEA website.

<http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas/>

Changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction

Examples of accommodations include but are not limited to:

- Extended Time
- Preferential Seating
- Shortened Assignments
- Supplemental Aids
- Calculator
- Oral/Signed Administration
- Use of word processor for written responses
- Taped Texts
- Audiobooks
- Frequent breaks
- Cooling-off period
- Reminders to stay on task (visual, verbal, or tactile)
- Use of scribe
- Large print/Braille Text
- Use of study carrel

Some accommodations are appropriate for instruction but not assessment. Refer to the TEA's website regarding state assessment for appropriate and allowable accommodations as well as eligibility criteria.

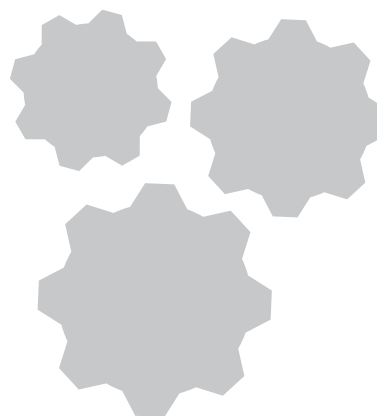
Modifications

Modifications change what the student is expected to master. Course/activity/TEKS objectives are altered to meet student needs.

Changes to the level of instruction provided or tested. Modifications create a different standard as compared to the grade level standard for the student receiving the modifications.

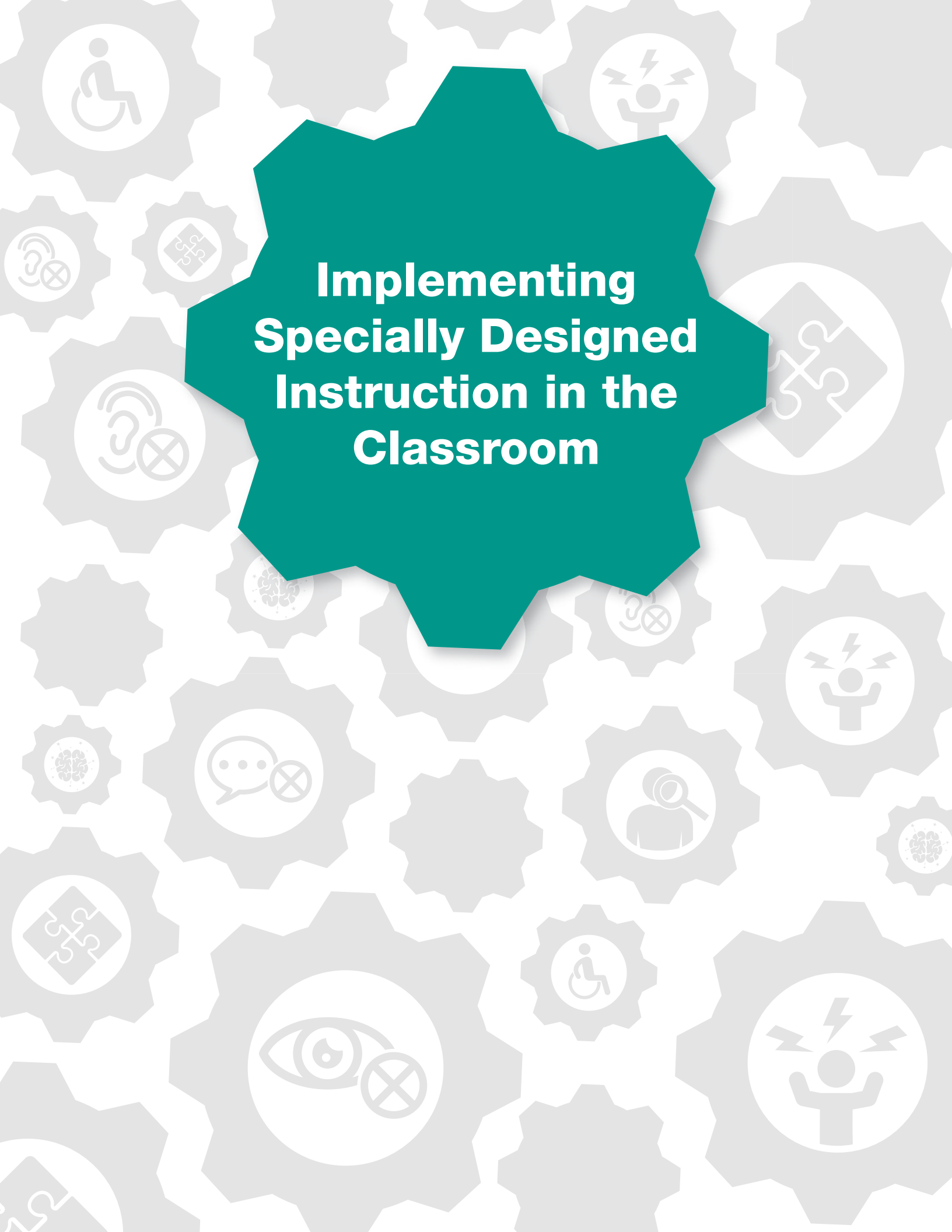
Examples:

- Same activity as other students, but expectations and materials are individualized.
- Simplified vocabulary and reading materials when reading comprehension and/or fluency is the learning target.
- Multistep problems individualized to single step problems.





**Implementing
Specially Designed
Instruction in the
Classroom**



Implementing Specially Designed Instruction in the Classroom



Adapted with Permission from ESC, Region 4

Examples of Implementing Specially Designed Instruction

When examining content adaptations as outlined in the IEP, the methodology used in the classroom should be research based and implemented in the delivery of the instruction. This table is not all-inclusive and is used for illustrative purposes only.

A description of each section of the table is included below.

Examples of Implementing Specially Designed Instruction		
Content	Research-Based Methodology	Delivery of Instruction
<ul style="list-style-type: none"> • A list of the modifications to content in this subject area • Modifications to content can only be determined by an ARD committee. 	<ul style="list-style-type: none"> • Research-based methodology that is included is in the lesson in addition to the general lesson plan. • Determined by teacher 	<ul style="list-style-type: none"> • What is needed by an individual student, based on the impact of his/her disability, to access the general curriculum (i.e. resources, accommodation(s), use of methodology(ies)/ strategy(ies))? • How will the delivery be adapted for the student? • Determined by teacher
<p>Statement describing the difference between the classroom instructional strategy and the SDI in this scenario.</p>		

Tameka is a student with a learning disability that impacts mathematics calculations.		
Adaptation of Content	Research-Based Methodology	Delivery of Instruction
<ul style="list-style-type: none"> • Simplified Digits 	<ul style="list-style-type: none"> • Chunking 	<ul style="list-style-type: none"> • Steps of multistep word problems are bulleted • Calculator • Number line • Extended time
<p>While the teacher may allow any student to use a calculator at times, this particular student requires it when completing math calculation problems. The teacher may also instruct students to deconstruct math word problems into bulleted steps in order to make solving easier; this student is required to receive the word problem presented in that format.</p>		

Marcia is a student with a learning disability that impacts the area of reading.

Adaptation of Content	Research-Based Methodology	Delivery of Instruction
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Reads materials aloud to self • Visuals • Repeated practice 	<ul style="list-style-type: none"> • Science reading materials are presented at instructional level • Peers read material aloud to student • Student utilizes flashcards for frequently used words with pictures

While the teacher may read directions to all students on a regular basis, allow students to read items aloud during class, and utilize graphics and vocabulary posted around the classroom and in the textbook, the IEP team has identified specific strategies and instruction that eliminate or mitigate the impact of the student’s reading disability on his/her science instruction.

Michael is a student with the disability of OHI due to Attention Deficit Hyperactivity Disorder (ADHD), which impacts his acquisition of knowledge and skills in the classroom.

Adaptation of Content	Research-Based Methodology	Delivery of Instruction
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports 	<ul style="list-style-type: none"> • Explicit instruction on routines and procedures • Post routines on the student’s desk • Use visual cues and/or gestures to remind student of a specific routine

These are specific in nature and address his needs, but are also considered components of the Positive Behavior Interventions and Supports (PBIS) methodology. While PBIS may be implemented school-wide, the specific components the child needs have been identified and defined. The ARD committee has outlined the delivery of specially designed instruction in respect to behavior supports that the student requires due to the impact of his disability on his education.

Eddie is a student with a learning disability that impacts reading comprehension and written expression.

Adaptation of Content	Research-Based Methodology	Delivery of Instruction
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Visuals • Oral drafting • Recorded Text 	<ul style="list-style-type: none"> • Use a graphic notebook regularly in class to help aid in comprehension • Text to speech composition (Assistive technology)

While the teacher may often request graphic representations of vocabulary words and present students with visuals as they learn novel vocabulary, Eddie retains his journal for use during later assignments and on assessments. This journal has been engineered in order for him to master vocabulary using the notebook. This applies in any subject area where complex vocabulary is taught.

Martin is a five-year old student with a speech/articulation impairment.

Adaptation of Content	Research-Based Methodology	Delivery of Instruction
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Visuals • Models 	<ul style="list-style-type: none"> • Peer Modeling • Repetition in small group

While the teacher provides models to all students at this age, Martin requires this instructional approach for all novel vocabulary. He also requires transfer of the knowledge to novel situations; and therefore, must receive instruction in context with constant feedback from the instructor.



**Considerations
for Specially
Designed
Instruction when
Lesson Planning**



Considerations for Specially Designed Instruction when Lesson Planning

Once the Specially Designed Instruction is determined from all sections of the IEP, it is best practice that teachers use this information in their daily lesson planning. It is a critical step in implementing the student's IEP. Lesson plans can include these design features for individual students. The following Five E lesson plan example includes notes that may prove helpful when considering what to include and consider when teaching students with disabilities in an inclusive classroom.

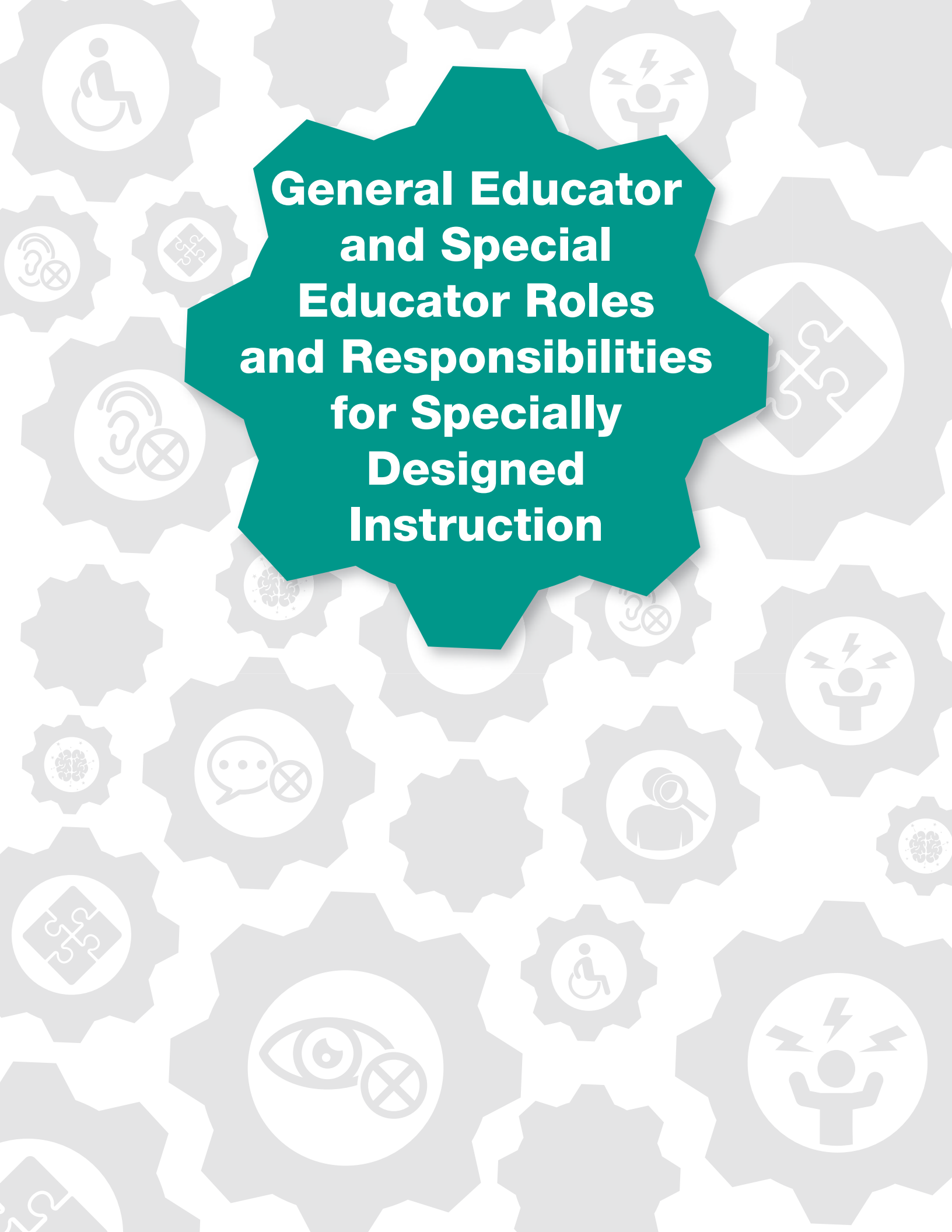
Teacher:	Student A:
Date:	
Subject/grade level:	
Materials:	
TEKS Supporting and Readiness Standards:	
Lesson objective(s):	
Differentiation strategies to meet diverse learner needs:	
ENGAGEMENT <ul style="list-style-type: none"> • Describe how the teacher will capture students' interest. • What kind of questions should the students ask themselves after the engagement? 	
EXPLORATION <ul style="list-style-type: none"> • Describe what hands-on/minds-on activities students will be doing. • List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration. 	
EXPLANATION <ul style="list-style-type: none"> • Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination? • List higher order thinking questions, which teachers will use to solicit student explanations and help them to justify their explanations. 	
ELABORATION <ul style="list-style-type: none"> • Describe how students will develop a more sophisticated understanding of the concept. • What vocabulary will be introduced and how will it connect to students' observations? • How is this knowledge applied in our daily lives? 	
EVALUATION <ul style="list-style-type: none"> • How will students demonstrate that they have achieved the lesson objective? • This should be embedded throughout the lesson as well as at the end of the lesson 	

(Adapted from Bybee, Pwell & Trowbridge, 2008)

Considerations for Specially Designed Instruction when Lesson Planning

Once the Specially Designed Instruction is determined from all sections of the IEP, it is best practice that teachers use this information in their daily lesson planning. It is a critical step in implementing the student's IEP. Lesson plans can include these design features for individual students. The following Five E lesson plan example includes notes that may prove helpful when considering what to include and consider when teaching students with disabilities in an inclusive classroom.

Teacher:	Student A:
Date:	Dates may be extended to accommodate a longer period of learning
Subject/grade level:	
Materials:	Do planned materials need adaptation or addition to meet the needs of the student as required in the IEP?
TEKS Supporting and Readiness Standards:	Does the student's IEP require modification of the grade level TEKS?
Lesson objective(s):	Do the objectives remain the same for this student as for the rest of the class?
Differentiation strategies to meet diverse learner needs:	What is required by this student's IEP in order for him/her to access and progress in the general curriculum?
ENGAGEMENT <ul style="list-style-type: none"> Describe how the teacher will capture students' interest. What kind of questions should the students ask themselves after the engagement? 	<p>In each of the 5 E sections, clarify what the student needs as a result of his/her disability and will be used for instruction and assessment?</p> <p>Be sure to consider all instructional accommodations, preferred learning modality, length and method of response, state changes, etc.</p> <p>Determine if prerequisite skills are required for this learning experience and if the student currently possesses these skills. If he/she does not, instruction on those pre-requisite skills is necessary prior to initial instruction on the current topic and needs to be addressed with this student before instruction on grade level concepts begins.</p>
EXPLORATION <ul style="list-style-type: none"> Describe what hands-on/minds-on activities students will be doing. List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration. 	
EXPLANATION <ul style="list-style-type: none"> Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination? List higher order thinking questions, which teachers will use to solicit student explanations and help them to justify their explanations. 	
ELABORATION <ul style="list-style-type: none"> Describe how students will develop a more sophisticated understanding of the concept. What vocabulary will be introduced and how will it connect to students' observations? How is this knowledge applied in our daily lives? 	
EVALUATION <ul style="list-style-type: none"> How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end of the lesson 	



**General Educator
and Special
Educator Roles
and Responsibilities
for Specially
Designed
Instruction**

General Educator and Special Educator Roles and Responsibilities for High Yield Instructional Strategies and Specially Designed Instruction

Both the general educator and special educator’s roles differ depending upon the setting in which they are teaching. This list is not exhaustive and teachers should consider their own strengths when determining their roles and responsibilities as it relates to SDI and high yield instructional strategies. This is not meant as a guide of who instructs what portion of the lesson, but how to collaborate regarding SDI and high yield instructional strategies. It is important to view the general educator as the content specialist and the special educator as the strategies specialist.

		General Education		Special Education Setting	
		General Educator	Special Educator	General Educator	Special Educator
High Yield Instructional Strategies	Understand the strengths and weaknesses, and present levels of instruction of all students.	Understand the learning styles, strengths and weaknesses, and present levels of instruction of students receiving special education services.	Supports the general educator in understanding the learning style and present levels of the student.	Supports the special educator in utilizing strategies to instruct all students in their special education setting.	Utilizes high yield instructional strategies when instructing.
	Focuses on mastery of TEKS.	Supports the general educator in understanding the learning style and present levels of the student.	May assist the general educator in accommodating assignments and instructional materials.		
Specially Designed Instruction	Utilizes special educator’s knowledge of the student who receives special education services and strategies to implement in the general education classroom.	May assist the general educator in accommodating assignments and instructional materials.	May model strategies for general educators to use with students.	Collaborates with special educator regarding curriculum and proper modifications to meet individualized needs.	Implements SDI and with students receiving special education services as per their IEPs.
	Integrates SDI into the lesson planning process and consider SDI when creating learning activities, assignments, assessments and projects.	Implements SDI and with students receiving special education services as per their IEPs.	Supports the general educator in understanding the details of the students IEP and the SDI they should receive during instruction.		
	Implements SDI as appropriate on an individualized basis as defined by the IEP, including frequency, duration, and location.	Supports the general educator in understanding the details of the students IEP and the SDI they should receive during instruction.	See IEP for specific responsibilities.		See IEP for specific responsibilities.
	See IEP for specific responsibilities.				

Paraprofessionals may provide specially designed instruction to students receiving special education services when a certified special education teacher designs the specially designed instruction and the paraprofessional is under the supervision of the certified special education teacher. For additional guidance on Co-Teaching or Paraprofessionals, please reference the *Guidelines for Co-Teaching In Texas and/or Working with Paraprofessionals: A resource for teachers of students with disabilities* located on the PGC Network website at www.texaspgc.net.



Frequently Asked Questions



Frequently Asked Questions (FAQs)

1. Does a teacher providing SDI in a particular setting need to be highly qualified?

As per TEA's **Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements** (found here: [http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/Highly Qualified Teachers/Highly Qualified Teachers/](http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/)), teachers who are “1) the teacher of record, and 2) providing direct instruction to students in any of the core academic subject areas defined by NCLB must meet the highly qualified requirement.

Additionally, “special education teachers who deliver direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements for the grade level that they are teaching in addition to meeting the same standard for subject matter competency to meet highly qualified. These requirements apply whether a special education teacher provides direct core academic instruction in a regular classroom, in a resource room, or in another non-traditional setting.”

TEA's guidance also states that some special educators are not required to meet the Highly Qualified requirement. The examples below describe specific methods of program implementation. The example is not applicable if the special education program scenario described does not match how your LEA implements special education programs. (See **Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements** for explanation.) The guidance provides the following specific examples:

- **Co-Teacher Role:** The special education teacher who works in the regular education class alongside a NCLB highly qualified teacher of core academic subject area. The general education teacher has responsibility for the design and delivery of instruction, as well as the evaluation of student performance.
- **Consultant Role:** The special education teacher provides consultation (e.g., adapting curricula, using behavioral support and interventions, and selecting appropriate accommodations) to NCLB highly qualified general education teachers of core academic subject areas.
- **Support Role:** The special education teacher provides direct assistance to students with disabilities (e.g., tutoring, reinforcement of content provided in the general education setting) in segregated settings (e.g., resource class setting, self-contained classroom, homebound setting, hospital setting), but the students receive their instruction in the core academic subject area from a NCLB highly qualified general education teacher.
- **Support Role:** The special education teacher works within the general education setting wherein NCLB highly qualified general education teachers provide instruction to the class in the core academic subject areas. The

special education teacher provides direct assistance to students with disabilities (e.g., via individualized and/or small group instruction) as a support to the NCLB highly qualified teacher's instruction.

- **Non-Core Academic Instruction Role:** The special education teacher provides direct instruction to students in non-core academic subject area courses (e.g., study skills, community-based instruction, life skills).

Note that if the LEA defines a course, such as life skills, as a core academic subject area, then the teacher must meet highly qualified.

2. Are paraprofessionals able to provide specially designed instruction to students?

Paraprofessionals may deliver specially designed instruction to students receiving special education services when a certified special education teacher designs the specially designed instruction and the paraprofessional is under the supervision of the certified special education teacher. However, a paraprofessional may not:

- Develop lesson plans;
- Introduce new material/content;
- Provide direct teach portion of the lesson;
- Select materials for implementation of the lesson;
- Assign final grades;
- Be responsible for any IEP-related responsibilities without supervision of a certified special educator;
- Develop IEP goals/objectives;
- Design the classroom management system; and/or
- Be responsible for determining or reporting student progress (general class progress or IEP-goal progress).

For additional guidance on supporting students who receive special education services from paraprofessionals, please reference the *Working with Paraprofessionals: A Resource for Teachers of Students with Disabilities* located on the PGC Network website at www.texaspgc.net.

3. Must a student be in a special education setting to receive specially designed instruction?

No.

Where the child receives special education services is a determination of the ARD committee. The ARD committee determines the location of special education services (frequency, duration, and location). Therefore, the removal from the general education setting should be based on the ARD committee's decision.

If the ARD committee determines that the student must be removed from the general education setting in order to receive Free Appropriate Public Education (FAPE), then the student should receive his/her SDI in a special education setting.

This is an ARD committee decision and any change must be made by the ARD committee. If the ARD committee determines it is a general education setting for a special education service, the child cannot be removed for the purpose of delivering that service. Any removal must be reflected in the IEP and supported by an annual goal (refer to the *IEP Annual Goal Development Question and Answer Document* question number 1.16).

4. Is there a requirement for the implementation of specially designed instruction to be documented?

Delivery of all special education services should be documented in order to show the delivery of the services in accordance with the ARD committee's established frequency, duration, and location as stated in the IEP to ensure the IEP is implemented as written.

References

- About Universal Design for Learning. (n.d.). Retrieved December 9, 2015, from [**http://www.cast.org/our-work/about-udl.html#.VmhmU-MrK34**](http://www.cast.org/our-work/about-udl.html#.VmhmU-MrK34)
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- Everyone Can Learn: Universal Design for Learning (UDL). (n.d.). Retrieved December 11, 2015, from [**http://www.cedwvu.org/publications/everyonecanlearn/udl.php**](http://www.cedwvu.org/publications/everyonecanlearn/udl.php)
- Jonnassen, D. H., & Grabowski, B. L. (1993). Handbook of Individuals Differences Learning and Instruction. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Thousand, J., Villa, R., & Nevin, A. (2007). Differentiating Instruction, Collaborative Planning and Teaching for Universally Designed Learning. Thousand Oaks, CA: Corwin Press.
- Willis, S., & Mann, L. (2000, Winter). Curriculum update. Newsletter of the Association for Supervision and Curriculum Development.

Resources

Texas Education Agency

[**http://www.tea.texas.gov**](http://www.tea.texas.gov)

Texas Project First

[**http://www.texasprojectfirst.org/**](http://www.texasprojectfirst.org/)

Project Forum

[**http://www.projectforum.org/**](http://www.projectforum.org/)

Student Attendance and Accounting Handout (SAAH)

[**http://www.tea.state.tx.us/index2.aspx?id=7739&menu_id2=789**](http://www.tea.state.tx.us/index2.aspx?id=7739&menu_id2=789)

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[**http://idea.ed.gov/**](http://idea.ed.gov/)