INCLUSION
IN TEXAS

Specially Designed Instruction (SDI)

Development, Implementation, and Progress Monitoring

FIELD USER GUIDE

**A collaborative project of the
Texas Education Agency and the Inclusion in Texas Network**

TEA
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Support

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Specially Designed Instruction (SDI)

Specially Designed Instruction (SDI)

Introduction

Specially designed instruction (SDI) is the special education service(s) a student needs, in addition to general education, because of an identified disability. The SDI is tailored specifically to address the impact the disability has on a student's learning. It is designed to ensure access of the child to the general curriculum and to enable the child to meet Individualized Education Program (IEP) annual goals. The Admission, Review, and Dismissal (ARD) committee develops SDI for each student.
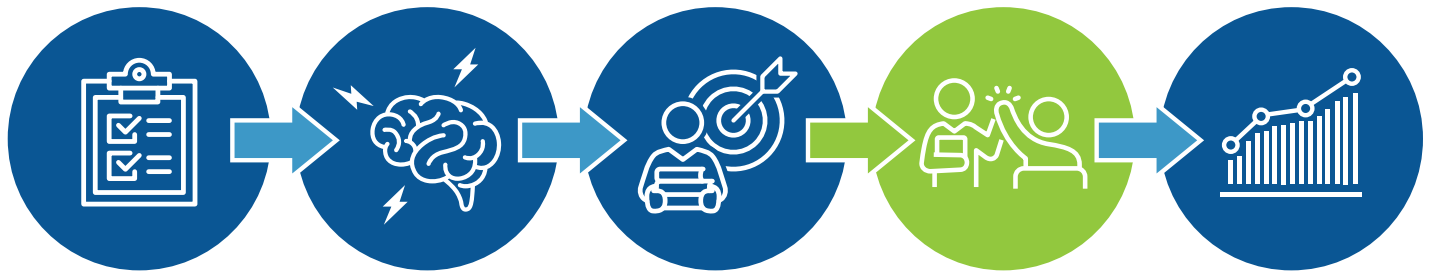
Evaluation	Impact of Disability*	Annual Goals	Specially Designed Instruction	Progress Monitoring Plan
Does the student qualify under one of the eligibility categories and need special education services?	How does the identified disability affect the student's learning?	How much can the student progress in one year?	What does the student need to ensure progress?	How will we know the student is successful?

*Impact of disability is only one part of the present levels of academic and functional performance statement (PLAAFP).

SDI Development

Impact of Disability (excerpt from PLAAFP)	Annual Goals	Specially Designed Instruction	Progress Monitoring Plan
Bobbie's deficit in orthographic processing* impacts her ability to decode unfamiliar words. This causes her to have difficulties in reading fluency and comprehension which impacts her ability to access printed grade level text in all content areas throughout the day. *the ability to form, store, and access a written language	By the end of the IEP period, Bobbie will read fiction text that is one level below her enrolled grade level with prosody, comprehension, 90% accuracy, and 93 words correct per minute.	Bobbie will receive 30 minutes of small group reading intervention at least 20 times during each 6 weeks. The intervention will include direct, explicit instruction on using syllable types to read multisyllabic words. The instruction will be delivered by the special education teacher in the general education setting, during small group time. **Accessibility Features** (accommodations): recorded text, decoding strategy cheat sheet, text-to-speech software.	The special education teacher will administer a word reading fluency probe containing previously taught syllable patterns, every other week to track progress in word reading fluency. An oral reading fluency probe, one level below Bobbie's enrolled grade level, will be given by the general education teacher at the beginning, middle, and end of the school year. Progress will be reported at the same time as general education.
How does the identified disability impact the student's learning?	**How much can the student progress in one year?**	**What does the student need to ensure progress?**	**How will we know the student is successful?**

SDI Development

SDI Component	Description	Example
Content	The curriculum, aligned with the state standards, is the content of instruction. Content adjustments could include: • different level text, different sequence of instruction, etc. • ARD committee determined modifications	**using syllable types to read multisyllabic words**
Methodology	The methodology includes the instructional approach(es) best suited to the student's needs. For example: direct, explicit instruction, inquiry model, Socratic method, etc.	**direct, explicit instruction**
Delivery of Instruction	Delivery of instruction includes: • frequency - once a week, daily, two times a week • duration - 30 minutes, one hour, etc. • location - general education, self-contained classroom, special education room, etc.	**general education setting; twenty, 30 minute small group sessions during each 6 weeks**
Accessibility Features	Accessibility features (accommodations) remove barriers to learning, change how the content is taught, or how the student accesses the general education curriculum.	**recorded text, decoding strategy cheat sheet, text-to-speech software**
Related Services	Related services are necessary for a student to benefit from special education services. Examples include: transportation, physical therapy, counseling, occupational therapy, speech therapy, audiology services, etc.	**Bobbie does not require related services**

Teacher Collaboration in an Inclusive Environment

General Education Teacher	Special Education Teacher
• Integrates SDI into the lesson planning process with special educator input • Considers SDI, especially accommodations, when creating learning activities, assignments, and projects • Utilizes co-teaching approaches and Universal Design for Learning (UDL) to implement SDI, when applicable • Implements SDI on an individualized basis, as specified in the IEP-including frequency, duration, and location • Reviews IEP for specific responsibilities	• Implements SDI with students receiving special education services per their IEPs • Supports the general educator in understanding the details of the students' IEPs and the SDI they should receive during instruction • Utilizes co-teaching approaches and Universal Design for Learning (UDL) to implement SDI, when applicable • Develops plans for providing SDI within the context of the general curriculum instruction, in collaboration with the general education teacher • Reviews IEP for specific responsibilities

Questions all teachers can ask during planning.

• Do planned materials need adjustment or additions to meet the needs of the student as requiered in the IEP?
• Does the student's IEP require modification of the grade level TEKS*?
• What is required by the student's IEP to ensure access and progress in the general curriculum?
• Does the time anticipated for the lesson need to be extended to accommodate a longer period of learning?
• Do the lesson objectives for the class remain the same for the student?
• What strategies, beyond those available to all students, will be implemented for the student?

*Texas Essential Knowledge and Skills

Every other week, the special education teacher will administer a word reading fluency probe containing previously taught syllable patterns to track progress in word reading fluency. An oral reading fluency probe, one level below Bobbie's enrolled grade level, will be given by the general education teacher at the beginning, middle, and end of the school year. Bobbie's SDI progress will be reported concurrently with reporting of grades.

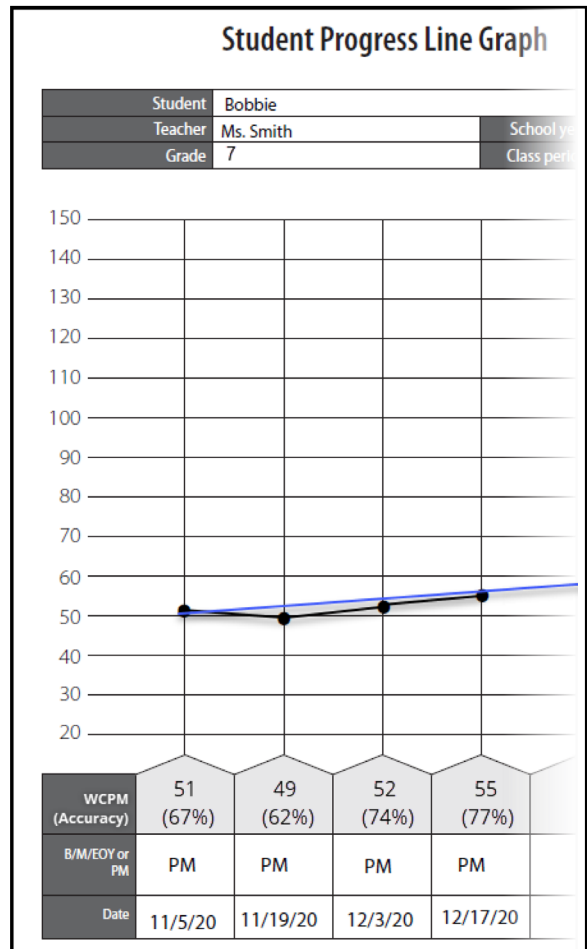**Student Progress Line Graph Example**

| Student _____ | WCPM/Acc. Rate _____ /_____ |
| Date _____ | Comprehension Rating _____ |

The Two Doves
Progress Monitoring Passage #9

I will now tell you a story about two good little children, Marian and	14
Henry, who lived some time ago in Switzerland.	22
Marian was seven years old, and her little brother Henry was	33
about five. They were the hope and delight of their Mamma, who	45
loved them with the most tender affection. These good children	55
had always lived together, and so much pleasure did they take in	67
each other's society, that being together seemed their greatest	76
happiness. Marian could not be happy an instant away from her	87
brother; Henry was never more pleased than when with his sister.	98
Whether walking in the fields, or at play in their little room, at	111
meal times or at study, they always acted together; and this was	123
partly the reason why they agreed so well. You would see	134
Marian's large doll beside Henry's little soldier, and Henry's	143

Word Reading Fluency Probe Example

Student Progress Line Graph

Student	Bobbie	
Teacher	Ms. Smith	School ye
Grade	7	Class per

WCPM (Accuracy)	51 (67%)	49 (62%)	52 (74%)	55 (77%)
B/M/EOY or PM	PM	PM	PM	PM
Date	11/5/20	11/19/20	12/3/20	12/17/20

How will instruction become more effective?

Review the student's progress monitoring data. Adjust SDI as soon as progress stalls. Determine possible causes (e.g., student absences, teacher absences, instruction not delivered with fidelity, more review time is needed). Discuss and implement strategies to remediate the possible cause(s) of the lack of progress.

Specially Designed Instruction

Summary

SDI is...	SDI is not...
• developed to address the unique needs of one student that result from an identified disability • developed by the ARD committee • ensures access to the general curriculum delivered by the most appropriate provider as determined by the ARD committee • implemented per the IEP • includes accommodations, modifications, and related services • aligned with the grade level TEKS • adapting content, methodology, and delivery of instruction • in addition to general education instruction	• determined by a specific disability category • developed for groups of students • high-yield instructional strategies used in general education instruction that ALL students receive (it can be in addition to high-yield instructional strategies) • provided without collaboration between general and special education teachers • part of a multi-tiered system of support (MTSS) (it can be in addition to MTSS) • permanent and unchanging • differentiated instruction • only accommodations • only monitoring progress

Legal References

Federal: 34 CFR § 300.39 - Special education

State: TAC §89.1005 Instructional Arrangement and Settings

State Guidance Document: Specially Designed Instruction: A Resource for Teachers

Professional Development and Resources

Special Education Guidance: At Home Learning for Students with Disabilities (TEA)
This TEA guidance document provides information to assist schools in supporting students with disabilities who require special education services to access academic content to maximize their learning. This document includes the fours phases of the TEA's COVID-19 Support: Instructional Continuity Framework. Phase 4 is specific to progress monitoring.

The TIES Center
The TIES Center is the national technical assistance center on inclusive practices and policies. The TIES website includes information on inclusive instruction within a distance learning environment.

TIES Center Distance Learning Series #3: Effective Specially Designed Instruction (SDI) Within the Distance Learning Environment: What in the World Does That Look Like?

All resources on distance learning

All resources for inlcusive instruction

Pivoting to Online Teaching: Research and Practitioner Perspectives (UT at Arlington)
This course explores research-informed, effective practices for online teaching and learning, providing guidance on how to pivot existing courses online while enhancing student success and engagement. (free 6 weeks course)

Teacher Training Videos
This website includes videos explaining how to use different tools while teaching online to engage students, increase collaboration, assess students, giving feedback and other topics.

IEP Accommodations During Distance Learning
This website provides examples of virtual learning alternatives to IEP accommodations. Topics include accommodations that change the way information is presented to students and the way students complete assignments, and accommodations that help with student time management and organizational skills.

Accommodations: Instructional and Testing Supports for Students with Disabilities (IRIS Center*)
This module is an overview of instructional and testing accommodations for students with disabilities. It explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students (2 hours).

Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities (IRIS Center*)
This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities (1.5 hours).

Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities (IRIS Center*)
This module highlights tips for modifying lessons and ways to make lessons accessible for students with visual impairments (1.5 hours).

Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students (IRIS Center*)
This module examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments) (2.5 hours).

Progress Monitoring During Remote Learning (TEA)
This PowerPoint presentation presents guidance from the TEA on progress monitoring during remote learning, including, components of progress monitoring, questions to ask, data collection options, documentation, best practices, and tools for families.

Progress Monitoring: Reading (IRIS Center*)
This resource introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (2 hours).

Progress Monitoring: Mathematics (IRIS Center*)
This resource introduces users to progress monitoring in mathematics, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (2 hours).

Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization (IRIS Center*)
This module, the second in a series on intensive intervention, offers information on making data-based instructional decisions. Specifically, the resource discusses collecting and analyzing progress monitoring and diagnostic assessment data. Developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, this resource is designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists) (est. completion time: 3 hours). If you have not already done so, we recommend that you complete part one: Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction

Providing Virtual Intervention and Progress Monitoring (NationalCenter on Intensive Intervention - NCII)
This website includes a Frequently Asked Questions section with related resources. The related resource, Considerations for Maintaining Screening and Progress Monitoring Practices in Virtual/Remote Settings, includes videos of teachers conducting progress monitoring tools virtually one-on-one and in breakout rooms. Visit NCII's COVID-19 supports webpage for more resources.

Related Services: Common Supports for Students with Disabilities (IRIS Center*)
This module offers a description of related services and an overview of the benefits they provide to students with disabilities in the general education classroom. It highlights five commonly used related services (Physical Therapy, Occupational Therapy, Speech-Language Pathology Services, Social Work Services, and Psychological Services) and briefly highlights many of the other related services as identified through IDEA 2004 (1 hour).

*Learn more about the IRIS Center

The IRIS Center is supported by the U.S. Department of Education's Office of Special Education Programs (OSEP) and is located at Vanderbilt University's Peabody College.

IRIS Center home page