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Specially Designed Instruction (SDI): Type of Instruction - What the instruction will be that a regular education teacher couldn't do on a regular basis? (prove your degree)	Provider Title	Location	Time and Frequency
<p> Clue: <b>Make it specific!</b></p> <ul style="list-style-type: none"> <li>• <b>Group Size/Delivery of Instruction:</b> individual, small group</li> <li>• <b>What Skill/Content?</b> Phonics, decoding words, oral reading, vocabulary, comprehension analysis of the structure of words, receptive language, social skills training in __, etc...</li> <li>• <b>What the SD Instruction/Methodology will be?</b> Direct/intensive instruction in __, pre-teach, breaking down the language/steps, guided practice, modeling, shaping, expansion, role play, corrective feedback, paired reading, repeated practice, frequent reinforcement/redirection/ corrective feedback, teach strategies in (making connections, determine importance, summarize), counseling/guidance on appropriate behaviors, etc.. <u>Note: "multisensory approach" must include an explanation</u></li> <li>• <b>Conditions?</b> Prior to the presentation of material in the classroom, using __ grade level</li> </ul> <p> Clue: <b>Do not use vague terms in isolation</b> such as "special reading program", "math instruction/intervention services", "small group", "social skills", "multi-sensory approach", "speech/Language services", "support in classroom".... <b>Provide more detailed description</b></p> <p> Clue: Services delivered by an <b>aide or Consultative services</b> (adult to adult) do not belong here, but in <b>Support for School Personnel</b>.</p> <p> Clue: <b>Every IEP MUST have some type of Specially Designed Instruction.</b></p> <p> Clue: If a <b>related service provider</b> (i.e. OT, PT) is the <b>only one delivering specially designed instruction</b> – it belongs in the top <b>specially designed instruction box, not related service.</b></p>	<p> Clue: Should only be <b>one provider unless you are co-teaching.</b></p> <p> Clue: If you need more than one provider chances are the specially designed instruction or frequency is different – so <b>create a new set of boxes for each provider.</b></p>	<p> Clue: <b>If more than one location, create a new set of boxes</b> for each location (i.e. classroom and pull out resource room).</p> <p> Clue: <b>Never use vague terms</b> such as "and/or", "as needed", "across all school settings".</p>	<p> Clue: Put time in <b>minutes or hours</b></p> <p> Clue: Frequency can be <b>daily, weekly, monthly, quarterly...</b></p> <p> Clue: It should not be the "entire bell" – but <b>just the time the student is receiving specially designed instruction.</b></p> <p> Clue: <b>Time and frequency could be contingent on "trigger events"</b> (for increase/decrease of services), but should be well explained (i.e. "when the student exhibits 2+ instances of aggressive physical contact with peers or adults direct IS support will be implemented for <u>(time and frequency)</u>, when student has calmed and returned to schedule without aggressive behavior direct IS support will be provided for <u>(time and frequency)</u>".)</p>
Related Services	Provider Title	Location	Time and Frequency
<p> Clue: <b>Be specific about the service delivered, and avoid vague terms</b> like Specially Designed Instruction (SDI) above.</p> <p> Clue: <b>Code a service in only ONE area.</b> If Speech and Language is the Primary Handicapping Condition – only code it in the top box "specially designed instruction" and not both related services and SDI.</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>
Assistive Technology (AT)	Provider Title	Location	Time and Frequency
<p> Clue: <b>Be specific</b> about the <b>AT service</b> (i.e. providing the AT, maintain, customize, and train). Examples:</p> <ul style="list-style-type: none"> <li>• Initiate an AT collaborative team assessment which would: 1. identify appropriate AT for __ in the area of __, 2. involve ongoing trials, 3. reviewing data every __ months with the team, 4. making adjustments as the data indicates</li> <li>• Science and Social Studies Text and reading material scanned and converted into text to speech software</li> </ul> <p> Clue: <b>Specify the AT device</b> (any tangible item) that is needed by a student to access the curriculum or school related activities. <b>Do not name the technology</b> but instead describe the features the child needs. Example:</p> <ul style="list-style-type: none"> <li>• Voice output communication device, with 40 cells, the ability to hide/reveal cells, color</li> </ul>	<p> Clue: Explain:</p> <ul style="list-style-type: none"> <li>• who will <b>prepare the material</b>,</li> <li>• who will <b>train whom on what</b> (i.e. programming, scanning), etc.</li> <li>• who will <b>maintain</b> device (i.e. charging, repairing)</li> </ul> <p> Clue: if not an SDI</p>	<p> Clue: <b>Access to the communication device during:</b></p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• All academic classes</li> <li>• Non-instructional times such as lunch/recess,</li> </ul>	<p> Clue: Time and Frequency examples:</p> <ul style="list-style-type: none"> <li>• Any writing assignment/activity which involves writing more than a sentence</li> <li>• For independent reading assignments, over __ paragraphs that are given to all students</li> <li>• For any novel that is assigned</li> <li>• For the duration of all academic classes</li> <li>• At least 2 – one hour training sessions on the programming and use of ____ within the first month of school</li> </ul>

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<p>icons with the ability for color background, dynamic organization of core vocabulary...</p> <p> Clue: <b>If you marked AT as a special factor – there should be something in this section</b></p> <p> Clue: AT should be <b>considered for every student on an IEP</b>, this is especially important if a student is unable to perform a major academic function (i.e. communicate, write, read, etc...)</p>	<p>provider or if they are providing support for the teacher it would appear in support for school personnel</p>	<ul style="list-style-type: none"> <li>• Home for continued practice on goals ....</li> </ul>	<ul style="list-style-type: none"> <li>• Trigger events- given a new task/activity that has not yet been completed using (AT device) student will require Direct instruction in that task (time/frequency i.e. quarterly)</li> </ul>
Accommodations	Provider Title	Location	Time and Frequency
<p> Clue: Be <b>specific about the accommodations</b> that are needed (when, under what conditions, for how long, etc...)(i.e. scribe when over a paragraph, extended time when writing over 1 page not to exceed double the allotted time)</p> <p> Clue: Be sure to <b>define extended time</b></p> <p> Clue: be specific enough so if the child <b>moved you would know what they need</b></p> <p> Clue: these accommodations <b>must match what is in section 12</b> and there must be a justification</p> <p> Clue: these accommodations must be for <b>ALL assessments and not just the OAA and OGT</b></p>	<p> Clue: State <b>who provides what and where</b></p>		<p> Clue: <b>do not use vague terms</b> (“as needed”, “may”, “should”)</p> <p> Clue: <b>Goal, Time and Frequency is optional</b></p>
Modifications	Provider Title	Location	Time and Frequency
<p> Clue: Delineate needed modifications- <b>what kind/type; how/extent; and when who will make the modifications.</b></p> <p> Clue: It must specify <b>how much reduction for tests and assignments</b></p> <p> Clue: be specific enough so if the child <b>moved you would know what they need</b></p>	<p> Clue: Who makes the modifications?</p>	<p> Clue: Where does this occur?</p>	<p> Clue: <b>do not use vague terms</b> (“as needed”, “may”, “should”)</p> <p> Clue: <b>Goal, Time and Frequency is optional</b></p>
Support for School Personnel	Provider Title	Location	Time and Frequency
<p> Clue: Support for School Personnel must be <b>clearly delineated</b> as to what the service will be, why, who will be giving it, etc...</p> <p> Clue: <b>This is adult to adult support such as</b> Crisis Prevention Training, behavior management training, training on how to use AT device, etc.</p> <p> Clue: <b>Consultative services should not stand alone</b>, there must be some SDI that is delivered to the student from an IS or related service provider – otherwise it would be questionable why the student is on an IEP.</p> <p> Clue: Services <b>delivered by an Aide</b> belong in Support for School Personnel not SDI or related services</p>		<p> Clue: <b>Goal, Time, Location and Frequency is optional</b></p>	<p> Clue: <b>Goal, Time, Location and Frequency is optional</b></p>
Services to Support for Medical Needs	Provider Title	Location	Time and Frequency
<p> Clue: Be as <b>specific as possible.</b></p>		<p> Clue: Location optional</p>	<p> Clue: <b>Goal, Time and Location is optional</b></p>