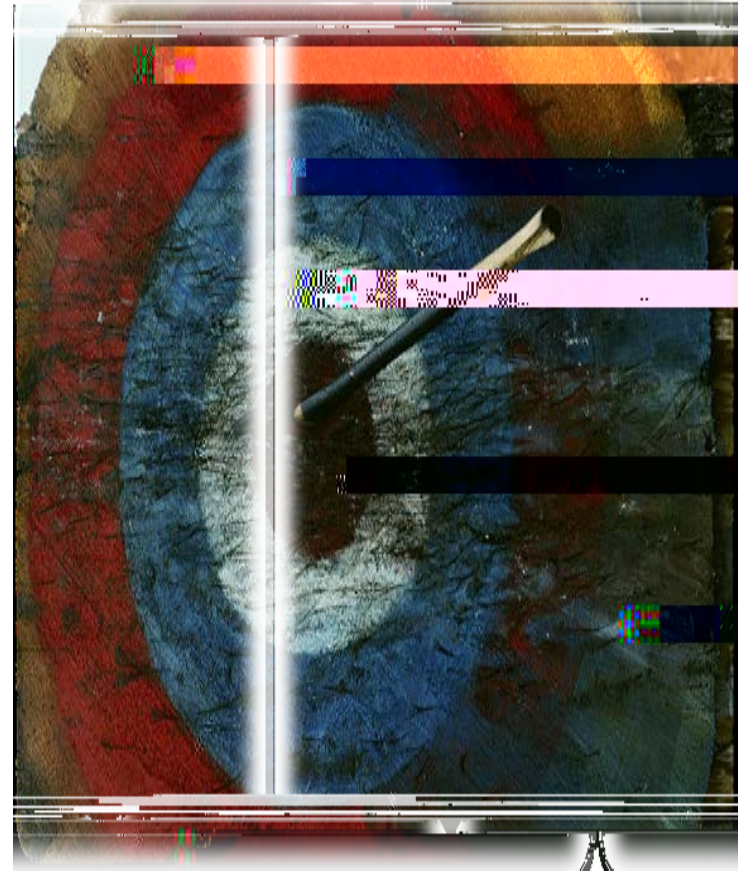


Understanding Specially Designed Instruction

Ann Narcisse and Vincent Leone, NYS Regional Special Education Technical Assistance and Support Center

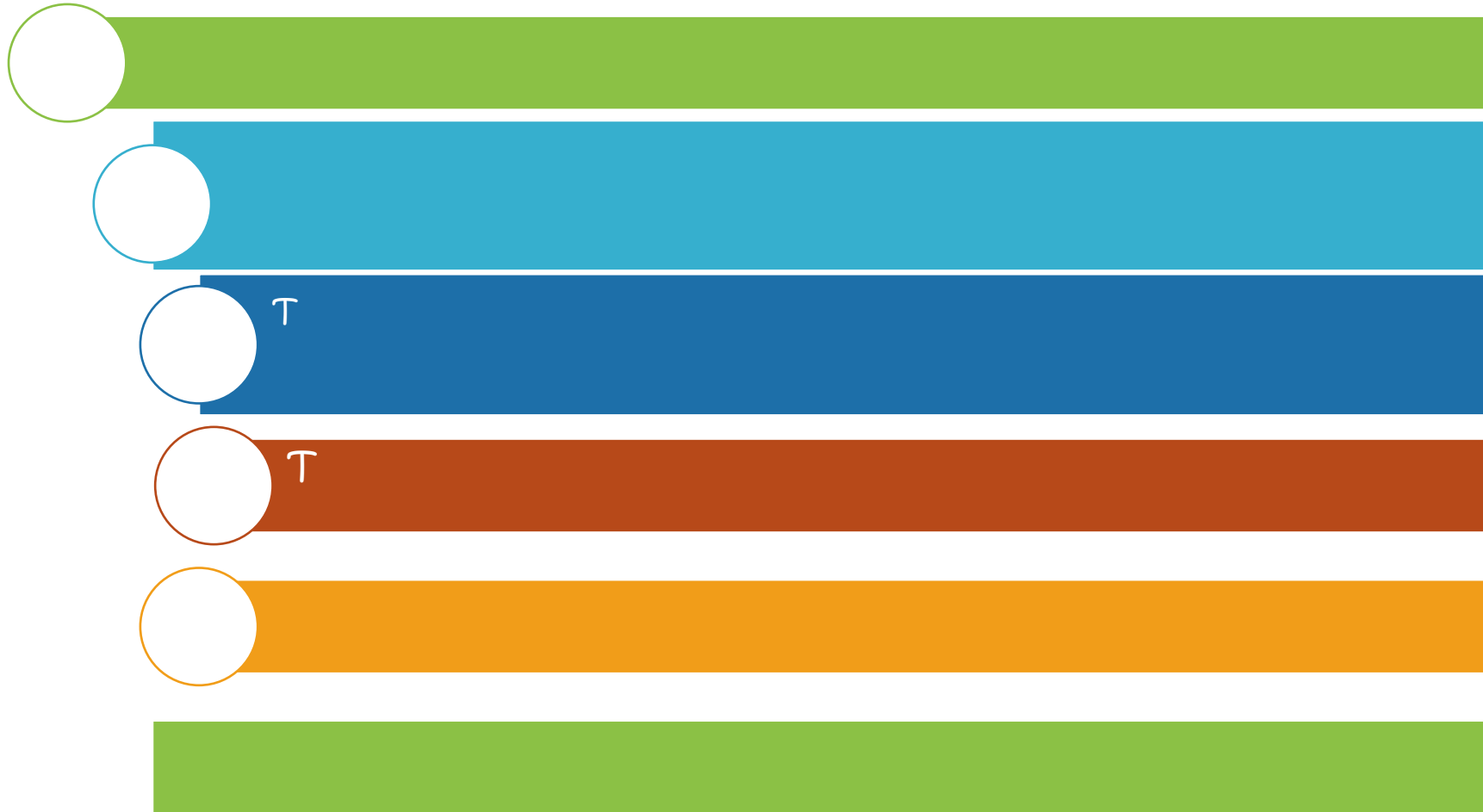
Outcomes

- Explore current New York State Education Department (NYSED) Part 200 regulations related to Specially Designed Instruction (SDI)
- Develop an operational understanding of the definition of SDI
- Review the role of standards in SDI.

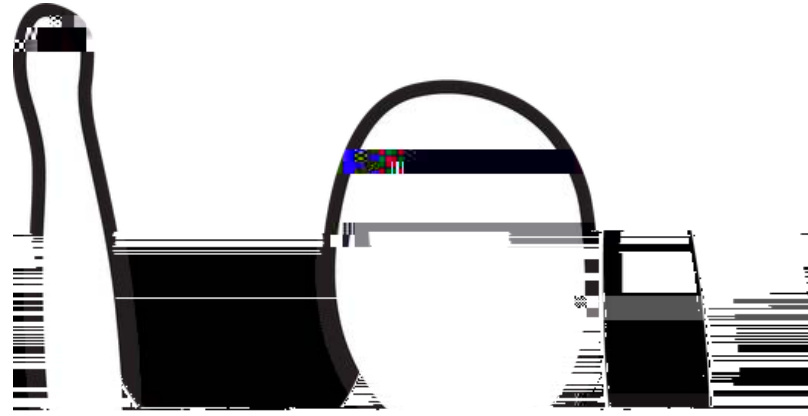


NYS Blueprint For Improved Results For Students With Disabilities

Key Principles

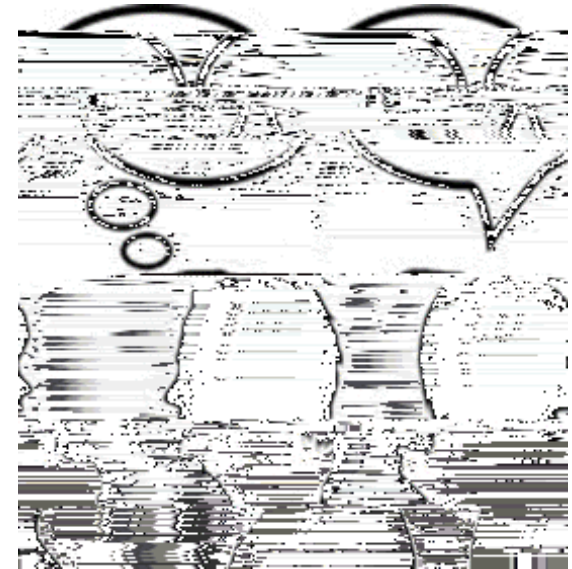


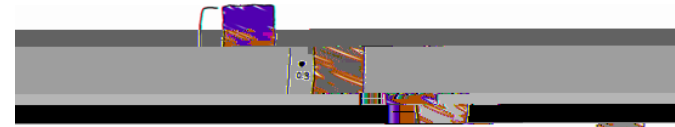
- Electronic Devices
- Handouts
- Hand signal
- Turn & Talk
- Whiteboards



Lets begin...

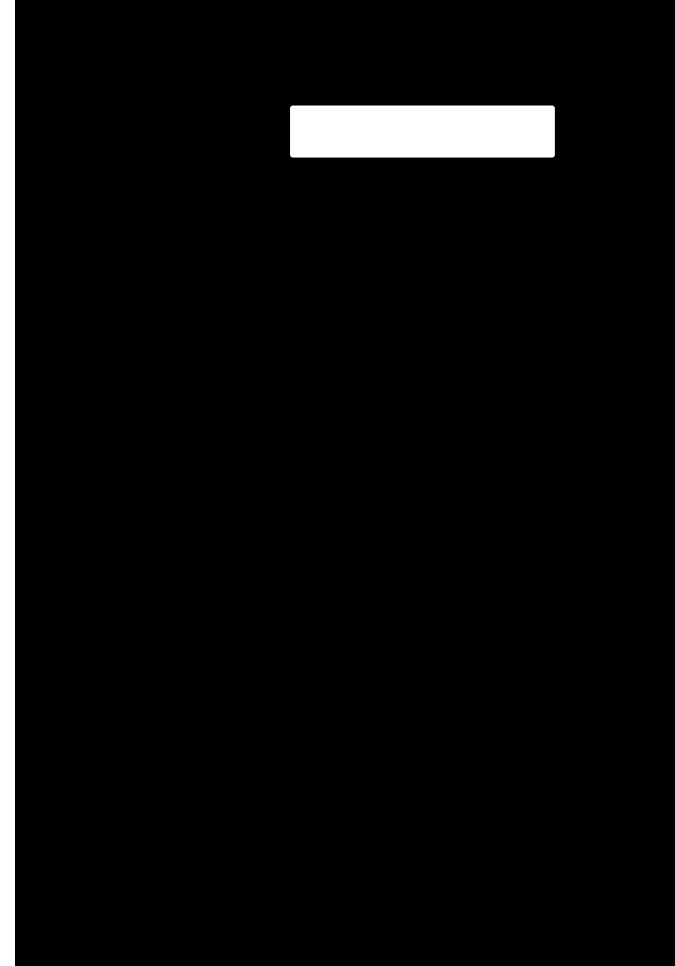
- Find a partner
- Decide who will be Partner A/B



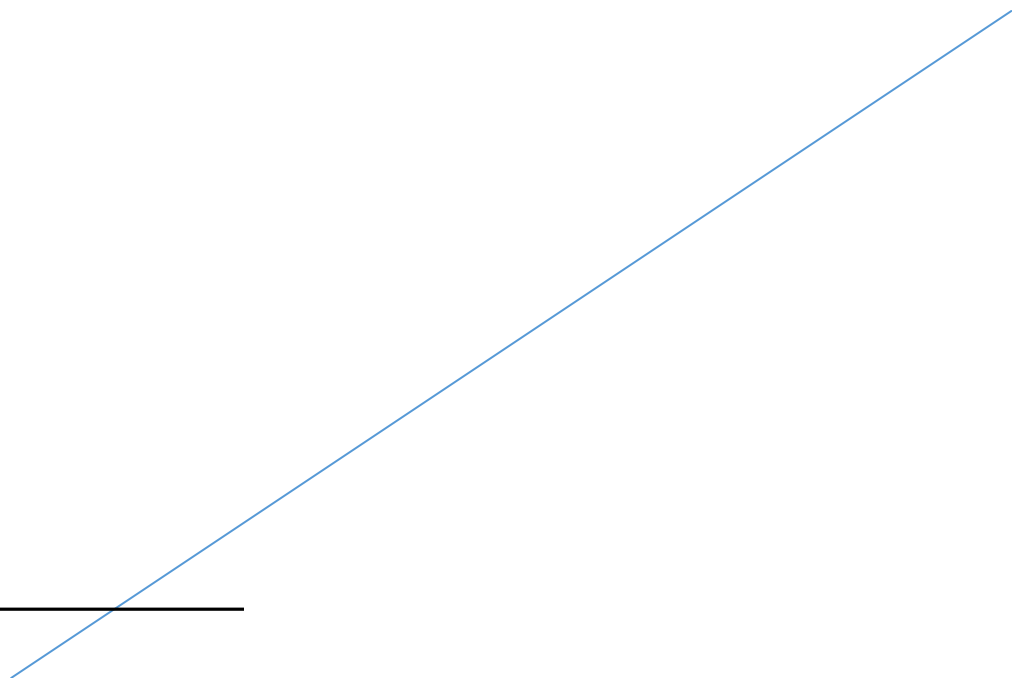


student
movement

on
ach









Damien...

STUDENT NAME : DATE OF BIRTH: LOCAL ID #:	DISABILITY CLASSIFICATION :
PROJECTED DATE IEP IS TO BE IMPLEMENTED : A CURRENT GRADE: 4 th grade	PROJECTED DATE OF ANNUAL REVIEW

NY State Education Department
Division of Special Education Services

Part 200 of the Commissioner's Regulations

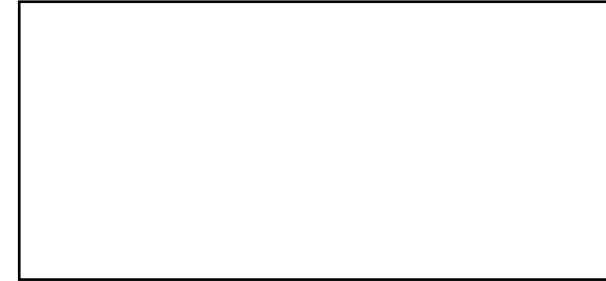
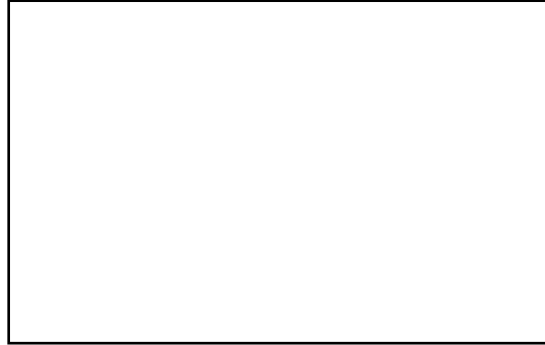
Section 200.1 - 200.10 Section 200.11-200.14



Specially Designed Instruction



Content Examples =
□ Grade level



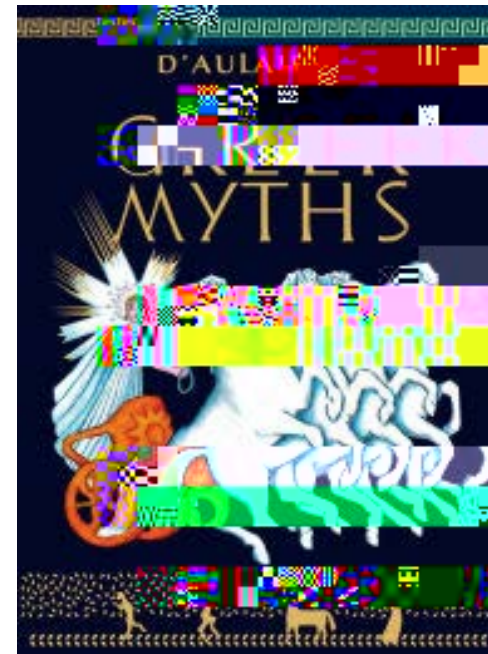
Turn to a neighbor and explain
Specially Designed Instruction
Partner B go first

Specially designed instruction is the unique set of supports provided to an individual student based on his or her learning needs **to remove barriers that result from the student's disability.**

Accommodations

Does not change the instructional level, content or criteria for meeting a standard.

Provide a student with **access** to information and to create an equal opportunity to demonstrate knowledge and skill.

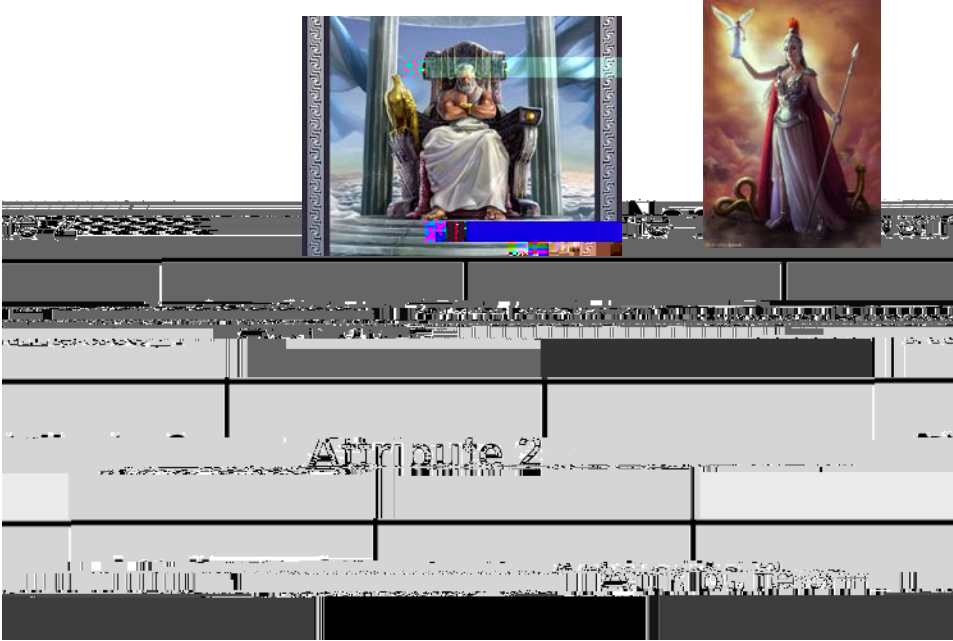


Modifications

Modifications: a change in what a student is expected to learn and/or demonstrate.

5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

EE.RL.5.3 Compare two characters in a familiar story.



Accommodation or Modification?

Using your white boards identify if the statement is an accommodation or modification

Preferential seating

Materials are adapted-texts are simplified

Reduce the rigor of the task

Reducing/minimizing distractions in the classroom



Strengths

- { Listening comprehension
- { Math calculations
- { Attempts work
- { Is able to comprehend main ideas, details and predictions at current reading level



Needs

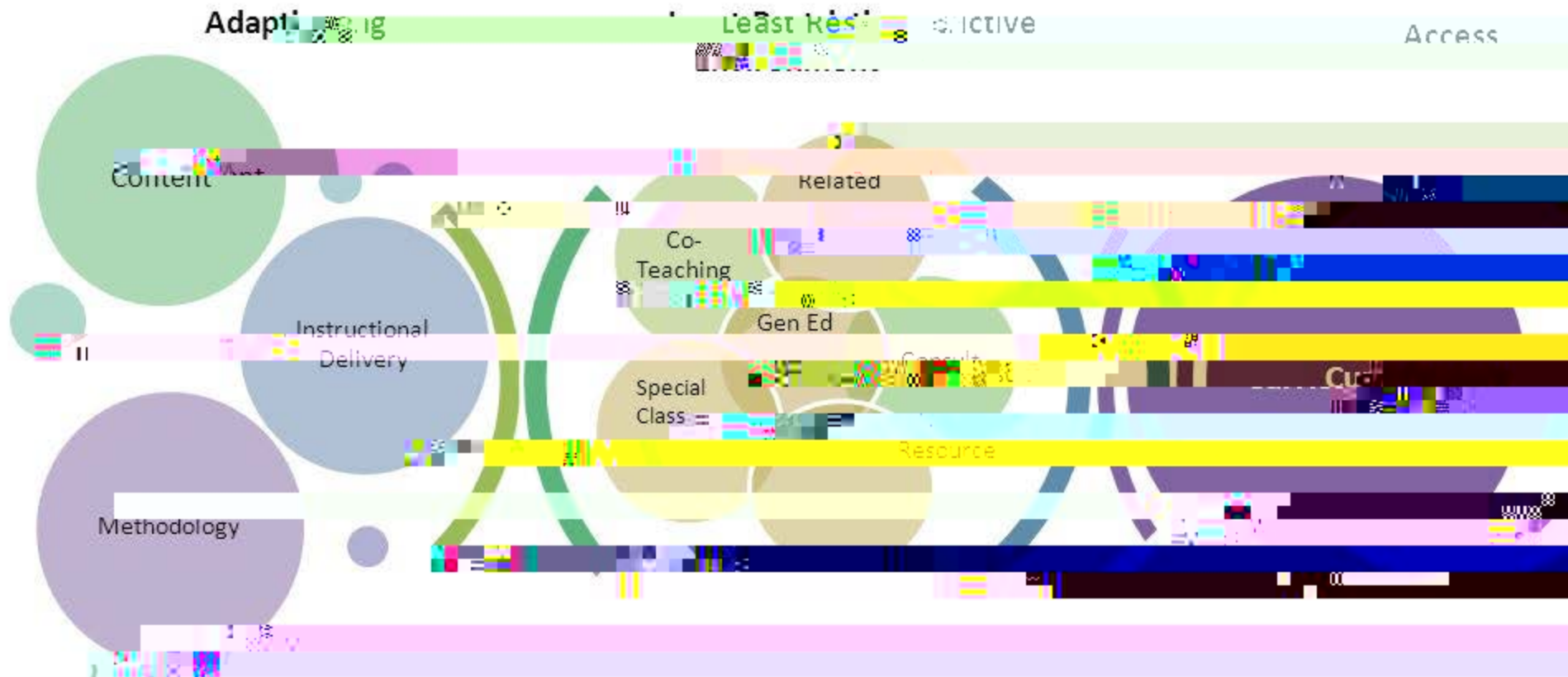
- { Improve decoding
- { Improve fluency

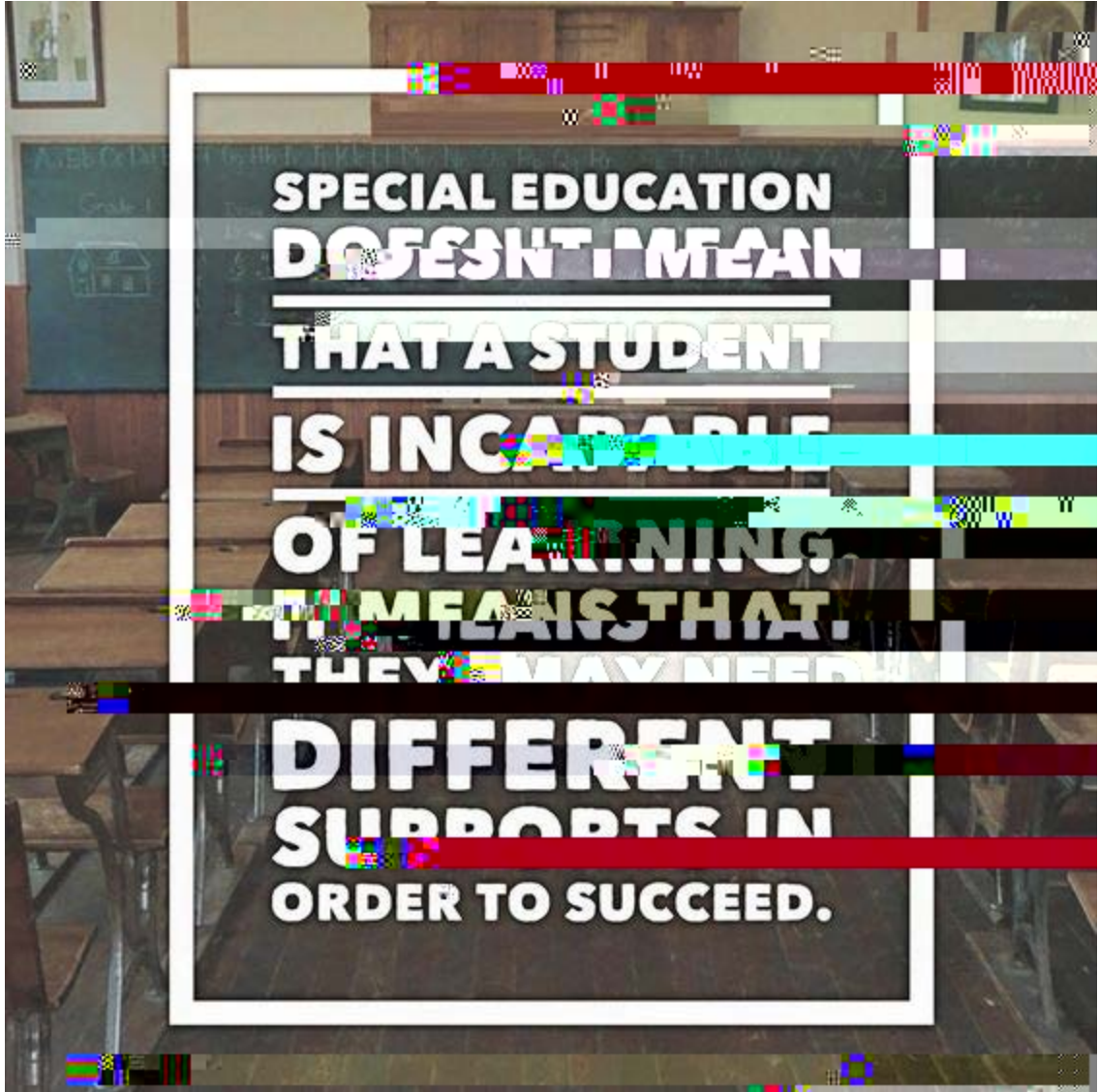


What will it take? SDI

- { Provide an audio/ version of the material.
- { Use a videotape or movie that presents the same information.
- { Use books-on-tape or have an assistant, volunteer or other student make a recording.
- { Use assistive technology to transfer printed words to speech.

Specially Designing Instruction





**SPECIAL EDUCATION
DOESN'T MEAN
THAT A STUDENT
IS INCAPABLE
OF LEARNING.
IT MEANS THAT
THEY MAY NEED
DIFFERENT
SUPPORTS IN
ORDER TO SUCCEED.**