

Guidance Document

Lesson Plan Template

Accessing the Common Core for Students with Disabilities



Students with diverse needs must be challenged to excel within the general curriculum and be prepared for success in their post-school lives. The implementation of the Common Core Learning Standards (CCLS) provides an historic opportunity to improve access to rigorous academic content standards for students with diverse needs.

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Introduction

The lesson plan template and the classroom summary were developed to support educators in embedding specially designed instruction (SDI) into lessons that are aligned with the Common Core Learning Standards (CCLS). The foundation of these tools is rooted in the research around the elements of explicit instruction. This approach is “a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students” (Rosenshine, 1987). Over the past 20 years, research has shown that explicit instruction is the most effective evidence-based method for instructing all students and primarily those students with disabilities.

Explicit instruction is the foundation by which SDI is delivered. SDI is defined in 34 CFR section 300.39(a)(3) and section 200.1(vv) of the Regulations of the Commissioner of Education to mean “adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.” SDI is the intentional and purposeful planning of instruction to ensure that students with disabilities can meaningfully access, participate and progress in the curriculum throughout the entire lesson.

These tools were created by the SDI Workgroup through the Regional Special Education Technical Assistance Support Center (RSE-TASC). The RSE-TASC network is one of the P-12: Office of Special Education’s primary resources for school improvement in New York State. Special Education School Improvement Specialists (SEIS), Valerie Cole and Katy B. Weber were instrumental in creating these tools and delivering professional development for educators across the State to improve results for students with disabilities.

Note: These tools are a resource and may be adapted to meet varying needs of educators.

Sample Lesson Plan

Accessing the Common Core for Students with Disabilities

Special Education Teacher: General Education Teacher: Teaching Assistant: Teacher Aide(s):	Class: Date:	
Standards to be addressed: <i>Common Core Learning Standards (CCLS):</i> <i>Career Development and Occupational Studies (CDOS):</i>		
Topic and Context:		
Objective (Learning Target):	Verb:	Context:
Special Considerations (Accommodations, Modifications, Assistive Technology, Strategies): Student Name Student Name		
Necessary prerequisite skills: Assessment of prerequisite skills:		
	Explicit Core Instruction	Specially Designed Instruction
Introduction: - objective - learning target - key vocabulary <i>Connect to previous learning</i>	Objective (Learning Target): Activate Prior Knowledge: Vocabulary: Connection to previous learning:	Accommodations: Strategies (Learning and Teaching Strategies): Technology/Equipment:

Active Teaching/ Modeling/ “I Do”: - Demonstration - Think Aloud - Provide model &/or rubric	Description of “I Do”: Exemplary, Model or Rubric:	Accommodations: Strategies: Technology/Equipment:
Guided Practice/ “We Do”: Provide time for: - Small group work - Discussion - Teacher/ student observation & feedback <i>Assess before moving to independent practice</i>	Practice Activity with teacher corrective feedback: Materials: Check for understanding:	Accommodations: Strategies: Technology/Equipment:
Independent Practice/ Application/ “You Do”: <i>Multiple practice opportunities to ensure success (90%)</i>	Task/Materials for independent practice:	Accommodations: Strategies: Technology/Equipment:
Lesson Closure	Summary:	Accommodations: Strategies: Technology/Equipment:

Classroom Specially Designed Instruction (SDI) Summary					
Student	Name	Name	Name	Name	Name
Strengths					
Needs					
Environment					
Materials					
How learning is measured					
Content					
Instruction					

Glossary of Terms

(These definitions are following the order of the terms in the Lesson Plan Template)

SE Teacher (Special Education Teacher): *Special education teacher* means an individual who is certified or licensed to teach students with disabilities who is providing special education to the student.

GE Teacher (General Education Teacher): *General education teacher* means a teacher who is qualified to serve nondisabled students who is providing general education instruction to the student.

Teaching Assistant: A *teaching assistant* can assist in the delivery of special education services but cannot serve in place of a special education teacher. (e.g., working with groups of students on instructional projects, provide teacher information about students, assist with testing accommodations, development of materials, etc.)

Teacher Aides: *Teacher aides* perform noninstructional duties. (e.g., assisting students with behavioral needs, set-up centers, or upcoming activities, make copies, manage records, materials, equipment, watching students during recess, hall transitions, etc).

Class: For purposes of the lesson plan document, this term means the setting in which students with disabilities are receiving instruction in the general education curriculum.

Consultant Teacher Services (CT): *Consultant Teacher Services* are defined as direct and/or indirect services provided to a school-aged student with a disability in the student's general education classes, including career and technical education classes, and/or to such students' general education teachers.

Direct Services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct service can be combined with indirect services.

Indirect services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.

Resource Room Program: *Resource room program* is a special education program for a student with a disability who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

Related Services: *Related Service* means developmental, corrective and other supportive services as are required to assist a student with a disability (e.g., speech-language pathology, interpreting services, physical therapy, occupational therapy, counseling services, etc.).

Integrated Co-Teaching Services: *Integrated co-teaching services* means the provision of specially designed instruction and academic instruction provided jointly by a special education teacher and a general education teacher to a group of students with disabilities and nondisabled students.

Special Class: *Special class* means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

Objective (Learning Objective, Learning Target): *A learning objective* is a statement that describes what the student will be able to do successfully and independently at the end of a specific lesson as a result of the classroom instruction. All learning objectives contain a concept (*main idea*) and a skill (*measurable student behavior*).

Verb: The skill is the *verb* in the learning objective. (e.g., “Write a summary of a newspaper article,” *write* is the skill). The measurable skill is the verb in the learning objectives. (e.g., *solve, identify, write, compute, and describe*).

Context: A *context* is any specific condition under which the learning objective will be executed. Often the context describes the resources or methods to be used. (e.g., “Write a summary of a newspaper article,” the *context* describes the resources to be used - *newspaper article*).

Accommodations: *Accommodations* mean adjustments to the environment, instruction or materials (e.g., instructional materials in alternative format such as large print or Braille, fewer items on each page; extra time to complete tasks) that allow a student with a disability to access the content or complete assigned tasks. *Accommodations* do not alter what is being taught.

Modifications (Program modifications): *Program modification* may be used to describe a change in the curriculum or measurement of learning; for example, when a student with a disability is unable to comprehend all of the content a teacher is teaching (e.g., reduced number of assignments; alternative grading system).

Assistive Technology (Assistive technology device, Assistive technology service): *Assistive technology device* means an item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability. *Assistive technology service* means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: the evaluation of the needs, purchasing and

leasing of the device, selecting, designing, fitting, customizing, and adapting the device, coordination of the therapy, intervention for the device, along with training and/or technical assistance for a student with a disability and the professionals who will provide the service.

Strategies: A plan of action designed to achieve a goal.

Learning Strategies: *Learning strategies* are techniques, steps or rules that are a fundamental part of the process to acquire, manipulate, integrate, store, and retrieve skills, and information to be applied in a variety of settings and situations. *Learning strategies* may be subtle or overt and simple or complex - always matched to student need. *Learning strategies* are student centered and designed to result in a new understanding, deeper knowledge, and generalization.

Teacher Strategies: *Teaching strategies* are teacher centered and require student's response or reaction. *Teaching strategies* include the structure for effective teaching provided by the teacher in order to deliver specially designed instruction. *Teacher strategies* include student's engagement and positive behavior management strategies such as Hands Up/Hands Down, Give Me Five, Look/Lean/Whisper, Elbow Partners, and Think/Pair/Share.

Necessary Prerequisite Skills: A *prerequisite skill* is a skill that a student has mastered. The skill needs to be mastered before the student will be able to learn a new skill. There *prerequisite skills* are reviewed during the opening of a lesson.

Assessment of Prerequisite Skills: The key principal to a good review is to verify that all students know how to perform the prerequisite skills. A review typically consists of giving students a task requiring the use of the prerequisite skill(s) and seeing whether the students can perform the task correctly. There are several different *assessments of prerequisite skills*. Some are direct measures, such as tests, quiz, concept maps, portfolios, and others are more indirect, such as self-reports, the student's individualized education program (IEP), etc.

Explicit Instruction: *Explicit instruction* is a structured, systematic approach to teaching all students. It is an unambiguous and direct method that includes instructional design and delivery. *Explicit instruction* guides students through the learning process through the provision of clear statements regarding the purpose and rationale for learning the new skill/content, explanations and demonstrations of the instructional target, and supported scaffold practice with embedded, specific feedback in order to achieve independent mastery.

Activate Prior Knowledge (APK): *Activating prior knowledge* is purposefully moving something connected to the new lesson from the student's long-term memories into their working memories so they can build upon existing knowledge. *Activating Prior Knowledge* should be limited to no more than five minutes. The bulk of the class time must be spent teaching students the new grade-level content.

Vocabulary: Prior to introducing *vocabulary*, a teacher must do three things: select appropriate vocabulary that will be the most useful to students both at this time and in the future; determine how each word's meaning will be conveyed to students; and develop examples to illustrate each work and, when helpful, non-examples to establish what the concept is not.

Specially Designed Instruction (SDI): *Specially Designed Instruction* means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

Career Development and Occupational Learning Standards (CDOS): The *CDOS learning standards*, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

1. Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- 3a. Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
- 3b. Career Majors: (Optional for this credential.) Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Common Core Learning Standards (CCLS) or Common Core State Standards (CCSS): The *Common Core Learning Standards* provide a consistent, clear understanding of what students are expected to learn. The *Standards* set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.

Modeling (I do it.): Modeling involves teaching using think-aloud to reveal to students the strategic thinking required to solve a problem. The teacher models the skill three times. The teacher demonstrates and describes the skill performance.

Demonstration: Teaching using physical objects to clarify the content and to support kinesthetic learning.

Guided Practice (We do it.): *Guided practice* starts with the teacher working problems together with the students. This means that the teacher is working the problem step-by-

step, usually on the board, and the students are working with the teacher at the same time. Guided practice is a dynamic component in lessons.

Checking for Understanding (CFU): Checking for Understanding means checking all students' levels of understanding throughout each lesson to track learning and adapt instruction appropriately during instruction.

Independent Practice (You do it.): Independent practice is having students practice what has been taught while it is being taught.

Lesson Closure: Lesson closure **activities** are activities at the end of the lesson that reinforce what students have learned, help students organize the information into a meaningful and personally relevant context. Lesson closure activities can also serve as a brief assessment tool with which to evaluate student retention of information.

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Appendix A

Accessing the Common Core for Students with Disabilities

Special Education Teacher: Ms. Baxter General Education Teacher (if applicable): Mr. Whitmer Teaching Assistant: Teacher Aide:	Class: 6 th grade ELA (condensed version for training purposes) Date: September 22, 2013	
Standards to be addressed: Common Core Learning Standards (CCLS): R.L. 6.1 I can cite text-based evidence to support an analysis of literary text. SL.6.1 I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. Career Development and Occupational Studies (CDOS): CDOS 3a: Universal Foundational Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.		
Topic and Context: I can get the gist of the text by identifying unfamiliar vocabulary and gaining meaning from the text.		
Objective:	Verb: Cite with evidence & engage in discussions	Context: Mythology
Special Considerations (Accommodations, Modifications, Assistive Technology, Strategies) (see classroom summary for details about students) <div style="text-align: center;"> Cory (only 2 students used for training purposes) Eugene </div>		
Necessary prerequisite skills: Getting the gist, annotating texts, chunking text and recognizing unfamiliar vocabulary; “Cite” – finding clues in the text, understanding the characteristics of the clues and how they relate to the evidence Assessment of prerequisite skills: First lesson of module. (Formative assessment data from this lesson will assist in filling this section out for lesson 2)		
	Explicit Core Instruction Grade 6 - Module 1: Unit 1, Lesson 1	Specially Designed Instruction

<p>Introduction: Gain Students' Attention Determine: - objective - learning target - key vocabulary</p> <p><i>Connect to previous learning</i></p>	<p>Objective:</p> <ul style="list-style-type: none"> • I can get the gist of the text “<i>Shrouded in Myth.</i>” • I can identify unfamiliar vocabulary in “<i>Shrouded in Myth.</i>” • I can collaborate effectively with my peers. <p>** Interact with objectives. Teacher reads them aloud, re-read them as a whole group, read with partner. 1 minute to discuss with partner what you think we'll be learning today. Discuss as class.</p> <p>Activate Prior Knowledge: Post quote from “Shroud in Myth” and the image of the sculpture. “Today we are launching into a new and exciting study. Read the quote on the board. This will give you clues as to what we will be studying. Quick write (pass out forms) for 2 minutes (it is exactly what it sounds like - explain). Turn and talk to partner about “Where do you think this quote came from? Why do you think that?” Invite students to look at the image of the sculpture. Quick write to add “How is this image related to the quote you just read? What makes you think that?” Talk to partner. Invite whole class shares. Encourage specificity and details. Congratulate them on their entry into the world of mythology. The topic of mythology and the skill of using evidence when discussing reading will be the heart of the learning for the next several weeks.</p> <p>Vocabulary: Learning target, gist, annotate, reflect, prophecy, fate, imprisoned, stunning, dreaded, writhing</p> <p>Connection to previous learning: Teacher refreshes students' memories of the think-pair-share (TPS) and fist-to-five (FTF) protocols</p>	<p><i>Just take the guessing game out of it and just ask 3 sets of partners what we're learning today. Be sure to Check for Understanding (CFU). (CORY)</i></p> <p><i>Will need to read quote aloud first, then as a group, then with partners, then independently to self to aid in comprehension and fluency. (CORY)</i></p> <p><i>Turn and talk to partner BEFORE quick write to allow for processing and assist with writing on demand. (CORY, EUGENE)</i></p> <p><i>Reveal questions one at a time to keep focus and eliminate confusion. (CORY, EUGENE)</i></p> <p><i>Graphic organizer for all students in class but highlighted key words and phrases version. (CORY)</i></p> <p><i>Help CORY to prepare an answer to the question “How does the picture relate to the quote?” and ask him during whole group share time.</i></p> <p><i>CFU of TPS, FTF. (CORY, EUGENE)</i></p>
<p>Active Teaching/ Modeling/ “I Do”: - Demonstration - Think Aloud - Provide model &/or rubric</p>	<p>Description of “I Do”: Teacher reads “Shrouded in Myth.” Students read in their heads while teacher reads. Let students continue to dig through this text throughout the next several days. Invite students to Think-Pair-Share: “What do you notice about this text? What do you wonder?”</p> <p>Exemplar, Model, or Rubric:</p>	<p><i>Be sure to pair with complimentary partners for TPS. (CORY, EUGENE)</i></p> <p><i>Put these questions on desk with scaffolded questions: What do you see on the statue? What is she holding? Why do you think she's holding it? (CORY)</i></p> <p><i>Use nonlinguistic representations (pictures) to prompt in</i></p>

	<ul style="list-style-type: none"> • Teacher reads aloud to promote fluency and comprehension, providing a model for students to read on their own. Show them on the document camera how to separate the text into sections to get the gist of each section. ** Now they do it in pairs/small groups. • Model for them how to read carefully, thinking aloud while annotating, demonstrating how to annotate using the first section. Have a discussion with the whole group about what the gist of the first section was and what it was mostly about. ** Now they do it in small groups. • Model the identification of unfamiliar words. Using the first section, go back and re-read to identify unfamiliar words. Circle them. Explain that names of people and places often begin with capital letters and they are unimportant to determine the meaning of them. Try their best to read them but just move on. ** Now they do it in small groups. 	<p><i>each activity of the lesson (CORY)</i></p> <p><i>Prechunked versions of text (CORY) with highlighted key words/phrases (CORY, EUGENE)</i></p> <p><i>Remind them of the strategy for finding the gist that was learned previously in the Resource Room. (CORY)</i></p> <p><i>Group CORY with the two other students with this need and two other students who are stronger in this area (with or without disabilities) – stay with this group to reteach and scaffold supports during the activity</i></p>
<p>Guided Practice/ “We Do”: Provide time for: - Small group work - Discussion - Teacher/ student observation & feedback</p> <p><i>Assess before moving to independent practice</i></p> <p>Involve Students</p>	<p>Practice Activity with teacher corrective feedback:</p> <ul style="list-style-type: none"> • Students will re-read this text with a small group of 3 or 4 with a new purpose of getting the gist. Think-pair-share about the gist of the second section. “What was the gist of this section? What was it mostly about?” Bring class back together as a whole group and do fist-to-five on getting the gist. Reteach if necessary. • After re-reading each section together the students will annotate together and discuss their notes. Bring class back together as a whole group and do fist-to-five on annotating. Reteach if necessary. • After re-reading each section together, the students will circle unfamiliar words. Bring class back together as a whole group and do fist-to-five on identifying unfamiliar words. <p>Materials: Quick write form, “Shrouded in Myth” text (full and pre-chunked version with spots marked for where to annotate for select students who, upon observation,</p>	<p><i>Stay in same groups for this activity. Continue to stay with this group to reteach and support.</i></p> <p><i>Continue to use prechunked versions of the text and highlighted key words/ideas.</i></p> <p><i>Remind of strategies of fist of five learned in previous lessons and Resource Room.</i></p> <p><i>Prechunked version of text</i> <i>Highlighted version of prechunked text (spots marked to annotate)</i></p>

	<p>appear to be struggling); document camera; writing utensil; fist-to-five chart</p> <p>Check for understanding: After the second section, discuss the difficulties with the activity, how to overcome them, reteach to entire group if necessary.</p>	
<p>Independent Practice/ Application/ “You Do”:</p> <p><i>Multiple practice opportunities to ensure success (90%)</i></p>	<p>Task/Materials for independent practice: The last section will be used for independent practice if some students are ready to do it (get the gist, annotate and identify unfamiliar words) on their own. Allow for some students to continue working in the group if needed.</p>	<p><i>After checking for understanding, reteach areas needed.</i></p>
<p>Lesson Closure</p>	<p>Summary: Ask students to volunteer reading each objective. Using fist-to-five protocol for self-assessment on meeting the objective. Describe patterns noticed since the earlier fist-to-five assessments. Homework – Re-read “Shrouded in Myth” and finish annotating if you did not finish in class. After reading, try representing the story through a drawing or a series of drawings that show your understanding.</p> <p>Checking for Understanding: Exit ticket: Reflecting on the learning targets Fist-to-five for self-reflection – noting level of confidence to see if matches with accuracy of the exit ticket</p>	

Throughout lesson: Involve students. Monitor performance. Provide feedback.

Key for Acronyms Used:
 gL = grade level
 CFU = check for understanding
 VTT = voice to text

Appendix B
Classroom Specially Designed Instruction (SDI) Summary

Student	Cory	Randy	Molly	Jackie	Eugene
Strengths	<ul style="list-style-type: none"> • Visual Learner • Hands-on learner 	<ul style="list-style-type: none"> • Hands-on Learner • Math skills on gL • Auditory Learner 	<ul style="list-style-type: none"> • Visual Learner • Hands-on learner • Good verbal skills 	<ul style="list-style-type: none"> • Strong visual learner • Works well w/peers 	<ul style="list-style-type: none"> • Hands-on learner • Good verbal skills • Reading above gL
Needs	<ul style="list-style-type: none"> • Reading comp below 4 yrs gL • Slow auditory processing • Low verbal skills • Reading comprehension skill instruction 	<ul style="list-style-type: none"> • Reading comp 4 yrs below gL • Reading comprehension skill instruction • Writing skill instruction • Wheelchair 	<ul style="list-style-type: none"> • Reading comp 2 yrs below gL • Reading comprehension skill instruction • Writing is physically labored 	<ul style="list-style-type: none"> • Struggles with multi step directions & math problem • Struggles getting ideas on paper • Math 3 yrs below gL • Writing skill instruction 	<ul style="list-style-type: none"> • Attention issues – easily distracted • Disorganized writing • Disorganized • Reteach skills from lessons • Strategy instruction on organizing himself
Environment	<ul style="list-style-type: none"> • Minimal distractions • Extended time for all activities 	<ul style="list-style-type: none"> • Navigating the room & school • Extended time for all activities 	<ul style="list-style-type: none"> • Extended time for all activities 	<ul style="list-style-type: none"> • Extended time for all activities 	<ul style="list-style-type: none"> • Minimal distractions • Group in smaller groups • Preferential seating • Proximity
Materials	<ul style="list-style-type: none"> • Agenda for assignments • Notes provided • iPad for reading assignments & tests • Graphic organizers • Highlight key ideas 	<ul style="list-style-type: none"> • iPad for writing over 2 paragraphs (VTT) • iPad for reading assignments & tests • Graphic organizers • Highlight key ideas 	<ul style="list-style-type: none"> • iPad for writing over 1 sentence (VTT) • Slant board for writing under 1 sentence • Highlight key ideas 	<ul style="list-style-type: none"> • iPad for writing over 1 paragraph (VTT) • Graphic organizers • Calculator • Listening guides • Highlight key ideas 	<ul style="list-style-type: none"> • Notes provided • Graphic organizers
How learning is measured	<ul style="list-style-type: none"> • Tests & assignments read • Extended time & alternate location for tests 	<ul style="list-style-type: none"> • Tests & assignments read • Extended time 	<ul style="list-style-type: none"> • Tests & assignments read • Alternate location for tests 	<ul style="list-style-type: none"> • Tests & assignments read • Alternate location for tests 	<ul style="list-style-type: none"> • Extended time & alternate location for tests
Content	NONE	NONE	NONE	NONE	NONE
Instruction	<ul style="list-style-type: none"> • Directions simplified & written • Frequent CFU • Preteaching skills needed in gen ed for upcoming lessons – e.g.; oral reading only done when prepared prior to lesson • Chunking into smaller parts 	<ul style="list-style-type: none"> • Frequent CFU 	<ul style="list-style-type: none"> • Directions simplified & written • Frequent CFU 	<ul style="list-style-type: none"> • Directions simplified & written • Frequent CFU 	<ul style="list-style-type: none"> • Frequent CFU • Reminders to use strategies

Appendix C:

IEP and Lesson Plan Development Handbook¹

1. Conduct and utilize data from regular standardized achievement testing that provides specific reports on the skills students have mastered and the skills that need improvement.
2. Perform regular assessments in the classroom that range from formal testing to teacher observation of students as they work.
3. Communicate and interact with students as they work.
4. Gather information and use it to individualize instruction for every child.
5. Conduct a continuous problem identification process so that specially-designed instruction can address those targeted problems.
6. Believe students with disabilities can learn and help them do so by finding the right teaching materials and methods.

Specially Designed Instruction (SDI) means adapting what is taught, the methodology and/or the manner in which instruction is provided to meet the student's unique needs. **SDI** provides students with different avenues to acquire content knowledge; process information, construct meaning, and/or make sense of ideas. Through SDI, teaching methodology and materials are adapted so that each student can learn effectively, regardless of differences in ability.

SDI must include use of explicit direct instruction!

NONVERBAL COMMUNICATION	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, verbal, physical, picture prompts and cues <input type="checkbox"/> Cue cards <input type="checkbox"/> Graduated guidance <input type="checkbox"/> System of least prompts <input type="checkbox"/> Instruction of American Sign Language <input type="checkbox"/> Computer assisted instruction <input type="checkbox"/> Multiple-modality strategies <input type="checkbox"/> Use of body language <input type="checkbox"/> Attending to the speaker <input type="checkbox"/> Other ² 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, tactual, verbal, physical, picture prompts and cues <input type="checkbox"/> Hand-under-hand vs. hand-over-hand physical guidance/exploration <input type="checkbox"/> American Sign Language <input type="checkbox"/> Switch activated devices <input type="checkbox"/> Augmentative communication devices <input type="checkbox"/> Dynamic screens <input type="checkbox"/> High technology communication devices <input type="checkbox"/> Communication boards/books/ cards <input type="checkbox"/> Picture-based communication <input type="checkbox"/> Establishing and maintaining eye contact <input type="checkbox"/> Switch accessibility <input type="checkbox"/> Scan accessibility <input type="checkbox"/> Educational interpreter <input type="checkbox"/> Other

¹ Adapted from the Kentucky Special Education Cooperatives, January 2009. Revised by NYS RSE-TASC SDI workgroup 2013

LISTENING COMPREHENSION	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Instruction in listening strategies <input type="checkbox"/> Modeling <input type="checkbox"/> Chunking <input type="checkbox"/> Written prompts or directions <input type="checkbox"/> Preview-Teach-Review <input type="checkbox"/> Alternative note-taking <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Preteach critical information and vocabulary <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeated directions <input type="checkbox"/> Frequent comprehension checks <input type="checkbox"/> Visual prompts <input type="checkbox"/> Alternative note-taking <input type="checkbox"/> Extended processing time <input type="checkbox"/> Paraphrasing, rephrasing, and summarizing <input type="checkbox"/> Extended time <input type="checkbox"/> Previewing questions <input type="checkbox"/> Preferential seating <input type="checkbox"/> Advance organizer <input type="checkbox"/> Focused, concrete statements <input type="checkbox"/> Digital recorder <input type="checkbox"/> Electronically formatted materials <input type="checkbox"/> Highlighted key words <input type="checkbox"/> Listening guides <input type="checkbox"/> Other
EXPRESSIVE LANGUAGE/ORAL EXPRESSION	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Instruction in how to respond to verbal prompts <input type="checkbox"/> Instruction in how to respond to cue cards <input type="checkbox"/> Instruction in how to respond to visual prompts <input type="checkbox"/> Guided repetitions <input type="checkbox"/> Guided rehearsal; use of scripts <input type="checkbox"/> Time delay strategies <input type="checkbox"/> Modeling <input type="checkbox"/> Instruction in conversational skills (i.e., initiating, maintaining, ending) <input type="checkbox"/> Word retrieval drills: categories, attributes, functions <input type="checkbox"/> Questioning techniques <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts <input type="checkbox"/> Cue cards <input type="checkbox"/> Visual prompts <input type="checkbox"/> Extended response time <input type="checkbox"/> Allowance for written tests <input type="checkbox"/> Recorded material <input type="checkbox"/> Preferential seating <input type="checkbox"/> Directions in multiple forms (i.e., restate, rephrase, oral directions) <input type="checkbox"/> Oral reading on a volunteer basis <input type="checkbox"/> Rehearsal; use of scripts <input type="checkbox"/> Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.) <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Questioning techniques <input type="checkbox"/> Other
VOICE	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Vocal strategies <input type="checkbox"/> Social skills instruction <input type="checkbox"/> Calming strategies <input type="checkbox"/> Instruction in self-monitoring strategies <input type="checkbox"/> Visualizing techniques <input type="checkbox"/> Instruction in recognition of vocal abusive patterns 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-monitoring checklists <input type="checkbox"/> Calming strategies cues <input type="checkbox"/> Variety of questioning techniques <input type="checkbox"/> Signal system for recognizing abusive vocal patterns <input type="checkbox"/> Other

<input type="checkbox"/> Oral motor intervention <input type="checkbox"/> Other	
FLUENCY	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Modeling <input type="checkbox"/> Starter techniques <input type="checkbox"/> Instruction on maintaining eye contact <input type="checkbox"/> Instruction using choral responses <input type="checkbox"/> Instruction using reading responses <input type="checkbox"/> Instruction of relaxation strategies <input type="checkbox"/> Other	<input type="checkbox"/> Extended response time <input type="checkbox"/> Opportunity to speak first in oral group situations <input type="checkbox"/> Individual instead of group presentations <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Other
RECEPTIVE LANGUAGE	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction in using visual, written, picture prompts and cues <input type="checkbox"/> Modeling <input type="checkbox"/> System of least prompts <input type="checkbox"/> Simultaneous prompting <input type="checkbox"/> Time delay <input type="checkbox"/> Instruction in how to respond to verbal cues <input type="checkbox"/> Instruction of core vocabulary with cue cards <input type="checkbox"/> Instruction in using visualization <input type="checkbox"/> Instruction in using verbal rehearsal <input type="checkbox"/> Cloze procedures <input type="checkbox"/> Direct instruction <input type="checkbox"/> Auditory bombardment of language targets <input type="checkbox"/> Verbal repetition <input type="checkbox"/> Instruction of mnemonic strategies <input type="checkbox"/> Preteach of critical information <input type="checkbox"/> Instruction for understanding of sarcasm, parody, and humor <input type="checkbox"/> Instruction in elements of critical thinking <input type="checkbox"/> Instruction in how to make inferences and predictions <input type="checkbox"/> Instruction in how to draw conclusions and make generalizations <input type="checkbox"/> Other	<input type="checkbox"/> Preferential seating <input type="checkbox"/> Repetition of directions <input type="checkbox"/> Simple directions <input type="checkbox"/> Gestures and visual cues <input type="checkbox"/> Paraphrasing and rephrasing <input type="checkbox"/> Visual prompts <input type="checkbox"/> Concrete to abstract representations <input type="checkbox"/> Picture schedules <input type="checkbox"/> Picture cues <input type="checkbox"/> Object to picture schedule <input type="checkbox"/> Calendar/routine system <input type="checkbox"/> Sentence strips <input type="checkbox"/> Digital recorder <input type="checkbox"/> Self-cuing strategies <input type="checkbox"/> Gradual building of complexity of tasks <input type="checkbox"/> Teacher wait time <input type="checkbox"/> Other
PRAGMATICS	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction using social scripting <input type="checkbox"/> Instruction using social stories <input type="checkbox"/> Instruction using written prompts <input type="checkbox"/> Modeling <input type="checkbox"/> Instruction in how to respond to verbal prompting <input type="checkbox"/> Guided response	<input type="checkbox"/> Role playing <input type="checkbox"/> Monitoring and quick feedback <input type="checkbox"/> Peer buddy/monitor <input type="checkbox"/> Sensory issues addressed <input type="checkbox"/> Opportunities for taking turns, initiating/terminating conversation, commenting, and asking questions

<input type="checkbox"/> Instruction in environmental prompting (i.e., personal space awareness) <input type="checkbox"/> Chaining <input type="checkbox"/> Shaping <input type="checkbox"/> Video self-monitoring <input type="checkbox"/> Role playing <input type="checkbox"/> Instruction in conversational turn-taking, initiating/terminating conversation, commenting, and asking questions <input type="checkbox"/> Instruction in relevant emotion/feeling words <input type="checkbox"/> Other	<input type="checkbox"/> Environmental prompts (i.e., personal space awareness) <input type="checkbox"/> Other
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BASIC READING

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding <input type="checkbox"/> Visual strategies including word recognition and visual memory for words <input type="checkbox"/> Auditory strategies including language structure at the word, sentence, and text level <input type="checkbox"/> Fluency strategies <input type="checkbox"/> Direct Braille code instruction <input type="checkbox"/> Direct instruction in functions and use of portable note-taking device (e.g., Braille Note, VoiceNote, Braille ‘Speak, etc.) <input type="checkbox"/> Instruction of functions and use of low vision devices (assistive technology for near and distance viewing) <input type="checkbox"/> Instruction in accessing alternate formats and associated technology <input type="checkbox"/> Meaning strategies including word meanings and associations and precision in word usage <input type="checkbox"/> Instruction in identifying and pronouncing words and reading fluently orally including: <ul style="list-style-type: none"> ○ Using context clues ○ Visual word recognition strategies including environmental print ○ Word analysis strategies such as prefixes, suffixes, compound words, and word derivations ○ Text management strategies such as rereading/reading ahead, deep reading, skimming/scanning ○ Decoding strategies such as identifying word families, chunking, point and slide, looking for familiar words parts ○ Cross-check across systems (does the word make sense, does it sound like language, do the letters match the sounds) 	<input type="checkbox"/> Graphic organizers <input type="checkbox"/> Prompting and cuing <input type="checkbox"/> Recorded materials <input type="checkbox"/> Alternate electronic/digitized materials <input type="checkbox"/> Oral/visual presentation of material above independent reading level <input type="checkbox"/> Extended time <input type="checkbox"/> Large print (specified font size) <input type="checkbox"/> Highlighted material <input type="checkbox"/> Colored overlays for reading/glare reduction (specified color) <input type="checkbox"/> Direct/indirect lighting <input type="checkbox"/> Photocopied materials on preferred colored paper <input type="checkbox"/> Tracking guides <input type="checkbox"/> Braille <input type="checkbox"/> Manipulatives (i.e., letter tiles, flash cards, etc.) <input type="checkbox"/> Access to technology <input type="checkbox"/> Limited visual clutter/stimuli <input type="checkbox"/> Slant board/stand <input type="checkbox"/> Use of black marker ONLY on dry erase board <input type="checkbox"/> Talking books <input type="checkbox"/> Screen enlargement software <input type="checkbox"/> Magnifier <input type="checkbox"/> Monocular/binocular <input type="checkbox"/> Copy of class notes <input type="checkbox"/> Regular text along with large print texts for colored illustrations and maps <input type="checkbox"/> Other

or ask another reader <input type="checkbox"/> Other	
READING COMPREHENSION	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Instruction in how to use graphic organizers <input type="checkbox"/> Modeling <input type="checkbox"/> Instruction in “Cloze” procedures <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Instruction using advance organizers <input type="checkbox"/> Instruction using visual prompts <input type="checkbox"/> Preteaching concepts/vocabulary <input type="checkbox"/> LEARN strategy <ul style="list-style-type: none"> <input type="checkbox"/> List what you know <input type="checkbox"/> Explore what you want to know <input type="checkbox"/> Access information <input type="checkbox"/> Reflect on what you’re learning <input type="checkbox"/> Now make connections <input type="checkbox"/> KWL strategy <ul style="list-style-type: none"> <input type="checkbox"/> List what you know <input type="checkbox"/> Tell what you want to know <input type="checkbox"/> Tell what you learned <input type="checkbox"/> Instruction in verbal summarization <input type="checkbox"/> Instruction using open-ended stories <input type="checkbox"/> QAR strategy <ul style="list-style-type: none"> <input type="checkbox"/> Question <input type="checkbox"/> Answer <input type="checkbox"/> Response <input type="checkbox"/> Instruction using choral reading <input type="checkbox"/> Instruction using paired reading <input type="checkbox"/> Instruction using echo reading <input type="checkbox"/> Instruction using visual imagery <input type="checkbox"/> Instruction using story mapping <input type="checkbox"/> Think aloud strategies <input type="checkbox"/> Instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring <input type="checkbox"/> Instruction and support for specialized software and equipment <input type="checkbox"/> Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts <input type="checkbox"/> Instruction in hand/finger skills, tactile discrimination/perception skills <input type="checkbox"/> Integrated use of visual skills (e.g., scanning for information, reading charts, graphs, maps) <input type="checkbox"/> Direct Braille code instruction <input type="checkbox"/> Instruction in functions and use of portable note-taking device <input type="checkbox"/> Diagnostic instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded books with appropriate pacing <input type="checkbox"/> Recorded materials <input type="checkbox"/> Electronic/digitized materials <input type="checkbox"/> Highlighting <input type="checkbox"/> Large print materials/textbooks (specified font size) <input type="checkbox"/> Standard text to accompany large print text for colored illustrations/maps <input type="checkbox"/> Braille <input type="checkbox"/> Reader <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Oral/visual presentation of materials above independent reading level <input type="checkbox"/> Manipulatives (i.e., story strips, etc.) <input type="checkbox"/> Advance organizers <input type="checkbox"/> Tactual graphics <input type="checkbox"/> Visual prompts <input type="checkbox"/> Frequent rest breaks to reduce eye fatigue and strain <input type="checkbox"/> Limited visual clutter/stimuli <input type="checkbox"/> Slant board/stand <input type="checkbox"/> Note-taking guides <input type="checkbox"/> Study guides <input type="checkbox"/> Highlighted study guides <input type="checkbox"/> Use of black marker ONLY on dry erase board <input type="checkbox"/> Talking books <input type="checkbox"/> Screen enlargement software <input type="checkbox"/> Magnifier <input type="checkbox"/> Monocular/binocular <input type="checkbox"/> Colored overlays for reading/glare reduction (specify color) <input type="checkbox"/> Copy of classroom notes <input type="checkbox"/> Regular text along with large print texts for colored illustrations and maps <input type="checkbox"/> Reading stand <input type="checkbox"/> Other

<input type="checkbox"/> Other	
WRITTEN LANGUAGE	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction in graphic organizers <input type="checkbox"/> Modeling <input type="checkbox"/> Tactile kinesthetic tracing <input type="checkbox"/> Repetitive practice <input type="checkbox"/> Instruction using advance organizers <input type="checkbox"/> Visual and physical prompts and cues <input type="checkbox"/> Small group instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing <input type="checkbox"/> Instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose <input type="checkbox"/> Instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking) <input type="checkbox"/> Instruction in mechanics and usage of slate/stylus <input type="checkbox"/> Instruction in mechanics and use of Braillewriter/Note talking device <input type="checkbox"/> Instruction in functions and use of magnification systems <input type="checkbox"/> Sequential instruction for keyboarding skills <input type="checkbox"/> Other	<input type="checkbox"/> Scribe (specify how and when a scribe will be used) <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Assistive technology <input type="checkbox"/> Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Journals, logs, notebooks <input type="checkbox"/> Rubrics/scoring guides <input type="checkbox"/> Editing checklists <input type="checkbox"/> Production of written pieces <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Error monitoring, self-monitoring <input type="checkbox"/> Modified tests and assignments <input type="checkbox"/> Copies of overheads (notes, directions, organizers, etc.) <input type="checkbox"/> Preferential seating <input type="checkbox"/> Scribe for obscan sheets <input type="checkbox"/> Highlighting <input type="checkbox"/> Color-coded direction words <input type="checkbox"/> Student paraphrasing of directions <input type="checkbox"/> Raised line paper <input type="checkbox"/> Manipulatives (i.e., sentence strips, words cards, personal and classroom work banks, etc.) <input type="checkbox"/> Digital recorder to talk into and write from <input type="checkbox"/> Pencil grips <input type="checkbox"/> Specialized writing utensils (20/20 pen, #1 lead pencil, bold marker, slate/stylus, etc.) <input type="checkbox"/> Specialized writing materials (Braillewriter, portable note taking device, signature/letter guide, typoscope, computer with screenreader/magnification software) <input type="checkbox"/> Use of high contrasting maker on dry-erase board <input type="checkbox"/> Limited visual clutter/stimuli <input type="checkbox"/> Slant board/stand <input type="checkbox"/> Retaking of tests <input type="checkbox"/> Access to technology <input type="checkbox"/> Other
MATH CALCULATION AND REASONING	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Multi-sensory teaching strategies <input type="checkbox"/> Time delay <input type="checkbox"/> Most to least prompts	<input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Cue cards with problem solving strategies, definitions, examples, models, flow charts,

<ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Instruction in computation and reasoning strategies, word problem strategies <input type="checkbox"/> Instruction in functions and use of accessible graphing calculator software <input type="checkbox"/> Instruction in functions and use of portable note-taking device <input type="checkbox"/> Instruction in functions and use of low vision devices <input type="checkbox"/> Guided practice <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Chunking <input type="checkbox"/> Touch five coin counting strategy <input type="checkbox"/> Instruction in use of a calculator <input type="checkbox"/> Other 	<ul style="list-style-type: none"> process steps <input type="checkbox"/> Small group instruction <input type="checkbox"/> Visual, nonverbal, verbal, physical, picture, and written prompts and cues <input type="checkbox"/> Repetitive practice <input type="checkbox"/> Accommodated tests/assignments <input type="checkbox"/> Advance organizers <input type="checkbox"/> Copies of overheads including notes, organizers, examples <input type="checkbox"/> Extended time <input type="checkbox"/> Graph paper/vertical lined paper <input type="checkbox"/> Manipulatives/concrete representations <input type="checkbox"/> Tactile graphs/graphics <input type="checkbox"/> Calculator (large display/talking/graphing/audible graphing calculator software) <input type="checkbox"/> Low vision devices <input type="checkbox"/> Abacus <input type="checkbox"/> Magnifier <input type="checkbox"/> Colored overlay <input type="checkbox"/> Number line <input type="checkbox"/> Study guides <input type="checkbox"/> Peer buddy/peer tutoring <input type="checkbox"/> Oral presentation of materials/assessments <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other
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TASK COMPLETION/ON TASK BEHAVIOR

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Partial participation <input type="checkbox"/> Instruction in how to use self-talk <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Instruction in how to self-monitor/evaluate <input type="checkbox"/> Instruction in student task analysis <input type="checkbox"/> Instruction in using graphic organizers <input type="checkbox"/> System of least prompts <input type="checkbox"/> Instruction using simultaneous prompting <input type="checkbox"/> Instruction in how to respond to cueing (verbal, nonverbal, visual, picture, photo, etc.) <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Accommodated tests and assignments <input type="checkbox"/> Use of timer <input type="checkbox"/> Dual set of materials for home and school <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Extended time <input type="checkbox"/> Rubrics and scoring guides <input type="checkbox"/> Peer tutor/mentor <input type="checkbox"/> Oral presentation of materials <input type="checkbox"/> Redirection and corrective feedback <input type="checkbox"/> Behavior contract <input type="checkbox"/> Environmental modifications <input type="checkbox"/> Assistive technology <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Cue cards <input type="checkbox"/> Previewing assignment <input type="checkbox"/> Other

FOLLOWING DIRECTIONS

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Instruction using task analysis <input type="checkbox"/> Instruction in self-monitoring strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Time delay <input type="checkbox"/> Increased wait time

<ul style="list-style-type: none"> <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> System of least prompts <input type="checkbox"/> Instruction using role playing <input type="checkbox"/> Modeling <input type="checkbox"/> Instruction in how to use self-talk <input type="checkbox"/> Mnemonics strategies <input type="checkbox"/> Instruction using advance organizers <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Advance organizers <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Preferential seating <input type="checkbox"/> Endless loop tape <input type="checkbox"/> Alternate modes for directions including pictures, photos, etc. <input type="checkbox"/> Contracts <input type="checkbox"/> Oral presentation of materials <input type="checkbox"/> Visual supports <input type="checkbox"/> Assistive technology <input type="checkbox"/> Clarification of directions <input type="checkbox"/> Other
RATE/SPEED OF WORK	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Instruction in how to respond to verbal prompts and cues <input type="checkbox"/> Instruction in self-monitoring strategies <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Instruction using role playing <input type="checkbox"/> Modeling <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Checklists <input type="checkbox"/> Use of timer <input type="checkbox"/> Schedule <input type="checkbox"/> Pictorial representation of task <input type="checkbox"/> Audio stimulation to support rhythmic pace (music) <input type="checkbox"/> Repeated practice <input type="checkbox"/> Assistive technology <input type="checkbox"/> Work systems <input type="checkbox"/> Extended time <input type="checkbox"/> Reduced/increased level of lighting <input type="checkbox"/> Preferential seating
FOLLOWING A SCHEDULE	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Instruction in how to respond to verbal prompts and cues <input type="checkbox"/> Instruction in self-monitoring strategies <input type="checkbox"/> Instruction in reading a schedule and a site map <input type="checkbox"/> Instruction using role playing <input type="checkbox"/> Modeling <input type="checkbox"/> System of least prompts <input type="checkbox"/> Instruction using task analysis <input type="checkbox"/> Graduated guidance <input type="checkbox"/> Instruction in how to use picture/tactual agenda <input type="checkbox"/> Instruction in creating and following a personal schedule <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Checklists <input type="checkbox"/> Use of timer <input type="checkbox"/> Picture/tactual schedule <input type="checkbox"/> Color/tactual coding <input type="checkbox"/> Highlighting <input type="checkbox"/> Repeated practice <input type="checkbox"/> Map (i.e., school, classroom, community, etc.) <input type="checkbox"/> Object schedules <input type="checkbox"/> Calendar/routine system <input type="checkbox"/> Physical/verbal cues <input type="checkbox"/> Mental mapping/routes <input type="checkbox"/> Other
ATTENDANCE	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS

<input type="checkbox"/> Multi-sensory instructional strategies <input type="checkbox"/> Instruction in how to use a token economy <input type="checkbox"/> Instruction in self-monitoring strategies <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Instruction in using verbal/visual prompts and cues <input type="checkbox"/> Other	<input type="checkbox"/> Contracts <input type="checkbox"/> Escort to class <input type="checkbox"/> Proximity to classroom <input type="checkbox"/> Pictorial/tactual representation to task <input type="checkbox"/> Alternate dismissal <input type="checkbox"/> Interest inventory to identify motivators <input type="checkbox"/> Other
ORGANIZATION	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction using task analysis <input type="checkbox"/> Instruction using video self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Instruction in using verbal/visual prompts and cues <input type="checkbox"/> Instruction in organization systems <input type="checkbox"/> Modeling <input type="checkbox"/> Other	<input type="checkbox"/> Duplicates <input type="checkbox"/> Extended time <input type="checkbox"/> Shortened assignment <input type="checkbox"/> Dual set of materials for school and home <input type="checkbox"/> Step-by-step instructions <input type="checkbox"/> Color/tactual coding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Calendar <input type="checkbox"/> Peer tutor/buddy <input type="checkbox"/> Dividers and organizers <input type="checkbox"/> Work systems
WORKING INDEPENDENTLY	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Graduated guidance <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Instruction in using verbal/visual prompts and cues <input type="checkbox"/> Instruction using task analysis <input type="checkbox"/> Other	<input type="checkbox"/> Shortened assignments <input type="checkbox"/> Study carrel <input type="checkbox"/> Work systems <input type="checkbox"/> Assignment and tasks given in segments <input type="checkbox"/> Redirection (verbal, nonverbal, physical, visual, etc.) <input type="checkbox"/> Fading prompts <input type="checkbox"/> Positive/corrective feedback <input type="checkbox"/> Other
DECISION MAKING	
Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction in how to use self-talk <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Instruction using role playing <input type="checkbox"/> Instruction in using verbal/visual prompts and cues <input type="checkbox"/> Instruction in evaluating and choosing <input type="checkbox"/> Instruction using social stories <input type="checkbox"/> Other	<input type="checkbox"/> Picture/tactual cues <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Verbal/visual prompts and cues <input type="checkbox"/> Physical prompts and cues <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other
SELF-EVALUATION	
Specially Designed Instruction (SDI)	Supplementary Aids and Services (SAS)

WHAT THE TEACHER TEACHES	WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction using task analysis <input type="checkbox"/> Self-monitoring strategies <input type="checkbox"/> Instruction in using verbal/visual prompts and cues <input type="checkbox"/> Instruction in self-evaluation <input type="checkbox"/> Modeling <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Instruction in self-advocacy skills <input type="checkbox"/> Other	<input type="checkbox"/> Picture cues <input type="checkbox"/> Work systems <input type="checkbox"/> Rubrics and scoring guides <input type="checkbox"/> Progress graphs <input type="checkbox"/> Checklists <input type="checkbox"/> Peer editing <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Other

SOCIAL COMPETENCE

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction using video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Instruction in using verbal/visual prompts and cues <input type="checkbox"/> Instruction in using written prompts and cues <input type="checkbox"/> Instruction in replacement behaviors <input type="checkbox"/> Modeling <input type="checkbox"/> Corrective feedback with reteaching <input type="checkbox"/> Instruction in using student study teams <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Behavior intervention plan <input type="checkbox"/> Instruction in explicit social skills <input type="checkbox"/> Instruction using role playing <input type="checkbox"/> De-escalation strategies <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Instruction in self-advocacy skills (visual portfolio, accessing materials in appropriate format, requesting assistance from peers and adults, personal care) <input type="checkbox"/> Community-based instruction to foster independent living skills <input type="checkbox"/> Instruction in appropriate postural/body gestures <input type="checkbox"/> Other	<input type="checkbox"/> Student repeats directions <input type="checkbox"/> Frequent, positive feedback and specific praise <input type="checkbox"/> Daily/weekly home contact <input type="checkbox"/> Contracts <input type="checkbox"/> Student-created reinforcement menu <input type="checkbox"/> Sequential directions <input type="checkbox"/> Short, concise directions <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Opportunities for movement <input type="checkbox"/> Signal, inference cues <input type="checkbox"/> Proximity control <input type="checkbox"/> Structured transitions <input type="checkbox"/> Timer <input type="checkbox"/> Reinforcement menu <input type="checkbox"/> Peer tutor/buddy <input type="checkbox"/> Repeated practice of learned skills in authentic, nonpervasive environments/situations <input type="checkbox"/> Other

PHYSICAL FUNCTIONING

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
<input type="checkbox"/> Instruction using video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Modeling <input type="checkbox"/> Instruction in using verbal, visual, written, and physical prompts and cues <input type="checkbox"/> Corrective feedback with reteaching <input type="checkbox"/> Hand-under-hand vs. hand-over-hand guidance <input type="checkbox"/> Redirection <input type="checkbox"/> Instruction in how to use self-instruction	<input type="checkbox"/> One-on-one instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Partial participation <input type="checkbox"/> Modified equipment <input type="checkbox"/> Modified rules <input type="checkbox"/> Modified tests, activities, assignments <input type="checkbox"/> Self-instruction <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Self-talk

<input type="checkbox"/> Self-monitoring strategies <input type="checkbox"/> Instruction in how to use self-talk <input type="checkbox"/> System of least prompts <input type="checkbox"/> Instruction in how to use visualization <input type="checkbox"/> Instruction using social stories <input type="checkbox"/> Instruction of specific skills <input type="checkbox"/> Instruction in Orientation and Mobility skills to foster safe and independent travel in familiar/unfamiliar environments <input type="checkbox"/> Mental mapping skills <input type="checkbox"/> Directionality/spatial awareness concepts <input type="checkbox"/> Human guide techniques <input type="checkbox"/> Other	<input type="checkbox"/> Extended/shortened time <input type="checkbox"/> Peer tutor <input type="checkbox"/> Shorter distances <input type="checkbox"/> Decreased level of difficulty <input type="checkbox"/> Extra practice of skills <input type="checkbox"/> Lower goal/target <input type="checkbox"/> Alternate activities <input type="checkbox"/> Adapted play area <input type="checkbox"/> Well-defined boundaries <input type="checkbox"/> Human guide <input type="checkbox"/> Larger/auditory goal/target <input type="checkbox"/> Larger/lighter bat, racquet, etc. <input type="checkbox"/> Frequent rest periods <input type="checkbox"/> Slower pace <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other
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Adapted from the Kentucky Special Education Cooperatives, January 2009. Revised by SDI workgroup 2013.

Appendix D Annotated Lesson Plan

Accessing the Common Core for Students with Disabilities

Special Education Teacher: General Education Teacher: Teaching Assistant: Teacher Aides: The above information is defined in the below link. www.p12.nysed.gov/specialed/lawsregs/part200.htm	Class: www.p12.nysed.gov/specialed/lawsregs/sect2006.htm Date: The current date of the lesson	
Standards to be addressed: Common Core Learning Standards (CCLS): www.engageny.org/common-core-curriculum-assessments Career Development and Occupational Studies (CDOS): www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf		
Topic and Context: "The entire lesson is carefully crafted and delivered to teach the information or procedures necessary for student to be able to successfully complete the Independent Practice" (Hollingsworth and Ybarra, 2009).		
Objective (Learning Target): These statements make explicit what the lesson is going to cover and help students focus on the upcoming content.	Verb: The skill is the objective (e.g., identify, write, computer, describe, etc.)	Context: describes what the students will be able to do successfully and independently by the end of the lesson
Special Considerations (Accommodations, Modifications, Assistive Technology, and Strategies) In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking, and listening (English language arts), their instruction must incorporate supports and accommodations. Prior to developing a lesson the Special Education Teacher needs to complete the classroom SDI summary for each of the students with disabilities that will be participating in this lesson. The Individual Education Program (IEP) will contain some of the information that is needed to fill out the classroom SDI summary. The "Closing the Achievement Gap" can also be of a resource to support the completion of the classroom SDI summary.		
Student Name Student Name		
Necessary prerequisite skills: The skill needs to be mastered before the student will be able to learn a new skill. Assessment of prerequisite skills: What can the students do to prove that they have understood the skill and can apply the skill?		
	Explicit Core Instruction	Specially Designed Instruction

<p>Introduction: Gain Students' Attention</p> <ul style="list-style-type: none"> - objective - learning target - key vocabulary <p><i>Connect to previous learning</i></p>	<p>Objective (Learning Target): Today you are going to learn.....</p> <ul style="list-style-type: none"> • Select a content standard. • Write a Learning Objective: Skill, Concept, and Context. • Deconstruct the standard, if necessary. <p>Activate Prior Knowledge: Connecting to what students already know</p> <p>Vocabulary: Identify content and academic vocabulary words to be taught during the lesson. Provide a student friendly definition, multiple examples and nonexamples.</p> <p>Connection to previous learning: Acknowledge what the students know. Write the connection to the learning objective.</p> <p>Check for Understanding:</p>	<p>This section of the lesson plan is pulled from the completed Classroom SDI summary sheet.</p> <p>Accommodations: changes in materials or procedures — which do not change the standards but allow students to learn within the framework of the Common Core.</p> <p>Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs.</p> <p>Strategies: ...are systematic plans or approaches for solving a problem or completing a task that involves a series of sequential steps.</p> <p>(Learning and Teaching Strategies): see glossary of terms for definitions and examples</p> <p>Technology/Equipment: What assistive technology devices and services are needed to ensure that students with disabilities can access the general education curriculum and the Common Core Learning Standards?</p>
<p>Active Teaching/ Modeling/ “I Do”:</p> <ul style="list-style-type: none"> - Demonstration - Think Aloud - Provide model &/or rubric 	<p>Description of “I Do”: The teacher is showing the students how to perform the skill (modeling or demonstrating the skill). The teacher uses wording that is clear, consistent, and concise while involving the students to ask questions.</p> <p>Exemplary, Model or Rubric: Modeling consists of two components: Demonstrating the skill and describing what is being done. The describing component of the model is often referred to as a think aloud.</p>	<p>Accommodations: Students with disabilities need varying accommodations depending upon factors such as: prior knowledge, physical concerns, IEP requirements, cognitive levels, complexity of assignment, interest level, social skills, social history, home support, class size, type of disability, individual motivation and the type of presentation.</p> <p>Strategies:</p> <p>Technology/Equipment:</p>
<p>Guided Practice/ “We Do”: Provide time for:</p> <ul style="list-style-type: none"> - Small group work - Discussion - Teacher/ student observation & feedback <p><i>Assess before moving to independent practice</i></p>	<p>Guided practice is provided through the use of prompts. Prompts can be physical or verbal. Visual prompts are always written and serve the same function as verbal prompts to increase student’s success as they practice a new skill.</p> <p>Corrective feedback: Feedback has the goal of closing the gap between students’ current performance and the desired performance by information students whether an answer is correct or incorrect.</p> <p>Materials: Organization is the key.</p> <p>Check for understanding: by providing and monitoring unprompted practice</p>	<p>Accommodations:</p> <p>Strategies:</p> <p>Technology/Equipment:</p>

Involvement Students		
Independent Practice/ Application/ “You Do”: <i>Multiple practice opportunities to ensure success (90%)</i>	<p>Unprompted practice will determine whether students can perform the skill without any physical, verbal or visual prompts. Task/Materials for independent practice: If the students have shown that they can perform the skill with high rated of accuracy during the unprompted practice.</p> <p>Check for Understanding: Provide students with several problems/tasks similar to the one presented during the model and guided practice sections on the lesson, and ask them to do them on their own.</p> <p>It is useful to have students do one item at a time, followed by checking their answers and providing feedback until they consistently perform accurately.</p>	<p>Accommodations:</p> <p>Strategies:</p> <p>Technology/Equipment:</p>
Lesson Closure	<p>The closing of the lesson is brief. The teacher begins with a short review of what was learned.</p> <p>Summary: How students reflect on the learning by asking, “What did you learn today about <u>learning objective</u>?”</p>	<p>Accommodations:</p> <p>Strategies:</p> <p>Technology/Equipment:</p>

Throughout lesson: Involve students. Monitor performance. Provide feedback