

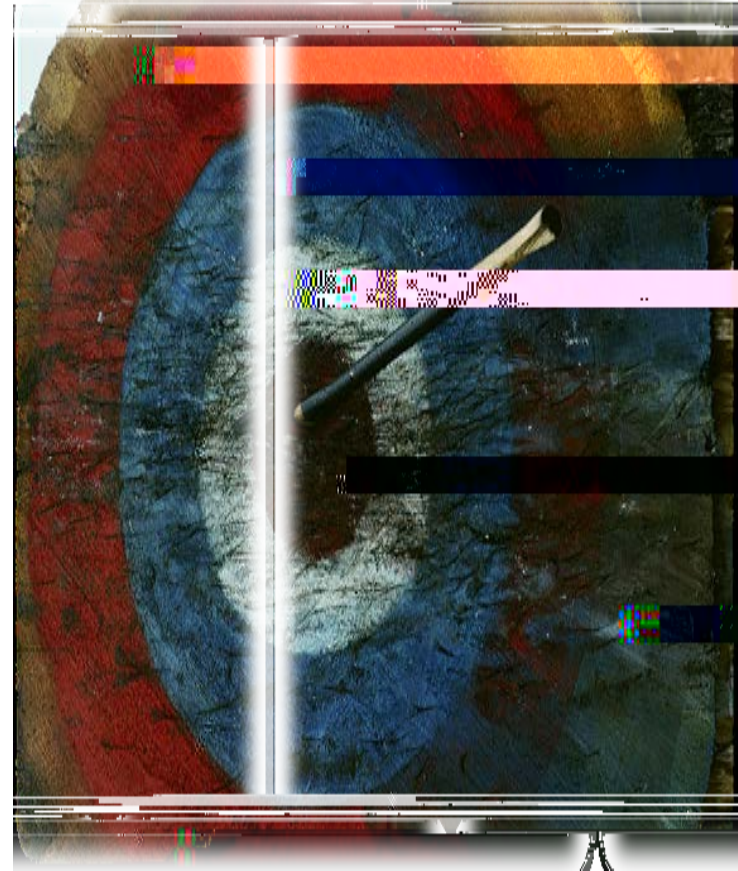
# Understanding Specially Designed Instruction

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



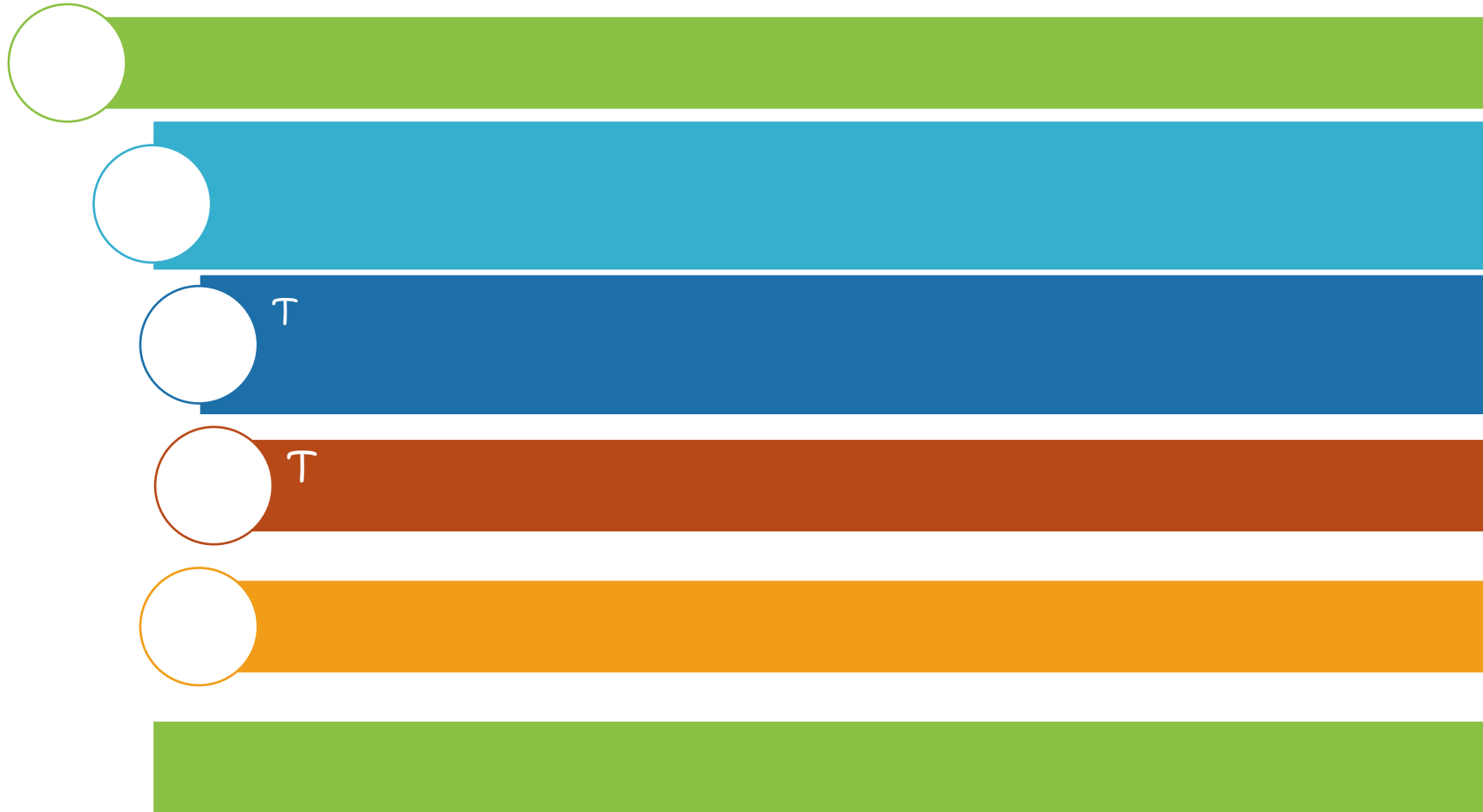
# Outcomes

- 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.



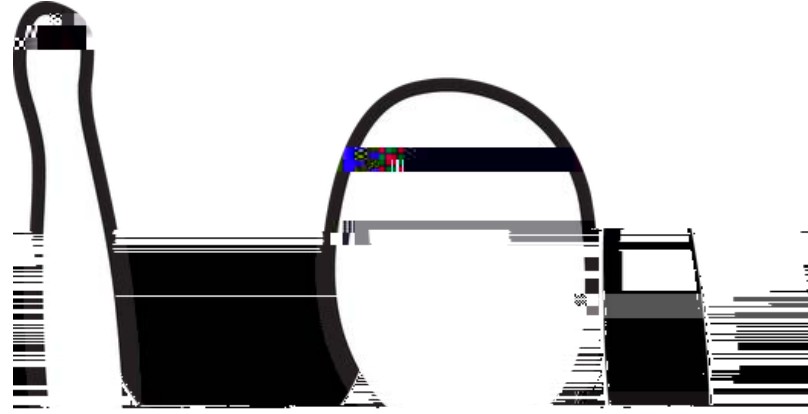
# NYS Blueprint For Improved Results For Students With Disabilities

## Key Principles



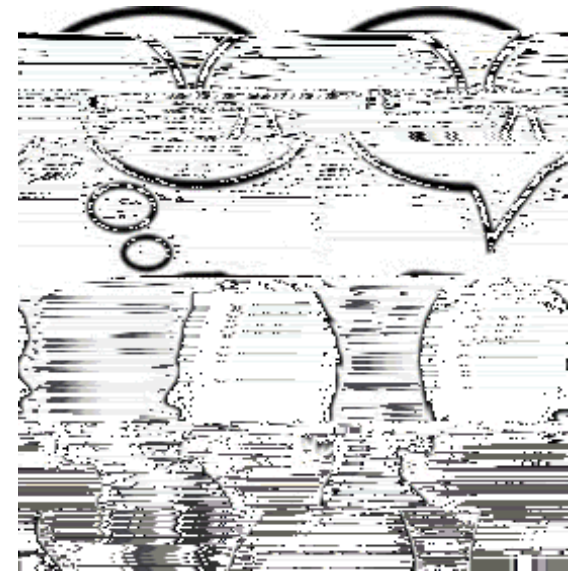


- Electronic Devices
- Handouts
- Hand signal
- Turn & Talk
- Whiteboards



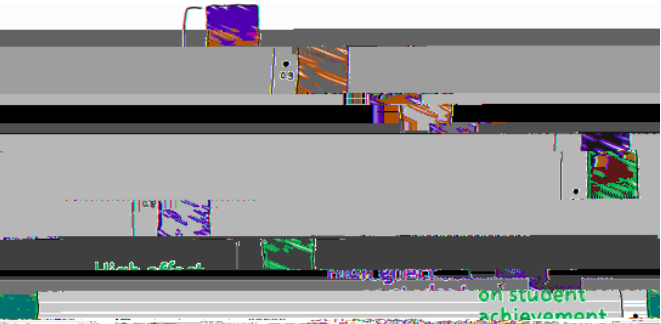
# Lets begin...

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



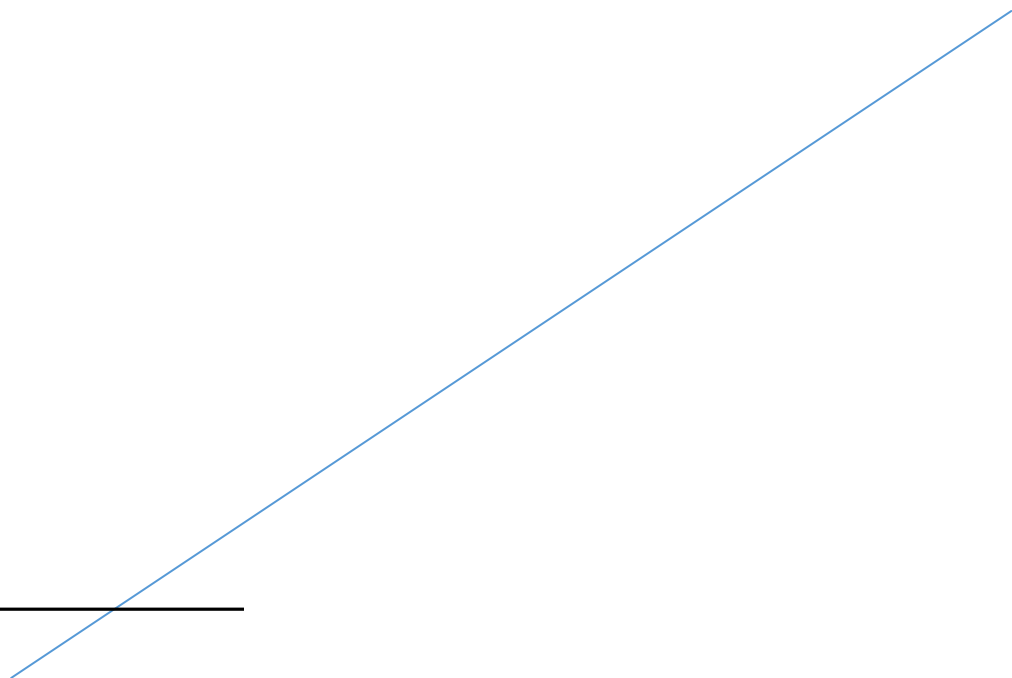






[Redacted]







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# Damien...

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

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Part 200 of the Commissioners Regulations

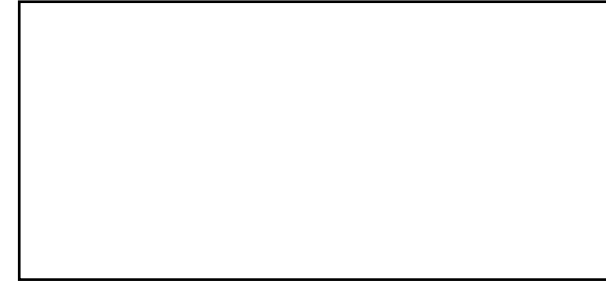
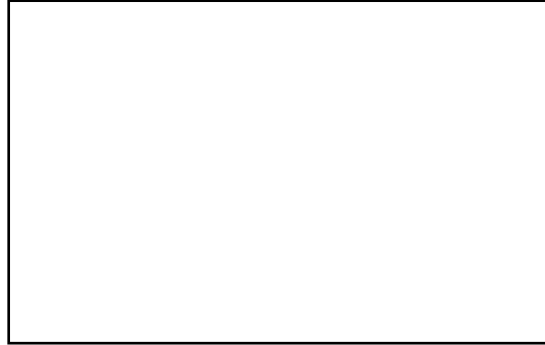
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# Specially Designed Instruction



**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.

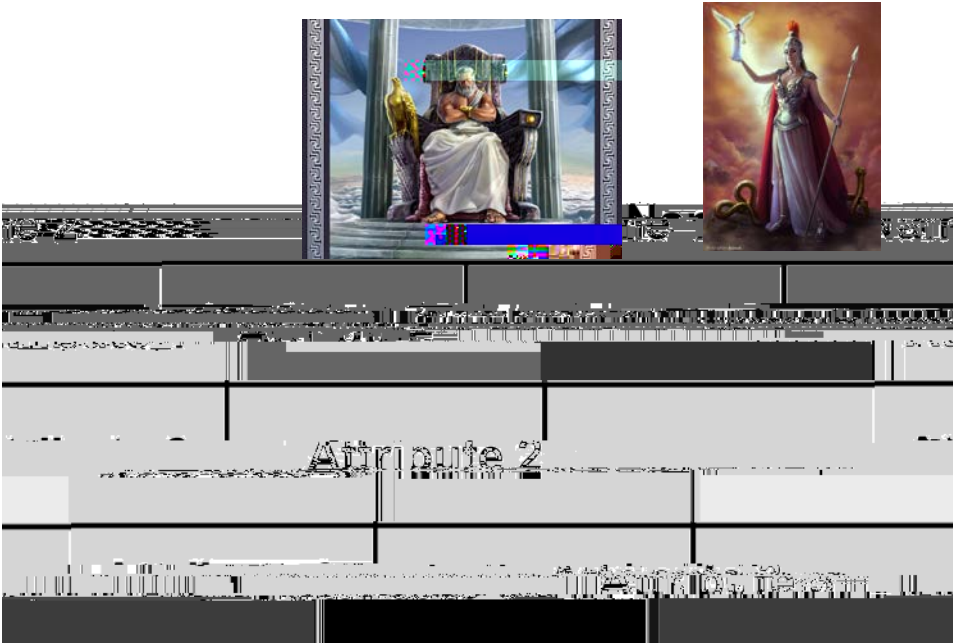


# Modifications

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



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## Strengths

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



## Needs

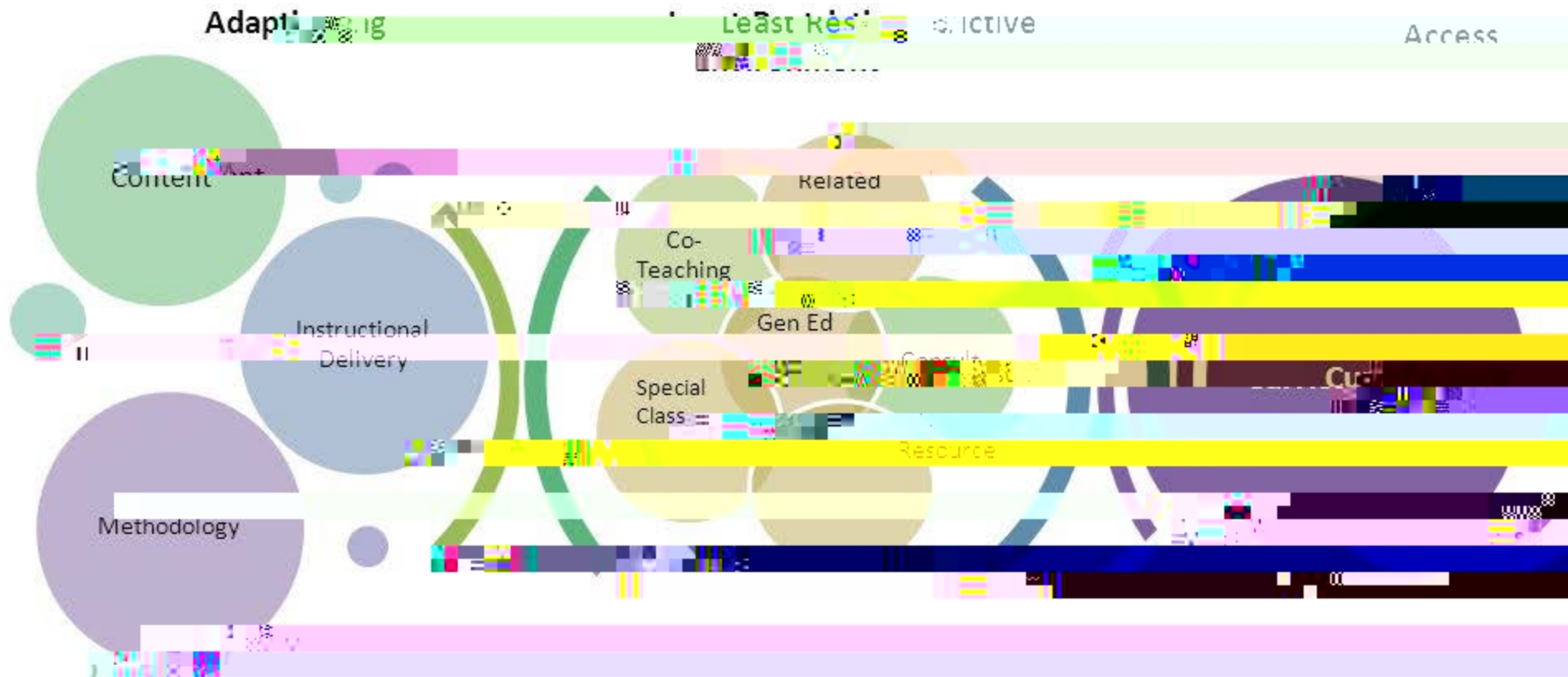
- { Improve decoding
- { Improve fluency

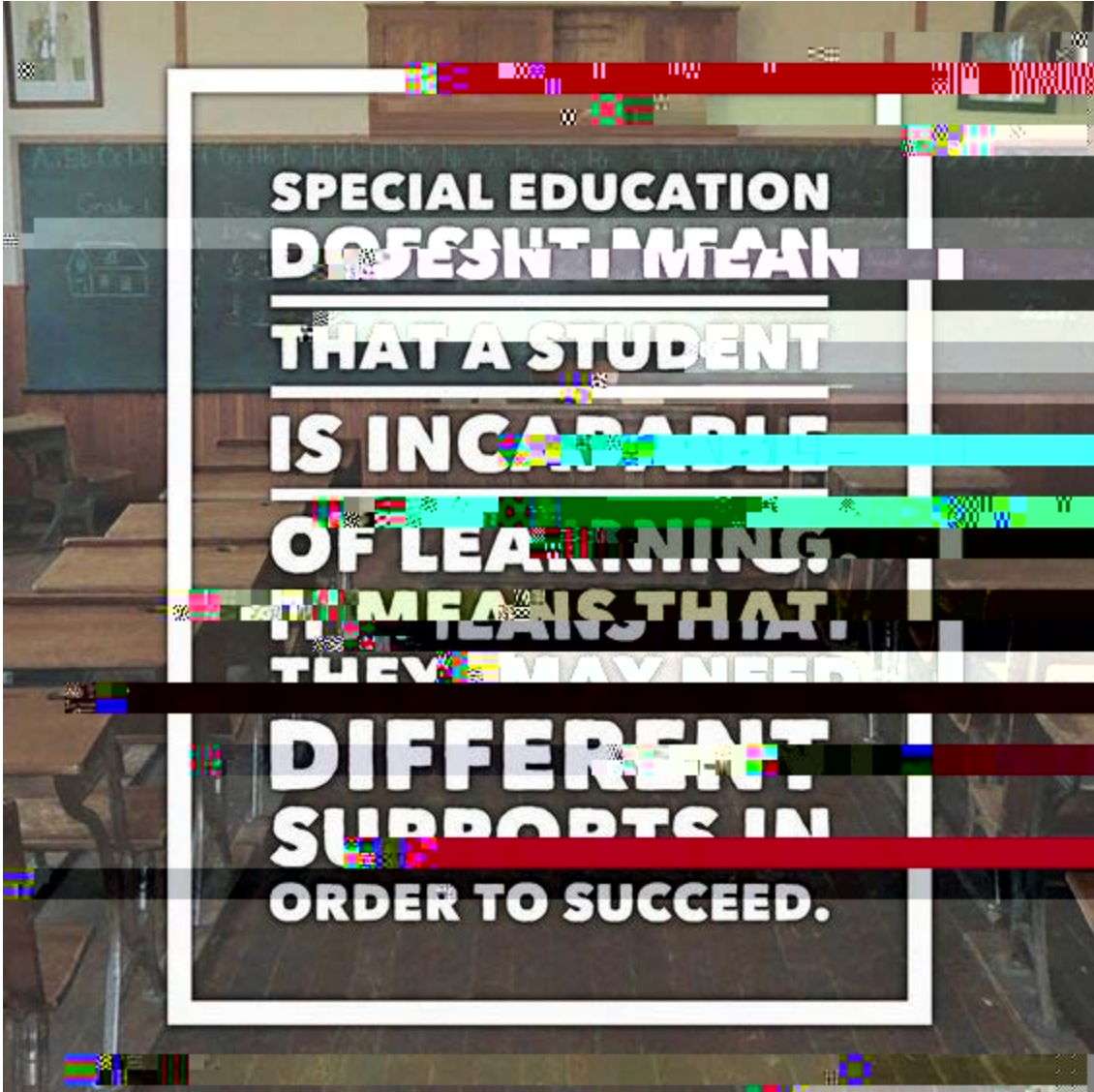


## What will it take? SDI

- { 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 Designed 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.**