Where's the Special Education in Co-Taught Classes?
Incorporating Specially Designed Instruction

Indiana IEP Resource Center
2019 Annual Focus on Inclusion Conference
Indianapolis: March 11-12, 2019

Marilyn Friend, Ph.D.
marilynfriend@marilynfriend.com

Learning Outcomes

• Analyze the requirement for SDI delivery as the foundation of contemporary special education
• Explore examples of SDI and how they could be integrated into co-taught classes
• Discuss audience questions and concerns related to SDI in inclusive environments

What Do SETs Do in Co-Taught Classes?
Special Education 101: Three Components to Services

1. Special education = SDI
2. Related services
3. Supplementary aids and services

All The Words We Use...

• Differentiate
• Help
• Provide content support
• Accommodate
• Modify

Characteristics of SDI

• Required if a student has an IEP
• Makes special education...special
• Tailored to assessed student PLOP (must be individual)
• Addresses disability area/IEP goals
• Changes in content, methodology, or delivery of instruction (direct and explicit)
Characteristics of SDI (cont.)

- Comprises teacher actions
- Systematic, carefully planned, monitored
- Is NOT for every struggling learner
- Goal is curriculum access
- Not location specific
- Requires SET skills
- Results in improved outcomes for SWD

SDI Possible Domains

- Academic
- Organizational
- Behavioral
- Social
- Emotional
- Communicative
- Functional
- Physical/motor
- Sensory
- Vocational
- Technology
- Procedural

Types of SDI (Examples)

- Packages or comprehensive programs (e.g., Wilson reading)
- Instructional techniques or strategies (e.g., learning strategies; VAKT for instruction)
- Integrated practices (e.g., pauses during instruction; clear task analysis; telegraphic directions)
- Increased instructional intensity (e.g., more practice, more steps, more review)
**Strategic Learners**

- Analyze a problem and develop a plan
- Organize multiple goals and switch flexibly from simple to more complicated goals
- Access their background knowledge and apply it to novel tasks
- Develop new organizational or procedural strategies as the task becomes more complex
- Use effective self-regulated strategies during tasks
- Attribute high grades to hard work, good study habits
- Review the task-oriented-goals and determine whether they have been met

**Non-Strategic Learners**

- Unorganized, impulsive, unaware of where to begin an assignment
- Unaware of possible steps to break the problem into a manageable task (e.g., task magnitude)
- Exhibit problems with memory; unable to focus
- Lack persistence
- Experience feelings of frustration, failure, or anxiety
- Attribute failure to uncontrollable factors (e.g., luck, teacher's instructional style)

**Continuum of Student Vocabulary Understanding**

- No knowledge of the word
- General sense of the word
- Understanding, but bound by context
- Understanding of the word, but lack of spontaneous use
- Deep understanding of the word and its connection to other words
Strategy: Word Selection

• Check Tier 1 vocabulary understanding
• Emphasize Tier 2 vocabulary
• Be selective with Tier 3 vocabulary
• Start with the class vocabulary list and personalize it based on student needs

Strategy: Direct Instruction

• Use a student-friendly definition (usually teacher-produced)
• Introduce synonyms and antonyms to clarify meaning
• Have students use the word orally multiple times
• Have students write sentences using the word
• Connect the words to student experiences

Devious: Key Word = Devil
Strategy: Teaching Prefixes

- **dis-** (not, opposite of)  
  Ex.: disagree
- **in-, im-, il-**, *ir-* (not)  
  Ex.: injustice, impossible
- **re-** (again)  
  Ex.: return
- **un-** (not)  
  Ex.: unfriendly

(These account for 97% of all prefixed words)

Math Strategy: Explicit Instruction

- Use **modeling** of solutions to problems in addition to explanation
- Use **think-aloud** so students understand the process
- Use several examples (not just 1 or 2)
- As student begin to follow the process, provide immediate corrective feedback related to accuracy

Math Strategy: Heuristics

- Use a generic problem-solving approach (example: **RIDE**)
- Strategy should be effective across several types of problems
- Heuristic should be practiced across problems
Heuristic: RIDE

R  Remember the problem correctly
I  Identify the relevant information
D  Determine the operations and unit for expressing the answer
E  Enter the correct numbers, calculate and check the answer

SPLASH (for test taking) (Simmonds, Luchow, Kaminsky, & Cottone, 1989)

• S  Skim the test
• P  Plan your strategy
• L  Leave out tough questions
• A  Attack questions you know
• S  Systematically guess
• H  House clean

SCROL (for reading comprehension) (Grant, 1993)

• S  Survey the headings
• C  Connect the headings to one another
• R  Read the text
• O  Outline major ideas with supporting details
• L  Look back to check the accuracy of what’s written
RAP (paraphrasing strategy—comprehension)  
(Schumaker, Denton, & Deshler, 1984)

- R Read a paragraph
- A Ask myself: What was the main idea and two details?
- P Put it into my own words

Let’s RAP!

Teaching Learning Strategies
- Assess student’s current strategy use
- Clarify expectations/purpose of the strategy
- Demonstrate the strategy and when it might be useful
- Assist students in memorizing the strategy steps (massed practice)
- Provide guided and independent practice
- Administer a post-test
SDI Example: Behavior Contracts

• The behavior
• Minimum conditions under which a token reward can be earned, such as a point or sticker
• Conditions under which rewards earned can be redeemed for tangible items or activities
• Teacher’s responsibilities
• Bonus clause
• Penalty clause
• Term of the contract
• Signatures

SDI: Teaching Generalization
(Margolis: 09.25.17)

How Do I Know It’s Specially Designed Instruction?

1. The instruction is explicitly designed to meet one of the goals listed on the student’s IEP (and is based on the present level of performance)
2. The instruction enables the student to learn despite his/her characteristics as a person with a disability (e.g., slow language processing; problems related to executive function)
3. Data were used as the basis for deciding on the instruction and also are used to determine the instruction’s effectiveness
4. The instruction is systematic; it is planned, delivered over time as appropriate, documented, and evaluated
5. The instruction ensures that a teacher can readily adapt or modify it to meet the needs of the student, the student’s individual educational accountabilities, etc., providing a way for the student to acquire new skills for instruction
6. The instruction is taught by the teacher(s) and is not taught by all the students in the class
7. Rather than focusing on a single measurable outcome, the instruction broadened overall the grade level standards for the content that addresses the learning or other deficits that can generalize
8. Depending on the needs of the student, the student may select any domain (i.e., not just academics) including behavior, social skills, communication skills, vocational skills, and others
9. Special education and related services provided as part of instructional delivery
## References


