IEP and Lesson Plan Development Handbook

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The Kentucky Department of Education's vision is to ensure that all students are empowered with the skills, knowledge and dispositions necessary to reach proficiency and graduate from high school, college and career-ready. The Kentucky Department of Education is using Delivery as a method to establish yearly targets and five-year goals to help schools, districts and our state meet these expectations.

The purpose of IDEA is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. (IDEA Regulations, Section 300.1 (a))

In designing an Individual Education Program (IEP) for a student, the ARC must determine specific instructional strategies that the intended implementers must use and the supplementary aids and services that the student needs in order for the student to have access to the general curriculum (KY Core Academic Standards, KCAS).

This handbook was developed by the Division of Learning Services, Diverse Learners Branch in partnership with staff from the Kentucky Education Cooperatives to provide examples of Special Education Services; for example, Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS) that may be considered to support the student's goals, benchmarks, and short-term objectives within his/her IEP. For more information on the Guidance Document for Individual Education Program (IEP) Development, please see the IEP Guidance and Documents page link here.

Adaptations can be made regarding:

- ❑ the purpose and appropriateness of the task
- ❑ the complexity of the task
- ❑ the size of the task
- ❑ the time allotted
- ❑ the pace
- ❑ the environment
- ❑ the order of learning
- ❑ the procedures and routines
- ❑ the resources and materials
- ❑ the application and demonstration of knowledge
- ❑ the level of support
- ❑ independence, participation, and motivation

Special Education is defined as specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability including instruction in the classroom, in the home, in hospitals and institutions, and in other settings 707 KAR 1:002 (56).

Section 1: Specially Designed Instruction and Supplementary Aids and Services

Specially Designed Instruction (SDI) is adapting as appropriate the content, methodology, or delivery of instruction to address the unique needs of the child with a disability and to ensure access of the child to the general curriculum included in the KCAS, 704 KAR 3:303. 707 KAR 1:002 (58).

Methodology as defined in general by the National Center on Universal Design of Learning is "the instructional decisions, approaches, procedures, or routines that teachers use to accelerate or enhance learning according the goal of instruction" based on learner variability in the context of the task, learner's social/emotional resources, and the classroom climate." Methods are flexible and varied dependent upon the learner's progress that is continually monitored. Content and skills are taught in varied structures through adapted materials, modeling, guided practice, independent practice, and delivered through special education services; such as, assistive technology, supplementary aids, accommodations, and delivered within the Least Restrictive Environment.

Specially Designed Instruction (SDI) should include the Characteristics of Highly Effective Teaching and Learning (CHETL). SDI in its simplest form is "what the teacher does" to instruct, assess, and re-teach for the student to make progress in the general curriculum.

If instruction is required for students to benefit from a material, resource, aid, strategy or service, it should be described as specially designed instruction.

The following are examples of research-based instructional practices.

Specially Designed Instruction

A. Explicit instruction

Explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis. As a part of explicit instruction, teachers monitor student progress to guide decisions for scaffolded supports.

Explicit instruction is a sequence of supports:
1. Setting the Stage for Learning (hook)
2. Clear explanation of what to do
3. Modeling the process (showing)
4. Guided Practice (include check for understanding & provided corrective feedback)
5. Independent Practice (when teacher is confident students will be successful)
6. Assessment/Closure

Explicit Strategies

Teachers help students learn a new concept or skill more easily by teaching them to follow a set of procedures or steps. The steps should reflect an efficient and effective way to complete a task or apply a concept, much as an expert would do. For example, a teacher who wants students to learn to enter data into an accounting system or to develop plans for constructing a roof, teach a set of steps or procedures to follow using vocabulary students understand. As appropriate, a teacher should begin with a concrete model and demonstrate and describe how each step is accomplished.

Some steps and strategies are too broad. Telling students to "brainstorm before writing" does not provide enough guidance. A more useful strategy provides specific direction in determining the purpose of the communication, using different ways to generate ideas, applying techniques for elaboration, and evaluating the writing plan.

When a new concept or procedure is introduced, the steps should be modeled using a think-aloud technique in which a teacher describes the mental processes and physical actions. As students are expected to apply the new learning, the steps are prompted by using a cue card, a verbal reminder, or physical prompt.

Teachers need to look at the instructional materials and evaluate the use of explicit steps and strategies. If explicit strategies are included:
- Are they clearly described?
- Do they have narrow or broad applications?

Think of the needs of new students.
- Would they be able to use the strategies that are included?
- Would they need more assistance?

Instructional materials may need to be modified by adding steps and strategies, or by changing the ones that are included. Finding strategies that are just right is not an easy task. Try them out with students and revise them if they don't work.

The University of Kansas Center for Research on Learning has developed the Strategic Instruction Model with Content Enhancement Routines and Learning Strategies to help teachers and students. Several routines center around the learning of concepts (e.g., Concept Mastery, Concept Comparison, Framing Routine), while others help teachers learn how to make information easier to remember (e.g., Recall Enhancement). Students can also be taught strategies to help them with writing assignments (e.g., Sentence Writing, Paragraph Writing, Error Monitoring), reading comprehension (e.g., Paraphrasing, Self-Questioning), and tests (Test Taking). These routines and strategies can work well in career and technical education programs. Contact the Special Education Division of your Regional Education Cooperative for more information about obtaining training in this model.

B.   Scaffolded Instruction

Scaffolding was first suggested in the works of educational theorist Lev Vygotsky. It is an effective instructional strategy that has been proven over time.

Scaffolded Instruction is "the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning" (Dickson, Chard, & Simmons, 1993). "This means a gradual decrease in supports and a gradual increase in student responsibility with the responsibility for learning shifting from the teacher to the student." (Rosenshine & Meister, 1992).

Scaffolded instruction is utilized when students are acquiring new knowledge, and skills are taught by engaging students in tasks that would be too difficult for them to complete on their own. Scaffolding provides supports to students until they can independently apply the new skill or strategy with progress being measured in small incremental steps.   Teachers initially provide extensive instructional support, or scaffolding, to continually assist students in building their understanding of new content and process. Once students internalize the content and/or process, the student assumes full responsibility for completing the task.

"Scaffolding provides students with help they need and allows them to complete a task with assistance before they are able to complete it independently. The goal of scaffolding is to support students until they can apply the new skills and strategies independently. This means a gradual decrease in supports and a gradual increase in student responsibility with the responsibility for learning shifting from the teacher to the student." (CEC article, "Providing Support for Student Independence Through Scaffolded Instruction" by Martha Larkin, Sept/Oct, 2001.)

Scaffolding is "temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on…" Independent(ly) is a student performing without scaffolding from a teacher, other adult, or peer; in the Standards, often paired with proficient(ly) to suggest a successful student performance done without scaffolding…" (Common Core State Standard for ELA, Appendix A, page 43).

Scaffolding for learning may be provided through verbal prompts and cues, visual highlighting and diagrams, or other types of assistance used by students to begin to build their knowledge and proficiency. Students need support to help them until they are able to use the knowledge and skills on their own. Prompting and guidance needed must be faded if students are to become more independent.

It is important to remember to provide only those supports that are needed. Supports are gradually decreased (faded) to transfer responsibility for learning from teacher to the student (independence). Use caution not to remove the scaffolding all at once or prematurely; student performance data will guide instructional decisions.

Steps for Use of Scaffolds:

1. Present the new strategy/skill through modeling; for example, Think Aloud.
2. Adjust level of difficulty during guided practice by:
   ❑ starting with adapted material (Note: level of complexity will be gradually increased)
   ❑ complete part of the task/activity for the student
   ❑ provide a form of cueing system (e.g., visual cue card)
   ❑ present learning materials in small steps
   ❑ determine student errors, areas of difficulty
3. Provide multiple means of student practice (Scaffolding should inspire students to want to learn more and increase their understanding)
   ❑ teacher led
   ❑ reciprocal teaching (dialog between teacher and student by summarizing, question generating, clarifying, and predicting)
   ❑ cooperative groups
4. Provide multiple variations for feedback
   ❑ teacher- led
   ❑ checklists
   ❑ models of student work samples
5. Increase level of student responsibility (So they can make choices about how to proceed with the learning process)
   ❑ fade prompts and models
   ❑ gradually increase level of complexity of material
   ❑ reduce student instructional support, including number of adaptations; intensity level of groupings, etc.; for example, Teacher/Student One-on-One → Teacher Small Group → Teacher Whole Group → Peer Small Group/Cooperative Group → Individual
   ❑ combine steps of skill through practice
   ❑ check for student mastery level of skill
6. Independent Practice (Little time is wasted in scaffolding lessons, all learning goals are achieved efficiently)
   ❑ provide large amounts of practice
   ❑ facilitate application to new situations

(Adapted from Educational Leadership, ASCD, April 1992 and Scaffolding, LearnNC, 2009)

Strategies to consider for scaffolding:

❑ Use of Think Aloud
❑ Provision of examples
❑ A maximum amount of support is provided when students are given total physical assistance or completed copies of assignments. For motor skills, this is quite often the case. You might position a student's hand and arm and guide them through the correct movements for hammering a nail.
❑ New computer users may need physical assistance in getting the mouse to move the cursor in the desired direction.
❑ Giving the students copies of the lecture notes instead of requiring them to take notes

- ❑ Provide starters or incomplete statements and have the students add the rest (e.g., Cloze Procedure)
- ❑ Give students an outline, diagram, or study guide
- ❑ Use structured patterns or plans to help students learn
- ❑ Use oral reading and embedded questions to help students process material in textbooks
- ❑ Identify page numbers where topics are discussed or answers to questions can be found
- ❑ Use color-coding or underlining to highlight important ideas or key steps
- ❑ Use peer tutoring or cooperative learning to provide support for students
- ❑ Incorporate activities that provide guided practice before expecting students to perform skills or use knowledge independently

C. Strategy Instruction

Strategy Instruction is a method of teaching student's techniques, principles, or rules applicable in many learning situations that guide them to complete tasks independently. The learning strategies provide the means for the student to learn how to problem-solve and complete tasks independently.

Special Education, Contemporary Perspectives for School Professionals, Third Edition, by Marilyn Friend, 2011.

Teaching through Scaffolding

1. Determine if the student has the background knowledge for the strategy to scaffold to independent use.
2. Explicitly teach the strategy:
   - ❑ Introduce the strategy – what it is, why it will be beneficial, etc.
   - ❑ Model how to use the strategy
   - ❑ Guided practice begins with small, simple tasks/materials, so concentration can be on learning the strategy
   - ❑ Guided practice with classroom activities/assignments with teacher prompts
   - ❑ Minimal guided practice with student initiating the strategy independently using a visual cue
   - ❑ Provide corrective feedback using progress data (e.g., checklist, progress charts, etc.)
   - ❑ Student independence is increased through gradual removal of prompts and cues (scaffolding - fewer, increments of time, etc.)
   - ❑ Student uses the strategy independently without supports

For additional state level information for scaffolding, see "Effective Instruction for Elementary Struggling Readers: Research-Based Practices, 2003, Introduction Section).

D. Direct instruction

Direct instruction (DI) is the research based instructional approach where the teacher systematically and explicitly presents strategies and content following six steps within the process:
1. Review and check for understanding from previous learning activities/instruction
2. Present new content or skills
3. Provide guided practice, check for understanding
4. Provide feedback, correct any inaccuracies
5. Provide independent practice
6. Review frequently

Adapted from Special Education, Contemporary Perspectives for School Professionals, Third Edition, by Marilyn Friend, 2011. www.adihome.org

E. Structured Overview (e.g., graphic organizers)

Structured Overview is a verbal, visual or written summary. It can also be an outline of a topic. It is the process of "organizing and arranging topics" to make them more meaningful.

The purpose of a Structured Overview is to help students place new ideas in context. Because ideas are simplified, it is easier for students to see "the big picture." In addition, connecting new ideas to information students already understand makes it easier to retain. There are three main ways in which structured overview can be used:
1. Verbal Summary: When introducing a new concept, the teacher starts by highlighting the new ideas to be learned in a few simple sentences. Then the relationship between these ideas and the ones the students already know is discussed. The structured overview takes the role of an advanced organizer.
2. Written Summary: The approach is the same as the verbal summary, but students have a written record of the ideas. Generally a combination of verbal and written Structured Overview is more effective than either type alone.
3. Visual Structured Overview: Venn diagrams of concepts, semantic maps, semantic organizers, webs, and charts are all methods visual Structured Overview. When accompanied by explanation, visual overviews are often very effective at helping student connect ideas.

Graphic Organizers:
http://www.graphic.org/goindex.html

http://esl.about.com/od/writinglessonpla2/ig/Graphic-Organizers/Structured-Overview.htm

F. Tiered Instruction

Tiered instruction is an instructional practice for teaching one concept to meet the varied individual learning needs in a group through a learning profile, readiness, and/or interest.

Five steps process for tiering instruction includes:

1. Choose a concept that students should know or understand and whether to tier according to readiness, interest, or learning profile.
2. Assess student's profile, readiness, and interest.
3. Create an activity or project that is clearly focused on the concept.
4. Adjust the activity to provide different levels of difficulty.
5. Match students to appropriate tiered assignment.

Tiered Instruction: http://www.gstboces.org/iss/iss/trainings/di/strategies/tiered.htm

G. Concrete Representational-Abstract Instructional Approach

Concrete Representational-Abstract Instructional Approach (CRA) is a three part strategy with each building on the previous:
- ❑ Concrete – "doing" by using concrete objects
- ❑ Representational – "seeing" by using semi-concrete object (e.g., pictures)
- ❑ Abstract – "symbolic" by using abstract symbols to complete problems

(Retrieved from Access Center, spring 2011)

H. Multiple Means for Practice Opportunities

Struggling learners need many opportunities to practice skills; for example:
- ❑ Learning centers
- ❑ Games
- ❑ Rhythmic activities (songs, chants, etc.)
- ❑ Various reading materials (books, magazine, computer software, etc.)

(Adapted from "Effective Instruction for Elementary Struggling Readers: Research-Based Practices, 2003.)

I. Mnemonics

Mnemonic instruction is a set of strategies designed to help students improve their memory of new information. Mnemonics instruction links new information to prior knowledge through the use of visual and/or acoustic cues. Most common mnemonic strategies are keyword (a picture or other graphic that links the old and new information in the student's memory); PegWord (rhyming words that are used to represent numbers), and letter strategy (include acronyms and acrostics or sentence mnemonics). (Access Center, 2006)

J. Review for Fluency and Generalization

The need for review is very critical for students with disabilities. Students need a variety of opportunities to practice what they have learned. Many students may have difficulty generalizing newly acquired knowledge and skills in subsequent classroom situations and in situations outside of the classroom. Below are guidelines about the importance of review:

Conduct multiple performance reviews	Students will become more aware of what they are doing correctly and what they need to change when observations and assessments occur frequently
Provide guided and independent practice	Guided practice involving the use of prompts and assistance will help students remember what they are supposed to do
Work towards mastery	Reducing the use of prompts or reminders is necessary when students are ready to perform independently
Give meaningful feedback	Feedback will help students become aware of what they are doing correctly and what needs to be changed
Practice skills in a Variety of contexts	Opportunities to promote generalization in different settings as well as maintenance of the desired level of proficiency and fluency must be provided. Single exposures are never sufficient to attain proficiency

This is not an exhaustive list of instructional practices.

K. **Supplementary Aids and Services (SAS)**

Supplementary aids and services are aids, services, and other supports that are provided in regular education classes or other education-related settings to enable a child with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 707 KAR 1:350. 707KAR 1:002 (61)

Supplementary Aids and Services (SAS) in its simplest form is "what the student needs" in order to advance appropriately toward attaining their annual goal(s), be involved and make progress in the general curriculum, participate in extracurricular and other nonacademic activities and be educated with non-disabled peers.

If the student requires specific materials, resources, aids, strategies or services to gain access to the general education curriculum, it should be described as a supplementary aid and service.

Assistive technology can be used to increase, maintain, or improve the functional capabilities of a child with disabilities (707 KAR 1:002 (3)). This includes a broad variety of devices. When using any technology as either SDI or SAS, provide a description of the technology to be used (i.e., direct-select, voice output system).

Differentiating SDI and SAS

While reviewing ideas for SDI and SAS, keep in mind that many of the instructional strategies and supports suggested can be both the SDI and SAS. In order for the student to access and use the supplementary aid (SAS) independently, the student will often need to be provided explicit instruction (SDI) in the use of a specific strategy or device. The intent is to provide scaffolded support until the student can access the supplementary aid independently.

Considerations for SDI and SAS

COMMUNICATION
Listening Comprehension

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum and make progress

❑ Guided Practice of Listening strategies
❑ Corrective Feedback frequent comprehension checks
❑ Instruction in the use of SAS:
  ▪ Digital recorder
  ▪ Digitized/electronic formatted materials
  ▪ Highlighting key words
  ▪ Listening guides
❑ Other:
	❑ Repeated directions
	❑ Frequent comprehension checks
	❑ Visual prompts
	❑ Alternative note-taking
	❑ Extended processing time
	❑ Paraphrasing, re-phrasing, and summarizing
	❑ Extended time
	❑ Previewing questions
	❑ Preferential seating
	❑ Advanced organizer
	❑ Focus, concrete statements
	❑ Digitized recorder
	❑ Digitized/electronic formatted materials
	❑ Highlighting key words
	❑ Listening guides
	❑ Other:

Non-Verbal

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues ❑ Scaffolded Instruction of Visual Cue cards ❑ System of least prompts ❑ Direct Instruction of American Sign Language ❑ Multiple-modality strategies ❑ Explicit Instruction use of body language ❑ Modeling of how to attend to speaker ❑ Other:	❑ Visual, written, tactual, verbal, physical, picture prompts and cues ❑ Hand under hand vs. hand over hand physical guidance/exploration ❑ American Sign Language ❑ Communication systems ❑ Switch activated devices ❑ Augmentative communication devices ❑ Dynamic screens ❑ High technology communication devices ❑ Communication boards/books/cards ❑ Picture based communication ❑ Establishing and maintaining eye contact ❑ Switch accessible ❑ Scan accessible ❑ Educational interpreter ❑ Other:

Expressive Language/Oral Expression

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Scaffolded Instruction in how to respond to verbal prompts ❑ Scaffolded Instruction in how to respond to cue cards ❑ Modeling how to respond to visual prompts ❑ Guided repetitions ❑ Guided rehearsal, use of scripts ❑ Time delay strategies ❑ Modeling ❑ Instruction in conversational skills (i.e., initiating, maintaining, ending) ❑ Word retrieval drills: categories, attributes, functions ❑ Questioning techniques ❑ Other:	❑ Verbal prompts ❑ Cue cards ❑ Visual prompts ❑ Extended response time ❑ Allow written tests ❑ Recorded materials ❑ Preferential seating ❑ Directions in multiple forms (i.e., restate, rephrase, oral directions) ❑ Oral reading on volunteer basis ❑ Rehearsal, use of scripts ❑ Alternate means for demonstrating learning in place of oral reports (i.e., displays, projects, written, etc.) ❑ Video self-modeling ❑ Questioning techniques ❑ Thesaurus to find words to write or say ❑ Word prediction software ❑ Structured outline or graphic organizer to plan written assignments or presentations ❑ Use demonstrations or video-recorded responses for classroom assignments ❑ Other:

Voice

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Modeling ❑ Vocal strategies ❑ Social skills instruction ❑ Calming strategies ❑ Instruction in self-monitoring strategies ❑ Visualization techniques ❑ Instruction in recognition of vocal abusive patterns ❑ Oral motor intervention ❑ Other:	❑ Self-monitoring checklists ❑ Calming strategies cues ❑ Variety of questioning techniques ❑ Signal system for recognizing abusive vocal patterns ❑ Other:

Fluency

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Modeling ❑ Starter techniques ❑ Instruction on maintaining eye contact ❑ Instruction using choral responses ❑ Instruction using reading responses ❑ Instruction of relaxation strategies ❑ Other:	❑ Extended response time ❑ Opportunity to speak first in oral group situations ❑ Individual instead of group presentations ❑ Relaxation strategies ❑ Self-monitoring ❑ Other:

Receptive Language

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Scaffolded Instruction to use visual, written, picture prompts & cues ❑ Modeling ❑ System of least prompts ❑ Simultaneous prompting ❑ Time delay ❑ Instruction in how to respond to verbal cues ❑ Instruction of core vocabulary with cue cards ❑ Instruction in using visualization ❑ Instruction in using verbal rehearsal ❑ Cloze procedures ❑ Auditory bombardment of language targets ❑ Verbal repetition ❑ Instruction of mnemonic strategies ❑ Pre-teach critical information ❑ Instruction for understanding of humor and absurdities ❑ Explicitly teach elements of critical thinking ❑ Explicit Instruction in how to make inferences and predictions ❑ Explicit Instruction in how to draw conclusions and make generalizations ❑ Other:	❑ Preferential seating ❑ Repetition of directions ❑ Simple directions ❑ Gestures and visual cues ❑ Paraphrasing and rephrasing ❑ Visual prompts ❑ Concrete to abstract representations ❑ Picture schedule ❑ Picture cues ❑ Tactual cues ❑ Object to picture schedule ❑ Calendar/routine system ❑ Sentence strips ❑ Tape recorder ❑ Self-cueing strategies ❑ Gradually building complexity of task ❑ Teacher wait time ❑ Other:

Pragmatics

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Instruction using social scripting ❑ Instruction using social stories ❑ Instruction using written prompts ❑ Modeling ❑ Instruction in how to respond to verbal prompting ❑ Guided responding ❑ Instruction in environmental prompting (i.e., personal space awareness) ❑ Chaining ❑ Shaping ❑ Video self-modeling ❑ Role playing ❑ Instruction in conversational turn-taking, initiating/terminating conversation, commenting, and asking questions ❑ Instruction in relevant emotion/feeling words ❑ Other:	❑ Role playing ❑ Monitoring and quick feedback ❑ Peer buddy/monitor ❑ Sensory issues addressed ❑ Opportunities for turn-taking, initiating/terminating conversation, commenting, and asking questions ❑ Environmental prompts (i.e., personal space awareness) ❑ Other:

Articulation/Phonology

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Auditory discrimination training ❑ Modeling ❑ Mirror training ❑ Oral motor exercises ❑ Repetitive drill/trials ❑ Instruction in using touch cues ❑ Minimal pair drills ❑ Auditory bombardment ❑ Guided rehearsal ❑ Discrete phoneme production training ❑ Oral motor desensitization/stimulation ❑ Instruction in using oral prompts ❑ Phonemic awareness training ❑ Other:	❑ Time delay ❑ Use of FM system ❑ Tape recorder ❑ Tactile cues ❑ Visual cues ❑ Kinesthetic cues ❑ Extended response time ❑ Correct speech samples ❑ Verbal cues for correct speech sounds ❑ Modeling of correct speech patterns when student makes incorrect speech patterns ❑ Oral prompts ❑ Preferential seating ❑ Vocabulary cue cards ❑ Color coded key words ❑ Computer support ❑ Step-by-step directions ❑ Other:

ACADEMICS
Basic Reading

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum and make progress
❑ Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding ❑ Visual strategies including word recognition and visual memory for words ❑ Auditory strategies including language structure at the word, sentence, and text level ❑ Fluency strategies ❑ Direct Braille code instruction ❑ Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, VoiceNote, Braille 'n Speak) ❑ Meaning strategies including word meanings and associations and precision in word usage ❑ Instruction in identifying and pronouncing words and reading fluently orally including: ▪ using content 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 & slide, looking for known words inside words; ▪ cross check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader. ❑ Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing) ❑ Direct instruction in accessing alternate formats and associated technology ❑ Instruction in use of SAS:	❑ Graphic organizers ❑ Prompting and cueing ❑ Recorded materials ❑ Alternate electronic/digitized materials ❑ Oral/visual presentation of materials above independent reading level ❑ Extended time ❑ Large print (specified font size) ❑ Highlighted material ❑ Colored overlays for reading/glare reduction (specified color) ❑ Direct/indirect lighting ❑ Photocopied materials on preferred colored paper ❑ Tracking guides ❑ Typoscopes ❑ Braille ❑ Braille N' Speak ❑ Refreshable Braille ❑ Type N' Speak ❑ Manipulatives (i.e., letter tiles, flash cards, etc.) ❑ Access to technology (i.e., computer, software, voice-to-text software, etc.) ❑ Limit visual clutter/stimuli ❑ Slant board/stand ❑ Use of black marker ONLY on dry erase board ❑ Talking books ❑ Screen enlargement software ❑ Magnifier ❑ Monocular/Binocular ❑ Colored overlays for reading/glare reduction (specify color) ❑ Copy of notes written on the board ❑ Regular text along with large print texts for colored illustrations and maps ❑ Spelling dictionary or electronic spelling aid with speech capabilities ❑ Peer editing, or teacher assistance in the revision process

(name/document specific aid) ❑ Other:	❑ Chance to correct identified spelling and grammar errors ❑ Books-on-tape or someone to make a recording or read the text aloud ❑ Card or frame to focus on the words and block out parts of the text ❑ Assistive devices that translate text to speech—reading pen, Kurzwiel reader, scanner with character recognition software ❑ Videotapes or movies that present the same information ❑ Interactive CDs or computer-assisted training with auditory and visual cues rather than written descriptions. Students who are blind or visually impaired may need: ❑ Books-on-tape or large-print versions of text ❑ speaking computers with books on disk ❑ books and instructional materials in Braille ❑ class handouts and materials in an embossed format ❑ Special tilt-top desk or book stand to hold materials for easier reading ❑ Specialized equipment- optical enhancer, magnifier, tape recorder ❑ Directions and test items read aloud or on audiotape ❑ Repetition or paraphrasing of the directions ❑ Important words in the directions underlined or highlighted ❑ Text to speech technology to communicate directions ❑ Other:

Reading Comprehension

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum

❑ Explicit Instruction in how to use graphic organizers
❑ Modeling
❑ Instruction in "Cloze" procedures
❑ Mnemonic strategies
❑ Instruction using advance organizers
❑ Instruction using visual prompts
❑ Pre-teaching concepts/vocabulary
❑ Strategy Instruction; for example,
  ▪ LEARN strategy
    List what you know
    Explore what you want to know
    Access information
    Reflect on what you're learning
    Now make connections
  ▪ KWL Strategy
    List what you Know
    Tell what you Want to know
    Tell what you Learned
❑ Instruction in verbal summarization
❑ Instruction using open-ended stories
❑ QAR (Question, Answer, Response) strategy
❑ Instruction using choral reading
❑ Instruction using paired reading
❑ Instruction using echo reading
❑ Instruction using visual imagery
❑ Instruction using story mapping
❑ Modeling through Think aloud strategy
❑ Direct Instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring
❑ Direct instruction and support for specialized software and equipment
❑ Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts
❑ Instruction in hand/finger skills, tactile discrimination/perception skills
❑ Integrated use of visual skills (e.g.,
	❑ Recorded books with appropriate pacing
	❑ Recorded materials
	❑ Electronic/digitized materials
	❑ Highlighting
	❑ Large print materials/textbooks (specified font size)
	❑ Standard text to accompany large print text for colored illustrations/maps
	❑ Braille
	❑ Refreshable Braille
	❑ Braille N' Speak
	❑ Type N' Speak
	❑ Reader
	❑ Paraphrasing
	❑ Oral/visual presentation of materials above independent reading level
	❑ Manipulatives (i.e., story strips, etc.)
	❑ Advance organizers
	❑ Tactual graphics
	❑ Visual prompts
	❑ Frequent rest breaks to reduce eye fatigue and strain
	❑ Limit visual clutter/stimuli
	❑ Slant board/stand
	❑ Note-taking guides
	❑ Study guides
	❑ Highlighted study guides
	  ▪ Use of black marker ONLY on dry erase board
	  ▪ Talking books
	❑ Screen enlargement software
	❑ Magnifier
	❑ Monocular/Binocular
	❑ Colored overlays for reading/glare reduction (specify color)
	❑ Copy of notes written on the board
	❑ Regular text along with large print texts for colored illustrations and maps
	❑ Reading stand
	❑ Sticky notes or highlighter to mark key points in the textbook or manual
	❑ List of important vocabulary with

scanning for information, reading charts, graphs, maps) ❑ Direct Braille code instruction ❑ Direct instruction in functions and use of portable note-taking device (e.g., BrailleNote, VoiceNote, Braille 'n Speak) ❑ Direct Instruction on functions and use of low vision devices (assistive technology for near and distance viewing) ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	definitions ❑ Demonstration of steps and procedures ❑ Study guide to follow for independent reading ❑ Complex information divided into chunks or sections ❑ Hands-on activities, visual aids, pictures, or diagrams to provide alternate ways of learning abstract concepts or complex information. ❑ Other:

Written Language

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Explicit instruction in graphic organizers ❑ Modeling Tactile kinesthetic tracing ❑ Guided Practice through Repetition ❑ Explicit Instruction using advance organizers ❑ Visual and physical prompts and cues ❑ Small group instruction in writing process ❑ Explicit structured approach to sentence writing ❑ Explicit Instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing ❑ Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose ❑ Direct 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) ❑ Direct instruction in mechanics and usage of slate/stylus ❑ Direct Instruction in mechanics and use of Braillewriter/Note taking device ❑ Direct instruction in functions and use of magnification systems ❑ Direct instruction for keyboarding skills	❑ Scribe (specify how and when a scribe will be used) ❑ Paraphrasing ❑ Assistive technology ❑ Advance organizers ❑ Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) ❑ Graphic organizers ❑ Journals, logs, notebooks ❑ Rubrics/scoring guides to guide ❑ Editing checklists ❑ Production of written pieces ❑ Mnemonic strategies ❑ Error monitoring, self-monitoring ❑ Modified tests and assignments ❑ Copies of overheads (notes, directions, organizers, etc.) ❑ Preferential seating ❑ Scribe for obscan sheets ❑ Write on the test itself instead of an answer sheet ❑ Webs, diagrams, or charts and outlines to plan and respond to open-ended or essay questions ❑ Highlighting ❑ Color coded direction words ❑ Student paraphrasing of directions ❑ Raised line paper ❑ Manipulatives (i.e., sentence strips, word

❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	cards, personal and classroom word banks, etc.) ❑ Tape recorder to talk into and write from ❑ Pencil grips ❑ Specialized writing utensils (20/20 pens, #1 Lead pencil, bold marker, slate/stylus, etc.) ❑ Specialized writing materials (Braillewriter, portable note taking device, signature/letter guide, typoscope, computer with screen reader/magnification software) ❑ Use of high contrasting marker on dry-erase board ❑ Limit visual clutter/stimuli ❑ Slant board/stand ❑ Retaking of tests ❑ Access to technology (i.e., computer, software, tape recorder, voice-to-text software) ❑ Bold line, raised line, Braille paper ❑ Signature guide ❑ Slate N Stylus ❑ Alternate demonstrations of knowledge and skills ❑ Other:

Math Calculation and Reasoning

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Multi-sensory teaching strategies ❑ Time delay ❑ Most to least prompts ❑ Modeling ❑ Direct instruction in computation and reasoning strategies, word problem strategies ❑ Direct Nemeth code Braille instruction ❑ Direct instruction in functions and use of Abacus ❑ Direct instruction in functions and use of accessible graphing calculator software ❑ Direct instruction in functions and use of portable note-taking device (i.e. BrailleNote, VoiceNote, Braille 'n Speak,	❑ Mnemonic strategies ❑ Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps ❑ Small group instruction ❑ Visual, non-verbal, verbal, physical, picture, and written prompts and cues ❑ Repetitive practice ❑ Modified tests/assignments ❑ Advanced organizers ❑ Copies of overheads including notes, organizers, examples ❑ Extended time ❑ Graph paper/vertical lined paper ❑ Manipulatives/Concrete representations

Specially Designed Instruction (SDI)	Supplementary Aids & Services (SAS)
etc.)	❑ Tactile graphs/graphics
❑ Direct Instruction on functions and use of low vision devices (assistive technology for near and distance viewing)	❑ Calculator (large display, talking, graphing, audible graphing calculator software)
❑ Guided practice Mnemonic strategies	❑ Typoscopes
❑ Guided practice through chunking skills	❑ Low vision devices (near and distant)
❑ Touch five coin counting strategy	❑ Abacus
❑ direct instruction in use of a calculator	❑ Magnifier
❑ Re-teaching of the initial learning of difficult skills and supervised practice to prevent misconceptions	❑ Colored overlay
	❑ Number line
	❑ Study guides
❑ Guided Practice of sub-skills explicitly related to the performance of the whole task and what the student has already learned.	❑ Peer buddy/peer tutoring
	❑ Oral presentation of materials/assessments
	❑ Assistive technology
❑ Additional independent practice until fluent responses are possible	❑ Calculator for computation tasks
	❑ Talking calculator or on-screen computer calculator
❑ direct instruction of specialized vocabulary and mathematical symbols	❑ Flowcharts to plan strategies for problem solving
❑ Modeling of abstract math concepts through Concrete materials and manipulatives or computer-based models	❑ Additional examples and explanations
	❑ Use of graph paper or color coding to organize answers to math problems
❑ Explicit Instruction for use of flowcharts to plan strategies for problem solving	❑ Other:
❑ Instruction in use of SAS: (name/document specific aid)	
❑ Other:	

Functional Skills
Task Completion/On Task Behavior

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Explicit Instruction in how to use self-talk	❑ Modified tests and assignments (example chunking)
❑ Modeling video self-modeling	❑ Use of timer
❑ Differential reinforcement	❑ Dual set of materials for school and home
❑ Instruction in how to self-monitor/evaluate	
❑ Explicit Instruction in student task analysis	❑ Paraphrasing
	❑ Extended time
❑ Direct instruction in using graphic organizers	❑ Rubrics and scoring guides
	❑ Peer tutor
❑ System of least prompts	❑ Mentors
❑ Simultaneous prompting	❑ Oral presentation of materials
❑ Explicit Instruction in how to respond to cueing (verbal, nonverbal, visual, picture, photo, etc.)	❑ Redirection and corrective feedback
	❑ Behavior contract

- ❑ Guided Practice in alternative note-taking
- ❑ Pre-teaching Critical information and vocabulary
- ❑ Re-teaching through repetition and summarization of important points, particularly at the conclusion of the lecture or discussion
- ❑ Pre-teaching assignments
- ❑ Scaffolded Instruction for taking breaks
- ❑ Pre-teaching new vocabulary introduced prior to a lesson, a glossary of terms
- ❑ Overview of lessons or advance organizers
- ❑ Material presented in a logical/sequential manner and with explicit cues to shift from one aspect to the next
- ❑ Instruction in use of SAS: (name/document specific aid)
- ❒ Other:

- ❑ Environmental adaptations
- ❑ Assistive Technology
- ❑ Written prompts or directions
- ❑ Information broken down into steps or key components
- ❑ Important ideas written on the board or overhead transparencies with different colors for emphasis or coding
- ❑ Active involvement with the content through discussion, small group interaction, or problem solving activities
- ❑ Repetition and summarization of important points, particularly at the conclusion of the lecture or discussion
- ❑ Structured organizers for note taking, such as a copy of overheads, outline of lecture, or graphic organizers
- ❑ Copies of notes taken by peer
- ❑ Recorded class lectures and discussion
- ❑ Time to meet with the instructor after class for clarification.
- ❑ Work systems
- ❑ Graphic organizers
- ❑ Cue cards (i.e., definitions, examples, models, flow chart)
- ❑ Preview assignment
- ❑ Personal copy of rules and expectations
- ❑ Specific role and responsibility when working in a group
- ❑ Positive reinforcement for following class rules
- ❑ Adult or peer to seek assistance when the teacher is unavailable
- ❑ Seat away from distractions such as windows, air vents, doors, resource areas, and other individuals who may disrupt the student
- ❑ Quiet place to complete independent work
- ❑ Tasks that can be completed in short periods of time
- ❑ Structured opportunities to get up and move
- ❑ Other:

Following Directions

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	**Supplementary Aids & Services (SAS)** What the student will use to access curriculum
❑ Explicit Instruction in self- monitoring strategies ❑ Differential reinforcement ❑ System of least prompts ❑ Modeling through role playing ❑ Explicit Instruction in how to use self-talk ❑ Mnemonics strategies ❑ Direct instruction using advanced organizers ❑ Video self-modeling ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	❑ Time delay ❑ Increased wait time ❑ Advance organizers ❑ Verbal prompts and cues ❑ Paraphrasing ❑ Endless loop tape ❑ Agenda or outline of the assignments for each day ❑ Oral directions combined with pictures, words, or diagrams ❑ Description of critical features when watching a demonstration ❑ Directions that are repeated or simplified ❑ Step-by-step instructions outlined in writing or shown in picture sequences ❑ Assistance from peer ❑ Cueing System with visual description of expected behaviors or the criteria ❑ Alternate modes for directions including pictures, photos, etc. ❑ Contracts ❑ Oral presentation of materials ❑ Visual supports ❑ Clarification of directions (paraphrase, summarize) ❑ Other:

Rate/Speed of Work

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	**Supplementary Aids & Services (SAS)** What the student will use to access curriculum
❑ Modeling how to respond to verbal prompts and cues ❑ Scaffolded Instruction in self-monitoring strategies ❑ Differential reinforcement ❑ Modeling using role playing ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	❑ Checklists ❑ Use of timer ❑ Schedule ❑ Pictorial representation of task ❑ Audio stimulation to support rhythmic pace (music) ❑ Repeated practice ❑ Assistive technology ❑ Work systems ❑ Extended time ❑ Reduced level of lighting

	❏ Increased level of lighting
	❏ Preferential seating (specify where)
	❏ Additional time to complete tests (scheduled)
	❏ Test separated into sections and taken over a scheduled period of time
	❏ Breaks during the testing period
	❏ Extra examples for practice
	❏ Fewer questions that measure all required content and skills
	❏ Open book tests unless memorization of content is required
	❏ Calculator to recheck or complete computations
	❏ Use of white noise or headphones to reduce auditory distractions
	❏ Administration of the test individually or in a small group
	❏ Enclosed study carrel to take the test.
	❏ Other:

Following a Schedule

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❏ Scaffolded Instruction in how to respond to verbal prompts and cues ❏ Scaffolded Instruction in self-monitoring strategies ❏ Scaffolded Instruction in reading a schedule and a site map ❏ System of least prompts ❏ Scaffolding - Graduated guidance (fading) ❏ Instruction in how to use picture agenda ❏ Instruction in how to use tactual agenda ❏ Direct instruction in creating and following a personal schedule ❏ Modeling using role playing ❏ Instruction in use of SAS: (name/document specific aid) ❏ Other:	❏ Checklists ❏ Use of timer ❏ Picture/tactual schedule ❏ Color/tactual coding ❏ Highlighting ❏ Repeated practice ❏ Map (i.e., school, classroom, community, etc.) ❏ Object schedules ❏ Calendar/routine system ❏ Flexible scheduling practices ❏ Additional time for assignments and assessments ❏ Assignments given ahead of time so the student can get started ❏ Physical/verbal cues ❏ Mental mapping/routes ❏ Picture/tactual agenda ❏ Repeated practice ❏ Other:

Attendance

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Multi-sensory instructional strategies ❑ Scaffolded Instruction in how to use token economy ❑ Scaffolded Instruction in self-monitoring strategies ❑ Differential reinforcement ❑ Scaffolded Instruction in using verbal prompts and cues ❑ Scaffolded Instruction in using visual prompts and cues ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	❑ Contracts ❑ Escort to class ❑ Proximity to classroom ❑ Pictorial/tactual representation of task ❑ Alternate dismissal ❑ Interest inventory to identify motivators ❑ Other:

Organization

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Modeling through use of video self-monitoring ❑ Differential reinforcement ❑ Scaffolded Instruction in using verbal prompts and cues ❑ Scaffolded Instruction in using visual prompts and cues ❑ Direct instruction in organization systems ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	❑ Duplicates ❑ Extended time ❑ Shortened assignment ❑ Dual set of materials for school and home ❑ Step by step instructions ❑ Color/tactual coding ❑ Assignment notebook ❑ Calendar ❑ Peer tutor/buddy ❑ Dividers and organizers ❑ Work systems ❑ Other:

Working Independently

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Differential reinforcement ❑ Strategy Instruction ❑ Instruction in using verbal prompts and cues ❑ Instruction in using visual prompts and cues	❑ Shortened assignments ❑ Study carrel ❑ Work systems ❑ Assignments and tasks given in segments ❑ Redirection (verbal, non-verbal,

❏ Instruction using task analysis
❏ Instruction in use of SAS:
   (name/document specific aid)
❏ Other:
	physical, visual, etc.)
	❏ Faded prompts
	❏ Positive/corrective feedback
	❏ Assignments divided into parts with
	   corresponding due dates
	❏ Individual responsibility checklist with
	   checkpoints along the way
	❏ Reward system to motivate assignment
	   completion – let the student engage in an
	   activity of choice following the
	   completion of a required assignment
	❏ Access to learning resources and
	   instructional materials outside of class
	❏ Digital recorder
	❏ Digitized/electronic formatted materials
	❏ Highlighting key words
	❏ Listening guides
	❏ Other:

Decision Making

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum

❏ Instruction in how to use self-talk
❏ Mnemonic strategies
❏ Instruction using role playing
❏ Instruction in using verbal prompts and
   cues
❏ Instruction in using visual prompts and
   cues
❏ Direct instruction in evaluating and
   choosing
❏ Instruction using social stories
❏ Instruction in test-taking skills – practice
   tests can help students learn some of the
   strategies effective test-takers use
❏ Practice with the testing format – use of
   sample questions and explanations of the
   scoring rubric or procedures
❏ Review of corrected tests
❏ Additional instruction on areas of need
   identified on the test
❏ assistance to help students evaluate their
   own performance on
❏ Modeling of self-questioning
	❏ Picture/tactual cues
	❏ Mnemonic strategies
	❏ Verbal prompts and cues
	❏ Visual prompts and cues
	❏ Physical prompts and cues
	❏ Assistive technology
	❏ Study guides and review of the
	   knowledge and skills to be tested
	❏ Lists of competencies for each
	   instructional goal that students can check
	   off
	❏ Self-assessment:
	   ▪ Did I study the right things?
	   ▪ Did I make use of clues in the test?
	   ▪ Did I survey the test and plan my
	     response?
	   ▪ Did I use the time allowed effectively?
	   ▪ Did I answer the questions I knew
	     first?
	   ▪ Did I correct mistakes?
	   ▪ Did I have to guess?
	❏ Other:

❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	

Self-Evaluation

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Instruction using task analysis ❑ Self-monitoring strategies ❑ Instruction in using verbal prompts and cues ❑ Instruction in using visual prompts /cues ❑ Direct instruction in self-evaluation ❑ Modeling ❑ Mnemonic strategies ❑ Direct instruction in self-advocacy skills ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	❑ Picture cues ❑ Work systems ❑ Rubrics and scoring guides ❑ Progress graphs ❑ Checklists ❑ Peer editing ❑ Self-monitoring ❑ Other:

Social Competence

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	Supplementary Aids & Services (SAS) What the student will use to access curriculum
❑ Instruction using video self-modeling ❑ Differential reinforcement ❑ Instruction in using verbal prompts and cues ❑ Instruction in using visual prompts and cues ❑ Instruction in using written prompts and cues ❑ Direct instruction in replacement behaviors ❑ Modeling ❑ Corrective feedback with re-teaching ❑ Instruction in using student study teams ❑ Planned ignoring ❑ Direct instruction in explicit social skills ❑ Instruction using role playing ❑ De-escalation strategies ❑ Relaxation strategies ❑ Direct instruction in self-advocacy skills (vision portfolio, accessing materials in appropriate format, requesting assistance	❑ Student repeats directions ❑ Frequent, positive feedback and specific praise ❑ Daily/weekly home contact ❑ Contracts ❑ Student-created reinforcement menu ❑ Sequential directions ❑ Short, concise directions ❑ Frequent breaks ❑ Opportunities for movement ❑ Signal, inference cues ❑ Proximity control ❑ Structured transitions ❑ Timer ❑ Reinforcement menu ❑ Peer tutor/buddy ❑ Repeated practice of learned skills in authentic, non-pervasive environments/situations ❑ Other:

from peers and adults, personal care) ❑ Direct community based instruction to foster independent living skills ❑ Direct instruction in appropriate postural/body gestures ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	

Physical Functioning

Specially Designed Instruction (SDI) What the "teacher does" through instructional practices	**Supplementary Aids & Services (SAS)** What the student will use to access curriculum
❑ Instruction using video self-modeling ❑ Differential reinforcement ❑ Modeling ❑ Instruction in using verbal, visual, written, and physical prompts and cues ❑ Corrective feedback with re-teaching ❑ Hand-under-hand vs. hand-over-hand guidance ❑ Redirection ❑ Instruction in how to use self-instruction ❑ Self-monitoring strategies ❑ Instruction in how to use self-talk ❑ System of least prompts ❑ Instruction in how to use visualization ❑ Instruction using social stories ❑ Direct instruction in specific skills ❑ Direct instruction in Orientation & Mobility skills to foster safe and independent travel in familiar/unfamiliar environments ❑ Mental mapping skills ❑ Directionality/spatial awareness concepts ❑ Human guide techniques ❑ Instruction in use of SAS: (name/document specific aid) ❑ Other:	❑ One-on-one instruction ❑ Small group instruction ❑ Partial participation ❑ Modified equipment (auditory/tactual/visual cues) ❑ Modified rules ❑ Modified tests, activities, and assignments ❑ Self-instruction ❑ Self-monitoring ❑ Self-talk ❑ Extended time ❑ Shortened time ❑ Peer tutor ❑ Shorter distances ❑ Decreased level of difficulty ❑ Extra practice of skills ❑ Lower goal/target ❑ Alternate activities ❑ Adapted playing area (smaller, obstacles removed, etc.) ❑ Well-defined boundaries (clearly marked in contrasting colors, tactual, etc.) ❑ White Cane ❑ Human guide ❑ Larger/auditory goal/target ❑ Larger/lighter bat, racquet, etc. ❑ Frequent rest periods ❑ Slower activity pace ❑ Assistive technology ❑ Adaptive devices – pencil grips or special pen or pencil holders, erasable pens, or special paper with raised or

	color-coded line indicators
	❑ Worksheets and tests with ample space for writing answers
	❑ Two copies of a worksheet or test – one to work on as a draft and one to use as a final copy
	❑ Graph paper for writing to help align the numbers in computation problems or organize information
	❑ Access to computer to prepare written assignments
	❑ Student dictates thoughts, ideas
	❑ Increased space allowed for test answers
	❑ Dictate, tape record, or sign answers on a test
	❑ Computer to write answers to the test items
	❑ Other:

Section 2: Implementation and Lesson Planning

A. High Expectations

Promoting a culture of high expectations for all students is a fundamental goal of the Kentucky Core Academic Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- ❑ Instructional supports for learning based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression
- ❑ Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) changes in materials or procedures which do not change the standards but allow students to learn within the framework of the Common Core.
- ❑ Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to the standards, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the KCAS (Common Core Standards, "Applications for Students with Disabilities", 2010).

B. Plan for All

The lesson/learning activity is first planned with anticipation of needs of the universally designed curriculum that is designed from the outset to meet the needs of the greatest number of users, making costly, time-consuming, and after-the-fact changes to curriculum unnecessary; often know as Universal Design for Learning.

Universal Design for Learning (UDL) is a research-based framework for designing curricula that is made up of, educational goals, methods, materials, and assessments that enable all individuals to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously providing rich supports for learning and reducing barriers to the curriculum, while maintaining high achievement standards for all students.

UDL supports teachers' efforts to meet the challenge of diversity by providing flexible instructional materials, techniques, and strategies that help teachers differentiate instruction to meet these varied needs. It does this by providing options for:
- ❑ Presenting information and content in different ways (the "what" of learning)
- ❑ Differentiating the ways that students can express what they know (the "how" of learning)
- ❑ Stimulating interest and motivation for learning (the "why" of learning)

Students are provided with scaffolds and supports to deeply understand and engage with standards-based material. They not only have access to content and facts, but they learn to ask questions, find information, and use that information effectively. They learn how to learn. (http://cast.org/)

C. Planning for Individual Needs

To ensure access to the general curriculum, instructional planning will require consideration of individual student needs in relation to the disability. Analysis of expectations for all students will further guide the anticipated need(s) the student will have in preparation, participation, and application of skills included within the learning target for all.

The purpose of the chart below is to guide the decision-making process for development of lessons/learning activities that first begins planning for all students, then planning to meet the specific needs of the student's disability that will impact involvement within the lesson/learning activity. (Adapted from: Including Students with Special Needs by Marilyn Friend, 2012 and "Effective Instruction for Elementary Struggling Readers: Research-Based Practices, 2003).

Universal Design for Learning

Setting-Specific Demands		Student-Specific Characteristics		Ensure Access to General Curriculum
Learning Target Lesson/Activity	Pre-Requisite abilities student will need to be involved in learning activity	Strengths	Struggles (In relation to the disability)	Adaptations specific for student
❑ All students ❑ Universal Design for Learning ▪ Presenting information and content ("what") ▪ Demonstration of Learning ("how") ▪ Motivation for learning ("why")	❑ All Students ❑ Environmental demands ❑ Academic Skills: ▪ Foundational Skills ▪ Vocabulary Acquisition ❑ Social: ▪ Prepared for group discussion	The student can be successful: ▪ Academically ▪ Socially ▪ Executive Functions	IEP & Progress Monitoring as a guide: ❑ What are the student's needs related to the disability? ❑ Where will the student potentially have difficulties?	Adaptations/instructional considerations to address struggles: ❑ Environmental modifications ▪ Classroom Management Plan ▪ Instructional Materials ▪ Grouping of students ▪ Method of instruction ❑ Specially Designed Instruction outlined within IEP: ▪ Research- Based Instructional Practice ❑ 9+1 Adaptations ❑ Supplementary Aids ❑ Assistive Technology ❑ How progress will be determined through progress data analyzed to inform decision-making for instruction: ▪ Method of Measurement ▪ Classroom-based assessment ▪ Scaffolded Support

D. Instructional Strategies and Materials for Accessing the Kentucky Core Academic Standards:

Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work
• Identify and focus on critical information. Prioritize the "need to know" content rather than "nice to know". Organize instruction around the big ideas
• Simplify task directions
• Pre-teaching - introduce new vocabulary before beginning lesson
• Photocopy pieces of research material related to subject for report or project, then read and underline/highlight main ideas and important details
• Use advanced organizers and post-organizers to introduce and summarize lesson content
• Highlight, underline, or color-code main ideas, important vocabulary, and/or key concepts
• Highlight root words to aid in decoding
• Discuss task and check for clear understanding of all parts of assignment from the beginning
• Frequently restate concepts/directions using short phrases
• Provide handouts summarizing important information
• Give an outline listing the main ideas and related subtopics (Provide space to take additional notes)
• Provide visuals (e.g., multimedia presentations, transparencies, flip charts) to list important concepts
• When assignment requires drawing diagrams, provide diagram and have student label parts
• Require less detailed drawings (e.g., structure of cell)
• Provide handbook of grammar and punctuation rules, review frequently and allow student to use as reference
• On a cue card, provide list of adjectives, adverbs, to use as reference
• On a cue card, list steps in math processes/formulas to use as references
• Allow the use of calculator to figure math problems
• For language exercises, (i.e., punctuation) provide copy of assignment and require only the addition of appropriate punctuation
• When asking for students to express their ideas in writing on a given subject, allow student to make a list of words that reflect the content
• Provide an adapted text of the same content/title
• Provide choice of reading materials that match interest and skill level
• Chunk material for easier comprehension

Delivery: Adapt the way instruction is delivered to the learner
• Reduce amount of copying from text and board
• Provide copy of vocabulary/terms instead of copying from text
• Provide manuscript copy of lecture notes
• Posters of steps for specific learning strategies (open response, writing process, formulas)
• Alert student to focus before expressing key points
• Read sections of the text aloud or have volunteers to read aloud
• Develop study guides to be completed as material is read
• Use cued notes

- Read questions and discuss before the student writes answers
- Provide books on tape, or allow student to use a text reader
- Provide chapter outlines
- Instruct and provide directions using a step-by-step process (sequential & numbered)
- Visual displays and graphic organizers
- Analogies, stories, examples, non-examples
- Conduct large group discussion before assigning group work
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking, cutting (cut worksheets into sections, folding) and highlighting, color-coding or underlining
- Provide diagrams (i.e., water cycle) and pre-labeled cards to place on diagrams
- Provide many opportunities for processing (before, during, and after lesson)
- Teach mnemonic devices
- Teach students how to interpret graphs, charts, and illustrations
- Give written directions to supplement verbal directions
- Paraphrase information
- Encourage feedback to check for understanding
- Record questions on tape recorder
- Tape alternate pages for read one page, listen to second page
- Provide additional directions and information
- Assist in prewriting activities and provide writing prompts
- Show project examples that others have done and point out and list key features that students must include
- Demonstrate math concepts using concrete objects before requiring independent work
- Vary the pace and change tasks frequently
- Use cooperative learning groups
- Use multi-sensory instructional strategies
- Keep directions concise and simple
- Monitor the student's understanding by asking student to repeat directions
- Include rebus pictures with written directions for students who are unable to read
- Place a piece of yellow acetate or yellow shelf liner (hot cover) over the page of print to enhance contrast, darken print, and focus student on smaller chunks
- Use black marker pens to trace over directions and darken print for students with low vision
- Always state/write the goals and objectives at the beginning of each lesson
- Connect previous day's learning with new lesson
- Provide all information in a logically organized and sequential format
- Vary the level of questions during class discussion to include all students
- Use closure strategies regularly
- Connect to student's prior knowledge
- Use a variety of practice formats
- Incorporate active learning strategies
- Give immediate reinforcement of correct response
- Give immediate correction of errors
- Provide individual student instruction when needed
- Use concrete and manipulative objects at all grade levels

• Teach reading within all content areas
• Use specific questions to guide content reading
• Communicate your expectations
• Lab work
• Problem based inquiry
• Independent projects
• Small group projects
• Whole group projects
• Use picture metaphors or storytelling
• Use music
• Teach memory strategies including mnemonic devices
• Color and visual symbols
• Use music to enhance learning
• Teach using multi-sensory modes including multiple intelligences and learning styles
• Use interval learning and processing time

Assessment: Adapt how the student can respond to instruction
• Provide a menu of options for student to demonstrate knowledge other than (or in addition to) pencil/paper tests
• Use verbal responses, a communication book, or show knowledge with hands-on materials
• Draw and write sentences to demonstrate comprehension
• Make a poster or dictate a report instead of writing
• Use technology (e.g., PowerPoint presentation)
• Dictate into tape recorder
• Dictate answers to peers
• Assign a reader
• Assign a scribe
• Verbal descriptions of diagrams instead of drawing
• Choice of cursive or manuscript handwriting
• Allow for spelling errors
• Accept key responses instead of complete sentences
• Give option of verbal assignment
• Provide additional space to record written responses
• Emphasize important words in written assessments through underlining, color-coding, bolding, and enlarged print
• Reduce number of choices on multiple-choice or matching tests
• For language lessons, have student read sentences aloud and verbalize corrections instead of writing
• Allow demonstration to answers in math using concrete materials
• Paraphrase
• Prompts and cueing
• Extended time
• Provide each student with a small chalkboard or whiteboard, old sock for erasing, and chalk or a dry erase marker for written responses.
• Index cards can be used to respond to true/false or agree/disagree statements. Once question is

asked, student shows response by holding up their card

- Thumbs up/thumbs down to encourage active group participation during presentations
- Include one direction per sentence
- Underline or box directions
- Provide examples of correct responses
- Use large, bold print when possible
- When creating multiple-choice tests, exclude "all of the above" and "none of the above" statements
- When creating matching tests, organize both columns so student's choices are clear and concise. Present matching statements/answers in blocks of five. Double space between blocks of information
- When creating true/false tests, eliminate words such as "all" or "never"(Avoid using double negatives)
- Create fill-in-the-blank tests by placing the choices under the blank space
- Use a variety of formats to review for several days before a test or a quiz (i.e., quiz bowls, small group reviews, question & answer period, study buddies)
- When giving essay tests, provide the student with a blank outline format for organization of ideas. Highlight or underline key words in questions
- Have the student demonstrate knowledge learned by performing or demonstrating key concepts
- Provide all students a copy of the test so that they do not have to guess what is "need to know" content
- Provide study guides
- Vary testing format
- Design collages, posters, timelines of events, and storyboards to manipulate the information
- Develop and conduct surveys
- Create maps, graphs, diagrams
- Design and play simulation game activities
- Write and perform skits
- Design an inquiry project
- Provide scoring guides/rubrics to clarify expectations
- Use a grading contract detailing the basis for grades
- Use labels
- Have students design overhead presentations
- Provide an outline of content
- Have students create photo essays
- Journal entry
- Illustrated book
- Slide show
- Power point presentation
- Models
- Diorama
- Art project
- Felt board or storyboard
- Handmade puzzle
- Debate
- Oral report

• Chant or song
• Walking tour talk
• Radio advertisement
• Storytelling
• Demonstration
• Dramatization
• Role play
• Chalkboard walk
• Design and run a business
• Charades
• Large construction project
• Poetry
• Allow student to take the test a second time
• Taped tests
• Open book exams
• Frequent but shorter quizzes
• Encourage the student to summarize what they have learned that was not asked on the test

Size: Adapt the number of items that the learner is expected to learn or complete
• Reduce the number of terms a learner must memorize at any one time
• Integrate several short, learning activities rather than a single long one into the session
• Select fewer comprehension questions to complete
• Reduce amount of required writing (Don't use writing as a punitive consequence)
• When giving a language assignment to complete on the same concept, require fewer sentences to be completed
• Reduce the spelling list
• Assign a specific number of math "problems" and allow student to choose those problems
• Limit the number of concepts presented on each test
• Divide the test into segments. Each segment should have individual directions and should be graded separately

Time: Adapt the time allotted for learning, task completion, or testing
• Individualize a time line (through the student planner) for completing task. This may include time limits and time extensions
• When assignments require answers to comprehension questions, give the material several days early and have parents, aide, or special education teacher to read the material with the students and discuss the comprehension questions
• Provide extra classroom time to work on assignments
• Allow assignments to be taken home to complete
• Permit re-take spelling tests
• Spend more time on complex math processes (Review and give fewer problems but more days to practice those processes)
• Recognize effort and do not require the completion of the entire activity
• Teacher/assistant can work in advance to assist in generating ideas for participation to contribute to group discussions
• Prioritize assignments and/or steps to completing assignments

• Alternate quiet and active tasks. Set time limits for specific task completion
• Increase time allowed for completion of tests or assignments
• Reduce the length of the test
• Space short work periods with breaks or change of tasks
• Follow a specific, consistent routine
• Post the daily schedule on the board for students who like the big picture
• Develop classroom routines and celebrations and use them

Environment: Adapt the physical setting
• Post daily work, schedules, and homework assignments at eye level in front of class
• Surround student with peers who model appropriate behavior
• Use a study carrel
• Use proximity seating
• Be aware of student's sensory preferences
• Provide a distraction-free zone
• Encourage students to find "best study place"
• Help student keep workspace free of unnecessary materials
• Be aware of student allergies
• Provide extra structure during transition times
• Review class/school guidelines and classroom rules frequently
• Be aware of assignment of schedules in regard to "on-task" behaviors
• Engage the student in community-based instruction

Level of Support: Increase the amount of personal assistance with a specific learner
• Assign peer buddy
• Assign teaching assistant
• Assign peer tutor
• Pair students for review games and questioning
• Have student use a scribe
• Have student orally respond to a test
• Pair students to develop a duet story
• Use small groups to master specific content
• Use graphic organizers for note-taking
• Use cued notes for note-taking
• Use cooperative learning groups

Participation: Adapt the extent to which a learner is actively involved in a task
• Integrate choral response into lessons
• Use instructional games
• Use Think-Pair-Share strategy
• Use Turn-to-Your-Neighbor strategy
• Involve student in listening and participating in group discussions, but do not require a written response

Organization: Instruct the student in organization techniques to assist within the classroom and school situation
• Set clear time limits for assignments
• Questioning at the end of each sentence or paragraph
• Allow additional time to complete tasks and take notes
• Highlight main facts in the book or photocopied pages
• Provide materials checklist
• Ask student to paraphrase directions given
• Use a student assignment notebook
• Assign student a volunteer homework buddy
• Lend student a second set of books for home

Motivation Strategies: Students can only be motivated to do tasks they are physically and mentally capable of doing
• Use a symbol system for correct response
• Send home daily progress reports
• Keep graphs and charts of student's progress
• Conference with student's parent
• Conference with student's other teachers
• Use checks for accuracy
• Use goal setting or contracts with student
• Use immediate reinforcement of correct response
• Develop a reward or point system

E. WEBSITES

Kentucky System of Interventions (KSI)
http://education.ky.gov/educational/int/ksi/Pages/default.aspx

Individual Learning Plan (ILP)
http://education.ky.gov/educational/CCadv/ilp/Pages/default.aspx

CIITS
http://education.ky.gov/districts/tech/ciits/Pages/Continuous-Instructional-Improvement-Technology-System.aspx

Accelerated Learning
http://www.acceleratedlearning.com/method/what_is.html

Cast
http://www.cast.org

KDE Curriculum Teaching Tools
http://education.ky.gov/curriculum/docs/tt/Pages/default.aspx

Federal Registry for Educational Excellence
http://free.ed.gov

Graphic.org
http://www.graphic.org/goindex.html

Differentiated Instruction
http://www.gstboces.org/iss/iss/trainings/di/strategies/tiered.htm

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/publications/practiceguides

Intervention Central
http://www.interventioncentral.org

IRIS
http://iris.peabody.vanderbilt.edu/

Novelguide
http://www.novelguide.com

Instructional Strategies Online
http://schools.spsd.sk.ca/curriculum/instructionalstrategies/

Picture Dictionary
http://www.pdictionary.com/

Pink Monkey
http://www.pinkmonkey.com/index2.asp

National Center on RtI
http://www.rti4success.org

LD online
http://www.ldonline.org/

10x10
http://tenbyten.org

National Center on UDL
http://www.udlcenter.org

PD 360
http://www.pd360.com/pd360.cfm#

National Center for Learning Disabilities (NCLD)
http://education.ky.gov/curriculum/docs/Pages/KLN.aspx

Academic and Behavioral Response to Intervention (ABRI)
https://louisville.edu/education/abri

Kentucky Center for Instructional Discipline (KYCID)
http://www.kycid.org/

Kentucky Autism Training Center (KATC)
http://louisville.edu/education/kyautismtraining/

Center on Online Learning and Students with Disabilities
http://centerononlinelearning.org/

University of Kansas Self-Determination Project
http://www2.ku.edu/~kucdd/self_determination/

Virginia Self-Determination Project (I'm Determined)
http://www.imdetermined.org/

For additional information contact
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