**Specially Designed Instruction**

**(SDI)**

**SDI** describes the types of unique instructional services needed by a child or youth with a disability to accomplish their IEP goals and objectives. These services include accommodations, modifications, along with SDI options such as: adaptations in instructional methods, materials, techniques, media, physical setting, or environment. These services are not ordinarily used with most children or youth of a given age or grade level, but are needed in order for a child or youth with a disability to accomplish their IEP goals and objectives.

The following academic and functional areas have suggestions of what SDI a regular education teacher or intervention specialist might provide the student and what accommodations or modifications might also be necessary to provide the student for he/she to be successful in the academic content area or skill.

Academic Areas and Functional Skill **Page**

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**COMMUNICATION: Nonverbal**

**SDI**

Instruction of signed English

Cued Speech

System of least prompts

Graduated guidance

Visual, written, picture prompts/cues

Instruction of American Sign Language (ASL)

Computer assisted instruction

**ACCOMMODATIONS or MODIFICATIONS**

Communication boards/books/cards

Communication boards/books/cards

Picture based communication

Switch activated devices

Augmentative communication systems

High technology communication devices

Dynamic screen

Switch accessible

Scan accessible

Educational interpreter

American Sign Language (ASL)

Communication systems

Assistive technology

**COMMUNICATION; Listening Comprehension**

**SDI**

Modeling

Chunking

Written prompts

Pre-view – teach – review

Outline Skills

Teach note taking/identification of relevant information

Repeat what is heard (student)

Visual prompts/cues

Paraphrasing / summarizing

Mnemonic strategies

**ACCOMMODATIONS or MODIFICATIONS**

Allow wait time

Previewing questions

Preferential seating

Outline skills

Paraphrasing (student or teacher)

Slow rate of presentation

Advance organizer

Short statements / to the point (avoid use of abstract language)

Adequate voice volume

Frequent comprehension checks

Note taking

Reduce noise level

Rephrase / simplify

Repeat phrases

Visual aids

Assistive technology

**COMMUNICATION: Oral Expression**

**SDI**

Modeling (peer/teacher)

Verbal, picture, visual, written prompts/cues

Guided repetition

Rehearsal, use of scripts

Time Delay Strategies

Sentence Strips (sentence builders)

Role playing

**ACCOMMODATIONS or MODIFICATIONS**

Extended response time

Written as opposed to oral tests

Preferential seating

Structured environment

Oral reading on volunteer basis

Rehearsal, use of scripts

Substitute display for oral report

Sufficient wait time for student to begin responding

Tape recorder

Sentence strips

Assistive technology

**COMMUNICATION: Voice**

**SDI**

Model

Vocal practice

Social stories

Self monitoring techniques

Visualization techniques

Relaxation exercises (i.e. yawn-sign)

Visual prompts/cues

Role playing

Tactile stimulation

Digital manipulation

Direct teaching of replacement behaviors

**ACCOMMODATIONS or MODIFICATIONS**

Behavior management plan

Limit amount of talking time

Develop signal system so student will know when abusive patterns are being used

Control environment to eliminate opportunities for vocal abuse

Tape recorder

Assistive technology

**COMMUNICATION: Fluency**

**SDI**

Modeling

Starter techniques

Relaxation techniques

Auditory cues

Chunking of words or sentences

Easy onset

Prolongation

Breathing techniques

Counseling techniques

Role playing

Tactile cues

Self-monitoring techniques

Visualization

Choral reading

Choral speaking

**ACCOMMODATIONS or MODIFICATIONS**

Allow adequate response time

Allow wait time

Allow student to speak first in oral group situations

Group presentations instead of individual

Peer buddy

Modeling

Calming techniques

Only call on student to answer questions when student volunteers

Chunking

Assistive technology

Assistance with speaking tasks

**COMMUNICATION: Receptive Language**

**SDI**

Visual, written, picture prompts/cues

Modeling

System of least prompts

Simultaneous prompting

Time delay

Verbal cues

Verbal rehearsal

Visualization

Cloze procedures

Direct instruction

Auditory bombardment of language targets

Verbal repetition

Mnemonic strategies

**ACCOMMODATIONS or MODIFICATIONS**

Preferential seating

State restate directions (repeat directions)

Speak with slow rate of speech

Keep directions simple

Use gestures and visual cues

Rephrase directions

Establish routine to obtain student attention

Use picture schedule

Use picture cues

Sentence strips – (sentence builders)

Tape recorder

Simplify directions

Paraphrase directions

**COMMUNICATION: Pragmatics**

**SDI**

Social scripts

Social stories

Written prompts

Role playing

Modeling

Verbal prompts

Guided responding

Environmental prompts

Chaining

Shaping

Video self modeling

**ACCOMMODATIONS or MODIFICATIONS**

Monitor and provide feedback

Peer buddy monitoring

Providing / addressing sensory issues

Provide opportunities for: turn taking, initiating/terminating conversation, commenting,

 asking questions

Sensory diet

Assistive technology

**COMMUNICATION: Articulation /Phonology**

**SDI**

Auditory Discrimination Training

Modeling

Mirror training

Oral motor exercise

Visual prompts

Repetitive drill / trials

Touch prompts/cues

Time Delay

Minimal pair drills

Auditory bombardment

Guided Rehearsal

Phoneme placement cues

Tactile prompts/cues

Visual prompts/cues

Discrete phoneme production training

Oral motor desensitization/stimulation

Cued Speech

Oral prompts

Vocal Practice

Verbal Rehearsal

Phonemic Awareness Training

Direct instruction

Closed Set Training

Open Set Training

**ACCOMMODATIONS or MODIFICATIONS**

Allow adequate response time

Allow appropriate wait time

Provide correct speech samples

Model correct speech patterns when student makes incorrect speech patterns

Tape recorder

Assistive technology

Educational Interpreter-Signed English

Educational Interpreter-Conceptually Correct English

Educational Interpreter-Pigeon English

Previewing questions

Preferential seating

Outline skills

Paraphrasing

Short statements (eliminate abstract language)

Adequate voice volume

Frequent comprehension checks

Reduce noise level

Repeat directions

Picture cues

Content-based vocabulary

Personal directory

Color-coded: key words

Structured environment

Computer support

Monitor and provide feedback (oral, signed, etc.)

Step-by-step instructions

**ACADEMICS: Basic Reading**

**SDI**

Phonemic Awareness Training

Decoding Strategies

Blending with Visual Prompts

Use of Decodable Texts

Time Delay

Repeated Reading

Chunking

Modeling

Compare / contrast strategy

Direct Instruction

Model-Lead-Test

Meta Linguistics

Picture prompts/cues

Multi-sensory teaching strategies

Choral reading

Paired reading

Neurological impress

Echo reading

**ACCOMMODATIONS or MODIFICATIONS**

Student should read aloud

Extended time

Large print

Highlighted material

Tachistoscope

Braille

Oral presentation of materials

Assistive technology

**ACADEMICS: Reading Comprehension**

**SDI**

Graphic organizers

Modeling

“Cloze” procedures

Anticipation guides

Mnemonic strategies

Advance organizers

Visual prompts

Pre-teaching concepts / vocabulary

K-W-L strategy

Verbal summarization

Open-ended stories

Recorded books with appropriate pacing

QAR – question, answer, response

Insert strategy

Choral Reading

Paired Reading

Neurological Impress

Echo Reading

**ACCOMMODATIONS or MODIFICATIONS**

Taped materials

Highlighting

Large print

Braille

Use of reader

Paraphrasing

Oral presentation of materials

Assistive technology

Advance organizers

**ACADEMICS: Written Language**

**SDI**

Tracing handwriting

Picture prompts

Visual, physical prompts/cues

Modeling

Repetitive Practice

Guided practice

Small group instruction

System of least prompts

Graphic organizers

Tactile kinesthetic tracing

Direct instruction

Mnemonic strategies

Error monitoring/self-monitoring/editing

Prewriting activities

Mnemonic strategies

Computer assisted instruction

**ACCOMMODATIONS or MODIFICATIONS**

Modified tests and assignments

Copies of overheads (directions, notes, etc.)

Large print materials

Finish task in alternate setting

Story starters – prewriting and composition

Scripted writing task – scaffolding

Preferential seating for board work

Highlighting

Color coded direction words

Student paraphrasing of directions

Raised line paper

Paragraph with Cloze procedures

Oral response to test questions

Scribe

Tape recorder to talk into/write from

Pencil grips

Brisk pacing in presentation

Advance organizers

Prewriting

Assistive technology

Allow test retaking

**ACADEMICS: Math (Math Calculation and Reasoning)**

**SDI**

Direct Instruction

Multi-sensory teaching strategies

Next dollar

Time delay

Most to least prompts

Modeling

Guided practice

Mnemonic strategies

Chunking

Word problem strategies

Small group instruction

Touch five coin counting strategy

Visual, picture, written prompts/cues

Model-Lead-Test

Repetitive practice

**ACCOMMODATIONS or MODIFICATIONS**

Modified tests/assignments

Note taking (photocopies)

Extended time

Graph paper / vertical lined paper

Manipulatives

Calculator

Use of a number line

Study guides

Peer buddy / peer tutoring

Repetitive practice

Practice and use of a calculator

Oral presentation of materials/assessments

Assistive technology

Advance organizers

**VOCATIONAL: Task Completion/On Task**

**SDI**

Modeling

Partial participation

Self-talk

Video self modeling

Differential reinforcement

Self-monitoring/evaluation

Task analysis (student)

Ecological inventory

Graphic organizer

System of least prompts

Simultaneous prompting

Cueing (verbal, nonverbal, visual, picture, photo, etc.)

**ACCOMMODATIONS OR MODIFICATIONS**

Modified tests/assignments

Use of timer

Dual set of materials for school and home

Paraphrasing

Extended time

Rubric

Peer tutor

Mentors

Oral presentation of materials

Redirection/corrective feedback

Behavior contract

Environmental modifications

Assistive technology

Work systems

**VOCATIONAL: Follow Directions**

**SDI**

Task analysis

Self monitoring

Verbal prompts or cues

Differential reinforcement

System of least prompts

Role playing

Modeling

Self-talk

Time delay

Mnemonics

Advance organizers

Video self modeling

**MODIFICATIONS**

Paraphrase

Endless loop tape

Alternate modes for giving directions (pictures, photos, etc.)

Contracts

Oral presentation of materials

Visual supports

Assistive technology

**VOCATIONAL: Rate/Speed Work**

**SDI**

Direct instruction

Verbal prompts

Self monitoring

Differential reinforcement

Role playing

Modeling

**ACCOMMODATIONS or MODIFICATIONS**

Timer

Schedule

Checklist

Pictorial representation of task

Audio stimulation to support rhythmic pace

Repeated practice

Work systems

Assistive technology

**VOCATIONAL: Follow Schedule**

**SDI**

Direct instruction

Graduated guidance

Picture agenda

Task analysis

Verbal practice/prompts

Repeated practice

Modeling

Role playing

System of least prompts

**ACCOMMODATIONS or MODIFICATIONS**

Color coding

Highlighting

Timer

Map

Picture schedules

Object schedules

Picture agenda

Repeated practice

**VOCATIONAL: Attendance**

**SDI**

Differential reinforcement

Token economy

Verbal prompts/cues

Visual Prompts

**ACCOMMODATIONS or MODIFICATIONS**

Contracts

Escort to class

Proximity to classroom

Alternate dismissal

**VOCATIONAL: Working Independently**

**SDI**

Graduated guidance

Differential reinforcement

Verbal prompts/cues

Task analysis

**ACCOMMODATIONS or MODIFICATIONS**

Shortened assignment

Study Carrel

Alternate environment

Work systems

**VOCATIONAL: Decision Making**

**SDI**

Self-talk

Mnemonic Strategies

Role playing

Modeling

Visual prompts/cues

Direct instruction

Social stories

Verbal prompts/cues

**ACCOMMODATIONS or MODIFICATIONS**

Pictures

Assistive Technology

**VOCATIONAL: Self-Evaluation**

**SDI**

Error monitoring

Modeling

Task analysis

Self monitoring

Mnemonic strategies

Video Self Modeling

Visual prompts/cues

**ACCOMMODATIONS or MODIFICATIONS**

Pictures

Work systems

Rubric

Progress graph

Checklists

Peer editing

**VOCATIONAL: SOCIAL COMPETENCE**

**SDI**

Differential reinforcement

Corrective feedback with Re-teaching

Student repeats directions/paraphrases

Student study teams

Planned ignoring

Behavior Intervention Plan

Direct teaching of replacement behaviors

Explicit Social Skill Instruction

Modeling

Role plays

Visual, written, vocal prompts/cues

Social Stories

De-escalation strategies

Relaxation strategies

Direct instruction

**ACCOMMODATIONS or MODIFICATIONS**

Frequent, positive feedback/specific praise

Daily/weekly home contact

Contracts

Student created reinforcement menu

Sequential directions

Short, concise directions

Frequent breaks

Provide opportunity for movement

Signal, inference cues

Proximity control

Structured transitions

Use of a timer

Reinforcement menu

Peer tutor/buddy

**VOCATIONAL: PHYSICAL FUNCTIONING**

**SDI**

Differential reinforcement

Corrective feedback with Re-teaching

Student repeats directions/paraphrases

Direct Instruction

Hand-over-hand guidance

Modeling

One-on-one instruction

Redirection

Self-instruction

Self-monitoring

Self-talk

Small group instruction

System of least prompts

Verbal prompts

Video Self-Modeling

Visualization

Visual, written, vocal, physical prompts/cues

Social stories

**ACCOMMODATIONS or MODIFICATIONS**

Partial participation

Modified equipment

Modified rules

Modified tests, activities and assignments

Extended time

Peer tutor

Shorter distances

Decrease level of difficulty

Extra practice of skills

Lower goal/target/net

Alternate activities

Adapt playing area (smaller, obstacles, removed)

Use well-defined boundaries

Larger goal/target

Larger/lighter bat, racquet

Provide frequent rest periods

Lengthen the time

Shorten the time

Slow the activity pace

Assistive technology