Specially Designed Instruction

Utah State Board of Education

Using Specially Designed Instruction in a general education setting for students with disabilities to increase access to grade level content standards.

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Table of Contents

The Purpose of This Document

The purpose of this document is to help define specially designed instruction as it relates to the content, methodology, and delivery of instruction for students with disabilities in a multi-tiered system of supports (MTSS). This document is intended to aide educators in identifying methodologies and strategies that may benefit students with disabilities in all settings.

The Individuals with Disabilities Education Act (IDEA) 2004 clearly defines students with disabilities as general education students first. IDEA further states that students with disabilities are to be educated with their non-disabled peers to the maximum extent appropriate, in addition, a "statement of the specific special education and related services to be provided to the child and the extent that the child will be able to participate in regular educational programs." 34 CFR 300.346(a)(3) must also be included in the student's Individual Education Plan (IEP).

Students with disabilities are entitled to a Free Appropriate Public Education (FAPE) under the law. Special education services and supplementary aides and supports must be based on the student's individual needs as determined through a comprehensive evaluation and response to intervention(s) and are in addition to, and not in place of, general education services.

Educators often struggle with differentiating instructional strategies for students that require additional supports. This document contains a variety of strategies for pre-school, English language arts, math, behavior, transition, speech and language, and physical education for students with mild/moderate disabilities and students with more complex disabilities. The strategies can be implemented in a variety of educational settings by a variety of educators and support staff. While this document does not contain an exhaustive list of strategies, it does list some of the most frequently used, research-based, and easily implemented strategies. It breaks them down into three parts: the name of the strategy, what it is by brief definition, and what it does for the student.

In addition to defining the strategies, this document also contains information to help educators reflect on their practices as they plan, implement, and deliver instruction to support the learning and progress of **ALL** students through equitable access while incorporating Universal Design for Learning (UDL) and using the five anchors of differentiated instruction.

Five Anchors for Differentiating Tiered Instruction

Interventions for students who are not making adequate progress in Tier I instruction can be addressed using the five anchors for differentiated instruction as a tool to increase student engagement in the core content being taught. The five anchors involve the following components:

- **Instructional Time:** Provide increased time to interact with the concepts and to improve instructional delivery
- **Instructional Intensity:** Increase the intensity of the instruction by working in smaller groups on specific skills
- **Instructional Explicitness:** Teach important concepts using multiple methods
- **Strategic Instruction:** Increase problem solving abilities by presenting multiple strategies
- **Response Opportunities:** Increase opportunities to respond, question and explain thinking

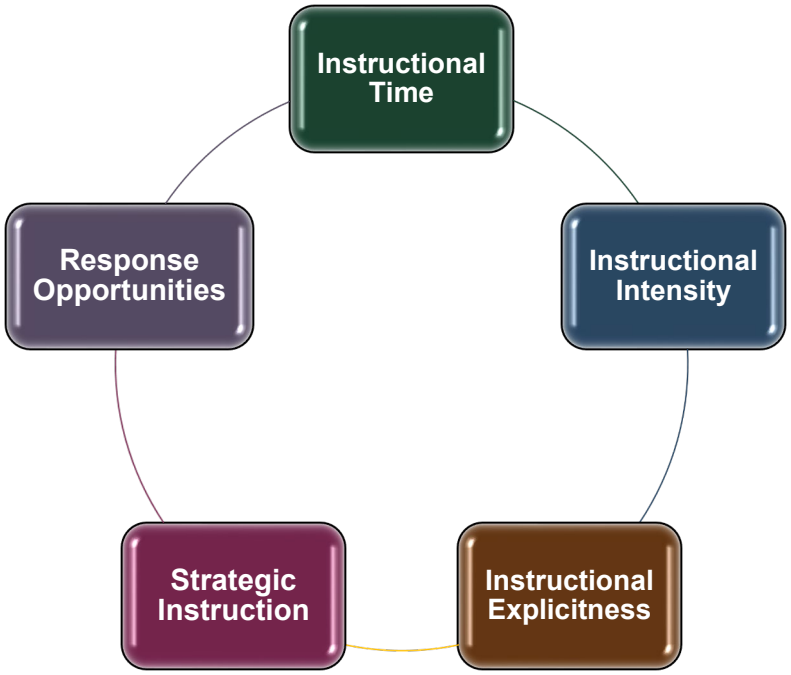
The five anchors are components of instruction that the teacher can initiate and control in response to student need. They can be used together or independent of one another across all Tiers of instruction and content areas to meet the needs of students in any classroom setting.

> "The five anchors can serve as focal points for educators as they plan for and implement tiered mathematics instruction, and as they problem solve the mathematics instructional needs of individual students. The degree to which each anchor is emphasized across tiered instructional levels should increase as students demonstrate the need for additional instructional support." (Mathematics RTI: A Problem-Solving Approach to Creating an Effective Model; Allsopp, et al., 2010).

Five Anchors for Differentiating Tiered Instruction in Mathematics

Instructional Time:

- Increasing the time that students have to interact with math.
- Interaction with the math is crucial.
- This doesn't mean simply giving them more math problems to do.
- Students need to be engaged in the mathematics.
- Teachers need to be using the eight mathematical practice standards in their teaching.



Instructional Intensity:

- Have students work in small groups on math tasks.
- Small groups aren't just for elementary students!
- Small groups allow the teachers more interaction with the students to discuss their mathematical thinking.

Instructional Explicitness:

- Explicit instruction has to do with determining the most important and distinct features of a concept.
- Highlighting that concept through multiple methods.
- CRA, Manipulatives, Graphic Organizers.
- Structured language experiences: build the students' math vocabulary.

Strategic Instruction:

- Teach students problem solving strategies.
- Give them multiple strategies.
- Graphic Organizers and Manipulatives can be used in instruction.

Response Opportunities:

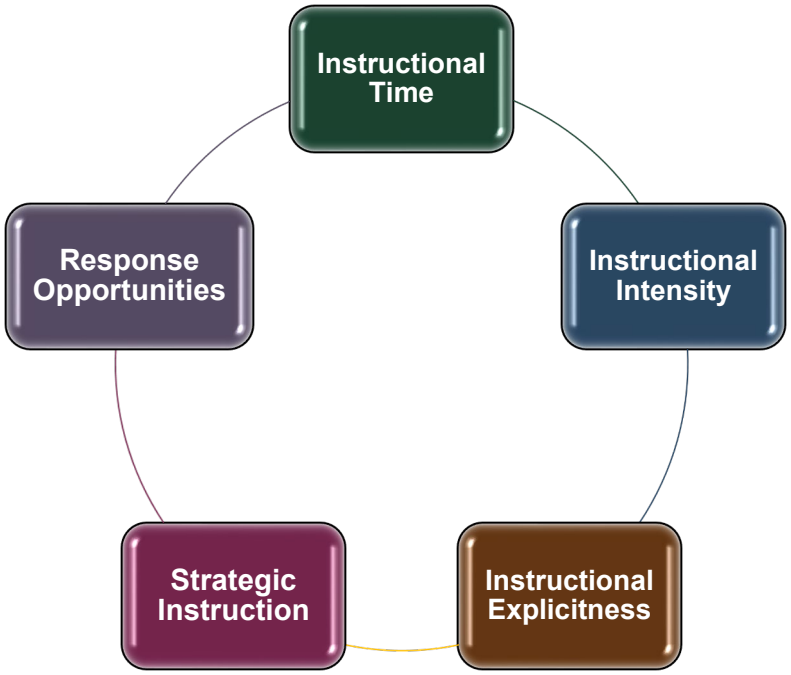
- Get your students "talking math."
- Let them explain and justify their mathematical thinking to the teacher as well as fellow students.
- Teachers should "facilitate" math discussions by asking good open-ended questions which allow multiple entry points for all students to participate in the math task.

Adapted from: Mathematics RTI: A Problem-Solving Approach to Creating an Effective Model by David Allsopp, Patricia Alvarez McHatton, Sharon Nichole Estock Ray, Jennie L Farmer; 2010 LRP Publication

Five Anchors for Differentiating Tiered Instruction in Student Literacy

Instructional Time:

- Increasing the time that students have to interact with content.
- Design meaningful tasks to engage students in the writing process.
- Teachers use the Utah core standards for student literacy.



Instructional Intensity:

- Have students work in small groups on specific tasks.
- Small groups allow the teachers more interaction with the students to discuss their overall comprehension of the material.

Instructional Explicitness:

- Explicit instruction has to do with determining the most important and distinct features of a concept to build content knowledge:
  - Comprehension, value of evidence and ability to critique
- Highlighting that concept through multiple methods:
  - Graphic organizers, technology, and digital media.
- Structured language experiences: build the students' vocabulary.

Strategic Instruction:

- Teach students self-regulated strategy development (SRSD).
- Use the eight core routines:
  - Evaluate exemplars, plan, revise, memorize the strategy, support it, independence, track feedback and progress, set goals.

Response Opportunities:

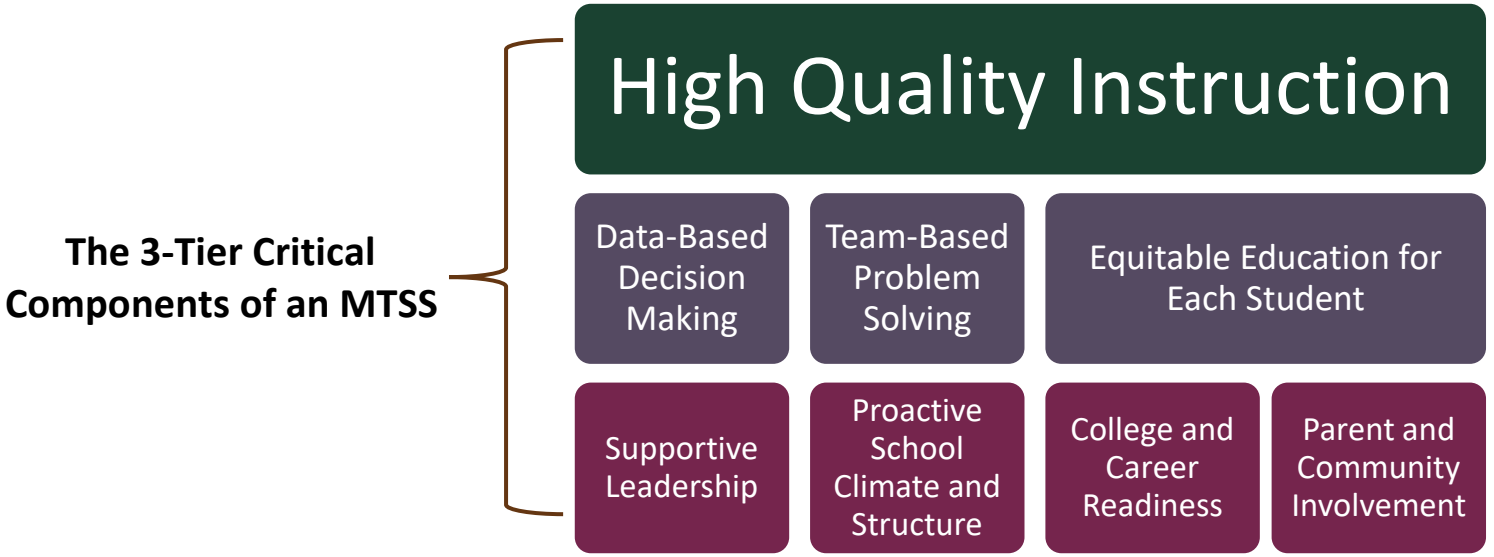
- Get your students "talking about and sharing their writing."
- Let them explain and justify their meaning and purpose to the teacher as well as fellow students.
- Teachers should "facilitate" discussions by asking good open-ended questions which allow multiple entry points for all students to participate in the task.

Adapted from: Mathematics RTI: A Problem-Solving Approach to Creating an Effective Model by David Allsopp, Patricia Alvarez McHatton, Sharon Nichole Estock Ray, Jennie L Farmer; 2010 LRP Publication

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. Critical components of the MTSS model includes Universal, Targeted, and Intensive levels of support. Universal (Tier 1) represents those supports provided to all students. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tier 2 or 3. Targeted (Tier 2) represents additional supports provided to remediate or accelerate student success. Intensive (Tier 3) represents individually responsive supports intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually responsive supports are developed based on individual need but may be provided in a small group or individual format. Tier 2 and 3 supports are provided in addition to, not in place of, Tier 1 instruction.

Utah's Definition of MTSS



Instructional layers of an MTSS model include Universal Design for Learning (UDL), differentiation including the five anchors of differentiation (time, intensity, explicitness, strategic instruction, and response opportunities). These anchors are applied across the tiers as universal, targeted or intensive supports. Instruction for students with disabilities can include accommodations, related services, and assistive technology, as needed, and is provided thoughout the tiers as defined by the student's IEP. The following graphic outlines how UDL, the five anchors of differentiation through tiered instruction, and SDI can work together.

Effective Instruction Incorporating Universal Design for Learning and the Five Anchors for **Differentiation Applied to All Tiers of Instruction**

Universal Design for Learning (UDL)

UDL is an instructional framework that focuses on teaching learning processes in a way that will serve the needs of the greatest number of students in an educational setting regardless of their learning characteristics and/or perceived abilities. UDL has three guiding principles: **Representation:** we must present information in multiple ways, **Engagement:** we must offer flexible options to engage learners in the learning environment, and **Expression:** we must provide and be open to a variety of ways for students to demonstrate what they have learned (www.CAST.org, 2014).

5 Anchors of Differentiation

(Adapted from: Mathematics RTI: A Problem-solving Approach to Creating an Effective Model (Allsopp, et al., 2010))

Time	Intensity	Explicitness	Strategic Instruction	Response Opportunities
Focus on increasing (a) the amount of interaction time with the content and (b) the quality of instructional delivery.	Target specific skills students need to acquire; guided by process monitoring data and delivered in small groups.	Highlight important concepts through multiple methods (i.e., content vocabulary, graphic organizers).	Teach general and specific strategies that help build metacognitive awareness and increase opportunities to become independent problem solvers.	Allow students to explain and justify their thinking. Facilitating discussions by asking questions that give students multiple entry points to the content being taught.

Tiered Instruction

Adapted from National Center on Intensive Intervention
(https://intensiveintervention.org/special-topics/mtss/standards-relevant-instruction)

Tier 2 and Tier 3 are in addition to – not in place of – Core instruction

Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Intensive)
Core instruction guaranteed and delivered to all students… providing multiple opportunities for students to take in information. It includes ongoing formative assessment, recognition of diverse learners, group work, problem solving, choice, and multiple representations.	Core instruction with **supplemental, targeted** supports that includes differentiation based on the 5 anchors.	Core instruction with **intensive, individually responsive** supports that includes differentiation based on the 5 anchors. Tier 3 does not necessarily equate to special education services.

Special Education: Specially Designed Instruction (SDI)

Adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability to ensure access of the child to the general curriculum, so that the child can meet the same educational standards of the public agency that apply to all children. IDEA 300.39 (b)(3)

- Accommodations reduce or eliminate the effects of a disability without decreasing the learning expectations
- Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education.
- Assistive technology means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a student with a disability and the service necessary to directly assist a student with a disability in the selection, acquisition, or use of an assistive technology device.

Example One

Universal Design for Learning (UDL)

Use of graphic organizers with manipulatives for all students.

5 Anchors of Differentiation

- **Time:** Provide increased time to interact with the math concepts and to improve instructional delivery.
- **Intensity:** Increase the intensity of the instruction by working in smaller groups on specific skills.
- **Explicitness:** Teach important concepts using multiple methods.
- **Strategic Instruction:** Increase problem-solving abilities by presenting multiple strategies.
- **Response Opportunities:** Increase opportunities to respond, question, and explain thinking.

Tiered Instruction

(Adapted from National Center on Intensive Intervention)

Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Intensive)
Standards-aligned curriculum that is evidence-based and includes tasks that allow entry points for all students (low threshold, high ceiling).	Provide explicit teaching and explicit practice of skills underlying the core content standards.	Break instruction into small steps, prioritizing foundational skills and core concepts not yet mastered.
Special Education: Specially Designed Instruction (SDI)		
Create a strategy bank for students to use when they are not sure how to start a problem.	Provide small group instruction with multiple opportunities for learning and practice. Use CRA methods (i.e., graphic organizers, manipulatives) specific to the task.	Include distinct instruction needed for students to progress toward the annual goal(s) outlined in their IEPs.
Ex: Use a graphic organizer to help student keep problems in the correct format.	Ex: Teach students to use a calculator as a tool to help them understand how to work the problem.	Ex: Explicitly model for students and allow additional time for students to practice with manipulatives and/or graphic organizers, or calculators.

Example Two

Universal Design for Learning (UDL)

Post strategy and vocabulary bank on a bulletin board for all students to access.

5 Anchors of Differentiation

- **Time:** Provide increased time to interact with the math concepts and to improve instructional delivery.
- **Intensity:** Increase the intensity of the instruction by working in smaller groups on specific skills.
- **Explicitness:** Teach important concepts using multiple methods.
- **Strategic Instruction:** Increase problem-solving abilities by presenting multiple strategies.
- **Response Opportunities:** Increase opportunities to respond, question, and explain thinking.

Tiered Instruction

(Adapted from National Center on Intensive Intervention)

Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Intensive)
Incorporate effective teaching practices that increase student engagement and participation in learning core content (differentiation, UDL).	Explicitly teach a specific skill or vocabulary that struggling students will need to know to participate in the general education setting/instruction.	Use appropriate strategies to help students conceptualize the skill or task they have not yet mastered.

Special Education: Specially Designed Instruction (SDI)

Present problems in a way that allows students to access the core content being taught.	Determine specific skills students have not mastered in order to make progress in and access the grade-level core content.	Break instruction into small steps, prioritizing foundational skills and core concepts not yet mastered.
Ex: Explore the vocabulary words and symbols or signs students will need to know in order to participate.	Ex: Use multiple strategies to help make connections between two representations; provide opportunities for students to practice and apply each strategy to create conceptual understanding.	Ex: Pick a strategy to explicitly teach the skill; hone in on the characteristics of proportional relationships using one representation, such as tables rather than worksheets that practice just the problem.

Example Three

Universal Design for Learning (UDL)

Provide progress monitoring tool for students to use and track their progress.

5 Anchors of Differentiation

- **Time:** Provide increased time to interact with the math concepts and to improve instructional delivery.
- **Intensity:** Increase the intensity of the instruction by working in smaller groups on specific skills.
- **Explicitness:** Teach important concepts using multiple methods.
- **Strategic Instruction:** Increase problem-solving abilities by presenting multiple strategies.
- **Response Opportunities:** Increase opportunities to respond, question, and explain thinking.

Tiered Instruction

(Adapted from National Center on Intensive Intervention)

Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Intensive)
Progress monitor periodically (at least 3 times a year) to determine effectiveness of core instruction and identify students in need of additional supports.	Progress monitor 1-2 times per month using a valid, reliable tool for the academic area that is targeted.	Progress monitor weekly using a valid, reliable tool for the targeted academic area and adjust instruction as needed; the tool should be sensitive to minimal change.

Special Education: Specially Designed Instruction (SDI)

Teach students to track their own progress in order to help them identify their strengths and areas for improvement.	Review students' progress 1-2 times per month; graph data and set goals with students.	Monitor progress weekly to ensure students are progressing toward goal(s) as outlined in their IEPs in addition to progress monitoring of core instruction.
Ex: Teach students to graph their performance data (academic, behavior) using graph paper.	Ex: Teach students to graph their performance and analyze data (academic, behavior) for trends.	Ex: Use the student data tracking system to teach students to identify gaps that prevent them from progressing toward and mastering grade-level core content (Gap Analysis).

What is Explicit Instruction?

As educators, we are constantly faced with the question of how we can best present material so that it is optimally "learnable" for the different students we are trying to reach.

Explicit instruction is when the instructor clearly outlines what the learning goals are for the student and offers clear, unambiguous explanations of the skills and information structures that are presented (The Science of Learning Corporation, 2016).

Why Use Explicit Instruction?

When we highlight key features of a concept that make it distinct, students are better able to understand it. As students demonstrate learning difficulties, increasing the level of instructional explicitness can result in more positive learning outcomes (Mathematics RTI, 2010).

What is Universal Design for Learning?

Universal Design for Learning (UDL) is an instructional framework that focuses on teaching learning processes in a way that will serve the needs of the greatest number of students in an educational setting regardless of their learning characteristics and/or perceived abilities.

- The UDL framework for teaching and learning includes proactive planning of curricula (goals, assessments, methods, and materials) and takes into account the variability of all learners
- Based on the research from the learning sciences (e.g., education, psychology, neuroscience)
- UDL has three guiding principles:
  - Action and Expression: Provide students a variety of opportunities and avenues to express what they know
  - Representation: present information in multiple ways
  - Engagement: offer flexible options to engage learners in the learning environment (www.cast.org)

When and How Should UDL be Used?

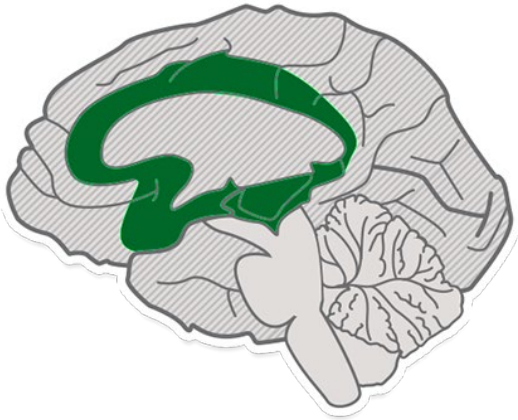
UDL should be used daily to ensure that all students have equitable access to instruction, technology, and materials necessary for their individual learning characteristics. UDL is implemented through a range of teaching and learning applications designed to accommodate students' strengths and needs through: Equitable use, flexible use, higher order thinking skills and application, key learning points (foundational and essential skills are taught), and expectations and examples (feedback to ensure task completion through mastery), (www.cast.org).

Universal Design for Learning

UDL Guidelines

AFFECTIVE NETWORKS:

THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

- Provide options for self-regulation
- Provide options for sustaining effort and persistence
- Provide options for recruiting interest

RECOGNITION NETWORKS:

THE **WHAT** OF LEARNING

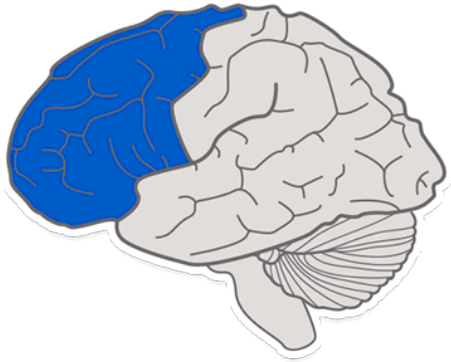
Representation

For resourceful, knowledgeable learners, present information and content in different ways.

- Provide options for comprehension
- Provide options for language, mathematical expressions, and symbols
- Provide options for perception

STRATEGIC NETWORKS:

THE **HOW** OF LEARNING



Action and Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

- Provide options for executive functions
- Provide options for expression and communication
- Provide options for physical action

What is Equitable Access?

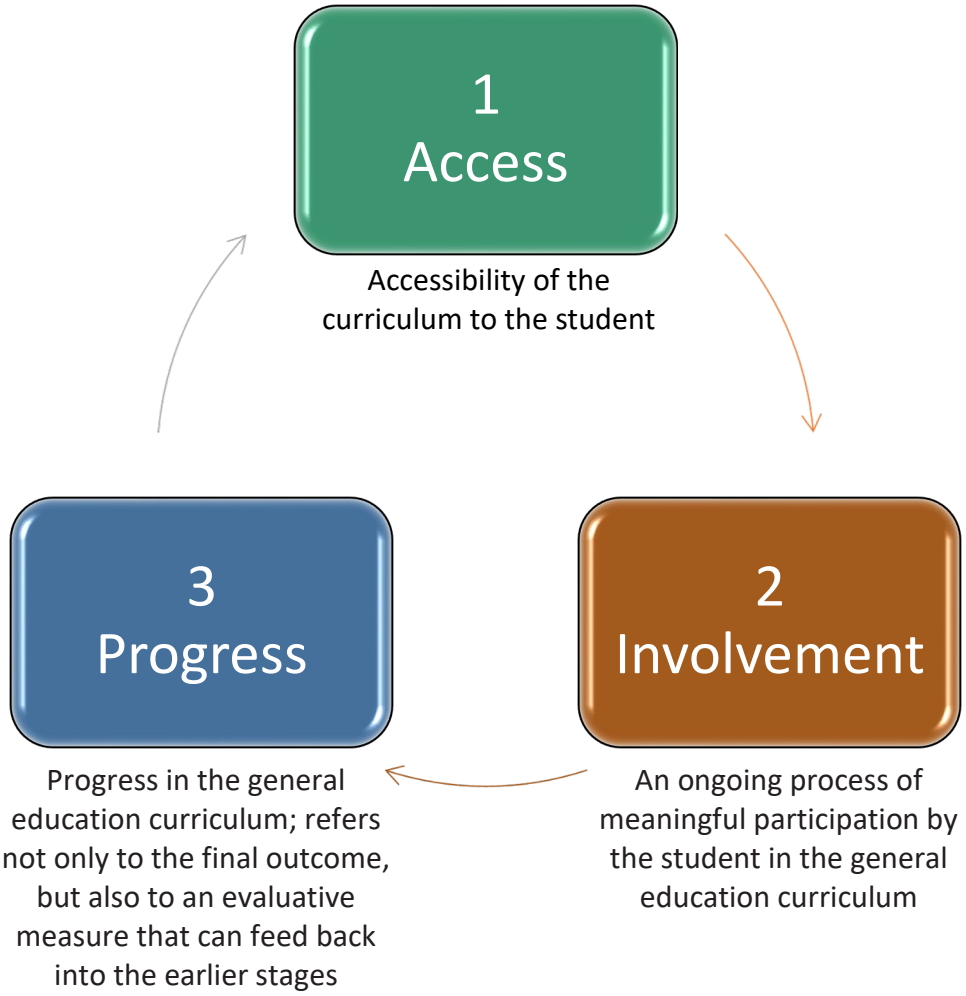
Providing a student access to the general education curriculum goes beyond exposure to grade level content standards. It is the responsibility of the instructor to ensure that each student has the supports needed to make the content "accessible" to him/her. "Access to an equitable education is a legal right for all children, and the quality of that access in classroom instruction is a moral and ethical right," (Wisconsin's Guiding Principles for Teaching and Learning, 2011).

Creating equitable access for students with disabilities involves making content accessible and ensuring active meaningful participation for each student where he/she can progress toward grade level content standards.

"Beyond these general introductory statements concerning access to the general curriculum, both IDEA 97' and 04' specifically require that students with disabilities be involved in and progress in the general education curriculum. Thus, the overall right to have access to the general curriculum can, in fact, be viewed as consisting of three interrelated stages: access, involvement, and progress," (Hitchcock et al., 2002).

Cycle of Ensuring Access to the General Education Curriculum

(Adapted from Access to the General Education Curriculum for Students with Disabilities, 2005)



Specially Designed Instruction: What It Is and What It Is Not

Definition: Adapting, as appropriate the content, methodology, or delivery of instruction (i) to address the unique needs of a child that result from the child's disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. [§300.39(b)(3)]

Is...	Is Not...
In addition to core instruction (supplemental)	In place of core instruction (supplant)
A service	A place
What a teacher does	What a student does
Based on teaching specific skills a student does NOT have in order to access and make progress in the general curriculum	A restatement of the academic content standards being taught
Unique instruction written into the IEP that is provided to the student to allow him/her to progress toward annual goal(s)	A commercial program
Specific to the student (individualized)	A schedule
Instruction that allows a student to make progress in the general education curriculum and close the gap in academic performance as compared to his/her general education peers	An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to students with disabilities)

Who Can Deliver Specially Designed Instruction?

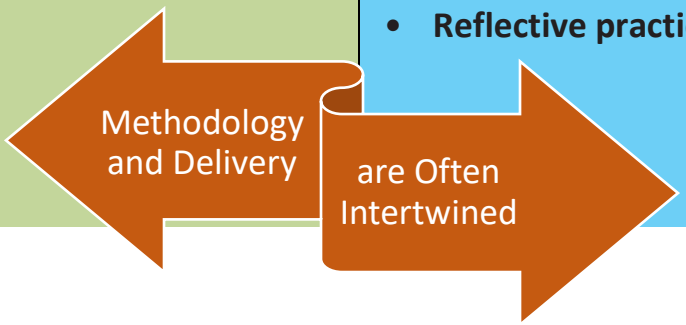
- Teachers with a special education license and related service providers with specialization in the area of need have primary responsibility, in collaboration with general education teachers, to plan, implement, and monitor SDI. Teachers dually certified in general education and special education can serve in both capacities, in accordance with Utah's licensing requirements (Florida Department of Education, 2014).
- The ways in which SDI is implemented can vary. SDI may be implemented through direct service, consultation, co-teaching, support/facilitation, co-planning, coaching, and collaboration between general educator and special educator. Ultimately, all students with disabilities are general education students who receive additional supports via SDI based on a continuum of need (Florida Department of Education, 2014).

Can a General Education Teacher Deliver SDI? YES…

- If a special education teacher or related service provider is involved in the planning, delivery of and/or progress monitoring of an intervention for a student with an IEP, then the intervention is part of the student's SDI. The team makes decisions about whom should deliver SDI. The most important question for the team is whether the student is responding positively, as evidenced by rate of growth/progress-monitoring data. If not, one element of the delivery that may require inspection is the fidelity level with which the intervention is being delivered. A change in oversight or the delivery of the instruction may be warranted according to the analysis of the student response data (adapted from the Florida Department of Education, 2014).

Adapting as Appropriate

Content What?	Methodology How?	Delivery Who? Where? When?
The core standards, learning objectives, and individual student goals • Move the learner beyond the basics and encourage higher level thinking • Engage students to apply what they learn • Content and context are consistent with the theme Kemp-Design Model (http://educationaltechnology.net/kemp-design-model/)	The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed • Instructional design model • Content sequencing and evidence-based practices • Instructional strategies and learning activities • **Reflective practice**	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content to support student learning and engagement • Resources (i.e., personnel, materials, technologies, manipulatives, etc.) • Supports (i.e., additional time, group size, multiple representations, etc.) • Delivery technologies, assistive technologies, and accommodations • **Reflective practice**



Becoming a Reflective Teacher

- "Teaching is a skill, and like any skill, it must be practiced. Just as athletes wanting to improve their skills must identify personal strengths and weaknesses, set goals, and engage in focused practice to meet those goals, teachers must also examine their practices, set growth goals, and use focused practice and feedback to achieve those goals. These reflective processes are essential to the development of expertise in teaching."

  - Marzano Research, Becoming a Reflective Teacher, 2012 pg. 1

Setting Growth Goals

- The road to expertise starts and ends with small steps. For the reflective teacher, this amounts to setting specific goals each year regarding classroom strategies and behaviors.
- Once a reflective teacher identifies growth goals, he or she engages in focused practice of specific strategies and behaviors related to his or her goals.
- To facilitate the growth process, a teacher needs feedback on his or her use of specific instructional strategies and teacher behaviors related to his or her growth goals.
- The final element of becoming a reflective teacher is observing and discussing teaching.

  - Marzano Research, Becoming a Reflective Teacher, 2012 pg. 12-13

Early Childhood Core Strategies

Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

Developmentally Appropriate Practice

A research-based approach to early childhood education that promotes optimal learning and development in young children. By being knowledgeable about what is typical at each stage of development in young children, teachers know where children are in their developmental progress which informs decisions regarding experiences and activities that are best for each child's learning. A child's development follows this sequence of typical development with later abilities, skills and knowledge building on those skills already acquired with the development moving toward greater complexity, increased self-regulation, and use of symbolic capabilities.

Development and learning in early childhood education include physical, social/emotional, and cognitive domains. All three are important and closely interrelated. Development and learning in one domain influences and is influenced by what takes place in other domains. Learning proceeds at varying rates from child to child with early experiences having profound effects on each child's development by shaping their motivation, persistence, initiative, and flexibility.

Strategies for Instructional Delivery – Early Childhood

Developmentally Appropriate Practices (DAP) from the National Association for the Education of Young Children (NAEYC)
(http://www.naeyc.org/dap/10-effective-dap-teaching-strategies)

Strategy	What it is…	What it does…
Acknowledge	Recognizing what children do or say	Helps children know that we have noticed what they are doing through positive feedback
Asking Questions	Probing and challenging children through questions	Promotes children's thinking and discourse
Create or Add Challenge to	Moving the child beyond what they have already mastered	Encourages children to expand their learning and take risks
Demonstrate	Explicitly teaching children procedures	Shows children a correct way of doing something
Encourage	Promoting a child's persistence and effort rather than praising and evaluating what the child has done	Encourages the child to persevere through a given task

Strategies for Instructional Delivery – Early Childhood

(Developmentally Appropriate Practices (DAP) from the National Association for the Education of Young Children (NAEYC))

Strategy	What it is…	What it does…
Give Assistance	Cueing children	Encourages children to expand on their current level of understanding
Give Directions for Children's Actions or Behavior	Teaching explicit steps for children to follow	Prompts the expected behavior or skill
Model Attitudes	Showing children rather than telling them	Helps children approach problems and shapes positive behavior towards others
Provide Information	Explicitly giving children information	Directs children's learning
Specific Feedback	Giving precise feedback instead of general comments	Helps the children know what they did and what they need to do next

Strategies for Instructional Delivery – Early Childhood

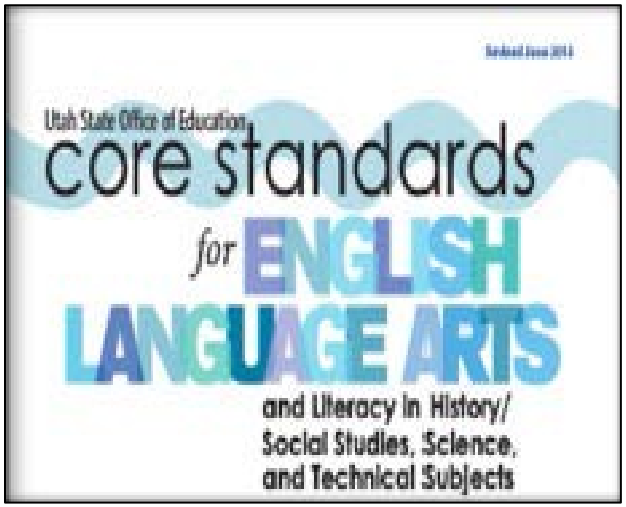
(Developmentally Appropriate Practices (DAP) from the National Association for the Education of Young Children (NAEYC))

Least Restrictive Environment for Preschool Age Children

LRE requirements, as outlined in IDEA, apply to the rights of all students, regardless of age or diverse abilities to participate in inclusive environments, if appropriate. IDEA embraces the concept that special education services can and should be provided in environments where preschoolers without disabilities would participate. Natural environments for preschoolers that support children's rights to participate actively in school and community may include, home, playgroups, child care, pre-school, Head Start and recreational or neighborhood activities. It is Utah's goal to increase the number of children served in regular early childhood settings, defined as a preschool program that includes a majority (50% or more), of typically developing preschool age children. Research shows that with proper supports and differentiated instruction, children with disabilities grow cognitively and socially in inclusive, regular education settings.

It's the Instruction That Matters Most

English Lanuage Arts Core Strategies



Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

The Five Anchors of Differentiated Instruction Applied to English Language Arts

(Adapted from Mathematics RTI: A Problem Solving Approach to Creating and Effective Model, Allsopp, et al., 2010)

Instructional Time	Instructional Intensity	Instructional Explicitness	Strategic Instruction	Response Opportunities
Involves the amount and the quality of time students are engaged in learning the content through: • Increasing the ***amount*** of time that students have to interact with the content • Increasing the ***quality*** of instructional time with the content	Involves a more individualized approach: • Targets specific skills a student needs to acquire • Is guided by progress monitoring data • Delivered in small groups Small groups allow the teacher more time to work with and interact directly with the student(s) • Not just for Elementary	Involves determining the most important and distinct features of a concept through: • Highlighting the concept through multiple methods (KWL charts, graphic organizers, T charts, etc.) • Structured language builds vocabulary • The use of teacher and student modeling through a gradual release model	Involves systematic, sequential instruction of basic literacy skills: • phonemic awareness • phonics • fluency • vocabulary • comprehension Supports the instruction of cognitive strategies used to extract and construct meaning from: • current text • most recent text • prior text • background knowledge	Allows your students to interact with the content and each other by: • Letting students explain and justify their thinking to the teacher and peers • Allowing teachers to facilitate discussions by asking questions that allow multiple entry points for all students to participate

Strategies for Instructional Delivery – English Language Arts

Glossary of Instructional Strategies
(http://www.beesburg.com/edtools/glossary.html)

Strategy	What it is…	What it does…
Big Five	A way of incorporating all reading components: Phonics, Phonemic Awareness, Comprehension, Vocabulary, Fluency	Helps students master written and oral communication through multiple approaches
Cloze Procedure	A technique in which words are deleted from a passage according to a word count formula, and various other criteria, and students insert words to construct meaning	Gathers information about readers' abilities to deal with the content and structure of texts they are reading. Expands the use of language structure and background knowledge to predict unknown words
Concept Maps	A special form of a web diagram for exploring knowledge and gathering and sharing information	Deepens student understanding and comprehension of new concepts
Provide Information	Instruction in which the teacher serves as the provider of knowledge; direct instruction emphasizes student mastery through the "I do," "We do," and "You do" model	Allows the teacher and the student to focus as actively as possible on an interactive model that promotes the effective use of instructional time

Strategies for Instructional Delivery – English Language Arts

(Glossary of Instructional Strategies)

Strategy	What it is…	What it does…
Explicit Teaching	Determining the most important and distinct features of a concept and highlighting them through multiple methods so that a student can clearly and meaningfully access them cognitively	Allows the student a variety of ways to learn and interact with new concepts and skills
Guided Practice	A method that allows multiple opportunities to practice with teacher guidance and feedback	Allows the student time to practice the new skill with teacher guidance until the student gains confidence in his or her ability to practice the skill independently
Highlighting	Color highlighting on the whiteboard or a student's paper to attract and hold student attention	Draws the students to key information and details to help them organize it in a way that makes sense
Independent Practice	After guided practice, a student should practice the new skill independent of the teacher's help	Gives the student more opportunities to engage with newly learned information that will lead to mastery of the skill or concept

Strategies for Instructional Delivery – English Language Arts

(Glossary of Instructional Strategies)

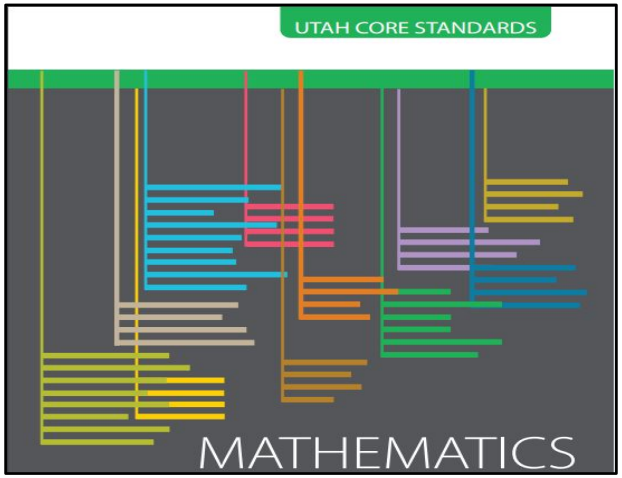
Strategy	What it is…	What it does…
Inquiry Learning	A process of presenting a question, problem, or scenario for the student to examine	Emphasizes the process of thinking by creating questions for students to find the answer and evidence to support their thinking
K | W | L	An introductory strategy that provides a structure for recalling what a student knows about a topic, noting what the student wants to know, and, finally, listing what has been learned and is yet to be learned	Helps students process and keep track of their thinking
Literature Circles	Student led groups that engage in critical thinking and reflection as they read, discuss, and respond to books	Facilitates cooperative learning and helps students use each other as resources; it creates opportunities for reluctant and struggling readers to make choices about their learning
Narratives	A report of a series of events arranged in a logical order or sequence	Helps a student develop listening and prediction skills by recalling and organizing events in a story in a systematic way and provides a way for the student to relate to events and ideas in a literal manner

Strategies for Instructional Delivery – English Language Arts

(Glossary of Instructional Strategies)

Strategy	What it is…	What it does…
Opportunities to Respond	Teacher instruction that allows the student to actively and meaningfully participate in the learning	Engages a student in the learning process and helps develop underlying neural connections that process learning of the targeted skill
Scaffolding	Gradual shifting of responsibility to the student after the desired learning strategy or task has been modeled by the instructor	Provides an effective way for the student to gradually and thoroughly learn a concept or skill
Thematic Webbing	A visual representation for brainstorming ideas; a method of visually representing relationships among ideas, concepts, or events; ideas are explored and organized	Helps to diagram the relationships between ideas or concepts in a way that allows the student to expand and explore beyond the initial concept
Think-Pair-Share	A way to differentiate instruction through peer-based learning that provides high levels of student engagement	Provides the student time and structure to think on a given topic and formulate ideas to share with a peer; helps the student develop conceptual ideas, filter information, draw conclusions, and consider other points of view

Mathematics Core Strategies



Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

The Five Anchors of Differentiating Instruction Applied to Mathematics

(Mathematics RTI: A Problem Solving Approach to Creating and Effective Model, Allsopp, et al., 2010)

Instructional Time	Instructional Intensity	Instructional Explicitness	Strategic Instruction	Response Opportunities
Involves the amount and the quality of time students are engaged in learning the content through: • Increasing the ***amount*** of time that students have to interact with the content • Increasing the ***quality*** of instructional time with the content • Not just doing more problems • Teachers engage students through the eight mathematical practice standards (see pg. 39-40)	Involves a more individualized approach: • Targets specific skills a student needs to acquire • Is guided by progress monitoring data • Delivered in small groups Small groups allow the teacher more time to work with and interact directly with the student(s) • Not just for Elementary	Involves determining the most important and distinct features of a concept through: • Highlighting the concept through multiple methods • The use of CRA, graphic organizers, manipulatives, etc. • Increasing math vocabulary through structured language experiences • The delivery of clear and transparent meaning of concepts	Involves teaching students general and specific problem solving strategies that help to build metacognitive awareness: • The use of graphic organizers and manipulatives • Problem solving strategies that are implemented systematically and consistently build student independence in mathematics	Allows students to interact with the content and with each other by: • Letting students explain and justify their thinking to the teacher and peers • Allowing teachers to facilitate discussions by asking questions that allow multiple entry points for all students to participate

Strategies for Instructional Delivery – Mathematics

Glossary of Instructional Strategies
(http://www.beesburg.com/edtools/glossary.html)

Strategy	What it is…	What it does…
Advanced Organizers	A visual graphic organizer	Visually illustrates mathematical connections and describes them in writing
Concept Maps	Teacher connects new information to previously learned skills, states the new topic to be learned, and provides a rationale of why this new information will be learned	Allows students to organize and reflect on their conceptual understanding
Concrete | Pictorial | Abstract	CPA/CRA is a three-part instructional strategy with each part building on the previous instruction to promote student learning and retention and to address conceptual knowledge	Helps students connect ideas so they gain a deep understanding of the math concept
Explicit Teaching	Determining the most important and distinct features of a concept and highlighting them through multiple methods so that students can clearly and meaningfully access them	Multiple methods provide the student multiple modes of processing and learning information

Strategies for Instructional Delivery – Mathematics

(Glossary of Instructional Strategies)

Strategy	What it is…	What it does…
Guided Practice	The student will practice a new skill with teacher guidance	Provides sufficient practice of content that the student will be asked to do independently
Highlighting	Color highlighting on the whiteboard or a student's paper to attract and hold student attention	Draws the students' attention to key information and details to help them organize it in a way that makes sense
Independent Practice	Practice of a new skill independent of the teacher's help	Allows students time to practice and internalize the skills and content they are learning
Manipulatives	Hands-on tools that allow a student to visualize the concepts and seek solutions to problems	Facilitate the students' understanding of important math concepts, then helps them link these ideas to representations and abstract ideas

Strategies for Instructional Delivery – Mathematics

(Glossary of Instructional Strategies)

Strategy	What it is…	What it does…
Modeling	The teacher models for the student the strategies for problem solving	High-level teacher support and direction enables a student to make meaningful cognitive connections
Questioning	Open-ended questions that allow multiple entry points for mathematical discourse	Through mathematical discourse, students are able to reason and justify their answers
Representation	A student creates representations to organize, record, and communicate mathematical ideas	Students develop, share, and preserve their mathematical thoughts
Scaffolding	Gradual shifting of responsibility to the student after the desired learning strategy or task has been modeled by the teacher	Provides an effective way for the student to gradually but thoroughly learn a math concept/skill

Strategies for Instructional Delivery – Mathematics

(Glossary of Instructional Strategies)

Strategy	What it is…	What it does…
Sentence Frame *The answer is ___ degrees because it is a ___ triangle.*	The format of a sentence a student can use in mathematical discourse	Allows the student to participate in mathematics class discussions
Think Aloud	The teacher verbalizes the thought process for a problem solving strategy	Engages students and helps them make their way step-by-step through a solution process, reasoning right along with the teacher
Think-Pair-Share	Encourages students to think about a question and then refine their understanding through discussion with a partner	Provides the student time and structure to think and formulate ideas to share with a peer; helps the student develop conceptual ideas, deepen understanding, filter information, draw conclusion and consider other points of view
Vocabulary	Precise mathematics vocabulary	Enables students to communicate their math thinking clearly and coherently

What are the Eight Mathematical Practice Standards?

"The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important 'processes and proficiencies' with longstanding importance in mathematics education," Implementing Standards for Mathematical Practices (https://achievethecore.org/peersandpedagogy/wp-content/uploads/2016/06/Implementing-Standards-for-Mathematical-Practices-Updated-2016.pdf)

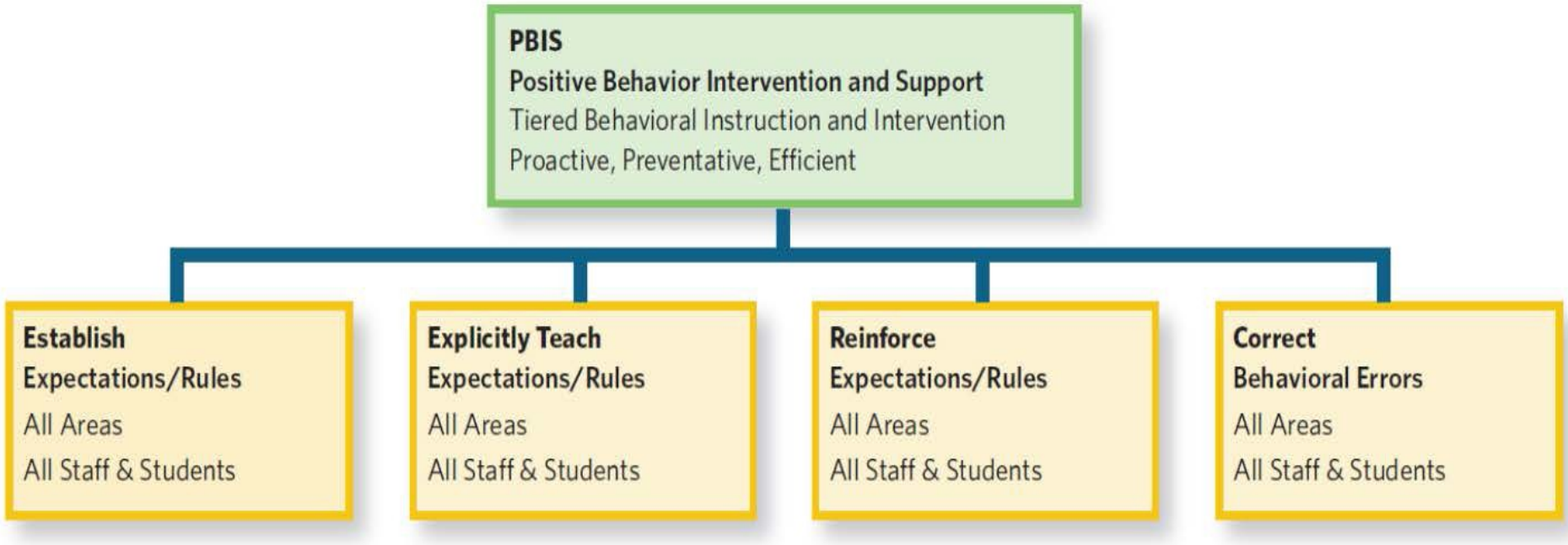
Eight Mathematical Practice Standards – What They are and What They Do

Mathematical Practice Standard	What it is…	What it does…
1. Make sense of problems and persevere in solving them	Working to understand the problem, finding a way to attack it, and working until it is done, by planning a solution pathway, comparing, and checking to see if answers make sense.	Allows students to work through a tough task using reasoning skills; the math becomes about the process and not about the one right answer.
2. Reason abstractly and quantitatively (create reasonable arguments)	Breaking apart a problem and showing it symbolically, with pictures, or in any way other than the standard algorithm.	Allows students to figure out what to do with data themselves, instead of boxing them into one type of organization.
3. Construct viable arguments and critique the reasoning of others	Talking about math, using mathematical language to kindly support or oppose the work of others.	Encourages students to participate in mathematical discourse in an environment where they feel safe to discuss their ideas, ask questions, and justify their answers.
4. Model with Mathematics	Students use math in science, art, music, and even reading. Using real graphics, articles, and data from the newspaper or other sources to make math relevant.	Helps students use math to solve real-world problems, simplify complicated situations, organize data, and understand the world around them.

Mathematical Practice Standard	What it is…	What it does…
5. Use appropriate tools strategically	Deciding what tool is appropriate to use with the math they are working on, i.e. protractor, paper, calculator, spreadsheet, graph, or computer software.	Gives students the opportunity to select the appropriate math tool to use to correctly solve problems.
6. Attend to precision	Speaking and solving mathematical problems with exactness, using clear definitions.	Enables students to make use of precise and exact math language. Their measurements will be exact, numbers will be precise, and explanations will be detailed.
7. Look for and make use of structure	Looking for patterns and recognizing the significant aspects of mathematical problems using clear definitions.	Allows students to identify multiple strategies, select the best one, and see complicated situations as being made of multiple parts. Students will use what they know is true to accurately solve a new problem.
8. Look for and express regularity in repeated reasoning	Showing students how a problem works, looking at shortcuts, repeated calculations, and attending to details.	Allows students to take their mathematical reasoning, apply it to other situations, and generalize to other problem types.

Positive Behavior Intervention and Support Strategies

Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.



Strategies for Instructional Delivery – Behavior

Least Restrictive Behavioral Interventions (LRBI) Technical Assistance (TA) Manual, 2023

Strategy	What it is…	What it does…
Error Correct	Using consequences for behavioral errors on a hierarchy of reductive techniques with consequence levels matching the severity of the student behavior	Reductive technique that will temporarily stop or reduce a problem behavior
Establish Expectations	Developing three to five positively stated classroom expectations and procedures as the foundation for effective behavior management	Well-defined classroom expectations and procedures are the foundation of effective behavior supports and skill instruction
Explicit Instruction	Determining the most important and distinct features of a behavior and highlighting them through multiple methods so that a student can clearly and meaningfully access them	A proactive approach to preventing behavior problems from occurring; teaches and reinforces expected behavior and reduces behavioral errors
Reinforce Expectations	A procedure/system that aligns with expectations with significant intensity to build/maintain desired behavior	Provides positive input and feedback on appropriate student behaviors; builds positive climate and student teacher interactions

Classroom Management Checklist

Classroom Management Checklist includes the following components:

- Classroom environment
- Behavior management
- Classroom instruction

Problem Solving:

- Used to help students think about a problem without applying judgement. Both reflective and creative problem solving involve knowing the issues and considering all the factors before deciding on a solution.

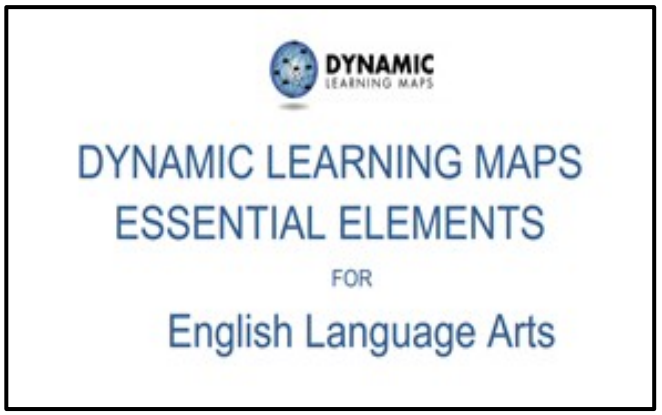
For more information on content and delivery, refer to the LRBI TA Manual to provide research-based behavioral supports and strategies

Applied Behavior Analysis (ABA)

The process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree and to demonstrate that the interventions employed are responsible for the improvement of behavior.

Behavior analysts focus on the observable relationship of behavior to the environment, including antecedents and consequences. By functionally assessing the relationship between a targeted behavior and the environment, the methods of ABA can be used to change that behavior.

Dynamic Learning Maps Essential Elements for English Language Arts Strategies



Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

What are the Dynamic Learning Maps and Essential Elements?

The Essential Elements (EEs) are "specific statements and skills linked to the grade level expectations identified in college-and-career-readiness standards" (DLM. They are the big rocks of the Utah Core Standards. Each EE has a respective learning map with Node Linkage Progressions that identify basic skills within the standard to be attainable for students with significant disabilities, no matter their ability level.

UDL Strategies for Essential Elements for English Language Arts (ELA)

The What of Learning: Representation	The Why of Learning: Engagement	The How of Learning: Expression
Say it: lecture, discussion **Show it**: picture, graphics **Model it**: demonstrate, think aloud, manipulatives **Media**: video, audio, computer	**Instruction**: reinforcement, error correction, prompting, peer supports **Content**: highly motivating content, student choice, meaningful assignments	**Low tech**: picture support, graphic organizers, choice board, stencils, scribe, alternate pencil **High tech**: computer writing software, AAC, adapted keyboard, on-screen keyboard, web-based text analyzer, word prediction software

Strategies for Instructional Delivery – Essential Elements for ELA

Adapted from the NPDC on Autism Spectrum Disorder; the DLM state site; and Teaching Students with Moderate and Severe Disabilities, Browder, 2001 (http://autismpdc.fpg.unc.edu/evidence-based-practices, https://dynamiclearningmaps.org/utah)

Strategy	What it is…	What it does…
Anchor-Read-Apply	An approach to text comprehension that includes building background knowledge related to the process, reading a book uninterrupted, and a chance for a student to apply a new strategy	Promotes independent comprehension of text by activating background knowledge; reading for a purpose and completing a brief task related to the purpose of the reading
Computer-Aided Instruction	Includes the use of computers to teach academic skills and to promote communication and language development and skills; includes computer modeling and computer tutors	Teaches academic skills and promotes communication
Directed Reading and Thinking Activities (DR-TA)	Guides students in making predictions based on their background knowledge, then reading to confirm, refute, or change those predictions (used within the Anchor-Read-Apply approach)	Helps a student become an active and thoughtful reader who can combine background knowledge with content provided in the story
Discrete Trial Training	A one-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner	Teaches students to develop a new response to a stimulus that can be generalized across environments, materials, and people

Strategies for Instructional Delivery – Essential Elements for ELA

(Adapted from the NPDC on Autism Spectrum Disorder; the DLM state site; and Teaching Students with Moderate and Severe Disabilities, Browder, 2001)

Strategy	What it is…	What it does…
Know-Want to Know-Learned (K-W-L)	A strategy to be used within the Anchor-Read-Apply approach to engage prior knowledge and establish a purpose for reading	Helps students connect new knowledge to content they have already been exposed to
Naturalistic Intervention	A collection of practices, including environmental arrangement, interaction techniques, and behavioral strategies; based on insights into the student's interests	Provides responses that build more elaborate student behaviors that are naturally reinforcing and appropriate
Picture Exchange Communication System (PECS)	A behaviorally-based intervention that teaches the learner to use visual-graphic symbols to communicate with others	Teaches the student to use pictures to initiate communication and to communicate wants, needs, and comments
Pivotal Response Training	An intervention or treatment approach derived from the principles of applied behavior analysis	Builds "pivotal" skills or behaviors (motivation to respond to cues, responding to multiple cues, self-management, and self-initiation)

Strategies for Instructional Delivery – Essential Elements for ELA

(Adapted from the NPDC on Autism Spectrum Disorder; the DLM state site; and Teaching Students with Moderate and Severe Disabilities, Browder, 2001)

Strategy	What it is…	What it does…
Positive Reinforcement	The presentation of a reinforcer after a learner uses a target skill/behavior; positive reinforcers can be either primary (e.g., food, liquids, comfort) or secondary (e.g., verbal praise, highly preferred activities, stickers, toys, edibles)	Increases the likelihood of the student demonstrating the desired skill or behavior
Predictable Chart Writing	A shared structured writing activity that leads to the creation of a class book	Supports emergent and conventional writers and readers
Prompting	Any help given to students that assists them in using a specific skill correctly; often used in conjunction with other evidence-based practices, including time delay and reinforcement	Assists students in using a specific skill successfully, moving them toward independence with the skill or behavior through a variety of response-prompting procedures, often referred to as errorless learning
Speech-Generating Devices/VOCA	Electronic devices that are portable in nature and can produce either synthetic or digital speech for the user	Gives the student the ability to generate speech

Strategies for Instructional Delivery – Essential Elements for ELA

(Adapted from the NPDC on Autism Spectrum Disorder; the DLM state site; and Teaching Students with Moderate and Severe Disabilities, Browder, 2001)

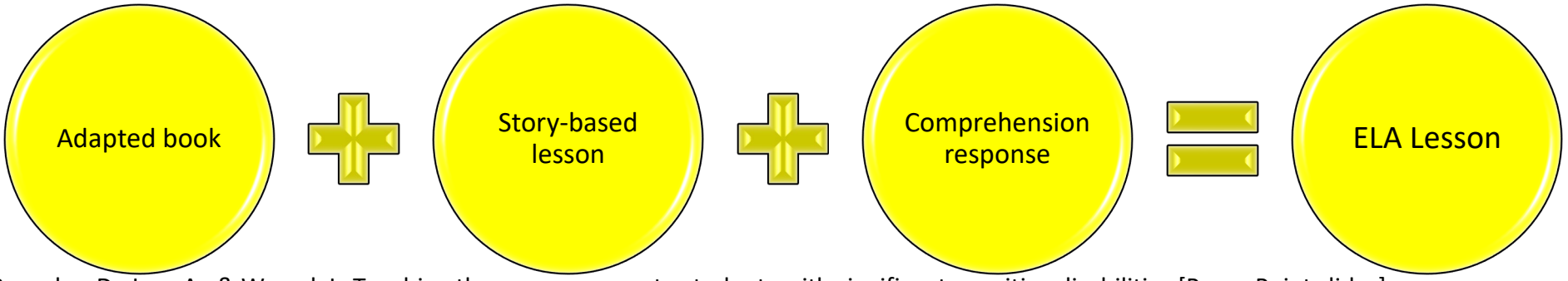
Strategy	What it is…	What it does…
Story-Based Lessons	A structured process of shared story activities	Allows the teacher to model reading strategies, distinguish between various uses of language, introduce new vocabulary words and ideas, and increase student motivation to read independently
Task Analysis	Breaking a skill into smaller steps in order to teach the skill; other practices such as reinforcement, video modeling, and time delay support task analysis	Teaches skills that involve multiple steps in a way that helps the learner remember what comes next
Time Delay	A brief delay provided between the initial instruction and additional instructions or prompts	Helps to fade the use of prompts during instructional activities
Video Modeling	A mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill	Provides a visual model of the targeted behavior or skill

Strategies for Instructional Delivery – Essential Elements for ELA

(Adapted from the NPDC on Autism Spectrum Disorder; the DLM state site; and Teaching Students with Moderate and Severe Disabilities, Browder, 2001)

Strategy	What it is…	What it does…
Visual Supports	A picture, graphic representation, or word used to prompt an individual regarding a rule, routine, task, or social response	Makes auditory information visual; they organize a sequence of events, enhancing the individual's ability to understand, anticipate, and participate in those events
Yes/No Comprehension	A parallel strategy to DR-TA for informational texts; students vote yes or no to predict if statements are true or false (used within the Anchor-Read Apply approach)	Helps a student become an active and thoughtful reader who can combine background knowledge with content provided in the story and respond to yes/no questions

Model ELA Lesson



Browder, D., Lee, A., & Woord, L. Teaching the common core to students with significant cognitive disabilities [PowerPoint slides]

Dynamic Learning Maps Essential Elements for Mathematics Strategies

DYNAMIC LEARNING MAPS
ESSENTIAL ELEMENTS
FOR
Mathematics

Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

What are the Dynamic Learning Maps and Essential Elements?

The Essential Elements (EEs) are "specific statements and skills linked to the grade level expectations identified in college-and-career-readiness standards" (DLM. They are the big rocks of the Utah Core Standards. Each EE has a respective learning map with Node Linkage Progressions that identify basic skills within the standard to be attainable for students with significant disabilities, no matter their ability level.

UDL Strategies for Essential Elements for Mathematics

(Adapted from Six Successful Strategies for Teaching Common Core State Standards to Students with Moderate to Severe Disabilities)

The What of Learning: Representation	The Why of Learning: Engagement	The How of Learning: Expression
Say it: lecture, discussion **Show it**: picture, graphics **Model it**: demonstrate, think aloud, manipulatives **Media**: video, audio, computer	**Instruction**: reinforcement, error correction, prompting, peer supports **Content**: highly motivating content, student choice, meaningful assignments	**Low tech**: picture support, graphic organizers, choice board, stencils, scribe, alternate pencil **High tech**: computer writing software, AAC, adapted keyboard, on-screen keyboard, web-based text analyzer, word prediction software

Strategies for Instructional Delivery – Essential Elements for Mathematics

Adapted from The National Professional Development Center on Autism Spectrum Disorder
(http://autismpdc.fpg.unc.edu/evidence-based-practices)

Strategy	What it is…	What it does…
Computer-Aided Instruction	Includes the use of computers to teach academic skills and to promote communication and language development and skills; includes computer modeling and computer tutors	Teaches academic skills and promotes communication
Discrete Trial Training	A one-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner	Teaches students to develop a new response to a stimulus that can be generalized across environments, materials, and people
Math Stories (Browder, D., Spooner, F.)	Guides students in making predictions based on their background knowledge, then reading to confirm, refute, or change those predictions (used within the Anchor-Read-Apply approach)	Helps a student become an active and thoughtful reader who can combine background knowledge with content provided in the story
Naturalistic Intervention	A collection of practices, including environmental arrangement, interaction techniques, and behavioral strategies; based on insights into the student's interests	Provides responses that build more elaborate learner behaviors that are naturally reinforcing and appropriate

Strategies for Instructional Delivery – Essential Elements for Mathematics

(Adapted from The National Professional Development Center on Autism Spectrum Disorder)

Strategy	What it is…	What it does…
Picture Exchange Communication System (PECS)	A behaviorally-based intervention that teaches the learner to use visual-graphic symbols to communicate with others	Teaches the student to use pictures to initiate communication and to communicate wants, needs, and comments
Pivotal Response Training	An intervention or treatment approach derived from the principles of applied behavior analysis	Builds "pivotal" skills or behaviors (motivation to respond to cues, responding to multiple cues, self-management, and self-initiation)
Positive Reinforcement	The presentation of a reinforcer after a learner uses a target skill/behavior; positive reinforcers can be either primary (e.g., food, liquids, comfort) or secondary (e.g., verbal praise, highly preferred activities, stickers, toys, edibles)	Increases the likelihood of the student demonstrating the desired skill or behavior
Prompting	Any help given to students that assists them in using a specific skill correctly; often used in conjunction with other evidence-based practices, including time delay and reinforcement	Assists students in using a specific skill successfully, moving them toward independence with the skill or behavior through a variety of response-prompting procedures, often referred to as errorless learning

Strategies for Instructional Delivery – Essential Elements for Mathematics

(Adapted from The National Professional Development Center on Autism Spectrum Disorder)

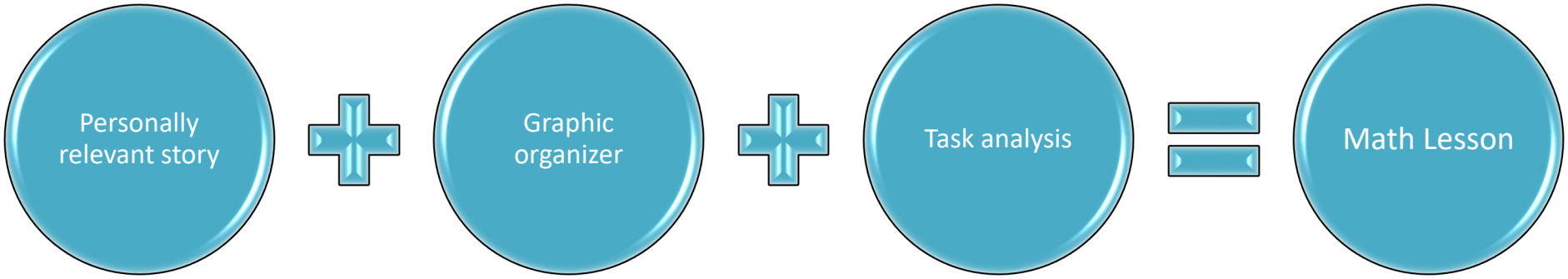
Strategy	What it is…	What it does…
Speech-Generating Devices/VOCA	Electronic devices that are portable in nature and can produce either synthetic or digital speech for the user	Gives the student the ability to generate speech
Task Analysis	Breaking a skill into smaller steps in order to teach the skill; other practices such as reinforcement, video modeling, and time delay support task analysis	Teaches skills that involve multiple steps in a way that helps the learner remember what comes next
Ten Frames	A 2x5 rectangular frame on which counters are placed that are less than or equal to 10 (it can be in the form of paper, boxes, or life size)	Gives the student a strong concept of 10 and comparing numbers; teaches pre-requisite knowledge for place value and operations
Time Delay	A brief delay provided between the initial instruction and additional instructions or prompts	Helps to fade the use of prompts during instructional activities

Strategies for Instructional Delivery – Essential Elements for Mathematics

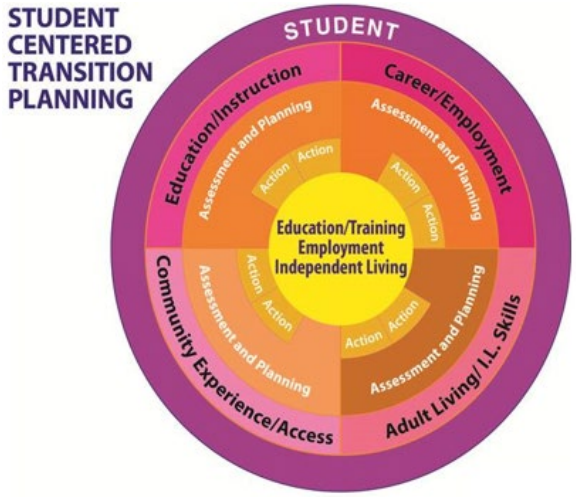
(Adapted from The National Professional Development Center on Autism Spectrum Disorder)

Strategy	What it is…	What it does…
Video Modeling	A mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill	Provides a visual model of the targeted behavior or skill
Visual Supports	A picture, graphic representation, or word used to prompt an individual regarding a rule, routine, task, or social response	Makes auditory information visual; they organize a sequence of events, enhancing the individual's ability to understand, anticipate, and participate in those events

Model Math Lesson



Student Centered Transition Planning Strategies



Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

Evidence-Based Practice for Transition

- Evidence-based practices (EBPs) provide teachers with information about which teaching method in secondary transition has been most effective at helping students with disabilities learn skills that will facilitate movement toward the student's postsecondary goals.
- EBPs may be used to address the following areas of the Transition Taxonomy:
  - Student-Focused Planning – practices in the areas of IEP development, student participation in planning, and planning strategies
  - Student Development – strategies in the areas of life skills, instruction, career and vocational curricula, structured work experience, assessment, and support services
  - Family Involvement – practices in family training, family involvement, and family empowerment
  - Program Structure – practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development

Strategies for Instructional Delivery – Transition

Adapted from the National Technical Assistance Center on Transition

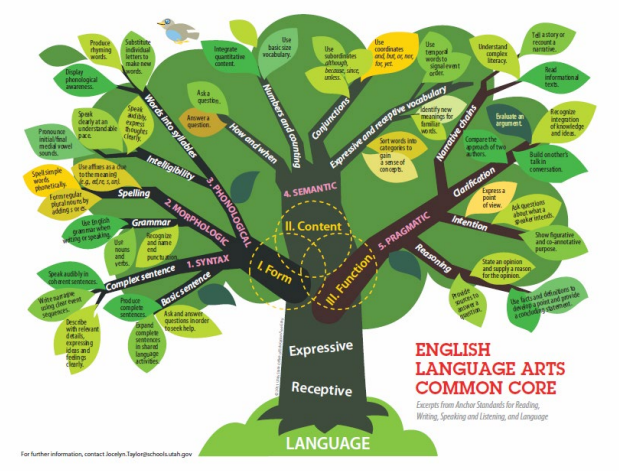
Strategy	What it is…	What it does…
Career Planning	Planning for post-secondary education, employment, and independent living	Helps students make informed decisions about their futures by connecting their interests and skills with employment and post-secondary education goals
Community-Based Instruction	Teaching functional and life skills in the community where they would naturally occur	Allows the student time to practice skills necessary to increase access and engagement in the community (e.g., public transportation, shopping, banking, use of public services)
Computer-Aided Instruction	Using technology in a variety of ways to assist with instruction	Allows a student to engage in an instructional learning format targeted to specific learning objectives
Peer-Assisted Instruction	A cooperative learning approach where effectively trained peers serve as instructional support facilitators	Supports the learning of academic and social skills while encouraging greater persistence in completing tasks and courses

Strategies for Instructional Delivery – Transition

(Adapted from the National Technical Assistance Center on Transition)

Strategy	What it is…	What it does…
Response Prompting	A strategy that uses stimuli that function as extra cues and reminders for desired behaviors (can be visual, auditory, textual, or symbolic)	Prepares a student to participate in conversations with diverse partners by interpreting verbal and non-verbal cues when communicating with others
Self-Advocacy	A motivation and self-determination strategy designed to prepare students to actively participate in their educational and transitional planning for the future	Helps students identify their strengths and learning needs as they set goals for the future
Self-Determination	A way of teaching the student to engage in self-directed and self-regulated learning through a problem-solving approach	Teaches students to set a goal, create a plan of action, and make adjustments to their goal or plan as needed
Video Modeling	A response-prompting strategy that uses video	It cues and reminds the student of desired behaviors needed to complete a specific task

Language Development Strategies



Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

Who Can Deliver Specially Designed Instruction- Language Development?

- Teachers with a special education license and related service providers with specialization in the area of need have primary responsibility, in collaboration with general education teachers, to plan, implement, and monitor SDI.
- Language instruction is not the responsibility of a specific individual. It is the responsibility of every individual who comes in contact with a child throughout the day. Modeling proper language is not done solely within the confines of a classroom. Language is to be experienced within multiple settings.
- Allowing children an opportunity to be enveloped in a language rich environment will increase their chances of developing the connection between spoken and written language. “Spoken and written language have a reciprocal relationship, such that each builds on the other to result in general language and literacy competence, starting early and continuing through childhood into adulthood” (American Speech-Language Association, 2001).

Strategies for Instructional Delivery – Language Development

Strategy	What it is…	What it does…
Focused Attention	Making eye contact, then waiting expectantly to see if the child will offer a more elaborated request	It allows the child to be reinforced for communicative intent
Focused Stimulation	Provides multiple models of the target skill	This allows the child to improve both functional comprehension and use of the target skill
Imitation	Repeating what the child says using correct form, content, and use	Increases the chances the child will copy the imitation using the corrected form; increases the opportunity to provide feedback on the child's phonological, lexical, and syntactic form
Incidental Teaching	Arranging the setting so the wanted or needed items are visible but out of reach	It allows the opportunity for the child to make a request

Strategies for Instructional Delivery – Language Development

Strategy	What it is…	What it does…
Mand Model	Observing the child's interest; Asks, "What is that?" or, "Tell me what you need?" or, the SLP waits for a one-word utterance that is reinforced, "Oh you asked for the marker—here it is!"	It increases the child's sentence length and allows for the opportunity for expanded communication
Milieu Communication Training	A technique that includes three components: environmental arrangement, responsive interaction, and conversation-based context	Uses imitative cues and extrinsic reinforcement during interactive activities
Self-Talk and Parallel Play	The act of describing one's own actions while engaged in parallel play	It increases the chance that the child will imitate the target, then produce it spontaneously
Vertical Structuring	Takes the fragmented utterances produced by the child and expands them into a complete sentence	It allows the use of the child's naturalistic response and provides cues to the child for spontaneous imitation (i.e., "What is this?" "Lion." "Yes. What is the lion doing?" "Roar." "Yes, the lion is roaring.")

Adaptive Physical Education Strategies

Methodology	Delivery
The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed.	The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content.

Creating Quality, Inclusive Physical Education & Physical Activity for All Students

The purpose of IDEA is to ensure that children who are evaluated in accordance with this act and identified as having a disability, have made available to them a free and appropriate public education (FAPE) that provides special education and/or related services. Special education is specially designed instruction designed to meet the unique needs of an individual student and includes instruction in physical education. At least annually, schools are responsible for determining whether a student's disability adversely affects his/her performance in the regular physical education class. The regular physical education teacher or a specially trained adapted physical education specialist should evaluate the student's present level of functioning. Suggested areas to evaluate might include skills leading to physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

If the evaluation indicates the student needs adapted physical education, the IEP team is responsible for developing IEP goals for the student in physical education. It is vital that the regular physical education teachers take part in the development of the IEP since they will be responsible, often with assistance from the adapted physical education teacher or other support, for implementing the physical education goals. It is important to note that related services, such as physical or occupational therapy, **cannot** take the place of adapted physical education.

Strategies for Instructional Delivery – Adapted Physical Education

Adapted from PE Central
(https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/adapted-physical-education)

Strategy	What it is…	What it does…
Adapt Play Area	Reducing the size of the play area and removing any obstacles	Gives the student with physical limitations a clearer, more defined area in which to participate in
Allowing Ball to Remain Stationary	Use a batting tee in baseball or softball	Allows students to hit a ball from a stationary tee that they might not otherwise hit
Use of Velcro	Using Velcro with balls, modified mitts, paddles, etc.	Allows a student with motor deficits an opportunity to catch a ball or a moving target
Varying Balls or Equipment	Using different sized, weighted, colored, or textured balls or equipment	Allows a student with motor and visual deficits an opportunity to participate

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