

# 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