Specially Designed Instruction in Co-Teaching:
3 Mistakes We're Making and What to Do to Correct Them

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Introductions and Start-Up

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Who is she?
What has she accomplished?
Is she interesting to listen to for an hour or so?

Learning Outcomes

- Define specially designed instruction (SDI) and explain how it directly relates to co-teaching.
- Analyze examples of SDI and learn to integrate them in your instruction.
- Create a realistic system for documenting that SDI is being delivered to students with disabilities in co-taught classes.
Mistake #1
We sometimes are unclear in understanding and explaining SDI.

Co-Teaching: The Big Picture

Through the Looking Glass?
"When I use a word," Humpty Dumpty said in rather a scornful tone, "it means what I choose it to mean, neither more nor less."
Special Education 101: Three Components to Services

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

Characteristics of SDI

- Tailored to assessed student PLOP (must be individual) and addresses disability area/IEP goals
- Changes in content, methodology, or delivery of instruction (direct and explicit)
- Systematic, carefully planned, monitored
- Goal is curriculum access
- Requires SET skills
**SDI Possible Domains**

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

**Types of SDI (Examples)**

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

**SDI Examples**

*A Few Out of Thousands*
**RAP**
(paraphrasing strategy for improving comprehension)
(Schumaker, Denton, & Deshler, 1984)

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

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**Let’s RAP!**

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**Teaching Writing Using Self-Regulated Strategy Development (SRSD)**

<table>
<thead>
<tr>
<th>SRSD Elements</th>
<th>STRATEGY: POW-TREE</th>
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</thead>
<tbody>
<tr>
<td>Self-monitoring</td>
<td>Pick my idea</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Organize my notes using TREE</td>
</tr>
<tr>
<td>Self-instruction</td>
<td>Topic Sentence (Tell what I believe)</td>
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<tr>
<td></td>
<td>Reasons (Three or more)</td>
</tr>
<tr>
<td></td>
<td>Examples (Why do I believe this? Will my readers believe this?)</td>
</tr>
<tr>
<td></td>
<td>Ending (Wrap it up right!)</td>
</tr>
<tr>
<td></td>
<td>Write and say more</td>
</tr>
</tbody>
</table>
Summary of Self-Regulated Strategy Development (SRSD)

Generalization
- Application of a skill beyond the original instruction
- Generalization is not automatic, especially for students with disabilities
- For students with disabilities, common applications are
  - Across people
  - Across settings
  - Across behaviors
- Generalization should be taught on key skills

Teaching Generalization (Margolis, 2017)
### Behavior Contracts

<table>
<thead>
<tr>
<th>The behavior</th>
<th>Minimum conditions under which a token reward can be earned, such as a point or sticker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions under which rewards earned can be redeemed for tangible items or activities</td>
<td></td>
</tr>
<tr>
<td>Teacher’s responsibilities</td>
<td></td>
</tr>
<tr>
<td>Bonus clause</td>
<td></td>
</tr>
<tr>
<td>Penalty clause</td>
<td></td>
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<tr>
<td>Term of the contract</td>
<td></td>
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<tr>
<td>Signatures</td>
<td></td>
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</tbody>
</table>

### Additional SDI Examples

What Works Clearinghouse Practice Guides

https://ies.ed.gov/ncee/wwc/PracticeGuides

### Mistake #2

We don’t routinely integrate SDI into general instruction in co-taught classes.
Co-Teaching: The Big Picture

Effective Co-Teaching

Co-Teaching Approaches

Professional Roles

Instruction (Differenotiated and SDI)

Supportive Context

The Six Approaches

1. teach, 1 observe
2. station teaching
3. parallel teaching
4. alternative teaching
5. Teaming
6. 1 teach, one assist

SDI in Alternative Teaching

Geometry: Topic: Properties of quadrilaterals
Most students doing a review over concepts recently covered
Small group using manipulatives (plastic snap-together strips), doing similar review and making a foldable (opposite sides, opposite angles, adjacent angles, etc.) (approx. 12 minutes)
Include 1-2 popular students in small group
Whole group back together: Students use foldable quietly; they participate fully in the discussion
SDI in Basic Station Teaching

- **Station 1**: GET is completing the day’s reading mini-lesson
- **Station 2**: a) SET is working with students on root words and prefixes and suffixes
  b) SET is working with students on fluency and comprehension
- **Station 3**: Students read independently using books at an instructional level

SDI in Creative Station Teaching

<table>
<thead>
<tr>
<th>Rotation</th>
<th>GET</th>
<th>SET</th>
<th>IND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>Struggling Learners</td>
<td>Average Learners</td>
<td>Proficient Learners</td>
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<td>Rotation 2</td>
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SDI in Parallel Teaching

- **Science Topic**: Is the water in our river clean enough to make it safe for activities such as tubing?
- **GET**: Works with half the class with primary sources and other materials related to water quality, water safety, environmental impact, etc. Poses key questions and facilitates students exploring the topic to find answers.
- **SET**: Works with half the class with the same goal, but the group is directly guided in their study, one step at a time, with appropriately coaching and embedded review of problem solving skills.
Mistake #3
We lack evidence to demonstrate the implementation of SDI and its effectiveness.

Co-Teaching: The Big Picture

Co-Teaching Approaches
Professional Roles
Instruction (Differenced and SDI)

Effective Co-Teaching
Supportive Context

SDI in Co-Teaching: Documenting and Data
- Macro-planning should include discussion of goals related to unit, appropriate SDI, and ways to incorporate it
- GET plans general lesson; SET plans SDI and annotates general lesson
- Role reciprocity is routine practice
- Data discussion and data collection plans are part of planning
Examples of Data (Data Only and Student Response Data) Apps and Sites

- Google Keep
- Backchannel
- Quizalize
- Quizizz
- Google Sheets
- Super Duper Data Tracker
- For All Rubrics
- Google Forms
- GoFormative
- Collaborize Classroom
- Google Note Anywhere
- Kahoot
- Nearpod
- Three Ring
- Class Kick
- Notability
How Do I Know It’s Specially Designed Instruction?

1. The instruction is explicitly designed to meet one or more of the goals or objectives on the student's IEP. It is not based on the present level of performance.

2. The instruction is tailored to the student’s needs, not for the student as a person with a disability (e.g., slow language processing problems related to executive function).

3. Data were used as the basis for deciding on the instruction and also are used to determine the instruction’s effectiveness.

4. The instruction has a valid research or another evidence base.

5. The instruction is systematic; it is planned, delivered over time as appropriate, documented, and evaluated for effectiveness.

6. The instruction requires that a teacher leads delivery, in contrast to simply providing support to the student; the latter most often is considered accommodation (e.g., providing a story starter for a student instead of teaching the student an acronym-based strategy for how to generate ideas for stories).

7. The instruction is needed by the student with a disability, but generally is not needed by all the students in the class.

8. Unless a student has a significant intellectual disability, the instruction does not lower the grade level standards but instead addresses the learning or other deficits that are preventing the student from reaching the standard.

9. Depending on the needs of the student with a disability, the instruction may address any domain (e.g., academic, social, vocational, and others).

10. Generalization and maintenance usually are part of instructional delivery.
References


