

Lesson Design and Delivery in the Co-Taught Classroom

Examples of Specially Designed Instruction and Supplementary Aids and Services

Area of Need: Basic Reading	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids and Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Direct instruction in phonological awareness strategies (visual/auditory) including: <ul style="list-style-type: none"> ● letter/sound knowledge ● phonemic awareness ● decoding ○ Direct instruction in visual strategies including word recognition and visual memory for words ○ Direct instruction in auditory strategies including language structure at the word, sentence, and text level ○ Fluency strategies ○ Direct Braille code instruction ○ Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, Voicenote, Braille 'n Speak, etc.) ○ Direct instruction in functions and use of low vision devices (assistive technology for near and distance viewing) ○ Direct instruction in accessing alternate formats and associated technology ○ Direct instruction in meaning strategies including word meanings and associations and precision in word usage (semantic gradients) ○ Direct instruction in identifying and pronouncing words and reading fluently including: <ul style="list-style-type: none"> ● using context clues ● visual word recognition strategies including environmental print ● word analysis strategies such as prefixes, suffixes, compound words and word derivations 	<ul style="list-style-type: none"> ○ Graphic organizers ○ Prompting and cueing ○ Recorded materials ○ Alternate electronic/digitized materials ○ Oral/visual presentation of materials above independent reading level ○ Extended time ○ Large print (specify font size) ○ Highlighted material ○ Colored overlays for reading/glare reduction (specify color) ○ Direct/indirect lighting ○ Photocopied materials on preferred colored paper ○ Highlighted tracking strip ○ Typoscopes ○ Braille ○ Braille 'N Speak ○ Refreshable Braille ○ Type 'N Speak ○ Manipulatives (i.e., letter tiles, flash cards, etc.) ○ Access to technology (i.e., computer, software, voice-to-text software, etc.) ○ Limit visual clutter/stimuli ○ Slantboard/stand ○ Use of black marker ONLY on dry erase board ○ Talking books ○ Screen enlargement software ○ Magnifier ○ Monocular/binocular ○ Copy of notes written on the board ○ Regular text along with large print texts for colored illustrations and maps ○ Add your own

<ul style="list-style-type: none"> • text management strategies such as rereading/reading ahead, deep reading, skimming/scanning • decoding strategies such as identifying word families, chunking, looking for known words inside words • cross check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader <p>○ Add your own</p>	
Area of Need: Reading Comprehension	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Direct instruction in how to use graphic organizers ○ Direct strategy instruction using modified ability/instructional level text ***** www.readworks.org also provides free leveled texts ○ Modeling ○ Direct instruction in “Cloze” procedures ○ Direct instruction using mnemonic strategies ○ Direct instruction using advance organizers ○ Direct instruction using visual prompts ○ Pre-teaching concepts/vocabulary ○ LEARN strategy <ul style="list-style-type: none"> • List what you know • Explore what you want to know • Access information • Reflect on what you’re learning • Now make connections ○ KWL strategy <ul style="list-style-type: none"> • List what you know • Tell what you want to know • Tell what you learned ○ Direct instruction in verbal summarization ○ Direct instruction using open-ended stories 	<ul style="list-style-type: none"> ○ Recorded books with appropriate pacing ○ Recorded materials ○ Electronic/digitized materials ○ Highlighting ○ Large print materials/textbooks (specify font size) ○ Standard text to accompany large print text for colored illustrations/maps ○ Braille ○ Refreshable Braille ○ Braille ‘N Speak ○ Type ‘N Speak ○ Reader ○ Paraphrasing ○ Oral/visual presentation of materials above independent reading level ○ Manipulatives (ie., story strips, etc.) ○ Advance organizers ○ Tactual graphics ○ Visual prompts ○ Frequent rest breaks to reduce eye fatigue and strain ○ Limit visual clutter/stimuli ○ Slantboard/stand ○ Note-taking guides ○ Study guides ○ Highlighted study guides

Adapted from: *IEP and Lesson Plan Development Handbook*, Kentucky D.O.E., 2014.
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<ul style="list-style-type: none"> ○ QAR strategy ○ Direct instruction using choral reading ○ Direct instruction using paired reading ○ Direct instruction using echo reading ○ Direct instruction using story mapping ○ Direct instruction using think alouds ○ Direct instruction in <ul style="list-style-type: none"> ● monitoring for meaning ● determining importance ● creating mental images ● synthesizing ● activating prior knowledge ● questioning ● inferring ○ Direct instruction and support for specialized software and equipment ○ Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts ○ Instruction in hand/finger skills, tactile discrimination/perception skills ○ Integrated use of visual skills (i.e., scanning for information, reading charts, graphs, maps) ○ Direct Braille code instruction ○ Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, VoiceNote, Braille 'N Speak) ○ Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing) ○ Diagnostic instruction ○ Add your own 	<ul style="list-style-type: none"> ○ Use of black marker ONLY on dry erase board ○ Talking books ○ Screen enlargement software ○ Magnifier ○ Monocular/binocular ○ Colored overlays for reading/glare reduction (specify color) ○ Copy of notes written on the board ○ Regular text along with large print texts for colored illustrations and maps ○ Reading stand ○ Add your own
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Area of Need: Written Language	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Direct instruction in using graphic organizers ○ Modeling ○ Tactile kinesthetic tracing ○ Repetitive practice ○ Visual and physical prompts and cues ○ Structured approach to sentence writing ○ Direct instruction in the writing process including prewriting activities, writing, revising, editing, and publishing ○ Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose ○ Direct instruction in: <ul style="list-style-type: none"> ● open-response writing ● transactive writing ● personal writing ● literary writing ● reflective writing ● writing-to-learn (graphic organizers, journals, note-taking) ○ Direct instruction in mechanics and usage of slate/stylus ○ Direct instruction in mechanics and usage of Braillewriter/note-taking device ○ Direct instruction in functions and use of magnification systems ○ Sequential instruction for keyboarding skills ○ Add your own 	<ul style="list-style-type: none"> ○ Scribe (specify how and when a scribe will be used)d ○ Paraphrasing ○ Assistive technology ○ Advance organizers ○ Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) ○ Graphic organizers ○ Journals, logs, notebooks ○ Rubrics/scoring guides to guide writing process ○ Editing checklists ○ Production of written pieces ○ Mnemonic strategies ○ Error monitoring, self-monitoring ○ Modified tests and assignments (specify) ○ Copies of overheads/notes ○ Preferential seating ○ Student answers in answer booklet/orally and answers are transcribed to scan sheet ○ Highlighting ○ Color coded direction words ○ Student paraphrasing of directions ○ Raised line paper ○ Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.) ○ Tape recorder to talk into and write from ○ Pencil grips ○ Specialized writing utensils (20/20 pens, #1 lead pencil, bold marker, slate/stylus, etc.) ○ Specialized writing materials (Braillewriter, portable note-taking device, signature/letter guide, typoscope, computer with screenreader/magnification software)

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	<ul style="list-style-type: none"> ○ Use high contrasting marker on dry-erase board ○ Limit visual clutter/stimuli ○ Slantboard/stand ○ Retaking of tests (specify standard) ○ Access to technology (i.e., computer, software, tape recorder, voice-to-text software) ○ Bold line, raised line, Braille paper ○ Signature guide ○ Slate/stylus ○ Add your own
Area of Need: Math Calculation and Reasoning	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Specially Designed Instruction (SDI) <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Multi-sensory teaching strategies ○ Time delay ○ Modeling ○ Direct instruction in computation and reasoning strategies, word problem strategies ○ Direct Nemeth code Braille instruction ○ Direct instruction in functions and use of abacus ○ Direct instruction in functions and use of accessible graphing calculator software ○ Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, VoiceNote, Braille 'N Speak) ○ Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing) ○ Guided practice ○ Direct instruction using mnemonic strategies ○ Direct instruction using chunking ○ Touch Five coin counting strategy ○ Direct instruction in use of a calculator ○ Add your own 	<ul style="list-style-type: none"> ○ Mnemonic strategies ○ Cue cards with problem solving strategies models, definitions, examples, flow chart, process steps ○ Small group instruction ○ Visual, non-verbal, verbal, physical, picture, and written prompts and cues ○ Repetitive practice ○ Modified test/assignments (specify) ○ Advance organizers ○ Copies of overheads including notes, organizers, examples ○ Extended time ○ Graph paper/vertical lined paper ○ Manipulatives/concrete representations ○ Tactile graphs/graphics (low vision) ○ Calculator (large display/talking/graphing/audible graphing calculator software) ○ Typoscopes ○ Low vision devices (near and distant) ○ Abacus ○ Magnifier ○ Colored overlay (specify color) ○ Number line ○ Hundreds chart ○ Addition or multiplication chart ○ Blank fraction strips/models ○ Study guides

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	<ul style="list-style-type: none"> ○ Peer buddy/peer tutoring ○ Oral presentation of materials/assessments ○ Assistive technology ○ Add your own
Area of Need: Listening Comprehension	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Direct instruction in listening strategies ○ Modeling ○ Direct instruction using chunking ○ Written prompts or directions ○ Preview/Review ○ Direct instruction in alternative note-taking ○ Direct instruction in using graphic organizers ○ Pre-teach critical information and vocabulary ○ Add your own 	<ul style="list-style-type: none"> ○ Repeated directions ○ Frequent comprehension checks ○ Visual prompts ○ Alternative note-taking ○ Extended processing time ○ Paraphrasing, rephrasing, and summarizing ○ Extended time ○ Previewing questions ○ Preferential seating ○ Advance/post organizers ○ Focused, concrete statements ○ Tape recorder ○ Digitized/electronic formatted materials ○ Highlighting key words ○ Graphic organizers ○ Add your own
Area of Need: Articulation/Phonology	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Auditory discrimination training ○ Modeling ○ Mirror training ○ Oral motor exercises ○ Repetitive drill/trials ○ Minimal pair drills ○ Auditory bombardment ○ Guided rehearsal ○ Instruction in using oral prompts ○ Phonemic awareness training ○ Add your own 	<ul style="list-style-type: none"> ○ Time delay ○ Use of FM system ○ Tape recorder ○ Tactile cues ○ Visual cues ○ Kinesthetic cues ○ Extended response time ○ Correct speech samples ○ Verbal cues for correct speech sounds ○ Modeling of correct speech patterns when student makes incorrect speech patterns ○ Oral prompts ○ Preferential seating

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	<ul style="list-style-type: none"> ○ Vocabulary cue cards ○ Color coded key words ○ Computer support ○ Step-by-step directions ○ Add your own
Area of Need: Non-verbal Communication	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Visual, written, verbal, and/or physical picture prompts and cues ○ Cue cards ○ Graduated guidance procedures ○ System of least prompts ○ Direct instruction of American Sign Language ○ Computer-assisted instruction ○ Multiple-modality strategies ○ Use of body language ○ Attending to speaker ○ Add your own 	<ul style="list-style-type: none"> ○ Visual, written, tactual, verbal, and/or physical picture prompts and cues ○ Hand under hand vs. hand over hand physical guidance and exploration ○ American Sign Language ○ Communication systems ○ Switch activated devices ○ Augmentative communication devices ○ Communication boards/books/cards ○ Picture-based communication ○ Establishing and maintaining eye contact ○ Switch accessible ○ Educational interpreter ○ Add your own
Area of Need: Expressive Language/Oral Expression	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Direct instruction in how to respond to verbal prompts ○ Direct instruction in how to respond to cue cards ○ Direct instruction in how to respond to visual prompts ○ Guided repetitions ○ Guided rehearsal, use of scripts ○ Time delay strategies ○ Modeling ○ Direct instruction in conversational skills (i.e., initiating, maintaining, ending) ○ Word retrieval drills: categories, attributes, functions ○ Questioning techniques 	<ul style="list-style-type: none"> ○ Verbal prompts ○ Cue cards ○ Visual prompts ○ Extended response time ○ Allow written tests ○ Recorded materials ○ Preferential seating ○ Directions in multiple forms (i.e., restate, rephrase, oral directions) ○ Oral reading on volunteer basis ○ Rehearsal, use of scripts ○ Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.) ○ Video models ○ Add your own

<ul style="list-style-type: none"> ○ Direct instruction using video modeling ○ Instruction using questioning techniques ○ Add your own 	
Area of Need: Rate/Speed of Work	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Direct instruction in how to respond to verbal prompts and cues ○ Direct instruction in self-monitoring strategies ○ Direct instruction using differential reinforcement ○ Direct instruction using role-playing ○ Modeling ○ Add your own 	<ul style="list-style-type: none"> ○ Checklists ○ Use of timer ○ Schedule ○ Pictorial representation of task ○ Audio stimulation to support rhythmic pace (music) ○ Repeated practice ○ Assistive technology ○ Work systems ○ Extended time ○ Reduced level of lighting ○ Increased level of lighting ○ Preferential seating (specify) ○ Add your own
Area of Need: Organization	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Direct instruction using task analysis ○ Direct instruction using video self-monitoring ○ Direct instruction using differential reinforcement ○ Direct instruction in using verbal prompts and cues ○ Direct instruction in using visual prompts and cues ○ Direct instruction in work systems ○ Modeling ○ Add your own 	<ul style="list-style-type: none"> ○ Duplicates/back up copy of notes ○ Extended time ○ Shortened assignment (specify) ○ Dual set of materials for school and home ○ Step-by-step instructions ○ Color/tactual coding ○ Assignment notebook/agenda ○ Calendar ○ Peer tutor/buddy ○ Dividers and organizers ○ Work systems ○ Add your own

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Area of Need: Working Independently	
Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services <i>What the student needs</i>
<ul style="list-style-type: none"> ○ Graduated guidance ○ Direct instruction using differential reinforcement ○ Direct instruction in using verbal prompts and cues ○ Direct instruction in using visual prompts and cues ○ Direct instruction using task analysis ○ Add your own 	<ul style="list-style-type: none"> ○ Shortened assignments (specify) ○ Study carrel ○ Work systems ○ Assignments and tasks given in segments ○ Redirection (verbal, non-verbal, physical, visual, etc.) ○ Fading prompts ○ Positive/corrective feedback ○ Add your own