Attachment D

Specially Designed Instruction Development Tool

This tool is designed to support planning of SDI in order to implement an IEP.

Below is an example of how to use the SDI Development Tool in conjunction with an IEP Summary.

Directions: Use this SDI Development Tool to identify the specific information regarding implementation of the IEP. This tool will support teams to clearly articulate "who does what, when and how", to support students with special needs in order to master IEP goals and objectives and make progress towards grade level proficiency.

- ✓ **Step 1:** Review the **IEP Summary** (which includes PLAAFP, Goals and Objectives, and Supplementary Aids and Services)
- ✓ **Step 2:** After reviewing these critical components of the IEP, document the **Specially Designed Instruction (SDI).**

Considerations	Specially Designed Instruction	Provider	Location	Frequency
Skill/Focus of Instruction				
How *(please list any instruction methods, strategies and/or interventions here)*				
Small Group or Individual Instruction?				
Summary of Supplementary Aids and Services				
Summary of Related Services				

Considerations for Specially Designed Instruction when Lesson Planning

Once the Specially Designed Instruction is determined from all sections of the IEP, it is best practice that teachers use this information in their daily lesson planning. It is a critical step in implementing the student's IEP. Lesson plans can include these design features for individual students. The following Five E lesson plan example includes notes that may prove helpful when considering what to include and consider when teaching students with disabilities in an inclusive classroom.

Teacher:	Student A:
Date:	
Subject/grade level:	
Materials:	
TEKS Supporting and Readiness Standards:	
Lesson objective(s):	
Differentiation strategies to meet diverse learner needs:	
ENGAGEMENT • Describe how the teacher will capture students' interest. • What kind of questions should the students ask themselves after the engagement?	
EXPLORATION • Describe what hands-on/minds-on activities students will be doing. • List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration.	
EXPLANATION • Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination? • List higher order thinking questions, which teachers will use to solicit student explanations and help them to justify their explanations.	
ELABORATION • Describe how students will develop a more sophisticated understanding of the concept. • What vocabulary will be introduced and how will it connect to students' observations? • How is this knowledge applied in our daily lives?	
EVALUATION • How will students demonstrate that they have achieved the lesson objective? • This should be embedded throughout the lesson as well as at the end of the lesson	

(Adapted from Bybee, Pwell & Trowbridge, 2008)