



# SPECIALLY- DESIGNED INSTRUCTION IN THE LRE

SPECIALLY-DESIGNING  
RESOURCE PROGRAM TIER  
INSTRUCTION & SERVICES

# WHO'S LOIS?



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- **Resource Program Teacher (Students w/ All eligibilities)**
- **Self-Contained Teacher (Students w/ SLD, EI, & CI)**
- **General Education Social Studies Teacher**

# WHO'S PRESENT?



“We cannot think of being acceptable to others until we have first proven acceptable to ourselves.”  
— **Malcolm X**

## COMMUNITY BUILDER: “ONE THING”

- **At your table, introduce yourself by sharing...**
  - **Name your district & Position**
  - **One thing you do well as a professional educator!**
  - **Number of years of service in education.**
  - **One aspect of your or your district's instructional design that you would like to see improved.**

WHAT'S YOUR  
**ONE**  
THING?

1

Rules and  
Regulations  
that Govern  
LRE and SDI

2

SDI vs.  
Compliance

3

SDI and the IEP

4

SDI and the  
Resource  
Program

5

Questions &  
Possible  
Solutions

## TODAY'S AGENDA

**“A major purpose of leadership is to create worlds of difference and the reconstruction of reality” (Foster, 2011)**



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## RULES & REGULATIONS THAT GOVERN LRE AND SDI

**It's Balance between  
Compliance  
and Instruction**



# SDI IS NOT NEW; WE ARE JUST NOW CALLING SE BY ITS PROPER NAME...

## Our Instructional Role Defined by IDEA

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) defines **special education** as “**specially designed instruction**, at no cost to parents, to meet the unique needs of a child with a disability...

IDEA defines specially designed instruction as "adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the 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."





# IT'S BALANCE BETWEEN COMPLIANCE AND INSTRUCTION

“The people who are crazy enough to think they can change the world are the ones who do.” Steve Jobs



# THE ROLE OF THE SPECIAL EDUCATION TEACHER

Michigan Rule 340.1781 of MARSE



- (i) **Utilizing** research-based models, theories, and philosophies for **teaching** students with an array of disabilities within different placements.
- (ii) **Assessing** students with disabilities for identification and teaching.
- (iii) **Implementing** accommodations and modifications for classroom, district, and statewide assessments.
- (iv) **Using assistive technology** devices to increase, maintain or improve the capabilities of students with impairments.
- (v) **Communicating, consulting, and collaborating** with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
- (vi) **Developing, implementing, and evaluating** individualized education programs.

# THE ROLE OF THE SPECIAL EDUCATION TEACHER

Michigan Rule 340.1781 of MARSE



- vii) **Planning, organizing, scheduling, and conducting** individualized education program team meetings, including parental and student participation.
- (viii) Preparing students with disabilities **for transitions** consisting of preschool to elementary through post secondary environments and employment.
- (ix) Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
- (x) **Articulating the historical and legal bases** regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.
- (b) Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.

# DETERMINING A STUDENT'S SDI IN THE LRE



- IDEA's mandate for LRE clearly suggest a strong preference for educating SWDs in general education instructional settings with nondisabled peers. In fact, a student's placement in the general education classroom is **the first option** the IEP team must consider when determining where a SWD will receive their special education and related services (IDEA 300.114).
- To determine placement of SDI in the LRE, the IEP team must make an **individualized** analysis into the possible **range of supplementary, specially-designed aids and services (SDA/S)** that are needed to satisfactorily educate the student in the general education setting. If the IEP team determines that the child *can* be adequately educated in that environment, then a general education placement with embedded SDA/S is **the LRE for that student**.
- However, if the **IEP team determines that the SWD cannot** be educated **satisfactorily** in the general education classroom, even **when supplementary aids and services are provided**. An alternative placement must then be considered (IDEA 300.115). Accordingly, IDEA requires school systems to ensure that a "continuum of alternative placements" is available to meet **the individual needs** of SWDs for SDA/S. The established alternative placement with embedded SDA/S is **the LRE for that student**.

## R 340.1749A ELEMENTARY LEVEL RESOURCE PROGRAM

### *Rule 49a.*

- A special education elementary level resource program **may** be provided by a special education teacher. (2) The elementary resource teacher shall serve not more than **10 students** at any 1 time and not more than **18 different** students and shall do either or both of the following: (a) Provide direct instruction to students on the resource teacher's caseload and may assign grades or other evaluative measures for this instruction. (b) Provide support to the general education classroom teachers to whom special education students on the resource teacher's caseload have been assigned. **Time** shall be allocated to the resource teacher to carry out this responsibility.
- The elementary resource teacher may provide supplemental instruction to students on his or her caseload. **The elementary resource teacher may evaluate general education students within the same building who are suspected of having a disability and, therefore, may serve on the initial multidisciplinary evaluation team. The resource teacher shall be responsible for the evaluation of not more than 2 students at 1 time.** **Time** shall be allocated to the resource teacher to carry out this responsibility. If the special education teacher to whom the student is assigned does not have an endorsement in the area which matches the student's disability, the individualized educational program team shall determine if a teacher consultant with such credentials is needed to provide consultation, resources, and support services to the resource teacher.



## R 340.1749B SECONDARY LEVEL RESOURCE PROGRAM

### *Rule 49b.*

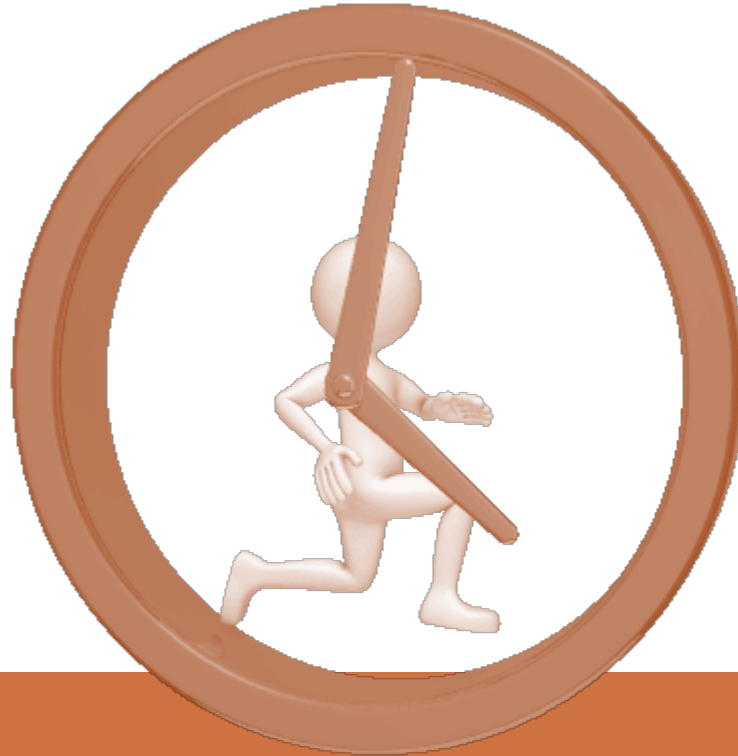
- (1) A special education secondary level **resource program** may be provided by a special education teacher.
- (2) A secondary resource teacher shall serve not more than **10 students** at any 1 time and have a caseload of not more than **20 different students** and shall do either or both of the following: (a) **Provide direct instruction** for special education courses **approved for graduation** by the local educational agency. The teacher **may assign grades or other evaluative measures** for this instruction. (b) **Provide support to the general education classroom teachers** to whom special education students on the **resource room** teacher's caseload have been assigned. **Time** shall be allocated to the resource teacher to carry out this responsibility.
- (3) The secondary resource teacher may provide **supplemental instruction** to students on his or her caseload who are enrolled in general education classes. The teacher **shall not** teach a class and offer tutorial assistance at the same time. (4) If the special education teacher to whom the student is **assigned** does not have an endorsement in the area which matches the student's disability, the individualized educational program team shall determine if a **teacher consultant** with such credentials is needed to provide consultation, resources, and support services to the resource teacher.



## **SPECIALLY DESIGNED INSTRUCTION IS BEING COMPLIANT!**

- **Knowing the cognitive & behavioral needs of Your Caseload Students**
- **Knowing the content standards**
- **Knowing the instructional supportive needs of your students**
- **Knowing the developmental stages of students within the grade levels/ages that you teach**
- **PLAAFP**
- **IEP Gs/Os**
- **Supplemental Aids & Services**
- **Hours of RP time**
- **Assessment**
- **Progress Monitoring/Reporting**

# THE UTILIZATION OF THE RESOURCE PROGRAM “SPACE & TIME”



**"I cannot do everything, but I can do something. I must not fail to do the something that I can do." —Helen Keller**



## IS

A service where the resource program teacher modifies and accommodate instruction and develops aligned supplementary materials needed to support the general education standards and expectations. Materials may consist of but are not limited to the following: study guides, notes, visual charts, vocabulary builders, etc.



A direct instruction environment, whereby, remedial and tutorial supports are provided as needed or defined by the IEP



An eye-catching learning opportunity where the general education curriculum is used and valued, but doesn't attempt to duplicate or replace the authenticity of the general education setting.

## IS NOT

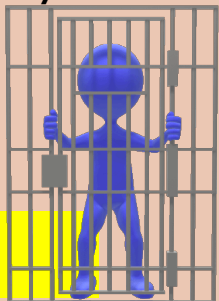
A service where the resource program teacher develops an alternative curriculum/standards in lieu of the general education curriculum & expectation.



A place where the student can escape the demands of the general education setting.



A detention center or a study hall.



**The Resource Program: A Service, Not a Place**



# FACTORS TO PONDER...

Most students who qualify for special education services are represented by the following high incident disability categories and are served in the **general classroom** with accessibility to the general curriculum.

- Specific Learning Disabilities
- Emotional Impairment
- Cognitive Impairment
- Other Health Impairment
- Autism Spectrum Disorder
- Speech and Language Impairment



Source: Hughes, 2014; Greenfield, 2012; Yell, 2009; Vaughan-Hussain, 2019).

## WHAT'S SPECIAL ABOUT YOUR SERVICE?

### THREE LEVELS OF SUPPORT THAT MUST BE CONSIDERED WHEN DETERMINING THE LEAST RESTRICTIVE ENVIRONMENT FOR STUDENTS WITH DISABILITIES...

- ❑ **Accommodations** are any changes to activities, instruction, materials, or classroom environment that **do not change** the minimal requirements set forth in the standards. But rather, accommodations are for the purpose of providing SWDs **access** to the general education classroom and curriculum. It is the responsibility of the IEP committee to determine what accommodations are required in order for the student to access the general education classroom and which specific accommodations are appropriate for each classroom setting, routines, and/or content area.

An example to illustrate the point: There were three students with Learning Disabilities in a co-taught 9th grade Algebra I class. The IEPTs for each of the students determined that the following accommodations would be required for the individual students to have access to the general education class and curriculum:

- ❑ Accommodation for Allen: extra time would be allocated for taking tests and completing homework.
- ❑ Accommodation for Adam: use of a graphic calculator for class assignments, tests, and homework.
- ❑ Accommodation for April: use of teacher prepared study-guides and notes

## WHAT'S SPECIAL ABOUT YOUR SERVICE?

### THREE LEVELS OF SUPPORT THAT MUST BE CONSIDERED WHEN DETERMINING THE LEAST RESTRICTIVE ENVIRONMENT FOR STUDENTS WITH DISABILITIES...

- ❑ **Modifications** are **changes** to products, assessments, or materials that require less of the student than the minimum standards. It is the responsibility of the IEP committee to determine what modifications are required in order for the student to access the general education classroom and which specific modifications are appropriate for each classroom setting, routines, and/or content subject matter. Modifications **do change the requirement** for a student to meet the class/curriculum standards and expectations. However, **this does not imply** that all students on a modified curriculum can not be educated in the general education setting and not received a high school diploma.

**An example to illustrate the point:** There were three students with CI in a co-taught 9th grade Algebra I and Chemistry classes. The IEP/PC teams for each of the students determined that the following modifications would be required for the individual students to have access to the general education class and curriculum:

- ❑ Modification for Marc: Reduction of reading units to only focus on decoding development
- ❑ Modification for Michael: Elimination of Algebra I and replace with Math Essential Elements (PC developed)
- ❑ Modification for Marcia: Replace the requirement of Chemistry with Earth Science (PC developed)

## WHAT'S SPECIAL ABOUT YOUR SERVICE?

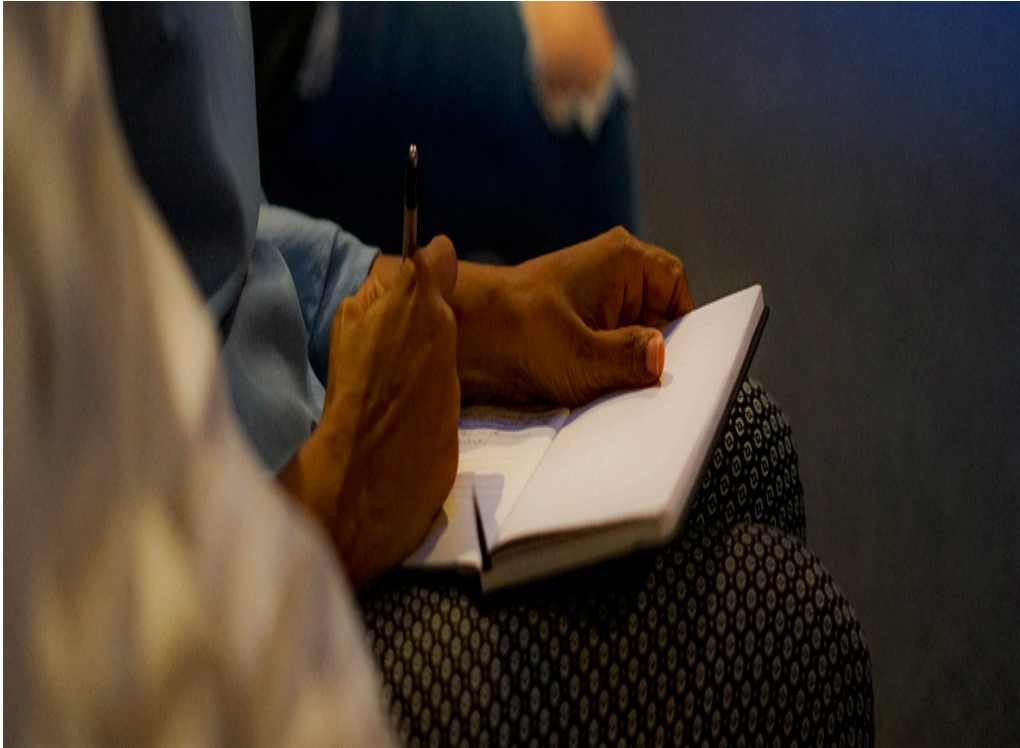
### THREE LEVELS OF SUPPORT THAT MUST BE CONSIDERED WHEN DETERMINING THE LEAST RESTRICTIVE ENVIRONMENT FOR STUDENTS WITH DISABILITIES...

#### Setting:

Each IEPT is charged with making decisions about a specific educational setting for the delivery of SDI/SDAs. When determining the LRE, the initial option should be within the General Education Setting (§300.114). When establishing instructional setting, all must be considered...

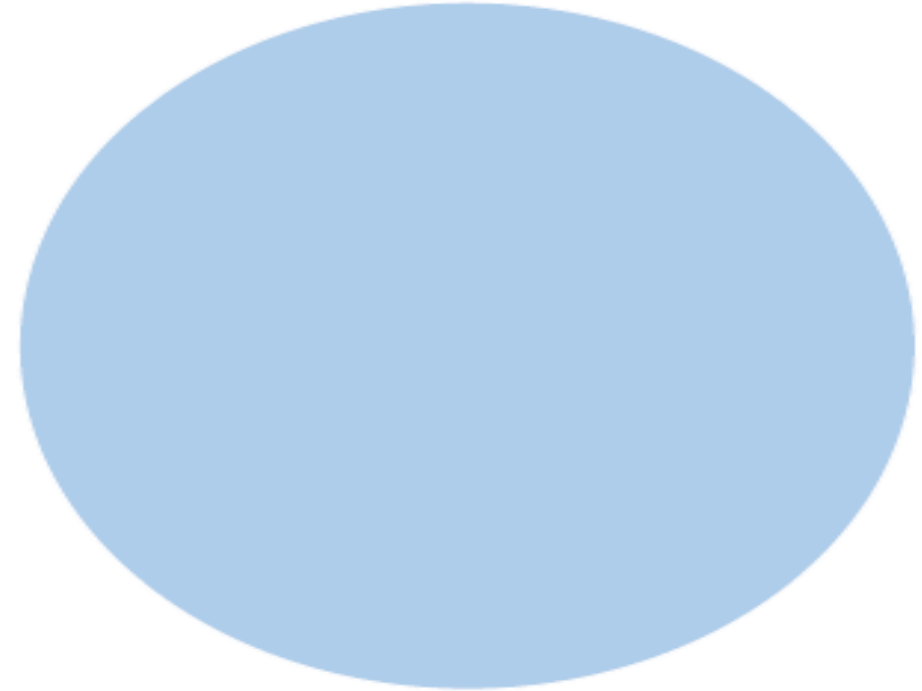
- ☐ All of the student's core subjects (classes) are in the general educational environment within their community school district (§300.114; §300.116).
- ☐ Using current baseline data, the IEPT ensured that the student is educated to the maximum extent appropriate with nondisabled children by implementing evidence-based instructional strategies (§300.114; §300.116).
- ☐ The IEPT considered the use of supplementary aids and services (such as evidence-based accommodations, strategies for differentiation, scaffolding, modifications of standards, workload reductions, UDL with embedded assistive technology devices or assistive technology services, or a Personal Curriculum) in conjunction with instructional best practices within the general education classroom (§300.114; §300.115; §300.116).
- ☐ The IEPT determined that the “nature and severity” of the students' disability is such that instruction in general education settings with the use of additional supplementary aids and services (SAS) cannot be achieved satisfactorily. Identify examples of additional SAS that has been unsuccessful (§300.114; §300.115; §300.116).
- ☐ The IEPT selected a placement within the continuum of alternative placements (such as increased resource programming, departmentalization, categorical classroom (§300.115; §300.116), which is required to implement the student's IEP.





GUIDING TEACHERS WITH  
DETERMINING SERVICE BEGINS  
WITH...

## Pie Chart of Your Caseload



**Directions:** Review your current caseload of students and identify their eligibility areas. Using the above circle, create a pie chart that illustrates the makeup of your students. The intent of this activity is to support your framework to establishing customized services for your students.

# RESOURCE PROGRAMMING SCHEDULE

## Document Current Level of Performance:

**The Present Level of Performance is the starting point for determining the least restrictive environment for students with disabilities. Appropriate documentation of the current performance of a student is important to identifying appropriate SDI/SDA.**

## Service Matching... **Areas of Need**

### Resource Program Schedule Planning Template

When determining scheduling priorities:

First identify **all non-negotiable tasks**:

1. Meeting IEP resource program times (according to the IEP). If a range has been identified, you must implement the appropriate times according to the needs of the student.
2. Identifying accommodations and modifications that must be rendered per the Supplementary Aids and Services Area.
3. Servicing the eligibility area of need/deficit per PLAAPP and G/Os.

Once all IEPs have been reviewed, complete the grid below to support developing a flexible schedule that addresses the needs of all students, while creating a system of time management...

Grouping by Eligibility Area		
Basic Reading	Reading Comprehension	Math Computation
Math Reasoning	Written Expression	Oral Expression
Listening Comprehension	Executive Functioning: (i.e. Organization)	School Success Tasks: (i.e. Work Completion and Attendance)
Behavior Plan Implementation	Health Care Plan Implementation	Other(s)

Next steps should include:

4. Identification of Support Time: **Direct**. Using the attached sample schedules templates, identify the appropriate times to deliver direct specialized instruction/accommodations to develop and/or enhance student skill levels in their LRE.
5. Identification of Support Time: **In-Direct**. Using the attached sample schedule templates, determine in-direct services that must be provided to maintain consistency of collaboration and communication with stakeholders (GE staff and Parents).
6. Identify tools to document student progress towards required IEP goals and objectives and track documentation of required services (FYI: this support guide will have many sample forms to support documentation of service and progress).

# RESOURCE PROGRAMMING SCHEDULE

## Document Current Level of Performance:

**The Present Level of Performance is the starting point for determining the least restrictive environment for students with disabilities. Appropriate documentation of the current performance of a student is important to identifying appropriate SDI/SDA.**

**Service Matching...Identify Required Hours of SE---SDI/As**

### Resource Program Schedule Planning Template

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## PROVIDING SDI/SDA

Push-In

Pull-Out

Co-Teaching





# GENERAL EDUCATION SETTING: THREE COMPONENTS TO THE DELIVERY OF SE SERVICES

## Push-In

Pushing into a general education classroom is **one way** to deliver services to students with disabilities as part of a philosophy of inclusive practices

- Pushing into general education classrooms, is a strategy to reduce the **instructional fragmentation** that often occurs in other service delivery options is **minimized**.
- Students benefit by **not having to leave** the classroom to receive services. At the same time, the **special service provider has a better understanding of the curriculum** being addressed in the classroom and the **expectations** for both academics and behavior.

# WHAT'S "SPECIAL" ABOUT SPECIAL EDUCATION?

## MODELS OF DELIVERY OF SERVICES

### Push-In Support Approach

- Focused services are designed around the instructional needs of SWDs per IEP required Supplemental Aids and Services for teaching and learning
- Student Growth is evaluated/ monitored Collaboratively
- Consultation services to GE Teacher that promote strength-based strategies
- Common Core Standards and Teacher Expectations are valued by SE Staff
- Evidence-based SE Teacher's Recommendations are valued by GE Staff



# SERVICE MATCHING....WHO NEEDS WHAT?

Using Your Documented Progress notes,  
performance data, and identified SDI/SDA  
determine which students will require Push-In  
supports and service...

Service Matching...**Push-in**



## Resource Program Schedule Planning Template

When determining scheduling priorities:

First identify all **non-negotiable tasks**:

1. Meeting IEP resource program times (according to the IEP). If a range has been identified, you must implement the appropriate times according to the needs of the student.
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Once all IEPs have been reviewed, complete the grid below to support developing a flexible schedule that addresses the needs of all students, while creating a system of time management...

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# GENERAL EDUCATION SETTING: THREE COMPONENTS TO THE DELIVERY OF SE SERVICES

## Pull-Out Instruction

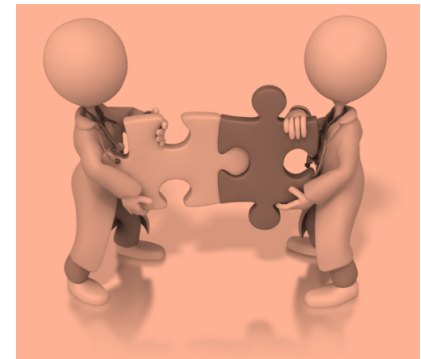
Pulling students out of a general education classroom is **one way** to deliver direct instruction to students with disabilities as part of a philosophy of providing FAPE in the LRE

- Students benefit by **having to leave** the general education classroom to receive **explicit, direct instruction** to increase their skill levels in one or more of their identified present level deficits. If the student requires pull-out instruction, the **special service provider will teach from common-core standards** to ensure student continues to progress in the general education curriculum
- Pull-out instruction is a component of special education that makes SE “special”

# WHAT'S "SPECIAL" ABOUT SPECIAL EDUCATION? MODELS OF DELIVERY OF SERVICES

## Direct Instruction (Pull-out) Approach

- Pull-out services designed to meet the instructional needs of SWDs per IEP specific academic and behavioral deficits and strengths
- Content Core Standards and/or Essential Elements are the foundation of teaching and learning
- Direct Instruction may be provided in the GE setting if appropriate (ecological and age considerations)





# SERVICE MATCHING....WHO NEEDS WHAT?

Using Your Documented Progress notes,  
performance data, and identified SDI/SDA  
determine which students will require Pull-Out  
supports and service...

## Service Matching...Pull-out for Direct Instruction



### Resource Program Schedule Planning Template

When determining scheduling priorities:

First identify **all non-negotiable tasks**:

1. Meeting IEP resource program times (according to the IEP). If a range has been identified, you must implement the appropriate times according to the needs of the student.
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# GENERAL EDUCATION SETTING: THREE COMPONENTS TO THE DELIVERY OF SE SERVICES

## Co-Teaching:

- Co-teaching is **one way** to deliver services to students with disabilities as part of a philosophy of inclusive practices
- Co-teaching is a method to utilize when a general education classroom have multiple SWDs enrolled and the best approach to supporting the teacher and/or students support establishing co-teaching model.
- In co-teaching, the **instructional fragmentation** that often occurs in other service delivery options is **minimized**. Students benefit by **not having to leave** the classroom to receive services. At the same time, the **special service provider or other co-teacher has a better understanding of the curriculum** being addressed in the classroom and the **expectations** for both academics and behavior.
- Co-teachers often report that one of the most noticeable advantages of sharing a classroom is the **sense of support it fosters**. Co-teachers report that when they have a spectacular lesson, someone is there to share it, and when they have a particularly challenging day, someone really knows just how difficult it was.

### ■ Sidebar:

Although co-teaching is integral to the inclusive practices in many schools, it is **not a requirement** for inclusion to occur. Inclusion refers to a broad belief system or philosophy embracing the notion that all students should be welcomed members of a learning community, that all students are part of their classrooms even if their abilities differ.

# WHAT'S "SPECIAL" ABOUT SPECIAL EDUCATION?

## MODELS OF DELIVERY OF SERVICES

### If You Decide on Co-teaching as an Instructional Model

- It's Determined the Best for the Delivery of Instruction (On behalf of SWDs)
- Co-teaching Partners utilized models of Co-teaching that aligned to expertise and pedagogy
- Intentional Planning Time between co-teaching partners are in place to support lesson planning and classroom management
- SE Teacher is not the Para or Sub, but an Instructional Partner to support the delivery of instructional strategies and content
- Student Growth must be monitored and used for instructional re-design
- Ensure IEP required services are delivered



# SERVICE MATCHING....WHO NEEDS WHAT?

Using Your Documented Progress notes, performance data, and identified SDI/SDA determine which students will require Co-Teaching supports and service...

Service Matching...Co-Teaching Methods for Specific required courses addressing identified weaknesses



## Resource Program Schedule Planning Template

When determining scheduling priorities:

First identify **all non-negotiable tasks**:

1. Meeting IEP resource program times (according to the IEP). If a range has been identified, you must implement the appropriate times according to the needs of the student.
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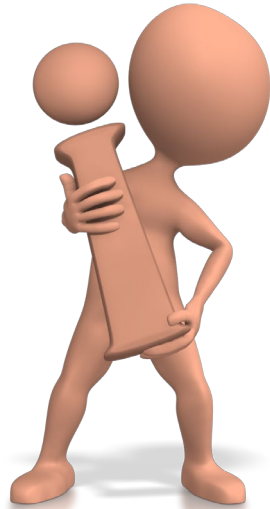
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6. Identify tools to document student progress towards required IEP goals and objectives and track documentation of required services (FYI: this support guide will have many sample forms to support documentation of service and progress).

# SCHEDULING SUPPORT

Push-In (Direct/In-Direct Services)



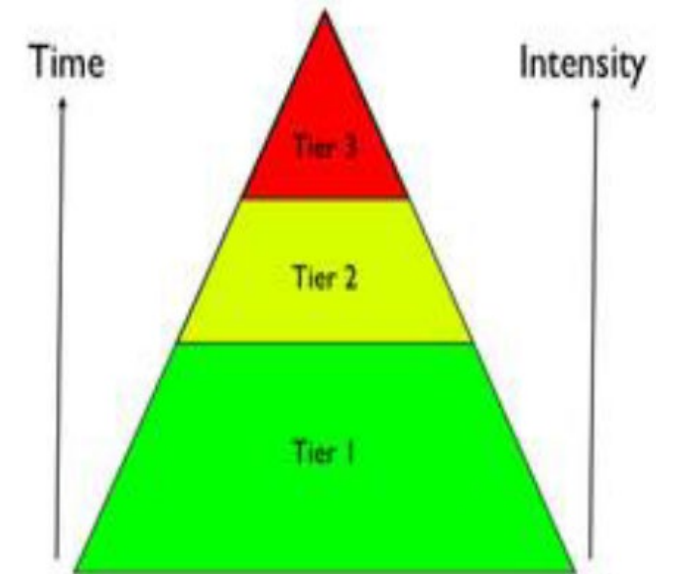
Pull-out (Direct Services)







## SCHEDULING YOUR SDI/SDA



### TIER 3

Resource Program Students  
Classified as High-Risk, Emerging or Novice  
Leaners and who require...  
Pull-out, small class SDI with either a modified curriculum or customized standards

**Resource Program Tier 3  
Instructional Services and  
Supports  
(Including all Tier 1 and 2 supports)**

### TIER 2

Resource Program Students  
Classified as Emerging, Novice, Decoding, or Comprehensive  
Leaners and who require...

- ⇒ Push-in or Pull-out Explicit Specially Designed Instruction Aligned with IEP PLAAFP and Literacy /Math G/Os
- ⇒ General Education Modifications and Accommodations aligned with IEP PLAAFP and Literacy/Math G/Os
- ⇒ Positive Behavior Strategies and Supports

**Resource Program Tier 2  
Instructional Services and  
Supports  
(Including all Tier 1 supports)**

### TIER 1

All Resource Program Students Classified as Self-Monitor, Decoding, Comprehensive Leaners and who requires...

- ⇒ General Education Classroom Accommodations for Literacy/Math
- ⇒ Specially Designed Instructional Time aligned with IEP PLAAFP and Literacy/Math /Behavior G/Os
  - ⇒ General Education Check-in Monitoring of Process
- ⇒ Individual Student Check-in Monitoring of Process (as needed)
- ⇒ General Education Teacher Collaboration and Support for Student Academic/Behavioral Needs
- ⇒ Parent Collaboration and Support for Student Academic/Behavioral Needs

**Resource Program Tier 1  
Instructional Services and  
Supports**

Progress Monitoring & GE Teacher Support





**Specially Designed Instruction:**  
Adapting the content, methods and/or instructional delivery to address the unique needs of a student. SDI ensures access to grade level academic standards or content connectors.



Contents of this guide are adapted from the Kansas State Department of Education (2017, August), Kentucky Department of Education (2017, February), North Carolina Department of Public Instruction Considerations for Specially Designed Instruction (2016, April) and the Utah State Board of Education Specially Designed Instruction (2016, Draft)



Many Supplementary Aids and Services are supported through Specially Designed Instruction. For example, in order for a student to access and use a supplementary aid independently, the student will need explicit instruction (SDI) in the use of the specific strategy or device. The intent is to provide levels of support until the student can access a supplementary aid independently (KDOE, 2017).

Specially Designed Instruction (SDI) Instructional practices the teacher uses	Supplementary Aids and Services (SAS) Aids or services the student uses
<ul style="list-style-type: none"> <li>• Guided practice of listening strategies</li> <li>• Scaffolded instruction, visual, written, verbal, physical, picture prompts and cues</li> <li>• Modeling</li> <li>• Instruction of calming strategies</li> <li>• Grapho-phonetic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding</li> <li>• Explicit instruction on how to use a graphic organizer</li> <li>• Direct instruction and support for specialized software and equipment</li> <li>• Explicit instruction in the writing process including prewriting activities, writing, revising, editing, and publishing</li> <li>• Multi-sensory teaching strategies</li> <li>• Direct instruction in computation and reasoning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Visual prompts</li> <li>• Visual, written, verbal, physical, picture prompts and cues</li> <li>• Self-monitoring checklists</li> <li>• Calming strategies</li> <li>• Graphic organizers</li> <li>• Prompting and cueing</li> <li>• Recorded materials</li> <li>• Extended time</li> <li>• Study guides</li> <li>• Magnifier</li> <li>• Copy of notes written on the board</li> <li>• Editing checklists</li> <li>• Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps</li> <li>• Modified tests/assignments</li> <li>• Graph paper</li> <li>• Calculator</li> <li>• Assistive technology</li> </ul>



# QUESTIONS?

**Law?**

**Eligibility vs. Placement?**

**Compliance vs. Instruction?**

**Staffing and Resources?**

**Others?**



“The one who knows all the answers has not been asked all the questions.” – Confucius