How to Create and Deliver Specially Designed Instruction for the Inclusive Classroom

Anne M. Beninghof
Education Consultant & Trainer
(720) 934-1508
www.ideasforeducators.com
anne@ideasforeducators.com

Twitter @annebeninghof
Facebook @ Ideas for Educators

"Specially Designed Instruction"

adapting...the **content**, **methodology**, or **delivery** of instruction

- to address the unique needs of the child that result from the child's disability

- to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children

"Specially designed instruction should be implemented in addition to, not in place of, differentiated instruction."
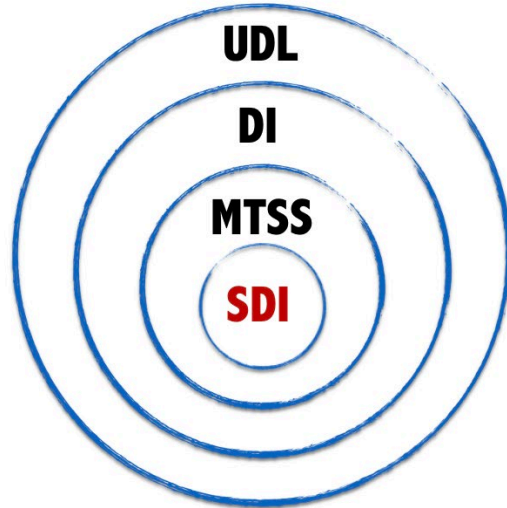
ESC Region 20, TX*, Specially Designed Instruction: A Resource for Teachers*

An **accommodation** is a change in materials or procedures that enables students to participate in the curriculum and assessment in a way that allows th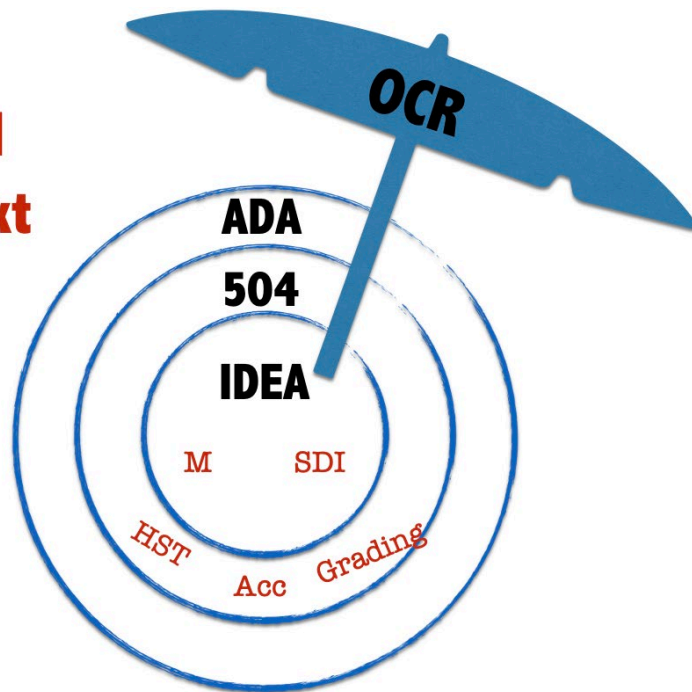eir abilities and knowledge to be expressed and assessed. **Accommodations do not change what information is learned or measured** but are tools that enable a student to more readily access curricular content and to more easily demonstrate understanding of the content.

A modification either directly or indirectly alters the curriculum and/or the assessment itself. Modifications lower the expectations or standards for a particular student as compared to grade level peers.

Specially Designed Instruction
in Context

UDL

DI

MTSS

SDI

**Legal
Context**

OCR

ADA

504

IDEA

M   SDI

HST   Grading

Acc

What's the Difference?

	UDL	DI	MTSS	SDI
Type	Conceptual Framework	Conceptual Framework	Conceptual Framework	Special Education Service
Legal authority	Considered best practice. Not specifically required although accommodations and accessibility issues may have legal mandates.	Considered best practice but not legally required.	Legally required in some form in order for states to receive federal education funding through ESSA.	Legally required by IDEA for students with disabilities whose needs go beyond accommodations.
Process	Offering multiple means of representation, expression and engagement for all	Addressing varied readiness levels, student interests and learning preferences through content, process, product and learning environment	Providing increasingly intensive levels of intervention for students experiencing an academic, behavioral or social/emotional gap	Adapting content, methodology or delivery of instruction to meet unique needs of a child with a disability
Trigger	Proactive	Proactive and reactive to individual needs based on formative assessments.	Proactive and reactive to individual needs based on formative assessments.	Reactive to individual needs determined by a variety of formal evaluations and informal assessments to determine eligibility for special education. Special educators then become proactive in ongoing instructional planning.
Eligibility	Available to whole class, including students with IEPs.	Available to whole class, including students with IEPs.	Available to whole class, including students with IEPs.	Available only to individual students with IEPs.

# Specially Designed Instruction and Incidental Benefit

When effective co-planning occurs, students without IEPs in a co-taught class have the opportunity to receive *incidental benefit* from SDI. While only students with IEPs receive SDI, the same methods can be used in teaching other students if the teachers feel it is appropriate. The legal term SDI does not apply to students without IEPs Here are just a few examples of how grouping practices impact the possibility of incidental benefit.

Legend: ● – Student receiving SDI

⬤ – Student receiving incidental benefit from SDI

◯ – Student receiving general education method

For example, in this 2-group configuration, students with IEPs are receiving SDI and all other students are receiving the general education method.
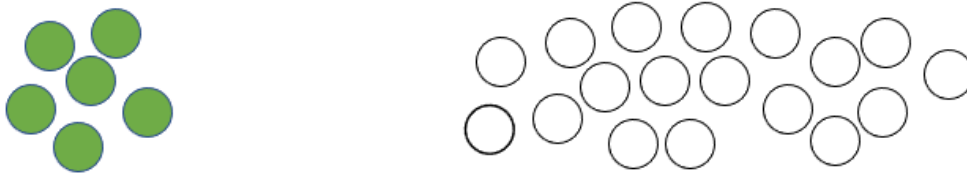
It is possible to provide SDI during whole group instruction. Co-teachers decide that students without IEPs might derive incidental benefit from the adapted method and so they weave it into the whole group lesson.
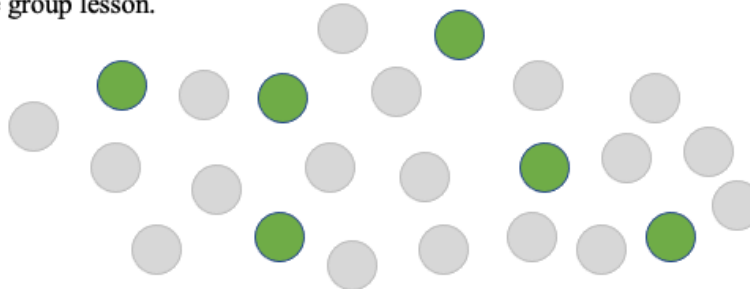
In the following 2-group configuration, students with IEPs are receiving SDI and all other students are likely to be receiving incidental benefit from the adaptations. This is because the co-teachers joined their expertise when planning the lesson and they both have the skills to provide the SDI method.

Guiding Questions for SDI

1. Is it special? Something different from the typical general education practices of UDL or DI?
2. Does it address the child's unique needs?
3. Is it related to an IEP goal? Are we collecting data for progress monitoring?
4. Is it instruction rather than a tool or accommodation?
5. Is it intentional? Designed to bring about progress?
6. Is it growing a skill that will be transferrable or generalizable?
7. Is it building independence?

With these questions in mind, we can see that the following are **NOT examples of SDI:**

- Graphic organizers
- Extra white space on a test
- Preferential seating
- A printed version of the slides
- Partially completed notes
- An augmentative communication device
- Fidget items
- Highlighter tape
- Vocabulary flash cards
- An individual schedule
- Text or test read aloud
- Peer helper
- A word bank

Examples of SDI
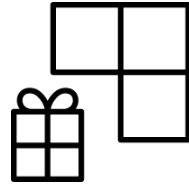
Planning Matrix Example

Name: Marcus   School: Best Elementary School   Grade: 3   Date: August 26

REGULAR CLASS ACTIVITIES/PERIODS

Standard	IEP Goals	Check in/out	Lang. Arts	Art	Tech Media	Lunch	Math	Social Studies	Science	P.E Health	Music
3.SL3.3	Ask & answer questions		X				X				
3.RF.3.3	Identify sight words		X								
3.SL.3.6	Request breaks when needed			X						X	
3.L3.6	Be aware of social cues							X	X		
3.OA.A3	Count to 30						X				
3.SL.3.4	Categorize items b			X	X						
3.RL.4	Apply prepositions		X							X	
3.RI.7	Identify safety practices	X							X		
3.SL3.1	Initiate conversation	X		X		X					
3.PE. 5.5	Awareness of personal space										X
	Participation Level	SDI IA	SDI M 2nd	SDI 2nd	S IA	S P	SDI M 2nd	S P	SDI M 2nd	A IA	M IA

S = Same   A = Accommodations   M = Modifications   SDI = Specially Designed Instruction   AL = Alternative Location
P = Peer   IA = Instructional Aide   2nd = Second certified adult (Sp. Ed. T, Related Prof.)   No= No extra assistance
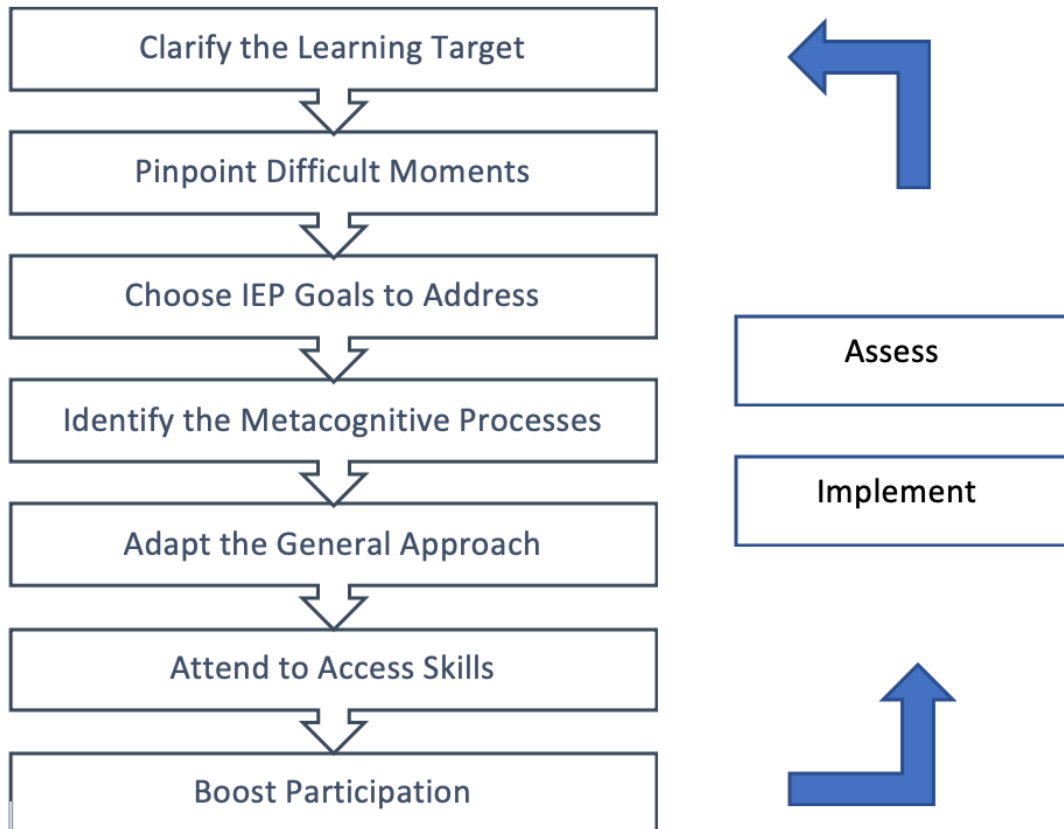
To map out the big picture, many teachers use a Planning Matrix (Beninghof and Singer 1995). A planning matrix provides an overall picture of the student's program, allowing for an easy check that all goals are being addressed throughout the course of the week. It also highlights in which periods the student will need accommodations, SDI and staffing supports. Table 6.2 shows a planning matrix for a third-grade student with significant disabilities.

To complete the matrix, team members shade periods of the school day where a goal *might* be addressed. Next they place an X in periods where a goal *will* be addressed. This means that SDI and data collection will occur during these periods. In the bottom row, teams identify how much support the student will need to be successful in each period. This form should be considered a guideline for the student's day, rather than an inflexible schedule. While it might be tweaked during the year, once it is done, it should provide guidance without a lot of additional work.

Standards to Practice in 4 Steps

Planning Steps for SDI

Clarify the Learning Target

↓

Pinpoint Difficult Moments

↓

Choose IEP Goals to Address

↓

Identify the Metacognitive Processes

↓

Adapt the General Approach

↓

Attend to Access Skills

↓

Boost Participation

Assess

Implement

from *Specially Designed Instruction: Increasing Success for Students with Disabilities*
(2022) Anne M. Beninghof

Planning Steps for SDI

1. **Clarify the learning target for the lesson**.

   What do we want students to be able to know or do by the end of the period? Is the verb in the target flexible or constrictive? Lower-level or higher-level thinking?

2. **Pinpoint the difficult moments students may experience**.

   What has been a challenge in the past? What do we expect to be challenging, based on data and our knowledge of student capacities?

3. **Choose IEP goals to address during the lesson**.

   Which goals are most closely aligned with the curriculum? Are there other goals, i.e. behavioral or communication, that could be addressed? Are there any students with similar goals?

4. **Identify the metacognitive process that a successful learner might use.**

   How does a successful learner think about this? Is there a strategy that I use, other than the one typically taught? How might I make this process tangible?

5. **Adapt the general approach.**

   How might we incorporate pre-teaching, visual and kinesthetic input, small group instruction, explicit directions, chunking and other alternative methods?

6. **Attend to necessary access or executive function skills.**

   What learning behaviors will help the student be successful? Are there opportunities to address any executive function skill gaps?

7. **Build in specific methods to boost participation.**

   Why might a student not participate? What strategies or tools will lead to successful participation and engagement? What grouping configurations will work best?

Lesson Plan for :
Standard:
Daily Learning Target:

Questions to Support Learning Target:

Assessment Plan:

Have we considered the following elements?

o Aud/Visual Perception o Student Choice o Modeling o Novelty o Connections o Executive Function Skills	o Multi-Sensory o Vocabulary o Participation Structures o Small Groups o Memory Strategies o Similarities/Differences	o Authenticity o Reflection o Student Talk o Technology o IEPs/Accommodations o Language Objectives

General Approach	How will we challenge?	How will we support?
Activator		**Specially Designed Instruction (SDI)**
Body		
	How will we support? **Accommodations**	
Closure		

Lesson Plan for : 2nd grade Writing

Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Daily Language Target: I can add descriptive details to my writing.

Questions to Support Learning Target: What can you picture? How would you describe it? What if you saw it on tv or in a movie?

Assessment Plan: Review of student writing

Have we considered the following elements?

o Aud/Visual Perception	● Multi-Sensory	● Authenticity
o Student Choice	● Vocabulary	● Reflection
o Modeling	● Participation Structures	● Student Talk
o Novelty	● Small Groups	● Technology
o Connections	● Memory Strategies	● IEPs/Accommodations
o Executive Function Skills	● Similarities/Differences	● Language Objectives

Activator Write "He sneezed." on the board. Then show slow-motion video of sneezing. (5 min). Model think aloud **Body** Break into parallel groups. Ask students to write "The kitten flew." on their white boards, then show slow motion video. Discuss ideas for adding description to the original sentence. Proceed to another round and ask students to do the revision independently. (10 min) Divide into 3 readiness groups. Teacher A will work with advanced and on level groups. Teacher B will work with the partially/not proficient group for additional guided visualization. These students will act out a motion, be filmed and watch it in slow motion before generating descriptive words. (15 min) **Closure** Sharing of revisions with partners Chant "Close Your Eyes and Visualize" (5 min)	**How will we challenge?** These students will choose an action sentence from their journal, visualize it and revise. **How will we support?** **Accommodations** Modeling Chant for memory Speech to text app Raised line paper option	**How will we support?** **Specially Designed Instruction (SDI)** IEP goal: *M will apply strategies to generate descriptive phrases when writing a narrative text, using 5 or more descriptive words in a 5-sentence paragraph in three trials.* Structured visualization through direct instruction, video analysis and kinesthetic practice

Sample Unit Plan for Co-Teaching with SDI

SDI is highlighted and approximate minutes of SDI are noted. Minutes will vary depending on which students are present and which IEP goals are being addressed.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Learning Targets	**Learning Targets**	**Learning Targets**	**Learning Targets**	**Learning Targets**
Define the elements of plot: setting, rising action, climax, denouement/ falling action. Recognize these elements of plot in an oral story told by someone else	Understand and identify plot elements and contextual clues within the Sherlock Holmes story assigned.	Analyze a complete short story based on careful observation; reach conclusions using imagination and information about person(s) observed.	Write a complete short story based on careful observation, including all story elements.	Analyze short story for each plot element assigned.

PROCESS	PROCESS	PROCESS	PROCESS	PROCESS
Mrs. K leads with definitions and examples of setting, rising action, climax, denouement/ falling action. Mr. T. projects chart on screen. Students will be taught retrieve-taking rather than note-taking. (10 min) Students will be taught a gesture for each element. (5 min) Class breaks into two groups to develop oral stories with all the elements, and then tell partners. Partner has to identify elements. Debrief whole group—Mr. T. leads with retrieval practice.	Mr. T leads Board Relay warm-up to retrieve elements and activate knowledge. Mrs. K presents Holmes stories and assigns reading. Mr. T. leads micro-lesson on focus tools for reading (highlighter tape vs. sticky notes.) (5 min) Students choose and use. Students work individually. Teachers will run 2 invitation stations to work with specific IEP goals. (10 min) Work in cooperative mixed-readiness groups to compare elements and justify choices.	Warm-Up Question: If we didn't pay attention to the world and the people in it, what would life be like? Mrs. K leads discussion about Sherlock Holmes' beliefs about observations. Mr. T. teaches the Connection Collection strategy. (5 min) Students complete graphic organizer—Mr. T to model as Mrs. K. leads. Homework: Observe a stranger in a public setting and jot down observations.	Direct students to compose an imaginative short story based on the facts gathered on the stranger observed for homework. Mrs. K. to model one graphic plan example, Mr. T to share a different way of planning. Mrs. K will circulate and support as students write. Mr. T will have a small group writing skills station. He will guide a backward chaining process as an alternative method. (20min) Students will have access to speech to text app.	Mr. T to present micro-lesson on auditory attention strategy to whole class. (3 min) Split class into two groups. Students first describe what they observed, then present their stories, while the rest of the group listens for story elements (use author stools). Students will use silent gestures to indicate when they hear the element. (5 min) Mr. T to create and assign Exit Slips.

IEP Goals-at-a-Glance by Period

Student	IEP Goals in brief
Tamika	• Attend to and follow multi-step directions • Choose and use correct tools for graphing • Translate word stories into equations • Describe qualitative and quantitative features of a graph • Increase fluency with multiplication
Justin	• Use a dictionary to find definitions • Use mathematical terms accurately • Choose and use memorization strategies
Terrance	• Use a planner to track assignments • Organize math work in a legible format • Increase attention/perseverance to complete in-class assignments
Summer	• Create mnemonics to assist with memorization • Use a visual organizer to assist in memorizing • Use a planner to track assignments
Maddee	• Advocate with teacher for preferred accommodations • Adapt to unexpected change by using strategies
Wyatt	• Attend to and follow multi-step directions • Use a graphing calculator • Use mathematical terms accurately
Jimmy	• Put items from desk into backpack • Make eye contact with peers during conversation • Use device to answer Yes, No questions • Identify numerals 0-9, 1:1 correspondence
Armando	• Apply test-taking strategies • Proof-read work and tests before handing in • Identify and use strategies to decrease test anxiety

When a Goals at a Glance page is in place, we can begin to choose which IEP goals will be addressed for a given lesson. A series of guiding questions can lead to a sound decision.

- Which goals are most closely aligned with the curriculum for this lesson?
- Which goals will fit most seamlessly?
- Are there foundational goals or pre-requisite skills that can be pre-taught at the start of the lesson?
- Does the data point to a priority?
- Will working on certain goals in this lesson better prepare students for lessons in the near future?
- Given the methods or planned activities, are certain goals easier to address?
- Are there other goals, i.e. behavioral or communication, that are relevant?
- Are there any students with similar goals so that some efficiency of instruction may occur?
- Are there goals that haven't been addressed recently and need to be?
- Is this the only time when this goal can be addressed this week?
- How might we utilize the various adults in the room so that several goals can be addressed during the lesson?

Goals-at-a-Glance by Classroom/Area

Area	Student	IEP Goals in brief
Language Arts	Hector	• Apply phonics skills to decode words • Apply phonics skills to spell words • Distinguish between words with similar meanings or spellings • Increase reading fluency
	Hannah	• Recognize and identify letter names • Apply phonics skills to decode initial sounds • Demonstrate understanding of basic text principles • Ask/answer questions about text • Use technology to compose simple sentences.
	George	• Apply phonics skills to decode words • Apply phonics skills to spell words
	Zack	• Write complete sentences • Create an explanatory text with clear main idea • Sequence events accurately in writing
Math	Hector	• Use drawings and equations to represent math problems • Justify choices of math strategies
	Marciella	• Represent and solve addition/subtraction problems • Identify and use place value with 2 digits • Represent and interpret data • Compare measurable attributes using correct terms
	Hannah	• Identify numerals 0-9 • Input numbers and addition sign on large calculator • Sort objects by measurable attributes • Use technology to collect data
	George	• Engage in math discussion with peers using appropriate terms
Social Emotional	George	• Transition quickly between activities • Use individual schedule to prepare for changes • Use speech to express emotions to adults
	Zak	• Identify and use problem solving strategies for social situations • Use strategies to decrease impulsivity • Increase length of on-task behavior
Other	George	• Display speech fluency • Identify and use word retrieval strategies
	Hannah	• Improve pencil grip stamina • Strengthen sitting posture

Goals-at-a-Glance with SDI Tracking

Area	Student	IEP Goals in brief	SDI	Minutes Provided
Language Arts	Hector	• Apply phonics skills to decode words • Apply phonics skills to spell words • Distinguish between words with similar meanings or spellings • Increase reading fluency	Video self-monitoring Total physical response Context analysis with color-coding Chunking/ repeated practice	9/16 5 minutes 9/17 10 minutes 9/18 20 minutes 9/19 10 minutes 9/20 15 minutes
	Hannah	• Recognize and identify letter names • Apply phonics skills to decode initial sounds • Demonstrate understanding of basic text principles • Ask/answer questions about text • Use technology to compose simple sentences.	Backwards chaining Video self-monitoring Concrete to abstract noun/verb representations Common features analysis Question chunking strategy	9/16 5 minutes 9/17 15 minutes 9/18 10 minutes 9/19 15 minutes 9/20 20 minutes
	George	• Apply phonics skills to decode words • Apply phonics skills to spell words	Blending and telescoping strategies Total physical response – floor mat for movement Manipulative sequence strategy	9/16 5 minutes 9/17 15 minutes 9/18 20 minutes 9/19 5 minutes 9/20 15 minutes
	Zack	• Write complete sentences • Create an explanatory text with clear main idea • Sequence events accurately in writing	Bulls-eye strategy for main idea Kinesthetic sequencing strategy Concrete to abstract noun/verb representations	9/16 15 minutes 9/18 20 minutes 9/20 10 minutes
Social Emotional	George	• Transition quickly between activities • Use individual schedule to prepare for changes • Use speech to express emotions to adults	Time management strategy Schedule creation instruction Graduated prompting Visual/audio/verbal practice	9/16 10 minutes 9/17 5 minutes 9/18 5 minutes 9/19 20 minutes 9/18 5 minutes
	Zak	• Identify and use problem solving strategies for social situations • Use strategies to decrease impulsivity • Increase length of on-task behavior	Mnemonic for problem solving steps Graduated prompting On-task self-monitoring	9/16 5 minutes 9/18 5 minutes 9/20 5 minutes

Self-Assess Your Metacognition

Directions: Check True or False for each statement about yourself.

Regulation of Cognition	True	False
1. I think about what I really need to learn before I begin a task.		
2. I ask myself questions about the material before I begin.		
3. I slow down when I encounter important information.		
4. I consciously focus my attention on important information.		
5. I focus on the meaning and significance of new information.		
6. I create my own examples too make information more meaningful.		
7. I draw pictures or diagrams to help me understand.		
8. I try to translate new information into my own words.		
9. I try to break down new learning into smaller steps.		
10. I focus on overall meaning rather than specifics.		
11. I change strategies when I fail to understand.		
12. I re-evaluate my assumptions when I get confused.		
13. I consider several alternatives before I choose.		
14. I ask myself if I have considered all options when solving a problem.		
15. I periodically review to help me understand important relationships.		
16. I find myself pausing regularly to check my comprehension.		
17. I view the issue from someone else's perspective.		
18. I look for relationships among components.		
Scoring: 1 point for every True statement, 0 pts. for every False statement		
TOTAL	**/18**	

Adapted from the Metacognitive Awareness Inventory (MAI) Open Source Document, Schraw, G. & Dennison, R.S. (1994)

Evidence-Based High-Leverage Practices

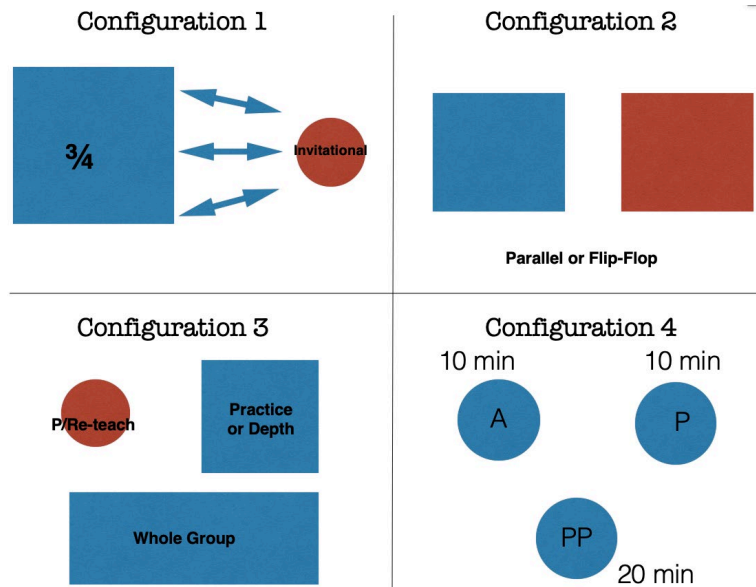## *Examples Identified by the Council for Exceptional Children*

Action	Description	PRR Examples
Systematically design instruction toward a specific learning goal.	Logical sequencing of lesson components, activating prior knowledge, connecting lessons, adequate time allocation	• Specific lesson targets shared with students • Advance organizers • Content exposure followed by visual displays
Adapt curriculum tasks and materials for specific learning goals.	Selection of materials and technology, adjustment to content quantity and success criteria, choosing meaningful tasks	• Task analysis • Memory enhancing strategies • Guided notes
Teach cognitive and metacognitive strategies to support learning and independence.	Explicit instruction in executive function skills metacognitive strategies and self-monitoring	• Self-monitoring • Text interaction strategies • Self-regulated strategy development (SRSD)
Provide scaffolded supports.	Provision of temporary supports calibrated to student's current level, evaluation of their effectiveness, fading and removal for independence	• Models of completed tasks • Visual representations • Reciprocal teaching
Use explicit instruction.	Explicit modeling of tasks through visual and verbal supports, intentional choice of examples, anticipated misconceptions, removal of distracting information	• New content in small steps • Guided practice • Massed and distributed independent practice
Use assistive and instructional technologies.	Select, implement and evaluate various technologies that aid student learning, instruct on use to grow independence	• Video self-modeling • Augmentative and alternative communication systems • Computer-aided instruction for cognitive skills
Provide intensive instruction.	Match intensity of instruction to student need. Determine size and composition of small groups for maximum learning opportunity.	• Immediate, corrective feedback • Significantly more practice opportunities • Integrated content instruction with executive function strategies
Teach students to maintain and generalize new learning across time and settings.	Use instructional methods that promote learning transfer to other settings, people, time or materials, increase access in unknown situations	• Training sufficient exemplars • Identifying common features • Communication training for generalization
Provide positive and constructive feedback to guide students' learning and behavior.	Deliver feedback that is specific, timely, contingent, age-appropriate and goal-related, assist student to receive and apply feedback effectively	• Relating feedback to the goal • Feedback as questioning • Teaching error identification skills

Planning for Access and Executive Function Skills

Access or Executive Function Category	Required for lesson ✓	First names of students with deficits	First names of students with IEP goals	First names of students with accommodations	Starred Priorities ★
Communication					
Problem-solving					
Goal-Directed Persistence					
Self-Advocacy					
Gross and Fine Motor					
Inter/Intrapersonal					
Planning					
Organization					
Technology					
Work Readiness					
Time Management					
Working Memory					
Metacognition					
Self-Regulation					
Response Inhibition					
Sustained Attention					
Task Initiation					
Flexibility					

Examples of Participation Boosters

- ☐ Authentic Relationships
- ☐ Relevance, Connection
- ☐ Emotion
- ☐ Accessibility
- ☐ Self-Efficacy
- ☐ Scaffolding
- ☐ Movement and Hands-On Activities
- ☐ Student Choice/Interest
- ☐ Small Group Instruction

Configuration 1

¾ · Invitational

Configuration 2

Parallel or Flip-Flop

Configuration 3

P/Re-teach · Practice or Depth · Whole Group

Configuration 4

10 min — A · 10 min — P · PP — 20 min

Lesson Planning Example

Period 1 – 6th Grade ELA

<u>Quick Write</u> - (5 minutes to write, 1-2 minutes to revise and edit, 1-2 minutes to share)

What hobby can you think of that would make a good occupation when you grow up?

<u>Comma Rule -</u>
Compound Sentences - review (practiced earlier in the year - just brushing up on it again)
*We will probably start on <u>Slide 3</u>.

<u>Informational Text Structures -</u>
We will be applying what we started yesterday. Students will see a brief text to identify and then identify and explain the text structure being used.
*Activity starts on <u>slide 8</u> Finished product example
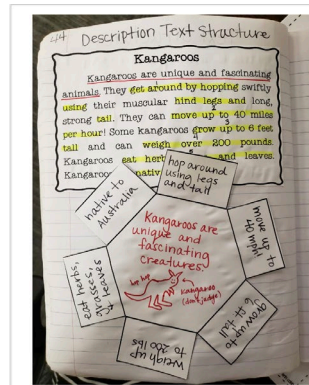
Step 5: Glue in notes.

You can either do a two-page spread, or you can glue yours how mine is.

If you do this, make sure you don't put glue on the back part that would cover up part of the text.

Title your page, label with a page #, & update your Table of Contents.

Adapting the Lesson

1. **Clarify the learning target for the lesson**.
   -

2. *Pinpoint the difficult moments students may experience*.
   -
   -

3. *Choose IEP goals to address during the lesson*.
   -
   -
   -

4. *Identify the metacognitive process that a successful learner might use.*
   -
   -
   -

5. *Adapt the general approach.*
   -
   -
   -
   -
   -

6. *Attend to necessary access or executive function skills.*
   -
   -

7. *Build in specific methods to boost participation.*
   -
   -

Teaming for SDI

WHO WILL BE RESPONSIBLE FOR:	NAME	NAME	NAME	COMMENTS
Identifying places in the general education curriculum that link to IEP goals?				
Choosing the IEP goal(s) to be addressed during a lesson?				
Knowing the specific IEP goal(s) for the day?				
Designing the specially designed instruction that will occur?				
Selecting and organizing instructional materials?				
Introducing the specially designed instruction to the student?				
Continuing to implement the specially designed instruction?				
Collecting progress monitoring data?				
Planning for generalization to other conditions?				
Designing practice opportunities such as quizzes and homework?				
Scheduling students and staff so that SDI can occur?				
Providing any necessary training related to the SDI?				
Coordinating or directing team members (para-educators, related professionals, etc.)?				
Maintaining home contact related to SDI?				

Coaching for SDI in the Co-Taught Classroom

The purpose of this list is not evaluative but meant to start discussions with co-teachers in order to improve the provision of Specially Designed Instruction in the co-taught classroom. The discussion prompts are not in priority or chronological order.

Questions for conversation about planning

- What method are you using to keep the IEP goals accessible/in front of you for lesson planning?
- How do you usually address the IEP goals during the lesson?
- How frequently are you addressing IEP goals?
- What are some of the complementary skills that your students need in order to access the standards?
- Do you have any students for whom you are adapting content/modifying standards?
- Which small instructional group models are you using? Why?
- How are you communicating IEP goals to para-educators?
- What is an example of SDI that you have implemented in the past week?
- Describe your typical co-planning meeting.
- What does your progress monitoring show? How do you bring this into discussions and planning?
- How do you insure that the specialist's expertise is being utilized in planning?

Questions to ask after a lesson observation

- How did you address the IEP goals during the lesson?
- What type of changes did you make to the lesson so that students with disabilities could participate?
- Why did you choose the specific small group model you used today?
- Did you provide SDI today? If so, what did it entail?
- How did you assess progress today on IEP goals?
- Based on what you experienced today, what type of SDI might your students with disabilities need for the next lesson?