
























Section 7 Clue Sheet

Specially Designed Instruction (SDI): Type of Instruction - What the instruction will be that a regular education teacher couldn't do on a regular basis? (prove your degree)	Provider Title	Location	Time and Frequency
<p> Clue: Make it specific!</p> <ul style="list-style-type: none"> Group Size: individual, small group What Instruction? Direct/intensive instruction, pre-teach, breaking down the language/steps, repeated/guided practice, social skills training in..., speech and language therapy in ... What Skill? Phonics, decoding words, oral reading, vocabulary, comprehension (making connections, ask questions, self-monitor, infer, determine importance, summarize), analysis of the structure of words, Language How/Through? Modeling/prompting, with a multisensory approach, shaping/expansion, role play, corrective feedback, paired reading, frequent reinforcement/redirection, repeated practice, teach strategies in..... Conditions? Prior to the presentation of material in the classroom, using ___ grade level <p> Clue: Do not use vague terms such as "special reading program", "math instruction/intervention services", "small group", "social skills", "multi-sensory approach", "speech/Language services", "support in classroom"</p> <p> Clue: Services delivered by an aide do not belong here, but in Support for School Personnel.</p> <p> Clue: Consultative services (adult to adult) belong in Support for School Personnel.</p> <p> Clue: Every IEP MUST have some type of Specially Designed Instruction. If it is a Speech Primary Handicapping Condition student – code minutes delivered by SLP only in Specially Designed Instruction and NOT in both Specially Designed Instruction and Related Services.</p>	<p> Clue: Should only be one provider unless you are co-teaching.</p> <p> Clue: If you need more than one provider chances are the specially designed instruction or frequency is different – so create a new set of boxes for each provider.</p>	<p> Clue: If more than one location, create a new set of boxes for each location (i.e. classroom and pull out resource room).</p> <p> Clue: Never use vague terms such as "and/or", "as needed", "across all school settings".</p>	<p> Clue: Put time in minutes or hours</p> <p> Clue: Frequency can be daily, weekly, monthly, quarterly...</p> <p> Clue: It should not be the "entire bell" – but just the time the student is receiving specially designed instruction.</p> <p> Clue: Time and frequency could be contingent on "trigger events" (for increase/decrease of services), but should be well explained (i.e. "when the student exhibits 2+ instances of aggressive physical contact with peers or adults direct IS support will be implemented for <u>(time and frequency)</u>, when student has calmed and returned to schedule without aggressive behavior direct IS support will be provided for <u>(time and frequency)</u>".)</p>
Related Services	Provider Title	Location	Time and Frequency
<p> Clue: Be specific about the service delivered like Specially Designed Instruction (SDI) above.</p> <p> Clue: If a related service provider (i.e. OT, PT) is the only one delivering specially designed instruction – it belongs in the top specially designed instruction box, not related service.</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>
Assistive Technology (AT)	Provider Title	Location	Time and Frequency
<p> Clue: Be specific about the service delivered like the Specially Designed Instruction above. (i.e. all books enlarged if under 24 font, which reading material scanned and converted into text to speech, etc...)</p> <p> Clue: Do not name the technology but instead describe the features the child needs (i.e. voice output communication device, with 40 cells, the ability to hide/reveal, dynamic organization of core vocabulary...)</p>	<p> Clue: Explain:</p> <ul style="list-style-type: none"> who will prepare the material, who will train whom on what (i.e. programming, scanning), etc. who will maintain 	<p> Clue: Access to the communication device during:</p> <ul style="list-style-type: none"> English Language Arts All academic classes Non-instructional times such as lunch/recess, Home for continued 	<p> Clue: Access to AT device during</p> <ul style="list-style-type: none"> Writing activities in the English Language Arts (ELA) bell ELA for any assignment/activity which involves writing more than a sentence ELA & Science – for independent reading assignments, over a paragraph that are given to all students