

Examples of Specially Designed Instruction

Reading

- **Multi-sensory Reading Programs:** Using an Orton-Gillingham system to teach phonics and decoding with a multi-sensory approach.
- **Modified Reading Materials:** Providing text at a lower reading level while still maintaining grade-level content for comprehension.
- **Direct Instruction in Fluency:** Teaching specific strategies for reading fluency through repeated readings or timed drills.
- **Chunking and Scaffolded Texts:** Breaking text into smaller, more manageable sections and explicitly teaching comprehension strategies.
- **Structured Word Study:** Systematic instruction in morphology (roots, prefixes, and suffixes).

Math

- **Explicit Instruction in Problem-Solving:** Teaching step-by-step approaches for solving word problems with visual models or graphic organizers.
- **Number Sense Development:** Providing direct instruction on foundational math concepts using manipulatives and visual aids.
- **Modified Math Curriculum:** Breaking down multi-step math problems into discrete steps with direct teaching of each step.
- **Re-teaching in Small Groups:** Conducting daily or weekly small-group sessions to reteach challenging math concepts.
- **Math Fact Strategies:** Teaching alternative strategies for memorization, such as touch math or mnemonic devices.

Social Skills

- **Direct Social Skills Instruction:** Using role-playing and modeling to teach conversation skills, turn-taking, and perspective-taking.
- **Video Modeling:** Using pre-recorded videos to demonstrate appropriate social behaviors in various settings.
- **Social Narratives:** Creating personalized stories that outline social expectations and appropriate responses in specific situations.
- **Peer Coaching Programs:** Structured activities pairing the student with a peer for guided practice in social interactions.

- **Self-Monitoring Techniques:** Teaching students to use checklists or visual aids to reflect on their social interactions.

Behavior

- **Functional Behavior Skills Training:** Teaching replacement behaviors through explicit instruction based on the student's behavior plan.
- **Self-Regulation Instruction:** Teaching students' specific strategies to recognize and regulate their emotions, such as colors/Zones of Regulation.
- **Behavioral Modeling:** Providing direct teaching and practice for expected behaviors in different settings (e.g., transitioning between classes).
- **Structured Behavior Interventions:** Implementing teaching sequences to address skills like waiting, requesting help, or problem-solving conflicts.
- **Individualized Visual Schedules:** Explicitly teaching the student to follow and adapt to a personalized daily schedule.