Table 1

NYS Quality Indicator Review and Resource Guides for Literacy:
Specially Designed Intensive Reading Instruction for Students with Disabilities
and Considerations for Learners with Moderate/ Severe Disabilities

NYS QI COMPONENT AND KEY QUESTIONS *SPECIALLY DESIGNED INTENSIVE READING INSTRUCTION FOR STUDENTS WITH DISABILITIES*	INDICATORS FOR STUDENTS WHO HAVE MODERATE/ SEVERE/ MULTIPLE DISABILITIES	SAMPLE RESOURCES AND IDEAS TO SUPPORT THIS COMPONENT FOR LEARNERS WITH MODERATE/SEVERE DISABILITIES
EXPLICIT AND COMPREHENSIVE What instructional routines exist that include a direct instruction model; modeling, guided practice, student independent practice and application with feedback, and generalization of skill? How is intensive reading instruction more explicit and focused than typical reading instruction?	ALL students with moderate and severe disabilities receive powerful, individually appropriate, daily instruction and other experiences in reading; Instructional supports including: modeling, guided practice, student practice with application, feedback and generalization of skills; Instruction is INTENSIVE (e.g., delivered individually or in very small groups; taught by expert professional instructor; materials and instruction match individual student priorities in reading process); instruction is sequential and systematic Materials (including digital texts and technology) are carefully matched to student abilities and needs to maximize engagement	Developing A Comprehensive Team Literacy Program (Frameworks and Routines) Guided Reading Structured Shared Reading Lesson Plans for Guided Reading and Structured Shared Reading Case Examples for Individual Literacy Program Recommendations (Elementary and Secondary) Reading Materials: Considerations for accessible texts
ASSESSMENT AND BENCHMARKING What process has been used to identify and document individual skills and targeted needs unique to each student? How is instruction in	Individual reading assessments (Formal and Informal) are implemented and documented for baseline and ongoing instructional planning Progress charts (e.g., book levels, phonics and sight word knowledge) necessary and useful	Considerations for assessing learners with moderate/severe disabilities Case Example: Formal Assessment and Recommendations for a Student with Multiple Disabilities

individual skills presented at the student's instructional level? How often and in what ways is student progress in targeted skills monitored?	sight word knowledge) necessary and useful accommodations/ formats Summaries and checklists of abilities and needs in multiple skills and behaviors for critical components of the reading process Performance assessments including samples (e.g., videotaped samples 4x/ year, showing both student performance and materials/supports/routines) and other data (e.g., IRI records) are part of student records Daily instruction emphasizes focus on individual skill needs	Disabilities Shared Reading: Informal Assessment with a Student with Significant Disabilities
INTENSIVE PROGRAMMING How are interventions selected to target student specific deficits? What structures are in place to increase instructional time and/or reduce teacher student ratio?	ALL students' daily schedules include significant time devoted to individualized literacy learning. The amount of time that students with moderate/severe disabilities participate in daily literacy routines and instruction is equal to or exceeds typical daily time allotted to nondisabled peers for literacy (e.g., 90 minutes + additional intensive programming); Students receive explicit instruction daily from highly qualified reading professionals; Interventions match student needs and are grounded in evidence based literacy practice; General and special educators share responsibility for planning and providing individually appropriate reading instruction and supports for students with moderate/severe disabilities	Case Examples for Individual Literacy Program Recommendations (Elementary and Secondary)
SCHOOL-WIDE SUPPORTS What school-wide supports are utilized to target at-risk students' individual needs?_What supports teaching of metacognitive and self-regulation strategies are planned to assist struggling students? How are interventions informed by results of assessment, aligned with assessment results implemented with	Supervisors monitor and support special educators' performance as reading professionals with all students; Literacy schedules and individual progress of students with moderate/severe disabilities is monitored as part of class and school-wide planning; general and special educators have access to appropriate materials (including	Developing A Comprehensive Team Literacy Program (Frameworks and Routines) Lesson Plans for Guided Reading and Structured Shared Reading Case Examples for Individual Literacy Program Recommendations (Elementary and

with assessment results implemented with fidelity and consistently monitored?	technology and texts in multiple formats) and professional development that is relevant to the full range of literacy learners, including those who have moderate/severe disabilities	Secondary) Reading Materials: Considerations for accessible texts
MOTIVATION AND ENGAGEMENT What motivation/engagement strategies are employed to enhance student's investment in literacy? How does professional staff effect and monitor student engagement?	Classroom and team literacy routines, materials and formats include respect and student choices; opportunities for shared interactions related to reading that include the full range of learners; technology and text formats are chosen to maximize student engagement and success; resources and information are shared with families to support literacy participation across home-school contexts (e.g., videotapes of successful school literacy routines and supports, sharing engaging materials, including digital texts); instruction and supports includes attention to increasing student engagement and building self directed literacy routines for current and future contexts.	Case Examples for Individual Literacy Program Recommendations (Elementary and Secondary) Reading Materials: Considerations for accessible texts