

Specially Designed Instruction (SDI)

SDI is defined by IDEA as “adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and 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.” 34 CFR §300.39(b)(3). SDI for a student takes into consideration the unique needs of the student and includes intensive instruction, accommodations, supplementary aids and services, program modifications, and personnel support.

IS	IS NOT
Only students with IEP’s	All students
A service provided to a student	A place a student goes
In addition to the core instruction (supplemental)	In place of core instructions (supplant)
What the instructional team does	What a student does
Specific to the student	A schedule
Instruction that allows a student to make progress in the enrolled grade level standards AND changes the trajectory of growth to narrow/close the gap	Settling low expectation or teaching ONLY below grade level skills
An individually designed plan of services and supports	A replacement for Universal Design for Learning (UDL) or Differentiated Instruction (DI)
Uniquely designed instruction that is designed to promote progress toward IEP goal(s)	A commercial program
The consideration of learner characteristics, high-leverage practices, intensive instruction, accommodations, program modifications, and supplementary aids & services for the student to access the general education curriculum	Only available in tier 2 small group, or tier 3 one-on-one instruction
Co-planned, co-implemented, and co-evaluated by a collaborative IEP team	Planned, implemented and evaluated solely by a special educator

Source

MSDE, JANUARY 2019 Technical Assistance Bulletin Improving Outcomes for Students with Disabilities CURRICULUM, INSTRUCTION AND ASSESSMENT

<http://marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-01-ImprovingOutcomesforSWD.pdf>