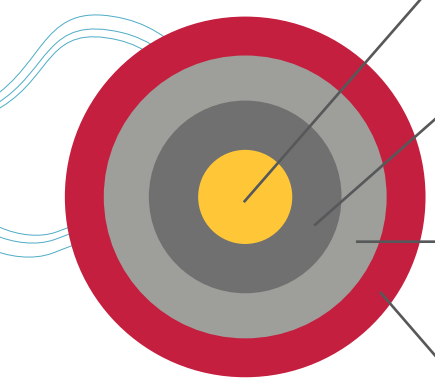
# What is SPECIALLY DESIGNED INSTRUCTION?

## SDI IN CONTEXT



MSDE (2024), Accommodating All Learners: A Guide to Inclusion DRAFT

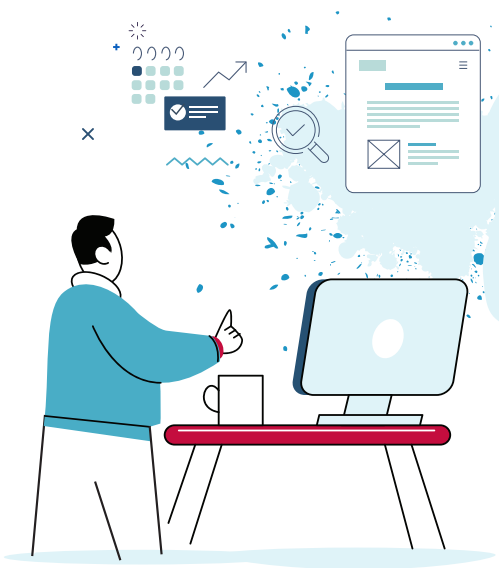
**SDI**
Special Education Service → Legally required by IDEA →Proactive and reactive for students with disabilities → Available to students with an IEP → SDI goes beyond practices found in UDL, DI, and MTSS, specific to IEP goals

**MTSS**
Conceptual Framework → Legally required for ESSA funding →Proactive and reactive to needs based on formative and summative data → Available to whole class including students with disabilities → MTSS is inclusive of UDL, DI, and SDI for students with IEPs

**DI**
Conceptual Framework → Considered best practice →Proactive and reactive to needs based on formative data → Available to whole class including students with disabilities → DI classrooms typically incorporate MTSS, UDL and SDI for students with IEPs

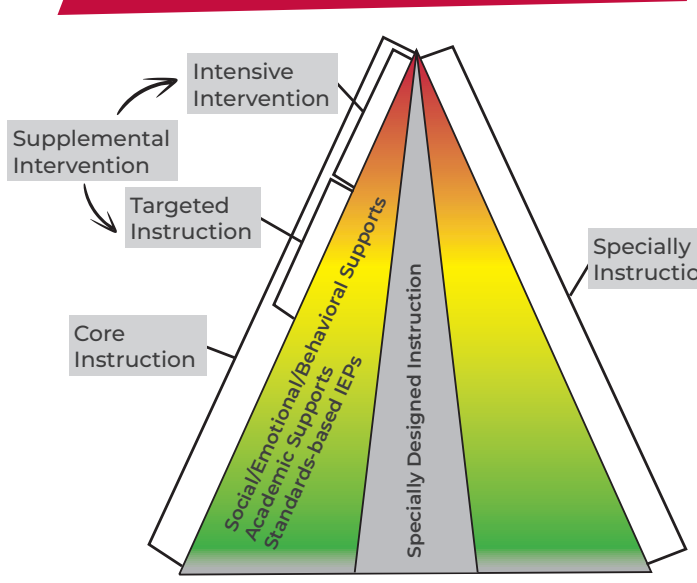
**UDL**
Conceptual Framework → Defined in federal law →Proactive to needs/barriers → Available to whole class including students with disabilities → UDL classrooms may include DI, MTSS and SDI for students with IEPs

SDI is **adapting Content, Methodology** or **Delivery of Instruction**



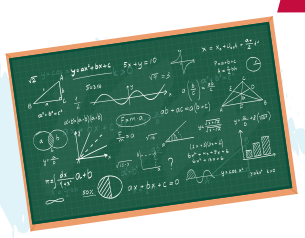
SDI addresses the **unique (IEP) needs** of a student with a disability and ensures **access to the general education curriculum** in order to meet grade level standards.

## MULTI-TIERED SYSTEM OF SUPPORT




MSDE (2019), *A Guide for Implementing Specially Designed Instruction within an Integrated Tiered System of Support*

## SDI GROWS THE LEARNING WITH EXPLICIT INSTRUCTION



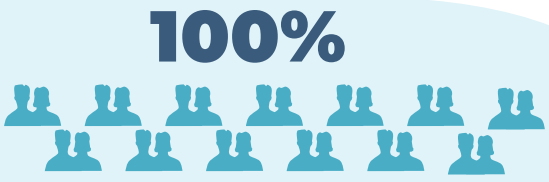
1. Systematic prompting and feedback
2. Self-regulation support for learning and behavior
3. Peer assisted instruction
4. Manipulative-based instructional sequences
5. Contextualized Instruction
6. Modified Schema-Based Instruction
7. Learning and communication accessibility

MSDE (2023), *Evidence-Based Specially Designed Mathematics Instruction Practice Profile*

## MARYLAND STUDENTS RECEIVING SDI ACROSS GRADE SPANS

SDI is a **service not a place.**

- Statewide total = 117,825
- PreK to grade 5 = 63,301
- Grade 6 to 12 = 54,524




MSDE (2023), *Maryland Early Intervention and Special Education Services Census Data*

## GUIDING QUESTIONS FOR SDI

- Is the instruction different from the typical general education practices of UDL or DI?
- Is it explicit instruction rather than a tool or accommodation?
- Does it address the student's unique learning needs as indicated in the IEP?
- Does the instruction enable access to and progress toward grade level standards?
- Is it directly related to an IEP goal and are you collecting data for progress monitoring?
- Is it growing a skill that will be transferable or generalizable?
- Is it designed to build independence?

## PLANNING FOR SDI FLOWCHART

- Clarify the Learning Target
- Pinpoint Difficult Moments
- Choose IEP Goals to Address
- Identify the Metacognitive Processes
- Adapt the General Instructional Approach
- Attend to Access Skills
- Boost Participation

ASSESS

IMPLEMENT

SDI is **typically delivered by the special educator or related service provider and may be delivered by the general educator** based on student needs.

Beninghof, A. (2022),. *Specially Designed Instruction: Increasing Success for Students with Disabilities. Routledge, New York, NY.* (Reference for Guiding Questions and Flowchart)

Maryland STATE DEPARTMENT OF EDUCATION

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