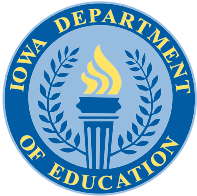


# Specially Designed Instruction Overview

Transforming the educational system to support diagnose, design, and delivery of high quality Specially Designed Instruction (SDI) so that all learners with disabilities and their families are engaged and making progress.



## Goal

Iowa’s SDI initiative was designed to improve literacy outcomes for students with disabilities. SDI involves adapting the content, methods, and delivery of instruction to meet the individual needs of students.



### Teaming

Districts and buildings identify leadership teams to support the work. Collaborative teams receive professional learning and coaching to implement the Iowa SDI Framework.



### Professional Learning

Regular, ongoing professional learning is provided for up to three years on the Iowa SDI Framework in one of three current areas of focus:

- Preschool
- K-6 Literacy
- Significant Disabilities



### Coaching

All teaching teams receive regular coaching (bimonthly, at minimum) on implementation of the Iowa SDI Framework and the identified evidence-based practices in their area of focus.



### Action Planning

Teams create and maintain an action plan that documents their next steps in implementation, supports needed, and to provide clear goals for the coach to support them on.



### Measuring Fidelity

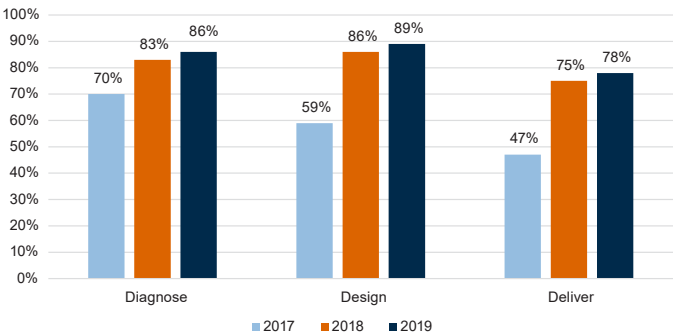
Various tools are used to measure implementation of the SDI Framework, including the Framework Implementation Tool and Coaching Self-Assessment.



## What

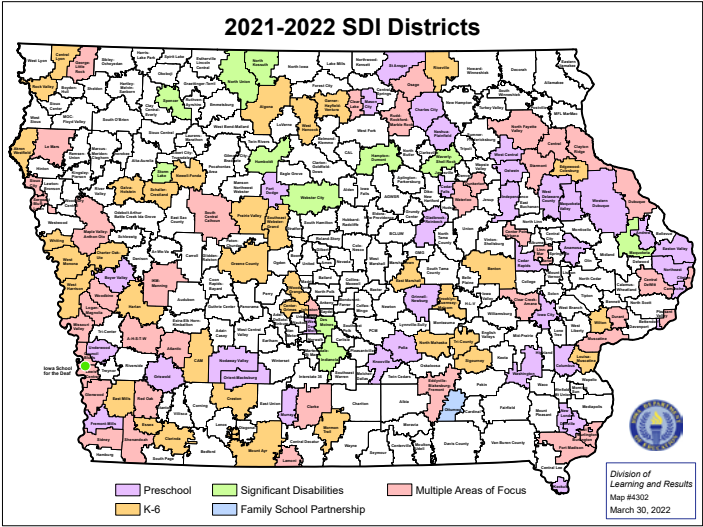
Teachers increase their use of SDI literacy practices over time.

Percentage of teachers implementing SDI practices 2017 to 2019



## Who

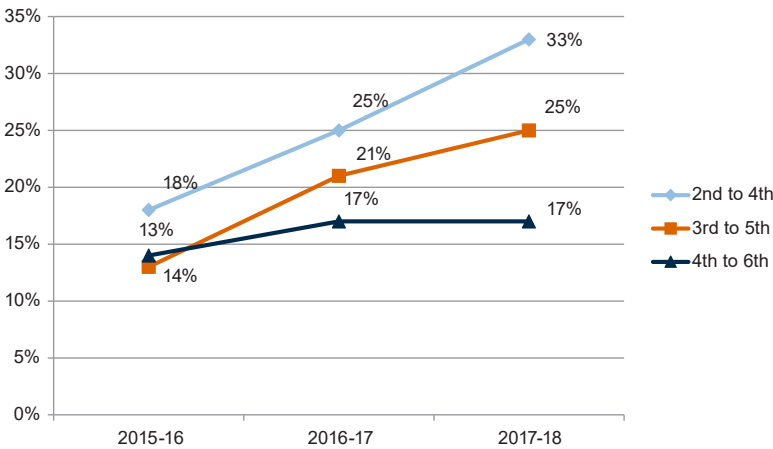
Nearly 1,000 educators from 171 preschool and elementary buildings in 83 districts across the state.



## Impact

SDI improves outcomes for students with disabilities. The benefits to students are greater in buildings that implement SDI for at least three years.

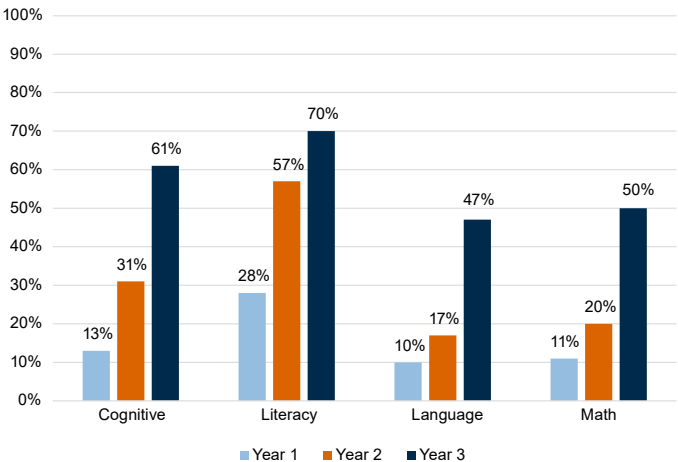
FastBridge CBMR Assessment Percentage of students with Individualized Education Programs (IEP) in SDI meeting / exceeding expectations. Longitudinal comparison of 2nd, 3rd and 4th graders.



*“SDI training has been one of the most positive initiatives to improve achievement for our students. We have changed our practices dramatically.” ~Principal*

*“Students’ IEPs are being amended to increase mastery levels. The GAP is becoming smaller!” ~Educator*

GOLD assessment percentage of 4-year old children meeting/exceeding expectations. Comparison between sites participating in SDI 1 to 3 years.



*“We have seen an impact on generalizations and mastery of student skills. We also have greater collaboration among various stakeholders, including general and special education.” ~Principal*

## References

Measurement Incorporated. (2021). [SPDG Spotlight Compendium](#)