



Specially Designed Instruction (SDI)

*Disclaimer: This presentation reflects current federal and state compliance requirements included in the Arizona Exceptional Student Services monitoring system. It does not include local PEA policy, procedure, or practice that may exceed compliance requirements.

It Starts with Free Appropriate Public Education (FAPE)

FAPE is defined as special education and related services that:

- Are provided at public expense, under public supervision and direction, and without charge.
- Meet the standards of the state education agency.
- Include preschool, elementary school, or secondary school education in the state.
- Are provided in conformity with an IEP.



How Is It Determined That a Student Needs SDI?

- In order to be eligible for special education services, a child must:
 - Have a qualifying disability
 - that impacts the student's progress in the general curriculum
 - and be in need of special education and related services in order to access, and progress in, the general curriculum.



What Is Special Education?

- Specially designed instruction
- Individualized to meet the student's unique needs
- Adapts content, methodology, or delivery of instruction
- Ensures access to the general education curriculum so a child with a disability can meet the educational standards that apply to all children



- Something *special* is being done to the instruction.
 - Specially designed and individualized
 - to meet the child's unique needs
 - to mitigate the effects of the child's disability
- Special education teaches skills, strategies, and techniques designed to address the particular difficulties of individual students in order to help those students learn effectively.
- Special education is meant to be a portable, transferrable set of skills.
 - Creates lifelong skills that can be used across settings and topics



Content, Methodology, and Delivery



What does that mean?

- Content: Knowledge and skills being taught to the student
- Methodology: Instructional strategies or programs used with the student
- Delivery of instruction: The way (not where) in which instruction is delivered to the student

Implementation: Content

- A list of the adaptations to content in a given subject
- Adaptations as determined by IEP team



Implementation: Methodology

- Research-based methodology that is included in the lesson and is in addition to the general lesson plan
- Determined by IEP team



Implementation: Delivery of Instruction



- What is needed by an individual student, based on the impact of his/her disability, to access the general curriculum
- How the delivery is adapted for the individual student
- Determined by the IEP team

SDI Worksheet

~~ Information can be in the PLAAFP, services, goals, etc. ~~

* Evidence of SDI must address at least one of the following: content, methodology, and delivery of instruction. Adapting any one of these three in isolation, however, may not constitute SDI.

Content (Curriculum based on grade-level standards)	Methodology (Instructional design of content, based on research or best practice)	Delivery (Application and implementation of methodology that are necessary and specified within the IEP)	How is instruction different from what all other students receive?	Is instruction individualized? (Yes or No)	Is SDI evident? (Yes or No)
-------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	----------------------------------------------------------	-------------------------------------------

Let's Try

- Use the scenario provided to determine the SDI
- Remember.....Content, methodology and delivery



Let's Switch and Check



- Swap your created SDI with another table member.
- Using the SDI grid check to see if what has been created is SDI.
- If not explain.

How Does the Team Assess What SDI May Be Needed?



Through the development of the IEP, which includes four main parts:

- **Present levels**—What do we currently know about the student and his needs?
- **Measurable annual goals**—Based on his needs, what do we want him to be able to do next in order to move forward?
- **Special education and related services & supports**—What kind of help does he need in order to work on the annual goals and the general curriculum?
- **Educational placement**—In what type of environment does he need to be placed in order to successfully access these services and supports?

Determining specially designed instruction is meant to be a process. Each decision informs the next. SDI is determined by the IEP team, based on all of the above pieces

What Is Not Special Education?

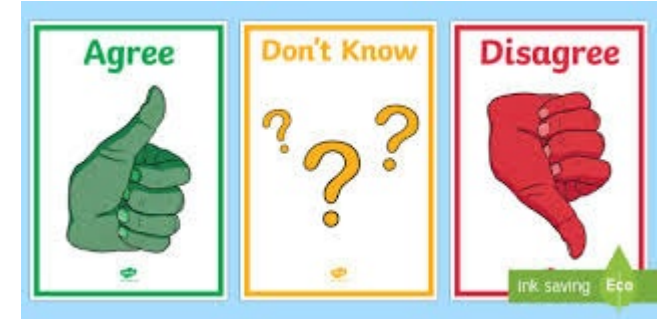
- Accommodations
 - Allow the student equal access to learning
 - Do not substantially change the instructional level
 - Do not substantially change the performance criteria
 - Do not substantially change the content of the curriculum or assessments
 - Are task -or situation -dependent
- Tutoring
- Remedial general education instruction/classes
- Aide support
 - Assist, reinforce, reteach
 - Supplementary aids and services



- The mere presence of a certified special education teacher
- The mere presence of other children with disabilities
- A class schedule or class period
 - Frequency and duration of services should be specifically chosen for each student based on needs, not schedules.
- *All* instruction given to a child with a disability while at school
- A place
- A student
 - There is no such thing as a *special education student*!



Let's See if We Agree



- Using the sheet provided, circle those items that are SDI

What Are Related Services?

- Required to assist the child in benefitting from special education
- Developmental, corrective, and other supportive services
- Include, but are not limited to:
 - Speech-language therapy
 - Occupational or physical therapy
 - Counseling
 - Transportation
 - Nursing services
 - Interpreting services



What Is Least Restrictive Environment?

The logo for Least Restrictive Environment (LRE) consists of the letters 'LRE' in a bold, blue, sans-serif font. The letters are slightly shadowed, giving them a 3D appearance as if they are floating above a white surface.

IEP teams must consider that, to the maximum extent appropriate, children with disabilities are educated:

- With their nondisabled peers
- In special classes or schools, or otherwise removed from the regular education environment only when education in the regular class cannot be achieved satisfactorily *with the use of supplementary aids and services*
- As close to home as possible
- In the same school he or she would attend if nondisabled

*LRE means something different for every child and is based on each child's unique needs.



What Is a Continuum of Service Options?

Schools must ensure the availability of a ***continuum of alternative placements***.

- Special education services provided in the regular education classroom
- Special education services provided in the resource or “pull out” setting
- Special education services provided in the self-contained setting
- Special education services provided in a private day school
- Home-based instruction—special education services provided in the home
 - This is not the same as homebound status or home-schooling
- Special education services provided in hospitals or institutions
- Special education services provided in residential treatment centers (RTCs)

Schools must ensure the educational placement decisions are made by the IEP team based on the student’s unique needs, not on the school’s service model.





Phone: 602-542-4013

Email: ESSinbox@azed.gov

Exceptional Student Services office locations in Phoenix, Tucson,
and Flagstaff