

Special Education is Specially Designed Instruction (SDI)

SPECIAL EDUCATION

Special education provides students with identified disabilities specialized instruction designed to meet their unique learning needs, giving them the opportunity to develop to their fullest potential. It is provided under our nation's special education law IDEA, and administered in Alabama under the Alabama Administrative Code. Special education is, by no means, a place and is not intended to be, but rather specially designed instruction that can be provided in a variety of settings based on each student's unique learning needs, as determined by the Individual Education Program (IEP) team.

SPECIALLY DESIGNED INSTRUCTION

SDI is the foundation upon which special education is delivered to meet the unique needs of each student with a qualifying disability. SDI is designed to ensure access to the general curriculum through modifications so that a student can meet the same academic standards as other students without disabilities. It further ensures progress for a student to meet their Individual Education Program (IEP) goals and objectives. SDI means that a teacher may adapt the instructional content, methodology, or delivery of instruction to address the unique learning needs of a child that results from their disability. SDI provides access to the general curriculum so that each child can meet challenging academic standards set by the state.

SDI is organized, planned instructional activities that modify the content of what is being taught, the methodology, or the delivery of instruction. SDI is

planned and provided by a qualified special education professional. SDI is unique to each student and is linked to the student's IEP goals and objectives. SDI is planned, organized, and systematic in its delivery to specifically address the student's unique learning needs as stated within their IEP goals and objectives.

What makes instruction truly individualized and specially designed for a student with a disability and different from what a general education student receives is how the instruction is linked to the student's IEP goals and objectives.

MODIFIED CONTENT

Modified content means that knowledge and skills being taught to the student with a disability are different from what is being taught to typically developing, same-aged peers. For example, a student with an IEP may be working on increasing the number of words that he can spell correctly while typically developing peers are being taught to write short stories with complete paragraphs. All students are working toward the same standard concerning writing, but the student with the IEP is learning a skill and working toward a standards indicator that is different than his peers. Modified content can also be seen in situations where the student with a disability is receiving instruction in daily living skills that are not components of the general education curriculum for typically developing peers, but rather are reflected in the student's IEP goals and objectives. A student may have behavior control goals and receive support and instruction in self-management skills. This type of instruction would not be part of the general curriculum for all students, but rather provided to meet the unique needs of an individual student.



Alabama Parent Education Center 

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MODIFIED METHODOLOGY

Modified methodology means that different instructional strategies and approaches are being used to teach content to the student with a disability than those used with typically developing, same-aged peers. One example is a special education teacher using the Orton-Gillingham Reading Method as a way of teaching basic reading skills and fluency. This, and similar reading methodologies designed for use with students having neurologically based reading problems is not commonly used in the general education classroom with general education peers.

MODIFIED DELIVERY

Modified delivery means the way instruction is delivered is different than what is provided to typically developing peers. Examples include providing intensive instruction, individually or in small groups, outside of the general education classroom, or providing more frequent instructional opportunities than are provided to general education peers. It should be noted, however, that specially designed instruction is fundamentally different than accommodations.

Accommodations are something teachers provide to support access to the general curriculum. Accommodations do not change what is taught, the strategies used, or how instruction is delivered to students. Accommodations may be used as a means for providing differentiated instruction that is responsive to a variety of learning styles. An individual does not have to have specialized training to provide accommodations. Many accommodations are common-sense approaches for responding to the learning needs

of students with or without disabilities. Students who are able to have their learning needs met effectively, within the general education environment through the exclusive use of individual accommodations rather than specially designed instruction, would not be considered a special education student in this area.

YOUR OPINION MATTERS

Stakeholder opinion is very important to our center. We invite you tell us what you think and make suggestions for trainings and publications. Complete a brief survey, call our center, or join our advisory committee. Your input is always welcome.

<https://www.surveymonkey.com/r/ALPTI>



APEC IS HERE TO HELP

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