**What is Specially Designed Instruction (SDI)?**

What does IDEA say?

[300.39]

[(a)](https://sites.ed.gov/idea/regs/b/a/300.39/a) General

[(3)](https://sites.ed.gov/idea/regs/b/a/300.39/b/3) **Specially designed instruction** means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

[(i)](https://sites.ed.gov/idea/regs/b/a/300.39/b/3/i) To address the unique needs of the child that result from the child’s disability; and

[(ii)](https://sites.ed.gov/idea/regs/b/a/300.39/b/3/ii) 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.

The Ohio Special Education RRC offers a clear definition [here](http://sst7.org/media/573e0a5ada793.pdf) of **specially designed instruction,** including some helpful guiding question when an IEP team is determining whether an intervention is to be considered **specially designed instruction*,*** as instruction which included *organized and planned instructional activities typically provided by a qualified special education professional that modify, as appropriate the content, methodology, or delivery of instruction. SDI is planned, organized and meaningful in that it is an intentional and systematic process that specifically addresses the student's needs as expressed in the IEP goals and objectives.*

**Additional Resources**

**The IRIS (Innovative Resources for Instructional Success) Center** supports the *IRIS Module: IEPs: Developing High-Quality Individualized Education Programs* detailing the process of developing high-quality IEPs for students with disabilities. The module discusses the requirements for IEPs as outlined in IDEA, with implications of the Supreme Court's ruling in *Endrew F. v. Douglas County School District* (est. completion time: 3 hours). There is a section focused on ‘Individualized Services and Supports which explains the what and how of SDI within a student’s program found [here](https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p08/). Additionally, the IRIS Center conducts an [*Interview with Judy Rudebusch, Ed.D.,*](https://iris.peabody.vanderbilt.edu/module/rs/cresource/q2/p05/rs_05_trans_audio_speechlang/) *to explain speech-language pathology services as a disability category that requires* ***specially designed instruction****.*

The Center for Increasing**(T)ime**, (**I)nstructional** Effectiveness, (**E)ngagement**, and **State (S)upport** for Inclusive Practices (TIES), offers the [*TIES Center Impact Article*](https://ici.umn.edu/products/impact/312/#Cover)on **specially designed instruction** for students with significant cognitive disabilities.

**The National Center on Intensive Interventions** (NCII)*,* offers supporting resources around ***specially designed instruction*** to meet high quality academic IEP goals within a school-wide data based individualized process which can be found [here](https://intensiveintervention.org/intensive-intervention/special-education).