



Types of Specially Designed Instruction (SDI)

The first column shows typical SDI in the brick and mortar setting, most of which can be done virtually. The second column shows additional or different SDI that may be helpful in the home environment.

1. **Environmental/Physical:** Adaptations and modifications to the physical environment

Provided when school buildings are open: <ul style="list-style-type: none">• Adaptive equipment<ul style="list-style-type: none">○ Low tech: adapted paper, slant-board, special seating, wedges○ High tech: FM systems, Computer, iPad, Wi-Fi (hot spots), online platforms, adapted text, talk to text, text to speech	Possible additional or different virtual support: <ul style="list-style-type: none">• IEP team assists the family to create a virtual learning environment that meets the student's needs• Fidgets to help the student focus
--	--

2. **Organizational:** Supports and instruction to plan, organize and execute tasks

Provided when school buildings are open: <ul style="list-style-type: none">• Check in and check out with teacher(s)• Agenda books, outlines• Visual schedules	Possible additional or different virtual support: <ul style="list-style-type: none">• 5/10/15-minute alarm checks in "pop-up"• Agenda prompts<ul style="list-style-type: none">○ link schedule reminders to a child's calendar
--	--

3. **Testing and Assignments:** Accommodations of where and duration; modification of work

Provided when school buildings are open: <ul style="list-style-type: none">• Extended time• Chunking into smaller parts• Small group testing, limited distractions	Possible additional or different virtual support: <ul style="list-style-type: none">• Provide real time instruction instead of pre-recorded• Have paraprofessional or teacher on line while student is testing
---	--

4. **Instructional:** Development and delivery of instruction that addresses diverse learning needs

Provided when school buildings are open: <ul style="list-style-type: none">• Modified Instruction• Altering level and amount of content• Adapted text	Possible additional or different virtual support: <ul style="list-style-type: none">• Provide materials in easy to read fonts• Highlight important content• Watch video to learn concepts instead of reading
--	---

5. **Behavioral:** Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

Provided when school buildings are open: <ul style="list-style-type: none">• Modification of rules and expectations• Check in and check out• Positive reinforcement• Scheduled breaks for movement	Possible virtual support: <ul style="list-style-type: none">• IEP team (which always includes the family) reviews the Behavioral Support Plan to identify how it can be provided at home and provide training/coaching to family on implementing strategies• Direct messaging student to help increase attention and participation• Video chats to check in and check out
--	--

6. **Social:** Supports and services to increase appropriate social skills and/or emotional regulation

Provided when school buildings are open: <ul style="list-style-type: none">• Social skills instruction• Facilitated conversation with peers• Social Stories	Possible virtual support: <ul style="list-style-type: none">• Record the child and use it as a teaching tool• Watch appropriate shows/videos & discuss emotional and non-verbal examples
--	--

7. **Collaborative:** Adults working together to support students

Provided when school buildings are open: <ul style="list-style-type: none">• Scheduled opportunities for parental collaboration• Consultation from related service providers	Possible virtual support: <ul style="list-style-type: none">• Scheduled coaching and guided support for team members, including parents, to plan and problem-solve for an individual student• Consultations among with teachers, related service providers, behavior specialists, families, etc. to meet student's needs at home
--	--

Students and families can have a new approach to...

- ✓ be active participants in this process,
- ✓ be self-aware of both their abilities and areas in which they struggle,
- ✓ be able to self-advocate and state their needs to the adults responsible for creating and providing the programs and services,
- ✓ be able to provide feedback throughout their education so revisions can be made to the programs and supports as necessary.