



Supporting Students with Disabilities: Specially Designed Instruction (SDI)

Florida Organization of Instructional Leaders (FOIL)

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Learning Objectives

Participants will:

- Understand the definition and characteristics of SDI;
- Increase their knowledge of the elements of SDI (content, methodology and delivery); and
- Discuss SDI within the general education setting.



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Specially Designed Instruction (SDI) Defined



Common Misunderstandings

SDI	Service Delivery	Accommodations
Instructional methods that the exceptional student education (ESE) teacher plans and delivers.	How teachers collaborate and work together to deliver instruction.	Tools or changes in the environment that allow the student to access the general education curriculum.



Comparison of SDI and General Education

Feature	SDI	General Education
Intended Audience	Students with IEPs	All students, including those with IEPs
Staff Responsible	ESE-certified staff (planning and oversight)	General education staff
Learning Goals and Outcomes	Addressing needs from the student's disability	State academic standards and schoolwide behavior expectations



Comparison of SDI and General Education (Continued)

Feature	SDI	General Education
Curriculum Alignment	Aligned to content, methodology and the delivery that the student needs	Aligned to state academic standards and general expectations
Indicator of Success	Progress toward IEP goals	State, local educational agency and grade-level assessments



What SDI Is and Is Not

SDI is ...	SDI is not ...
Embedded within tiered instruction	A replacement for tiered instruction
A service	An accommodation
Aligned with specific IEP goals	A restatement of grade-level standards
What a teacher does (the strategy)	What a student does (the task)



Characteristics of SDI

Specially

- Individualized
- Personalized
- Customized

Designed

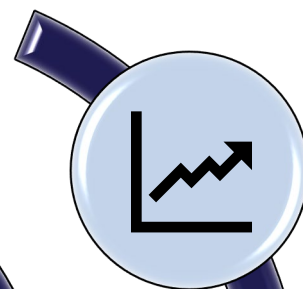
- Purposeful
- Intentional
- Planned

Instruction

- Teaching
- Coaching
- Directing



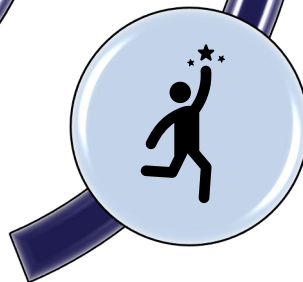
Benefits of SDI



Improves academic
performance and skill
development



Increases student
participation and
motivation



Provides supports for
the unique needs of
learners



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Designing the Specialized Instruction



Designing SDI

- SDI should focus on the knowledge, skills, strategies and presentation that the student needs to have access to and make progress on the state academic standards.
- The need for SDI should be evident in the IEP's Present Levels of Academic Achievement and Functional Performance statement.



Present Levels of Academic Achievement and Functional Performance Statement and a Need for SDI

An IEP must include:

- (1) A statement of the child's present levels of academic achievement and functional performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

[34 C.F.R. § 300.320\(a\)\(1\)](#)



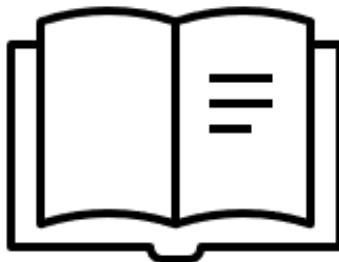
Elements of SDI

Elements	What it Means
Content	The knowledge and skills taught to the student to access the state academic standards and participate in the educational environment.
Methodology	The strategies that the teacher uses to teach the state academic standards.
Delivery of Instruction	The way the content is presented to ensure the state academic standards are accessible to the student.



Content

The knowledge, skills and strategies that the student needs to access to the state academic standards and participate in the educational environment





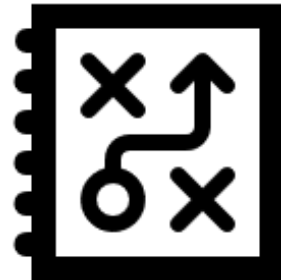
Content: Questions to Consider

- Does the student require changes to grade-level content to address the student's unique needs?
- Do the data indicate that the student needs specialized instruction in a specific academic or functional area?
- What foundational skills are identified in the goals that require SDI?
- How can we use the student's documented strengths and current knowledge to meet the identified areas of need?



Methodology

The practices and approaches that the teacher uses to teach or how instruction is delivered.





Methodology: Questions to Consider

- Is there a method that has proven to be more effective for this student when acquiring knowledge and skills?
- Are there methods that have been ineffective for this student when acquiring knowledge and skills?
- What are effective methodologies for teaching students with similar instructional academic and functional content needs?



Delivery

By whom, where and when instruction is delivered.





Delivery: Questions to Consider

- What instructional delivery changes are needed?
- Does the delivery (specifically group size and setting) provide sufficient opportunities for the student to practice and receive explicit feedback?



Meet Wynter



1. Review Wynter's information sheet.
2. Brainstorm a list of possible effects of Wynter's disability in the math classroom that you have identified.
 - How can SDI be intentionally planned for and implemented for Wynter?
 - Consider content, methodology and delivery.

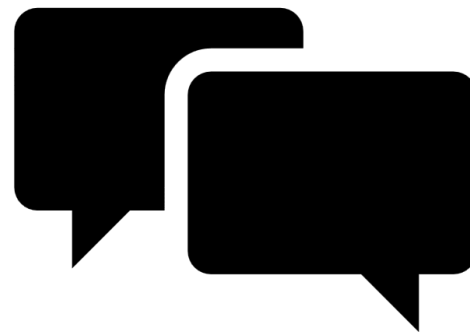


SDI in the General Education Setting

How can SDI happen naturally within the flow of the general education setting and the math lesson?

Consider:

1. Whole-class instruction
2. Flexible grouping
3. Opportunities for practice
4. Checking for understanding
5. Integrating technology





Contact Information

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