



## Types of SDI

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

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

<p><b>Provided when school buildings are open:</b></p> <ul style="list-style-type: none"><li>• Adaptive equipment<ul style="list-style-type: none"><li>○ Low tech: adapted paper, slant-board, special seating, wedges</li><li>○ High tech: FM systems, Computer, iPad, Wi-Fi (hot spots), online platforms, adapted text, talk to text, text to speech</li></ul></li></ul>	<p><b>Possible virtual support:</b></p> <ul style="list-style-type: none"><li>• IEP team assists the family to create a virtual learning environment that meets the student’s needs</li><li>• Fidgets, etc.</li><li>• Raspberry Pi (computer that doesn’t require internet)</li></ul>
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2. **Organizational:** Supports and instruction teach students to plan, organize and execute tasks

<p><b>Provided when school buildings are open:</b></p> <ul style="list-style-type: none"><li>• Check in and check out with teacher(s)</li><li>• Agenda books, outlines</li><li>• Visual schedules</li></ul>	<p><b>Possible virtual support:</b></p> <ul style="list-style-type: none"><li>• 5/10/15-minute alarm checks in “pop-up”</li><li>• Agenda prompts<ul style="list-style-type: none"><li>○ link schedule reminders to a child’s calendar</li></ul></li></ul>
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3. **Testing and Assignments:** Accommodations of where and duration; modification of work

<p><b>Provided when school buildings are open:</b></p> <ul style="list-style-type: none"><li>• Extended time</li><li>• Chunking into smaller parts</li><li>• Small group testing, limited distractions</li></ul>	<p><b>Possible virtual support:</b></p> <ul style="list-style-type: none"><li>• Extended time &amp; chunking can still be provided</li><li>• Provide real time instruction instead of pre-recorded</li><li>• Have para on line while student is testing</li></ul>
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4. **Instructional:** Development and delivery of instruction that addresses diverse learning needs

<p><b>Provided when school buildings are open:</b></p> <ul style="list-style-type: none"> <li>• Modified Instruction</li> <li>• Altering level and amount of content</li> <li>• Adapted text</li> </ul>	<p><b>Possible virtual support:</b></p> <ul style="list-style-type: none"> <li>• Change fonts</li> <li>• Auto highlight important content</li> </ul>
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5. **Behavioral:** Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

<p><b>Provided when school buildings are open:</b></p> <ul style="list-style-type: none"> <li>• Modification of rules and expectations</li> </ul>	<p><b>Possible virtual support:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Direct messaging student to help increase attention and participation</li> <li>• Predetermined breaks, including sensory</li> </ul>
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6. **Social:** Supports and services to increase appropriate social skills and/or emotional regulation

<p><b>Provided when school buildings are open:</b></p> <ul style="list-style-type: none"> <li>• Social skills instruction</li> </ul>	<p><b>Possible virtual support:</b></p> <ul style="list-style-type: none"> <li>• Record the child and use it as a teaching tool</li> <li>• Social Stories</li> <li>• Watch appropriate shows/videos &amp; discuss emotional and non-verbal examples</li> </ul>
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7. **Collaborative:** Adults working together to support students

<p><b>Provided when school buildings are open:</b></p> <ul style="list-style-type: none"> <li>• Scheduled opportunities for parental collaboration</li> </ul>	<p><b>Possible virtual support:</b></p> <ul style="list-style-type: none"> <li>• Scheduled coaching and guided support for team members, including parents, to plan and problem-solve for an individual student</li> <li>• Parents can consult with teachers, behavior specialists, etc. to meet student's needs at home</li> </ul>
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Students and parents 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.