



MYTH #2:

Students with significant cognitive disabilities can only receive specially designed Instruction (SDI) from their case manager or assigned special education teacher.

FACT:

SDI can be provided by any teacher or educational staff member as long as the SDI is designed and supervised by special education licensed staff.

The Truth Is...

- SDI should be delivered across all instructional environments. There is no minimum amount of time that a student eligible for special education is required to be in a special education setting (e.g., a self-contained classroom) to receive SDI.
- Special educators are not the only staff who can provide SDI to students. General education teachers and paraeducators can support the delivery of SDI to students with IEPs who are in general education settings.
- All SDI counts toward a student's complete education program. IEP service minutes include SDI provided by special education staff in any environment as well as SDI provided in general education settings by paraeducators and general education teachers.

EVIDENCE TO SUPPORT THE FACTS:

- [WAC 392-172A-02090 \(1\)\(i\)](#): General education teachers and paraeducators may assist in the provision of SDI so long as it is designed and supervised by special education staff. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.
- The “myth” that SDI provided by general education staff does not count may be predicated on a belief that a student's IEP is the entire education program. In fact, a student's IEP details a student's access to and progress in the general education curriculum based on grade-level standards. IEP service minutes are for special education services provided in addition to and as part of general education minutes to support access and progress in the general education curriculum.

STRATEGIES FOR DISPELLING THE MYTH:

- [Consider the extent to which the IEP addresses](#): (1) access to and progress in the general education grade-level curriculum and core standards, (2) how SDI will be integrated across the school day through multiple means, and (3) how special educators will provide direct and indirect support for SDI (whether SDI is provided directly by special educators or designed and supervised).
- Consider whether special education staff roles and responsibilities are defined based on myths or formal/informal policies and practices rather than roles and responsibilities that support greater student outcomes.
- Consider [how funding sources can be braided](#) to provide flexibility in how staff meet a variety of student needs. For example, a school social worker or intervention teacher funded by both special education and Title 1 funds to provide small group support for heterogeneous groups of students.