

Specially Designed Instruction (SDI) Planning Case Studies



Case Study 1: Olivia (Math – Elementary)

Grade: 3

Content Area: Mathematics

Classroom Context

Olivia is in a general education 3rd grade classroom during a math lesson on adding and subtracting within 1,000 using place value strategies and the standard algorithm. Students are solving multi-step word problems.

Learning Goal

Students will solve multi-step addition and subtraction problems within 1,000 using place value understanding and explain their reasoning.

Student Profile

- Participates in whole group instruction
- Can add and subtract single-digit and some double-digit numbers
- Struggles with regrouping (carrying/borrowing)
- Often misaligns numbers when solving problems
- Skips steps or guesses
- Becomes frustrated and stops working
- Benefits from visual supports and modeling
- IEP goal: improve computation with regrouping and problem-solving accuracy



Case Study 2: Maya (ELA – High School)

Grade: 10 | **Content Area:** English Language Arts

Classroom Context

Maya is in a 10th grade ELA class reading an informational article. Students are expected to analyze how an author develops a central idea and support it with evidence.

Learning Goal

Students will identify and analyze the development of a central idea and cite relevant textual evidence.

Student Profile

- Reads grade-level text with adequate fluency
- Can respond verbally but struggles in writing
- Difficulty identifying central idea independently
- Difficulty selecting relevant evidence
- Written responses are brief and unclear
- Benefits from discussion, graphic organizers, and structured supports
- IEP goal: improve written expression and text-based responses



Case Study 3: Johnny (Behavior – Middle School)

Grade: 7 | **Content Area:** Behavior/Engagement

Classroom Context

Johnny is in a general education classroom during independent work time. Students are expected to begin and complete tasks independently.

Learning Goal

Students will independently begin and complete assigned tasks during class work time.

Student Profile

- Participates in whole group
- Frequently off-task during independent work
- Talks to peers, leaves seat, avoids starting work
- Requires repeated redirection
- Reports not knowing where to start
- Benefits from structure, chunking, and feedback
- IEP goal: increase task initiation and sustained engagement

