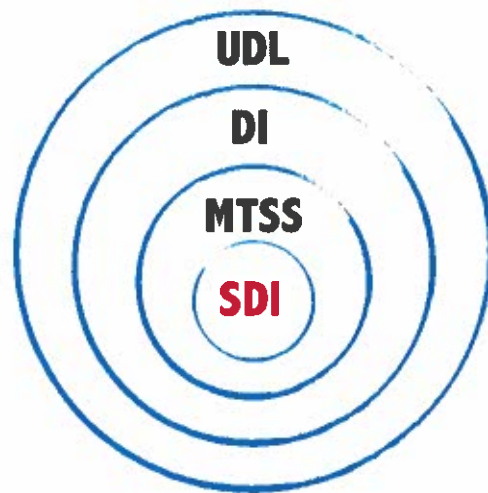
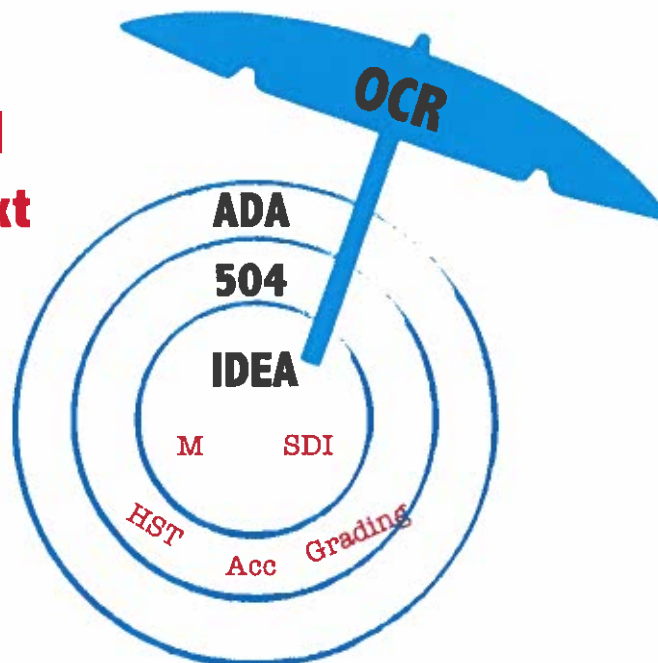


Specially Designed Instruction in Context



Legal Context



What's the Difference?

	UDL	DI	MTSS	SDI
Type	Conceptual Framework	Conceptual Framework	Conceptual Framework	Special Education Service
Legal authority	Considered best practice. Not specifically required although accommodations and accessibility issues may have legal mandates.	Considered best practice but not legally required.	Legally required in some form in order for states to receive federal education funding through ESSA.	Legally required by IDEA for students with disabilities whose needs go beyond accommodations.
Process	Offering multiple means of representation, expression and engagement for all	Addressing varied readiness levels, student interests and learning preferences through content, process, product and learning environment	Providing increasingly intensive levels of intervention for students experiencing an academic, behavioral or social/emotional gap	Adapting content, methodology or delivery of instruction to meet unique needs of a child with a disability
Trigger	Proactive	Proactive and reactive to individual needs based on formative assessments.	Proactive and reactive to individual needs based on formative assessments.	Reactive to individual needs determined by a variety of formal evaluations and informal assessments to determine eligibility for special education. Special educators then become proactive in ongoing instructional planning.
Eligibility	Available to whole class, including students with IEPs.	Available to whole class, including students with IEPs.	Available to whole class, including students with IEPs.	Available only to individual students with IEPs.