Once a student meets the requirements for eligibility for services, special education teachers use the characteristics and best practices defined by research and the results of the evaluation and informal measures to plan specially designed instruction. Specially designed instruction may include changes to the content that will be taught, changes to the methodology or instructional strategies used to support the student, and changes to the delivery of instruction. Explain how understanding the characteristics of disability eligibility categories can assist teachers in planning specially designed instruction to meet the unique needs of students. Include a real-world example to support your ideas. In replies to peers provide and discuss additional examples that support the ideas presented.

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