

POTENTIAL ISSUES

- Silos - isolation
- Redundancy of services and supports
- Lack of communication between programs
- More restrictive placements
- All or nothing membership to a group
- Limited connection to general ed curriculum



RTI/PBIS

Academic Systems

Intensive, Individual Interventions
 • Individual Students
 • Assessment based
 • High Intensity

Targeted Group Interventions
 • Some students (at risk)
 • High efficiency
 • Rapid response

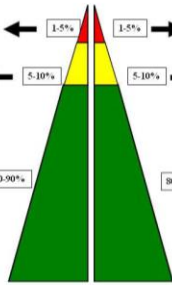
Universal Interventions
 • All students
 • Preventive, proactive

Behavioral Systems

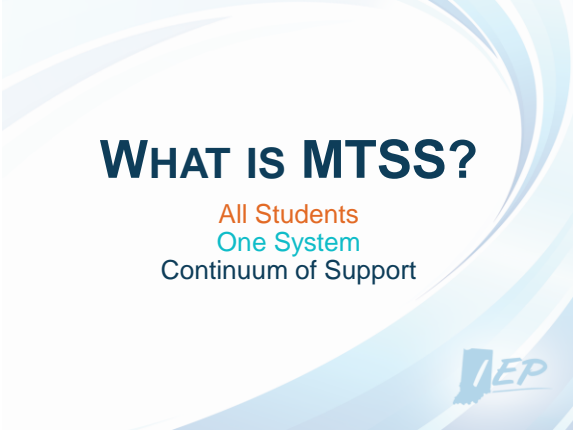
Intensive, Individual Interventions
 • Individual Students
 • Assessment based
 • Intense, durable procedures

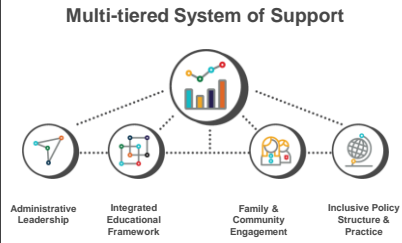
Targeted Group Interventions
 • Some students (at risk)
 • High efficiency
 • Rapid response

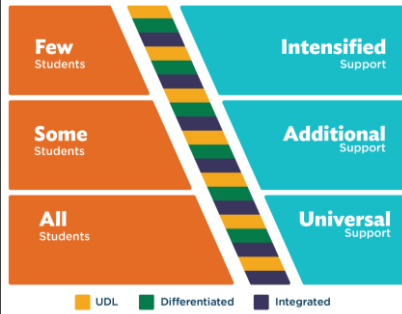
Universal Interventions
 • All settings, all students
 • Preventive, proactive



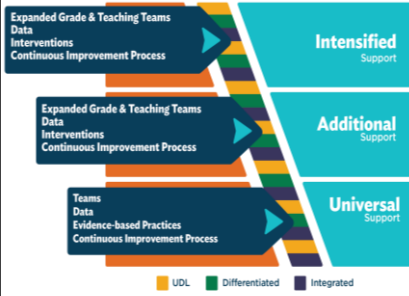




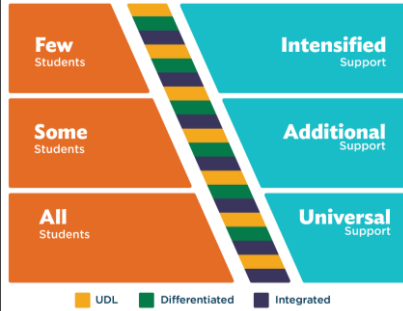


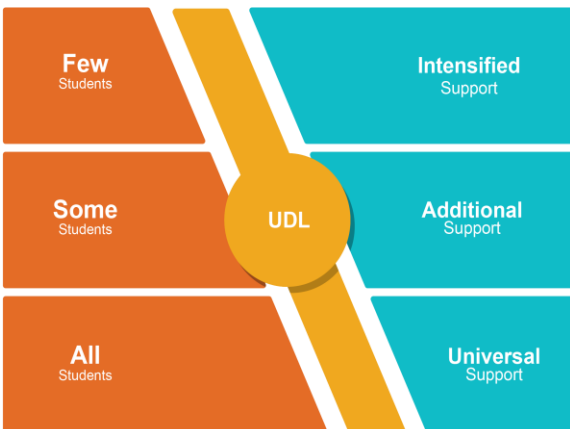


MTSS
ELEMENTS OF EACH TIER






MTSS





UDL

Universal Design for Learning Guidelines

<p>AFFECTIVE NETWORKS THE WHY OF LEARNING</p>  <p>Engagement For purposeful, motivated learners, stimulate interest and motivation for learning.</p>	<p>RECOGNITION NETWORKS THE WHAT OF LEARNING</p>  <p>Representation For resourceful, knowledgeable learners, present information and content in different ways.</p>	<p>STRATEGIC NETWORKS THE HOW OF LEARNING</p>  <p>Action & Expression For strategic, goal-directed learners, differentiate the ways that students can express what they know.</p>
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<http://www.cast.org>

ENGAGEMENT



Provide Multiple Means of Engagement (*purposeful, motivated learners*)

- **Provide options for self-regulation**
Promote expectations and beliefs that optimize motivation
Facilitate personal coping skills and strategies
Develop self-assessment and reflection
- **Provide options for sustaining effort and persistence**
Heighten salience of goals and objectives
Vary demands and resources to optimize challenge
Foster collaboration and community
Increase mastery-oriented feedback
- **Provide options for recruiting interest**
Optimize individual choice and autonomy
Optimize relevance, value, and authenticity
Minimize threats and distractions

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REPRESENTATION



Provide Multiple Means of Representation (*resourceful, knowledgeable learners*)

- **Provide options for comprehension**
Activate or supply background knowledge
Highlight patterns, critical features, big ideas, and relationships
Guide information processing, visualization, and manipulation
Maximize transfer and generalization
- **Provide options for language, mathematical expressions, and symbols**
Clarify vocabulary and symbols
Clarify syntax and structure
Support decoding text, mathematical notation, and symbols
Promote understanding across languages
Illustrate through multiple media
- **Provide options for perception**
Offer ways of customizing the display of information
Offer alternatives for auditory information
Offer alternatives for visual information

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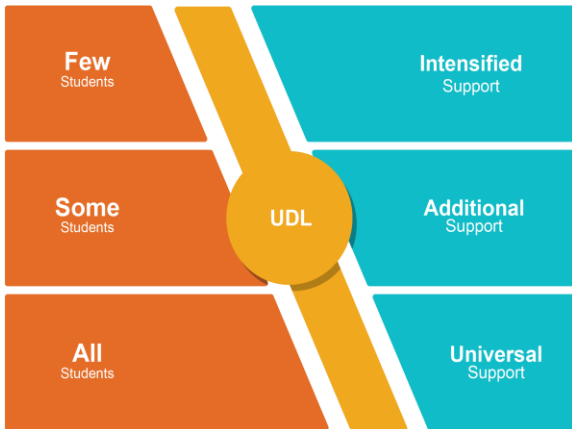
ACTION & EXPRESSION

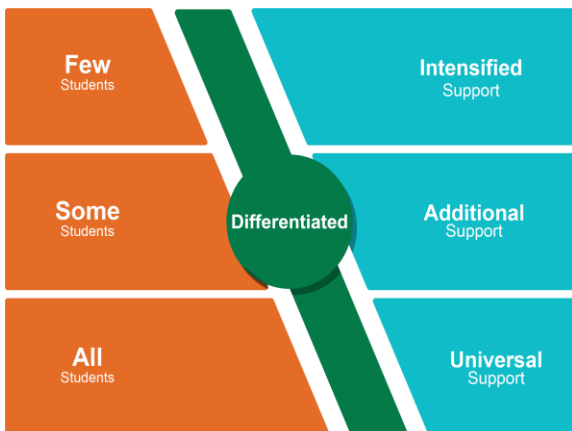


Provide Multiple Means of Action & Expression (*strategic, goal-directed learners*)

- Provide options for executive functions
 - Guide appropriate goal-setting
 - Support planning and strategy development
 - Enhance capacity for monitoring progress
- Provide options for expression and communication
 - Use multiple media for communication
 - Use multiple tools for construction and composition
 - Build fluencies with graduated levels of support for practice and performance
- Provide options for physical action
 - Vary the methods for response and navigation
 - Optimize access to tools and assistive technologies

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DIFFERENTIATED INSTRUCTION

A way of thinking about teaching and learning designed to assist teachers in recognizing, understanding, and addressing student differences that are inevitable in virtually all classrooms. --Tomlinson & Imbeau, 2013

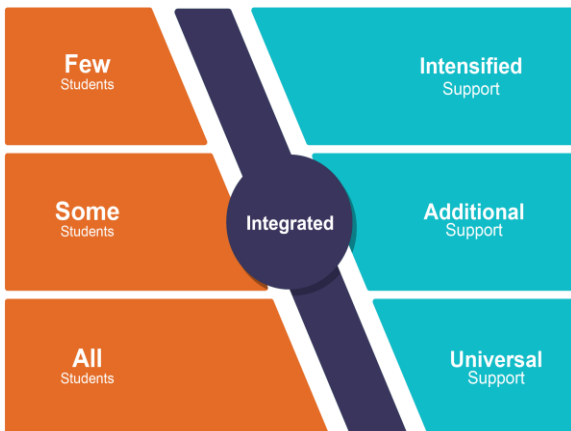


ESSENTIALS OF DIFFERENTIATED INSTRUCTION

- Providing a supportive learning environment
- Presenting a quality curriculum
- Developing assessment that informs teaching and learning
- Designing instruction that responds to student variance
- Organizing the classroom in a way that allows the teacher to lead and manage learning

Gartin, Murdick, Perner, & Imbeau, 2016

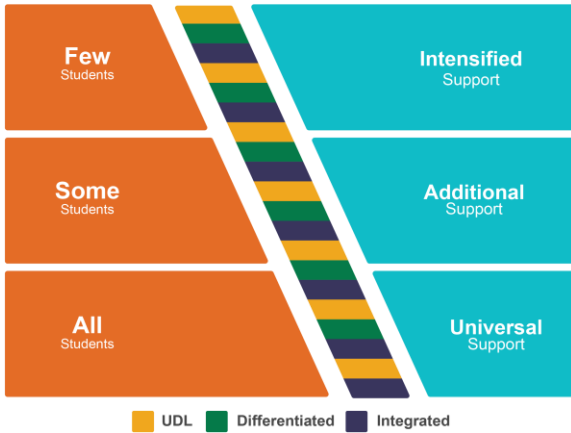




INTEGRATION

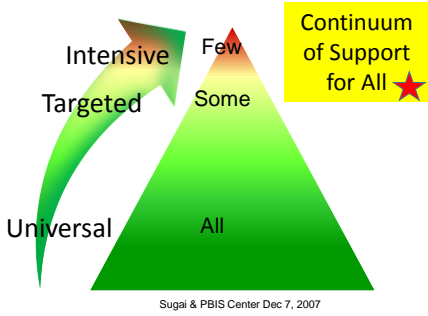
- Share information and data
- Communicate to avoid duplication or omission
- Share resources
- Cross curricula, cross environments, cross personnel

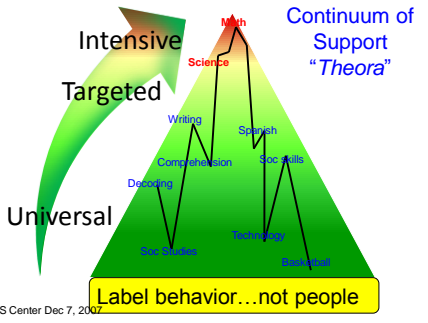


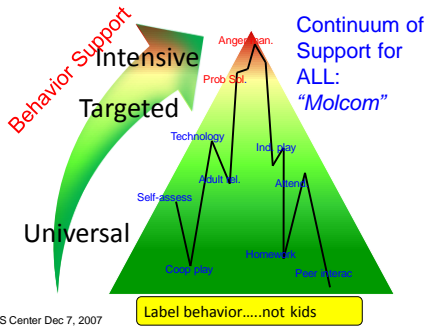


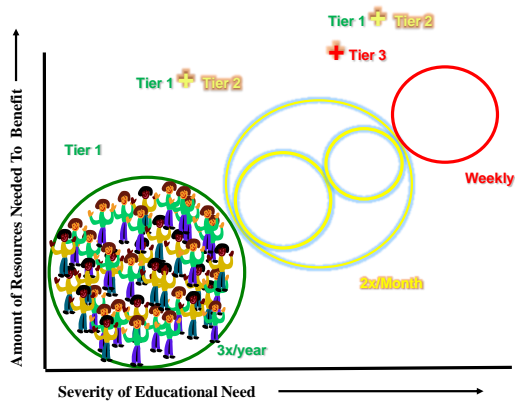
SO WHERE DO THESE HAPPEN?

- Special ed
- G&T
- EL
- Title 1
- Etc.







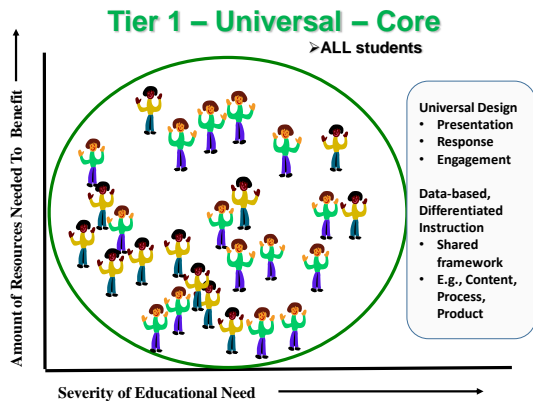


Harken, 2009

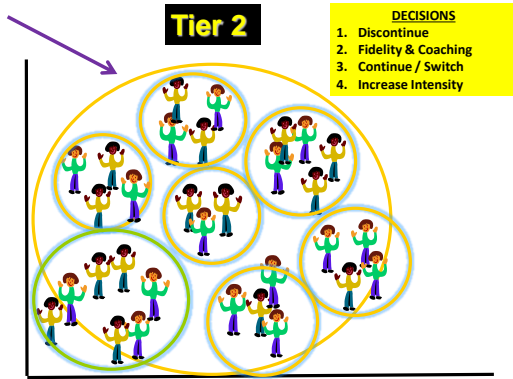
TIER 1

- Screening
- Research-based, culturally responsive, comprehensive core program(s)
 - Prioritized Standards
 - Coherent Curriculum
 - High Effect Instruction (Instructional Playbook)
- Universal Design for Learning (all Tiers)
- Differentiated Instruction
- Fidelity Measure informs Coaching
- Progress monitoring

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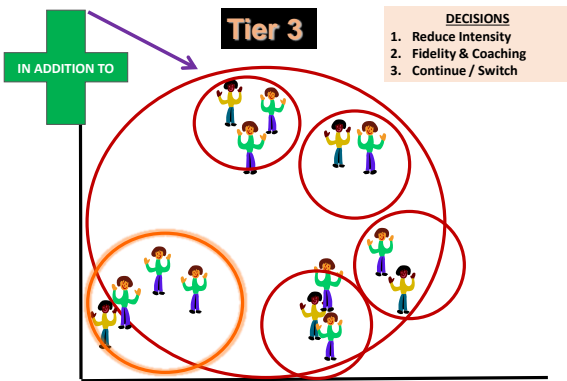
Adapted by McSheehan, 2012 from Harken, 2009



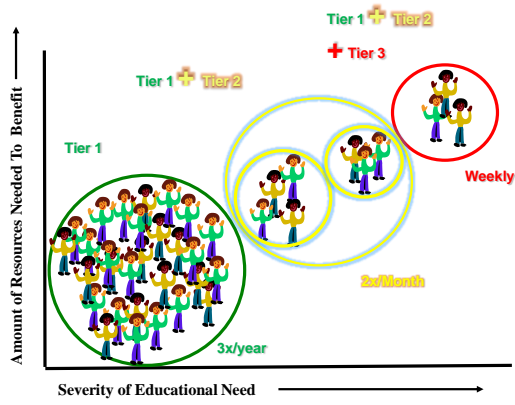
**TIER 3:
DATA-BASED DECISION MAKING**

- 1) Are we delivering intervention the way we intended?
- 2) Are we delivering supports across the day the way we intended?
 - FIDELITY
- Is the response sufficient?
 - If yes – discontinue (return Tier 1), continue/switch
 - If no – recheck fidelity & provide coaching to interventionist
 - If no – continue, switch, increase intensity

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Adapted by McSheehan, 2012 from Harken, 2009



Adapted by McSheehan, 2012 from Harken, 2009

RESOURCES

WEBSITES

- www.swiftschools.org
- www.rtnetwork.org
- www.cast.org
- www.udlcenter.org
- www.pbis.org



THANK YOU!

Angie McKinney
Angela.mckinney@indstate.edu

Jolly Piersall
Jolly.piersall@indstate.edu

Marcee Wilburn
Marcee.Wilburn@indstate.edu