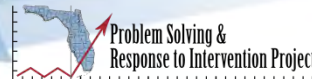




*A Multi-Tiered
System of Supports*

SPECIALLY-DESIGNED INSTRUCTION: DIFFERENTIATING INTENSITY IN A MTSS



Objectives



Participants will:

- Explore the relationship between specially designed instruction, core instruction, and intervention
- Identify the critical elements of an intensive intervention framework to support students with and without disabilities to successfully address learning needs in literacy and mathematics
- Review professional development and technical assistance opportunities to support the provision of intensive intervention during the 2013–14 school year

Multi-Tiered Instruction



- All instruction occurs within a three tiered system
 - Tier 1 - Core instruction provided to all students
 - Tier 2 - intervention provided to students in need of supplemental instruction
 - Tier 3 - intervention provided to students in need of intensive instruction
- Instruction is tiered, students are not
 - There is no such thing as a Tier 3 student
- All students receive instruction within this tiered system
- There is not a 4th Tier

Multi-Tiered Instruction



- Goal of all tiers of instruction is to ensure each student masters grade-level standards and meets grade-level expectations
- All instruction must be accessible, comprehensible and sufficiently intense for all students in order to:
 - Maximize student engagement in instruction
 - Prevent students from acquiring new knowledge and skill gaps
 - Prevent the need for more intensive intervention

Reflect-Write-Discuss



- Independently consider the following questions and record your thoughts on your Reflection Journal (3 minutes):
 - What of this information is consistent with what I already know?
 - What of this is new to me?
 - What are my thoughts and feelings regarding this information?
- Discuss your reflections with your neighbor (2 minutes)

Universal Design for Learning



- Simple exposure to instruction and instructional materials does not result in learning
- Instruction and instructional materials must be accessible, comprehensible and engaging for learning to occur
- Universal Design for Learning (UDL)
 - Maximizing student access and engagement in the learning process is best accomplished through the application of UDL principles
- Providing options within the learning environment for accessing and interacting with content and for demonstrating learning maximizes student engagement with content and supports all students to master learning goals



Multi-Tiered Instruction



- Effective tiered instruction (Tier 2 and Tier 3) is fully integrated and aligned with core (Tier 1) instruction
- Tier 2 and Tier 3 instruction is provided supplemental to Tier 1/Core instruction and should not supplant core instruction
- The instructional package received by a student (i.e., which tiers of instruction are provided) is dependent on the intensity and severity of student need

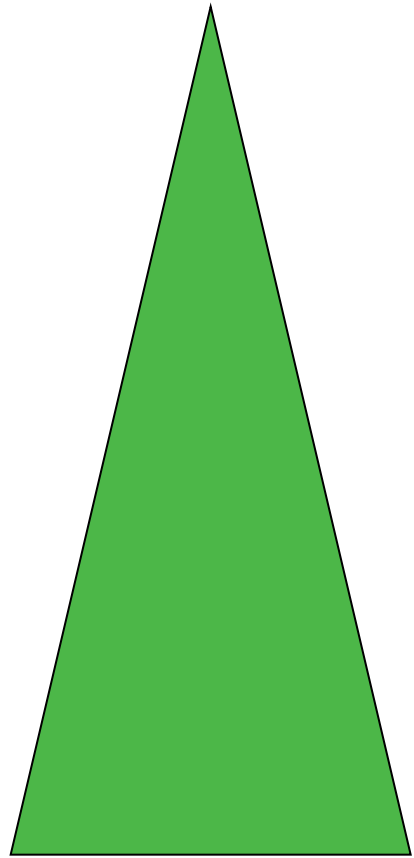
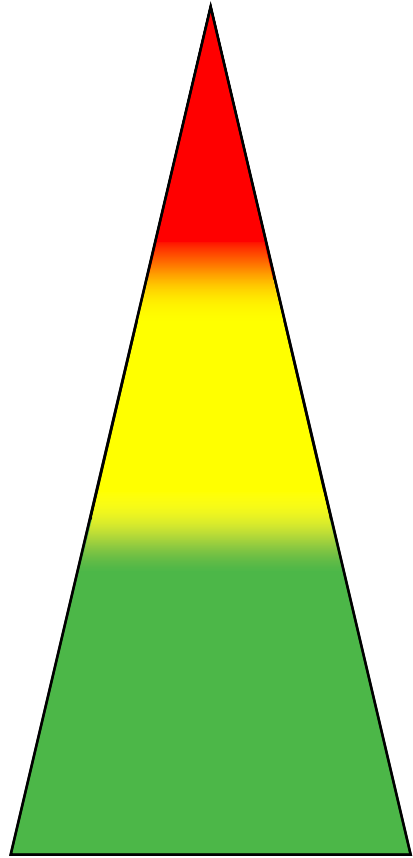
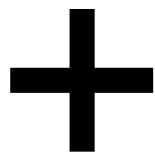
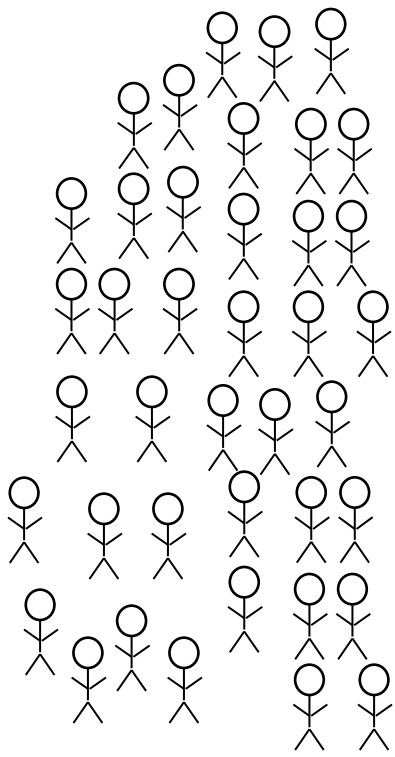
Multi-Tiered System of Supports



These students

receive these tiers
of instruction

to ensure each student
achieves grade-level goals
and expectations



Reflect-Write-Discuss



- Independently consider the following questions and record your thoughts on your Reflection Journal (3 minutes):
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Specially Designed Instruction



Specially Designed Instruction (SDI) refers to adaptations to the content, methodology or delivery of instruction to:

- Address the unique needs of the child that result from child's disability,
- ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 CFR § 309.39(b)(3)) and
- are funded and guaranteed by IDEA and implemented via the individual educational plan (IEP) process.

Specially Designed Instruction



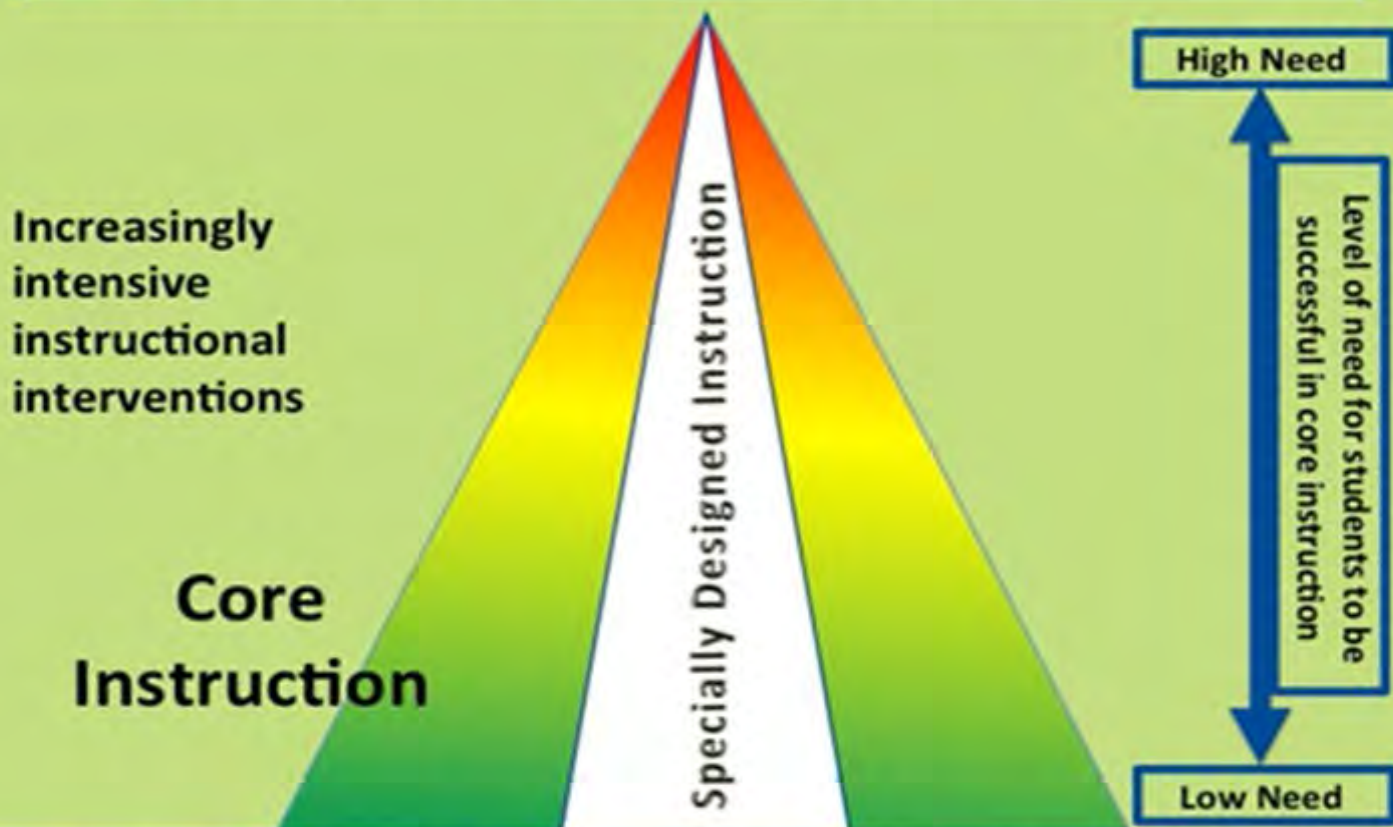
- **What is provided?** Supports and services for SWD designed to specifically address barriers to learning that result from the student's disability
- **Where provided?** SDI is a service and not a place and is delivered across all tiers of instruction according to the intensity of the student's needs.
- **What tiers of instruction are provided?** All students receive Tier 1 instruction. Tier 2 and/or Tier 3 instruction is provided when the intensity and severity of a student's needs demand supplemental and/or intensive intervention

SDI is integrated within, not separated from, tiered instruction

Integration of SDI within Tiers of Instruction



A Conceptual Framework for MTSS



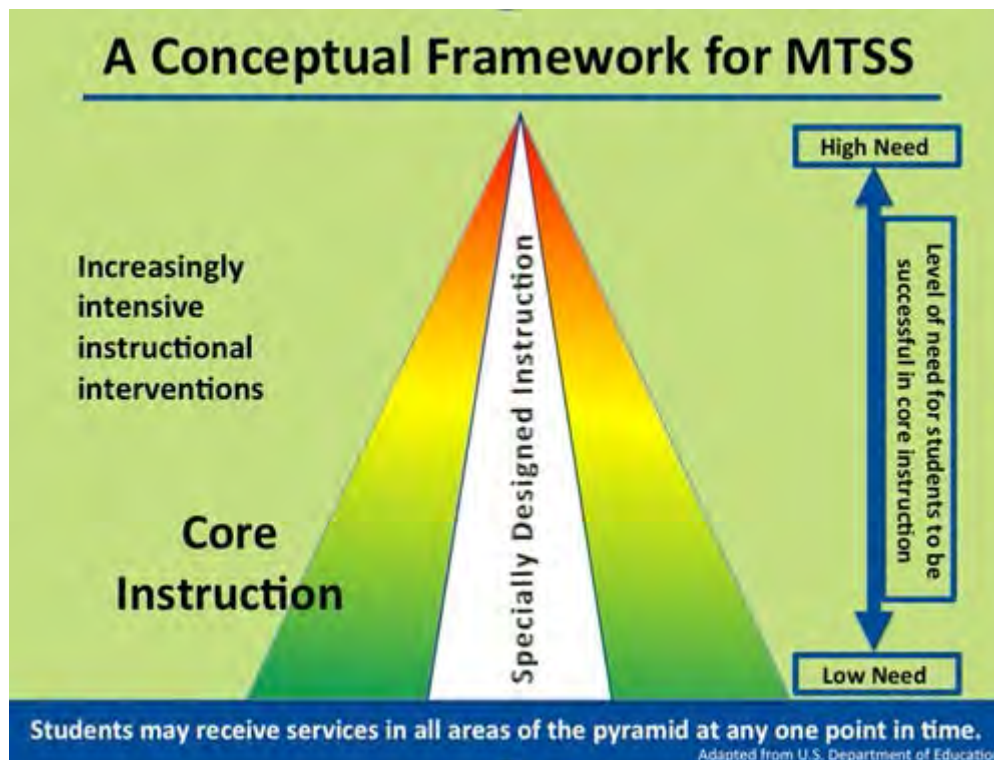
Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education

SDI within Tiered Instruction Example



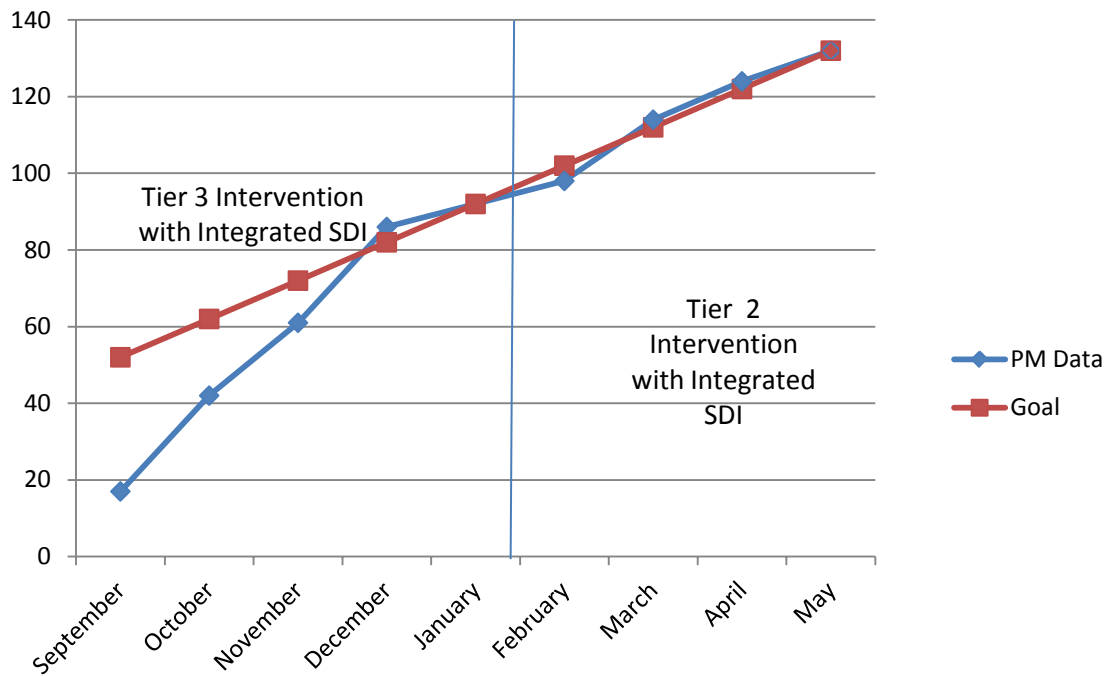
SDI within Tiered Instruction Example



SDI within Tiered Instruction Example



Melinda Progress Monitoring Data: General Outcome



Big Ideas...



- The SDI a student receives is dependent on the impact of his/her disability and should be provided within all tiers of instruction
- The tiers of instruction a student receives is dependent on the intensity and severity of his/her needs
- Any student who requires intensive supports to master grade-level standards, including students with disabilities, receives intensive intervention

Reflect-Write-Discuss

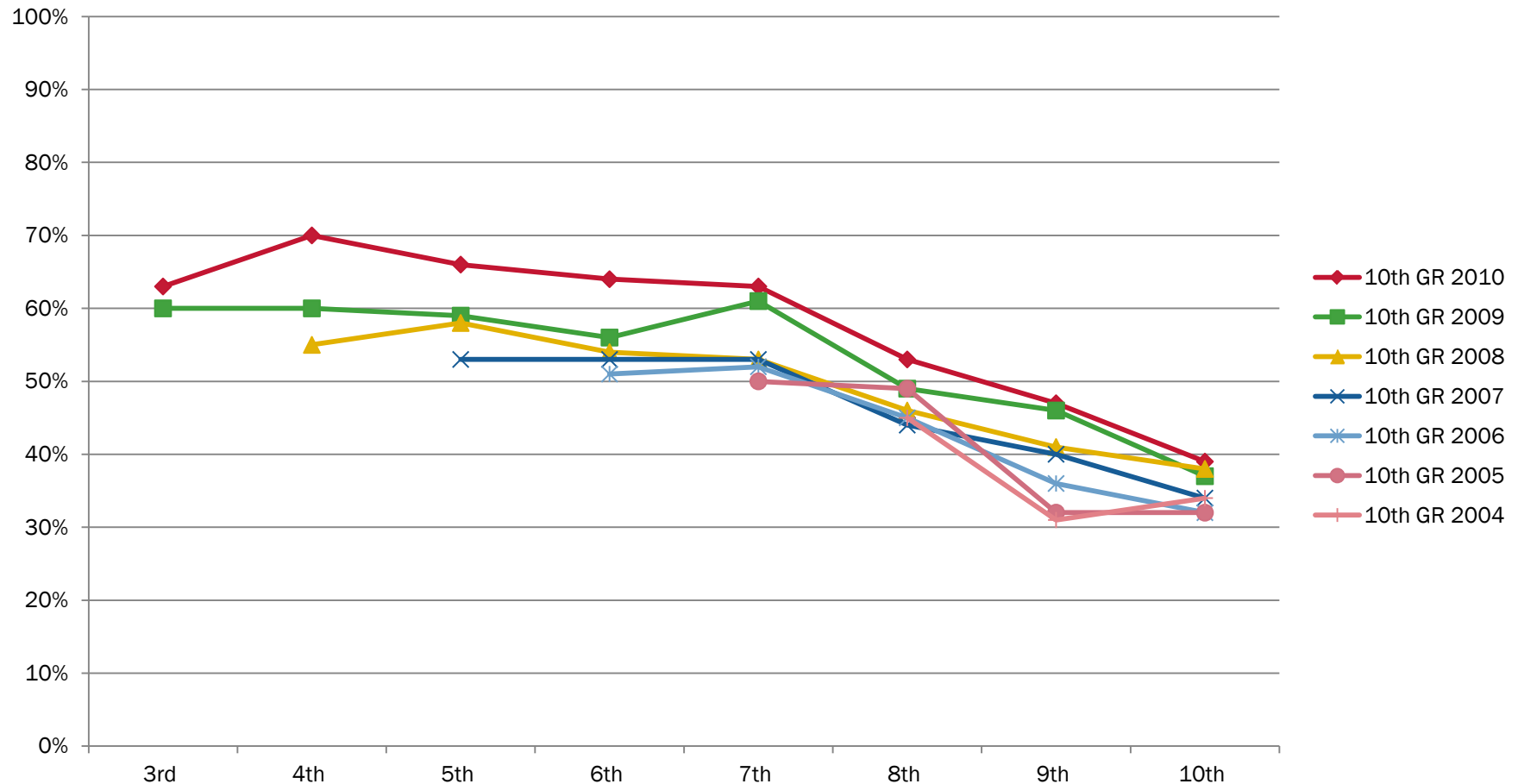


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Statewide Intervention Needs



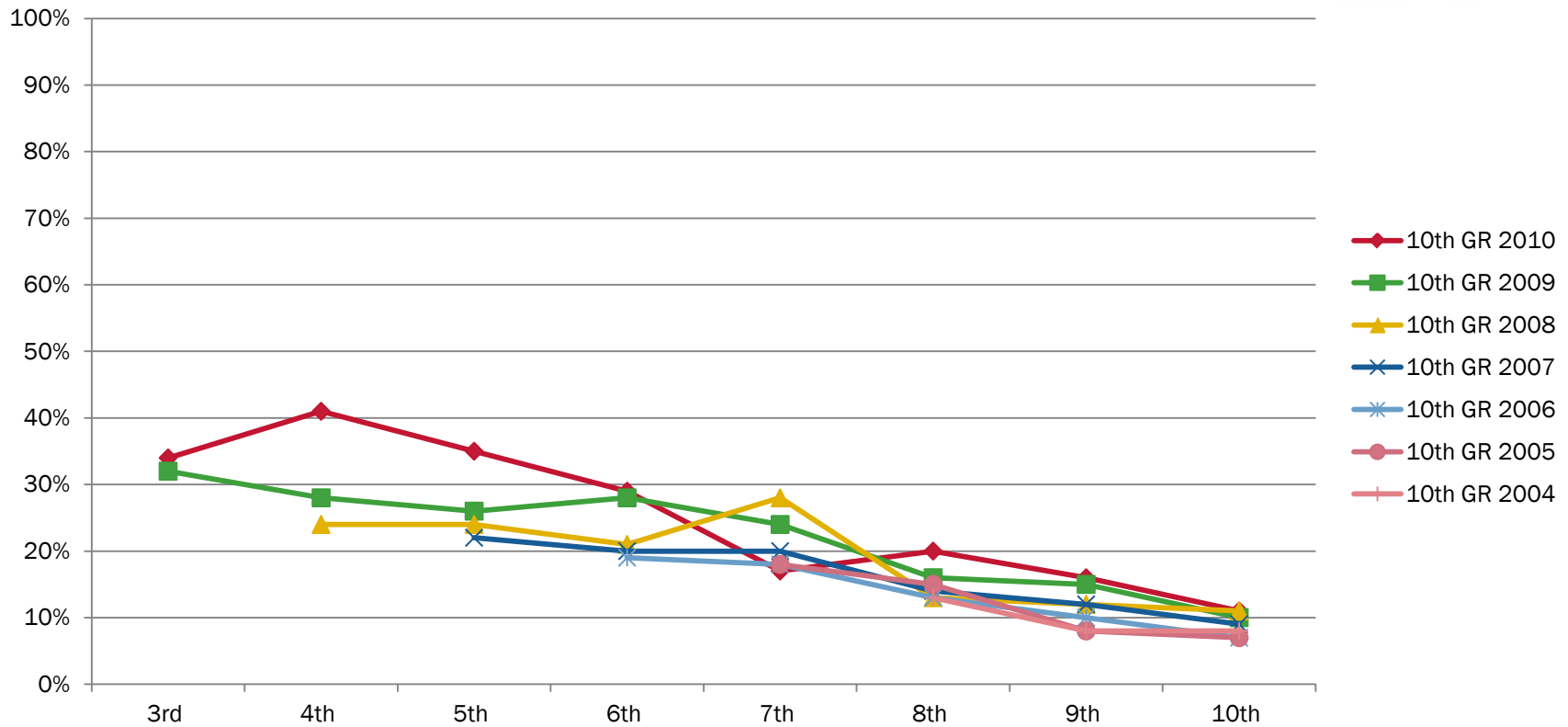
**FCAT Reading Proficiency Data by Cohort
without Accounting for Non-Promoted Students or Dropouts**



Statewide SWD Intervention Needs



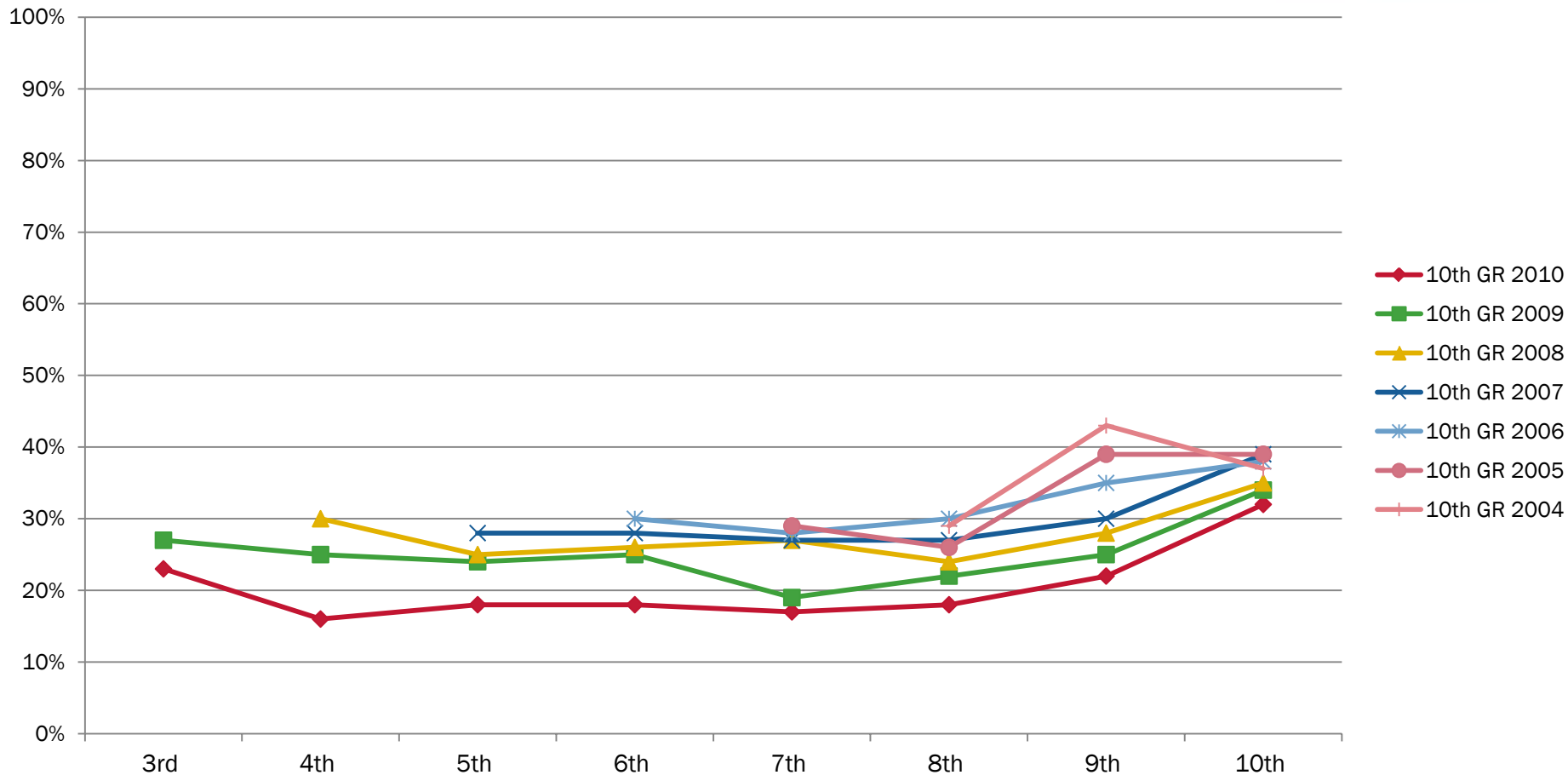
Reading Proficiency for SWD Cohorts without Accounting for Nonpromoted Students or Dropouts



Statewide Intensive Intervention Needs



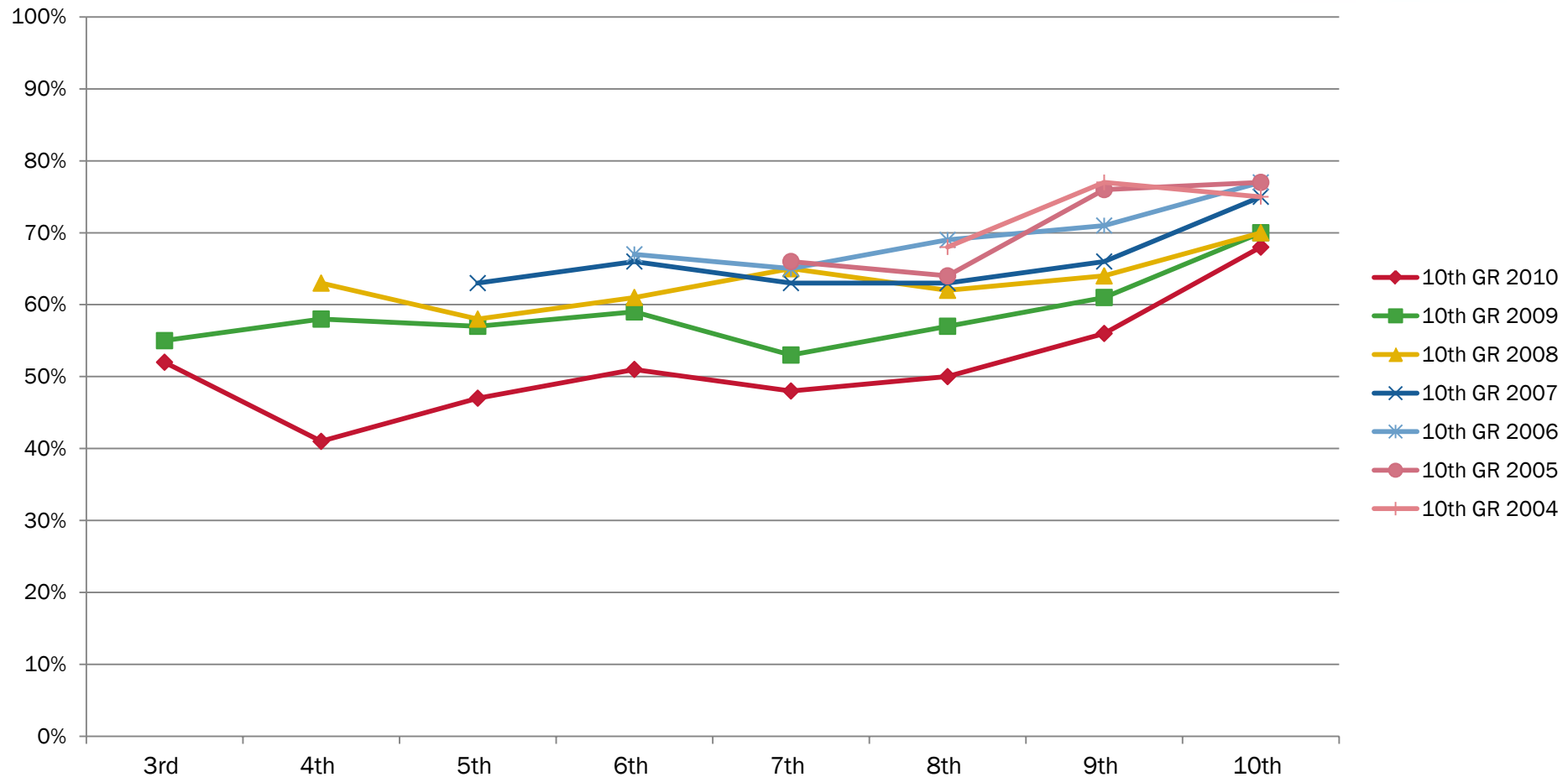
**Level 1 Reading Data by Cohort
without Accounting for Non-promoted Students or Dropouts**



Statewide SWD Intensive Intervention Needs



**Level 1 SWD Reading Data by Cohort
without Accounting for Non-promoted Students or Dropouts**



Big Ideas...



- A large percentage of our students are in need of intervention, many need intensive support
- Some of the students with intensive needs are students with disabilities, many are not
- 34% of 2010 10th grade students scored Level 1 on the reading FCAT
- Epidemiology research indicates that <5% of learning issues are likely attributable to disability

Big Ideas



- It is critical to define, refine, and intensify our multi-tiered instructional system to more effectively meet the needs of all students
- And, to specifically define and refine our intensive intervention services to more effectively meet the needs of students with intensive needs
- Responding effectively to student intervention needs will require ongoing collaboration and teaming between district and school leadership; general, special and remedial teachers; student support personnel, as well as community and family members

Reflect-Write-Discuss



- Independently consider the following questions and record your thoughts on your Reflection Journal (3 minutes):
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Intensive Intervention Framework



- Intensive Intervention definition
- Intensive Intervention purpose
- Intensive Intervention foci
- Intensive intervention within a multi-tiered system
- Who should receive intensive intervention
- Which schools should plan for providing intensive intervention
- Data-based multi-tiered instructional planning
 - Tier I core instructional planning
 - Tier III intervention planning
- Tier III intervention best practices
 - Grouping
 - Time and frequency
 - Effective approaches and strategies
- Alignment and integration of tiered instruction
- Progress monitoring and intervention refinement
- Program evaluation

What is Intensive Intervention?



Instructional package designed to support student attainment of grade-level expectations and goals by:

- Closing knowledge and skill gaps
- Preventing the accrual of new gaps by addressing the student's proximal needs
- Promoting student engagement

Instructional Package includes:

- Highly intense Tier III intervention, AND intensification of instruction in Tiers I & II
- Increased coherence and integration between tiered instruction

Implications for Tier 1 Instruction



- Regularly involve intervention providers and specialists in planning
- Anticipate high probability and high intensity barriers to engagement and learning, particularly those introduced by instructional methodology and materials
- Provide more explicit, systematic and guided instruction within a Universally Designed Learning (UDL) environment to prevent the acquisition of new knowledge and skill gaps
- Integrate tiered intervention strategies and supports to promote generalization

Implications for Tiered Intervention



- Design Tier 3 interventions to address gaps *and* proximal needs (prevent gaps) while promoting student engagement
- Provide Tier 3 intervention individually or within small groups to prevent the practice of high probability errors and allow for guided practice with immediate corrective feedback
- Determine time and frequency of Tier 3 intervention based on student needs and intervention research
- Utilize research-based strategies and supports with evidence of effectiveness (i.e., impact on skill, general outcome, progress toward promotion/graduation)

Implications for Tiered Intervention



- Utilize research-based strategies and supports with evidence of effectiveness (i.e., impact on skill, general outcome, progress toward promotion/graduation)
- Plan for generalization of tiered supports and strategies to core instruction and beyond
- Align interventions specifically with core content and pacing, and integrate core materials whenever possible

Implications for Tiered Instruction



- Choose transportable and normative intervention supports whenever possible
 - e.g., Technology supports versus people-provided supports
- Teach students when and why to utilize specific strategies and supports and to reflect upon and evaluate their impact on learning
- Support core instruction providers to integrate effective strategies and supports into core instruction

Implications for Tiered Instruction



- Design master schedules to accommodate tiered intervention and ongoing team collaboration
- Ensure teams have access to the data, data analysis, and facilitation support they need to engage in effective data-based planning and problem solving
 - Professional development
 - Job-embedded coaching
 - Effective feedback
- Monitor fidelity of implementation systematically problem solve barriers to implementation

Reflect-Write-Discuss



- Independently consider the following questions and record your thoughts on your Reflection Journal (3 minutes):
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Framework Review Activity



1. Select facilitator, recorder and reporter
2. As a group, review and discuss the assigned section of the Intensive Intervention Framework or Specially Designed Instruction table
3. Record:
 - Big ideas of the assigned section
 - Differences between recommended practices and current practices
 - Implications for district and school leaders, instructional personnel, and student support personnel
 - The resources and supports district and schools will need to implement the components

Remaining Questions



- On the 3x5 note-card provided at your table, record your remaining questions related to:
 - Specially Designed Instruction (SDI)
 - The relationship between SDI and tiered instruction
 - Intensive Intervention design and delivery
- Your questions will be used to frame a FAQ guidance document

Professional Development and Technical Assistance



Multiple days of professional development focused on the “HOW” of implementation will be provided during the 2013-2014 school year

- Instructional Design for Students with Intensive Needs
- Tier 3 Intervention Planning
- Building Infrastructure and Implementation Support for Intensive Intervention Delivery

Follow-up technical assistance to support district implementation will be provided throughout the school year

GTIPS