

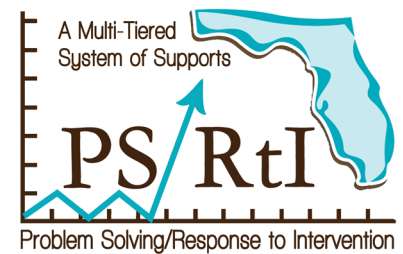
Instructional Supports for Inclusion

A Collaborative Product with Florida's Problem-Solving/Response to Intervention Project

This FACT Folio highlights instructional supports that can address the portion of section 1003.57, Florida Statutes (F.S.) regarding universal education. Teachers must be provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Educational practices can meet the needs of a vast range of students. Students with disabilities are general education students first and represent a subset within a larger population of learners.

The concept of inclusion for students with disabilities is not an add-on to other initiatives of school improvement but is rather a broader educational approach where inclusion integrates demonstrated best practices. Inclusion is more than just a special education concern. Ultimately, inclusion supports universal learning for all students. Systemic support, collaboration, effective classroom practices, and implementation of an ongoing problem-solving/response to intervention system can make inclusive education work.



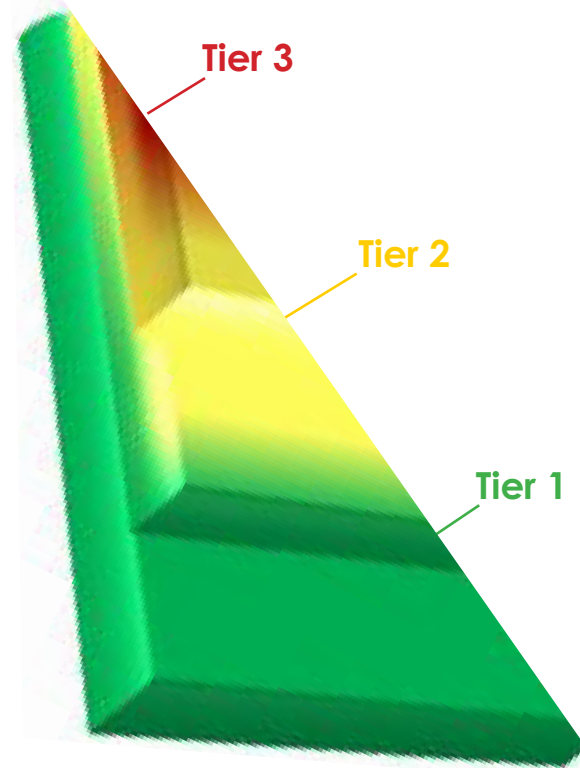
Tiered Instruction for Students

Tier 1 Instruction - Tier 1 instruction is accessible to all students.

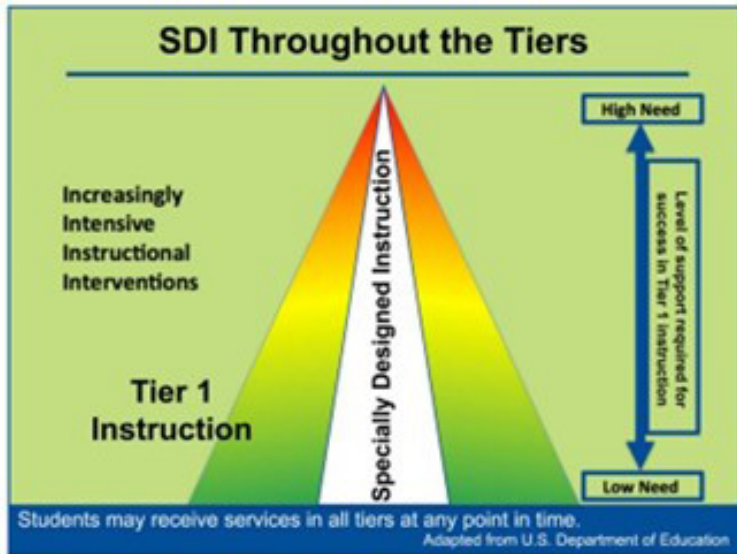
Tier 2 Instruction - Supplemental instruction and intervention is provided to students not meeting expectations and often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s).

Tier 3 Instruction - Intensive intervention is provided for students experiencing significant barriers to learning.

Tier 2 and 3 interventions should be aligned with Tier 1 and include additional instructional time focused on critical skills.



Specially Designed Instruction in Multi-Tiered System of Supports (MTSS)



Specially designed instruction (SDI) is defined as “adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the child that result from the child’s disability; and ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” ~ Section 300.39 of Title 34, Code of Federal Regulations

SDI is offered throughout the tiers of instruction, in accordance with students’ Individual Educational Plans (IEPs).

A Conceptual Model for MTSS

Multiple tiers of instruction and intervention

includes supports of varying levels of intensity that are provided to all students commensurate with their needs. Students with disabilities should have access to the full continuum of supports that are available to their non-disabled peers to ensure they are meeting grade level expectations and achieving goals outlined in their IEP.

Leadership communicates the expectation that a school’s MTSS must guarantee access for students with disabilities. Leadership teams model the use of data-based problem solving and ensure the necessary infrastructure to support effective, multi-tiered instruction that is inclusive of all learners.

Certain elements of school-wide **capacity building and infrastructure** are necessary to implement and sustain an MTSS. Ongoing professional learning, scheduling that allows staff to plan and implement instruction and intervention, and processes and procedures for engaging in data-based problem solving will help ensure that all learners, including those with disabilities, are provided supports necessary for them to be successful.

A **problem-solving process** is used to guide decision-making for all students, including those with disabilities. The problem solving domain represents the data-based decision making process that is used to (1) examine the student’s current performance in comparison to expectation, (2) explore reasons for any possible gaps, (3) plan instruction and (4) assess student response to instruction/intervention. A student’s response then informs subsequent instruction.




Data and evaluation systems within an MTSS framework provide user-friendly access to accurate data that help educators identify needs, examine underlying causes for learning difficulties and monitor progress. These systems should enable disaggregation of data to ensure equitable outcomes for all subgroups, including students with disabilities.

Ongoing **communication and collaboration** are essential to a school’s MTSS. A concerted effort must be made to build consensus around the key beliefs associated with effectively educating all learners within one cohesive educational system and to ensure key stakeholders are well-informed and involved.

Examining MTSS for a Student with a Disability


Kathy is a 6th grade student who has an individual educational plan (IEP). Her IEP addresses the needs for intensive support in reading vocabulary and decoding multisyllabic words to comprehend grade level text. Kathy has difficulty solving multi-step word problems with more than one operation (e.g. addition and multiplication). She also has a difficult time refraining from physical fights with her peers during the day and therefore has a behavior intervention plan to reduce the frequency of this behavior. She is also receiving Tier 3 intervention for reading and Tier 2 intervention for math. Mr. Smith is the special education teacher who collaborates with general education teachers to provide specially designed instruction (SDI) in reading and math classes. Mr. Smith also provides specially designed instruction in behavior for Kathy across all tiers of instruction throughout the school day.

Period 1
ELA
Co-Teaching




Mr. Smith, Special Education Teacher, and Ms. Johnson, General Education Teacher, strategically plan for Tier 1 instruction. During Tier 1 instruction a station teaching approach is implemented for all students. Today Mr. Smith teaches a small group of 3-4 students who need intensive instruction on how to use root words and affixes to determine the meaning of words. Ms. Johnson works with another group on how to analyze the central idea(s), implied or explicit, in the text. An independent group sorts synonyms in pairs to strengthen vocabulary through investigating word relationships. An answer key for this activity is available in an envelope in the middle of the table. Both teachers planned for the instructional routines and student engagement. Kathy is also being monitored by both teachers with the use of a behavior chart with the goal of reducing her peer interactions that result in fighting or arguments. The teachers meet regularly to monitor Kathy's academic and behavioral outcomes and plan subsequent SDI that is integrated for Kathy through tiered instruction.

Period 2
Math
Support Facilitation




Mr. Smith uses a support facilitation model in Kathy's math class to provide her specially designed instruction and support two of her peers who struggle with solving word problems that consist of multiple operations. Mr. Smith explicitly teaches a specific strategy daily to ensure students can solve any word problem with multiple steps and operations. Mr. Smith keeps a log of student progress and meets with the general education teacher regularly to plan for Tier 1 and Tier 2 instruction.

Period 3
Science



Mr. Smith meets with the general education science teacher to teach him how to adapt instruction by modeling how evidence-based practices can be implemented to ensure Kathy's success. During this meeting, Mr. Smith reviews how accommodations can support instruction in alignment to Kathy's IEP. He also teaches the general education teacher a specific behavior strategy to reduce Kathy's fighting and arguments with peers. The teachers meet regularly to discuss Kathy's progress and adjust lessons as needed.

Period 4
Physical Education



Mr. Smith provides the physical education teacher with strategies for Kathy to support her behavior and reduce fights and verbal arguments with peers. Mr. Smith meets weekly with the teacher to review and discuss Kathy's progress. Kathy also monitors her own behavior using a self-monitoring checklist.

(continued on page 4)

Period 5

Reading Intervention



Kathy is enrolled in a Tier 3 intervention course to address her needs in three of the critical components of reading: comprehension, phonics (e.g. decoding multisyllabic words) and vocabulary. Mr. Smith, the Special Education Teacher, collaborates with Ms. Falk, General Education Teacher, to provide intensive intervention to students with and without disabilities. Mr. Smith and Ms. Falk implement the parallel teaching collaborative teaching approach for a portion of time that Mr. Smith is in the reading intervention block. During parallel teaching, each teacher works with half of the class to teach content to a smaller group of students. Both teachers provide systematic instructional routines, strategy instruction to build student capacity and engage students in activities to reinforce intensive reading instruction. Mr. Smith also provides Kathy with a new evidence-based reading strategy, as another procedure to learn the skills needed to master grade level standards.

Period 6

World History



Mr. Smith provides the general education World History teacher with low-tech assistive technology tools (e.g. reading guides, colored overlays, and screen readers) to support Kathy in navigating through the curriculum. Mr. Smith also meets regularly with Kathy's teacher to review self-regulation strategies that were previously taught to decrease Kathy's physical fights with peers.

THE CONTENT OF THIS F.A.C.T. FOLIO SUPPORTS MULTIPLE SCHOOL AND DISTRICT BPIE ASSESSMENT INDICATORS.

School BPIE Indicators

District BPIE Indicators



Use the QR codes below to access the BPIE Indicators-at-a-Glance.



Consider how the information in this F.A.C.T. Folio can be used for planning instructional supports for inclusion.

Contact Us!

For technical assistance related to multi-tiered system of supports, please contact our project staff:

<http://floridarti.usf.edu/contact/index.html>

For technical assistance related to planning for best practices for inclusion, please contact your Florida Inclusion Network facilitator:
www.FloridaInclusionNetwork.com

