

# Components of Universal Instruction

## Multi-tiered System of Supports

### MTSS

problem solving process

3-tiered system

resource allocation

intensity of instruction

decisions based on data

expectations based on research

goal - all students proficient with supports matched to need

## Universal Design for Learning

### UDL

predictive of student needs

curriculum and instructional design

cognitive processes to support learning

emphasis on flexible curriculum

based on learning sciences

flexible learning tools

goal - students becoming expert learners

## Differentiated Instruction

### DI

responsive to student needs

student interest and readiness

learner profile and abilities

emphasis on the role of the teacher

based on instructional practices

learning tools matched to student needs

goal - students making academic progress

## Specially Designed Instruction

### SDI

unique to eligible student needs

adaptations to content, methodology, and delivery of instruction

present levels of performance

emphasis on measurable IEP goals

based on access to general education curriculum for SWD

related services, supports, and accommodations

goals - reasonably calculated for progress