Designing Effective Instruction for Students with Intensive Needs

Learning Objectives

• Understand intensive intervention in terms of purpose, foci, and implications for instructional design and/or refinement

• Determine best practices for intensifying core instruction though increasing active student engagement and explicitness and systematicity of instruction

• Understand how to apply Universal Design for Learning (UDL) principles to ensure all students access, interact and engage with content and master grade-level/content standards

• Understand the infrastructure and implementation support needed for intensive intervention and UDL implementation

Florida Vision

Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers—FDOE

“All students need to develop the knowledge and skills that will give them real options after high school. No student’s choices should be limited by a system that can sometimes appear to have different goals for different groups. Educating some students to a lesser standard than others narrows their options to jobs that, in today’s economy, no longer pay well enough to support a family of four.”

(ACT, 2006)
CCR for All Students

- Demonstrate independence
- Possess strong content knowledge
- Comprehend as well as critique
- Communicate and collaborate effectively
- Flexibly respond to varying demands, re: audience, task, purpose, and discipline
- Manage goals, tasks, information, time and materials effectively
- Engage in research, show an appreciation for evidence
- Strategically and capably use technology and digital media
- Understand and appreciate diverse perspectives and cultures

Statewide Intervention Needs

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

Statewide: Students with Intense Needs

Level 1 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
- All schools have students who require intensive intervention to master grade level standards and expectations

"Unless careful attention is given to developing, selecting, modifying, and publishing validated and effective instructional tools and approaches, the higher expectations of the curriculum outcome standards may actually increase learning failure among diverse learners"

Coyne, Kame'enui, & Carnine, 2007, p. 17

"Begin with the idea that the purpose of the system is student achievement, acknowledge that student needs exist on a continuum..., and organize resources to make educational resources available in direct proportion to student need."

David Tilly, Director, Innovation and Accountability
Heartland Area Education Agency
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

• There is not a 4th Tier

• All students receive instruction within this tiered system

• Instruction is tiered, students are not (i.e., there is no such thing as a “Tier 3 student”)

Specially Designed Instruction and Tiered Instruction

A Conceptual Framework for MTSS

Core Instruction

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

High Need

Increasingly intensive instructional interventions

Specially Designed Instruction

Foci
• Close existing knowledge and skill gaps, focusing on gaps that would prevent engagement and/or success with core instruction
• Address student’s proximal needs to prevent new gaps
• Promote and maintain student engagement and re-engage students when necessary

Multi-Tiered Instruction

Purpose
• All tiers of instruction exist to ensure each student masters grade-level/course standards and expectations and progresses successfully through the PK-12 system

Foci
• Close existing knowledge and skill gaps, focusing on gaps that would prevent engagement and/or success with core instruction
• Address student’s proximal needs to prevent new gaps
• Promote and maintain student engagement and re-engage students when necessary
Common Challenges for Struggling Learners

What common challenges do students with intensive needs demonstrate?

- Problems with rehearsing and categorizing information (working memory)
- Problems storing information on a permanent basis (long-term memory)
- Difficulty being focused and goal directed
- Difficulty monitoring own learning
- Applies ineffective strategies and uses effective strategies less efficiently than average achievers
- Has vocabulary difficulties, both in number of words known and depth of word knowledge
- Reads much less than average achievers

What is Intensive Intervention?

Intensive intervention is an instructional package that includes both:

- Highly intense Tier 3 intervention AND intensification of instruction in Tiers 1 & 2
- Increased coherence and integration of tiered instruction

Intensifying Core Instruction

- Ensure tiered interventions (Tiers 2 and 3) do not supplant core instruction
- Ensure efficacy, clarity and understanding of learning goals
- Provide more explicit, systematic, and guided instruction specifically aligned with standards
- Maximize access to and engagement with core content through the implementation of Universal Design for Learning (UDL) principles
- Reinforce critical information, concepts, and skills through distributed practice and judicious review
Intensifying Instruction: Explicit

Make instruction more explicit by:
- Priming background knowledge and overtly linking new content to previously learned knowledge and skills,
- Re-teaching missing pre-requisite knowledge and skills and/or providing instructional scaffolding
- Directly teaching key vocabulary, principles, rules, strategies and heuristics
- Providing teacher modeling with think-aloud, visual maps or models, and step-by-step demonstration of application

National Center on Intensive Intervention

Team Activity: Explicit

Review Example Lesson 1 and discuss the following questions.
- Considering this lesson, what might struggling readers find challenging about learning to generate questions?
- How could you adapt this lesson to make it more explicit?

Next, review Adapted Lesson 1 and discuss the adaptations made to the lesson to make it more explicit.

National Center on Intensive Intervention

Intensifying Instruction: Systematic

Make instruction more systematic by:
- Pre-teaching/reviewing pre-requisite knowledge/skills to ensure mastery before integrating them (e.g., teach density, heat, and pressure before teaching convection)
- Breaking complex concepts or skills down into smaller, manageable "chunks" and sequencing them from easy to difficult
- Providing scaffolding to control the level of difficulty throughout the learning process
- Providing multiple exposures to big ideas through different contexts, making connections conspicuous

National Center on Intensive Intervention
Team Activity: Systematic

Review Example Lesson 2 and discuss the following questions.
• Given this lesson, what might struggling students find challenging about learning to measure objects to the nearest inch?
• How could you adapt this lesson to make it more systematic?
Next, review Adapted Lesson 2 and discuss how the adaptations to the lesson made it more systematic?

Intensifying Instruction: Guided Practice

Provide students with guided practice with immediate feedback and error correction to:
• Increase opportunities to practice and apply knowledge and skills with support (e.g., from teacher, peers, or technology)
• Provide support and feedback to correct errors and prevent students from practicing error patterns
• Provide guided practice within small groups for students with high likelihood of errors

Intensifying Instruction: Guided Practice, cont.

Provide overcorrection activities and tasks to:
• Strengthen the use and efficiency of effective strategies
• Weaken reliance on ineffective strategies and weaken or eliminate error patterns

Provide opportunities for independent practice only after student has demonstrated ability to apply concepts and strategies with minimal error.
Team Activity: Guided Practice

Review Example Lesson 3 and discuss the following questions:

• Given this lesson, what might a struggling student find challenging?
• How could you adapt this lesson to incorporate more opportunities for student response and feedback?

Next, review Adapted Lesson 3 and discuss how the adaptations to the lesson provided increased opportunities for practice?

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Additional Core Instructional Time

• Students with intensive learning needs typically need additional core instructional time to master grade level/course standards
• Additional time for core instruction is only effective when the additional instruction is highly explicit, systematic and guided
  - Adding instructional time without ensuring these components will be ineffective or even counter-productive

Nomi & Allensworth, 2012

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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
• Without ensuring instruction and instructional materials are accessible, comprehensible and engaging, we place students with intensive needs at significant risk for:
  - Acquiring new, more complex knowledge and skill gaps
  - Course failure
  - Becoming off-track for on-time progression/graduation
Simulation Learning Objectives

• Define Universal Design for Learning (UDL) including key UDL vocabulary and principles
• Describe the goal of UDL
• Identify and explain the three primary learning networks
• Identify and explain the three principles of UDL and understand the application of the three principles to instructional design and delivery

UDL Learning Scale

<table>
<thead>
<tr>
<th>Limited Knowledge and Understanding</th>
<th>Knowledge and Basic Skills with Support</th>
<th>Independent Implementation Skills</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have limited knowledge and understanding of UDL vocabulary, key principles, purpose and goal.</td>
<td>I know and understand the purpose and goals of UDL and key UDL vocabulary and principles. AND With support, I can apply UDL principles to remove or lessen the impact of barriers to student engagement and learning during the planning and delivery of instruction</td>
<td>I can lead and facilitate my team in the application of UDL principles to remove or lessen the impact of barriers to student engagement and learning, providing support and coaching as needed</td>
<td></td>
</tr>
</tbody>
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Applying UDL Principles

• Accessing, Interacting, Demonstrating
• Strengths, Preferences, Needs
UDL Implementation

- UDL is not about simply providing a multitude of options for accessing and interacting with content and demonstrating learning.
- UDL is about providing specific supports for students that remove or lessen the impact of high probability and high intensity barriers.
  - High Probability Barriers - widespread barriers impacting many students.
  - High Intensity Barriers - barriers that while not widespread significantly impact specific students.
- Requires the use of information and data related to student strengths, preferences, and needs and the effectiveness of specific options.

Removing Barriers to Engagement

- Instruction and instructional materials must be accessible, comprehensible, and engaging for learning to occur.
- More than 30% of academic achievement is directly explained by engagement.
- Removing barriers to engagement will result in more immediate and sustained engagement and improved academic outcomes.
- Do not be afraid to provide scaffolding to remove barriers to learning just because they will not be available on formal, summative assessments.

The “How” of UDL

1. Establish learning goals and objectives.
2. Anticipate high probability barriers.
3. Plan options for accessing, interacting, and demonstrating to lessen the impact of the high probability barriers.
4. Consider students with intensive needs – is current plan sufficient?
5. Address high intensity barriers, if needed.
6. Implement instructional plan.
7. Evaluate impact; discontinue ineffective options, expand effective options.
Establishing Learning Goals

- Utilize a structured process for unpacking standards to reveal what students need to know, understand and be able to do as a result of instruction as well as pre-requisite knowledge and skills
- Ensure learning goals are directly tied to the “big ideas” of the content (e.g., story grammar in ELA, form and function in science, patterns in math)
- Ensure students understand the learning goals and expectations for demonstrating learning
- Link to prior knowledge, and relate to student culture, interests and goals

Unpacking Steps

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<td>Circle the verbs and action phrases (skills-Do). Record.</td>
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<td>3</td>
<td>Underline the nouns and noun phrases (knowledge and understanding-K and U). Record.</td>
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<td>Determine pre-requisite knowledge and skills implied within the standard. Record.</td>
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<td>Determine instructional implications of the standard. Record.</td>
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Unpacking Standards Example

LACC.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

c) Ask questions to clear up any confusion about the topics and texts under discussion.
Team Activity: Unpacking Standards

- Work together to unpack the following standard:
  SS.1.A.2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility

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Team Activity: Write Learning Goals

Considering both unpacked standards:

- Write learning goals that reflect the learning that is expected as a result of instruction (i.e., comprehensively what are students expected to do, understand, and know)

Team Activity: Identifying Needs

Review student data sheet to become familiar with your students' strengths, preferences and needs.

Determine high probability and high intensity barriers:

- High Probability Barriers - widespread barriers impacting many students
- High Intensity Barriers - barriers that while not widespread significantly impact specific students
- Pay particular attention to Samantha and Ryan
Team Activity: Lesson Refinement

Review Current Lesson Plan section of the UDL Lesson Refinement Worksheet and discuss the following questions.

• For which students will this lesson present barriers? How?
• What will the impact be on student engagement? Learning? Demonstration of learning?
• What options could be provided to remove or lessen the impact of these barriers?

What will it take?

Bottom Up Change
• Collaborative planning devoted to creating universally designed lessons and learning environments that reach all learners, including core, remedial, and intervention teachers

Top Down Change
• Administrative commitment
• Collaborative planning time built into master schedule and support for effective teaming practices
• Accessible and flexible resources
• Professional development and coaching

Team Activity: Infrastructure and Implementation Support

• Review the critical components and considerations section assigned to your activity number (i.e., 1, 2, 3, 4, 5, 6)
  • Systems-Level Implementation (1’s)
  • Master Schedule (2’s)
  • Effective Teaming Organization and Practices (3’s)
  • Accessible and Flexible Resources (4’s)
  • Professional Development and Coaching (5’s)
  • Progress Monitoring Process and Tools (6’s)

• After all participants have completed their independent review, each teach your team about the critical components and considerations and available resources outlined in your assigned section
Resources and References

- UDL/AT Newsletter
- http://www.fc-mtss.com/resources.html
- http://www.udlcenter.org/sites/udlcenter.org/files/UDL%20DIY%20Figure.pdf
- http://www.udlcenter.org/sites/udlcenter.org/files/UDL%20DIY%20Figure.pdf
- Coyne, Kame‘enui & Carnine, 2007, Effective Teaching Strategies that Accommodate Diverse Learners, Upper Saddle River, NJ, Pearson
- Tomlinson, 2001, How To Differentiate Instruction in Mixed Ability Classrooms, Alexandria, VA, ASCD
- Murray, Coleman, Vaughn, Wanzek & Roberts, 2012, Designing and Delivering Intensive Interventions: a teacher’s toolkit, Portsmouth, NH, RMC Research Corporation, Center on Instruction