**OpenLearning Conference - June 19, 2024:**

**Meeting Our Students’ Needs**

Learn more about creating an inclusive, universally designed, evidence-based, multi-tiered system of Support (MTSS) to meet the needs of ALL our learners.

| **Materials** | [LINK to SLIDES](https://docs.google.com/presentation/d/1GJgL_PvBcGfegCKlJ1KXa4V-qMEYasVQarKF5FyNoSU/edit?usp=sharing) * Dr. Muente’s session is from slides 1-31
* Dr. Youngblom’s session begins on Slide 32-58

[Link to Day 2 - Session 6: Q&A Google Doc:](https://docs.google.com/document/d/14HC4oU-u-JveanV4u6_851SOA-uqKmKWzRTICD2rg_Y/edit?usp=sharing)* Use this document to write your questions during and after the Session 4 & 5 presentation
* Dr. Muente and Dr. Youngblom will try to address each question during their individual sessions, the panel session, or after the conference.
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| **Session 1:**  | **Building stronger inclusive classrooms for ALL learners**  |
| MTSS | [Center for Multi-tiered Supports (website)](https://mtss4success.org/)* Link to the MTSS Center with information on all areas of implementing, supporting, and learning more about MTSS.

[Novak, K. & Rodriguez, K. (2023). *In Support of Students: A Learner’s Guide to Equitable MTSS*. Jossey-Bass.](https://www.novakeducation.com/in-support-of-students-a-leaders-guide-to-equitable-mtss) * Excellent resources for implementing and planning MTSS in your schools. Including material for a school-wide PD book club and an online PD course offered through [Novak Education](https://www.novakeducation.com/).
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| Our Mindset, Learner Variability & Removing Barriers | Assumptions and Beliefs associated with learning:* Review: [Outline of Underlying Assumptions and Beliefs often associated with tests](https://docs.google.com/document/d/1hWPyWIfV6AlYkgWu_Dp7hAP8Z0YaNUjE1dtthZhfebQ/edit?usp=sharing) from Grant, K. & Perez, L (2018) [*Dive into UDL: Immersive Practices to Develop Expert Learners.*](https://www.diveintoudl.com/) Portland, OR: ISTE
* Read the list of the [predictable barriers facing our students](https://docs.google.com/document/d/1BvR5ETSp_er8un1EGFG06Fq_zUGxFaB_0KGlSQ_eruc/edit?usp=sharing).

Understanding UDL and Differentiation * Read [Novak Education Blog - Differentiating between UDL and Differentiation](https://www.novakeducation.com/blog/udl-vs-differentiated-instruction-a-new-perspective)
* Watch Dr. Novak discussing how UDL and Differentiation are different but can work together in a Multi-Tiered System of Support (MTSS) - [UDL and Equitable Access](https://www.youtube.com/watch?v=dinkwH6H1Jg) (12-min video)
* Read Blog/Video (3:22 mins) from Novak Education on [UDL vs. DI: The Dinner Party Analogy](https://www.novakeducation.com/blog/udl-vs-di-dinner-party-analogy).
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| Universal Design for Learning | Building Background and Understanding of the Universal Design for Learning Framework * Watch - [UDL at a Glance](https://youtu.be/bDvKnY0g6e4) from [CAST](http://www.cast.org/)
* Watch & Engage: [IRIS Module: UDL](https://iris.peabody.vanderbilt.edu/module/udl/)
* Explore the [UDL Guidelines 2.2](http://udlguidelines.cast.org/)  (CAST, 2018)
	+ [Multiple Means of Engagement](https://udlguidelines.cast.org/engagement)
	+ [Multiple Means of Representation](https://udlguidelines.cast.org/representation)
	+ [Multiple Means of Action & Expression](https://udlguidelines.cast.org/action-expression)

Applying UDL to your instructional design decision process: * [UDL Principles Consideration Questions Chart:](https://drive.google.com/file/d/1IBuTUN8gzFPBxEvnJjHdiksS2sA-kBUF/view?usp=drive_link)
	+ As you design your instruction around the UDL framework, use the following consideration questions to guide you.
	+ Retrieved from [Novak, K. (2022) *UDL Now!: A teacher’s guide to applying Universal Design for Learning*. CAST Publishing.](https://www.novakeducation.com/udl-now))
* [Ludia (Poe.AI)](https://secure.smore.com/vcpmk) - AI-Powered UDL Partner.
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| Feedback | Please contact me with any questions or concerns about understanding or implementing UDL into your lessons. I am also available for mentoring/coaching or professional development collaboration on implementing UDL in your classroom or schools. Kari A. Muente, PhD - muenteka@mlc-wels.edu |
| **Session 2:**  | **Targeted Supports and Interventions to Enhance Student Learning**  |
| Tier 2 Data Practices | Universal Screeners* <https://charts.intensiveintervention.org/ascreening>

Diagnostic Tools* <https://intensiveintervention.org/tools-charts/example-diagnostic-tools?_ga=2.103564744.952587234.1718381563-1910884942.1718117667>
* [Phonemic Awareness Screener Assessment](https://www.fullertonsd.org/cms/lib/CA50010905/Centricity/Domain/1993/PA_Intervention_Screening.pdf)
* [Phonological Awareness Skills Test (PAST)](https://nashtoolkit.weebly.com/uploads/2/5/8/5/25858815/_phonological_awareness_assessment.pdf)
* [Quick Phonological Awareness Screening (QPAS)](https://www.uen.org/syc/downloads/Handout6_QPAS.pdf)
* [Quick Phonics Screener](https://www.sfdr-cisd.org/media/gaidhbg0/quick-phonics-screener.pdf)
* [CORE Phonics Survey](https://esu11.org/wp-content/uploads/sites/13/2010/11/Phonics_Survey.pdf)
* [Qualitative Spelling Inventory](https://www.frasercurriculum.com/words-their-way.html)

Progress Monitoring* [https://charts.intensiveintervention.org/aprogressmonitoring?\_gl=1\*o0iij\*\_ga\*MTkxMDg4NDk0Mi4xNzE4MTE3NjY3\*\_ga\_8HTR3VBRFZ\*MTcxODM4MTU2NC4yLjEuMTcxODM4MTYzMC4wLjAuMA](https://charts.intensiveintervention.org/aprogressmonitoring?_gl=1*o0iij*_ga*MTkxMDg4NDk0Mi4xNzE4MTE3NjY3*_ga_8HTR3VBRFZ*MTcxODM4MTU2NC4yLjEuMTcxODM4MTYzMC4wLjAuMA)
* [DIBELS](https://dibels.uoregon.edu/)
* [easyCBM](https://www.easycbm.com/)
* [The ABCs of CBM](https://www.amazon.com/ABCs-CBM-Second-Curriculum-Based-Intervention/dp/1462524664/ref%3Dsr_1_1?crid=2ZH95KAUI6YAX&dib=eyJ2IjoiMSJ9.gOHAUlzGvvG-ObFilMOsfVYXbMx4UI_c7xhbKpSWTBCAnmxf7qzNQdZk6yXoybEGH9FCbw6O8cwucQZizWL9dFtBCJV4PGkR8FqYu-d_KwqONcsfkrVgn8mclz2bhQQqehB14VrhNR3IbC8CdASRUg.RgG0Q__OOo_-ax_ed6l90iitsSMA9n9ke4ypHx5KxWg&dib_tag=se&keywords=THE+ABCS+of+CBM&qid=1718382021&sprefix=the+abcs+of+cbm%2Caps%2C101&sr=8-1)
* [Academic Skills Problems: Direct Assessment and Intervention](https://www.amazon.com/Academic-Skills-Problems-Assessment-Intervention-dp-146255119X/dp/146255119X/ref%3Ddp_ob_title_bk)
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| Tier 2 Evidence-Based Interventions | General* [Intervention Central](https://www.interventioncentral.org/response-to-intervention)
* [What Works Clearinghouse](https://ies.ed.gov/ncee/WWC/Search/Products?productType=2)
* [Evidence for ESSA](https://www.evidenceforessa.org/)
* [Academic and Behavior Supports for At-Risk Students](https://www.amazon.com/Academic-Behavior-Supports-At-Risk-Students/dp/1462503047/ref%3Dsr_1_1?crid=2UGEJ72T3R0TU&dib=eyJ2IjoiMSJ9.aTWr7iscAIwTEeSGs0iKFHkXEpsHJG2A6E2v2s9yAgXN17TrcG1ZBuh8V2QbHs2TLnr0lE8cA0eeQTu1b8nQfeL_8FIZ8W7G52DNVhST1gw.OjspziH2PKycLgbsXRQvxEWtLUlMTN4lN5lzWA0MKlQ&dib_tag=se&keywords=Academic+and+behavior+supports+for+at-risk+students&qid=1718382403&s=books&sprefix=academic+and+behavior+supports+for+at-risk+students%2Cstripbooks%2C117&sr=1-1)
* [Effective School Interventions](https://www.amazon.com/Effective-School-Interventions-Third-Evidence-Based/dp/1462526144/ref%3Dsr_1_1?crid=31VJ8JQRMGO4F&dib=eyJ2IjoiMSJ9.Nt4noq892Zfp_60IZ7Xh-uRLna73tW4rNEZMRggExGm8EHLHUiowfkDW3pgdxMa5I3gLgc6nJDx8KdIVtSizy0jECdN0g0eEYKjgiRYW1up85_9PZpQg4BY1gv4jSJLFCWVPyDYSStlg45WYffwv6I35qz44Dkstx6OZ0q35JnRBtUpdIE6No9jcUZkvlx2nryJr7UWdtKShCKeDYdi4vHc6lOLuFtHZ5yWyTUqS4y8.U0xzwfvOSXowopXj0IQe4VSlDTE72MAPTntdFPO_wWw&dib_tag=se&keywords=Effective+School+Interventions&qid=1718382510&s=books&sprefix=effective+school+intervention%2Cstripbooks%2C117&sr=1-1)
* [Doing What Works](https://dwwlibrary.wested.org/)
* [Center on Instruction](https://www.centeroninstruction.org/index.cfm)

Reading (General)* [Handbook of Reading Interventions](https://www.amazon.com/Handbook-Reading-Interventions-Rollanda-OConnor/dp/1462509479/ref%3Dsr_1_1?crid=2IMVNULWARTG4&dib=eyJ2IjoiMSJ9.tkhK9V6LgnreCNfJWJhxOQLshiYbsDlkoKPEsRbova6jiqTSor8_1K1FVTCoXW8YolwGjZvLocY3CX5MH4h41B8NMHDIlXx-6ioCoANMzHlHa6Z7E9rko-KMAu-bD8uRB_H33XIIbzLuEcmbHFgf3xAwgA-VzucTz93kWIdAx12-a8-ODNK2X7S30dVY6HxObxjCXRaPPYG-3eUBauIdiRnk0cdtOM1wz8-__36MVbs.6rfQxEANOKey2nwVoFNkE61CSm7HFHyzO11L1bmRG4E&dib_tag=se&keywords=Handbook+of+reading+interventions&qid=1718382301&s=books&sprefix=handbook+of+reading+interventio%2Cstripbooks%2C123&sr=1-1)
* [Providing Reading Interventions for Students in Grades 4-9](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf)
* [Florida Center on Reading Research](https://fcrr.org/)

Reading (Skill Specific)* Phonemic Awareness
	+ [Letter Cube Blending](https://www.interventioncentral.org/academic-interventions/reading-phonics/letter-cube-blending)
	+ [Word Boxes/Word Sorts](https://www.interventioncentral.org/node/966670)
	+ [Time-Delay Techniques](https://www.interventioncentral.org/instruction_constant_time_delay)
	+ [Peer-assisted Learning Strategies (PALS)](https://frg.vkcsites.org/)
		- [IRIS Module: PALS K-1](https://iris.peabody.vanderbilt.edu/module/palsk1/#content)
		- [IRIS Module: PALS 2-6](https://iris.peabody.vanderbilt.edu/module/pals26/#content)
		- [IRIS Module: PALS H.S.](https://iris.peabody.vanderbilt.edu/module/palshs/#content)
	+ [UFLI](https://ufli.education.ufl.edu/foundations/)
	+ Wilson Reading System and Fundations
	+ Road to the Code
	+ Earobics
* Phonics
	+ [Word Building](https://www.interventionexpress.com/uploads/1/6/8/5/16851140/world_building_intervention.pdf)
	+ [Sound Partners](https://www.voyagersopris.com/products/reading/sound-partners/overview)
	+ [UFLI](https://ufli.education.ufl.edu/foundations/)
	+ Wilson Reading System and Fundations
	+ Read 180
* Fluency
	+ [Listening Passage Preview](https://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview)
	+ [Repeated Reading](https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/instruction_group_repeated_reading.pdf)
	+ [Incremental Rehearsal](https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/9831/Incremental%20Rehearsal%20Sight%20Words.pdf)
	+ [Peer-assisted Learning Strategies (PALS)](https://frg.vkcsites.org/)
		- [IRIS Module: PALS 2-6](https://iris.peabody.vanderbilt.edu/module/pals26/#content)
		- [IRIS Module: PALS H.S.](https://iris.peabody.vanderbilt.edu/module/palshs/#content)
	+ [Lindamood Phoneme Sequencing (LiPS)](https://ganderpublishing.com/products/lips-kit)
	+ Read Naturally
	+ Corrective Reading
	+ Wilson Reading System and Fundations
	+ Read 180
* Vocabulary
	+ [Teaching Vocabulary](https://www.readingrockets.org/topics/vocabulary/articles/teaching-vocabulary#components-of-vocabulary-instruction)
	+ [Time Delay Techniques](https://www.interventioncentral.org/instruction_constant_time_delay)
	+ Wilson Reading System and Fundations
	+ [Swanson, E., Vaughn, S., & Wexler, J. (2017). Enhancing adolescents’ comprehension of text by building vocabulary knowledge. *TEACHING Exceptional Children*, *50*(2), 84-94.](https://files.eric.ed.gov/fulltext/ED580977.pdf)
	+ [Creating Habits that Accelerate Academic Vocabulary of Students (CHAAOS)](https://gsoe.education.ucr.edu/CHAAOS/index.php)
* Comprehension
	+ [Peer-assisted Learning Strategies (PALS)](https://frg.vkcsites.org/)
		- [IRIS Module: PALS 2-6](https://iris.peabody.vanderbilt.edu/module/pals26/#content)
		- [IRIS Module: PALS H.S.](https://iris.peabody.vanderbilt.edu/module/palshs/#content)
	+ Corrective Reading
	+ [Collaborative Strategic Reading (CSR)](https://iris.peabody.vanderbilt.edu/module/csr/)
		- [“Click or Clunk”](https://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-practice)
	+ Wilson Reading System and Fundations
	+ Read 180

Written Expression* [Time Delay Techniques](https://www.interventioncentral.org/instruction_constant_time_delay)
* [Cover, Copy, Compare](https://www.interventioncentral.org/academic-interventions/writing/how-master-spelling-or-sight-words-cover-copy-compare)
* [Repeated Review with Shared Rime](https://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime)
* [Self-Regulated Strategy Development (SRSD)](https://iris.peabody.vanderbilt.edu/module/srs/#content)
* [Lindamood Phoneme Sequencing (LiPS)](https://ganderpublishing.com/products/lips-kit)

Math (General)* [Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf)
* [Assisting Students Struggling with Mathematics: RTI for Elementary and Middle Schools](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/rti_math_pg_042109.pdf)
* [Teaching Elementary Mathematics to Struggling Learners](https://www.amazon.com/Teaching-Elementary-Mathematics-Struggling-Special-Needs/dp/1462523110/ref%3Dsr_1_1?crid=37H47HK8Y5XC4&dib=eyJ2IjoiMSJ9.2NSIxqpQ3cXYKDPCXuqPY1ISfO3PZ2drwpikJz7RAf21Re-xrLDM73FB3W5qCT9reNQVo4NZ4COziSnuh7Gb95lT_EteN-194zeHJTTkOPIXKEPSYArbMr-22TVxL8mQmBBXQaHFBsNHMpWDWraY4fIPxSuKiYqAP5S7pz0luN1Fz6ett19Sk_IoLuRu5vywBPDCsbdLTzeeA2QOID7SEcePrxo5x8zhYHgAcUjwV1k.wIscRJ3-XbCZWQRkBH1VfzEjCYat1rKkkeTAqIyRM5M&dib_tag=se&keywords=teaching+elementary+mathematics+to+struggling+learners&qid=1718383257&s=books&sprefix=Teaching+Elementary+Mathematics+to+St%2Cstripbooks%2C116&sr=1-1)
* [Intensifying Mathematics Interventions for Struggling Students](https://www.amazon.com/Intensifying-Mathematics-Interventions-Struggling-Instruction/dp/1462546196/ref%3Dsr_1_8?crid=37H47HK8Y5XC4&dib=eyJ2IjoiMSJ9.2NSIxqpQ3cXYKDPCXuqPY1ISfO3PZ2drwpikJz7RAf21Re-xrLDM73FB3W5qCT9reNQVo4NZ4COziSnuh7Gb95lT_EteN-194zeHJTTkOPIXKEPSYArbMr-22TVxL8mQmBBXQaHFBsNHMpWDWraY4fIPxSuKiYqAP5S7pz0luN1Fz6ett19Sk_IoLuRu5vywBPDCsbdLTzeeA2QOID7SEcePrxo5x8zhYHgAcUjwV1k.wIscRJ3-XbCZWQRkBH1VfzEjCYat1rKkkeTAqIyRM5M&dib_tag=se&keywords=teaching+elementary+mathematics+to+struggling+learners&qid=1718383274&s=books&sprefix=Teaching+Elementary+Mathematics+to+St%2Cstripbooks%2C116&sr=1-8)
* [Video: The Instructional Process in Interventions (RTI in Elementary-Middle Math)](https://dwwlibrary.wested.org/resources/474)
* [Tier 2 and Tier 3 Math Resource Toolkit](https://www.livebinders.com/play/play?id=2542923)

Math (Specific Skills)* Number Sense/Early Numeracy
	+ [Counting Board Game](https://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0)
	+ [Incremental Rehearsal](https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/9831/Incremental%20Rehearsal%20Sight%20Words.pdf)
	+ [Time Delay Techniques](https://www.interventioncentral.org/instruction_constant_time_delay)
	+ [IXL Math](https://www.ixl.com/)
	+ Spring Math
* Fluency
	+ [Time Delay Techniques](https://www.interventioncentral.org/instruction_constant_time_delay)
	+ [Incremental Rehearsal](https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/9831/Incremental%20Rehearsal%20Sight%20Words.pdf)
	+ Class-Wide Math Intervention Protocol
	+ [Taped Problems](https://www.interventionexpress.com/uploads/1/6/8/5/16851140/taped-problems.pdf)
	+ [Number Rockets](https://frg.vkcsites.org/what-are-interventions/math_intervention_manuals/)
	+ IXL Math
	+ Spring Math
* Calculation/Computation
	+ [Taped Problems](https://www.interventionexpress.com/uploads/1/6/8/5/16851140/taped-problems.pdf)
	+ [Cover, Copy, Compare](https://www.interventioncentral.org/academic-interventions/math-facts/how-master-math-facts-cover-copy-compare)
	+ [Fraction Face Off](https://frg.vkcsites.org/what-are-interventions/math_intervention_manuals/)
	+ IXL Math
	+ Spring Math
* Problem-Solving
	+ [Cognitive and Metacognitive Strategies](https://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies)
	+ [FAST DRAW](https://coe.jmu.edu/learningtoolbox/printer/fastdraw.pdf)
	+ [Pirate Math](https://frg.vkcsites.org/what-are-interventions/math_intervention_manuals/)
	+ Hot Math
	+ IXL Math

Social-Emotional/Behavior* [PBIS World](https://www.pbisworld.com/)
* [Intervention Central](https://www.interventioncentral.org/behavioral-intervention-modification)
* [Behavioral Intervention Tools](https://charts.intensiveintervention.org/bintervention)
* [Early Identification System (EIS) Intervention Hub](https://ruralsmh.com/intervention-hub/)
 |
| Implementation | * [IRIS Module: RTI - Considerations for School Leaders](https://iris.peabody.vanderbilt.edu/module/rti-leaders/)
* [Shores, C. (2009). A Comprehensive Model for Response to Intervention. *A Comprehensive RTI Model: Integrating Behavioral and Academic Interventions*, 1-24.](https://www.sagepub.com/sites/default/files/upm-binaries/27758_Chapter_1_A_Comprehensive_Model_for_Response_to_Intervention.pdf)
* [Strategies for Scheduling](https://intensiveintervention.org/sites/default/files/NCII-Scheduling-508.pdf)
* [Four Steps to Implement RTI Correctly](https://www.edweek.org/teaching-learning/opinion-four-steps-to-implement-rti-correctly/2016/01)
* [Models for Implementing Response to Intervention](https://www.amazon.com/Models-Implementing-Response-Intervention-Implications/dp/1609181247/ref%3Dsr_1_1?crid=34UUXNMEEFN5T&dib=eyJ2IjoiMSJ9.AnusjKi2r7sfGa4acvTD3xZ6jEZ9q2LLoMAbTkdARJrwNkidircaUVM3sAGBYOAMzXIilgDLj646de1vOR5SXIiQnr3qkIF2HGcmvBRt5p4.k2HXAoNK9UrJiFqJlMW5MEHzTrChQ-vEdVi5QjOU4mk&dib_tag=se&keywords=Models+for+Implementing+Response+to+Intervention&qid=1718384093&s=books&sprefix=models+for+implementing+response+to+intervention%2Cstripbooks%2C81&sr=1-1)
* [Implementing Response to Intervention: A Principal’s Guide](https://www.amazon.com/Implementing-Response-Intervention-Principals-Guide-ebook/dp/B00K7AUH42/ref%3Dsr_1_4?crid=34UUXNMEEFN5T&dib=eyJ2IjoiMSJ9.AnusjKi2r7sfGa4acvTD3xZ6jEZ9q2LLoMAbTkdARJrwNkidircaUVM3sAGBYOAMzXIilgDLj646de1vOR5SXIiQnr3qkIF2HGcmvBRt5p4.k2HXAoNK9UrJiFqJlMW5MEHzTrChQ-vEdVi5QjOU4mk&dib_tag=se&keywords=Models+for+Implementing+Response+to+Intervention&qid=1718384093&s=books&sprefix=models+for+implementing+response+to+intervention%2Cstripbooks%2C81&sr=1-4)
* [The Road to Success with MTSS: A Ten-Step Process for Schools](https://www.amazon.com/Road-Success-MTSS-customizing-intervention/dp/1954631375/ref%3Dsr_1_2_sspa?crid=34UUXNMEEFN5T&dib=eyJ2IjoiMSJ9.AnusjKi2r7sfGa4acvTD3xZ6jEZ9q2LLoMAbTkdARJrwNkidircaUVM3sAGBYOAMzXIilgDLj646de1vOR5SXIiQnr3qkIF2HGcmvBRt5p4.k2HXAoNK9UrJiFqJlMW5MEHzTrChQ-vEdVi5QjOU4mk&dib_tag=se&keywords=Models+for+Implementing+Response+to+Intervention&qid=1718384093&s=books&sprefix=models+for+implementing+response+to+intervention%2Cstripbooks%2C81&sr=1-2-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&psc=1)
 |
| Feedback | Please contact me with any questions or concerns about implementing targeted supports and interventions. Rachel Youngblom, Psy.D., LP, NCSP - youngbrl@mlc-wels.edu |