## Components of Universal Instruction

Multi-tiered System of Supports	Universal Design for Learning	Differentiated Instruction	Specially Designed Instruction
MTSS	UDL	DI	SDI
•	•		•
problem solving process	predictive of student needs	responsive to student needs	unique to eligible student needs
		•	
3-tiered system	curriculum and instructional design	student interest and readiness	adaptations to content, methodology, and delivery of instruction
		•	
resource allocation	cognitive processes to support learning	learner profile and abilities	present levels of performance
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intensity of instruction	emphasis on flexible curriculum	emphasis on the role of the teacher	emphasis on measureable IEP goals
decisions based on data	based on learning sciences	based on instructional practices	based on access to general education curriculum for SWD
expectations based on research	flexible learning tools	learning tools matched to student needs	related services, supports, and accommodations
•	•	•	
goal - all students proficient with supports matched to need	goal - students becoming expert learners	goal - students making academic progress	goals - reasonably calculated for progress