* 1. As a faculty member in the Department of Special Education, the department chair has asked you to create a 15 week course for **elementary** education undergraduate students introducing them to **methods of inclusion** for students with disabilities and the **multi-tiered system of support** (MTSS). *Provide detail on the responsibilities of general education teachers to implement MTSS*. *What are their (GenEd teacher) roles and responsibilities*, *level of collaboration with special education*, and *communication with parents*?

a. Describe the content of the course;

b. Describe the goals and objectives of the content;

c. Describe the teaching methods you will model and the types of assignments to be

 completed;

d. Describe the assessments that will ensure that your course achieves its goals and

 objectives.

**Course Instruction and Assignments**

 My 15-week class for undergrad elementary education majors will help them understand key concepts about inclusion and multi-tire system support systems (MTSS) by using the following pedagogy: a. Lectures with PowerPoint; b. readings, reflections, and assigned discussion that include XXXXX; c. observation in KPS classes that will let students see how teachers and students engage in inclusion and MTTS; d. two 3- to 5- page literature reviews of 3 to 4 key articles that will help them develop professional insights; e. small group article discussion of (articles) that result in a report to the class; f. 3 case study analyses in which students explain how MTTS was implemented, focusing on the role of GenEd teachers in terms of their collaboration with SpEd teachers and communication with parents; and g. a final group presentation that focuses on the guiding philosophy of inclusion and how MTSS allows inclusion to work. I will divide the 15-week classes to three trimesters; A) week 1-5, B) week 6-10, and C) week 11-15. The first four weeks include…

**Course Content Introduction: Inclusion and Multi-Tiered System of Support**

 I’ll begin the 15-week class with an introduction to inclusion and the multi-tiered system of support (MTSS), focusing on inclusion as a philosophy of and approach to pedagogy and on MTSS as a framework for educational practices that will positively impact the academic, behavior, and social development of all students (PBIS Implementation Foundations, 2015, p. 8). To stress the philosophical aspects of inclusion, I will define the term as a major pedagogical approach that ensures the constitutional rights of students with disabilities (SwDs) to be educated and socialized in settings that engage them as much as possible with their peers who do not have disabilities (Kauffman & Landrum, 2009, p.178). While inclusion means that SwDs should be educated most often in general education classes as a way to avoid segregated education of such students, it also means that educators must be trained to use strategies that will make inclusion effective for all students (Kauffman & Landrum, p.183). In other words, this approach is not just about doing the right thing for SwDs, it is also about doing the right thing for all students by helping educators collaborate more with their peers and use a more scientific approach (Dettmer et al., 2013).

 I will also discuss *how* inclusion relates to the law, specifically IDEA, which does not mandate inclusion for all SwDs, but emphasizes inclusion because it stresses that SwDs be educated in the Least Restrictive Environment (LRE), which according to Rozalski et al. (2010) has six levels.

 As I move to discussion of the implementation of inclusion, I’ll introduce students to MTSS, which is a multi-tiered framework that suggests a tiered scale of evidenced-based approaches to help students reach their highest possible academic and social success (Freeman, Sugai, Simonsen, & Everett, 2016, pg. 30). MTTS provides continued instructional supports and interventions targeted to students’ individual needs (Morrison, Russell, Dyer, & Rahschulte, 2014). I will introduce students to the **key elements of MTSS**, which are: (a) universal screening, (b) data-based decision making, (c) continuous progress monitoring, (d) continuing evidence-based practices, and finally (e) the fidelity of implementation (Sugai & Horner, 2009).

I will break the lessons down week by week to discuss implementation of: **(a)** **Universal Screening**, the initial step for identifying students who are struggling or are at risk of not learning when teachers are using evidenced based instruction proven to be successful ( ). Universal screening occurs three times a year (fall, winter, and spring) and consists of brief measurements of skills that can predict students’ learning outcomes, such as phonological awarenesses (*Fletcher & Vaughn, 2009; Hughes& Dexter, 2011; Whitten et al., 2009*). **(b) Data-based decision making** likely seems self-explanatory, but education students need to understand the importance of using multiple assessment, including universal screening and continual progress monitoring, to help them arrive at informed decisions about students’ needs (Esteves & Whitten, 2014). **P.7** **Continuous progress monitoring** is a type of formative assessment; in it teachers look at students’ behaviors and academic progress to see if they are doing as expected and determine if their IEPs goals need to be adjusted accordingly ().

IDEA-2004 requires that teaches, as often as possible, use **evidenced-based practices (EBPs)** that are grounded in scientific research. An EBP 1. must have a research design that is well-founded—outcomes of students who received an intervention must be compared to these who do not; 2. must include careful, sophisticated data analysis by professional researchers; and 3. must be published as peer reviewed research that details a methodology others can examine and replicate to confirm or dispute the value of the practice. EBPs provide professional educators strategies they can use with assurance of success if the EBP is followed correctly. Another reason educators should use EBPs is that the outcomes of students can be compared.

**(e) Implementation Fidelity** means the extent to which the MTTS is being conducted as it should. This is a crucial concept for educators because it captures the responsibility general educators have to learning how to work with and teach all students, to work with and use EBPs, to learn how to engage in data-decision making and continual progress, and to learn how to educate SwDs in the LRE and the most inclusive setting. (Stopped here.)

 Students in my course will learn about collaboration, which is an important aspect of MTSS implementation. It is essential to gather a team of professionals.

Once the class better understands the individual elements of MTSS, I will move forward to show how they not only work together to promote student success, but how MTSS works with inclusion.

**Implementation of Inclusion**

 The next portion of my course moves into implementation of inclusion and MTSS implementation. Students will learn about the types of inclusion, which are full inclusion, partial inclusion, and mainstreaming (Rose-Hill, 2009). In full inclusion, SwDs are educated in the general education classroom and are given special instruction or services outside the classroom depending upon their needs. In partial inclusion, the special needs student is in the general education classroom part of the time and also visits a special education classrooms and related resources. In the third type, called mainstreaming, SwDs are taught in a special education classroom exclusively until the time they demonstrate the capacity to enter the general education classroom. The use of these types depends on state and local legislation and resources (Rose-Hill, 2009). Likewise, the use depends upon a student’s Individualized Education Program (IEP). (add benefits of each for student and teacher if space permits).

**Implementation of MTSS**

 In order to meet the requirements of an inclusive classroom, which is meant to meet the needs of all students (Behan, 2016), educators can serve their students through MTSS. I will remind students that MTSS is also designed to meet the needs of all students, which directly aligns with the demands of the inclusive classroom. I will discuss the roles and responsibilities of general education teachers in implementing MTSS in the inclusive classroom, as well as highlight the importance of collaboration with special education teachers, school administration, and parents. I will break the lessons down week by week to discuss implementation of:
**(a)** **Universal Screening** is the initial step for identifying students who are struggling or are at risk of not learning when teachers are using evidenced based instruction proven to be successful ( ). Universal screening occurs three times a year (fall, winter, and spring) and consists of brief measurements of skills that can predict students’ learning outcomes, such as phonological awarenesses (*Fletcher & Vaughn, 2009; Hughes& Dexter, 2011; Whitten et al., 2009*). **(b) Data-based decision making** likely seems self-explanatory, but education students need to understand the importance of using multiple assessment, including universal screening and continual progress monitoring, to help them arrive at informed decisions about students’ needs (Esteves & Whitten, 2014). **P.7** **Continuous progress monitoring** is a type of formative assessment; in it teachers look at students’ behaviors and academic progress to see if they are doing as expected and determine if their IEPs goals need to be adjusted accordingly ().

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**(e) the Fidelity of Implementation**

 Students in my course will learn about collaboration, which is an important aspect of MTSS implementation. It is essential to gather a team of professionals.

Through MTSS, educators are not waiting for students to fail—through this framework, educators may continuously monitor and adjust learning and performance.

### [RTI/MTSS (includes intensive intervention)](https://iris.peabody.vanderbilt.edu/ebp_summaries/)

##### Title

##### Description

##### Evidence Base/Source

**Organizing Instruction and Study To Improve Student Learning**

Using some of the most important research on learning and memory, this WWC practice guide outlines actions related to the use of instructional and study time for social studies, science, and math. For more information, please view the IRIS Modules High-Quality Mathematics Instruction: What Teachers Should Know, Providing Instructional Supports: Facilitating Master of New Skills, SRSD: Using Learning Strategies To Enhance Student Learning, Algebra (Part 1): Applying Learning Strategies to Beginning Algebra, and Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra.

These practices have demonstrated minimal, moderate, and strong evidence of effectiveness on organizing instruction and study time to improve student learning, especially in science, social studies, and math, for students in elementary, middle, and high school (kindergarten through grade 12).

*Pashler, H.; Bain, P. M.; Bottge, B. A.; Graesser, A.; Koedinger, K.; McDaniel, M.; & Metcalfe, J.*[View Research Summary](https://ies.ed.gov/ncee/wwc/PracticeGuide/1)

**Social Skills Training: Early Childhood Education for Children with Disabilities**

Social skills training is a collection of practices that utilize a behavioral approach to teaching preschool children social skills competences: communication, problem solving, decision making, self-management, and peer relations.

This program to have no discernible effects on cognition and positive effects on social-emotional development and behavior for children with disabilities in early education settings.

*U.S. Department of Education*[View Research Summary](http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=578)

**Using Student Achievement Data To Support Instructional Decision Making**

This guide outlines five recommendations to help educators effectively use data to monitor students' academic progress and evaluate instructional practices. For more information on this topic, view the following IRIS resources: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom; Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement; RTI (Part 2): Assessment.

These practices have demonstrated minimal evidence of effectiveness on academic achievement for students in elementary, middle, and high school (kindergarten through grade 12).

*Hamilton, L.; Halverson, R.; Jackson, S.S.; Mandinach, E.; Supovitz, J. A.; & Wayman, J. C.*[View Research Summary](https://ies.ed.gov/ncee/wwc/PracticeGuide/12)

<https://iris.peabody.vanderbilt.edu/ebp_summaries>

- Universal Design for learning (UDL)

- Roles & Responsibilities of the GenEd

- GenEd teachers level of collaboration with SpEd

- GenEd teachers level of communication w/ parents.