



An SRBI Model for Capital Preparatory Magnet School


# DIFFERENTIATED INSTRUCTION

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# Objectives:

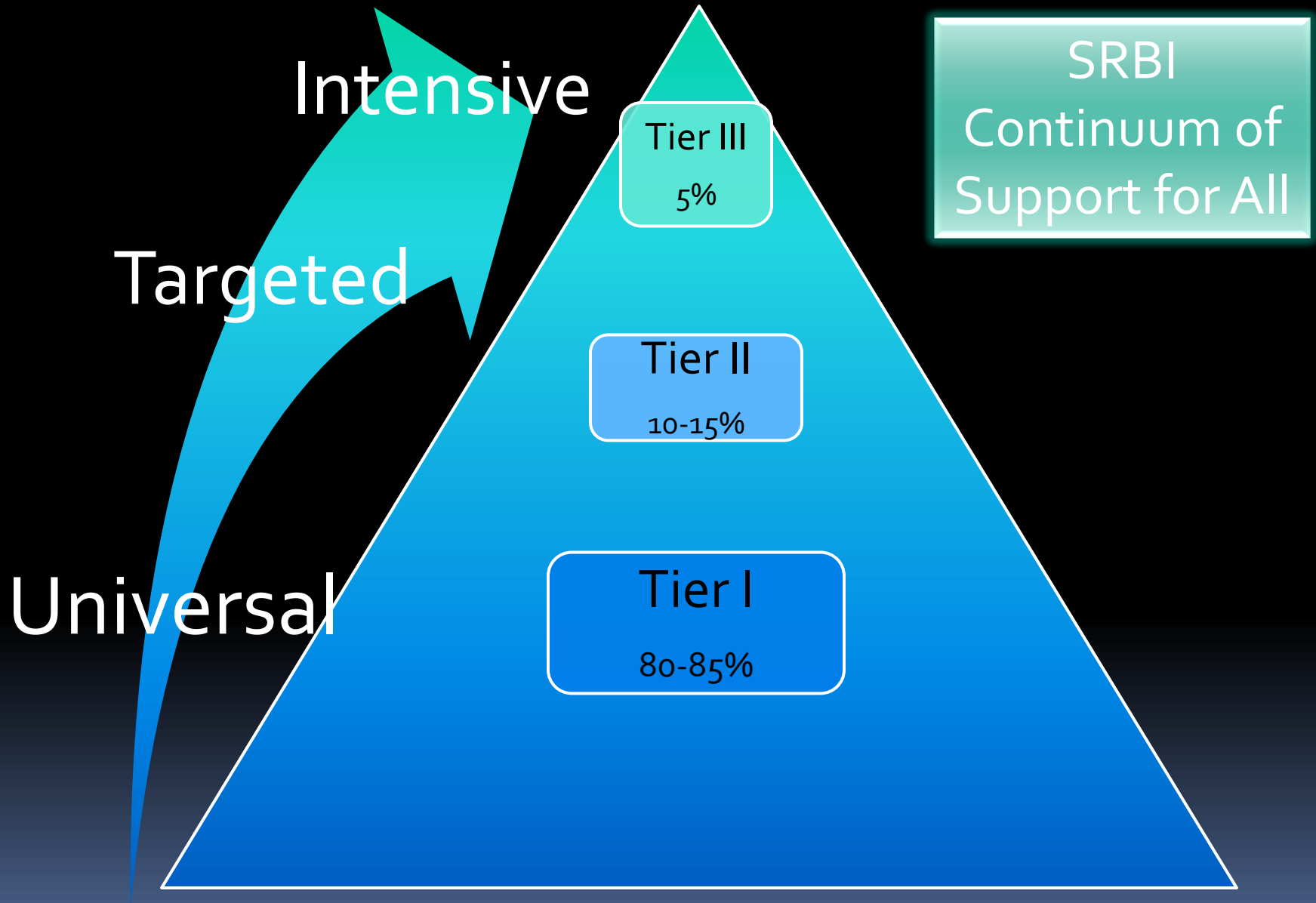
Teachers will be able to-

- Understand the SRBI framework and initiative
  - Identify appropriate areas and strategies to differentiate instruction
  - Apply differentiation strategies in their lessons.
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# What is Scientific Research-Based Intervention (SRBI)?

- SRBI emphasize successful instruction for all students through high-quality **core general education practices**, as well as **targeted interventions for students** experiencing learning, social-emotional or behavioral difficulties.





# SRBI: Behavior Tier I

- PBIS Building Wide Behavior Supports.
- Class-wide Procedures and Routines.
- Classroom Rules (aligned with PBIS)
- Classroom Motivational System (s) (e.g., stickers, prize box, class-wide incentives)
- School-wide Motivational System.
- School-wide Assemblies targeted toward bullying, etc.

## SRBI: Behavior Tier II

- PBIS Targeted Group Intervention/Plan.
- Social Skills Group (selected students)
- Individualized motivational system
- Individualized visual schedule
- Social Worker comes into classroom to meet with class, have bullying discussion targeted to class.
- Targeted team meets to plan Playground group intervention.
- FBA/BIP

## SRBI: Behavior Tier III

- ABA Behavior Intervention plan
- Outside services.
- Some or all of Tier II interventions.
- One:one paraprofessional staff.
- Specialized program.
- High student-staff ratio.
- Social Work services.
- Social skills instruction.



SRBI

Academic-  
Tier I

- High-quality core curriculums and instruction in **general education**.
- A **positive school climate** and a continuum of social-emotional learning and behavioral supports.
- **Differentiation instruction** to address a wide range of achievement levels, as well as behavioral and social-emotional needs



SRBI

Academic–  
Tier II

- Students who do not meet Tier I benchmarks
- Interventions are **supplemental** to the core academic instruction and research-based
- **Consistently** scheduled and of sufficient duration (e.g., 30 to 45 minutes, two to three times/week for eight – 20 weeks )
- Sessions can be one-to-one or small groups (e.g., four to six) of students based on same skill or strategy deficit
- Honoring the **fidelity of the intervention**



## SRBI Academic-Tier III

- Interventions are **supplemental** to the core academic instruction and research-based.
- Referral for Special Education.
- Supplemental services in speech, counseling, OT/PT to supplement academic instruction.
- Testing Accommodations.
- **Consistently** scheduled long-term targeted specialized instruction and programs, pull-out or push-in.
- Sessions can be one-to-one or small groups (e.g., four to six) of students based on same skill or strategy deficit
- Honoring the **fidelity of the intervention**

# SRBI and Special Education

- SRBI DO NOT replace the special education process.
- If at any time parents believe their child has a disability that is affecting his or her learning, they have a right to request an evaluation for special education.
- SRBI cannot be used to delay or deny this evaluation when referral comes from parent.
- Information gathered through SRBI may be included in the evaluation process; it must be included when referral comes from school personnel/SAT process.
- **Data** is the basis for both academic and behavior SRBI at **all three tiers**.



# Tier I with focus on Differentiated Instruction

An SRBI Model for Capital Prep



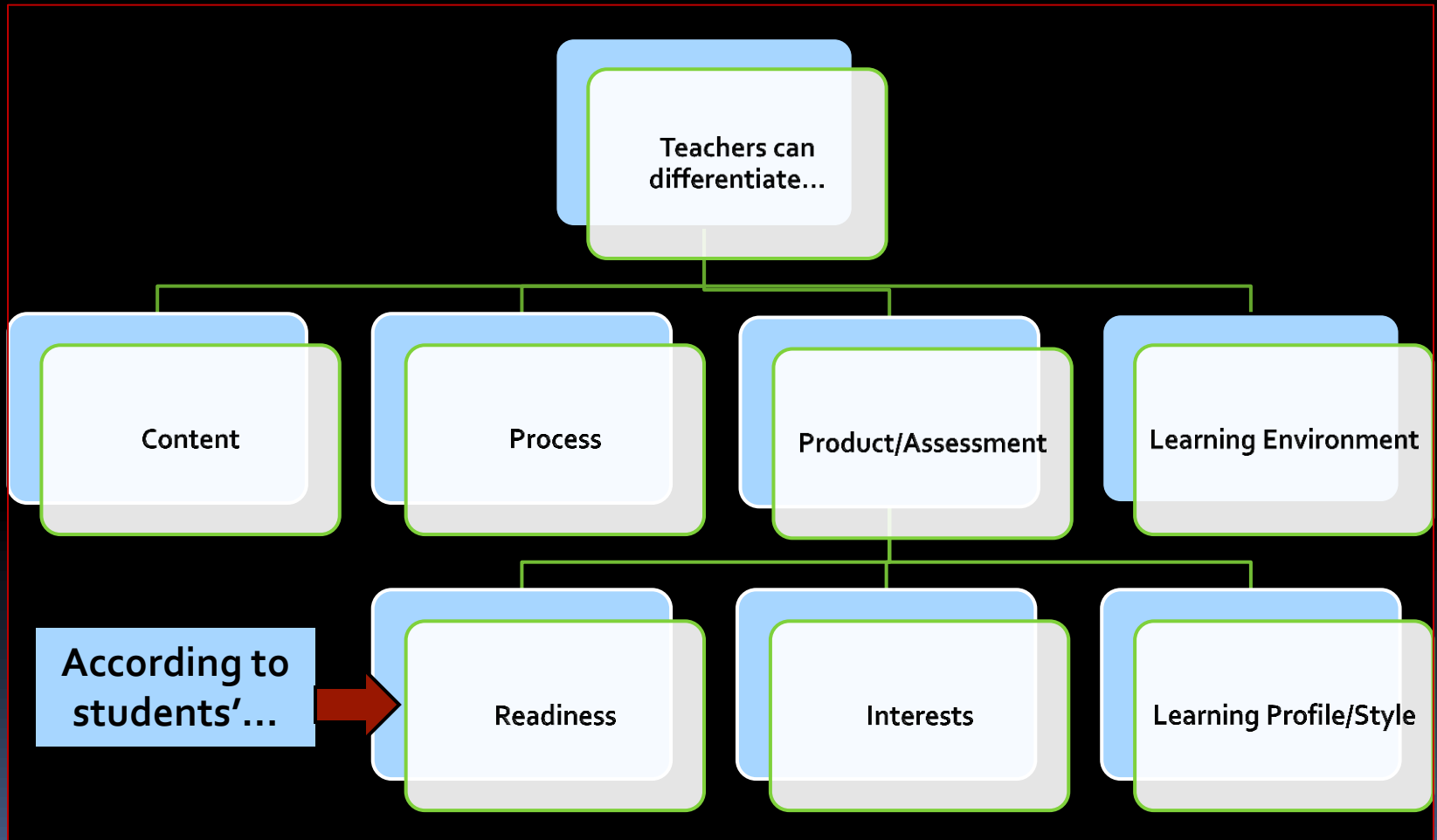
# What is Differentiated Instruction?

- Teaching strategies that meet the varying needs of a group of students within the general education setting
- Move away from “one size fits all” approach.

*Tailoring instruction to meet individual needs.*



# How Teachers Differentiate



# How to Differentiate Instruction

## Content

- what the student needs to learn
- how the student will get access to the information

## Process

- activities in which the student engages in order to make sense of or master content

## Product/Assessment

- culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit as well as tests/quizzes.

## Learning Environment

- the way the classroom works and feels, student grouping.

# Content

## Content



disting  
characteristics  
early civilizations  
Or  
identify  
differences

## Differentiation

- Using reading materials at varying readability levels;
- Putting text materials on tape;
- Presenting ideas through both auditory and visual means; and
- Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

# Process

## Process

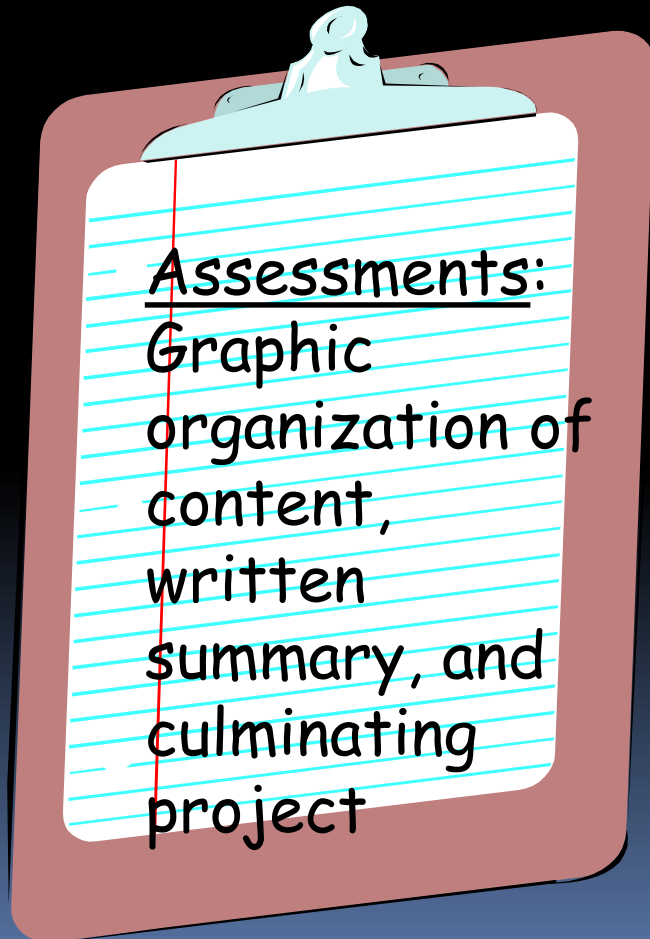
### Instructional Sequence:

1. Read (jigsaw, taped materials, visual aids, or small group guided read aloud)
2. Complete graphic organizer (Varying organizers)
3. Summarize information (text frame starters, GIST, etc.)

## Differentiation

# Product

## Product



## Differentiation

- Giving students options of how to express required learning using multiple intelligences;
- Using rubrics that match and extend students' varied skills levels;
- Allowing students to work alone or in small groups; and
- Encouraging students to create their own product as long as the assignments contain required elements.

# Learning Environment


Examples of differentiating learning environment include:

- There are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
- Materials that reflect a variety of cultures and home settings;
- Guidelines for independent work match individual needs; and
- Students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).





# The Differentiated Classroom is...

- Focused on multiple forms of intelligences is evident
  - Assessment that is ongoing and diagnostic
  - Multi-option assignments
  - Multiple materials
  - Variety of instructional arrangements
  - Some level of choice/preference/autonomy.
  - Groupings are fluid and can be heterogenous according to interests/learning style as well as homogenous according to needs/abilities.
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# Differentiation is NOT..

- Preferential seating
- Lowered expectations
- Suspension
- Retention
- Peer tutoring

# Website Links:

Florida Center for Reading Research: [www.fcrr.org](http://www.fcrr.org)

PBIS: [www.pbis.org](http://www.pbis.org)

RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)

Montana publication on RTI for gifted students:  
[www.opi.mt.gov/pub/RTI/Resources/RTI\\_Gifted\\_Talented.pdf](http://www.opi.mt.gov/pub/RTI/Resources/RTI_Gifted_Talented.pdf)

Connecticut's Framework for SRBI (SDE): [www.sde.ct.gov/sde/SRBI](http://www.sde.ct.gov/sde/SRBI)

Behavioral Research and Teaching (University of Oregon):  
[www.brtprojects.org](http://www.brtprojects.org)

National Center on Accessible Instructional Materials:  
<http://aim.cast.org>

National Center on Response to Intervention: [www.rti4success.org](http://www.rti4success.org)



# For Next time:

- Bring a lesson plan (by team and topic) that you would like to differentiate so that it's ready go by the end of the training. For example: 4/5<sup>th</sup> grade Humanities teachers should collaborate on a lesson or unit that they'd like to develop, math/science teams, etc.
  - Bring a laptop per team if possible.
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