

MTSS

problem solving process

3-tiered system

resource allocation

intensity of instruction

based on progress monitoring

expectations based on research

goal - 80% proficiency at Tier 1

UDL

predictive of student needs

curriculum and instructional design

cognitive processes to support learning

emphasis on flexible curriculum

based on learning sciences

flexible learning tools

goal - student becoming an expert learner

DI

responsive to student needs

student interest and readiness

learner profile and abilities

emphasis on role of the teacher

based on instructional practices

learning tools matched to student needs

goal - student making academic progress