

# **Successful Multi-Tiered Academic Services and Supports: Evidence-based Strategies for Differentiated Instruction, Remediation, Accommodation, Modification, and Strategic Intervention**

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**Brief Description:** The new Elementary and Secondary Education Act (ESSA) requires districts and schools to develop multi-tiered systems of services, supports, strategies, and interventions for students who are at-risk, underachieving, unresponsive, and/or unsuccessful. For all students—from an academic perspective, this functionally involves helping district and school supervisors and teachers understand how to differentiate instruction, and how to determine when and how to use the strategic approaches of remediation, accommodation, modification, and intervention.

For students with disabilities, this involves ensuring that they have access to (a) the general education curriculum, (b) appropriate instructional accommodations, (c) Universal Design for Learning approaches, and (d) as needed evidence-based interventions. All of these are, once again, requirements written into ESSA.

All of the information in this session conforms to the strategies and approaches used in the national technical assistance centers funded by the U.S. Office of Special Education Programs. Included are evidence-based multi-tiered assessment approaches, strategies to best identify students' underlying academic struggles, and ways to track student progress and transfer the intervention "lessons learned" from one school year and one classroom level to the next