UDL-IRN SIG: Implementers

Craig Blum and Cherie Smith
Our Work

- Add to the use of last year’s Practice Profile
- Examine an Effective Innovation Alignment Process
- Share the Discussion and Possibilities for Application at the UDL-IRN Summit
Our Fundamental Questions

1. Can the effectiveness of one effective innovation (such as UDL) be improved by the use of other Effective Innovations (EI) that support each other and align to core components?

2. Is the Effective Innovations Alignment Process a viable way to have objective discussions with stakeholders regarding the selection and implementation of EIs?
What is an Effective Innovation?

An **Effective Innovation** is a set of defined practices, assessments, or data systems used in schools to achieve outcomes that have been proven to produce desired results. Effective innovations can be encompassed in a broad-based initiative such as, an integrated behavior and reading MTSS; a program or a set of practices to use an assessment and / or data system (MIBLSI, 2018).

The UDL-IRN SIG considered the **Universal Design for Learning** Framework as a basis for comparison with other frameworks and initiatives with both similar and potentially competing components to have objective discussions regarding the decision to continue the use and implementation of each.

The Effective Innovation Process was extracted from the District Effective Innovation (EI) Alignment Process (May, 2018) Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), Funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.
Why conduct EI Alignment process?

- Completing a review of an effective innovation to inform either selection or de-selection of an EI.

- Determining how to leverage EI components to inform whether use of both EIs will strengthen each of their effectiveness (e.g., use of a PBIS or PBL could be strengthened if the school is also implementing the components of Universal Design for Learning).

- Seeking to increase consensus (buy-in) for an EI by visually displaying how the effectiveness of its core components will be enhanced if used in conjunction with one another.
Our Process

1. Seek Qualified Professionals to Support the Alignment Process.
2. Define Core Components of each EI being reviewed.
3. Determine a starting point for EI alignment.
4. Indicate which components align.
5. Note which components do not align or which are not a critical part of the EI.
6. Note which components directly disagree or contradict.
7. Note which components increase effectiveness.
Table Discussion

At your table, or with a few nearby partners, discuss effective innovations that are occurring concurrent to the UDL implementation in Districts. Possible topics include but are not limited to:

- PBIS
- Personalized Learning
- Co-plan to Co-serve (aka co-instruction or co-teaching can be models)
- Culturally Relevant Teaching
- Project Based Learning
Define and Align; Let’s Try!

1. At your table, pick two Effective Innovations (EI) to compare.
2. Using sticky notes, write the main ideas or critical components of each onto a stick note. One idea/component per sticky note.
3. Try to identify 3-5 per EI.
4. Once you have 3-5 per EI, look for alignment.
5. If alignment exists, discuss how each component can support each other and place it into a pile for ALIGNMENT.
6. If alignment does not exist, discuss how, if not considered by administration in planning, these might be competing components and require additional time from the district. Place these in the NON-ALIGNMENT pile.
7. Final Discussion: Can the district continue to implement both EIs? Will they strengthen or hurt effectiveness by implementing both EIs?
Disclaimer

Today’s session activity was a quick and simplified way to use the Effective Innovation Alignment Tool but will hopefully act as a way to think about implementation of EIs that can support one another and improve effectiveness.
SIG Discussion Highlights

1. This process can and should be used by school districts who have potentially competing initiatives or EIs.
2. This process can act as a way to determine which EIs to potentially keep, because they are making the UDL Framework more effective, thus improving outcomes for all students, AND which ones are not improving outcomes by competing with the framework.
3. This process can be used to support the use of other EIs that support each other when leadership teams are not in agreement in whether or not to implement each innovation.
Summit Proceedings and Slides

Summit Proceedings and Slide Presentations can be accessed in the Summit SCHED at https://udlirnsummit.sched.com/
Contact Information

Craig Blum
Illinois State University
Professor
cblum@ilstu.edu

Cherie Smith
Ohio’s State Support Team 6
Regional Consultant
csmith@sst6.org