OEC April Office Hours

Integrated MTSS, AT Decision Making Tool and UDL SIT

Ohio THE HEART OF IT ALL™

Welcome!

Participant Information

- Mics and cameras off
- Comments/questions in the Q&A section
- If you have questions that DO NOT pertain to today's topic, please add them to the session evaluation survey
- If you have a question that is specific to a student, please reach out to the Office for Exceptional Children mailbox at exceptionalchildren@education.ohio.gov

OEC Updates

JOIN US FOR THE NEXT SAMIS

1:00 PM on May 7, 2026

Overview of Phase 4 of the Desk Review

Visit our SAMIS webpage below to access the meeting link:

[Supports and Monitoring Information Session (SAMIS) | Ohio Department of Education and Workforce]

Ohio THE HEART OF IT ALL

OEC Newsletter

- Sign up to receive the OEC Newsletter!

- https://public.govdelivery.com/accounts/OHED/subscriber/new
  - Special Education Updates

OEC OFFICE UPDATE SESSIONS

- Last Wednesday of the month
- 3:00-4:00pm
- May: 20 & 27
- Topics: SDI & New forms
- Audience: all stakeholders

Check website for updated topics and previous sessions!

https://education.ohio.gov/Topics/Special-Education/Office-of-Exceptional-Children-Contact-Information

INTEGRATED MTSS

Ohio's Integrated Multi-Tiered System of Supports

Kerry Martinez

- *Administrator, Office of Instructional Coherence and Impact*

Tricia Couts-Everett

- *Assistant Administrator, Office of Instructional Coherence and Impact*

Kelly Churchwright

- *Education Program Specialist, Office for Exceptional Children*

Department of Education & Workforce

OHIO'S INTEGRATED MTSS IS…

Designed to assist districts and schools in developing a local integrated multi-tiered system of supports for providing **effective instruction** that meets the **academic and non-academic** needs of **all students**.

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components

Universal Screening

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

Data-Based Decision-Making

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

Continuum of Supports

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

Progress Monitoring

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

Team-Based Problem Solving

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students.

Adult Implementation Components

Shared Leadership

The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

Professional Capacity

The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

Communication and Collaboration

The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

IS	IS NOT	WILL	SERVES
• Grounded in research. • A proactive approach to ensure ALL students have access to effective instruction and supports. • Inclusive of both academic and non-academic contexts.	• A pathway to identifying students for special education services. • Solely focused on providing intervention supports to identified students. • Only for districts and schools who are identified as needing school improvement supports.	• Allow districts and schools to strategically integrate and align services and supports for all students. • Inform, support, enhance, and improve the current work in districts and schools across Ohio.	• District and school leaders • Building leaders • Building-level staff • Families/ Caregivers

Have you ever heard someone say…

- This student needs an MTSS plan.

OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

IS	IS NOT	WILL	SERVES
• Grounded in research. • A proactive approach to ensure ALL students have access to effective instruction and supports. • Inclusive of both academic and non-academic contexts.	• A pathway to identifying students for special education services. • Solely focused on providing intervention supports to identified students. • Only for districts and schools who are identified as needing school improvement supports.	• Allow districts and schools to strategically integrate and align services and supports for all students. • Inform, support, enhance, and improve the current work in districts and schools across Ohio.	• District and school leaders • Building leaders • Building-level staff • Families/ Caregivers

Have you ever heard someone say…

- How long do we keep a student in MTSS?

OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

IS	IS NOT	WILL	SERVES
• Grounded in research. • A proactive approach to ensure ALL students have access to effective instruction and supports. • Inclusive of both academic and non-academic contexts.	• A pathway to identifying students for special education services. • Solely focused on providing intervention supports to identified students. • Only for districts and schools who are identified as needing school improvement supports.	• Allow districts and schools to strategically integrate and align services and supports for all students. • Inform, support, enhance, and improve the current work in districts and schools across Ohio.	• District and school leaders • Building leaders • Building-level staff • Families/ Caregivers

Have you ever heard someone say…

- When should we move this student to the next tier?

Continuum of Supports

Essential Features

- Tiers represent instruction within a continuum of supports that intensify according to student need. Tiers do not represent a type of student or a location for instruction.

See Department webpage for complete list.

Have you ever heard someone say…

- The student is making progress, but what if we take their supports away?

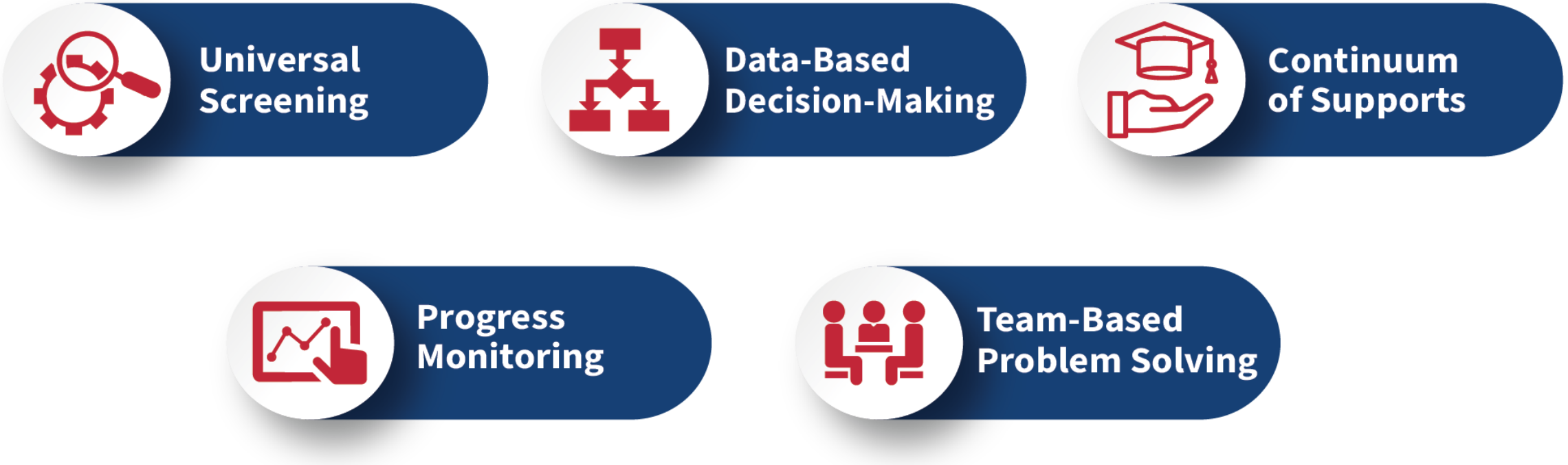
Continuum of Supports

Essential Features

- Tiers include the use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with core instruction

See Department webpage for complete list.

OHIO'S INTEGRATED-MTSS FRAMEWORK
STUDENT LEARNING COMPONENTS



CONTINUUM OF SUPPORTS COMMON MISCONCEPTIONS

Continuum of Supports

Tiers represent labels for students or a location for services.

Tiers represent instruction.

- HQIM, Evidence-Based, Research-Based
- Core --- Targeted --- Intensive

CONTINUUM OF SUPPORTS COMMON MISCONCEPTIONS PART 2

Continuum of Supports

80%, 15%, 5%

These percentages indicate a cap on the number of students who can receive supports in each tier.

80% or more proficient indicates effective Tier 1 core instruction.

DATA-BASED DECISION-MAKING COMMON MISCONCEPTIONS

Data-Based Decision-Making

Universal screening determines which tier of instruction a student needs.

Universal screening indicates which students may have specific instructional needs.

DATA-BASED DECISION-MAKING COMMON MISCONCEPTIONS PART 2

Data-Based Decision-Making

Data-based decision-making determines which students will be placed in MTSS.

Data-based decision-making provides information on the needs of all students to ensure that effective instruction and supports are delivered.

OHIO'S INTEGRATED-MTSS FRAMEWORK
ADULT IMPLEMENTATION COMPONENTS

Learn More

Ohio's Integrated Multi-Tiered System of Supports

IMPLEMENTATION SUPPORTS

- Statewide and regional supports
  - Webinars, presentations, resources, and professional learning opportunities
  - Development of Learning Management System Modules
  - Tip Sheets and Implementation Supports

QUESTIONS?

EDUCATION.OHIO.GOV

SST Directors and Consultants, please contact: regional.support@education.ohio.gov
All other inquiries: IntegratedMTSS@education.ohio.gov

Department of Education & Workforce

AT Decision-Making Tool (ATDMT)

ATDMT Background

- Created as a collaboration between the Ohio Department of Education and Workforce and the AT&AEM Network through OCALI
    - Personnel from Office for Exceptional Children, OCALI and State Support Teams

- Identified an area of need for IEP teams to have support and resources in their consideration process of assistive technology for students identified with disabilities.

ATDMT Pilot Process

- 17 districts were selected,16 completed
- Represented various typologies and regions
- Request - Pilot with at least 2 students across different grade levels and disability categories
- Pilot feedback questions were provided and an overview of the tool
- Minimal support provided to elicit authentic feedback

Pilot Feedback

"Assistive Technology has **always been a section of the IEP that we have not given the time and consideration for**."

"We appreciated the explanation of **how universal tools could be student specific AT/AEM**."

Pilot Feedback Continued

"The use of the tool **clarified assistive technology needs, and decision**s. It also helped the team **determine AEM needs**."

"Our IEP team members learned that there are a large variety of assistive technology resources that we are currently using everyday for our students **that is not clearly being defined in the IEP.** However, we also realized there is a **variety of tools that we were not aware of** that could be used for our students."

What is the ATDMT?

Six-Step Tool

Progressive

Based on Student Needs

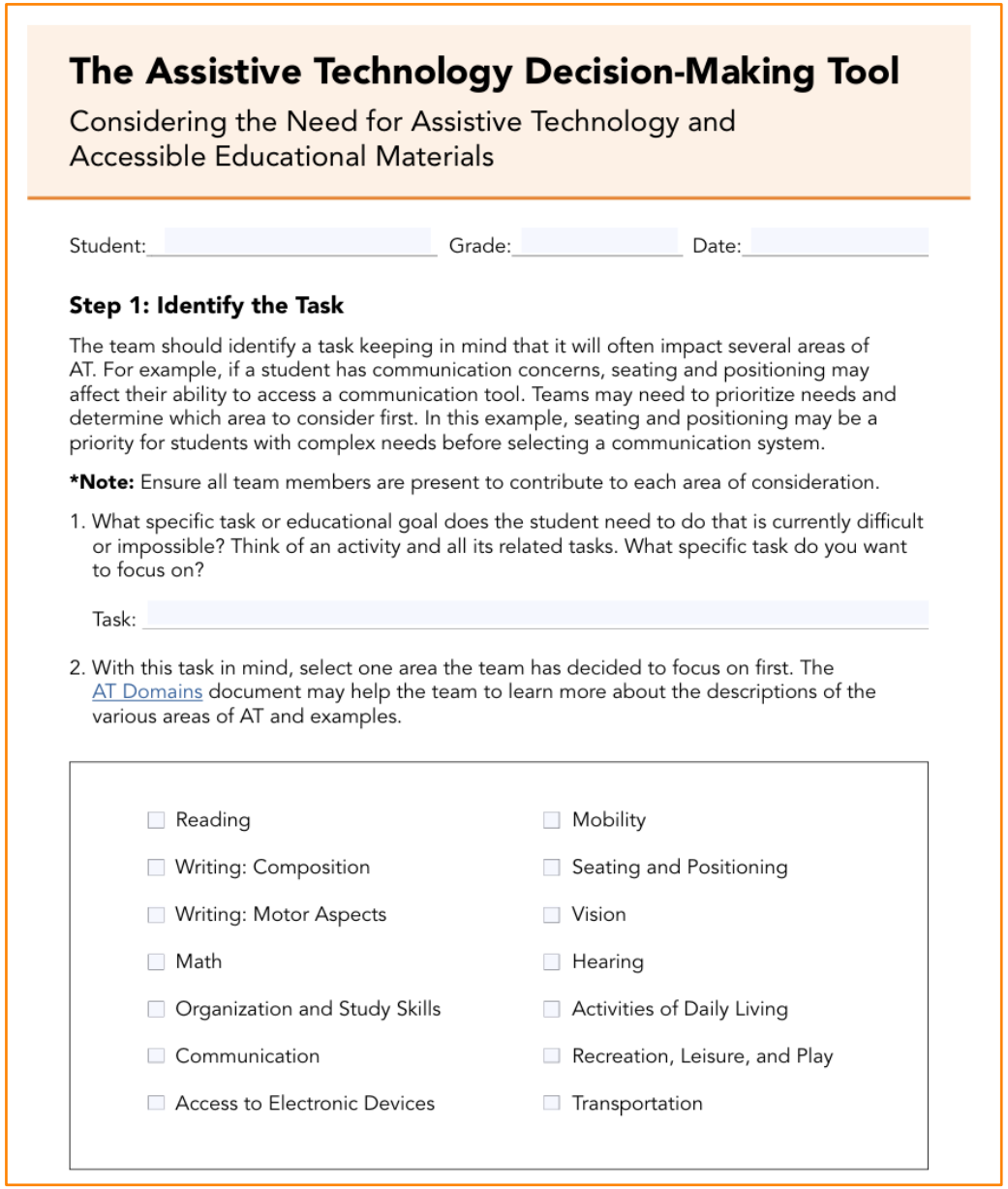
Aligned IEP Process

Additional Steps

AT Decision-Making Tool

AT Decision-Making Tool

1. Identify the Task
2. Current Use of AT
3. Universal Tools
4. AT Assessment*
5. Accessible Educational Materials*
6. Additional Areas of Focus



The Assistive Technology Decision-Making Tool

Considering the Need for Assistive Technology and Accessible Educational Materials

Student: _____ Grade: _____ Date: _____

Step 1: Identify the Task

The team should identify a task keeping in mind that it will often impact several areas of AT. For example, if a student has communication concerns, seating and positioning may affect their ability to access a communication tool. Teams may need to prioritize needs and determine which area to consider first. In this example, seating and positioning may be a priority for students with complex needs before selecting a communication system.

***Note:** Ensure all team members are present to contribute to each area of consideration.

1. What specific task or educational goal does the student need to do that is currently difficult or impossible? Think of an activity and all its related tasks. What specific task do you want to focus on?

   Task: _____

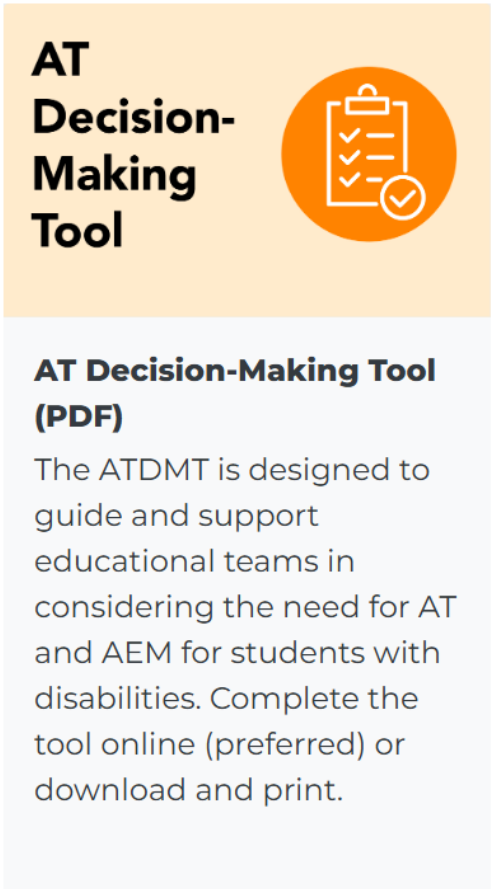
2. With this task in mind, select one area the team has decided to focus on first. The AT Domains document may help the team to learn more about the descriptions of the various areas of AT and examples.

☐ Reading	☐ Mobility
☐ Writing: Composition	☐ Seating and Positioning
☐ Writing: Motor Aspects	☐ Vision
☐ Math	☐ Hearing
☐ Organization and Study Skills	☐ Activities of Daily Living
☐ Communication	☐ Recreation, Leisure, and Play
☐ Access to Electronic Devices	☐ Transportation

Location at OCALI

OCALI AT&AEM Center

- OCALI's AT&AEM Center Webpage
  - AT Consideration
  - AT Consideration | ATAEM
- Also available 15 min Overview video



Location at Department

- Department Special Education Webpage
  - Special Education | Ohio Department of Education and Workforce

AT Consideration Series: Beyond the Checkbox

Live Webinar Series Sept 2025 – March 2026

Webinars 1 - 3 available now on demand:

1. Identifying the task
2. When Universal Tools become AT
3. AT Assessment Essentials

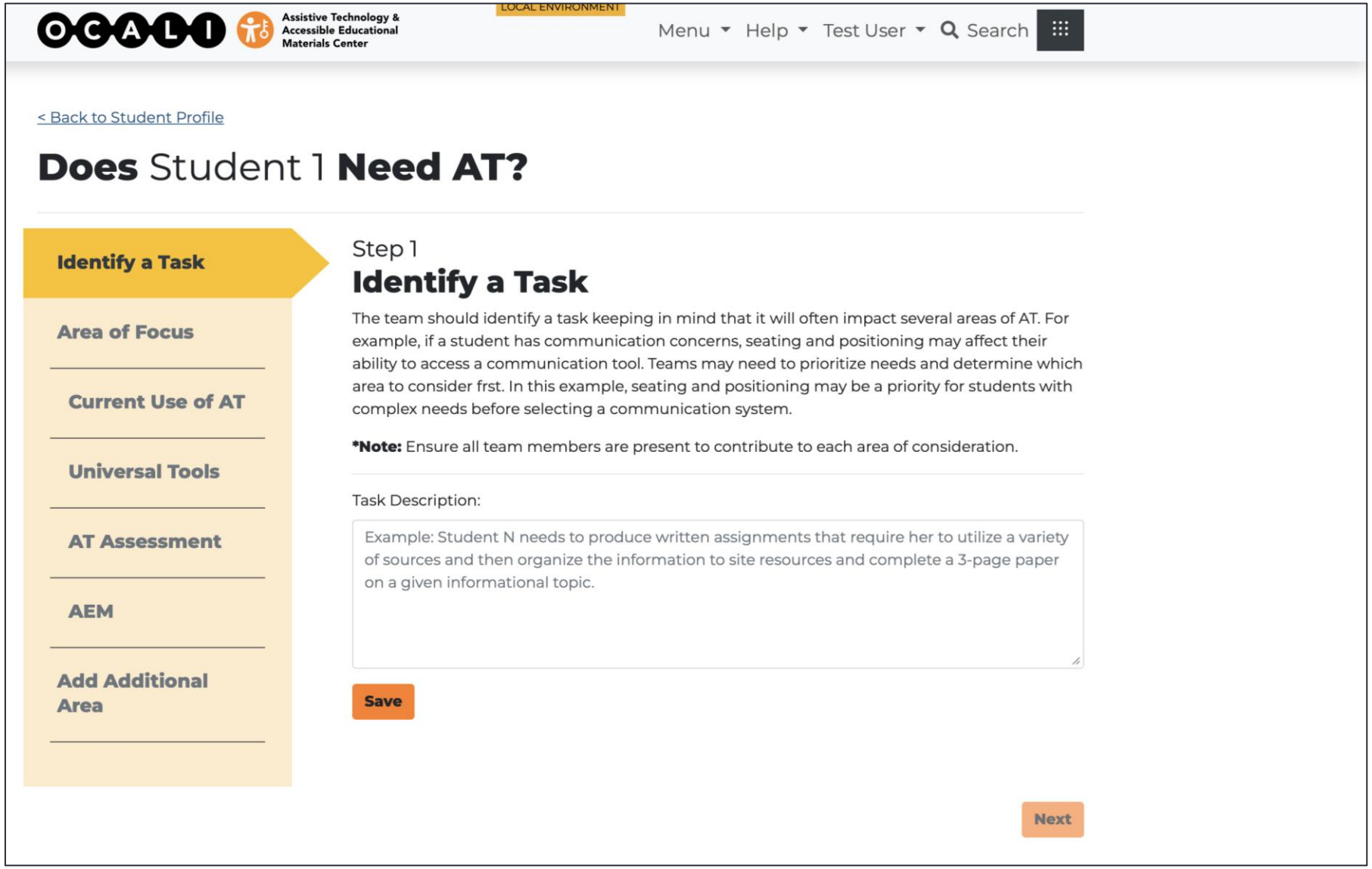
Webinar 4 - 6 available by June!

Webinar Evaluation Feedback

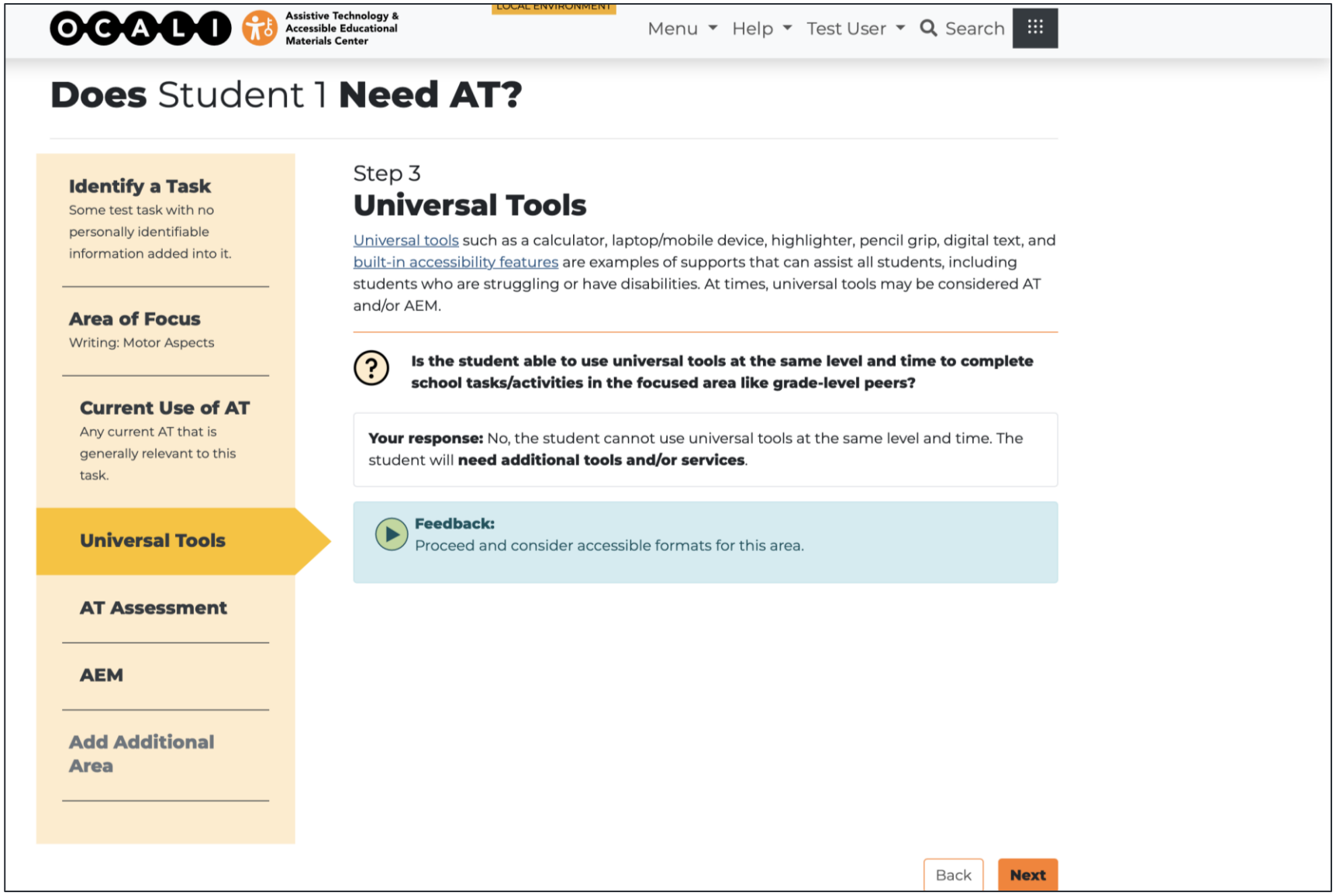
"This knowledge will help me **more effectively recommend supports that promote access** to the curriculum, enhance participation, and improve communication outcomes for my students."

"I became aware of many **more types of AT that should be considered** and included in that section of the IEP."

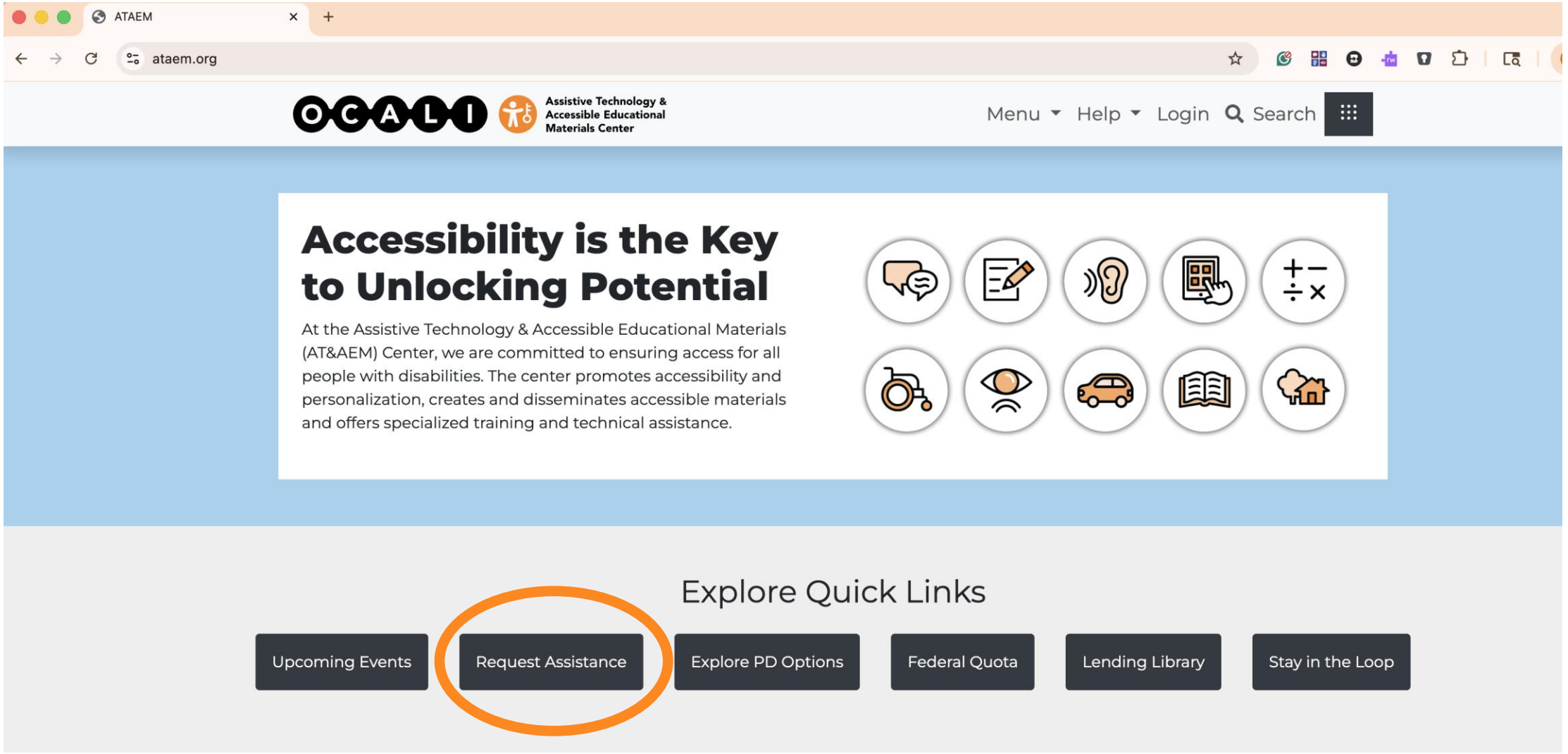
Interactive ATDMT – Preview (Step 1)



Interactive ATDMT – Preview (Universal Tools)



Need help? Request Assistance!



Stay in the Loop!

Sign up for AT&AEM Center Mailing List and/or follow us on Social Media!

AT&AEM Center - Stay in the Loop!

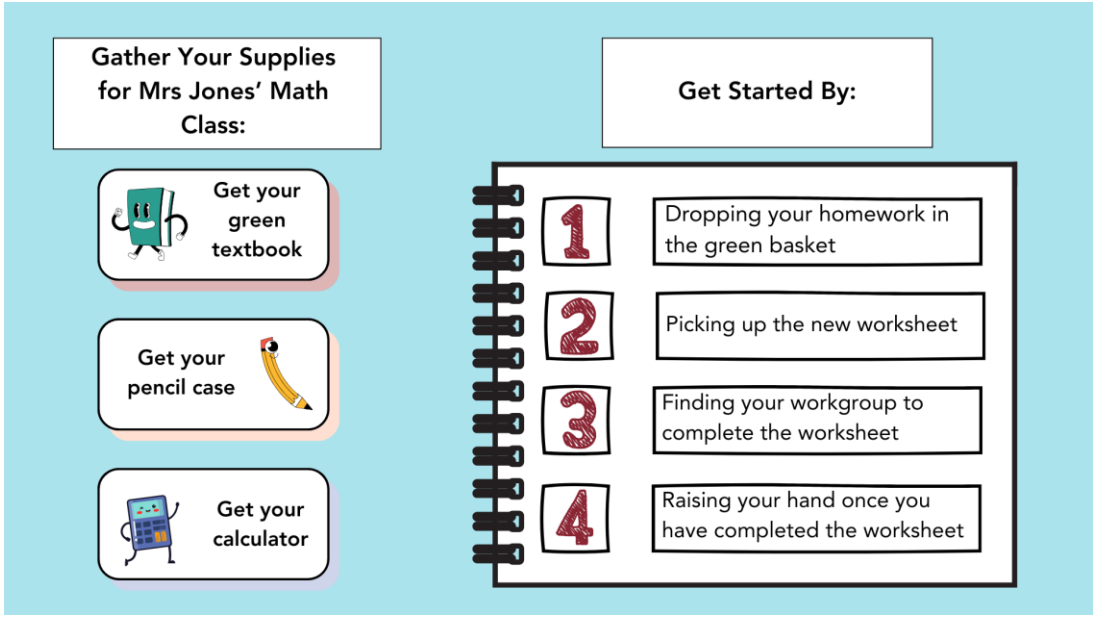
Universal Design for Learning System Implementation Tool UDL-SIT

Our Learning Objectives for Today

- Locate 3 UDL-SIT documents and 3 videos
- State the purpose of the UDL-SIT as a cohesive tool and the purpose of each individual document
- Identify one action step that aligns with your current work or professional networks.

1. Have You Ever…

… had an evidence based strategy work great during one class period, but it didn't go the same with the next class?

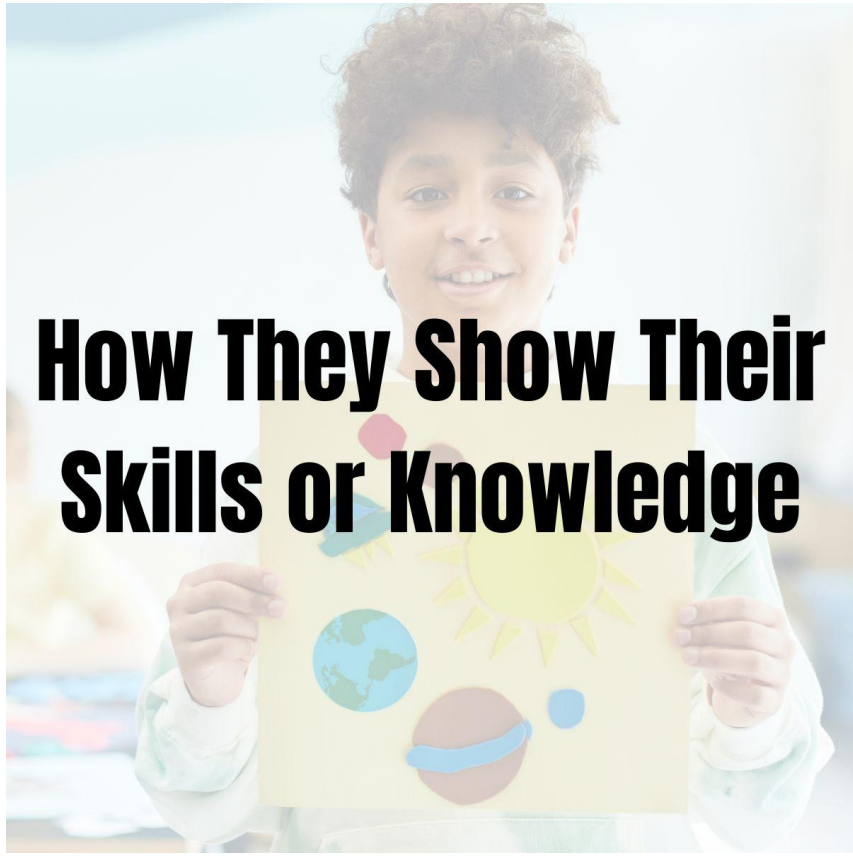


2. Have You Ever…

… explained something one way, then tried a different way and thought ‘Oh, this version is landing better’?

3. Have You Ever…

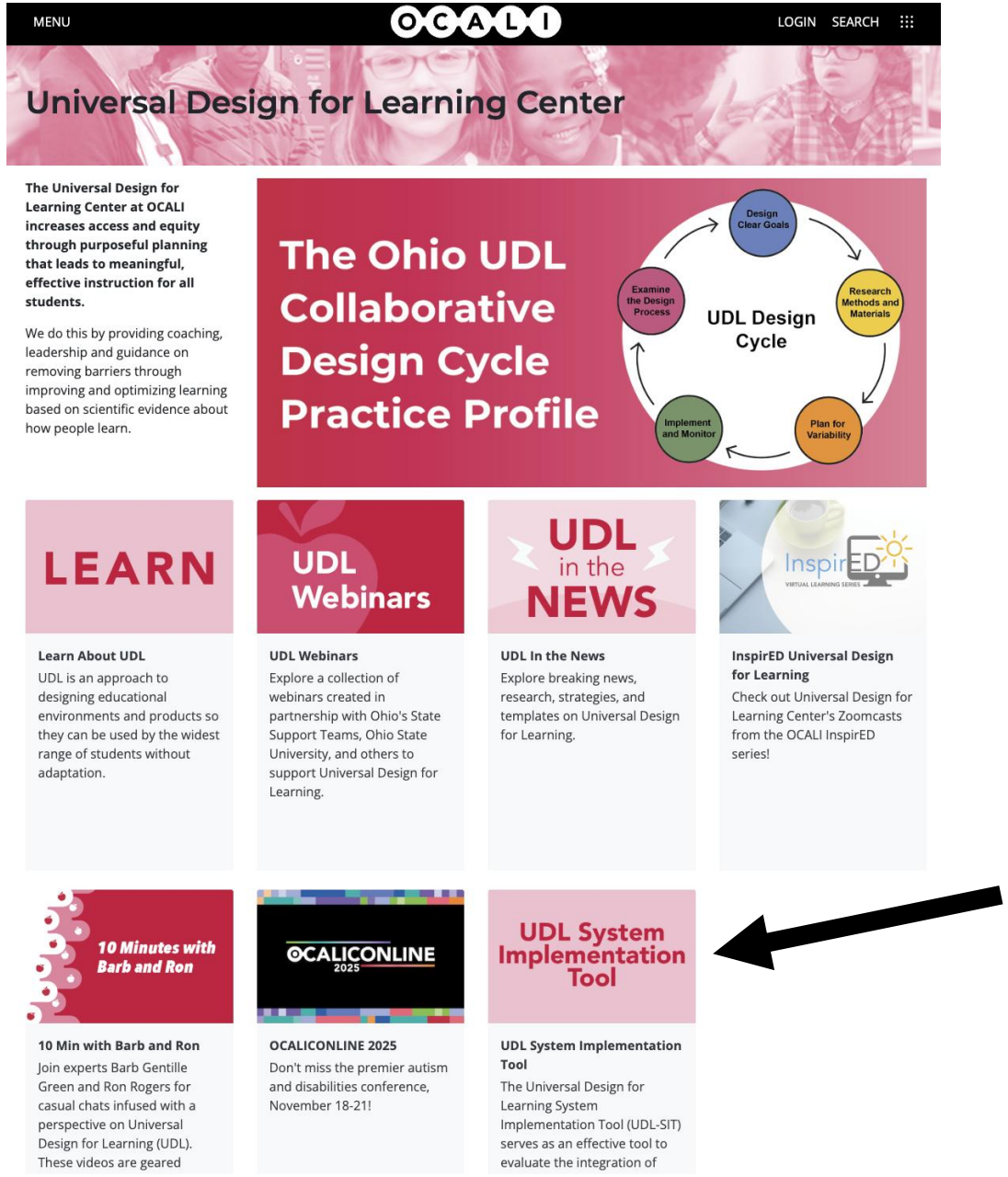
… known the answer to something but had a hard time writing it down or saying it?



4. Have You Ever…

… understood something way better once it was explained in a different way or you tried it yourself?

Locating the UDL-SIT Resources



UDL SIT Learn about UDL

- OCALI.org
- Universal Design for Learning Center
- Learn about UDL
- UDL System Implementation Tool

Universal Design for Learning System Implementation Tool

The Universal Design for Learning System Implementation Tool (UDL-SIT) serves as an effective tool to evaluate the integration of Universal Design for Learning (UDL) principles within educational agencies, schools, and individual classrooms. The UDL-SIT includes three documents.

UDL-SIT Facilitators Guide

The Universal Design for Learning System Implementation Tool (UDL-SIT) Facilitator's Guide provides comprehensive guidance on implementing UDL principles across educational institutions. A facilitator is the person who guides the team's use of the UDL-SIT.

Download UDL-SIT Facilitator's Guide

UDL-SIT Coaching Guide

This coaching guide will provide the necessary information and resources to effectively administer the UDL-SIT and guide an organization toward successful UDL implementation.

Download UDL-SIT Coaching Guide

UDL-SIT Rubric

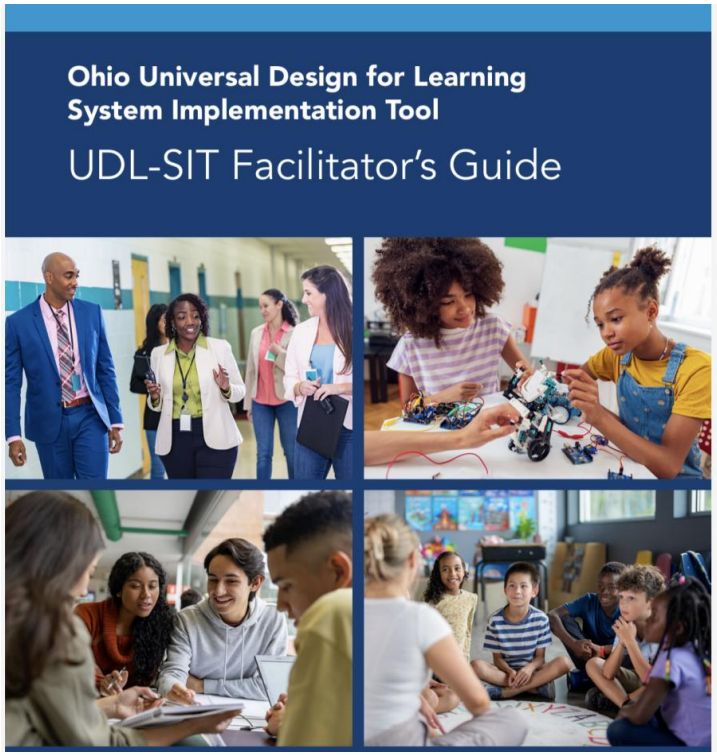
The Universal Design for Learning System Implementation Tool (UDL-SIT) is a tool used to monitor how well Universal Design for Learning (UDL) is being implemented. Six parts in the rubric offer a detailed view of UDL implementation. Each part focuses on a different aspect of implementation, showing where things are going well and where there might be room for improvement.

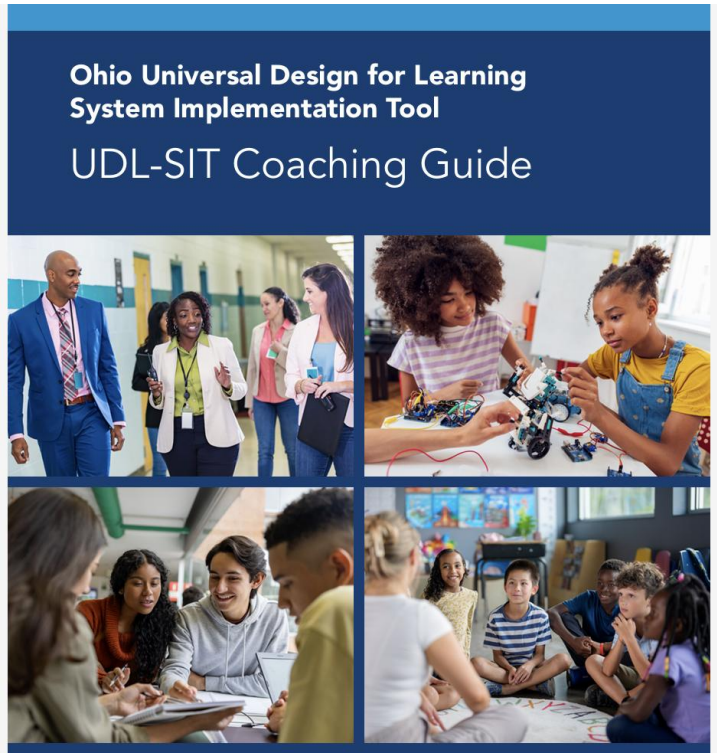
Download UDL-SIT Rubric

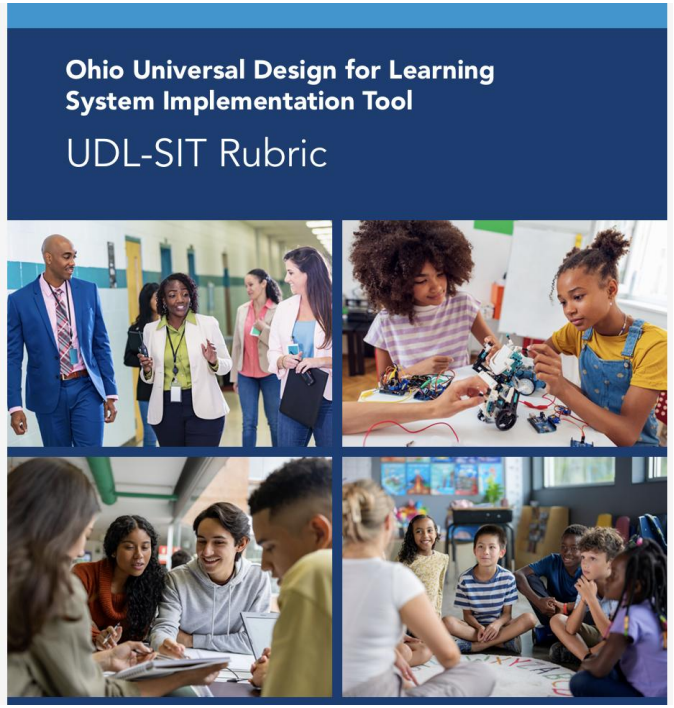
UDL-SIT Video Overviews

- Provide high-level overview of the UDL SIT documents and how they are organized
- Designed to help viewers quickly understand the purpose of each document

UDL-SIT Documents





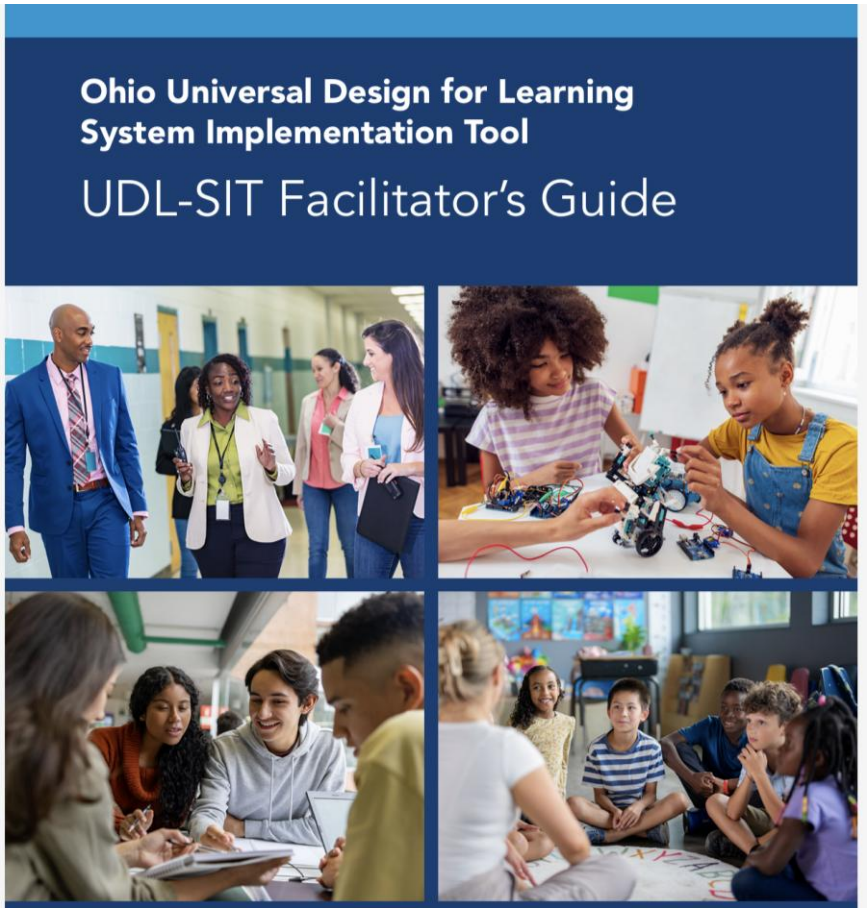


The UDL-SIT as a Cohesive Tool

- Helps schools and districts reflect on how UDL is being implemented – not just in classrooms, but across systems
- Highlights work that is already in place and is asset based
- Identifies opportunities for growth and change

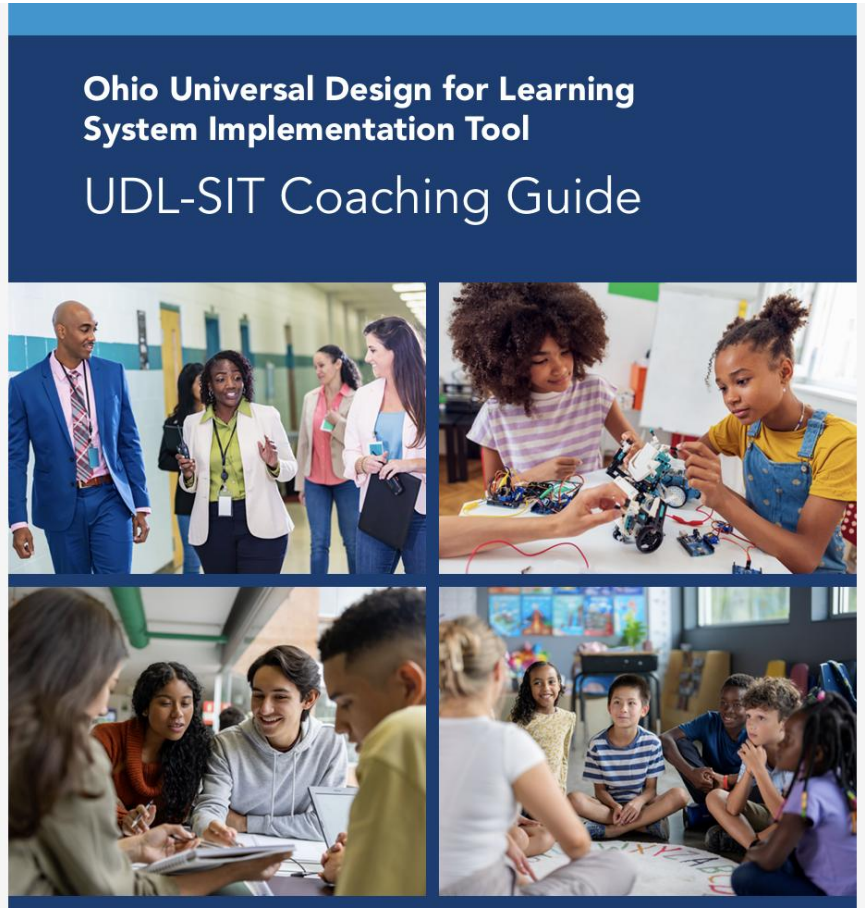
UDL-SIT Facilitator's Guide

- Supports how team engage in the process
  - Establishes norms, using asset-based language, reflection
- Emphasizes shared ownership
- A facilitator guides the team's use of the UDL-SIT.



UDL-SIT Coaching Guide

- Guides an educational agency towards UDL implementation
- Supports action planning
- Aligns UDL with Ohio's Integrated MTSS



Ohio's Integrated MTSS Student Learning Components

Student Learning Components

1. Universal Screening: Use quality screening tools to obtain brief and reliable student data that includes academic and non-academic information. All students are screened with assessments being completed by trained staff that can state the benefits and limitations of assessments being used. A written process is developed for gathering and maintaining universal screening data as well as the interpretation and use of the data.

   Utilize the UDL-SIT Rubric to assess the current roles and practices in communicating clear goals, developing written guidance, curating quality assessments, identifying technology needs to support accessibility, and providing teacher training, coaching and support.

2. Data Based Decision Making: Have in place a written comprehensive assessment plan that is used for collecting various type of assessment data including, quality assessment tools, consistent administration and data collection, staff roles and responsibilities, and evaluating implementation of assessment and interventions.

Ohio's Integrated MTSS Adult Implementation Components

Ohio's Integrated MTSS

Universal Screening

In Ohio's Integrated MTSS, universal screening is the proactive, systematic process of collecting academic and non-academic data to identify students who may be at risk for not meeting grade level expectations as well as those who may be ready for instruction beyond grade level expectations.

Connection to UDL Implementation: Screening helps teams see patterns of learner variability. Designing Tier 1 instruction with UDL principles increases access to grade level learning for all students.

Questions to Consider:

Educational Agency: How are screening results used to identify professional learning needs for UDL in Tier 1 instruction?

Building: How do teams review screening data to identify needed access points for all students to engage in Tier 1 instruction, while also identifying the need for supplemental targeted or intensive instruction?

Classroom: How are teachers adjusting goals, methods, and materials based on patterns revealed in screening results?

How Adult Implementation Components can Support UDL Implementation:

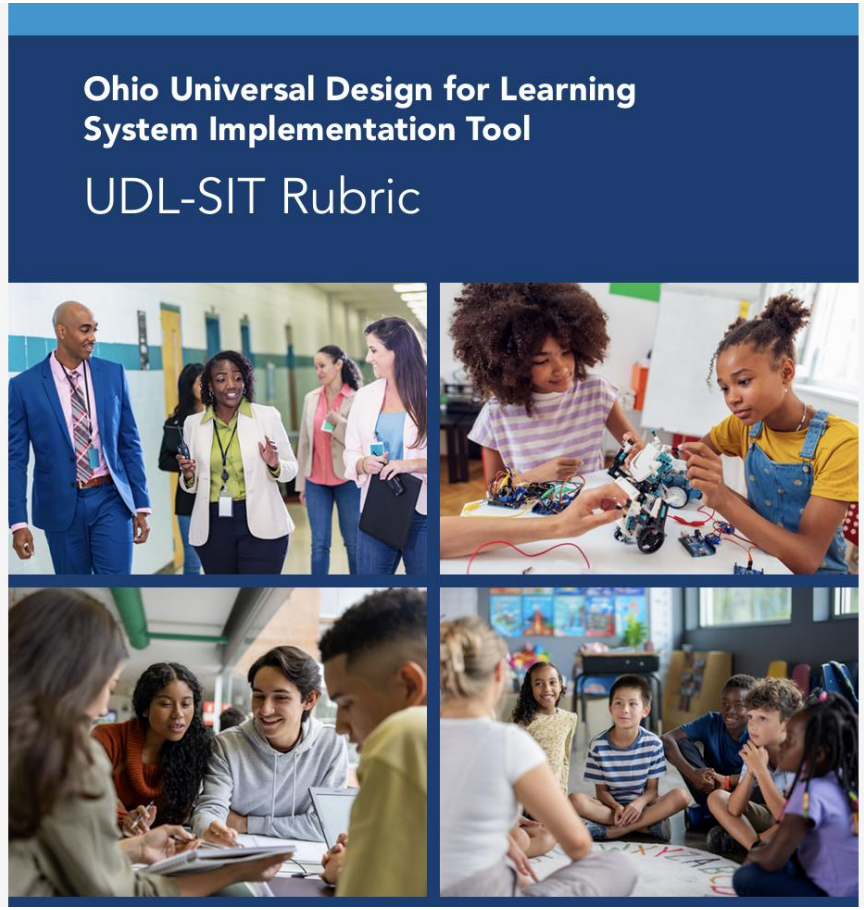
Shared Leadership: Leaders set expectations that quality screening tools include UDL considerations ensuring access for all learners.

Professional Capacity: Provide training on how to administer, interpret and act on screening data including a UDL lens.

Communication and Collaboration: Schedule collaborative sessions to review screening results, including teacher, building and educational agency teams. Use consistent messaging on how universal screenings can inform universal design for learning.

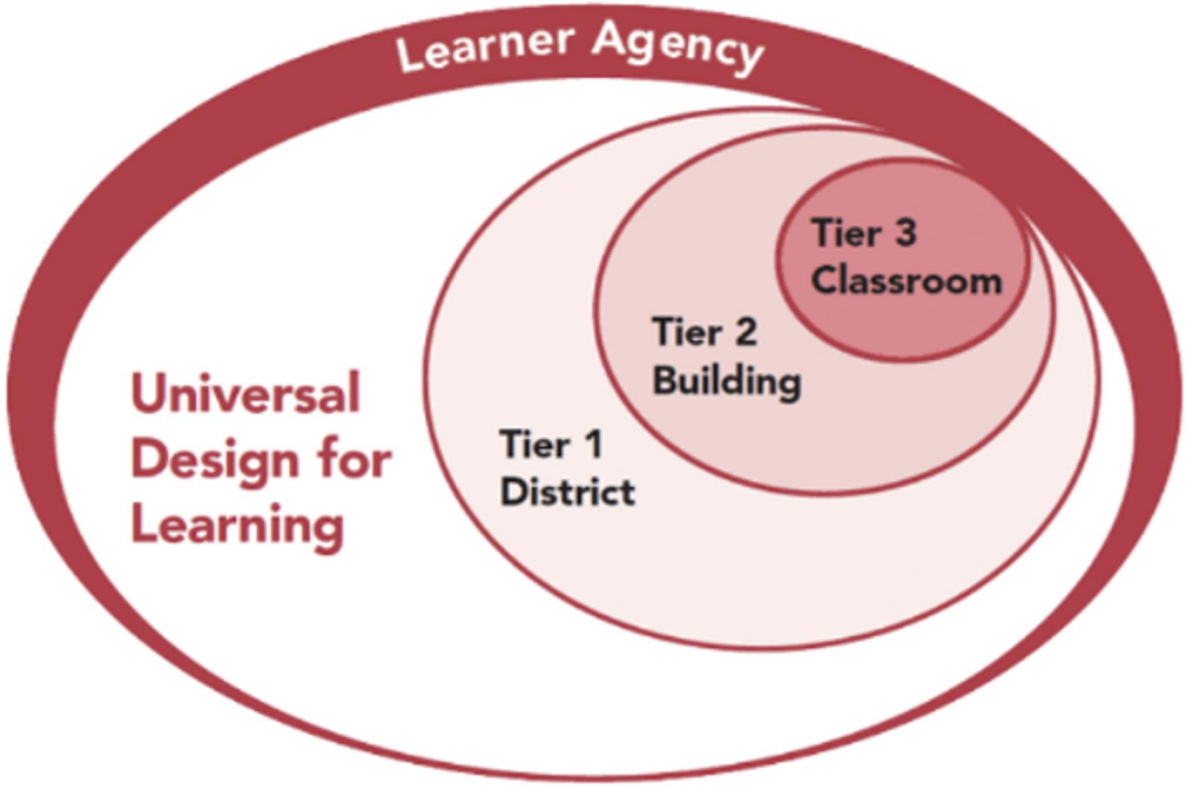
UDL-SIT Rubric

- Guides an educational agency towards UDL implementation
- Supports action planning
- Aligns UDL with Ohio's Integrated MTSS

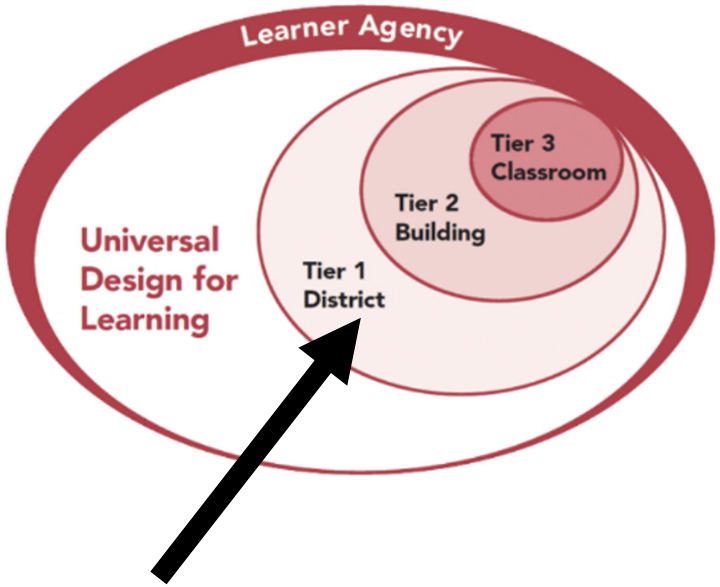


UDL-SIT Comprehensive Assessment Tool

- Tier One - Educational Agency Level
- Tier Two – Building-Level
- Tier Three – Classroom Levell

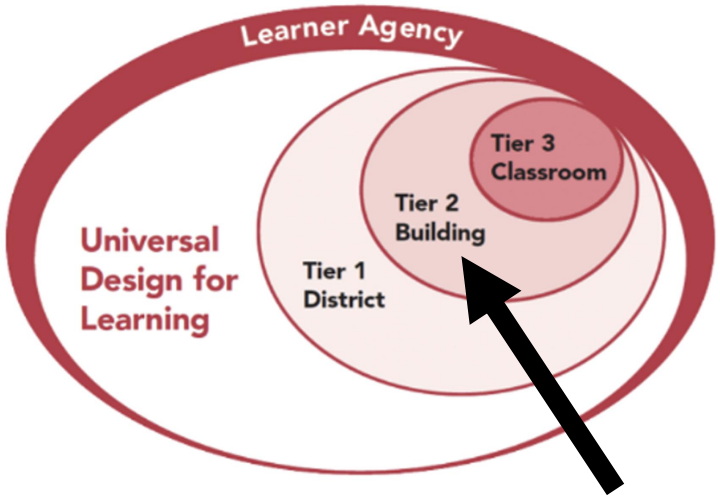


Tier One – Educational Agency Level



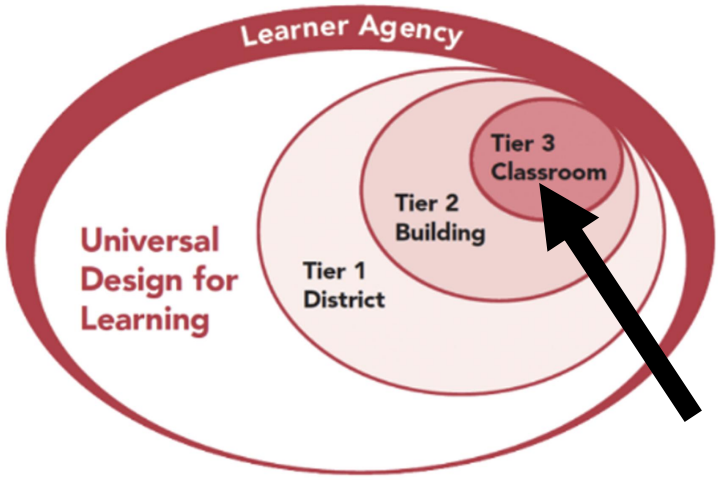
- Focuses on overall implementation and capacity building across all schools at the educational agency level
- Assesses how educational agency leadership supports UDL implementation, allocates resources, and fosters a culture of UDL-friendly practices

Tier Two – Building Level



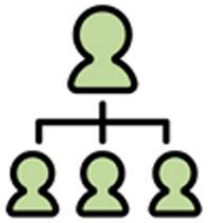
- Focuses on implementation within individual schools at the building-level
- Evaluates the support for UDL implementation from school leadership, the establishment of building-level UDL teams, and the allocation of resources for professional learning and UDL implementation

Tier Three – Classroom Level



- Focuses on specific implementation in individual classrooms, as decided collaboratively in teacher-based teams (TBT)
- Examines the extent to which teachers implement UDL principles in their instructional practices, the availability of supports and resources for UDL, and the effectiveness of UDL strategies in promoting student learning and engagement and ultimately creating agency

UDL-SIT Rubric Areas 1-3



1. Leadership Teaming: Clear Educational Agency Goals and Leadership Expectations looks at how committed the leadership is to UDL.

2. Data Sources and Tools to Support Decision-Making: Systematic Progress Monitoring Effectiveness Data (adult and student data)

3. Outcomes and Practice Profiles: Intentional Planning to Remove Systemic Barriers at the Educational Agency Level helps evaluate the impact of UDL on learning outcomes

UDL-SIT Rubric Areas 4-6

4. Procedures and Expectations for the Implementation Team discusses the policies and guidelines guiding the UDL implementation process.

5. Training, Coaching, and Support: Flexible Professional Learning thoroughly reviews the training and coaching provided and its accessibility for all staff members.

6. UDL Knowledge Base (Core Concepts): Enabling Learner Agency will guide educators in evaluating how well UDL principles are being applied in instruction.

What is your next step for this tool?

- Identify one action step that aligns with your current work or professional networks:
  - Read the UDL-SIT documents
  - Share the UDL-SIT documents
  - Identify entry points to begin using the UDL documents
  - Draw connections to the UDL SIT documents to Integrated MTSS
  - Or something else!

QUESTIONS?

OHIO.ORG

Ohio™ THE HEART OF IT ALL™

SESSION EVALUATION

https://forms.cloud.microsoft/g/nH2f2qRyYy