



MAKING CONNECTIONS

Between Multi-Level Systems of Support and Universal Design for Learning

A **MULTI-LEVEL SYSTEM OF SUPPORT** [*Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS)*] is the practice of systematically providing differing levels of supports based on student need. Wisconsin's vision of a multi-level system of support consists of four essential elements: HIGH QUALITY INSTRUCTION, BALANCED ASSESSMENT, COLLABORATION, and CULTURALLY RESPONSIVE PRACTICES.

UNIVERSAL DESIGN FOR LEARNING (UDL) is a set of principles for curriculum development that give all individuals equal opportunity to learn. The National Center on Universal Design for Learning has established guidelines and specific checkpoints to provide a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone.

These two frameworks share common traits with each other.

Both of them:

- Are research-validated frameworks for general education that benefit ALL students
- Are proactive and preventative approaches
- Require district-wide or school-wide change
- Recognize barriers to learning and provide direction in creating solutions

Looking at the checkpoints in the [UDL Guidelines from the National Center on Universal Design for Learning](#), we see **specific connections** to the components of a multi-level system of support:

