

Differentiated Instruction: A Bridge Between UDL and RTI or Old Wine in a New Bottle?



**UDL:
The Proactive Framework**
(Universal Design for Learning)

Curriculum Design

(The Why, What, and How)

Uses multiple means of engagement, representation, and action/expressions to eliminate barriers before instruction begins. Focuses on curriculum design from the outset for all students.



PROACTIVE
(All Learners)



**DI:
The Instructional Practice**
(Differentiated Instruction)

Classroom Practice

Translates UDL flexibility into daily reality. Teachers differentiate content, process, product, and the learning environment based on student readiness, interests, and learning profiles.



**PROACTIVE &
RESPONSIVE**
(All Learners)



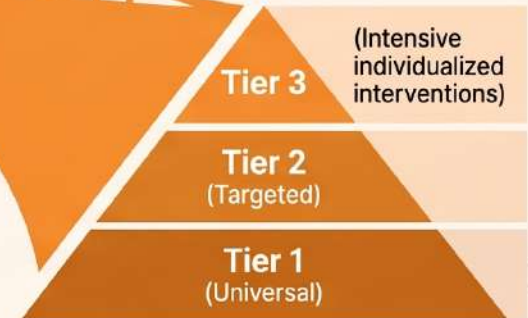
**RTI:
The Responsive Support System**
(Response to Intervention)



RESPONSIVE
(Struggling Learners)

The Safety Net & Support Intensity

Provides a multi-tiered system of support based on continuous progress monitoring.



"An Established Perspective:

Differentiated instruction based on student needs is a long-standing pedagogical tradition, but it remains a vital component of modern inclusive architectures to ensure equity."

The Goal of Modern Inclusion:

Today, DI is used to ensure equal access to information and meaningful participation for all individuals, regardless of their differences.

References: Meyer et al. (2014)

References: Tomlinson (2013, 2017)

References: Fuchs & Fuchs (2006)

Academic Foundations & Evidence

Key theoretical frameworks provided by Meyer et al. (2014), Tomlinson (2013, 2017), and Fuchs & Fuchs (2006).