

SPED 843 Artifact Reflection

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SPED 898: Masters Project

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Reflection

Overview

The purpose of this assignment was to identify and evaluate a Tier 2 or Tier 3 evidence-based practice to support students' academic needs when they are not responding to Tier 1 support. Using the What Works Clearinghouse (WWC), two interventions were identified. These include a math intervention from the University of Chicago School Mathematics Project, and related literature from the University of Nebraska. Once the intervention was identified, I worked with a classmate to determine why students with significant behavior, social, and emotional needs would benefit from these interventions. This assignment was completed with another student in this course.

Revision

Based on the assignment feedback from Dr. Brasseur-Hock, only minor grammatical and sentence structures were changed in the revision of this artifact. The overall content of this assignment was well presented.

Reflection

As I continue to move forward in my teaching career, I want to remember two important ideas I learned from this assignment. The first is the importance of selecting research and evidence-based practices when determining what intervention to implement when working with students with significant behavior and academic needs. I have

encountered several behavior interventions in my teaching experience that are implemented even though they lack the evidence to support that specific intervention. I have seen this happen at the Tier 2 and 3 levels and at the Tier 1 level.

The second takeaway from this assignment was the importance of using interventions that support students' engagement and autonomy. I have found in my years of teaching that clearly stating what and why students are expected to learn the objectives, and allowing students some choice in how they learn the material can prevent major behaviors from occurring. Also, students can take responsibility for their learning and monitor their progress. Both are important life skills that are needed to progress in school and in life.