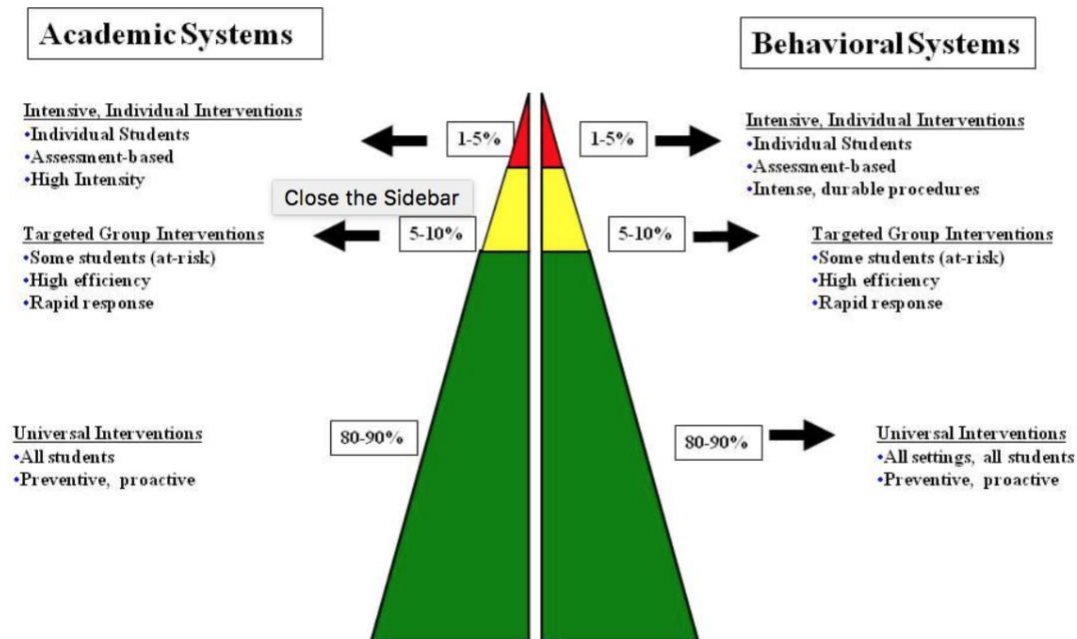


Designing School-Wide Systems for Student Success



Link 1: What is RTI & PBIS?

Title Page:

Response to Intervention (RTI) & Positive Behavioral Interventions and Supports (PBIS)

RTI is an academic based intervention addressing primarily academics rather than behavior. PBIS is a behavioral based intervention addressing primarily behavior rather than academics. Both RTI & PBIS operate on a 3 tiered system where each tier of intervention targets more specific academic and/or behavioral deficits and more individual students.

Link 2: Utilizing RTI & PBIS

Title Page:

School Improvement with RTI/PBIS

RTI/PBIS are part of a continuous school improvement model, which means both RTI & PBIS are critical components of all school initiatives. Success from this model comes from using data, vision and leadership to design, implement and evaluate a school-wide system. The School Improvement Plan (SIP) outlines the school's mission, lists the goals, and establishes the framework that will be used to attain those goals. RTI/PBIS are an integral part of the SIP, defining the manner in which students will receive support with strong core instruction and a series of increasing intense academic and behavioral interventions to improve student outcomes.

Link 3: What Parents Should Know About RTI & PBIS

Title Page:

The Role of Parents in the RTI/PBIS Process

Parents are important partners in all aspects of their child's education. In the RTI/PBIS process, school teams will involve parents from the beginning. If a student is having academic and/or behavioral difficulties, the classroom teacher is often the first person to share information with

the child's parents. Depending on the level of concern, the teacher may also meet with a building level team to present the concerns about the student's school performance. The building team typically consists of school staff that review available student information and collect additional information from the parents to gain a better understanding of the student's needs. Using all of the data available, the team identifies interventions that match the student's needs, this may involve scientifically-based interventions, standard protocol group interventions or individualized interventions.

If your child is identified as being at risk for academic and/or behavioral difficulties, to be involved you can:

- Communicate regularly with your child's teacher.
- Ask what interventions are being used to address academic and/or behavioral concerns.
- When possible, use the same strategies or interventions at home.
- Review with your child, progress monitoring reports.
- Attend meetings of the Problem Solving Team regarding more individualized interventions.
- Praise your child for any progress/improvement made.
- When possible, make suggestions for strategies or interventions based on what you know works well at home.
- Always ask questions when things are not clear

Link 4: Key Components of RTI & PBIS

Title Page:

Top 10 Features of the RTI/PBIS Model

1. Multi-tiered system of supports (MTSS)
2. Universal screening
3. Data-based decision making and problem solving
4. Continuous progress monitoring
5. Focus on successful student outcomes
6. Continuum of evidence-based interventions
7. Core curriculum provided for all students
8. Modifications for students who are identified as non-responsive
9. Specialized curriculum for students with intensive needs
10. Focus on fidelity of implementation

Link 5: RTI & PBIS Terminology

Title Page:

Glossary of Terms for RTI/PBIS

Accommodation ~ Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.

Adequate Yearly Progress (AYP) ~ A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the US Department of Education.

Assessment ~ Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.

Baseline ~ A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan (BIP) ~ an intensive plan for changing a student's behavior. It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports, identified skills for school success, and specific strategies for behavioral instruction.

Benchmarks ~ General progress of the students in school as a whole. If a student meets a benchmark, future predictions can be made to determine success on other high stakes tests.

Check In Check Out (CICO) ~ a research-based Tier 2/Secondary Tier intervention.

Core Curriculum ~ A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

Curriculum-Based Assessment (CBA) ~ Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Curriculum-Based Measurement (CBM) ~ Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

Data-Based/Data-Driven Decision Making ~ A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

Differentiated Instruction (DI) ~ Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Evidence-Based Practice ~ Educational practices/instructional strategies supported by relevant scientific research studies.

Functional Behavioral Assessment (FBA) ~ a tool completed to understand all parts of a student's behavior.

Intervention ~ The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Intervention Team ~ a representative team to match students to Tier 2 and Tier 3 interventions, and evaluate those interventions per student.

Modifications ~ Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Office Discipline Referral (ODR) ~ a data collection tool for specific office managed behaviors; not an intervention.

Positive Behavior Interventions & Supports (PBIS) ~ a three-tiered, research-based framework designed by each school, containing fundamental elements for increasing positive behavior and decreasing negative behavior.

Problem-Solving Team ~ A group of education professionals coming together to consider student-specific data, brainstorm possible strategies and interventions, and develop a plan of action to address a student-specific need.

Progress Monitoring ~ A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

Research-Based Instruction ~ Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Response to Intervention (RTI) ~ Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

Social Academic Instructional Group (SAIG) ~ a research-based Tier 2/Secondary Tier intervention.

Tiered Model ~ Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

Tier 1 ~ Universal school-wide research-based systems, practices and data available to all students.

Tier 2 ~ Secondary small group research-based interventions available to some students for short periods of times.

Tier 3 ~ Tertiary intensive, individualized research-based interventions provided to a few of the highest need students and designed by individualized student teams.

Universal Screening ~ A quick check of all students' current levels of performance in a content or skill area to determine which students are "at risk" for not meeting academic and/or behavioral standards.