

SCHOOL DISTRICT OF DESOTO

Response to Intervention Plan



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The District RtI Team is committed to the continued research and development of the District Response to Intervention Plan. In addition, the team is dedicated to the assistance and development of school site teams as they continue to work for the high quality of instruction to meet the needs of the DeSoto County School District students and parents.

Table of Contents

Acknowledgments.....	ii
Table of Contents.....	iii
Introduction.....	Page 1
Stakeholders.....	1
Rationale / Expectations.....	1
District Goals.....	2
Overview.....	2
Dynamics of RtI	
Description.....	3
Problem Solving Method.....	4
District Based RtI Implementation Team.....	5
School Based RtI Leadership Team.....	6
School Wide Implementation.....	7
Behavior and School Wide Positive Behavior Support.....	7
Parent Involvement.....	8
Screening and Progress Monitoring.....	8
District Readiness / Professional Development.....	9
Evaluation and Data Analysis.....	10
Application of RtI to Special Education Eligibility.....	10

RtI and English Language Learners.....	11
Student Scenarios.....	11
Conclusion.....	14
Intervention Resources.....	15
References.....	17

Desoto County School District

Problem Solving/Response to Intervention Plan

Introduction

Response to Intervention (RtI) is a multi-tiered framework designed to maximize achievement for all students. It focuses on outcomes through the systematic gathering of data to guide educational decisions. Problem Solving (PS) is a methodology that guides the educational decision making processes as they work their way through the RtI framework. It is important to note that RtI is an educational process which benefits all students, not just a system to categorize and refer students for ESE testing and qualification.

Stakeholders

It is essential that all stakeholders, both internal and external, have full knowledge and understanding of the PS/RtI process in order to support it and ensure that all students benefit from its implementation.

Internal stakeholder individuals or groups may consist of school leadership teams, district leadership teams, teachers, parents, and school board members.

External stakeholders may consist of community organizations, youth groups and their organizers, i.e. Big Brothers Big Sisters, Chamber of Commerce, and other community organizations that would have a vested interest in the well being and academic success of the students.

Rationale

The basic elements of PS/RtI are required by the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA). It is clear that parent involvement is critical to the Response to Intervention process if it is to be effective. Close communications with parents should be maintained throughout the process. Evidence based practices ensure that all students receive appropriate and effective instruction. Instructional fidelity through monitoring practices is also essential and expected. It is important for all stakeholders to understand that RtI is not an “add – on”; rather, it is an instructional concept or framework.

Desired Outcomes/District Goals

The goal of implementing Problem Solving & Response to Intervention is increased student achievement. The following Desired Outcomes and District Goals are expected with the implementation of PS/RtI in the School District of DeSoto County:

- Maximum effect from core instruction for all students
- Maximum effect from behavioral supports
- Targeted instruction and early intervention for at-risk students
- Reduction in the over-representation of diverse student groups in low academic performance, special education and alternative education programs
 - Narrow the achievement gap between the NCLB subgroups as evidenced by FCAT assessments
- Increased pro-social student behavior
- Increased graduation rate
- Decreased drop-out rate
- Decreased discipline referrals, suspensions, and expulsions
- Improved attendance rates
- More positive attitudes toward school and academics
- Enhanced ESE effectiveness through appropriate identification
- Enhanced ESOL effectiveness
- Improved integrity of academic, behavioral, and attendance interventions through fidelity monitoring

Overview

Problem Solving/Response to Intervention is a process of implementing high quality, scientifically validated instructional practices based on learner needs by monitoring student progress and adjusting instruction based on the student's response (Bender & Shores, 2007). The goal is to maximize the quality of instruction being delivered in the general education classroom.

RtI is based on the following core principles:

- We can effectively teach all children.
- Intervene early.
- Use a multi-tier model of service delivery.
- Use a problem solving method to make decisions within a multi-tier model.
- Use research-based, scientifically validated interventions/instruction.
- Monitor student progress to inform instruction.
- Use data to make decisions.
- Use assessment in screening, diagnosis, and progress monitoring.

Response to Intervention is a system for efficient instruction; a method for evaluating the needs of all students and fostering positive student outcomes through carefully selected and implemented interventions. It also may be used to assist the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program, 504 plans, or other educational option.

Dynamics of PS/RtI

Description

The Response to Intervention model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. The RtI Model is implemented by the classroom teacher with the assistance of the School-Based RtI Support Team to ensure fidelity. Rate of progress over time is used to make important educational decisions. Although the instruction and interventions encompassing the RtI model may involve many different levels of intensity and individualization, they are usually considered to fall within the following three broad, fluid tiers:

Tier 1-Core Instruction (foundation)

This primary tier involves the general education population (all students) and can affect any student in a classroom who is slightly behind. The students receive instruction using the core curriculum with progress monitoring to assess their response to instruction. The teacher may slightly vary instructional routines or groupings to accommodate a Tier 1 student. It is estimated that 80% of all students will positively respond to Tier 1 intervention (Bender & Shores, 2007). Students who do not show positive response with Tier 1 intervention move into Tier 2.

Tier 2-Strategic Interventions (supplemental)

In Tier 2, more intensive forms of strategic interventions are applied for those students not responsive to the Tier 1 interventions. More frequent progress monitoring will show that the student(s) are not achieving the desired standards despite receiving differentiated and high quality instruction. These interventions are typically in consultation with the RtI team. These interventions are designed to be implemented immediately and are intended to be short term. However, there is no specific time limitation for a student to be in Tier 2. Students may remain in place as long as data indicating strong progress continue to be acquired. It is estimated that 15% of all students need Tier 2 Interventions to show a positive response to instruction. (Bender & Shores, 2007). Students who respond to Tier 2 Supplementary Instruction may move back to Tier 1. Students not responsive to Tier 2 Supplementary Instruction move to Tier 3.

Tier 3-Intensive Interventions (intensive)

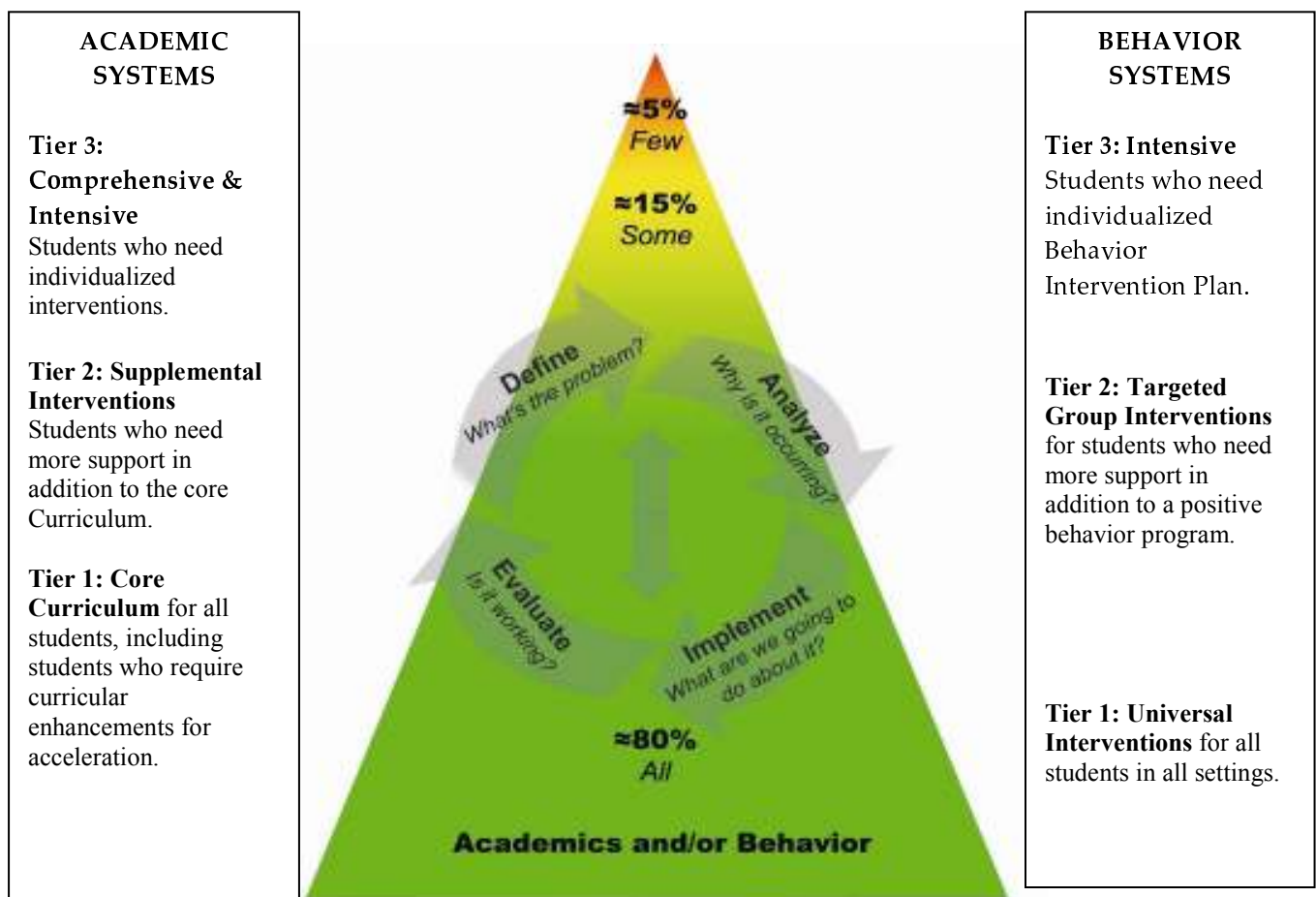
It is estimated that 5% of all students need Tier 3 Interventions to show a positive response to instruction. (Bender & Shores, 2007). This level is characterized by intensive intervention that is increased in frequency, intensity, and duration based on targeted assessment results showing lack of response by the student. These interventions are supplemental to Tier 1 and Tier 2. These students show significantly low performance in the standards. If these interventions are effective, a student can move back to Tier 2. If continued interventions are not effective at this level, the School-Based RtI Support Team will meet to discuss the referral of the student and data to the District RtI Team for consideration of evaluation/ESE.

Problem Solving Method

The interventions needed for Tier 1, Tier 2, and Tier 3 are identified through a data-based decision making process called the Problem Solving Method (PSM). These decisions are made by an identified RtI Team. The steps for Problem Solving (PS) follow:

1. DEFINE the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. ANALYZE the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. IMPLEMENT with integrity a plan that will address a student performance goal, and delineate how the student's progress will be monitored.
4. EVALUATE the effectiveness of the intervention plan based on the student's response to the intervention plan according to the progress monitoring data. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

The following Model demonstrates how the three tiered model of school supports incorporates the problem-solving process:



District-Based RtI Team:

The District RtI Team will consist of representatives of various district school sites and divisions to draw from a variety of levels and disciplines in order to create a well balanced and experienced team. The responsibilities of the district team include, but are not limited to the following:

District plan development – The District RTI Team, hereafter identified as the TEAM, will develop and implement the plan to be utilized by the entire district. The

TEAM will be responsible for communicating the plan to all stakeholders, internal and external, in the district.

Teacher professional development – The TEAM will be responsible for researching and providing resources for professional development of all stakeholders directly vested in RTI, i.e. teachers, guidance counselors, school level administrators, etc.

Resource for teacher strategies – The TEAM will be responsible for the acquisition of resources and strategies of effective intervention techniques for use on the school level and by the school level teams.

Decision making – The TEAM will be responsible for the decision making process and in determination of evaluation of a student regarding the possibility and necessity of ESE services.

Progress/ Fidelity monitoring – The TEAM will be responsible for ensuring the implementation of the district plan with fidelity and integrity. The TEAM will offer any corrective measures regarding fidelity and integrity.

Technical Assistance to school teams – The TEAM will be responsible for the communication of any and all new information and process issues regarding RTI.

A sample District TEAM composition follows:

- District PS/RtI Coordinator
- District Behavior Coordinator
- District reading, math, and behavior personnel
- District student services personnel

School-Based RtI Support Team:

Each school will have an RtI Support Team. This team should include people who are seen as leaders and represent a variety of subject areas/grade levels, so that team members have varied areas of expertise. A sample School Based RtI Support Team might include, but not be limited to or include, all of the following disciplines: School Administrator, School Guidance Counselor, School Nurse, Regular Education Teacher, ESE Teacher, Reading/Academic Coach, Dean of Students, School Social Worker, ESOL Worker, School Psychologist, Speech and Language Pathologist, and the Parent of a Student.

The following are the roles of the school based RTI Support Team:

- Develop a school implementation plan
- Become “trainers” and “coaches” for the school staff in RtI
- Be responsible for school-wide implementation of RtI

School-Wide Implementation

The school-based RtI Support Team should focus on the following for school-wide implementation of the RtI plan:

- 1) Review of screening data
- 2) Review of progress monitoring data
- 3) Planning of interventions
- 4) Self assessment of problem solving implementation
- 5) Assessment of the school staff's development
- 6) Use of data in decision making
- 7) Teacher support
- 8) Parent Involvement

Behavior and School Wide Positive Behavior Support

In an RtI approach to behavior, systematically collected behavior data (i.e. office referrals, observations, etc.) provide a basis for making decisions on behavior supports. A student who displays challenging behavior should be evaluated, just as the student would if an academic concern was raised. Based on the results, staff uses evidence based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Evidence based interventions may include reinforcement, modeling, and problem solving skills.

Positive Behavior Support (PBS) consists of a set of clear expectations for behavior. School wide strategies are aligned with Tier 1 interventions. Classroom interventions are aligned with Tier 1 and 2 interventions, making use of school wide strategies with classroom lesson plans. Interventions for targeted groups are associated with Tier 2 and include small groups of students from many classrooms aiming toward the same behavioral goal. Tier 3 includes individual interventions which are considered critical. Individual student plans may include steps such as Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA).

School wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

A variety of data should be collected with the goal of identifying students who need support at various levels. Data collected will identify types of discipline issues, locations, settings, and chronic offenders. Once the data is compiled and analyzed, decisions can be made as to what types of interventions are necessary. For example; if data show that

problems are occurring within one particular classroom or setting, then interventions are selected or tailored to meet that need or setting.

PBS strategies range from providing rewards and incentives for students who follow school wide expectations to implementing effective skills lessons with students needing higher tiers of support. The school based team should work together to design interventions based on data analysis.

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Continued collection of data should be analyzed for effectiveness of strategies that have been initiated. Movement between the tiers may be indicated based on success rates shown through data analysis.

Parent Involvement

Parent involvement is key to the success of a PS/RtI program. A Parent can help create an effective PS/RtI program through giving a unique perspective on a child which may not be evident to the teacher in the classroom. Therefore, a parent should be included in the process from the outset, beginning with core curriculum instruction. This parent involvement may be performed in traditional ways such as parent-teacher conferences, regularly scheduled meetings, or other effective methods unique to the child and the situation. Continued parental contact including progress reporting to the parent is essential throughout the PS/RtI process for success.

No parental consent is necessary for universal screenings since PS/RtI is a process of delivering general services, assessments, and interventions to all students based on instructional need. However, in the event the interventions progress to a point where an evaluation is considered or recommended for ESE services, parental consent must be obtained.

Screening and Progress Monitoring

Screening, progress monitoring, and diagnostic instruments used may be those that are used for students as part of the Florida Assessments in Reading or others specified in the District Reading Plan. Other monitoring may be accomplished through classroom observation, interviews, standardized assessments, or targeted assessments which are designed to be more specific to the student learning difficulties and skill deficits. These assessments may be administered by trained general education teachers, or other specialists. Parents should continue to be a part of the screening process as results show where the student deficit may be and specific interventions are selected.

District Readiness / Professional Development (Building of Infrastructure)

Prior to implementation of a district wide plan, the knowledge of PS/RtI by Guidance and Leadership Teams of the individual school sites must be determined. Prior to the writing of this plan, surveys were conducted of all Guidance Counselors and Leadership Teams of the school sites. Results show that some to little knowledge and implementation of RtI exists within most of the sites. One Elementary School is in the process of RtI implementation with their school site team.

The administration of The Response to Intervention School Readiness Survey and the Self-Assessment of Problem Solving Implementation (SAPSI) produced results indicating school personnel responses to infrastructure development as either not started or in progress. Some indicators such as Data Collection and Team Structure were identified as “Achieved” or “Maintaining” status. However, responses indicating use and implementation of the Three Tiered process of RtI showed “In Progress” or “Not Started” status.

The result of the surveys provides a needs assessment and will guide and drive professional development efforts and planning. The responsibility of the District Planning Team will be to research Professional Development opportunities, planning activities, and provide guidance to online sources for implementation at the school sites.

The plan for Professional Development will be designed from the surveys to build and provide training to faculty and staff on the RtI process. A three to five year action plan working toward full implementation of PS/RtI with full fidelity is expected. Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g. Principal’s Walk Through). The office of Student Services and Instructional Services will be responsible for the Professional Development with a trained facilitator on staff and the assistance of the District RtI team. The responsibility of the training will be to train school site teams and assist in their development of on site processes. Resources for development will be researched and delivered through the facilitator and the district team.

Evaluation and Data Analysis

Available data management and technology systems should be utilized to monitor the progress of students in a district, school, and classroom settings. District and School site teams will develop methods to analyze and evaluate data so as to implement the most appropriate and effective interventions.

District and school site PS/RtI teams should set regular meeting schedules to review the evaluation data, progress at the school site and individual classroom, manage and discuss resources, troubleshoot unexpected barriers, and make adjustments to the plan implementation based on evaluation information. (i.e. effectiveness).

It is important that the district and school site PS/RtI teams monitor the plan implementation for fidelity with periodical monitoring and direction. There should be a reconnection with the needs assessment data from the outset to be certain that the plan is moving in the desired direction.

Application of RtI to Special Education Eligibility

The Individuals with Disabilities Education Act (IDEA) 2004 currently gives school districts the flexibility to determine that a student has a specific learning disability (SLD) using RtI data as part of a comprehensive evaluation. Identifying SLD using RtI data shifts the focus of the evaluation process from emphasizing the documentation of the student's disability to emphasizing the student's instructional needs. RtI emphasizes this shift of focus by documenting the failure of high intensity and high frequency, sound, research-based interventions applied to a student in the general education curriculum.

After multiple attempts have been made to implement all available Tier 3 interventions with fidelity, high frequency and high intensity, a student should be considered non-responsive when

- 1) the student's level of academic achievement has been determined to be significantly lower than that of his or her peers and
- 2) the gap between the student's achievement and that of his or her peers increases (or does not significantly decrease).

Unless other information explains the lack of achievement, students who are non-responsive at Tier 3 interventions should be referred to the District RtI Team for consideration for psycho-educational evaluation. Evaluation and eligibility requirements for Exceptional Education Services are defined in the Special Policies and Procedures manual. A student may not be determined eligible as a student with a disability if the determinant factor is (1) Lack of appropriate instruction in reading, including the explicit and systematic instruction in phonemic awareness; phonics; vocabulary development; reading fluency, or oral reading skills; and reading comprehension strategies; (2) Lack of appropriate instruction in math; or (3) Limited English proficiency; and (4) The student

does not otherwise meet the eligibility criteria specified in Rules 6A-6.03011 through 6A-6.0361 F.A.C. School RtI teams use student progress data collected at each tier to document a student's response to scientific, research based interventions as part of the evaluation process to consider eligibility for special education services. A student who qualifies for ESE services may continue to receive general education instruction in all tiers in consultation with the ESE teacher, according to placement indicated on the IEP. A student may require ESE services for shorter periods of time in a RtI system due to providing higher quality of instruction.

RtI and English Language Learners

In planning RtI approaches with English Language Learners (ELL's), it is important to fully consider the ELL services the student is receiving, how the native language and English proficiency is assessed and monitored, knowledge and skills in the first language, and performance in the second language (English). When evaluating RtI data, ELL's should be compared not only to native English-speaking peers, but also to other ELL students with similar levels of English proficiency. If ELL students as a whole are not making adequate progress, more ESOL strategies need to be implemented. If most (>80%) ELL students demonstrate adequate progress, a more individualized approach is indicated for those students not progressing.

Important factors for RtI teams to consider when developing interventions for an ELL;

- 1) When taking a social-developmental history, inquire about the language the student's caregiver uses with the child, as it may differ from the parents.
- 2) Inquire if the student has attended school on a regular basis. Investigate to see if there have been any interruptions in the academic experience of the student.
- 3) Cultural instructional systems in the country of origin can have an impact on expectations. Some cultural systems may depend on memorization of facts while our system relies more on critical thinking. For example, math may vary with the set up of problems or the use of the metric system.

Student Scenarios

(Source: DOE TAP FY2006-8.pp18-19)

Tom

Tier 1 – Tom is in a kindergarten classroom with a beginning teacher. She teaches using primarily theme-based projects. The student enjoys her class, but second semester, Tom's report indicates that he is not making adequate progress in reading compared to

his classmates. In February, Tom's teacher asks his parents to come in for a conference to discuss retention for the coming year.

Tier 2 – The multidisciplinary team meets and decides to that Tom should be moved to the teacher next door who uses a more explicit and systematic approach to the teaching of beginning reading skills for 90 minutes every day. Tom is placed in this class beginning March, and by May, Tom is showing significant progress in the critical areas of reading growth.

Return to Tier 1 – The multidisciplinary team meets and agrees that Tom should be promoted to first grade and be placed in a teacher's class that uses direct instruction to teach reading. The teacher continues to monitor Tom's progress and determines by mid year that he is reading on grade level.

Further Tier 2 or 3 Not Applicable

Eligibility for ESE services Not applicable

Susie

Tier 1 – Both of Susie's parents are from Puerto Rico and do not speak fluent English. Susie mixes English and Spanish in her writing and reads at a very slow rate. Susie is completing the second grade, and her teacher has asked the ESOL teacher to consult with her because Susie has not shown adequate progress as compares to her classmates on critical assessments in the classroom.

Tier 2 – As a result, Susie goes to the ESOL classroom each afternoon for a phonics and fluency lesson. They participate in English word drills and explore the relationship between English and Spanish sounds. She also reads decodable books in English with the teacher's support. Susie is still reading quite slowly by the end of the school year.

Tier 3 – By mid year, Susie's general education teacher and ESOL teacher agree that Susie is not making sufficient progress, and they ask the reading coach for help. The reading coach suggests initiating timed reading practice each afternoon, in addition to continued support for reading accuracy. Susie continues to work with the ESOL teacher and receive specialized instruction in fluency. Susie is making steady progress. Although it is slow, the services at this tier will continue to close the discrepancy between her performance and that of her peers.

Eligibility for ESE services Not applicable

Joe

Tier 1 – Joe is a third grade student who has missed 45 days already this school year, and it is only January. The guidance counselor has met with his mother about attendance, and she promises to do better. The truancy officer is involved in the case. Mom is very ill, and Joe is often up all night taking care of his baby sister. He often puts his head down and falls asleep during class. Joe is reading on a second grade level. His teacher uses the third grade adopted basal reader. When Joe reads in class his reading is inaccurate and lacks fluency. Joe is falling farther and farther behind.

Tier 2 - A multidisciplinary team meets to discuss Joe's progress. The social worker is able to help get mom a home health aid on week nights. DIBELS scores show that Joe is low fluency, and he makes many word reading errors on third grade text. In addition, his performance on SAT10 at the end of the previous year indicated that he also struggles with reading comprehension. Joe is transferred to a third grade intervention class that uses a core reading program more suitable to his reading level and instructional needs and that has a smaller class size than his previous class. Joe is coming to school more regularly and reports that he is now sleeping at night. Joe is participating well in the intensive reading program but is still not showing progress on DIBELS.

Tier 3 – Starting in March, Joe is pulled aside for specific work on phonics and fluency three mornings a week for an additional 30 minutes of individualized instruction. Multiple strategies at increasing levels of intensity have been implemented for five months, and Joe is making progress on phonics, but fluency is still very slow. His comprehension is still on a mid second grade level.

Eligibility for ESE services – Joe is referred for evaluation under IDEA. Joe's parents give consent for additional assessment. The multidisciplinary team reconvenes to analyze all relevant data. The relevant data might also include results from psychological testing if the multidisciplinary team determines the need for additional information provided by administering specific tests. Once data analysis occurs, the multidisciplinary team considers whether Joe demonstrates a need for special education services.

Betty

Betty is struggling in Teacher A's classroom and a referral has been made to the school based RtI team to start interventions. Teacher A is scheduled to go on maternity leave in the near future. Her replacement is an interim substitute teacher without a teaching background or any certification. Although interventions were begun, the continuance of student Betty in this classroom while the teacher is on leave should be reviewed seriously by the RtI team. It is important that a certified teacher implement the interventions, have access to data, and gather documentation of student response. This may necessitate removal of the child to another classroom. All decisions should be made in the best interests of the student.

In Conclusion

It is important for all stakeholders to remember that Response to Intervention is an instructional concept or framework as opposed to an additional instructional method. Close communications with parents and the RtI team are driving factors for successful implementation of the PS/RtI plan. Teachers and administrators should strive for fidelity when working with PS/RtI including proper and appropriate selection of interventions, as well as their frequency and intensity of implementation. Analysis of data is crucial in progress monitoring and problem identification.

The end result of PS/RtI implemented with fidelity will include increased success in academics, more accurate identification of learning disabilities, increased attendance rates, higher graduation rates, lower drop-out rates, and fewer discipline referrals to name a few. In short, the quality of education offered to all students in DeSoto County will increase.

Resources

Online Resource for Response to Intervention

<http://apd.myflorida.com/behavioral/>

My Florida behavior resources

www.fldoe.org/schools/rti.asp

FL RtI Manual

www.floridarti.usf.edu

FL RtI/ Problem-solving Model Project

<http://www.gigglepotz.com/forms.htm>

Forms for teachers

<http://www.gosbr.net/>

Scientifically-based interventions

http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php

Chart Dog 2.0

www.nasde.org

Building and District Implementation Blueprints

Current research (evidence-based) supporting use of RtI

www.nrcl.org

National research Center on Learning Disabilities

RtI resources

http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

Model RtI Policies and Procedures

www.progressmonitoring.org

Technical assistance

Monitoring practices

www.rti4success.org

The National Center on Response to Intervention

RtI topics and research

www.rtinetwork.org

Implementation blueprints

RtI talks (monthly)

Progress monitoring tools for implementation

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

Utah State Office of Education

Least Restrictive Behavioral Interventions

*This list is a resource intended to provide additional websites for schools to use to help identify appropriate interventions based on the function of behavior. Florida's PBS Project: RTIB does not endorse or support any of the links or sites listed above.

Resources for Behavioral Interventions

(adopted from Florida's PBS Project: RTIB Coaches Training 2008)

http://www.nasponline.org/advocacy/pbs_resources.aspx

National Association for School Psychologists
Articles, books, and fact-sheets and handouts on PBS

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

The Utah State Office of Education: LRBI Resources
Video resources on preliminary and positive behavioral strategies

<http://www.interventioncentral.org/>

Intervention Central
Free tools and resources to help promote positive classroom behaviors

<http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf>

The Classroom Behavior Report Card Resource Book
Ready-made forms to rate the behaviors of students
Preformatted teacher and student behavior report cards
Customized graphs

<http://challengingbehavior.fmhi.usf.edu/tools.htm>

The Teaching Tools for Young Children with Challenging Behavior

<http://www.redandgreenchoices.com/>

The Red and Green Choices
Resources and strategies for students with Autism

<http://www.ldonline.org/indepth/behavior>

The Learning Disabilities Online
"Dos and don'ts" for fostering social competence
Helpful articles

<http://www.ldonline.org/indepth/classroom>

The Learning Disabilities Online
Articles to help teachers arrange furniture to manage behavior issues.

<http://www.state.ky.us/agencies/behave/bi/bi.html>

The University of Kentucky, DSERC
Intervention resources at each tier of behavioral support

<http://www.state.ky.us/agencies/behave/bi/ss.html>

The University of Kentucky, DSERC
Social skills instruction at each tier of support
Templates, additional resources, and tools

http://onlineacademy.org/modules/a201/lesson/a201c0_00100.html

The University of Kansas, funded by OSEP
Online academies provide web-based modules on PBS and related topics.

<http://elearndesign.org/resources.html>

The ELearning Design Lab
Web based modules including positive behavior to support learning and behavior

*This list is a resource intended to provide additional websites for schools to use to help identify appropriate interventions based on the function of behavior. Florida's PBS Project: RTIB does not endorse or support any of the links or sites listed above.

Reference List

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Adapted from *Using Response to Intervention(RtI) for Washington's Students*, a publication by the Special Education Office of Superintendent of Public Instruction (OPSI) and developed under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) federal grant. Retrievable at www.k12.wa.us/CurriculumInstruct/pubdocs/RTI.pdf.

Adapted from Response to Intervention Manual, Phase 1 (8/27/2008), a publication of the School District of Lee County, Florida.