

RtI & SWPBS



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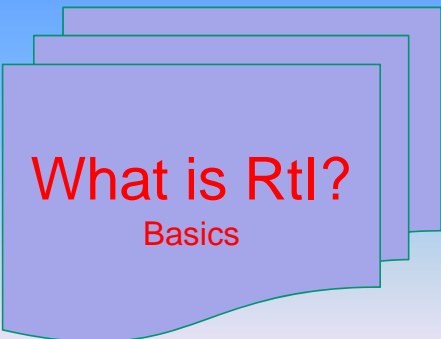


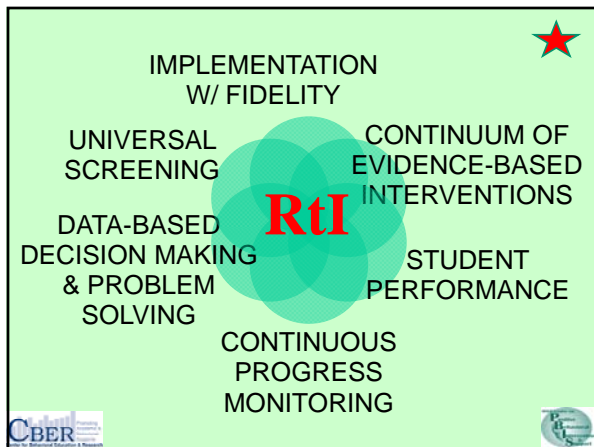
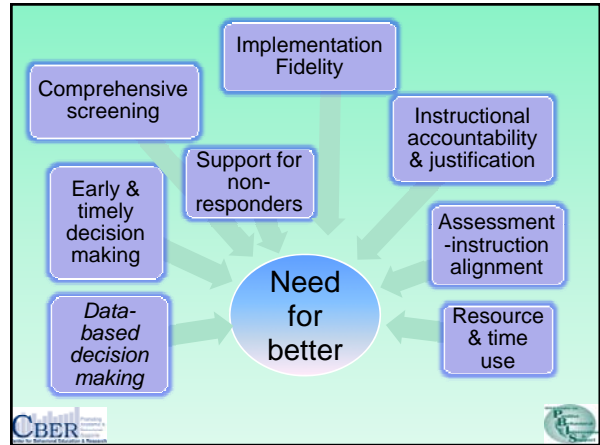

Purpose

Describe Responsiveness-to-Intervention (RtI)

- Personnel Preparation Context & Implications
- Critical Features & Developmental Influences
- SWPBS Example & Outcomes

What is RtI? Basics

RtI: Good “IDEiA” Policy



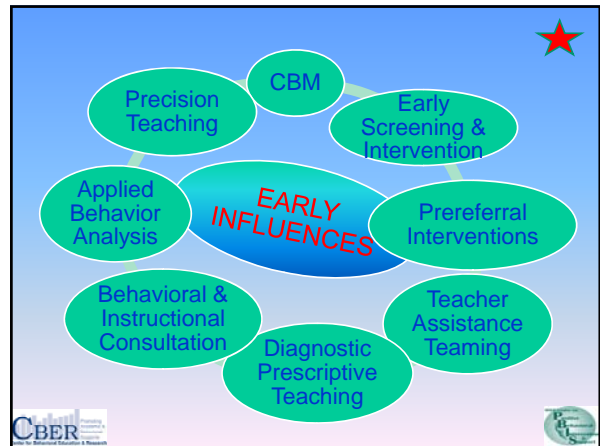
*Approach or framework for redesigning & establishing teaching & learning environments that are **effective, efficient, relevant, & durable** for all students, families & educators*

- **NOT** program, curriculum, strategy, intervention
- **NOT** limited to special education
- **NOT** new






Quotable Fixsen

- **“Policy is**
 - Allocation of limited resources for unlimited needs”
 - Opportunity, not guarantee, for good action”
- **“Training does not predict action”**
 - “Manualized treatments have created overly rigid & rapid applications”

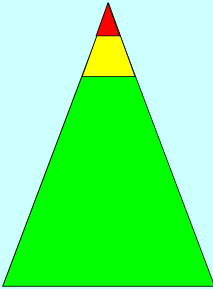


Where'd “triangle” come from....a PBIS perspective?

Public Health & Disease Prevention

Kutash et al., 2006; Larson, 1994



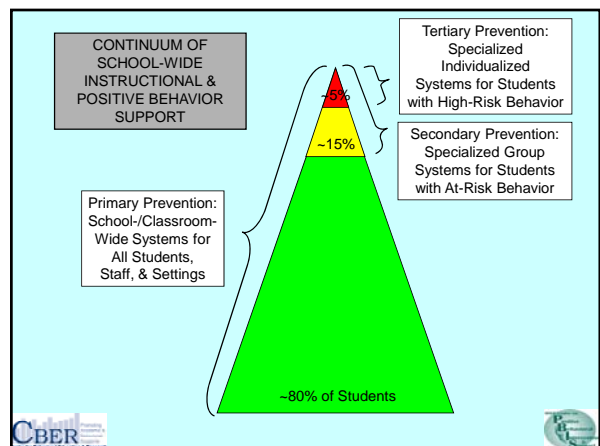
- **Tertiary (FEW)**
 - Reduce complications, intensity, severity of current cases
- **Secondary (SOME)**
 - Reduce current cases of problem behavior
- **Primary (ALL)**
 - Reduce new cases of problem behavior

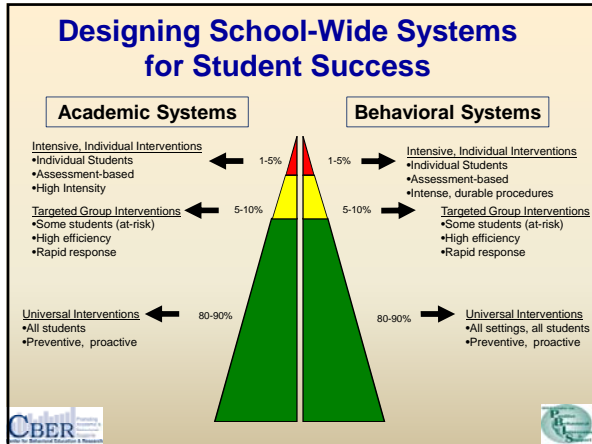




Prevention Logic for All

Walker et al., 1996

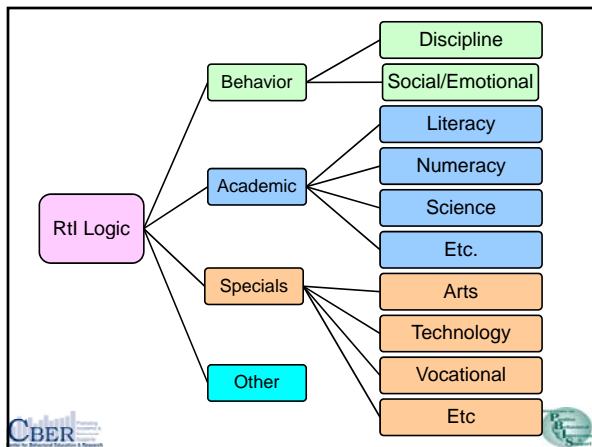
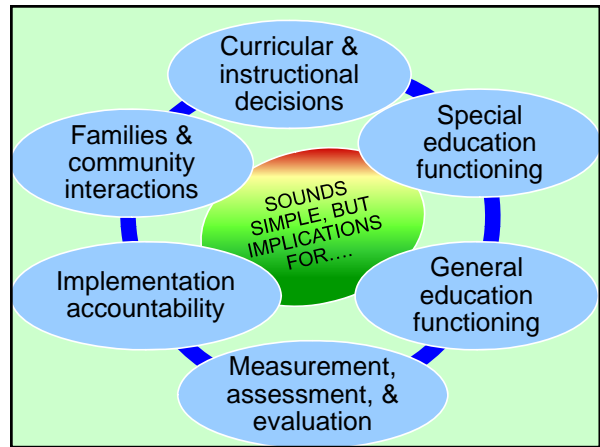
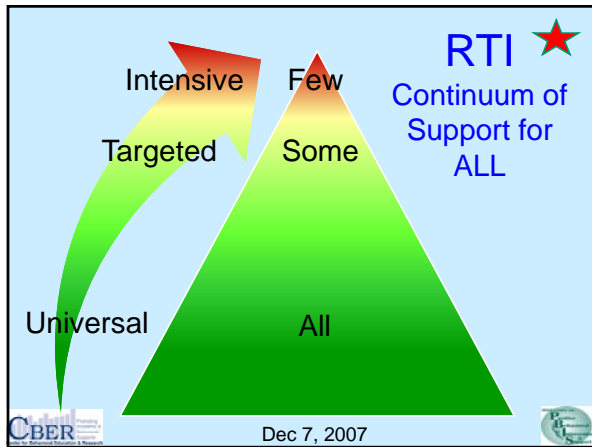
Decrease development of new problem behaviors	Prevent worsening of existing problem behaviors	Redesign learning & teaching environments to eliminate triggers & maintainers of problem behaviors	Teach, monitor, & acknowledge prosocial behavior
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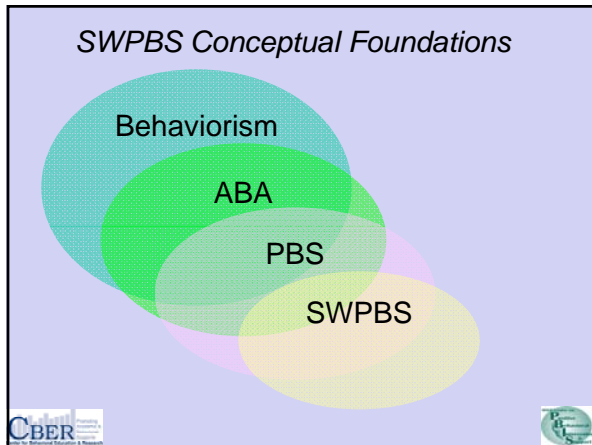
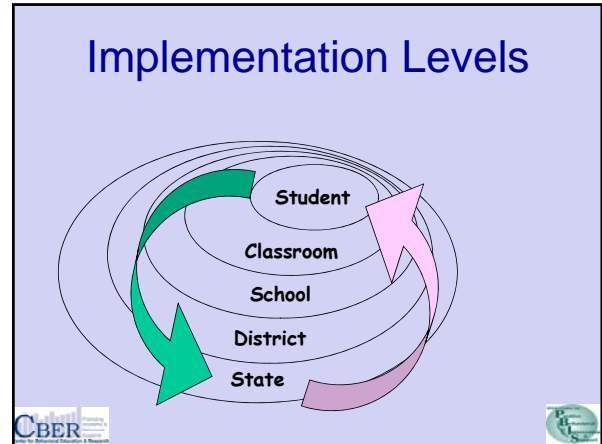
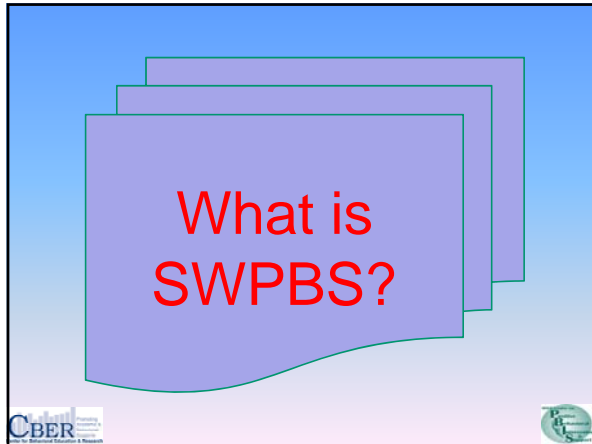


Rtl Application Examples

	EARLY READING/LITERACY	SOCIAL BEHAVIOR
TEAM	General educator, special educator, reading specialist, Title I, school psychologist, etc.	General educator, special educator, behavior specialist, Title I, school psychologist, etc.
UNIVERSAL SCREENING	Curriculum based measurement	SSBD, record review, gating
PROGRESS MONITORING	Curriculum based measurement	ODR, suspensions, behavior incidents, precision teaching
EFFECTIVE INTERVENTIONS	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management
DECISION MAKING RULES	Core, strategic, intensive	Primary, secondary, tertiary tiers



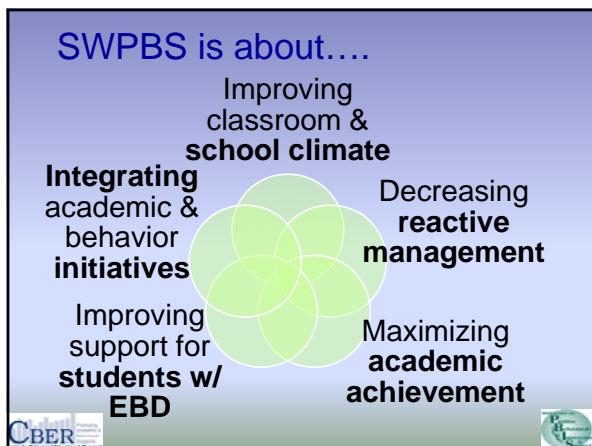
- ### Questions to Ponder
- What is “scientifically/evidence-based” intervention/practice?
 - How do we measure & ensure “fidelity of implementation?”
 - How do we determine “non-responsiveness?”
 - Can we affect “teacher practice?”
 - Do we have motivation to increase efficiency of “systems” organization?
 - ???



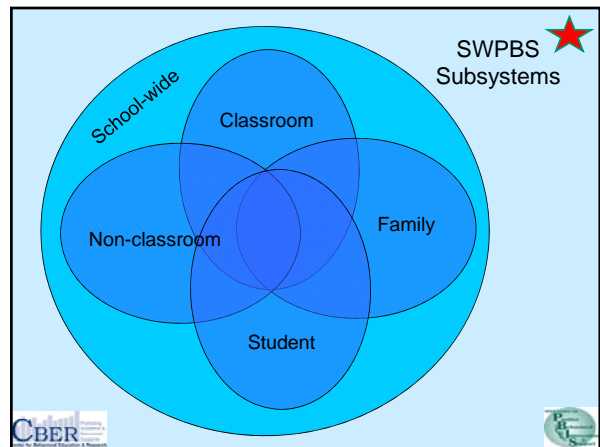
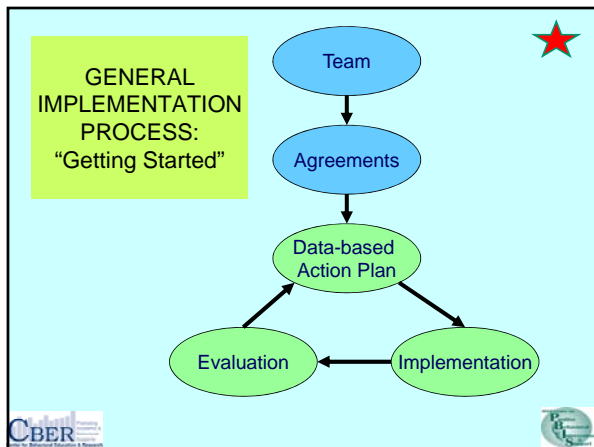
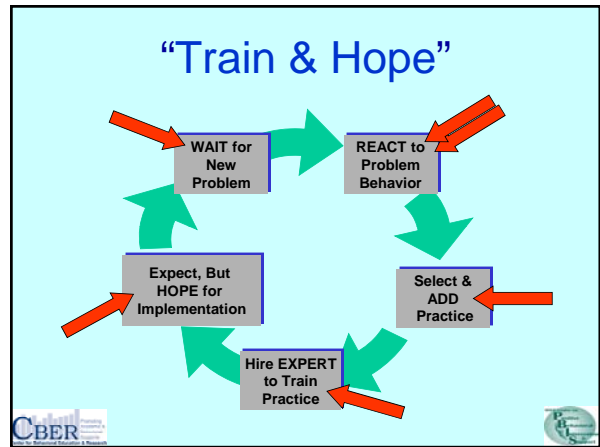
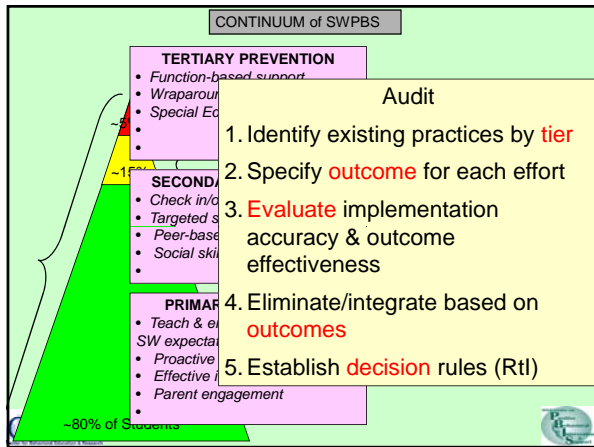
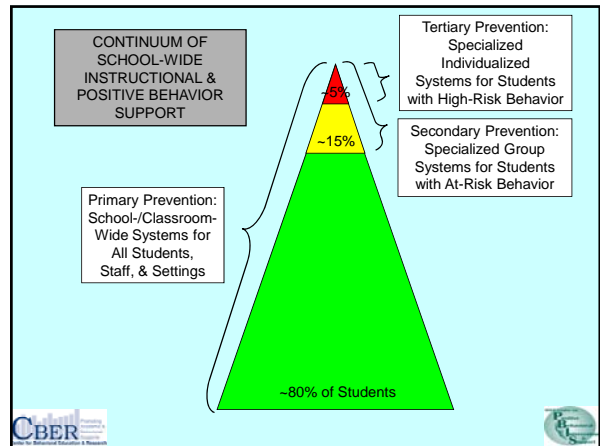
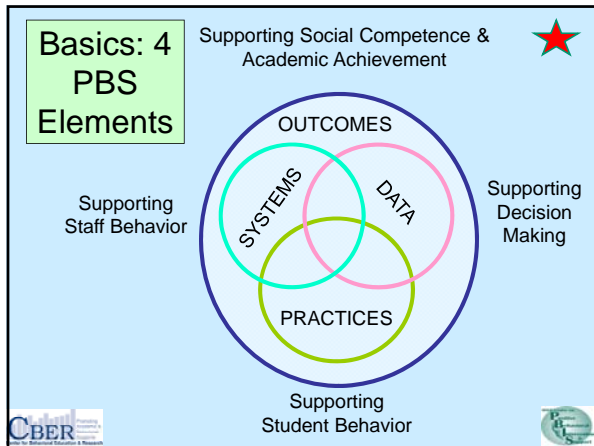
SW-PBS Logic! ★

Successful individual student behavior support is linked to *host environments* or school climates that are *effective, efficient, relevant, & durable*

(Zins & Ponti, 1990)



-
- WHAT DO WE KNOW ABOUT PREVENTING VIOLENCE?
- Positive, predictable **school-wide climate**
 - High rates of **academic & social success**
 - Formal **social skills** instruction
 - Positive **active supervision & reinforcement**
 - Positive **adult role models**
 - **Multi-component, multi-year** school-family-community effort
 - Surgeon General's Report on Youth Violence (2001)
 - Coordinated Social Emotional & Learning (Greenberg et al., 2003)
 - Center for Study & Prevention of Violence (2006)
 - White House Conference on School Violence (2006)



School-wide

1. Common **purpose** & approach to discipline
2. Clear set of **positive expectations & behaviors**
3. Procedures for **teaching** expected behavior
4. Continuum of procedures for **encouraging** expected behavior
5. Continuum of procedures for **discouraging** inappropriate behavior
6. Procedures for on-going **monitoring** & evaluation



Non-classroom

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
 - Scan, move, interact
- **Precorrections** & reminders
- **Positive reinforcement**



Classroom

- Classroom-wide **positive expectations** taught & encouraged
- Teaching classroom **routines & cues taught & encouraged**
- Ratio of **6-8 positive to 1 negative** adult-student interaction
- **Active supervision**
- **Redirections for minor**, infrequent behavior errors
- **Frequent precorrections** for chronic errors
- **Effective academic instruction & curriculum**



Individual Student

- **Behavioral competence at school & district levels**
- **Function-based** behavior support planning
- **Team- & data-based** decision making
- Comprehensive **person-centered** planning & wraparound processes
- Targeted **social skills** & self-management instruction
- Individualized **instructional & curricular** accommodations



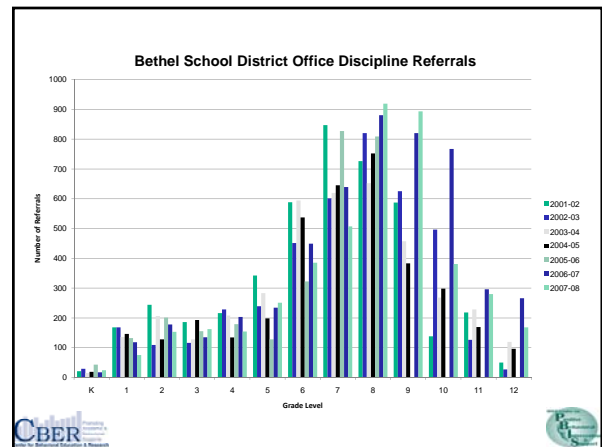
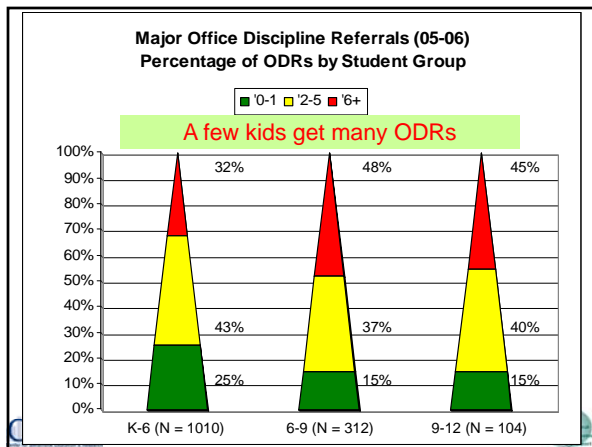
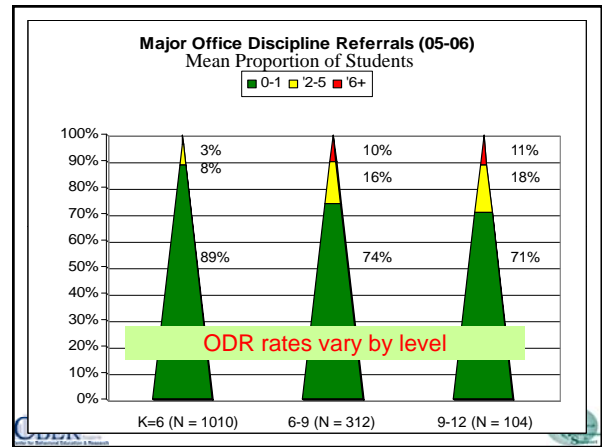
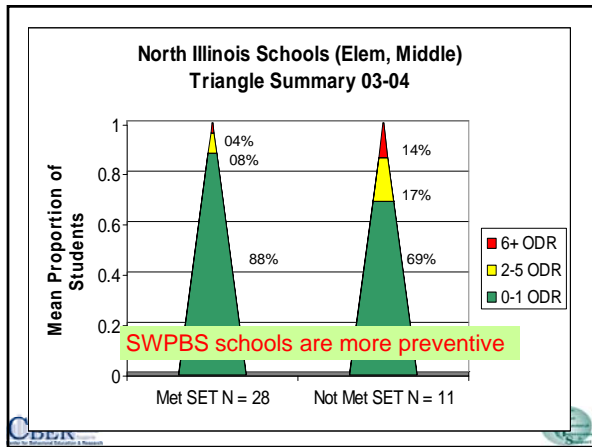
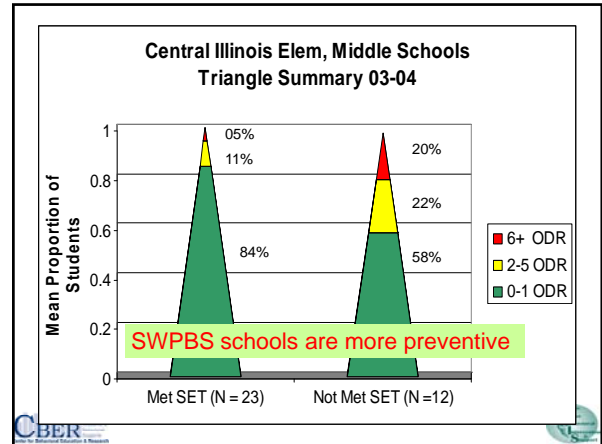
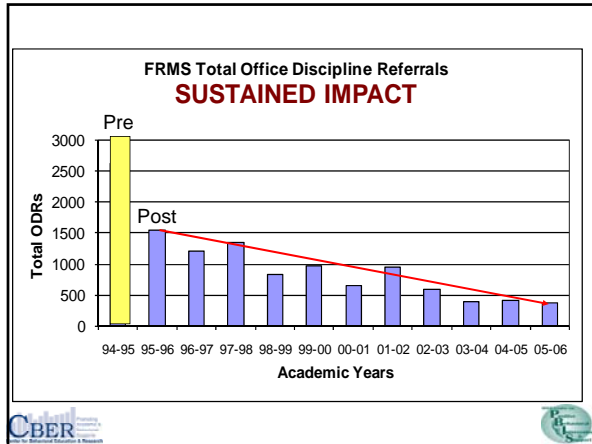
Family

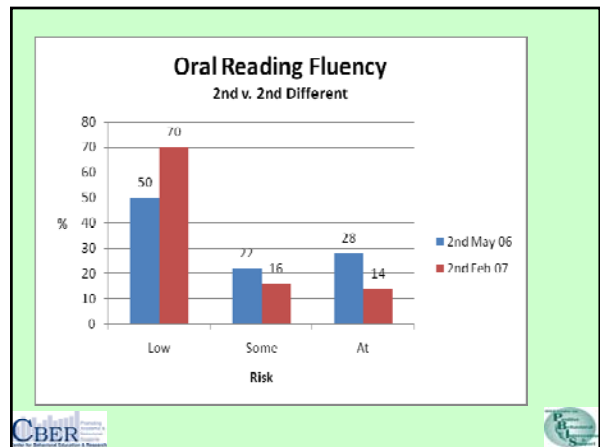
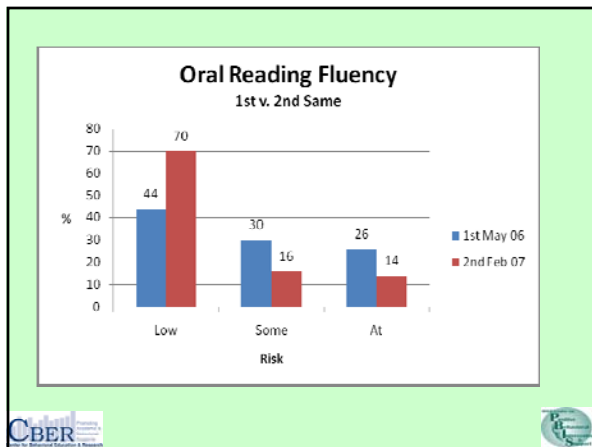
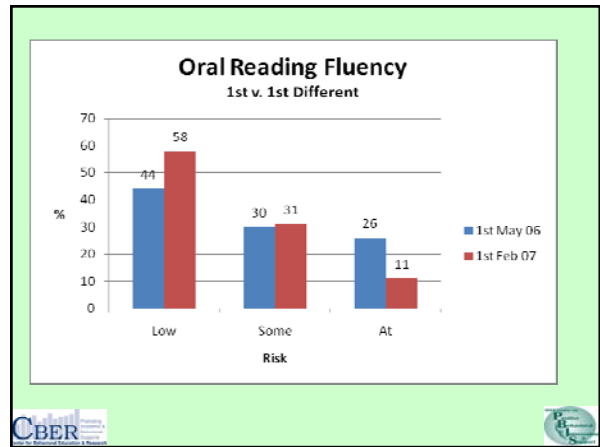
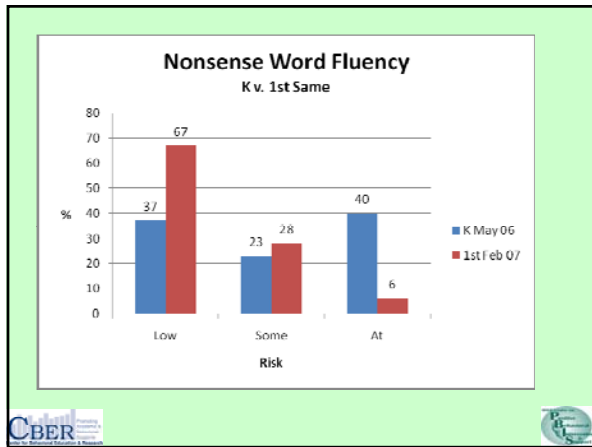
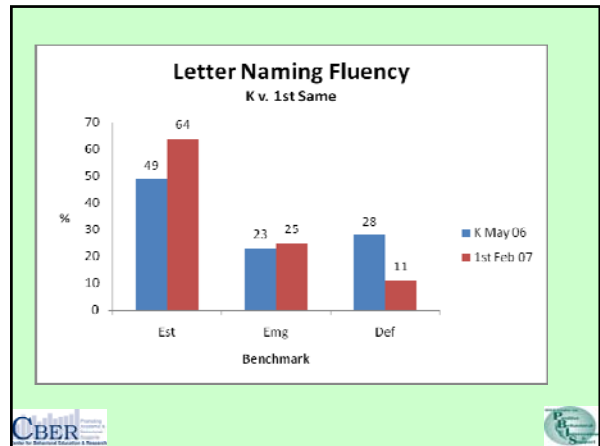
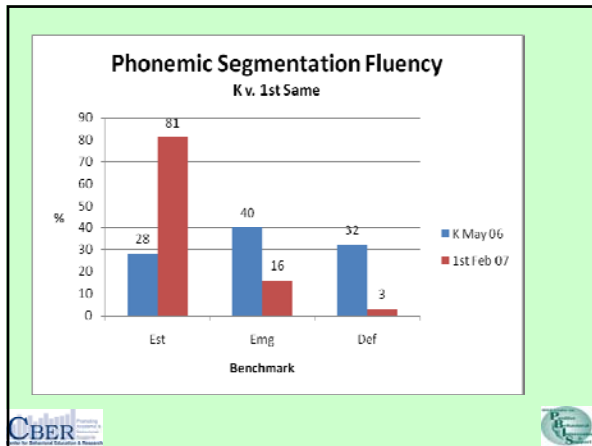
- **Continuum** of positive behavior support for all families
- Frequent, regular **positive contacts**, communications, & acknowledgements
- Formal & **active participation** & involvement as equal partner
- Access to system of integrated **school & community resources**

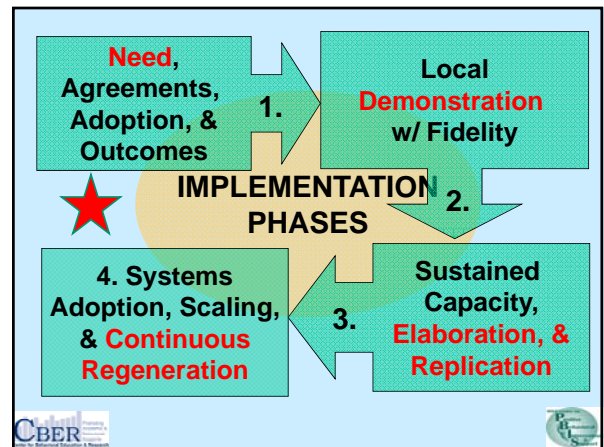
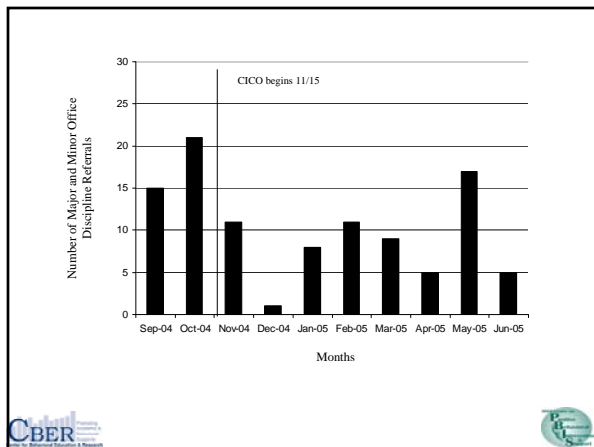
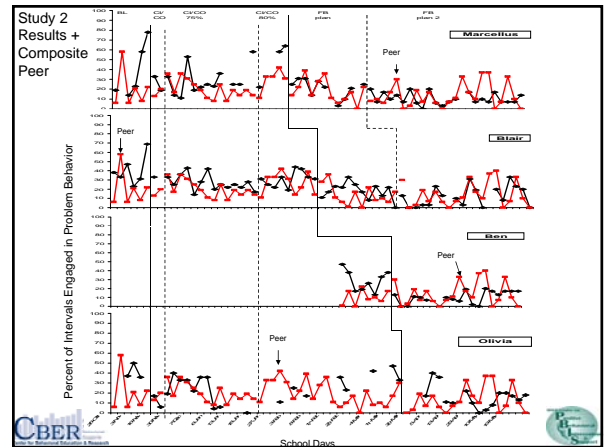
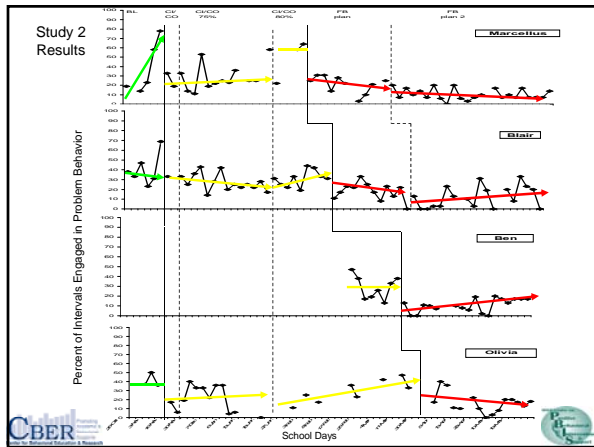
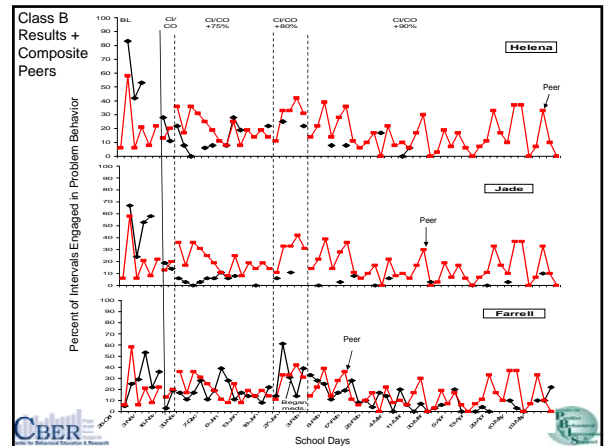
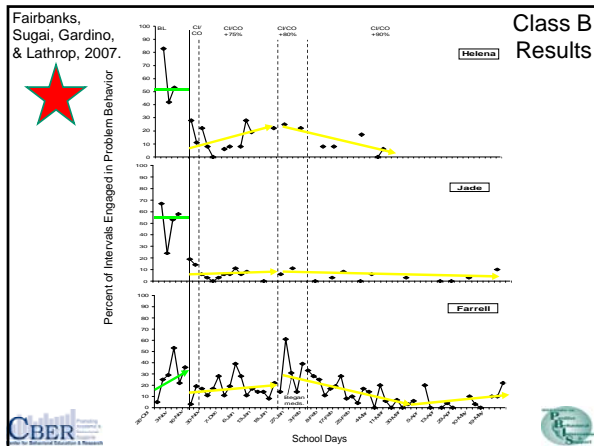


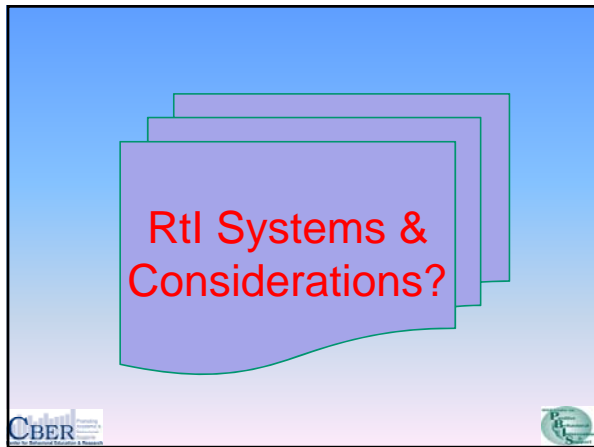
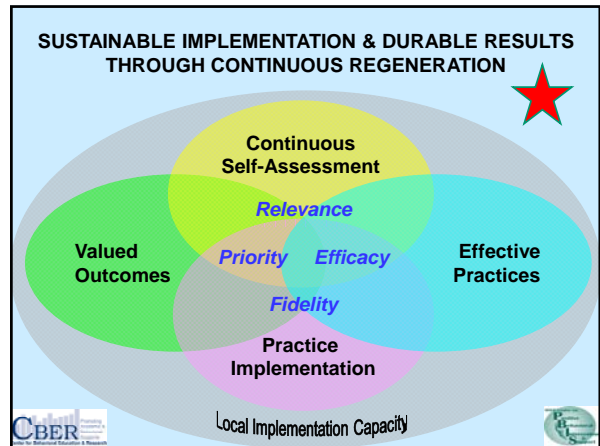
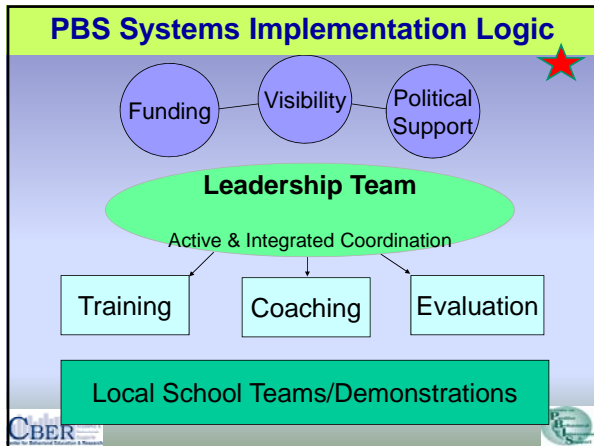
SWPBS
Outcomes?







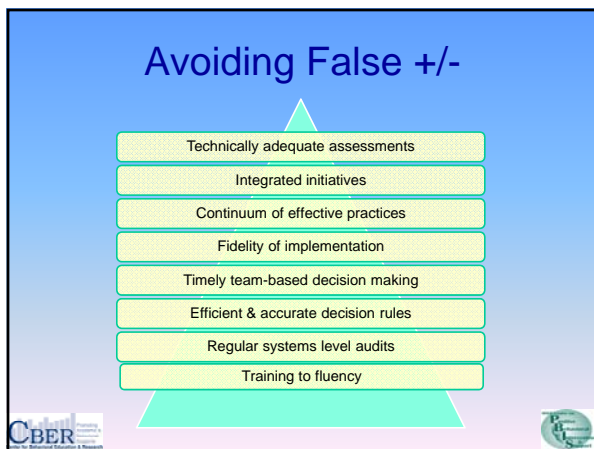




Possible Rtl Outcomes

Gresham, 2005

	Responder	Non-Responder
High Risk	False + Adequate response	True + Inadequate response
No Risk	True - Adequate response	False - Inadequate response



- ### Implications & Complexities
- (E.g., Gresham, Grimes, Kratochwill, Tilly, etc.)
- Psychometric features of **measures**?
 - Standardized **measurement procedures**?
 - Documented **"cut" criteria** for determining responsiveness?
 - **Interventions** efficacy, effectiveness, & relevance?
 - **Cultural**, familial, language, etc. considerations?
 - Students with **disabilities**?
 - **Professional development**?
 - **Applications** across grades/schools & curriculum areas?
 - **Treatment integrity & accountability**?
 - Functioning of **general v. special** education?
 - **K-12** applications

Messages

Rtl logic is good thing for all students, families, & schools

Still some work to refine technology, practices, & systems

Implications & complexities for practice, systems, & implementation



“Homework”

1. Work as **team**
2. Begin with objectives that are defined by measurable **outcomes**
3. Build fluency with **basics & “Big Ideas”**
4. Invest in **evidence-based** practices
5. Establish effective, efficient, durable, & relevant **host environment**
6. **Work smarter** w/ existing resources
7. Conduct **self-audit**

