

Effective Behavior & Instructional Support *(Combined PBS, EIS, RTI)*

- U.S. Ed, OSEP Model Demonstration (#H324T000025) 1/1/2001-12/31/2005
 - Tigard-Tualatin School District (suburban, Oregon, 13,000 students)
 - Project Director: Carol Sadler, Ph.D. Psychologist/Administrator (retired) casadler@verizon.net
- Added early reading and RTI (as a component of the evaluation of mild disabilities, primarily LD) to district's five year implementation of Effective Behavior Support (EBS, aka PBS/Positive Behavior Interventions & Supports)

EBIS beliefs...

“Sustainability does not simply mean whether something will last. It addresses how particular initiatives can be developed without compromising the development of others in the surrounding environment now and in the future.”

(Fullan, 2005)

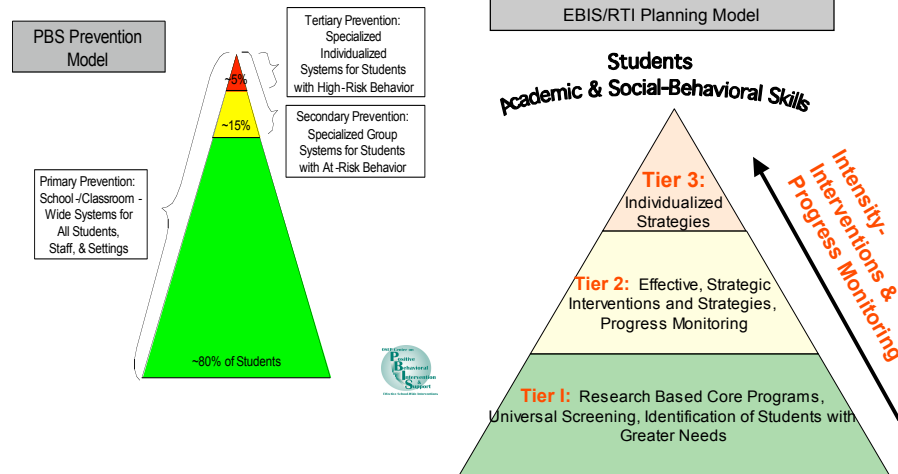
“the vision of schools as a community of leaders is not a fantasy. ... shared leadership expands the possibilities for school improvement, increases commitment, complicates decision-making, and makes for more effective education of children”

(Barth, 1990)

“We have an obligation to think of students as difficult to teach before we label them as unable to learn.”

(Fletcher, Coulter, Reschly & Vaughn, 2004)

EBIS Prevention and Planning Models



Carol Sadler, 1-07

3

How the EBIS Team Process Works

The EBIS team has three purposes:

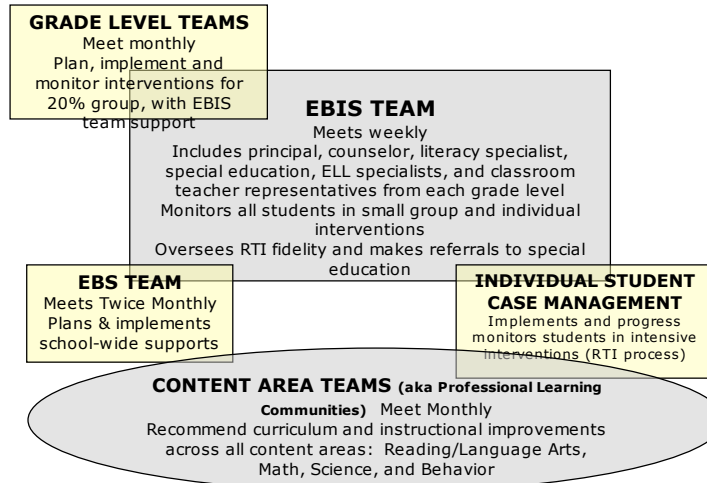
- To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
- To screen and identify students needing additional academic and/or behavior support.
- To plan, implement and modify interventions for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.

- EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, planning for all students (school-wide), planning for the 20% (targeted groups), monthly meetings, and individualizing-intensifying interventions.

Carol Sadler, 1-07

4

EBIS Team Structure: Ex: Tualatin Elementary



Carol Sadler, 1-07

5

EBIS Decision Rules – Grades 1-5

Place students in the 20% group when:

- Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: DIBELS, DORF, Math & Writing curriculum based assessments, OSA.
- Chronic problems with attendance and/or socio-emotional-behavioral skills occur, as defined by:
 - More than 5 absences in a 30 day period
 - 3 or more discipline or counseling referrals in a 30 day period

Modify interventions when:

- Progress monitoring indicates 3 or more data points below the aimline.
 - If data is highly variable, maintain the current intervention for another month to establish a trendline.
 - Progress is monitored once weekly

Individualize interventions when:

- Progress trend under small group instruction is below the aimline for two consecutive intervention periods (at 8, 12 or 16 weeks, depending on the data).

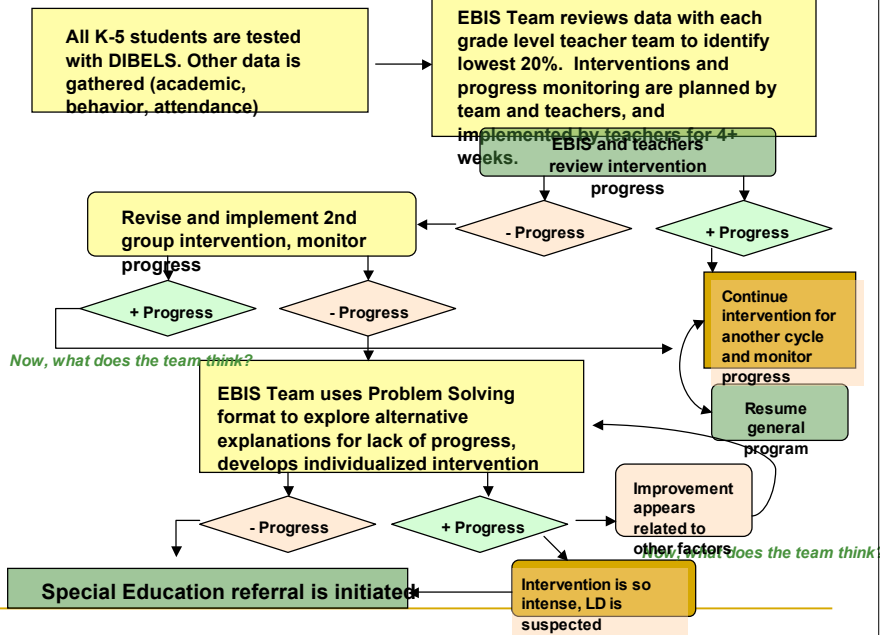
Refer to Special Education when:

- After one highly structured, individualized intervention, progress continues below aimline.
 - Progress is monitored twice weekly or more frequently if needed

Carol Sadler, 1-07

6

EBIS Teamwork Flow: Ex: Metzger Elementary



From: Effective Behavior and Instructional Support: A District Model for Early Identification and Prevention of Reading and Behavior Disabilities, Sadler & Sugai, 2006, in process. Do not use without permission from author (casadler@verizon.net).

7

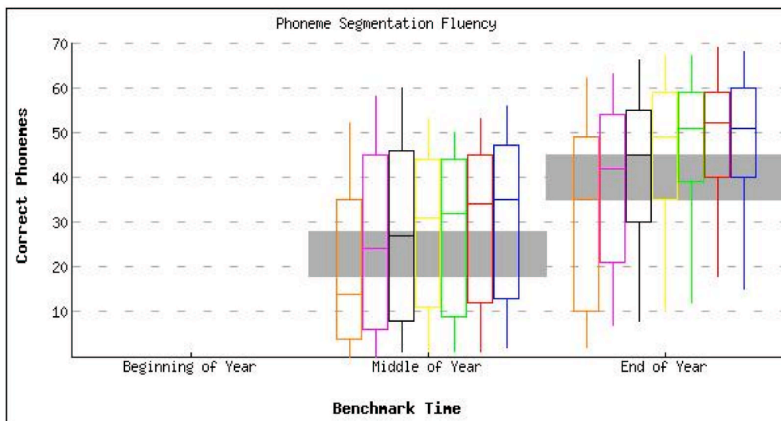
Special Education Identification *(RTI is one part of the evaluation process)*

- RTI History
 - Based on formal Guidelines for RTI (written down, understood, implemented, monitored, documented)
 - e.g., Dual Discrepancy = Trend Analysis
 - The Student's achievement is substantially lower than peers
 - The Student's progress is substantially slower than peers
- Documentation regarding evaluation of "exclusionary criteria"
- Developmental history
- Additional testing, as needed, to ensure correctness of category and specific educational needs

Carol Sadler, 1-07

8

Tigard-Tualatin Progress - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – 1999-00 through 2005-06



Benchmark Goal: 35-45 correct sounds per minute at the end of Kindergarten or the beginning of First Grade.
 Students scoring 18 or more in the middle of Kindergarten are likely to achieve the benchmark goal with effective instruction.

DIBELS Program Effectiveness data from Tigard-Tualatin *“Early Intervening”*

%/# Students in DEFICIT range	2000-01	2005-06
ISF Beginning K	16% (116 students)	16% (118 students)
PSF End K	7% (50 students)	3% (23 students)
LNFB Beginning 1st	22% (159 students)	11% (87 students)
ORF End 1 st	20% (133 students)	9% (70 students)

Early Identification? % K-3/K-12: Dec. Census 2001: 11% Dec. Census 2005: 17% Dec. Census 2006: 15%

Overall #s K-12 SLD=(2001: 507; 2005: 530; 2006: 513)

