

Minimum Time Required: 30 minutes

NOTE: There is a great deal of content in this particular “chunk.” Not every word under each slide below needs to be memorized, but it needs to be understood by the facilitator so that the essence of the content can be communicated and honor the research.

Slide #2: RTI Federal Definition

With Connecticut’s efforts to support districts to develop and implement Scientific, Researched-Based Instruction and Intervention practices in all schools, among the essential universal prevention practices that will be necessary to have in place are those that ensure that schools are physically, emotionally and intellectually safe places to learn. CT uses “SRBI” as the label that is known nationally as RTI (Response to Intervention). This is the federal definition.

Slide #3: RTI Cone

We want to give you a couple of visual depictions of different Rtl (SRBI) practices and structures:

While they differ from Connecticut’s graphic depiction, located in the SRBI document on the CSDE website, they may help to identify the kinds of practices considered to be “universally” necessary...

This graphic is from the Federal OSEP (Office of Special Education Programs) website; Note the multiple dimensions of the practices at each tier. Also notice that there is no vertical line that bisects the cone to separate academics and behaviors. They are inseparable.

Slide #4: RTI Cone

When you look at the six components, depicted in the base of the cone, included explicit attention to the quality of the school climate (“C”)

Slide #5: RTI Circles

Welcome to Arizona, they like the circle--same as the three-tiered pyramid. This visual makes clear that **ALL** of the students in a classroom are the responsibility of the classroom teacher, regardless of the intensity of support each may need.

Other professionals in the school community might well be needed to fully provide that support, but the students remain full members of their classroom community.

Slide #6: School Climate Development Model

This model depicts aspects analogous with respect specifically to climate. There will always be the need to intervene at the individual level (upper left hand quadrant), but the more attention that is focused on the lower right hand quadrant, less time and attention will be needed that is reactive. (Note: For more details about this model, see the “Climate Development Model” module.)

Slide #7: The Inverted Triangle

The goal is to spend most of our time in schools focusing on and implementing universal practices and a minimum of our time on targeted interventions that are required for those few individuals who do not respond to the universal practices alone. In practice, however, most schools spend most of their time on the intensive interventions, leaving a relatively small amount of time to focus on the universal practices. The triangle/cone needs to be righted.

Slide #8: Building a House

Many educators find SRBI to be more confusing than it needs to be. SRBI is not a “thing” or a “program,” but rather is a framework for practice. A useful metaphor to understand SRBI is building a house. Also, the house that is built is really for a population of one. In other words, rather than thinking about a school of 600 students,

think about 600 schools of one. Rather than thinking about a classroom of 22 students or a caseload of 125 students, think about 22 classes of one or 125 caseloads of one. This is important because SRBI is really about taking any student, no matter where he or she begins and giving him or her exactly what is needed to move that student ahead. So, it does not matter if the student has academic or behavior challenges or if the student is gifted in one or more areas, those students need to be looked at as individuals and provided learning that takes them from where they are and educates them appropriately.

If one thinks about building a house, the very first thing that needs to happen is to pour a solid foundation. Without a solid foundation, the house cannot be built. That foundation is a positive school climate. (And, in a very real sense, the SRBI cone must REST on a solid foundation...climate...that is even more fundamental than universal practices.) The next thing that happens after the foundation is poured is to construct the framing for the house. The framing is SRBI...The framing will not stand without nails, screws, glue, etc. That is analogous to Leadership. Good leadership holds the framing together. Once the framing is up, all of the rests of the house can be built (roof, walls, windows, etc.) This part of the building is everything else that we do in schools, from the curricula and teaching methods, to data teams and the schedule. If all of the pieces are working together, the house will not leak and stand strong. In other words, there will be student success.

Slide #9: CALI Graphic

We have begun to provide a context for the role of school climate in ensuring student achievement;

We also said we would indicate where a focus on school climate fits into SRBI.

If you look closely at this graphic again, notice that the SRBI framework surrounds all of the separate components in “data driven decision making.” There must be strong leadership to support and guide improvement, without question. And, all of this cannot happen successfully without having a positive school climate. This is the backdrop and the framework. SRBI and Climate are intimately interrelated and should be fully in place and “built” prior to tackling the various components pictured at the center of this

graphic. A positive school climate is strategically placed on the outside of this graphic NOT because it is peripheral, but because it is the backdrop (in 3-D...the glove or the bowl) that must be in place for everything else to work effectively.

Slide #10: CALI Graphic and Climate / Culture Model

Set side by side, if these graphics could be superimposed, the concentric climate / culture circles are what the yellow outside circle of the CALI graphic represents.

Slide #11: Climate / Culture Model

It is absolutely essential that there be a focus on climate...this is the foundation of all high quality learning.