

Inclusive Practices and RtI/PBS

Student Centered Approaches:

Inclusive classrooms that apply RtI/PBS ensure that high quality, research-based instructional and behavioral supports are provided for ALL students. All instructional decisions are based on what students need to progress in the *general education* curriculum.

Team Collaboration and Problem-solving:

Education teams work together to analyze student data and use problem-solving methods to develop, implement, and monitor interventions, which may include varying levels and types (e.g., curriculum modifications, assistive technology) of learning and behavioral supports for students with disabilities.

Data-driven Decision-making:

With the RtI/PBS approach, all educational interventions, supports, and services provided for students *with* and *without* disabilities are based on the most current student data, such as formative and summative assessment results. Education teams also make decisions for students with disabilities based on information found in the student's Individual Educational Plan (IEP), positive behavioral support plans, and therapeutic (e.g., speech and language) evaluations.

Flexible Scheduling and Grouping:

All students and school staff are scheduled so that supports can be provided *when* and *where* they are needed. Schools create teacher and staff schedules based on what *all* students need to learn and progress in the general education classroom.

Student supports are provided by general and special education teachers, therapists, other specialists (e.g., reading specialist), and paraprofessionals. Sometimes, certain supports can be even be provided by other students, like during cooperative group activities.

**Interventions
and Supports for
Learning and
Behavior:**

Varying levels of support are provided to *all* students based on individual student data. Supports for students with disabilities are *also* based on the information provided on each student's Individual Educational Plan (IEP).

One example of flexible support is that some students may need *intensive* support for reading, in addition to regular classroom reading instruction, but will need very little support for learning during math.

**Effective
Instructional
Practices:**

Effective, research-based, instructional practices that work for students *without* disabilities *also* work for students *with* disabilities. RtI/PBS and inclusive educational practices only work when teachers collaboratively plan and implement high quality instruction. Some examples of effective instructional practices include:

- Differentiated Instruction
- Ongoing, Formative Assessment
- Universal Design for Learning (UDL)
- Cooperative Learning
- Instructional and Assistive Technology
- Multi-sensory Instruction

**Ongoing
Progress
Monitoring:**

Teachers continuously monitor progress to make sure instruction, support, and interventions are effective in meeting the needs of *each* student. Education teams continue to problem-solve to ensure that interventions and instruction was implemented as planned.

When students don't respond to those interventions and supports, the team continues to pursue other ways of adjusting instruction to meet individual student needs. The team also makes sure that family members are actively involved in finding solutions that lead to success.