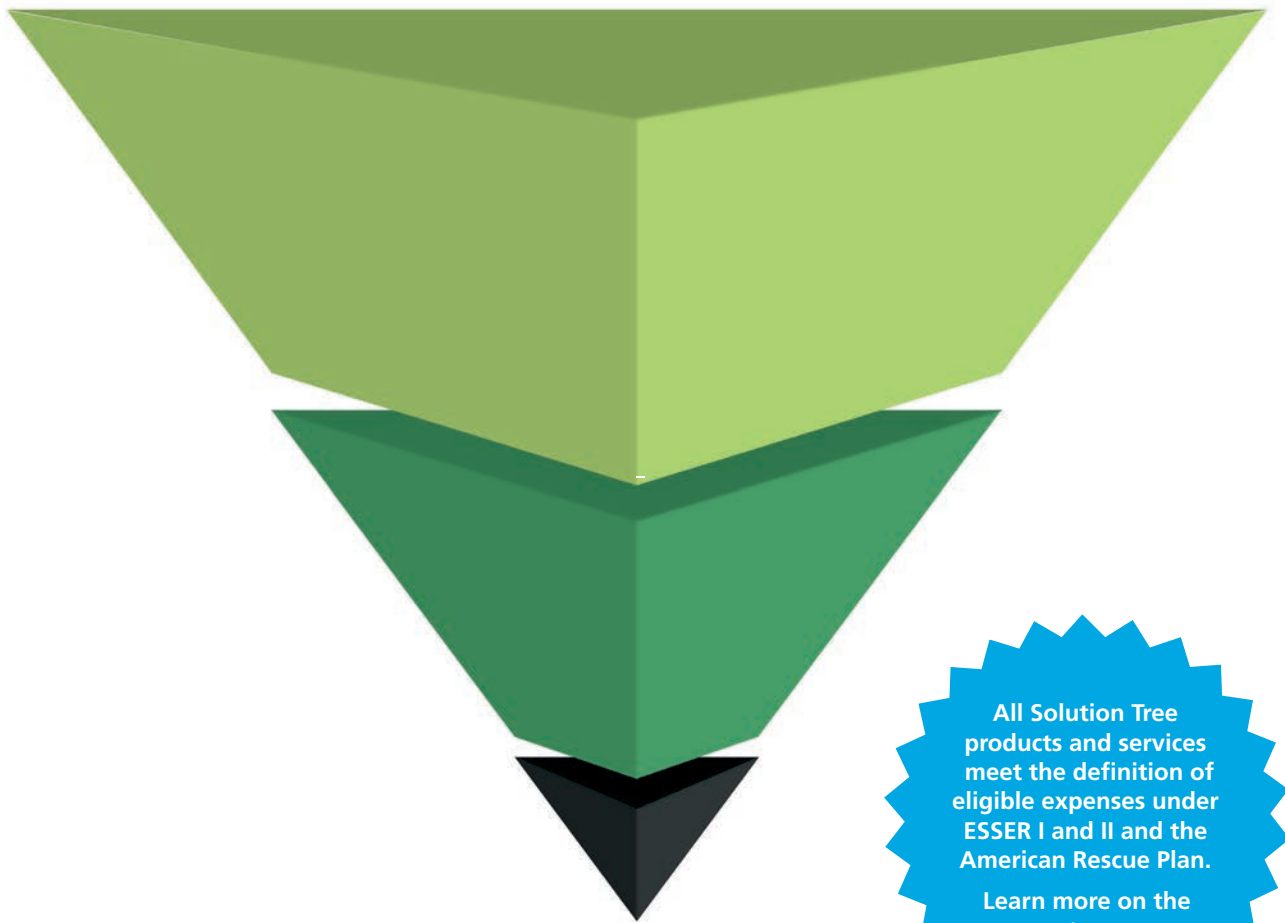


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Discover **proven MTSS strategies and tools** to help strengthen your interventions and keep the focus on what's really important—high levels of learning for all students.

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Access our federal funding FAQ

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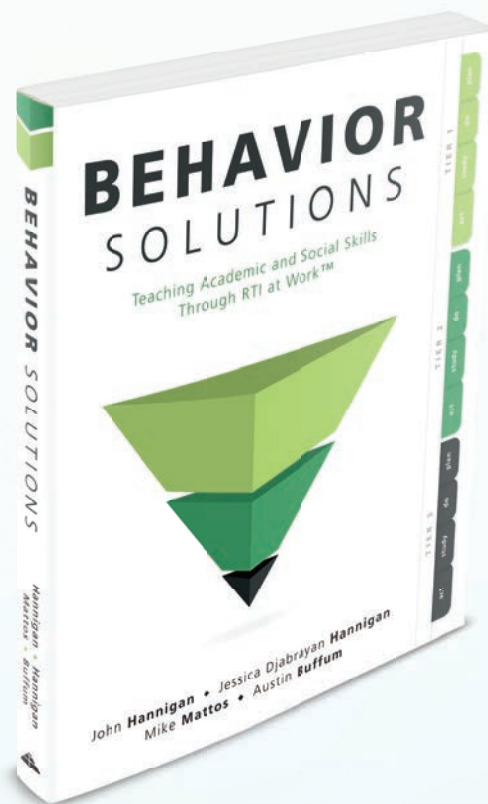
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*"This is a **must-have resource** for any school striving to improve academic and social behaviors, which is every school!"*

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school counselor and adjunct
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California



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—Benjamin Kitslaar, principal,
West Side Elementary School,
Wisconsin

*"The authors provide tools, questions for teams, and troubleshooting tips. **This book addresses timely topics that challenge school teams**, while providing a blueprint for a PLC."*

—Steven Weber, associate superintendent for teaching and learning,
Fayetteville Public Schools, Arkansas



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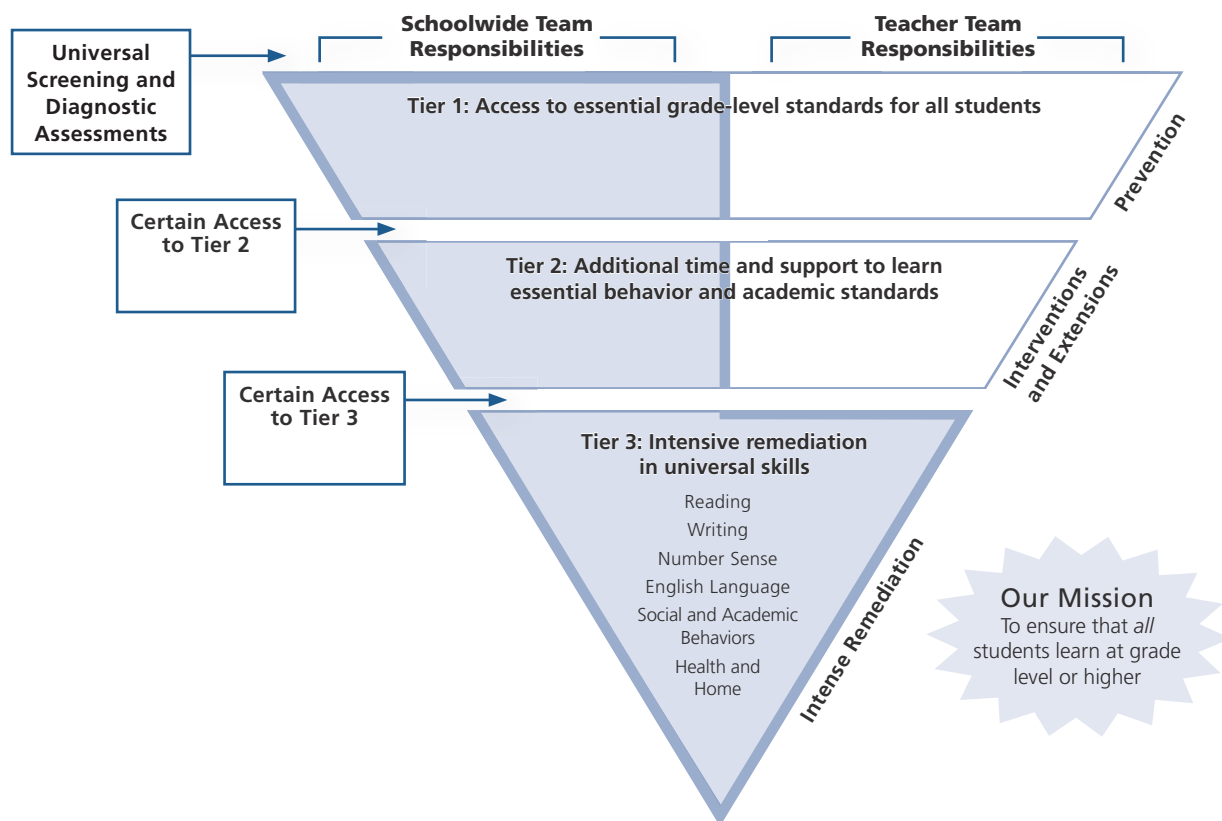
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Ensure that all students learn at grade level or higher

The RTI at Work™ process presents an inverted pyramid as a visual representation of the essential outcomes and team responsibilities needed to create a highly effective MTSS. The tiers in the RTI at Work™ pyramid represent learning outcomes, not intensity of instruction. This flips the usual way of looking at RTI, which typically places tier 3, or intensive interventions, at the apex.



Source: Buffum et al., 2018, p. 18.

FIGURE 1.1: RTI at Work™ pyramid.

FAQ: The Best Way to Create a Multitiered System of Supports (MTSS)

A highly effective multitiered system of supports (MTSS) requires educators to work collaboratively and take collective responsibility for every student's success. RTI at Work™ builds upon the power of the Professional Learning Communities (PLC) at Work® process to create the learning-focused culture and collaborative structures needed to ensure all students receive the time and support they need to learn at high levels.

RTI's underlying premise is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need. (Buffum, Mattos, & Weber, 2012, p. xiii) [Behavior Solutions, p. 9–10]

What is the difference between RTI at Work and MTSS?

RTI at Work is the highly effective way to implement a MTSS and is research-affirmed, results-oriented, and proven to accelerate learning and close achievement gaps. The key difference is that the "RTI at Work" approach is purposely built upon the PLC at Work process.

The essential characteristics of the PLC at Work process are perfectly aligned with the fundamental elements of RTI. PLCs and RTI are complementary processes, built on a proven research base of best practices and designed to produce the same outcome—high levels of student learning. PLCs create the foundation required to build a highly effective system of interventions. [Taking Action, p. 11]

Does RTI at Work address the behavior element that is critical to implementing MTSS well?

RTI research—specifically focused on behavior interventions—has been ongoing since the 1960s.

The phrase "Positive Behavioral Interventions and Supports" was first coined in the reauthorization of the IDEA; however, the practices, principles, and systems that characterize PBIS have been described, studied, and implemented since the early 1960s and 1970s (Carr, 2007; Carr et al., 2002; Sugai & Horner, 2002).

RTI at Work, specifically, with its split-pyramid design, was developed to ensure that academics and behavior are addressed and featured in a systemwide support process for students.

RTI at Work professional development ensures educators are provided the guidance necessary for ensuring time and other resources are efficiently and effectively allocated for academic and behavioral support.

How does RTI at Work address academic and social behaviors?

In the PLC at Work process, four critical questions drive the school's collaborative efforts to ensure student learning:

1. What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level?
2. How will we know when each student has acquired the essential knowledge and skills?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient? (DuFour, DuFour, Eaker, Many, & Mattos, 2016, p. 36)

In our RTI at Work approach, we use these four questions to guide the teaching and intervening of essential academic and social behaviors.

Educators should view misbehavior as the absence of an academic or social behavior skill; misbehavior or organizational struggles are an educator's cue to fill that gap by teaching the expected skills. [Behavior Solutions, p. 3]

To this end, the staff should work collaboratively to:

- At Tier 1, identify the essential behaviors all students must learn and demonstrate for future success.
- At Tier 2, provide time and support to students who need additional help mastering essential behaviors.
- At Tier 3, target intensive support for students who demonstrate severe behavior needs.

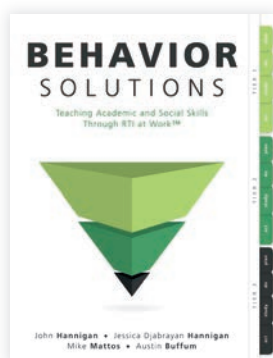
Finally, the RTI at Work process delineates how to allocate staff best to guide academic and behavior interventions. This is critical, considering most schools and districts have extremely limited resources, and staff is already overwhelmed.

Our school is focused on accelerating learning, not remediation for students who have fallen behind. Does Tier 3 of RTI at Work focus on accelerating learning?

Far too many students needing "remediation" have failed to close their achievement gaps because they miss grade-level essential curriculum to receive Tier 3 support. Our RTI at Work approach was purposefully designed to address this problem, beginning with defining Tier 1 as "all students having access to the grade-level essential curriculum." Additionally, we advocate that students are not "moved from tier to tier"; instead, additional tiers of support are "value-added." This means that any student who needs intensive remediation (Tier 3) on essential skills from previous years must receive this support:

- In addition to access to the current grade-level essential curriculum (Tier 1) AND
- In addition to additional time and support to master grade-level essential curriculum (Tier 2)

The RTI at Work process is perfectly aligned with the current efforts by many states to discontinue the use of traditional "remediation" and instead advocate for "acceleration." (In fact, the RTI at Work approach has been advocating for this approach since *Simplifying Response to Intervention* was published in 2011.)



Behavior Solutions

Teaching Academic and Social Skills Through RTI at Work™

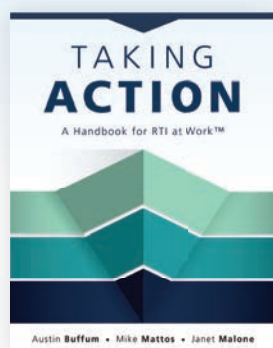
By John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, and Austin Buffum

When students' behavioral, emotional, and social needs are met, they excel better in school and in life. Take strategic action to begin closing the systemic behavior gap with the guidance of *Behavior Solutions*. This user-friendly resource outlines how to utilize the PLC at Work® and RTI at Work™ processes to create a three-tiered system of supports that is collaborative, research-based, and practical.

- Become familiar with student behaviors, emotions, and mental states and the challenges they provide to the implementation of educational initiatives.
- Learn why it is necessary for schools to embrace the PLC at Work® and RTI at Work™ processes to ensure students' behavioral success with a multitiered system of support (MTSS).

22TOPG-BKF891 **\$39.95 USD | \$52.00 CAD**
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280 pages

COMPANION RESOURCES



Taking Action

A Handbook for RTI at Work™

By Austin Buffum, Mike Mattos, and Janet Malone

Bestseller Response to intervention (RTI) is the most effective process for ensuring students receive the time and support to learn at high levels. This comprehensive implementation guide covers every element required to build a successful RTI at Work™ program in schools. The authors share step-by-step actions for implementing the essential elements, the tools needed to support implementation, and tips for engaging and supporting educators.

- Consider why an achievement gap remains in 21st century education and how response to intervention (RTI) can address that gap.
- Review the revised RTI at Work™ pyramid and its three tiers.
- Understand how RTI at Work™ builds on the PLC at Work® process.

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ISBN 978-1-942496-17-5
320 pages



RTI at Work™ Plan Book

By Austin Buffum and Mike Mattos

Create a path to success for every student with the support of the *RTI at Work™ Plan Book*. You'll find 40 weekly planning pages, as well as reproducibles, tools, and activities designed to help individuals and collaborative teams implement an effective system of interventions.

- Review the foundational ideas and basic concepts of RTI education and the RTI at Work™ process.
- Recognize the positive cultural shifts that occur in schools by implementing response to intervention (RTI) within a professional learning community (PLC).
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Best Practices at Tier 3

Intensive Interventions for Remediation

By Paula Rogers, W. Richard Smith, Austin Buffum, and Mike Mattos

These resources detail how to implement intensive interventions at Tier 3 of the RTI at Work™ process, giving educators a comprehensive approach to supporting students who struggle most.

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Best Practices at Tier 2

Supplemental Interventions for Additional Student Support

By Bob Sonju, Sharon V. Kramer, Mike Mattos, and Austin Buffum

Discover fundamental principles, practices, and tools for implementing effective interventions at Tier 2 of the RTI at Work™ process.

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Best Practices at Tier 1

Daily Differentiation for Effective Instruction

By Gayle Gregory, Martha Kaufeldt, and Mike Mattos

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Targeting Behavior and Academic Interventions

A Process to Diagnose and Coordinate Student Supports

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32-minute DVD; 32-page Facilitator's Guide (in print and on CD)



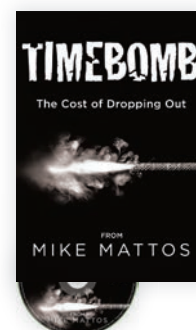
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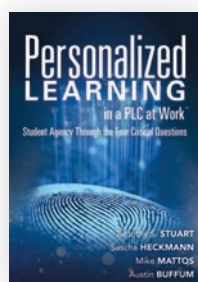
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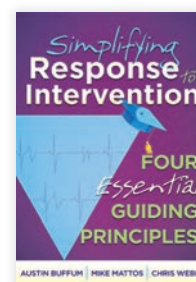
Simplifying Response to Intervention

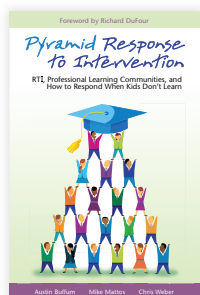
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Pyramid Response to Intervention

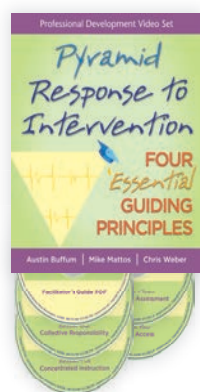
RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn

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Foreword by Richard DuFour

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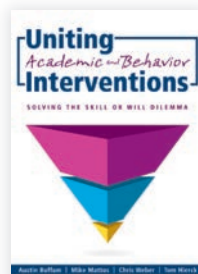
Pyramid Response to Intervention

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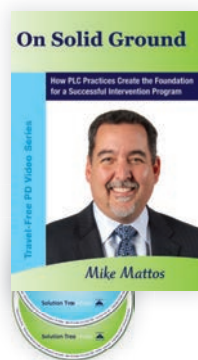
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Foreword by Rebecca DuFour and Richard DuFour

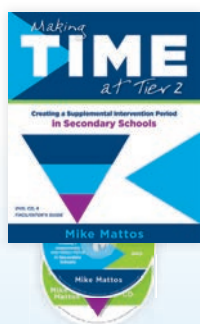
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Grades K–8; 304 pages

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Foreword by Richard DuFour

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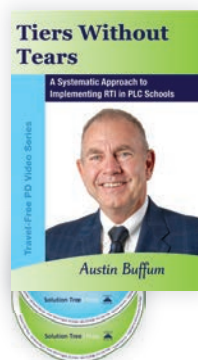


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AUTHOR SPOTLIGHT

Featuring John Hannigan, Jessica Djabrayan Hannigan,
Austin Buffum, Mike Mattos



Q: What challenges were you seeing in schools that motivated you to write this book?

A school's mindset to support students who struggle to learn is different from when students struggle to behave. For instance, when a student struggles with reading, educators generally respond with compassion and are ready to do whatever it takes to support that student and close the gap. But when a student struggles with behavior, the response is usually one of frustration.

We've also seen an increase in mental health needs and social-emotional needs in schools over time. With this book, our goal is to give educators the know-how to fully support students in the same way behaviorally as they do academically.

Q: How does this book specifically help educators address these challenges?

Very few actions are ever taken to actually teach the children the behaviors that we want them to demonstrate. Historically, we've just tried to scare students into better performance. But we know that exclusionary practices, such as detention or withholding recess, do not work.

This book delivers a plethora of specific practices, processes, tools, and templates—all aligned to the RTI at Work™ and PLC at Work® processes—that

teachers, teams, and entire school communities can use to support students in positive, productive ways. *Behavior Solutions* also builds upon two foundational PLC and RTI resources: *Learning by Doing* and *Taking Action*. By using these three resources together, educators will have everything they need to fully implement an effective multitiered system of support (MTSS).

Q: What is one key mindset, strategy, or practice you'd like educators to take away from this book?

We must treat behavior the same as academics. Behavior skills are not genetic—they are taught. As educators, we shouldn't assume that teaching these skills is a job that needs to be done in the home. If we're not pleased with the way students are acting, we need to take the time to teach the behaviors that we want learners to demonstrate.

FEATURED RESOURCE



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See page 6

DEMOGRAPHICS



- › **11,069** Students
- › **46.9%** Free and reduced lunch
- › **1.9%** English learners
- › **17.9%** Special education
- › **86.5%** Caucasian
- › **3%** African American
- › **4.5%** Hispanic
- › **2.1%** Asian
- › **0%** Native Hawaiian/Pacific Islander
- › **0.1%** Native American
- › **3.7%** Multiracial
- › **0.1%** Other

RTI
AT WORK™
Success Story



PLC AT WORK™
MODEL DISTRICT



► CHALLENGE

In the summer of 2016, Catoosa County Public Schools applied for and was approved as a charter system. At the same time, the school district was notified that, due to the high number of students identified for special education services, it was being placed on the "Disproportionate List."

General and special education leaders now needed to delve deeper into the data to determine immediate areas of concern. While student achievement in English language arts and mathematics both needed attention, reading achievement, especially at the elementary level, surfaced as the top priority.

► IMPLEMENTATION

General and special education leaders embarked on a search for proven, research-based practices. A team of four district-level leaders attended the Response to Intervention (RTI) at Work™ Institute in Dallas where the Professional Learning Communities (PLC) at Work® and RTI at Work™ processes were united.

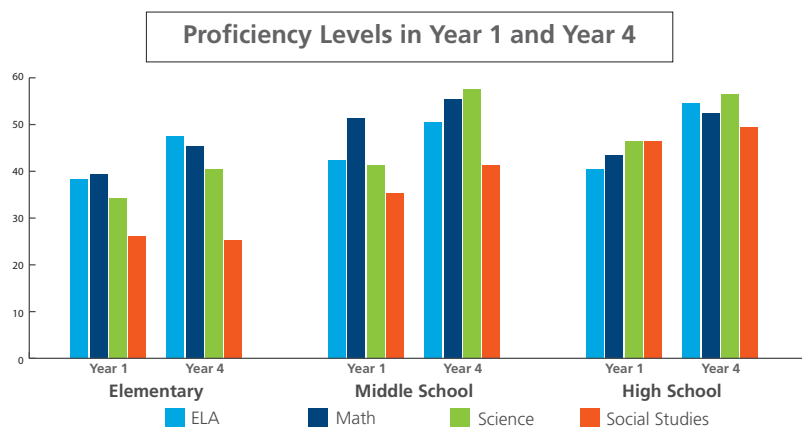
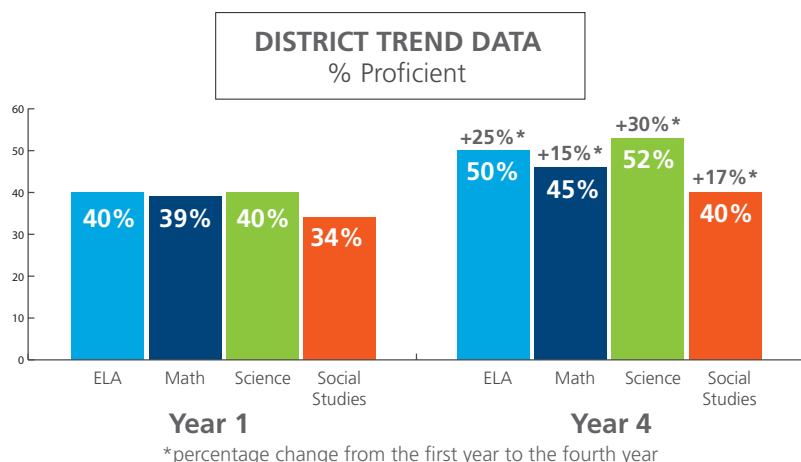
“We were the lowest-ranked College and Career Ready Performance Index (CCRPI) school in north Georgia. It was a huge wake-up call.”

—Robert Mountjoy, principal, West Side Elementary School, Georgia

► RESULTS

Catoosa County Public Schools was named a Model PLC at Work District in 2020 and 12 of its 16 schools have been named Model PLC at Work Schools. The district has also received numerous awards, and its schools have been recognized for their significant gains in student achievement. According to Dr. Nichols, the district’s shift from a focus on teaching to a focus on learning—for students and staff—has been critical to its success.

“You have to start with yourself,” advises Dr. Nichols. “If you want to have an impact and see things in your district operate differently, then you have to be the lead learner. You have to put the time in to learn, and you cannot let up. You never get to stop learning.”



AWARDS



► **12 Model PLC at Work Schools**

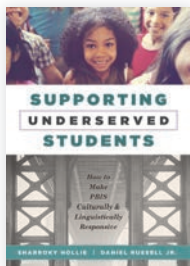
► **2 Governor’s Office of Student Achievement (GOSA) School Awards**

► **Title I Distinguished School: Ringgold Middle School**

► **Recognized by Franklin Covey Education as a Leader in Me Lighthouse School: Westside Elementary School**

► **Technical College System of Georgia (TCSG) College and Career Academy Award**

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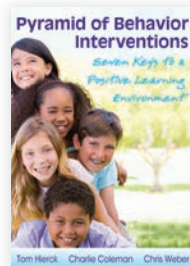
Supporting Underserved Students

How to Make PBIS Culturally and Linguistically Responsive **NEW**

By Sharroky Hollie and Daniel Russell, Jr.

Discover a clear roadmap for aligning PBIS with culturally and linguistically responsive teaching in your school or district.

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Pyramid of Behavior Interventions

Seven Keys to a Positive Learning Environment

By Tom Hierck, Charlie Coleman, and Chris Weber

Foreword by Wayne Hulle

Students thrive when educators hold high expectations for behavior as well as academics. This book shows how to use a three-tiered pyramid of behavior supports to create a school culture and classroom climates in which learning is primed to occur.

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132 pages



Behavior: The Forgotten Curriculum

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By Chris Weber

Discover how to fully prepare students for college, careers, and life by nurturing their behavioral skills along with their academic skills.

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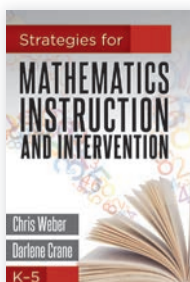


Seven Keys to a Positive Learning Environment in Your Classroom

By Tom Hierck

This book helps teachers create a positive classroom learning environment by establishing clearer expectations, enhancing instruction and assessment, and fostering quality relationships with students.

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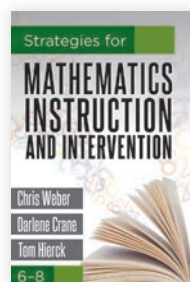


Strategies for Mathematics Instruction and Intervention, K-5

By Chris Weber and Darlene Crane

Learn how to frame K-5 mathematics education within an RTI model to meet the diverse needs of every student.

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Grades K-5; 176 pages

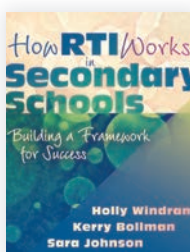


Strategies for Mathematics Instruction and Intervention, 6-8

By Chris Weber, Darlene Crane, and Tom Hierck

Discover mathematics best practices for instruction and intervention that empower students in grades 6-8 to continually grow as critical thinkers and problem-solvers.

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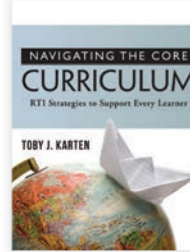
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AUTHOR SPOTLIGHT

Featuring Sharroky Hollie and Daniel Russell, Jr.



Q: What inspires or drives your work?

The desire to help educators transform their practices and systems in order to create and maintain authentically welcoming and equitable learning environments for students from historically underserved cultural groups. In particular,

for too long Black students have been persistently over-represented in all forms of exclusionary discipline and the desire to eliminate this racial discipline gap is a significant motivating factor.

Q: For those educators unfamiliar with CLR, how would you define the term?

Cultural and linguistic responsiveness (CLR) is a state of being whereby educators purposefully validate and affirm their historically underserved students' cultures and languages while building upon their cultural and linguistic assets to help them

experience academic success. CLR also involves educators bridging their underserved students to the culture and language privileged by the school system, but without them giving up their cultural and linguistic identity in the process.

Q: How does making PBIS culturally and linguistically responsive lead to equity for all students, particularly for Black and Brown students?

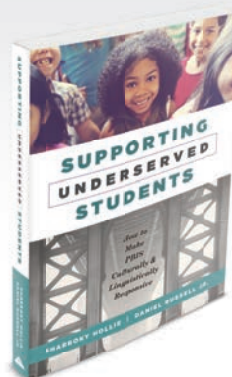
When PBIS has not been implemented culturally and linguistically responsively, it has not consistently led to equitable outcomes for Black and Brown students. Moreover, PBIS is supposed to be adapted for cultural and contextual fit so as to work for Black and Brown students. Therefore, if equitable

outcomes are to be produced by the implementation of PBIS, then PBIS's systems, practices, and data at all tiers must be fully aligned to the principles and practices of cultural and linguistic responsiveness.

Q: How can district leaders ensure this work is effectively implemented in schools?

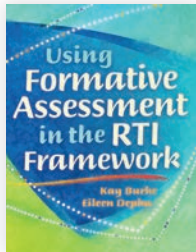
By ensuring educators have the necessary knowledge about CLR and how to fully align PBIS with CLR. Furthermore, leaders must also address motivational factors that may create barriers to CLR-PBIS implementation. Lastly, leaders need to ensure organizational policies, procedures, and practices support the implementation of CLR-PBIS. In particular, students, parents, and community members—particularly from historically underserved groups—must be authentically included in each school's PBIS leadership team and have a role in the development of PBIS at each school.

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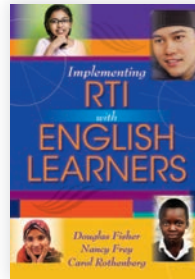


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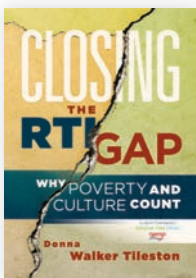


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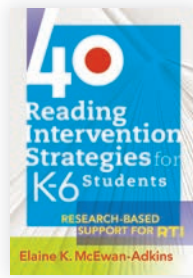
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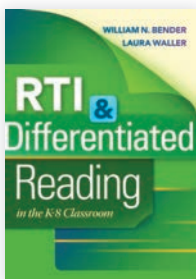
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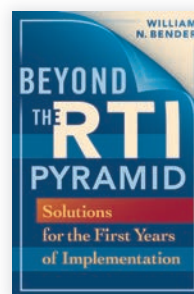


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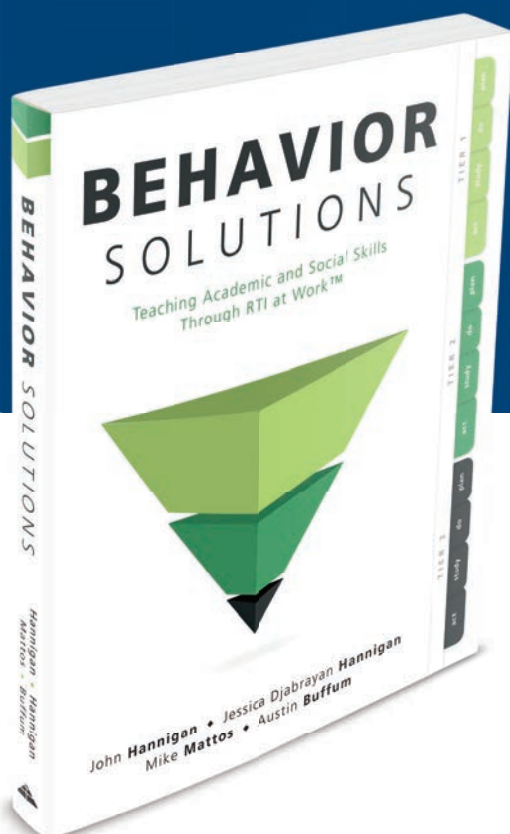
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