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Uniting Academic and Behavior Interventions: Solving the Skill or Will

Dilemma

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Study Guide

This study guide is a companion to the book *Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma*. *Uniting Academic and Behavior Interventions* focuses on how teachers can implement a framework and conjoin complementary models in order to offer students the academic and behavior support they need.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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Chapter 1

Building the Foundation

1. What would you say that “When everyone is responsible, no one is responsible” means?
How have you seen this distribution of responsibility manifest itself in a work environment?
2. Briefly describe the roles of collaborative teacher teams, school leadership teams, and school intervention teams. How do these teams link together?
3. What do the authors mean by *team*? How should members of a true team take responsibility?
4. Answer the bulleted list of *what*, *who*, and *when* questions on page 26. In analyzing your answers, what can you deduce about your school’s current systems of support?
5. Which of the four *Cs* of RTI at Work does your school do best? Which of these could use the most improvement? Why do you think that these are your school’s strongest and weakest *Cs*?

Chapter 2

The Five Students and Their Schools

1. What has your school done to encourage success with students whose family members do not speak English with confidence?
2. In this chapter, fourth-grade student Katie is described as not being comfortable speaking with adults. How have you reached out to withdrawn students who are struggling in order to help them connect academically or socially in school?
3. How has your school worked with students who do not work well in group projects, like Franklin, who is in eighth grade?
4. How have you worked with students who display “test shy” behaviors similar to tenth grader Anna’s reactions to long assessments?
5. Do any of the students introduced in this chapter remind you of students you have encountered? What similarities or differences do you see between the ways your school and these students’ schools initially intervened to address the students’ needs?

Chapter 3

Protocols and Problem Solving

1. Why should both protocols and problem-solving processes be used to provide additional learning support to students who need it?
2. Review the five bolded questions on pages 44 and 46 that can identify the causes and possible resolutions for a student needing academic and behavior interventions. What question would you add to this list?
3. Why is an inverted pyramid a good visual representation of the RTI at Work model?
Describe the three hazardous misinterpretations of the RTI at Work inverted pyramid.
4. Why are collaborative teacher teams best suited to taking chief responsibility for Tier 2 academic interventions, including grade-level essential standards, social behaviors, and health and home?
5. Describe the check-in/check-out (CI/CO) process. How would you say that this process can be a useful monitoring and mentoring tool?

Chapter 4

Uniting Core Instruction and Interventions

1. What are the two fundamental assumptions that school staff must make to help schools dedicate themselves to a culture of collective responsibility?
2. What do the authors name as potentially the greatest obstacle to all students learning the depth of material that they need to retain in order to be prepared for college? How does this obstacle contribute to students sometimes being misdiagnosed with learning disabilities?
3. Take time to assess your curriculum. Which standards are essential “must knows,” and which are “nice to knows”?
4. Why is it crucial to design common formative assessments (CFAs) well and obtain precise results?
5. Name and briefly describe the four steps in the systematic process that school teams should take to ensure that all students have access to what they need to learn at high levels.

6. Why does Katie’s teaching team believe that writing in a journal will improve her conduct and performance at school? How else do you think that writing in a journal can help students who would benefit from academic, behavioral, or social improvement?

Chapter 5

Uniting Skill and Will With Supplemental Interventions

1. Why do the authors recommend that collaborative teacher teams unwrap essential standards as the first step in improving the efficiency of their interventions?
2. Why should collaborative teacher teams keep the teaching pace loose but stay tight on which essential standards to address and what CFAs to do in a scheduled time?
3. What Tier 2 supports has Ms. Blackburn used that have helped sixth-grade student Holly respond more successfully to situations that make her feel anxious?
4. Why does Franklin's collaborative teacher team find it important to not pull him out of core instruction for remediation time?
5. Look over the filled-out pro-solve Tier 1 and 2 targeting process and monitoring plan tools featured throughout this chapter. How do these filled-out examples inform how you can use these tools with students who need specific intervention at your school?

Chapter 6

Uniting Core Instruction and Intensive Remediation

1. Name the two essential teams that should take accountability for Tier 3 interventions.

What roles do they play?

2. What are an intervention team's primary purpose and responsibilities?
3. How are curriculum-based measurements (CBMs) unlike other assessments?
4. Has your school experienced resistance in revising a master schedule because certain adults in the school don't want to alter it? What have staff done or said to address this opposition and to stress how revising the schedule could help students?
5. Why is it important that students who need intensive interventions also have access to electives and enrichment opportunities?
6. Consider a student at your school whom you think may need special education, and respond to the essential questions in the feature box on pages 145–146 with this student in mind. What, if any, questions can you not answer affirmatively? What does this tell you about what intervention is in the student's best interest?

Chapter 7

Getting Started and Getting Better

1. What goal identified at the beginning of the book should readers connect back to, and why is it important to reconnect to this goal?
2. If school staff do not collectively determine in which areas students need to gain and display depth of understanding, what issue will continue to arise?
3. What ideas must all staff's words and actions support in order to uphold collective commitment to student learning?
4. What must teachers ask in order to measure students' needs and how effective the staff's work has been?
5. Review and answer the key questions related to universal screening measures on pages 152–153. What can you take away from your answers?