

Training and Supports Catalog



Wisconsin Rtl Center
Wisconsin PBIS Network
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Introduction to the Wisconsin RtI Center

For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Collaborative teams use a range of data to match learner needs with evidence-based supports, monitor learner progress, and adjust the intensity and nature of support accordingly. Implementing equitable multi-level systems of supports can help schools and districts across the state realize their mission to ready every learner for college and career success.

The Wisconsin RtI Center/PBIS Network provides training, technical assistance, and resources to implementing schools and districts.

As depicted in this graphic, equitable multi-level systems of supports include the following key system features:

Equity is embedded into all other key system features to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools;

Academic, behavioral, social, and emotional teaching and supports delivered through **high quality instruction**;

The **strategic use of data** for continuous improvement;

Collaboration among staff, learners, **families, and communities** to make the complex work of system change possible.

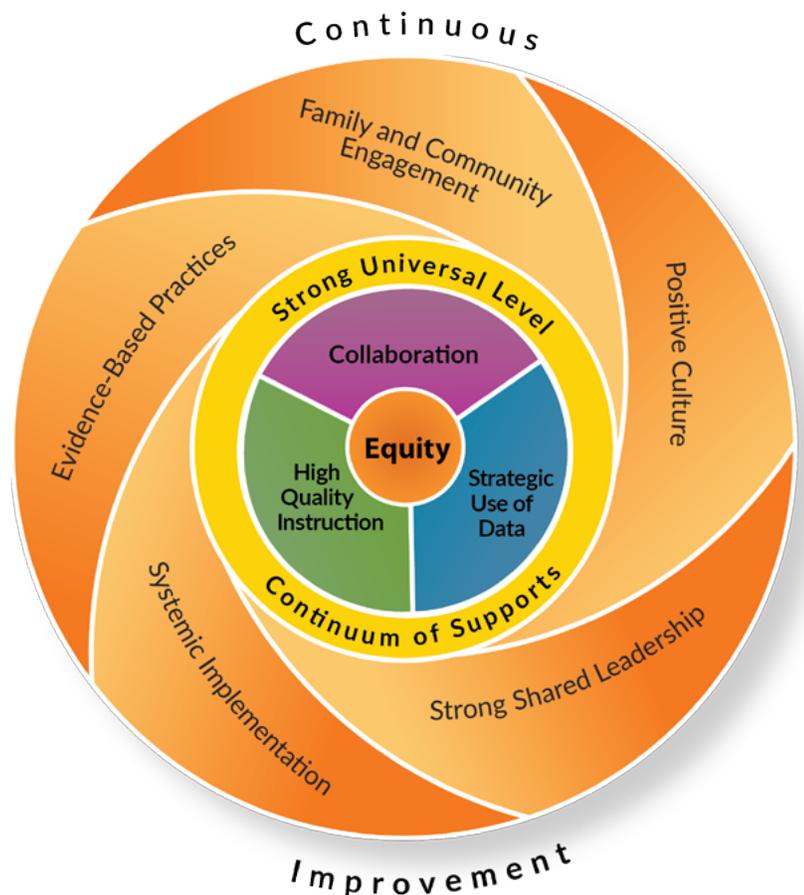
A **continuum of supports** for learners, starting with a **strong universal level** of support as the base;

Systemic implementation throughout the district, schools, teams, and classrooms to promote consistency and effectiveness across the system of supports;

Strong shared leadership and **positive culture** to provide the context necessary for schools and districts to grow and sustain implementation; and

Use of **evidence-based practices** to ensure that school and district efforts positively impact learner outcomes

These key system features inform and impact each other. Therefore, the success of the framework depends on a school's or district's capacity to simultaneously develop key system features.



Training Series

ACADEMIC RTI TRAININGS

The Wisconsin RtI Framework: A School-wide Approach to Implementation

*For TEAMS
Length: Two full days*

This team-based workshop provides school leadership teams with the most current information, messaging, and resources to develop and refine their local RtI framework.

School teams will learn why and how to establish or improve their equitable multi-level systems of supports. Guidance will be provided to:

- Reach a shared understanding of the Wisconsin Framework for reading and/or mathematics
- Analyze and identify their level of implementation using the School-wide Implementation Review (SIR)
- Create an action plan to address high priority area(s)
- Explore activities and resources to lead adaptive change

TARGET AUDIENCE

This workshop is for school-level leadership teams of three or more people, including: principals (essential), general education and special education teachers, specialists in the content area (either mathematics or reading) addressed by the school during this workshop. Examples of content specialists include ELL staff, Title I staff, mathematics instructors, pupil services staff, RtI coordinators, school psychologists, and gifted and talented coordinators.

PREREQUISITE

None

ADVANCE PREPARATION

Teams are encouraged to bring school improvement goals and plans to the training. School-level student achievement trend data for either reading or mathematics such as state report card or aggregated and disaggregated benchmark assessment results are helpful.

Reviewing Universal Reading Instruction

*For TEAMS
Length: Three full days*

This workshop will guide teams through understanding what is required to implement effective systemic and systematic reading instruction at the universal level. Teams will learn about research and evidence-based practices that support all students at the universal level.

School teams will learn how to refine their school-wide implementation of universal reading instruction. Guidance will be provided to:

- Understand the need for a strong systemic reading foundation built upon organizational trust and common foundational beliefs
- Articulate current practices around universal reading components from the Wisconsin State Standards
- Understand the impact of instructional time, grouping, and classroom environment on the effectiveness of the universal level of support
- Recognize the benefit that common language and systemic, evidence-based practices have within the equitable multi-level systems of supports framework
- Action plan for school improvement around the universal level of support for reading instruction

TARGET AUDIENCE

This training is designed for school or district teams of three or more. Team members may include principal or school/district decision maker (essential), general education teachers, (including 4K teachers for elementary teams and cross content area teachers for secondary teams), special education teachers (including early childhood), and support staff and specialists such as reading specialists, literacy coaches, Title I staff, ELL staff, and gifted and talented.

PREREQUISITES

Prior attendance at the Wisconsin RtI Framework: A School-wide Approach to Implementation training is highly recommended.

ADVANCE PREPARATION

Participants should bring documentation of their current reading programs, practices, instructional framework, and strategies used to deliver universal reading instruction.

Reviewing Universal Mathematics Instruction

*For TEAMS
Length: Three full days*

This workshop guides teams through understanding and analyzing system-wide mathematical practices that support student success.

Teams will leave with a prioritized set of actions and professional learning resources to implement in their district. Guidance will be provided to:

- Understand what is required by Wisconsin State Standards for Mathematics with a focus on the Standards for Mathematical Practice
- Recognize the importance of systemic practices in instruction, collaboration, and assessment at the universal level
- Examine Wisconsin's Guiding Principles for Teaching and Learning in the Mathematics Classroom and the district's status for each
- Analyze, prioritize, and plan around actions that will have a positive impact on student learning

TARGET AUDIENCE

This workshop is for school or district teams of three or more. Teams are comprised of a cross representation of teachers, mathematics instructors/specialists, mathematics coaches, special educators, instructional leaders, building administrators, or district curriculum administrators. Teams should include a decision maker that attends all training days.

PREREQUISITE

Prior attendance at the Wisconsin RtI Framework: A School-wide Approach to Implementation training is highly recommended.

ADVANCE PREPARATION

Participants should bring a completed student data profile. Template provided upon registration.

Improving Your Screening and Progress Monitoring Process

*For TEAMS
Length: Two full days*

This two-day, team-based training assists schools to establish or improve their school-wide process for responding to student needs. Schools increase their capacity to understand, analyze, and use data to drive decisions within the Wisconsin RtI Framework.

School teams will learn how to refine their systems. Guidance will be provided to:

- Explain the purpose and benefits of an effective screening and progress monitoring process
- Establish an effective inquiry process at the system level to gauge the effectiveness of instruction at the universal, selected, and intensive levels
- Establish an effective inquiry process to identify additional support for students
- Analyze data measures to ensure alignment to important district outcomes

TARGET AUDIENCE

District- or school-level RtI leadership teams comprised of administrators, instructional staff, pupil services, and parents. Administrator attendance is critical for support and sustainability.

PREREQUISITE

Prior attendance at the Wisconsin RtI Framework: A School-wide Approach to Implementation training is highly recommended.

Have a screening and progress monitoring process in place for at least a year.

ADVANCE PREPARATION

School teams are encouraged to bring a list of assessment tools currently used in the school/district for screening, digging deeper (diagnostic), and progress monitoring. If available, teams should bring copies of current data-based decision-making processes and/or decision rules used by collaborative teams in the school/district.

This training is offered by request only. Reach out to your regional academic technical assistance coordinator for more information.



TRAININGS

Reviewing Your Selected and Intensive Levels of Support

*For TEAMS
Length: One full day*

This training will build the capacity of teams to establish and strengthen their selected and intensive levels of support for mathematics or reading. Teams will analyze how their system provides for student needs that extend above and below the reach of the universal level of support.

School teams will:

- Identify key characteristics of effective, culturally responsive selected and intensive levels of support
- Identify an area of growth around one of the key features through the use of a brief needs assessment
- Identify current status, desired future, and priorities for the key feature selected
- Use resources to create a shared vocabulary and an action plan
- Learn a process to continue to improve your selected and intensive levels of support

TARGET AUDIENCE

District- or school-level RtI leadership teams (including administrators, instructional staff, pupil services, and parents). Administrator attendance is critical for support and sustainability.

PREREQUISITES

School teams will benefit most from this session if they have:

- Attended the Wisconsin RtI Framework: A School-wide Approach to Implementation training
- Had a screening and progress monitoring process in place for at least a year
- Completed the School-wide Implementation Review (SIR) within the year

ADVANCE PREPARATION

Teams should bring documentation of school's current processes for responding to student needs beyond the universal/tier 1 level.

This training is offered by request only. Reach out to your regional academic technical assistance coordinator for more information.



PBIS TRAININGS

Tier 1/Universal Training

*For TEAMS
Length: Four full days*

This training consists of activity-based preparation for implementation of school-wide PBIS at the universal/tier 1 level. These work days focus on the technical changes required to put in place a PBIS system and the belief systems and mindsets needed to create a positive school culture.

After training, participants will have:

- Established a vision of success for every learner and created a plan to foster a shared commitment with all stakeholders
- Articulated and determined the roles and responsibilities of all leadership team members
- Created a plan for how the team will build purpose, train, and support your staff and stakeholders in
 - Using principles of behavior at the universal level
 - Defining essential expectations and behavioral examples in school-wide and classroom matrices
 - Teaching expectations and behavioral examples both school-wide and in the classroom
 - Using specific positive feedback
 - Responding effectively to behavior
 - Tracking major and minor behavior
 - Establishing behavior definitions
 - Developing precision statements and solution development models
- Created a plan for accessing and drilling down into data
- Modeled systems-level discussions about data (student and system)

TARGET AUDIENCE

Building-level universal team, generally six to eight members. Teams should be representative of the school and include building administrator (essential), external and internal coaches, regular education grade-level teachers, a special education teacher, student services professionals, paraprofessionals, and family members.

PREREQUISITE

None

ADVANCE PREPARATION

Schools are encouraged to bring their meeting norms, Self-Assessment Survey (SAS) Results, current mission, and vision statements.



- Be able to articulate and define the six features of tier 2 interventions and their connection with tier 1
- Analyze current interventions to determine whether they include all six features and are coordinated by a team
- Understand how to incorporate the six features in
 - Check In Check Out (CICO)
 - Modified CICO
 - Social Academic Instructional Groups (SAIG)
 - Mentoring
 - Brief Behavior Intervention Plans (BIP)
- Have a plan to train and support stakeholders in the implementation of these supports
- Practice systems-level discussions and decision-making that include intervention effectiveness, assessment data, and simple modifications to support individuals and groups of students

TARGET AUDIENCE

This training is intended for school-level tier 2 teams of about six members. These teams should include building administrators (essential), a member of the tier 1 team, regular education teachers, student services professionals and/or special education representatives.

PREREQUISITES

- Team attendance at each day of Tier 1/Universal Training
- A fidelity score on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) at tier 1
- Completion of activities outlined in the tier 2 readiness process with a technical assistance coordinator

ADVANCE PREPARATION

Prior to the first day of training, teams must disaggregate their tier 1/universal behavior data (i.e. majors and minors) by student group (gender, special education status, and race). For each group calculate the percentage of students (within each group) receiving 0-1 office referrals, 2-5, and 6 or more.

This data will be used to inform system development.

Tier 2/Selected Training

*For TEAMS
Length: Four full days*

School PBIS teams participate in these four days that consist of intense, activity-based preparation for implementation of tier 2/selected PBIS. These guided work days enable teams to begin developing and refining the systems, data, and practices necessary for sustainable implementation.

School teams will:

- Develop a specific plan for how individuals will apply the principles of behavior within their own work environment
- Develop a plan to collaborate with the tier 1 team to train and provide on-going support for staff in the use of the principles of behavior

TRAININGS

Tier 3/Intensive **Systems** Team Training for RENEW

*For TEAMS
Length: One full day*

The RENEW process collaboratively creates a unique plan of interventions and supports for high school students with the greatest behavioral need. The tier 3 systems team provides overarching guidance, direction, and evaluation of tier 3 processes, including RENEW.

This training will help teams:

- Develop an understanding of the critical features of the tier 3 systems development within an equitable, multi-level system of supports
- Understand the responsibilities of the systems team
- Develop an understanding of the RENEW process
- Identify facilitators and their capacity to provide RENEW

TARGET AUDIENCE

Building-level tier 3 systems team that already has a foundational understanding of universal/tier 1 and selected/tier 2. Team members should include: building administrator, tier 3 coach, lead facilitator, content specialists (behavior and academics), special education teacher, student services professionals, other school leaders. Additional team members may include district administrators and community mental health leaders.

PREREQUISITES

- Team attendance at each day of Tier 1/Universal Training and Tier 2/Selected Training
- District and building leadership participation in readiness conversations and planning
- Two years of sustained fidelity scores on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) at tier 1
- Current fidelity scores on the Monitoring Advanced Tiers Tool (MATT), the Benchmarks for Advanced Tiers (BAT) or Tiered Fidelity Inventory (TFI) at tier 2

ADVANCE PREPARATION

- Readiness conversations and planning with your regional technical assistance coordinators that includes both district and building-level administrators
- Viewing of “This is Tier 3” webinar on www.wisconsinpbis-network.org
- Access to student outcome data at time of training



Tier 3/Intensive **RENEW** Training

*For FACILITATORS
Length: Three full days*

RENEW, a community-based process, focuses on helping youth develop a positive self-image emphasizing what a student can do versus what they cannot. Flexible, individualized, student-determined supports provided naturally in the student's community are connected with the intention of ensuring long-term student success.

Through instruction, examples, practice, and feedback, facilitators will learn how to:

- Facilitate the student engagement and futures planning (mapping) process
- Recognize the roles and responsibilities of being a RENEW facilitator
- Apply the process of team development and facilitation
- Define the components needed for implementing a successful plan
- Understand the importance of function-based planning and how the FBA process is part of a RENEW plan
- Identify progress monitoring tools that best meet the needs of the students engaged in RENEW
- Identify feedback, ideas, and suggestions for specific student cases
- Facilitate processes to turn students' futures plans into concrete activities in school, at work, and in the community
- Identify how to design an individualized progress monitoring plan based on student goals
- Develop and practice additional strategies for student use as they access resources independently

TARGET AUDIENCE

Special educators, pupil services staff, vocational staff, and general education teachers. Potential facilitators must have a strong desire to do the work, make good connections with students and families, and have flexible schedules to accomplish the work.

PREREQUISITES

- Team attendance at each day of Tier 1/Universal Training and Tier 2/Selected Training
- District and building leadership participation in readiness conversations and planning
- Two years of sustained fidelity scores on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) at tier 1
- Current fidelity scores on the Monitoring Advanced Tiers Tool (MATT), the Benchmarks for Advanced Tiers (BAT) or Tiered Fidelity Inventory (TFI) at tier 2
- Systems team attendance at Tier 3/Intensive Systems Team Training

ADVANCE PREPARATION

Participants should bring the information, artifacts, and documents created by the systems team and individual student outcome data such as ODRs, attendance, and in-school and out of school suspensions.

Tier 3/Intensive Systems Team Training for Wraparound

*For TEAMS
Length: One full day*

The Wraparound process collaboratively creates a unique plan of interventions and supports for elementary and middle school students with the greatest behavioral need. The Wraparound systems team provides overarching guidance, direction, and evaluation of tier 3 processes, including the Wraparound process.

This training will help teams:

- Develop an understanding of the critical features of tier 3 systems development within an equitable, multi-level system of supports
- Understand the responsibilities of the systems team
- Develop an understanding of the Wraparound process
- Identify facilitators and their capacity to provide Wraparound

TARGET AUDIENCE

Building-level tier 3 team that already has a foundational understanding of universal/tier 1 and selected/tier 2. Team members should include: building administrator, tier 3 coach, lead facilitator, content specialists (behavior and academics), special education teacher, student services professionals, other school leaders. Additional team members may include district administrators and community mental health leaders.

PREREQUISITES

- Team attendance at each day of Tier 1/Universal Training and Tier 2/Selected Training
- District and building leadership participation in readiness conversations and planning
- Two years of sustained fidelity scores on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) at tier 1
- Current fidelity scores on the Monitoring Advanced Tiers Tool (MATT), the Benchmarks for Advanced Tiers (BAT) or Tiered Fidelity Inventory (TFI) at tier 2

ADVANCE PREPARATION

- Readiness conversations and planning with your regional technical assistance coordinators that includes both district and building level administrators
- Viewing of "This is Tier 3" webinar on www.wisconsinpbisnetwork.org
- Access to student outcome data at time of training



TRAININGS

Tier 3/Intensive **Wraparound Training**

*For FACILITATORS
Length: Three full days*

Wraparound is an ongoing family/person-centered planning process for supporting youth and families with complex needs at the elementary level. The process collaboratively creates a unique plan of interventions and supports for students with the greatest behavioral needs.

Through instruction, examples, practice, and feedback, facilitators will learn how to:

- Define the ten principles of Wraparound and their responsibilities as a facilitator
- Facilitate the implementation of Wraparound in their building
- Identify ways to plan with families around crisis
- Understand the importance of function-based planning, and how the FBA process is part of a Wraparound plan
- Identify strategies for planning with family/student teams around periods of transition
- Recognize indications that family/student are ready to transition away from the process
- Understand how to implement intensive supports with integrity as part of a continuum of supports

TARGET AUDIENCE

Special educators, school services staff, and general education teachers. Potential facilitators must have a strong desire to do the work, make good connections with students and families, and have flexible schedules to accomplish the work.

PREREQUISITES

- Team attendance at each day of Tier 1/Universal Training and Tier 2/Selected Training
- District and building leadership participation in readiness conversations and planning
- Two years of sustained fidelity scores on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) at tier 1
- Current fidelity scores on the Monitoring Advanced Tiers Tool (MATT), the Benchmarks for Advanced Tiers (BAT) or Tiered Fidelity Inventory (TFI) at tier 2
- Systems team attendance at Tier 3/Intensive Systems Team Training

ADVANCE PREPARATION

Participants should bring the information, artifacts, and documents created by the systems team and individual student outcome data such as ODRs, attendance, and in-school and out of school suspensions.

Tier 3/Intensive **Systems Team Training for Complex Functional Behavior Assessment**

*For TEAMS
Length: One full day*

The complex Functional Behavior Assessment (FBA) process collaboratively creates a comprehensive intervention plan that addresses multiple settings and behaviors for students with the greatest behavioral need. The complex FBA systems team provides overarching guidance, direction, and evaluation for the complex FBA process.

This training will help teams:

- Develop an understanding of the critical features of tier 3 systems development within an equitable, multi-level system of supports
- Understand the responsibilities of the systems team
- Develop an understanding of the FBA/BIP process
- Identify facilitators and their capacity to provide complex FBAs

TARGET AUDIENCE

Building-level tier 3 team that already has a foundational understanding of universal/tier 1 and selected/tier 2. Team members should include: building administrator, tier 3 coach, lead facilitator, content specialists (behavior and academics), special education teacher, student services professionals, other school leaders. Additional team members may include district administrators and community mental health leaders.

PREREQUISITES

- Team attendance at each day of Tier 1/Universal Training and Tier 2/Selected Training
- District and building leadership participation in readiness conversations and planning
- Two years of sustained fidelity scores on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) at tier 1
- Current fidelity scores on the Monitoring Advanced Tiers Tool (MATT), the Benchmarks for Advanced Tiers (BAT) or Tiered Fidelity Inventory (TFI) at tier 2

ADVANCE PREPARATION

None

Tier 3/Intensive **Complex Functional Behavior Assessment Training**

For FACILITATORS
Length: Series of live online sessions
Each session approximately 1.5 to 2 hours

The complex FBA/BIP (Behavior Intervention Plan) process assesses youth strengths, skill deficits, and the function of behavior. An individualized team comprised of family and community members as well as relevant school-based adults develops a comprehensive intervention plan that addresses multiple settings and behaviors.

Participants will be given opportunities for structured practice during sessions and a related assignment to complete prior to the next online session. Facilitators will be able to:

- Differentiate between mild to moderate and severe/complex problem behaviors
- Identify the consistent elements of the FBA process/behavior pathway: problem behavior, antecedent, setting event, consequence, and function
- Identify multiple interview tools to gather family perspective for an FBA
- Identify multiple observation and interview tools to gather school perspective for an FBA
- Draft an FBA utilizing data gathered from family and school observation and interview tools
- Identify the consistent elements of a solid BIP: prevention, teaching, and consequence strategies
- Explain elements and purpose of the FBA/BIP integrity tool

TARGET AUDIENCE

School personnel (two to ten individuals) who will have the responsibility of facilitating the complex FBA/BIP.

PREREQUISITES

- Team attendance at each day of Tier 1/Universal Training and Tier 2/Selected Training
- District and building leadership participation in readiness conversations and planning
- Two years of sustained fidelity scores on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) at tier 1
- Current fidelity scores on the Monitoring Advanced Tiers Tool (MATT), the Benchmarks for Advanced Tiers (BAT) or Tiered Fidelity Inventory (TFI) at tier 2
- Systems team attendance at Tier 3/Intensive Systems Team Training

ADVANCE PREPARATION

Participants should have access to documents created by the systems team, including intended capacity and data rules for inclusion in the complex FBA/BIP process.

SWIS Facilitator Training

For INDIVIDUALS
Length: Two and one-half days

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel use office referral data. The data is used to create school-wide and individual student interventions and generate reports. SWIS reports play a critical role in decision making.

The training is intended to prepare facilitators to use SWIS and to pass that knowledge to schools in their districts. A data-based decision-making model is presented. The training focuses on using SWIS, teaching others to use SWIS, working closely with schools to prepare for SWIS compatibility, and working with teams or coaches to apply a data-based, decision-making model.

TARGET AUDIENCE

SWIS facilitators tend to be external coaches, but the training is open to any staff member. Individuals have been most effective if they come to training with:

- A clear role and dedicated time to work with multiple schools to build capacity in the use of information to improve the local social climate
- Experience in presenting workshops or trainings to teachers and/or administrators
- Knowledge of computer word-processing and spreadsheet programs
- Experience working on the development of individual student and/or school-wide behavioral support systems
- Interest in helping other people become more successful

PREREQUISITES

See www.pbisapps.org

ADVANCE PREPARATION

See www.pbisapps.org

INTEGRATED TRAINING

Leadership and Coaching for Implementation

*For TEAMS
Length: Six full days*

This training is designed to help participating teams move forward with the implementation of their framework for multi-level systems of supports. Class activities include lecture and presentation of theory, reading, discussion, group and partner work, modeling and demonstration of leadership and coaching strategies, written and verbal reflection, and practice and feedback. Following the second session, participants will enroll a coaching client and conduct a minimum of five coaching sessions with the client outside of class between sessions two and six.

This series provides administrators and teacher leaders with the skills to support schools and districts in the implementation of the Wisconsin Framework, including behavior, mathematics, and reading at every level of support. Participants will:

- Learn and practice strategies for leading and coaching both teams and individuals for change within an equitable multi-level system of supports
- Incorporate coaching within the district's and school's professional development plan for sustaining a multi-level system of supports
- Begin to understand the importance of a consistent process to gather and use data for identifying goals, determining next steps, planning and committing to action to improve systems and results

- Provide a continuum of leadership and coaching strategies and styles in response to teacher knowledge, skills, and needs, stages of change implementation, and levels of team development
- Identify and assess specific elements of a positive school culture that guarantee learning for all students

TARGET AUDIENCE

District or school teams of principals, district leaders, teacher leaders, instructional coaches, internal and external coaches.

PREREQUISITES

- Have an in-depth understanding of the Wisconsin Framework
- Have attended either the Wisconsin RtI Framework: A School-wide Approach to Implementation and completed the School Implementation Review (SIR) or participated in the Tier 1/Universal training and completed the Benchmarks of Quality (BoQ) or the Tiered Fidelity Inventory (TFI) at tier 1
- Be committed to the implementation of a coaching model as part of the district or school framework

ADVANCE PREPARATION

None



Building Culturally Responsive Systems

*For TEAMS
Length: Five full days*

This series is designed for school- and district-based teams that are interested in addressing equity issues, becoming more culturally competent, creating culturally responsive environments, and learning culturally responsive classroom practices and strategies. The series will explore the relationships between power and privilege both in institutional and individual settings. It will also examine the subtleties within culture and diversity, as well as encourage a sense of social justice and equality.

Teams will leave with skill sets to be able to create an inclusive learning environment and develop curriculum that includes and honors the life experiences and cultures of students. Skills include:

- Use self-awareness skills to recognize, reflect, and work on how your own ethnicity, culture, and life experiences may affect others
- Establish crucial, data-driven culturally responsive practices within a multi-level system of supports
- Examine systems, structures, policies, and practices to gauge impact on all students
- Validate, affirm, build, and bridge the different ethnicities, cultures and life experiences of the students as they begin to understand and learn about the expectations at school

TARGET AUDIENCE

School or district teams of three to six with representation from elementary, middle, and high school levels including grade-level teachers, special educators, instructional leaders, building administrators, and district curriculum administrators. Teams must include a district- and/or school-level administrator. Please include individuals from diverse racial/ethnic backgrounds on your team. Teams should consider including a non-academic staff or a family member to bring an additional perspective.

PREREQUISITES

None

ADVANCE PREPARATION

Participants should come with their WISEdash login information, school- or district-level data such as ODRs, school or district assessments, climate survey data, mission, vision, values, and belief statements, and district or school handbooks.



Implementation Assessments

Strategic use of data by collaborative teams informs the continuous improvement process and long-term action planning. These are a critical aspect of implementing a multi-level system of supports. Successful schools ensure the system assessments are a part of their annual assessment calendar and that at least one key person ensures they are regularly taken and used.

These tools, available either from the Wisconsin RtI Center or the PBIS Apps website, are free.

PRIMARY TOOLS					
Tool	Level of Support	Specific Purpose	Time of Year (recommended)	Frequency (recommended)	Who
Tiered Fidelity Inventory www.pbisapps.org	All levels of support	Evaluate the implementation of a school-wide positive behavior support system across all levels/tiers	Spring for tiers at fidelity. Up to four times per year for tiers not at fidelity	Annually for tiers in place. Up to four times per year for tiers not at fidelity.	TEAM: School teams that include school administrator, coach, and appropriate team representatives to complete the assessment.
School-wide Implementation Review www.wisconsinrticenter.org	All levels of support	Evaluate school-wide implementation using a reading or mathematics lens	Spring	Annually (per content area of reading or mathematics)	TEAM: A building leadership team (at least 3 individuals) that consists of a cross section of staff including principal, general educators, special educators and student services staff. The team should include various grade levels and content, specialty, and/or service areas.
RtI All-Staff Perception Survey www.wisconsinrticenter.org	All levels of support	Evaluate staff perceptions of status and priority for improvement regarding school-wide implementation, using a reading or mathematics lens	Fall	Annually (per content area of reading or mathematics)	INDIVIDUALS: All instructional and student services (i.e. school psychologist, social worker, counselor) staff
Self-Assessment Survey www.pbisapps.org	Universal/Tier 1 (most items) Selected/Tier 2 and Intensive/Tier 3 (a few items)	Evaluate staff perceptions of status and priority for improvement of a school-wide positive behavior support system	Fall	Annually	INDIVIDUALS: All adults that work with students in the school building

ASSESSMENTS

ADDITIONAL/SUPPLEMENTAL TOOLS					
Tool	Level of Support	Specific Purpose	Time of Year (recommended)	Frequency (recommended)	Who
Benchmarks of Quality *if not using the TFI www.pbisapps.org	Universal/ tier 1	Evaluate the implementation of a school-wide positive behavior support system	Spring	Annually	TEAM: School teams that include the school administrator and appropriate team representatives to complete the assessment
Benchmarks for Advanced Tiers *if not using the TFI www.pbisapps.org	Selected/ tier 2 Intensive/ tier 3	To assess school-wide implementation of selected and intensive behavioral supports	Spring	Annually	TEAM: School teams that include the school administrator and appropriate team representatives to complete the assessment
Monitoring Advanced Tiers Tool *if not using the TFI www.pbisapps.org	Selected/ tier 2 Intensive/ tier 3	Progress monitor during initial implementation of advanced tiers of a school-wide positive behavior support system Note: Discontinue after attaining score of 80 on Benchmarks of Advanced Tiers (BAT)	Fall and winter (until reaching fidelity)	Two times a year (per tier)	TEAM: School teams that include the school administrator and appropriate team representatives to complete the assessment

Online Modules

The Wisconsin RtI Center has a number of e-learning modules for schools and districts to access on demand. The modules allow schools to build their capacity for implementation without having to attend an in-person training or networking event.

Classroom Management for Academic Engagement

www.wisconsinpbisnetwork.org/educators/pbis-in-action/classroom-management.html

This series consists of six parts: an overview, a classroom teacher overview; and four modules that cover rules and routines, acknowledgement systems, consequence systems, and room arrangement through a culturally-responsive lens.

Activities in this series have been designed to be completed by individuals and/or school teams. Although the series was intended to be done sequentially, if the data shows a school's team has a particular need, they may also use the module in sections.

Balanced Assessment

www.wisconsinrticenter.org/educators/understanding-rti-a-systems-view/balanced-assessment/ba-module.html

This online module was designed to help educators and parents understand the balanced assessment system and RtI. It is divided up into four presentations, each including thought-provoking activities. The four presentations are:

- Introduction to a Balanced Assessment System
- Formative Assessments
- Benchmark Assessments
- Summative Assessments

Reviewing Your Selected and Intensive Levels of Support

www.wisconsinrticenter.org/educators/rti-in-action/selected-intensive-2015.html

This e-learning module and collection of online tools help schools strength their selected and intensive levels of support for mathematics or reading. Teams will analyze how their system provides for student needs that extend above and below the reach of the universal level of support.

Guided by a chosen area of need, learning modules increase schools' capacity to implement their selected and intensive levels within their culturally responsive system. The e-learning module provides schools with an introduction to the process and the facilitator's guide provides guidance around the learning and implementation of an area of need.

The information provided helps schools:

- Identify key characteristics of effective, culturally responsive selected and intensive levels of support
- Use a brief needs assessment to identify an area of growth
- Determine current status, desired future, and priorities
- Use resources to create a shared vocabulary and an action plan

The modules are intended to support district- or school-level RtI leadership teams in their implementation. School teams that have following items will benefit most from these learning modules:

- Attendance at Wisconsin RtI Framework: A School-wide Approach to Implementation
- Have had a screening process in place for at least a year
- Have completed the School-wide Implementation Review (SIR) within the year



Family Engagement

www.wisconsinrticenter.org/parents-and-family/understanding-rti/femodule.html

Research shows that when families and schools work together, students do better academically and behaviorally. Family engagement is essential to fully develop the Wisconsin framework. For families, this module provides an overview on how RtI is defined in Wisconsin; for educators, it includes research-based practices that can be used to engage families in RtI.

This module answers the following questions parents may have about RtI:

- What is RtI in Wisconsin?
- How is RtI related to PBIS?
- How is RtI related to the specific learning disabilities rule?
- What is my role in RtI?
- How can I help my child succeed in a school implementing RtI?

The module consists of a video, which parents and educators may watch alone or in groups. The video has two parts: What is RtI? (20 minutes), and Family Engagement and RtI (10 minutes); the two parts may be watched together or individually.

There are also extensive activities provided to deepen RtI understanding.

This is PBIS

www.wisconsinpbisnetwork.org/educators/getting-started/this-is-pbis.html

This short, comprehensive e-learning module provides schools and districts with an introduction to PBIS. It outlines the basics of a positive behavioral system, including an overview of teams and trainings.

This is Tier 2

www.wisconsinpbisnetwork.org/educators/getting-started/this-is-tier-2.html

This module provides schools and districts with a basic understanding of the commitments, interventions, and next steps as they prepare to begin implementing selected/tier 2 supports.

This is Tier 3

www.wisconsinpbisnetwork.org/educators/getting-started/this-is-tier-3.html

This short module provides schools and districts with a brief introduction to tier 3 (intensive, individualized support), as part of the PBIS framework within an equitable multi-level system of supports. In this webinar, you can quickly learn about tier 3 processes and explore commitment and readiness requirements in order to further conversations in your school/district.

Use of Risk Ratio to Guide Work

www.wisconsinpbisnetwork.org/educators/pbis-in-action/risk-ratio.html

Risk ratio is one way to examine the equity of outcomes between two different groups. Examining school-wide data to determine risk is one way to evaluate how well practices are meeting the needs of students.

This short e-learning module:

- Defines the general principle of risk ratio and explains how it can be applied to education
- Teaches how to calculate a school's own risk ratio using a risk ratio calculator
- Helps determine next steps after finding an increased risk for a particular educational outcome

Other Supports



Annual PBIS Leadership Conference

This conference, held annually in August, provides individuals, schools, and districts with the opportunity to expand their knowledge at the universal/tier 1, selected/tier 2, and intensive/tier 3 levels of implementation. Sessions include information about:

- Classroom systems
- Family engagement
- Data-based decision making
- Enhanced implementation
- Middle and high schools implementation
- Equity
- Coaching

TARGET AUDIENCE

This conference is intended for school PBIS leadership team members who have already been trained in universal/tier 1

Networking and Technical Assistance

Developing an enduring and integrated system of supports requires planning with a framework in mind. Academic and PBIS technical assistance coordinators will facilitate interactive sessions that support implementation of an integrated academic and behavioral system. School and district leaders will receive technical assistance and opportunities to network with peers while planning for fidelity and sustainability.

To find a technical assistance coordinator near you, visit www.wisconsinrticenter.org/regional-coordinators.html (for academic system support) or www.wisconsinpbisnetwork.org/regional-coordinators.html (for behavioral system support).

TARGET AUDIENCE

District administrators, principals, RtI coordinators, PBIS and content area coaches, and educator leaders committed to implementing equitable multi-level systems of supports that address behavior and academics.

OTHER SUPPORTS

Wisconsin RtI Center Recognized Schools Program

Schools across the state that have begun implementing equitable multi-level systems of supports have been congratulated for their efforts through our recognized schools program. Visit our website for more information: <https://www.wisconsinrticenter.org/educators/rti-in-action/recognized-schools.html>



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Wisconsin RtI E-News

This e-newsletter covers all topics related to the activities of the Wisconsin RtI Center and Wisconsin PBIS Network. This short e-newsletter contains valuable information about new tools, technical assistance opportunities, success stories from schools implementing equitable multi-level systems of supports, and more.

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