

HOW THE EFFECTIVE BEHAVIOR AND INSTRUCTIONAL SUPPORT (EBIS) TEAM PROCESS WORKS

The EBIS team has three purposes:

1. To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement and modify interventions for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.

EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, school-wide planning, planning for the 20%, monthly meetings, and individualizing-intensifying interventions.

Team membership: Leadership by the principal is essential. EBIS Team membership also must include classroom teachers representing grade levels, the Literacy/Title I Specialist, School Counselor, and specialists from Special Education and ELL programs. Teams often also benefit from including a member from the classified staff.

Planning for all students (School-wide): Three times a year, in fall, winter and spring, EBIS teams review data on student performance (e.g. behavior referrals, attendance) in order to evaluate the effectiveness of the core programs. The EBIS model is predicated on the notion that all students can make adequate growth and that the core programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to plan and implement professional development to shore up the core program. It is vital to have building administrative leadership on the team to ensure that instructional delivery is effective and the program is delivered with fidelity.

Planning for the 20% (Targeted groups): The lowest 20% of students at each grade level on DIBELS and/or who have other, significant academic, behavioral or attendance problems, are listed on the EBIS Group Intervention & Planning Form. This is usually best accomplished by grade level teacher teams with core members of the EBIS team assisting them. These EBIS teams choose interventions from the appropriate Standard Protocol (Reading, Math, Writing, or Behavior) for groups of students with similar needs. They also decide on what progress data to collect and the person responsible for collecting the data. Begin the appropriate EBIS Student Intervention Profile for all students in interventions. The documents listed above are available on IPAS. Students in reading intervention groups are progress monitored weekly using grade level passages. If a student's skill level is well below grade level, then the EBIS team may choose to progress monitor the student at his or her instructional level as well as at grade level; only grade level norms should be used in making high-stakes decisions.

EBIS 20% team meetings: EBIS teams convene at least every 6 weeks to evaluate the progress of the lowest 20% of students at each grade level who are involved in interventions including those students who receive services through Special Education. The team reviews progress-monitoring data for each student, analyzing *aimlines* and *trendlines* (see Decision Rules for Kindergarten and Grade 1-5). Using the decision rules, one of four different decisions may be made at this meeting for each student being reviewed:

- 1) the group intervention has been successful and the student no longer needs small group instruction,
- 2) the intervention is working for the student and should be continued and monitored,
- 3) the group intervention is not working for the student and should be revised or refined; or,
- 4) the student has not made adequate progress during two intervention periods and therefore the team will proceed to the Individualized, Intensified Intervention described on the following page.

Individualizing, Intensifying Intervention: If the student has failed to make adequate progress (see decision rules) after two interventions, additional information must be gathered in order to select an intervention that is specifically targeted to the student's needs. At this point, EBIS teams fill out and send the EBIS Team Meeting Notice to parents inviting them to attend a meeting to gather information and begin planning for a more individualized intervention. A Developmental History should be completed at this time and the parents should be given the RTI Parent Brochure describing how the Response To Intervention process works. If the student is an English Language Learner (ELL), the ELL teacher should also obtain information about the child's language development at this time and evaluate how the student's cohorts are progressing as well. See page 13 for more information regarding individualizing for ELL students.

Prior to the parent meeting, teams review each student's cumulative record using the Individual Problem Solving Worksheet. Although time consuming, this level of evaluation is typically necessary for only a small percentage of students. It provides detail on the student's history and needs and is important for designing an effective, individualized intervention. Another resource for students with behavioral issues is the brief Functional Behavior Assessment protocol, which can easily be completed by the team.

At the individualized planning level, it is also necessary to assign a case manager for each student. The case manager's responsibility is to ensure that the intervention is implemented correctly and that progress is monitored according to the schedule agreed upon by the team. In addition, the case manager continues to track intervention details using the EBIS Student Intervention Profile. Case managers report back to the EBIS team on the progress of the students under their supervision at each EBIS 20% meeting.

Based on the developmental history, Individual Problem Solving Worksheet, ELL information, and progress monitoring data, the EBIS team designs an intervention that is specifically targeted to the student's needs.

Progress monitoring continues and after 6 weeks in the individualized intervention, the team will determine whether:

- a. The student has improved substantially and no longer needs to be included in an intervention group.
- b. The student has improved substantially and the team reduces the intensity of the intervention and continues to monitor progress.
- c. The student is an English Language Learner and is struggling with **reading comprehension** in comparison with his or her ELL Cohort. The intervention designed to improve comprehension will be continued for one additional 4 to 6 weeks period prior to referring to Special Education.
- d. A referral for a formal special education evaluation is appropriate. The information from the intervention profile, progress-monitoring information, developmental history, and individual problem solving worksheet should be included with the referral as they provide evidence regarding the student's responses to various interventions. While RTI is used only for Specific Learning Disability identification, the information collected may be useful for any special education referral. See the most current Special Education Procedures Manual for details on the special education process.