

Behavior Achievement Academic

RtIB
Response to Intervention for Behavior

*“Viewed as outcomes,
achievement and **behavior** are related”*

Algozzine, Wang, & Violette (2011)

Discipline incidents = lost instructional time

Over **16,000 schools** across the nation are implementing **school-wide positive behavior support (SW-PBS)**.

Data-based problem solving is critical
to developing an effective positive
behavior support system.



**Can your information system answer these
critical questions at the district and school level?**

Is the process you use for teaching, recognizing and supporting the behavior of ALL students **working**?

Do you have an **increase or decrease** in behavioral issues?

Are some schools **doing a better job** at supporting the behavioral needs of students?

Are there groups of students who **aren't responding** to core instruction and intervention?

Are they responding to **group & individualized** instruction and intervention?

How do you **know**?

Out of school suspensions (OSS) have been found to have negative influences on students' academic achievement and attitudes.

How many days of lost instruction are occurring as a result of OSS...

at your school?

In your district?

Do you know?

If you would like to be able to answer these questions (and many more) at the **school** or **district level**, you may need a more effective system for monitoring student behaviors across all tiers of support.



We encourage you to explore our new RtIB database—available **at no charge** to Florida schools and districts.

Watch the
Introductory
Video

Explore the
Demo

Contact
the RtIB
Database Team

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