

WHAT ELSE SHOULD I KNOW?

Responsiveness to Instruction (RtI) and Positive Behavior Intervention and Support (PBIS) are two types of problem solving models that have been implemented in many of our schools. Currently in ABSS, these two models have been implemented together as PSM.

PSM Terms

- Progress Monitoring: Ongoing assessment used to determine if student is making improvement
- Universal screening: Quick assessments to identify at risk students and determine the effectiveness of core academic and behavioral instruction
- Researched Based Instruction: Instruction practices or programs that have been implemented and proven to positively affect for improving student performance

ONLINE RESOURCES

<http://www.rtinetwork.org/parents-a-families>

<http://www.ecac-parentcenter.org/>

<http://www.ncpublicschools.org/movies/curriculum/responsiveness/rtimaterials/rti-parent-span-captioned/mov>

<http://www.rti4success.org/>



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<http://www.abss.k12.nc.us/Page/14101>

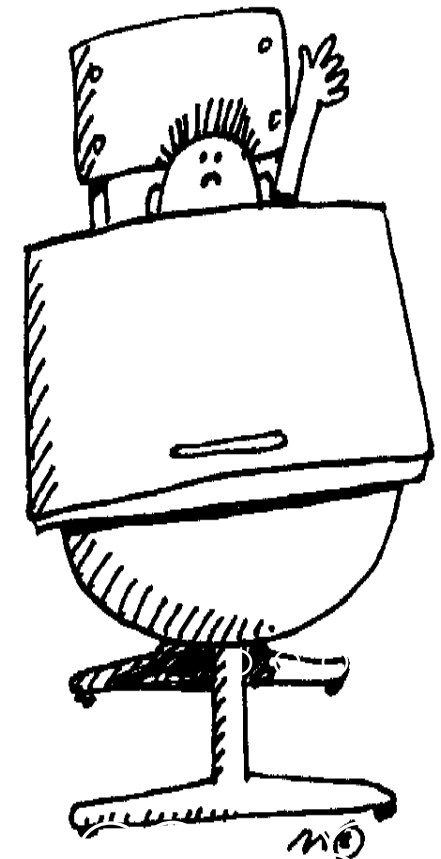
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A Family's Guide to the Problem Solving Model (PSM)



WHAT IS PSM?

Parents want to see their children excel in school. Therefore, it is important for parents to know that academic and behavioral needs are being identified and addressed at the school and classroom level.

In ABSS, schools implement the Problem Solving Model (PSM). PSM is used to identify the needs of ALL students within a school. Support is provided to students through the PSM at increasing levels of intensity. Use of PSM is to prevent academic failure and to promote student success.

PSM INCLUDES:

- Multi-leveled tiers that increase in support and intensity
- Research based instruction
- Collaboration amongst school personnel to problem solve ways to help meet the needs of all students
- Frequent contact and involvement of parents regarding their child's progress
- Evaluation of academic and behavioral instruction to ensure that programs, materials, and strategies are effectively meeting the needs of students

WHAT DOES PSM LOOK LIKE?

- Tier 1/Core Instruction: These are the materials, programs, and resources that **all** students receive in classroom instruction. Universal screening takes place for all students in a school three times a year as part of core instruction.

At this tier, parents are contacted and informed of potential academic or behavioral risk as determined by universal screening. Parents and teachers work together to create a plan to target the need of the student. Progress monitoring of student success occurs one to two times a grading period.

- Tier II: When efforts at tier I have not been successful, students are moved to tier II. At this tier, the classroom teacher collaborates with the other grade level teachers and school personnel to identify the area of concern and create a plan to meet the academic or behavioral need. Progress monitoring of student success occurs at least every other week.
- Tier III: Students are placed in tier III when efforts to raise student performance have been unsuccessful at tiers I and II. Additional use of school personnel, such as the psychologist, guidance counselor, or speech therapist may be asked to participate in the problem solving team. A more in depth approach is utilized at tier III that includes a social history of the student,

observation of student in classroom, and a speech language screening. Deeper analysis of data and additional assessments may be used to give teachers a better insight of a student's area of concern. Progress monitoring of student success occurs twice a week.

HOW CAN I BE INVOLVED?

- Attend parent-teacher conferences.
- Review your child's homework.
- Expect regular reports of your child's progress at school if placed in a tier. Be sure to sign and respond to these notifications.
- Read daily with your child!
- Ask your child's teacher questions:
 - Is my child on grade level? How do you know?
 - What are the materials, programs, and strategies used in my child's school for academics and behavior?
 - What can I do at home to help my child succeed?