

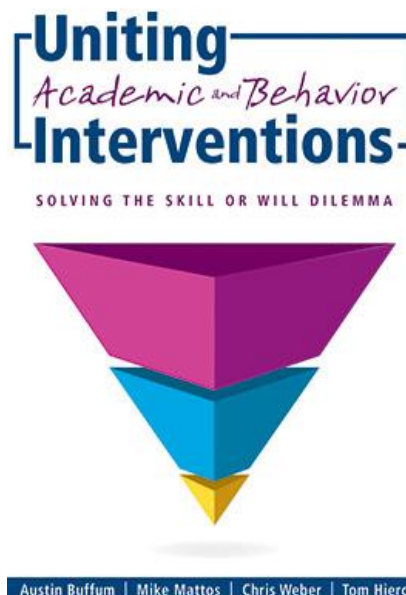
Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma

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Supplemental Resource: Download reproducible resources at go.hbe.com.au



Summary

The students most at risk of not acquiring the academic skills, dispositions and knowledge necessary for long-term success are those who experience both academic struggles and behaviour problems. Whether behaviour influences academic performance or vice versa is an ongoing discussion that many experts have weighed in on with varying conclusions. The authors of *Uniting Academic Behavior Interventions: Solving the Skill or Will Dilemma* delve into the fray. They highlight teacher's responsibility to educate *all* students and the need for united and simultaneous academic intervention and behavior intervention for students at risk. They show how collaborative teams of teachers and school personnel can use a research-based framework, "RTI at Work", to implement intervention that combines three proven complementary models: Professional Learning Communities (PLC's), response to intervention (RTI), and schoolwide positive behavior supports (SWPBS). They offer K-12 administrators and teacher teams tools and processes to instruct and provide academic and behavior intervention simultaneously within a three-tiered structure. They present a process they developed, the RTI at Work Pro-Solve Intervention Targeting Process, for determining, targeting and observing academic and behaviour interventions.

Other Resources

- *Simplifying Response To Intervention: Four Essential Guiding Principles* (SOT0428)
- *Understanding Response to Intervention: A Practical Guide to Systematic Implementation* (SOT6033)
- *Pyramid Response to Intervention: RTI, Professional Learning Communities and How to Respond When Kids Don't Learn* (SOT6040)
- *Differentiation, Response to Intervention and Achievement: How They Work* (HB6507)