

Scientific Research-Based Interventions (SRBI) is a tiered systems approach that emphasizes instruction for all students in academics, social/emotional and behavioral areas by increasing levels of intervention that address academic and/or behavioral challenges. Positive Behaviors Interventions & Support (PBIS) is the behavioral component of SRBI. SRBI is composed of scientifically, research-based instruction and interventions for students who are experiencing academic, social/emotional, or behavioral challenges. SRBI emphasizes the implementation of standards-based, core curriculum, with comprehensive research-based teaching and learning practices, maintenance of a positive and a safe school climate, and an all-inclusive system of behavioral supports. SRBI supports quality instruction and intervention opportunities for all students, including those with disabilities, at all tiers of intervention.

SRBI is a three tiered instructional framework that is designed to support all students from pre-K through grade 12. Essentials of Tier 1, 2 & 3 are: Student Focus; Setting; Core Curriculum/Materials that are researched based; Interventions/differentiated instruction; Interventionists/general education teachers & possible support personnel; Assessments include universal measures and data collection; regular data analysis & decision making.

## ACADEMIC TIER I

File/Record review  
Administration of <sup>benchmark</sup> assessment/universal screen  
Orientation to routines/procedures  
*Foundations; Readers'/Writers' workshops*  
Guided reading  
Check/monitor progress & performance  
Extended time/Wait time  
Differentiated instructional practices, i.e. mnemonics  
Scaffolding  
Small & flexible group instruction  
Clear/consistent directions & multi modal instruction  
Student choice/menus  
Work stations/centers/guided study hall/support  
Alternate materials/assignments/assessments  
Technology integration  
Assistive technology  
Use of facts tables/formula charts /rubrics  
Specific individual feedback  
Regular communication/collaboration with parent/guardian  
Routine grade level meetings to identify/meet students' needs  
Recording in POI (Pyramid of Interventions)  
Referral to CST (Child StudyTeam)

## TIER II

SAT meeting with action plan  
Administer diagnostic assessment(s)  
Before/after school help/in-class supports  
Homework/organization support  
Academic Study Halls  
Peer tutor  
Flexible schedule  
Books on tape, CD, on line courses  
Schedule/class change/co-teaching environment  
Reading Interventions, i.e. *Fontas & Pinnell; My Sidewalks*  
Math Interventions, .i.e.*Skills Math; Study Island; Number Bonds*  
Continue POI

## TIER III

Supplemental reading/math instruction; *Executive Functioning*  
More intensive schedule/class change  
Literacy Interventions: i.e. *Wilson Reading, Key Math*  
Life & Daily Living Skills: *Brigance Curriculum*

## BEHAVIOR TIER I

File/record review  
Positive, PBIS-centered school climate  
Clear & consistent posted & taught school & classroom expectations  
Reduce down time and length of transitions  
Proactive behavior management strategies  
Post daily/weekly schedules/routines  
Use the 5:1 rule of positive interaction  
Team & engagement building activities, i.e. bell ringer activities  
Student choice/menus  
Model expected behavior  
Positive place to reflect & regroup  
Teach and support organization/time management  
Character education lessons, i.e. *Second Step*  
Afterschool clubs/activities  
Teacher/student conferences  
Monitor attendance/discipline log, SWIS  
Regular communication/collaboration with parent/guardian  
Behavior contract, i.e. to teach responsibility  
Peer Mediation  
Regular grade level meetings to identify/meet students' needs  
Recording in POI (Pyramid of Interventions)  
Referral to CST (Child StudyTeam)

## TIER II

SAT meeting with action plan, i.e. provide breaks, cool down area  
Conduct observations  
Individual conference w/staff, student, and/or parent  
Counseling; Early/late class dismissal  
Participation in mentoring program  
School-based support groups (i.e. coping skills)  
Collaboration w/outside agencies, i.e. TEEG, Day Kimball  
Home visits  
Referrals for additional supports  
Referral for Functional Behavioral Assessment(FBA)/data collection, develop Behavior Intervention Plan (BIP)  
Continue POI

## TIER III

Referral/review for/of a FBA & revise BIP  
Referral for intensive in-home supports  
Referral for after-school programming, i.e. JRB  
Alternative schedule and/or placement, *Superflex Curriculum*

Adapted from: [http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi\\_full\\_document.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi_full_document.pdf);  
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