OKLAHOMA TIERED INTERVENTION SYSTEMS OF SUPPORT (OTISS) OVERVIEW

WHAT IS OTISS?

Oklahoma Tiered Intervention Systems of Support (OTISS) is a Multi-Tiered Systems of Support (MTSS) model for identifying and intervening upon student academic and behavioral difficulties.

The OTISS framework cohesively blends together academic intervention models (i.e., Response to Intervention) and behavior intervention models (i.e., Positive Behavior Interventions and Supports). The primary goal of OTISS is to improve student achievement through matching research-based interventions to every student's instructional level and then monitoring the student's response to increasingly intensified interventions as needed.

WHY OTISS?

It is imperative schools recognize the challenges inherent in meeting the diverse needs of Oklahoma students. The rigorous framework for student success established through OTISS ensures all students are provided timely and appropriate interventions as needed. Schools implementing OTISS with fidelity will see improvements in school climate, instructional quality, and student outcomes.

WHAT ABOUT ALREADY-EXISTING PROGRAMS AT OUR SCHOOL?

This framework is an overarching structure aligning all current initiatives and programs into a continuum of support. The Reading Sufficiency Act (RSA), Achieving Classroom Excellence (ACE), and Safe Schools/Anti-Bullying legislation are examples of programs that can effectively function within the OTISS framework. The multi-tiered concept aligns all available resources to support and address students' needs regardless of their eligibility for other services (e.g., Title IA, Title IIA). OTISS can be an effective tool for aligning a variety of

efforts to support student academic and behavioral success.

OTISS CORE COMPONENTS

Leadership — an active leader who sets the climate for the school and is responsible for allocating staff, time for professional development, and resources as needed

TEAMING — a team composed of a variety of school personnel that meets regularly

PROFESSIONAL DEVELOPMENT — a definitive plan for professional development guided by data

UNIVERSAL SCREENING — using an evidence-based screening tool at least 3x per year to identify students at-risk of academic or behavioral difficulties

Tiered Interventions — evidence-based interventions provided at different levels based on the student's needs and intensified or reduced based on the student's response

Progress Monitoring — assessing a student's progress in the areas universal screening identified as being at-risk for failure; measures student's response to the intervention over time

Data-Based Decision Making — educational decisions are made based upon intervention data and information using rules decided upon by the team prior to beginning the process

Family Engagement — the school reaches out to the families of their students in an attempt to meaningfully include them in supporting student learning

POSTIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) OVERVIEW

WHAT IS PBIS?

PBIS is a decision-making framework for school systems to implement in order to improve student academic and behavioral outcomes by using **universal language and expectations**, consistent **behavioral teaching practices**, consistent behavioral **response guidelines**, and **data** to guide procedural and policy decisions.

Research suggests that by having consistent expectations across the school, explicitly teaching behavioral expectations, acknowledging expected behaviors, and handling behavioral violations consistently, the school environment can be positively impacted. PBIS is **not** a curriculum or a single intervention – it is a change in the **school system's climate.**

WHY TEACH BEHAVIORAL EXPECTATIONS?

When students struggle with an academic concept, teachers adjust their teaching and instruction interventions to best meet that student's need.

The idea is the same for behavior – by **teaching** and **modeling** expected and appropriate behaviors, the students have a clearer understanding of what is expected. **It cannot be assumed that students have a clear understanding of what is expected behaviorally!**

Students need to be shown and told what **to do,** rather than telling them "**don't do _____.**" Positively stating and acknowledging appropriate behaviors gives the students concrete behavioral guidelines.

WHY CONSISTENCY ACROSS THE SCHOOL?

Behavioral response systems are more likely to be effective when the students expect the same response **across classrooms** and in other **common settings** in their schools. The same behaviors should elicit the same responses from staff, regardless of the student is in the school building.

Using the positively stated and easy-to-remember expectations helps both students and staff use universal language when discussing behavior.

WHY ACKNOWLEDGE EXPECTED BEHAVIORS?

Students respond well to **positive reinforcement and praise**. By acknowledging students when they engage in **expected behaviors**, students are more likely to **continue** the appropriate behaviors.

Students need to be reinforced for the behaviors they **should** be displaying. This practice focuses **attention** on the desired behaviors, and consequently **away from** negative behaviors.

WHY FOCUS ON DATA-BASED DECISION-MAKING?

PBIS teams should look at their school's data in order to guide decisions made on policies and procedures. These data help focus the team on **targeted** areas of need. For instance, by using data, teams can identify specific locations in the school.