



Frequently Asked Questions About IBS



Q *If standardized tests aren't used, how can we understand what's wrong?*

A IBS documents successful interventions, not what is "wrong" with the student. Interventions are analyzed to determine how unique and specialized they are.

Q *Who decides when to move from one level to the next?*

A The team specifically assembled to address that student's needs makes the decisions. Movement from one level to the next occurs when the team feels that more intervention support is needed. Movement to Level 4 occurs when the interventions found to be successful are judged to be so unique and specialized that it looks like special education.

Q *What if we can't find interventions that work?*

A The collaborative problem solving process should be used to determine why the interventions are not working and to redirect the intervention plans.

Q *Why is so much documentation needed? We know what this child needs. Can't we just identify him?*

A IBMFE is not a short cut to special education. You must clearly demonstrate that a child has unique needs that can't be met without unique resources.

Q *How can regular educators be involved in special interventions? Isn't this the responsibility of special education?*

A Regular education and special education were never meant to be separate systems. All children in a building are the responsibility of all educators. Since intervention begins in the general education classroom, general educators will be the first to implement interventions. Since they are the ones implementing the interventions and who best know the child educationally, general educators hold a high stake in the intervention process.

Q *How can special education teachers have time to teach their usual caseload as well as the IBS kids?*

A Intervention doesn't always mean service from a special educator. Design an intervention and decide if it can occur in the regular classroom. Interventions using peers, parents and self-monitoring should occur before using outside specialists.

Q *How will teachers find time for assessments and progress monitoring?*

A Assessment and progress monitoring may take many forms. Current forms of progress monitoring are already in place (i.e. benchmarks, grades, class assessments, CBM). Planning time should allow for such documentation.

Intervention-Based Services



Putting the Pieces Together... for All Children

What We Know – All Children Learn Differently

St. Bernard-Elmwood Place City Schools want all children to be successful. Our staff recognizes that children learn differently and that, at times, we need to employ additional strategies to assist students who experience difficulty in developing academic or other behavioral skills.

What We Want to Know – What Strategies to Use (To Help Students Be Successful)

MISSION STATEMENT

St. Bernard Elmwood Place Schools -- where all children are challenged to learn and inspired to dream...



What Are Intervention-Based Services

(formerly called Intervention Based Assessment or IBA)

- ❏ IBS is a problem-solving process that works to meet the needs of all students.
- ❏ In using IBS, the parent(s), teacher, and student (when appropriate) work together to build a plan to address the concerns and needs of the individual student.
- ❏ The goal of IBS is to support the student in becoming successful as quickly as possible.
- ❏ Movement to a new level occurs only when a more intense intervention is required for success.



Underlying Assumptions of the IBS Process

- ❏ All learners can and will learn.
- ❏ Uniqueness of each learner is valued and supported.
- ❏ Membership to community is assumed and unconditional for all.
- ❏ All stakeholders are valued equally. Their collaboration is critical to the success of each learner.
- ❏ No one person is THE EXPERT.
- ❏ We seek to resolve the concern to support the learner, not find fault.
- ❏ Ownership for education of learners is shared and historical roles are stretched.



IBS Process

Teacher is concerned about a student and shares these concerns with the child's parent – documentation begins and continues throughout process.



Agreed upon modifications are implemented.



Student requires more support.



Teacher and parent consult with other specialized school personnel for further intervention ideas.



More intense interventions are implemented.



More support is needed.



Team expands for more support.



Interventions continue until success is found.



Successful interventions are evaluated to determine if level of support needed for success is intense, unique, specialized and significantly different from typical educational supports.



Eligibility for special education is determined and IEP is developed.