

# PBIS/SWIS/AMP QUESTION(S)

## Is an AMP referral a means of referring a student for special education?

Sweetwater School District Number One's AMP (Response to Intervention) process is a preventative system designed to provide a safety net for at-risk students. AMP integrates instruction, assessment and multi-level intervention to maximize student achievement and reduce behavior problems. At one time, students could not get help until they were failing. The idea of AMP/RTI however is to catch students when they begin to struggle. The AMP process supports a student's academic or behavioral needs through scientific, research based instruction within the regular education classroom, intervention group, or individualized setting. AMP teams scrutinize how well students respond to research-based instruction and/or interventions and routinely review progress monitoring data to determine how the instruction/intervention is working and what modifications must be made.

## What are most important elements of our AMP process?

1. Universal Screening - conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.
2. Multi-level prevention system - three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.
3. Progress monitoring - used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction and/or interventions, and to evaluate the effectiveness of instruction and/or interventions. Progress monitoring can be implemented with individual students or an entire class.
4. Data analysis and data based decision making - occur at all levels of AMP implementation and all levels of instruction/interventions. Teams use screening and progress monitoring data to make decisions about instruction and/or movement within the multi-level prevention system.

### Academic Systems

**Tier 3:** Comprehensive and intensive interventions – Few students (students who need individualized interventions)

**Tier 2:** Strategic interventions – Some students (students who need more support in addition to the core curriculum)

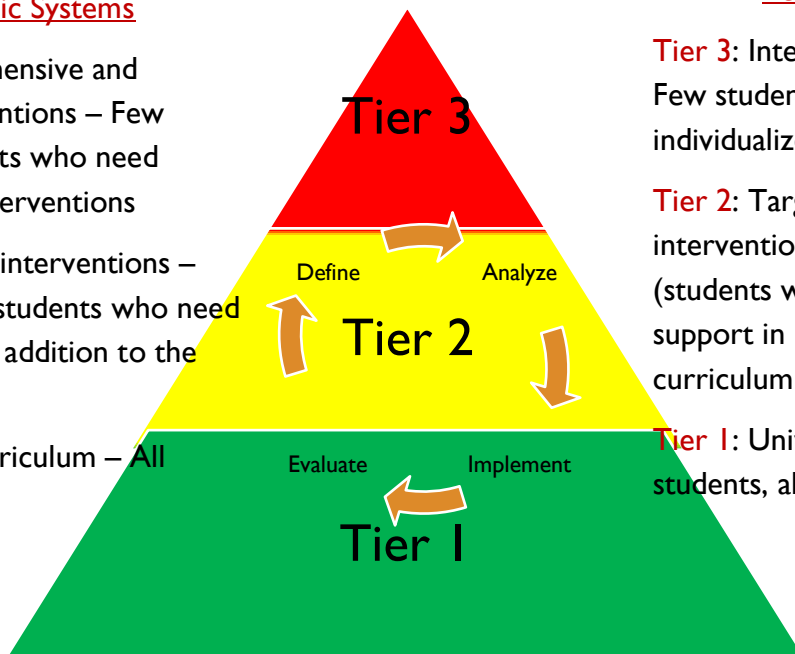
**Tier 1:** Core curriculum – All students

### Behavior Systems

**Tier 3:** Intensive interventions – Few students (students who need individualized interventions)

**Tier 2:** Targeted group interventions – Some students (students who need more support in addition to the core curriculum)

**Tier 1:** Universal curriculum – All students, all settings



## **What is the relationship between AMP/RTI and referral to special education?**

AMP/RTI requires that students be provided with effective instruction. The purpose of the AMP process is to prevent failure. The student(s) in question must be provided instruction through high yield techniques that are scientifically proven. Their progress must be monitored. **In most cases, students are referred for a special education evaluation only if they do not respond to instruction and/or multiple interventions which have been implemented with fidelity and instructional skillfulness** . If they do not respond, the student may be referred for a comprehensive assessment to determine whether or not a disability exists.

**Do we truly believe that all students can learn at high levels? Are we willing to do whatever it takes to ensure that this happens? Are we making decisions as well as developing systems and practices that place student needs at the forefront?**

“Every school’s mission must be grounded in this belief: all staff will ensure high levels of learning for all students, whatever it takes...To be clear, we believe that all educators must accept responsibility for the high levels of learning of every student. Parental, societal, and economic factors undoubtedly impact student learning, but the actions of educators can ultimately guarantee each student’s success.” (Buffum, Mattos, Weber, Hierck, 2015, p. 22)