

## **Response to Instruction and Positive Behavior Interventions and Supports**

On November 11, 2011, I participated in a workshop called Response to Instruction (RtI) and Positive Behavior Interventions and Supports (PBIS). In this workshop, I gained knowledge about how to help students with learning disabilities, emotional disabilities, and mild to severe cognitive disabilities. These students have very specific learning challenges. A student with a learning disability will benefit from having fewer options on a test or from being given more time, as stated in his or her Individualized Learning Plan. A student with emotional disabilities needs direct instructions and may need reminders about what is and what is not appropriate behavior in the classroom. This student may need different ways of handling a behavior problem, such as taking different actions than those that a normal student would have. These students most likely have their own behavior plan. Students with mild to severe cognitive disabilities need a lot of individualized attention, as outlined in their IEPs. Some students may just need to have math showed to them in a different way, some students may be in high school with an elementary reading level, and some may not even be able to tie their own shoes without help. These students are very different. I can now help students with these learning challenges succeed and can motivate them to do their best. Because of this workshop, any student with one of the aforementioned disabilities in my classroom will be successful and have a learning environment catered to his or her needs. I value all learning challenges and want success for all students.