



## Response to Intervention

### Challenges

So, we know that Response to Intervention (RtI) works well when effectively implemented, but RtI programs can be complex, and existing issues can present roadblocks such as:

- Struggling to identify kids with behavioural issues
- Uncertainty around developing an action plan
- Difficulty gaining buy-in, and shifting focus to a whole-child approach
- Paper is an inefficient mechanism

### Solutions

While there are no shortcuts to improved behaviour, there is a better path. Review360 is a comprehensive, integrated behaviour improvement solution that:

- Efficiently screens and identifies students with internalizing and/or externalizing behaviours, and provides even more screening options
- Allows for easy creation of plans for working with at-risk students
- Delivers research-based interventions for immediate implementation
- Provides important classroom management information to teachers so they may be proactive and consistent in addressing disruptive behaviour

### Outcomes

What are the positive outcomes of utilizing Review360? How do you, your teachers, and your students benefit? Our customers experience many, if not all, of the following outcomes:

- Improved behaviour, academics and overall student well-being
- Better, more efficient allocation of resources
- Increased ability to be proactive rather than reactive
- Enhanced communication and consistency

We know what works with behaviour.

Research shows that early and appropriate identification and intervention with students is key to improving outcomes for everyone:

- **Administrators** are more proactive
- **Teachers** focus more on teaching
- **Students** concentrate on learning
- **Parents** are better informed

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Did you know?

**1 in 5 kids** suffer from a mental health issue? And that **only 1%** of these kids is properly identified?

**Portable:** functions on tablets, mobile devices and PCs

**Web-based:** accessible from any device connected to the Internet

**PIPEDA compliant:** servers reside in Canada

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