Response to Intervention

Key Terms and Acronyms

AYP - Adequate Yearly Progress

A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the US Department of Education

Aimline

Line on a graph that represents expected student growth over time

CCSSO – Council of Chief State School Officers

Organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdiction

Collaborating (as an instructional improvement strategy)

A collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student learning

Community of Practice

Concept referring to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations

Consulting (as an instructional improvement strategy)

A collegial process wherein a colleague shares expertise with another to address an identified

Core Principles of RTI

Beliefs, dispositions necessary for RTI processes to be effective

- All children can learn when taught with effective practices
- Early intervening for struggling learners is essential
- Use of a multi-tier model of service delivery
- Utilization of a problem-solving methodology

Co-teaching (as an instructional improvement strategy)

A collegial process wherein two colleagues share responsibility for instruction, assessment, and student progress for a particular classroom of students

Curriculum Based Assessment (CBA)

Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions

Curriculum Based Measurement (CBM)

Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language

Data Points

Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time

Dependent Variable

Element which may be influenced or modified by some treatment or exposure

Dimensions of Reading

The five research-based dimensions of reading as outlined in the Elementary and Secondary Education Act of 2001 (NCLB)

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Differentiated Instruction

Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials .

Discrepancy

Difference between two outcome measures

IQ-Achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test

Difference between pre-test and post-test on a criterion-referenced test

Disproportionality

Over-identification, or under-identification, of students from minority populations who are served through special education;

Dual Discrepancy

A dual discrepancy occurs when a student's performance and growth rate are both substantially below performance and growth rate of typical peers

Early Intervening / Early Intervening Services (EIS)

Early intervening services are the preventive components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004.

From NCLB:

An LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; and to improve student behavior in the classroom and identify early and appropriate interventions to help these students.

From IDEA:

An LEA may use up to 15% of its IDEA Part B funds in any fiscal year, less any funds reduced from its local fiscal effort, to develop and implement coordinated, early intervening services. Coordinated early intervening services may include interagency financing structures (for students in K-12 with a particular emphasis on students in K-3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

When it has been determined that significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, the SEA shall require the to reserve the maximum 15% of IDEA Part B funds to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly children in those groups that were significantly over-identified.

EIS Activities could include:

- Professional development for teachers and other school staff to deliver scientifically-based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services and supports, including scientifically-based literacy instruction.

ESEA/NCLB – Elementary and Secondary Education Act/No Child Left Behind

The Elementary and Secondary Education Act (ESEA) [original passage in 1965], renamed the "No Child Left Behind" (NCLB) Act of 2001; federal statute relative to k-12 public education

Essential components of an RTI process

Components of an effective RTI process include

- School-wide screening
- Progress monitoring
- Tiered services
- Fidelity of implementation

Evidence-based Practice

Educational practices whose effectiveness has been demonstrated through rigorous research methods that use objective and systematic procedures, such as experimental or quasi-experimental research

Exclusionary Factors

The determination of eligibility for a specific learning disability must not be primarily the result of one of the following factors: [*from federal regulation §300.309(a)(3)]*

(i) A visual, hearing, or motor disability;
(ii) Mental retardation;
(iii) Emotional disturbance;
(iv) Cultural factors;
(v) Environmental or economic disadvantage; or
(vi) Limited English proficiency.

Explicit Instruction

Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis; essential components of well designed explicit instruction include (a) visible delivery features of group instruction with a high level of teacher and student interactions, and (b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Fidelity of Implementation

Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications

Formative Assessment/Evaluation

Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making

Functional Assessment

Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and to develop interventions to teach acceptable alternatives to the behavior

Academics: Process to identify the skill gap, strategies that have and have not been effective, and to develop interventions to teach the necessary skill(s)

IDEA - Individuals with Disabilities Education Improvement Act of 2004 also referred to as IDEA '04

Original passage in 1975; latest reauthorization in 2004; federal statute relative to public education and services to students with disabilities ages 3 through 21

IDEA Partnership

IDEA Part D federal grant; collaboration of 55 plus national organizations, technical assistance providers, and State and local organizations and agencies, together with the Office of Special Education Programs (OSEP),

Inclusion (as a service delivery model)

Students with identified disabilities are educated with general education age-/grade-level peers

Independent Variable

Variable which is manipulated or selected by the researcher to determine relationship to a dependent variable; independent variable is the element that someone actively controls/changes (instructional strategy/ intervention); while the dependent variable (student demonstration of skills) is the element that changes as a result

Integrity of intervention implementation

See Fidelity

Intensive Interventions

Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions

Key practices in RTI

Practices necessary for RTI processes to be effective

- Using research-based, scientifically validated instruction and interventions
- Monitoring of student progress to inform instruction
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

LEA– Local Education Agency

Refers to a specific school district or a group of school districts in a cooperative or regional configuration

Learning Disability/Specific Learning Disability (SLD)

As defined in regulatory language:

The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade–level standards:

(i) Oral expression.

(ii) Listening comprehension.

(iii) Written expression.
(iv) Basic reading skill.
(v) Reading fluency skills.
(vi) Reading comprehension.
(vii) Mathematics calculation.
(viii) Mathematics problem solving.

Learning Rate

Average progress over a period of time, i.e. one-year's growth in one year's time

NCLB/ESEA – No Child Left Behind/Elementary and Secondary Education Act

See ESEA/NCLB

Over-identification

Refers to the over-representation of students in special education programs/services that are above state and national averages; identification of more students for services through special education than the proportion of that population in the general population

Refers to over-representation of students in specific disability-related categories that are above state and national averages

Positive Behavior Supports

Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors

Primary Levels of Intervention

Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model

Problem-solving Approach to RTI

Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions

Problem-solving Team

Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions; and develop a plan of action to address a student-specific need

Progress Monitoring

A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

Remediation

Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously

Response to Intervention / Response to Instruction / Responsiveness to Intervention (RTI)

Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions

RTI – Response to Intervention / Response to Instruction / Responsiveness to Intervention

See above

Scientifically-based Research

Education related research that meets the following criteria

- Analyzes and presents the impact of effective teaching on achievement of students
- Includes large numbers of students in the study
- Includes study and control groups
- Applies a rigorous peer review process
- Includes replication studies to validate results

Scientific, Research-based Instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

Screening – See Universal screening

SEA – State Education Agency
Refers to the department of education at the state level

Secondary Levels of Intervention
Interventions that relate directly to an area of need; are supplementary to primary interventions; are different from primary interventions; often implemented in small group settings; may be individualized; often connected to supplemental tier of a tiered intervention model

Specific Learning Disability
See Learning Disability

Standard Protocol Intervention
Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control

Strategic Interventions Specific to Needs
Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions

Summative Assessment/evaluation
Comprehensive in nature, provides accountability and is used to check the level of learning at the end of a unit of study

Systematic Data Collection
Planning a timeframe for and following through with appropriate assessments to set baselines and monitor student progress

Tertiary Levels of Intervention
Interventions that relate directly to an area of need; are supplementary to primary and secondary interventions; are different from primary and secondary interventions; usually implemented individually or in very small group settings; may be individualized; often connected to narrowest tier of a tiered intervention model

Tiered Instruction

Levels of instructional intensity within a tiered model

Tiered Model
Common model of three or more tiers that delineate levels of instructional interventions based on student skill need

Trendline
Line on a graph that connects data points; compare against aimline to determine responsiveness to intervention

Universal Design for Learning (UDL)
Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal screening
A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards

Validated Intervention
Intervention supported by education research to be effective with identified needs of sets of students

The following stakeholders worked together within the IDEA Partnership to create this glossary of RTI terminology:

Role: General Education Administrator
Location: California

Role: Educational Consultant

Location: Florida

Role: Special Education Administrator
Location: Florida

Role: School Superintendent
Location: Illinois

Role: Special Education Administrator
Location: Illinois

Role: Special Education Administrator
Location: Louisiana

Role: School Psychologist
Location: Maryland

Role: Speech-Language Pathologist
Location: Michigan

Role: Pupil Services Provider
Location: New York

Role: Technical Assistance Provider
Location: North Carolina

Role: Occupational Therapist
Location: Texas

Role: Family Member
Location: Virginia

Role: Special Education Administrator
Location: Wisconsin

IDEAs that Work
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