RESPONSE to INSTRUCTION (RtI)

Alabama Department of Education

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ALABAMA DEPARTMENT OF EDUCATION,
JOSEPH B. MORTON, STATE SUPERINTENDENT OF EDUCATION
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Executive Summary

The purpose of this document is to describe the expectations and components of a well-implemented RtI Model, outline Alabama's tiered instructional model, and describe the problem-solving process.

Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The RtI process requires the involvement of classroom teachers, parents, students (when appropriate), building specialists, (e.g., principals, academic coaches, special education teachers, ELL teachers, counselors, gifted teachers, speech therapists) and community service providers. The ultimate purpose of the RtI process is to enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data are utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity.

Leadership at the LEA and school level is critical for effective implementation of RtI. The success of RtI will be determined, to a great extent, by the degree in which district and school leaders transfer the focus of RtI from philosophical understanding to actual practice. Support provided to teachers must extend throughout the implementation of core instruction, interventions, and the collection of appropriate data to assess student progress both academically and behaviorally.

Although supporting initial implementation of RtI should be an important focus for school systems, establishing a long term commitment of resources and time is equally critical. Schools must devote time to implementation and maintenance of the RtI Model: time for data meetings, problem-solving team meetings, and for development of action plans that identify continued professional development needs and procedures for continuation or changes in instruction. School staff must possess skills in the necessary instructional strategies and interventions as well as assessment tools focusing on screening, progress monitoring, and outcomes.

Response to Instruction (RtI)

Core Support for All Students

What is Response to Instruction (RtI)?

RtI integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RtI, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's response.

Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, RtI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

What are the Core Principles of RtI?

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

How is behavior addressed in the RtI Model?

Positive Behavior Supports (PBS) is a national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education, and improving student achievement. PBS uses a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research validated practices and the environments in which teaching and learning occur. This model is consistent with RtI principles.

The goal of PBS in Alabama is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors, by establishing an effective continuum of PBS systems, data, and practices model. The proactive design for PBS is to address the needs of students in Tier I, whole school/district; Tier II, strategic

interventions for students with challenging behavior; and Tier III which addresses the more serious behaviors that often require functional behavior assessments and behavior intervention plans.

Key elements of PBS

Effective, efficient, and relevant schoolwide discipline is based on a balance of four key elements:

1. Clearly specified outcomes that are related to academic achievement and social competence.
2. Data-based decision making that guides selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
3. Evidence-based practices that have a high probability of outcome achievement for students.
4. Systems that support adult adoption, high fidelity implementation, and sustained use of effective practices.

Who are the key players and what are their roles?

Central Office Leader—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and tangible support for a successful effort.

Principal—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and resources for successful implementation.

Building Level Data Specialist—Gather and organize data and provide coaching for data interpretation. Monitor and organize the problem-solving process. It's best that this person does not have full-time classroom responsibilities.

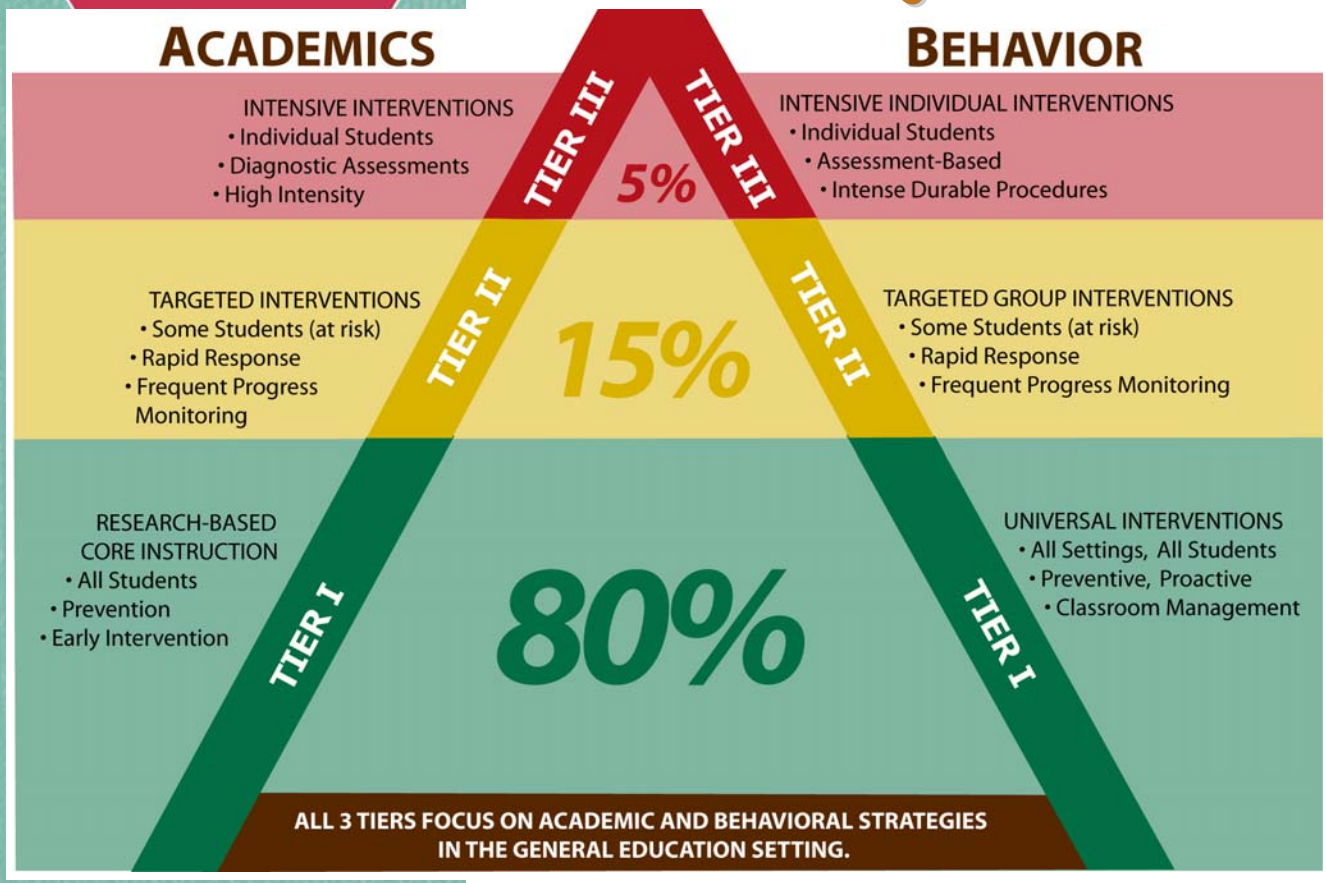
General Education Teacher—Implement instruction and interventions with fidelity, evaluate, and identify students who are at risk and adhere to decision-making protocol adopted at the district and school level.

Special Education Teacher—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Specialist and Support Staff—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Parent/Families/Guardians—Collaborate with teachers regarding identified need, share information about child and family as appropriate, and support student learning at home.

Alabama's Tiered Service Delivery Model

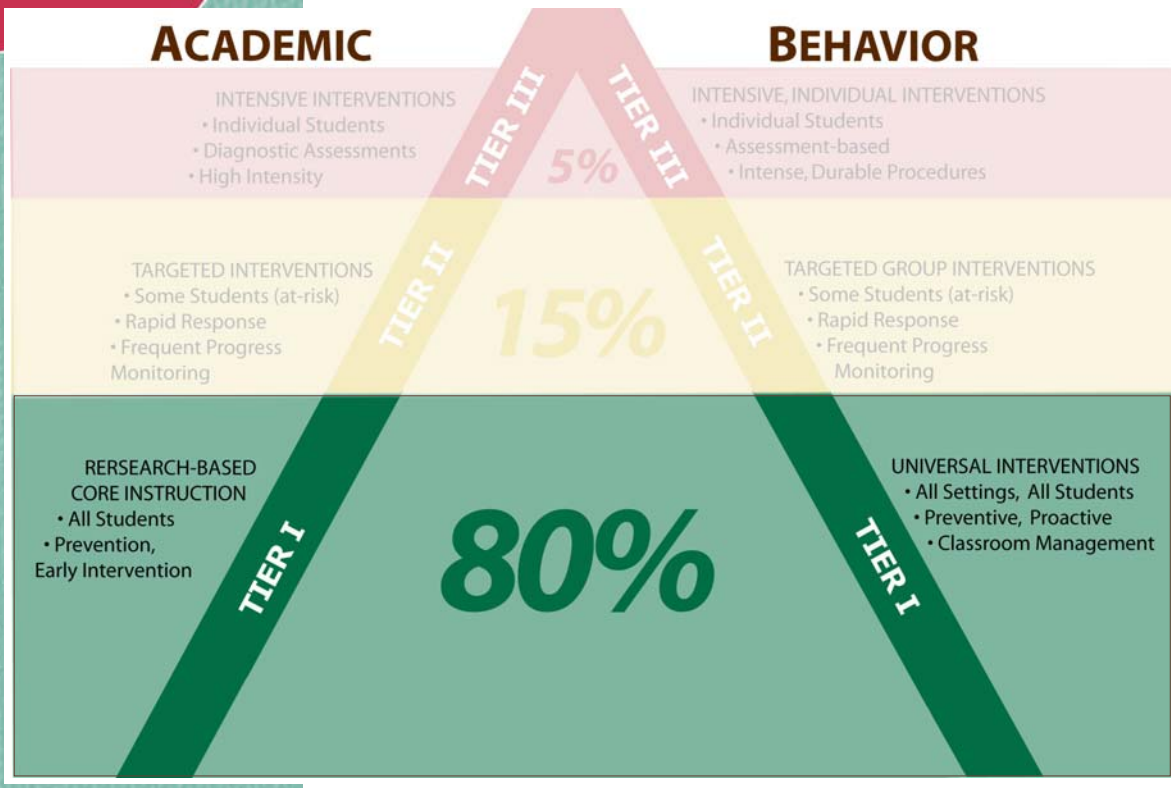


What is the focus of Alabama's tiered instructional model?

Alabama's instructional model has three tiers that focus on academic and behavioral strategies in the general education setting. The expectation is that K-12 general education teachers teach in a way that meets the varied needs of their students, utilizing ongoing assessments to identify students in need of additional instructional support as early as possible. District and school leaders are encouraged to organize school resources so that students receive instructional support in a timely manner. A problem-solving process should be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to develop academic and behavior intervention strategies that have a high probability of success.

Tier I

Alabama's Tiered Service Delivery Model



What are the characteristics of Tier I instruction?

Tier I instructional content is a research-based instructional practice based on the Alabama Course of Study for each specific content area and should include benchmark assessments of all students at least three times a year to identify need for intervention and ongoing progress monitoring. Ongoing professional development should equip teachers with necessary tools to ensure that students receive quality instruction. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. Tier I (or core) instruction is present at all three levels of the tiered model. Maximize instruction by offering each student more of the following:

- Repeated opportunities for practice and review.
- Additional opportunities for correction and feedback.
- Increased time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.

What should students receive in Tier I instruction?

Curriculum and Instruction

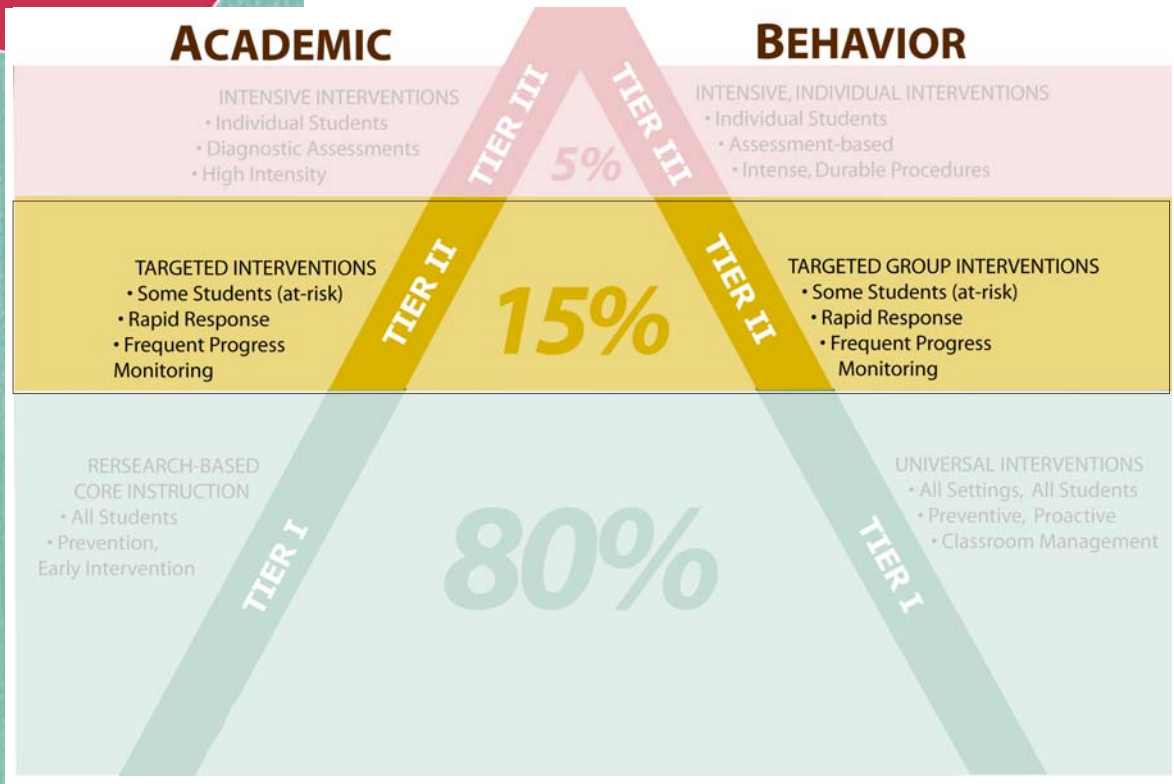
Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80 percent of the students. All students should receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven. Tier I instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations.

Assessment

Assessment should include universal screenings and progress monitoring. Schools should have a process for reviewing all students' progress through central office level and building level universal screening tools. Universal screenings are administered to all students to determine their level of mastery of grade level standards. Examples of universal screening measures are letter naming fluency, comprehension, oral counting, number identification, and written expression. State assessments such as the Alabama Reading and Math Test (ARMT) and the Stanford may also be used as screening data for the following school year. Screening measures should provide an initial indication (baseline data) of which students are entering the school year at risk of academic difficulties because they lack the development of critical academic and/or behavioral skills as well as students who have exceeded benchmarks and need more challenging curricula. This baseline data is the best indicator of that student's level of performance at the beginning of progress monitoring. Information gathered from these screening tools will allow teachers to differentiate their instruction based on what students already know and can do. Once the baseline has been established schools should create benchmarks for progress monitoring and provide a structure for reviewing and discussing screening and progress monitoring data so that effective adjustments to instruction can be made. Communicating and interpreting student screening and progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record than can be easily understood by teachers, administrators, parents, and students.

Tier II

Alabama's Tiered Service Delivery Model



What are the characteristics of Tier II interventions?

Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice.

Teacher can maximize instruction by offering each student more of the following:

- Opportunities for practice and review.
- Opportunities for correction and feedback.
- Time on task, engaged in instruction and practice.

- Drill repetition and/or practice review.
- Opportunities for completing tasks in smaller steps..

Who receives Tier II services?

Tier II instruction has a two-fold purpose:

- To remediate skill or concept deficits of students who are not making adequate academic gains or have mild or moderate difficulties in the area of social competence.
- To enrich and enhance the education of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline.

Who makes the decision to provide Tier II intervention?

The decision to provide Tier II intervention is based on student data and may be made by the general education teacher, a grade level team, a specialist, etc.

Who provides Tier II intervention?

- General Education Teacher
- Specialized Teacher
- Special Education Teacher
- Paraeducator

Where can Tier II intervention be provided?

Tier II intervention can take place inside or outside of the general education classroom. Remember, Tier II intervention is not a place. It is a service that is provided to students needing additional support in the core instruction.

What should students receive in Tier II intervention?

Curriculum and Instruction

Tier II intervention is explicit, systematic, and aligned with Tier I instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data.

Tier II instruction for enrichment should contain sufficient depth, breadth, and complexity to increase individual student skills and concept formation.

Assessment

Assessments should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place response to the intervention should be monitored regularly (i.e., bi-weekly or weekly).

When selecting assessments at the Tier II level, the focus should be on identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teacher. Communicating and interpreting progress

monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

What does the decision-making process look like in Tier II?

Standard interventions based on needs identified by screening or progress monitoring data (also known as Standard Treatment Protocol) are often recommended in Tier II. Standard Treatment Protocol interventions are intensive, short-term interventions that are shown through research to be highly effective with a majority of students and can be used with minimal analysis of the deficit skills. Interventions represent instruction that benefits most students. This process is more likely to be used to prevent and/or correct less severe problems before they have the potential to establish disabling conditions.

Decisions are usually made by general education teachers, specialists, grade level teams, or members of the problem-solving team.

What does grouping look like in Tier II?

Students receiving Tier II intervention support are placed in small groups according to the skill deficit. The groups are adjusted as instructional priorities for each student change. Grouping practices should include multiple and flexible grouping formats based on student needs.

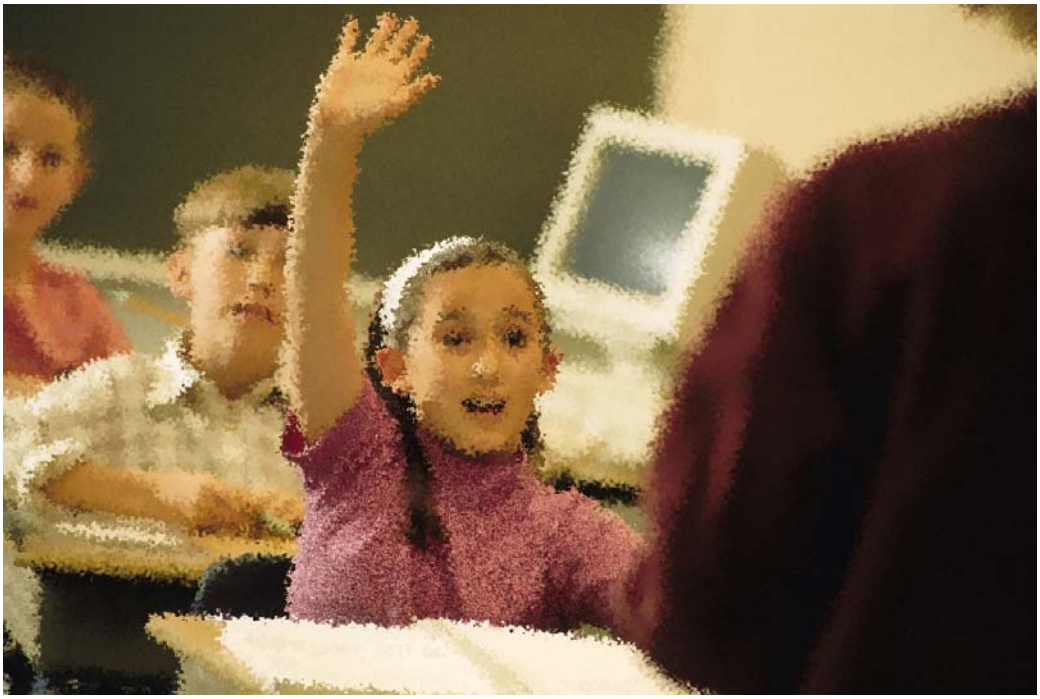
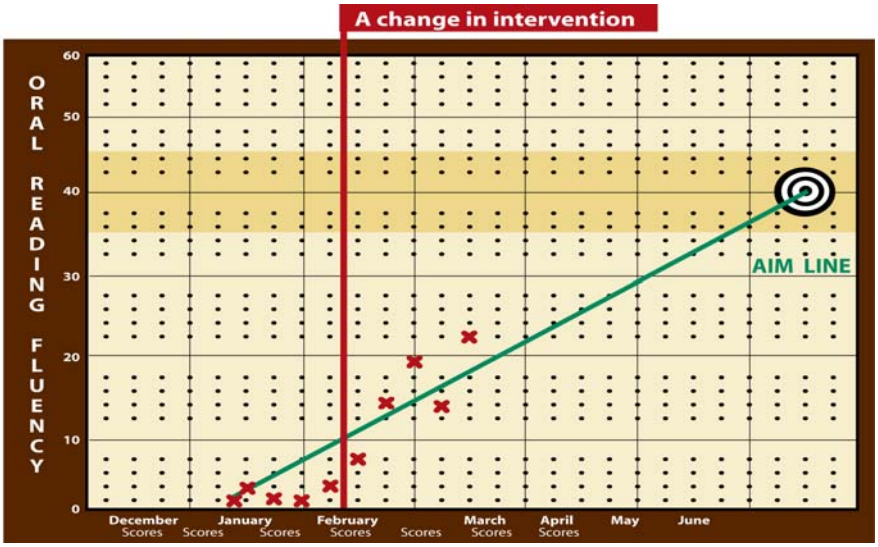


Chart A



How much progress is enough?

Plot the first benchmark score and draw an **AIM LINE** from that to the target goal. This provides a visual reminder of the expected goal and weekly progress. As you monitor the student on that measure, plot each monitoring point. If three progress monitoring scores in a row are below the **AIM LINE**, then you may need to adjust or intensify the intervention.

Chart A shows a student's oral reading fluency (orf) scores. The student's data progress is below the aim line on three consecutive assessment points in January; therefore, the intervention was adjusted.

After adjusting, the student began to show successful growth. This student will continue with the present supplemental intervention in addition to the core instruction until grade level mastery has been reached.

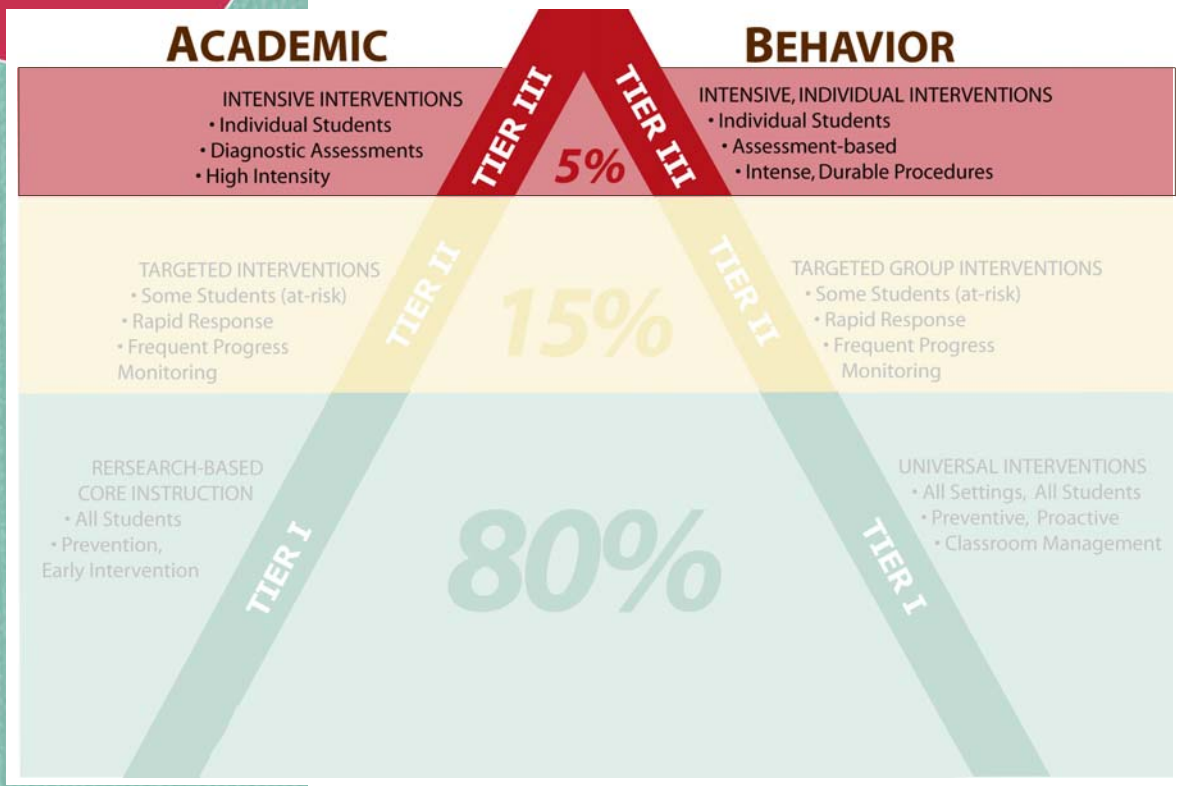
It is necessary to look at the individual progress of a particular student as well as compare that progress to the progress of his/her peers. Some students may make considerable gains, but when compared to their grade level peer group, they still lag behind on the rate of growth. In planning for support, instructional strategies should be considered that will help the students close the gap.

What if Tier II is not enough?

Struggling learners who still have difficulty mastering grade level expectations after receiving Tier I and Tier II services should be provided with Tier III intervention. The amount of instructional time is determined at the central office or building level and is based on age, grade, subject, severity of deficit, etc.

Tier III

Alabama's Tiered Service Delivery Model



What are the characteristics of Tier III interventions?

Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions should be provided by a specialized teacher who is highly skilled in the area of weakness. Materials and strategies should be specialized research or evidence-based interventions based on the needs of the students who will receive the intervention. Instruction should include more opportunities for modeling, providing multiple examples and a wider range of examples, corrective feedback, etc.

Who provides Tier III intervention?

Tier III interventions should be provided by a specialized teacher/counselor or special education teacher who is highly skilled in the particular area of weakness.

Where does Tier III intervention take place?

Tier III interventions usually take place outside the general education classroom (could be before or after school).

What should students receive in Tier III interventions?

Curriculum and Instruction

Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III interventions is determined by a problem-solving team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant). The interventions in Tier III are skill specific and should be delivered by someone highly skilled in that area. The interventions should increase in intensity and require smaller groupings for instruction. The specific nature of the intervention is based on progress monitoring data and/or diagnostic assessment information. These interventions are more likely to occur outside the general education classroom and will require curriculum strategies that focus on accelerating learning.

Assessment

The frequency of assessment should increase in Tier III. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored more frequently. Diagnostic assessments should be given to provide a comprehensive look at the student's strengths and areas of need. Assessments should provide specific information on how to meet the student's instructional needs. Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

What does the decision-making process look like in Tier III?

Decisions regarding Tier III intervention services are determined by a problem-solving team and should be based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on a regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress the team may consider whether the

student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

What are the key features of Tier III decisions?

- Usually involve interventions that are individually tailored to meet the student's learning needs.
- Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
- Requires analysis of the environmental/instructional conditions and skill deficits.

What does grouping look like in Tier III?

Grouping practices involve placing students in groups of two to three according to the skill deficit or one-on-one if needs are severe. Grouping should be flexible, based on student needs.

Intensity of instruction is increased by increasing the amount of time provided to the student per day and decreasing the group size.

Special Considerations in RtI

Enrichment

Levels of intensity within the tiered instructional delivery model allow for the diversity of individual needs of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline.

Eligibility for Specific Learning Disability (SLD)

Students who have not responded to Tier II and Tier III interventions and who may be suspected of having a learning disability may be eligible for special education as a student with a Specific Learning Disability. Data gathered during Tier II and Tier III may be used to indicate the student's areas of deficit and insufficient progress when utilizing research-based interventions. Follow appropriate legal procedures in accordance with the Alabama Administrative Code (AAC) when referring a student for identification of Special Education services.

Students who have significant reoccurring or inappropriate behavior concerns should initially be referred to the problem-solving team. The team should address student behavior using behavior assessment instruments and strategic intervention. This could include the Functional Behavior Assessment (FBA) and/or Behavior Plans. If interventions are unsuccessful a referral for special education evaluation may be recommended. Follow appropriate legal procedures in accordance with the Alabama Administrative Code (AAC) when referring a student for identification of Special Education services.

Steps in the Problem-Solving Process

1. What is the problem?

- The problem should be stated in objective, measurable terms, using direct measures of academics and/or behavior. Organize your problem solving around what you want students to be able to do.
- The definition of the problem must focus on teachable skills that can be measured and can be changed through the instructional process.
- The problem can be characterized as the difference between what is observed/measured and an established expectation for the student.
- Expectations can be developed based on:
  - State standards
  - Curriculum objectives
  - Developmental standards
- The problem may exist for only one student, a small group, or a large group. This will impact your choice of interventions.

2. Why is the problem happening?

- Gather all relevant information about the problem (i.e., assessments, class work, observation information, information provided by parents, etc.).
- Take into account all of the information and develop a potential hypotheses about the probable cause of the problem.
- Gather information to confirm or disprove the hypotheses.
- Ask questions:
  - Have students received quality instruction in the target skill?
  - Does the school environment support the acquisition and application of the target skill?
  - Does the curriculum support the development of the target skill?

3. How are we going to solve the problem?

- Develop an intervention plan that matches the identified student need and has the most likelihood of success.

  A good intervention plan:
  - Explicitly defines the skill to be taught.
  - Focuses on measurable benchmarks.
  - Defines who will complete various tasks.
  - Describes a plan for measuring and monitoring effectiveness of instructional efforts.
- Develop a plan for monitoring the intervention for fidelity of implementation.
- Locate resources that match the identified student need.
- Determine how often progress monitoring will take place.
- Determine at what point the problem-solving team will assemble again to review progress.
- Monitor the intervention for fidelity of implementation.
- Progress monitor regularly.
- Use graphs or other display to make student performance visible.
- Determine, based on data, whether the intervention or goal needs to be modified.

4. Did the intervention work?

- Evaluate student to determine his/her response to the intervention.
- Decide based on data if the intervention needs to be changed.
- Consider whether the intensity of the intervention needs to be increased by:
  - reducing the size of the group;
  - increasing the amount of time/frequency; or
  - narrowing the focus of the instruction.
- Repeat the problem-solving process if necessary.

Effective Benchmarks & Goals

(Adapted from School Improvement Guide Book, Alabama Department of Education)

benchmark *n.* 1) a standard by which something can be measured or judged 2) incremental measures or checkpoints on progress toward student achievement goals throughout the year

In reviewing School Improvement Plans statewide the review teams discovered some common errors schools made in writing benchmarks: *(this list is not exhaustive)*

- "ARMT/Stanford 10 scores"... That assessment is not an incremental checkpoint measuring progress throughout the year. Using these results alone provides no time to make instructional adjustments or plan for student remediation.
- "Review of unit/chapter test scores." Merely reviewing scores is not a benchmark. Scores can be recorded, reviewed, and put on a grade distribution form but that will not make a difference in student achievement. Using standards-based assessments with an assigned Mastery/Non-Mastery level can be a tool to identify non-mastery students for re-teaching specific standards.
- "Nine weeks grades will improve in reading and math." Improvement in the number of As, Bs, and Cs in a grading period may not tell whether standards are being mastered. Standards-based assessment results can inform and influence who needs further instruction and/or support.

Points to Ponder

- Benchmarks must be measurable and should include numbers or "he started here and want him to be there" vocabulary.
- Benchmarks must be incremental (at regular intervals).
- Benchmarks should be related to student achievement.

Criteria for Well-Written Goals

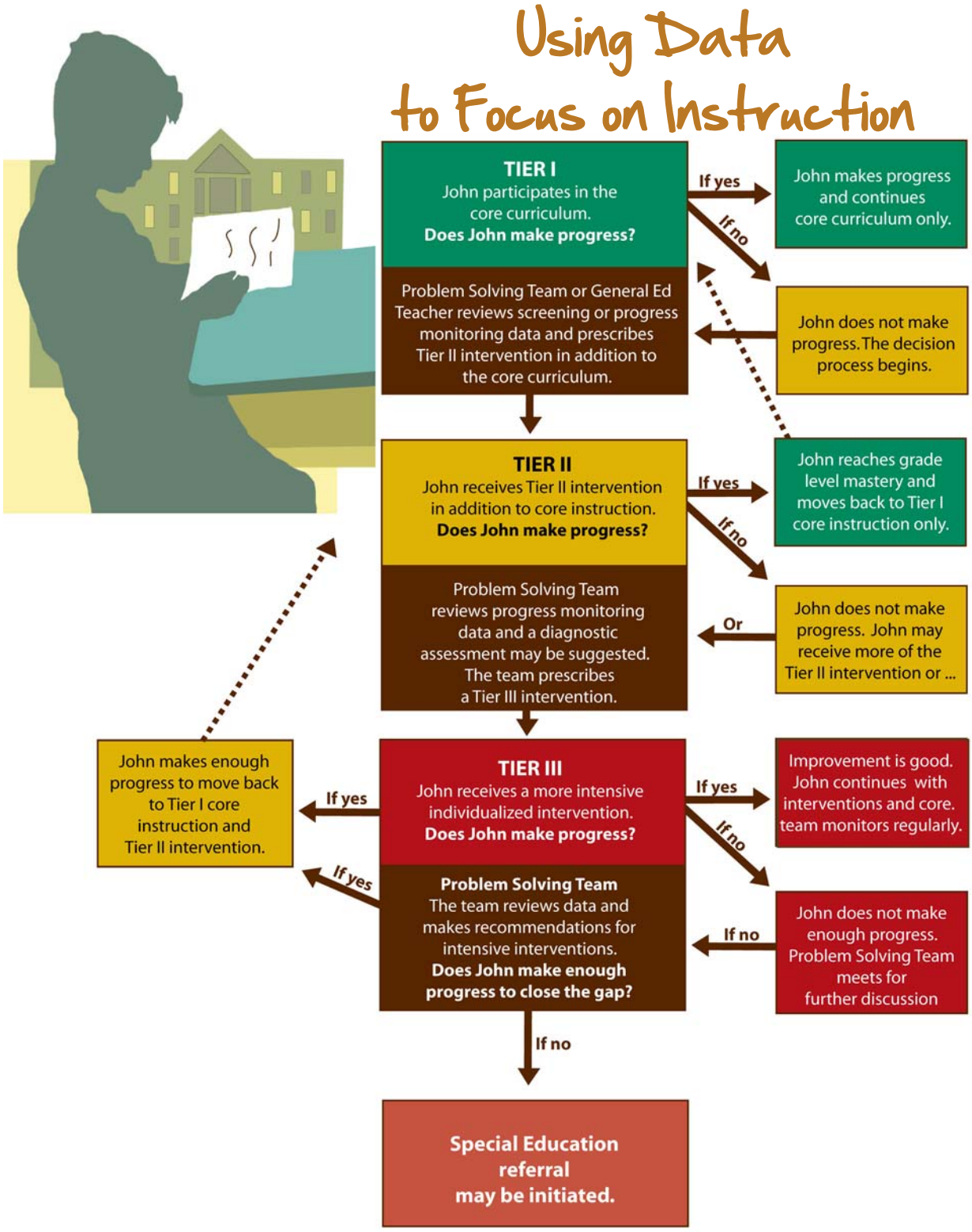
Well-written goals will meet the following criteria:

- The goal should be specific about what you are trying to do.
- The goal should indicate some measurable evidence that can help you determine whether you've met the goal.
- The goal should be realistic to accomplish.
- The goal should be attainable in the time frame indicated.
- There should be a need for the goal.
- The goal should be student-teacher oriented and realistic.
- The goal should be aligned with district, state, and national standards.

EACH GOAL SHOULD BE SMART	CLARIFICATION
S pecific gap	Boys' attendance in Grade 5 is 20 percent lower than girls.
M easurable outcomes	Boys' attendance in Grade 6 will improve by 10 percent during the year 2008-2009 as measured by attendance records.
A ttainable and realistic	Acknowledge the gap or identified need, but don't try to solve major problems in one year. Don't set your school up for failure.
R elated to student achievement	Gather baseline data and establish benchmarks for monitoring progress.
T ime bound	Set appropriate timelines.

Writing SMART Goals

Goal-writing is a critical part of the problem-solving process. Having clearly defined goals and student expectations are important to the success of your plan. All goals must directly address improving student academic achievement and/or address necessary improvements in the learning culture that are negatively affecting student achievement. The Response to Instruction process should be unique to each central office and each school. The process can also be different for individual students when using the problem-solving approach. Below you will find an example of how it might look when a student goes through the process.



Getting Started

Implementation will be an ongoing process which is best situated as part of comprehensive improvement efforts. It is important to realize that consensus building is necessary and will likely be ongoing over a period of time. Both consensus building and developing an infrastructure are critical at the school and central office level. The following protocol should be used as a model for getting started.

Alabama's Response to Instruction Protocol

1. Complete a self-assessment to determine your initial readiness towards implementation of a Response to Instruction (RtI) approach. Develop an action plan based on the results of the self-assessment. Indicators to be considered are:
   - Effective student problem-solving team in place
   - High quality, standards-based curriculum, and research-based instruction in general education
   - Prescriptive/ongoing assessment practices in place
   - Levels of intervention identified and resources allocated
   - Ongoing, job-embedded professional development provided

2. Identify instructional levels of all students. This determination should be an objective understanding from available data sources including ARMT, DIBELS, quarterly or unit assessments, etc. Utilize this information to determine which students may be at risk for failure or may be underachieving.

3. Place students into instructional groups based on the previously gathered data, and provide each student a core curriculum of research-based instructional practices based on the standards of the Alabama Courses of Study for each specific content area, (e.g. Tier I instruction). Principals are expected to support sound classroom management and instructional strategies through spot observations and instructional leadership.

4. Monitor student progress, identify specific areas of need, and provide instructional strategies and interventions to enhance the student's opportunity for success, whether it is a student who is at risk or a student who is underachieving. Document the concern, the intervention, and the monitored progress.

5. Prescribe a research-based intervention plan for those students who are not successful in Tier I. This intervention will be in addition to the core curriculum, and will have as its goal moving these students to grade-level mastery. The format for this Tier II level of intervention may be small-group, computer-based, or one-on-one instruction. This instruction is primarily delivered by the general classroom teacher.

6. Consult with the problem-solving team regarding those students who are not successful after receiving Tier II interventions. The team may prescribe an additional more intensive program of intervention that is research-based. This Tier III intervention should be provided outside of the regular classroom, but should be aligned with the core curriculum with the goal of accelerating the growth of these students in order to reach grade level mastery. The team should monitor student progress regularly to determine if additional intensive intervention is needed or if possible referral for diagnostic testing is necessary.

Resources for Getting Started

The National Association of State Directors of Special Education, Inc. (NASDSE) has published implementation guides for district and school level implementation. This document provides a framework for building an effective Response to Instruction model. The blueprints outline the following processes that are necessary for success:

- Building consensus.
- Assessing current practices.
- Identifying needs.
- Developing a timeline for consensus building and infrastructure development.
- Integrating with continuous improvement plans, curriculum mapping, schoolwide plans and initiatives.

You may download the documents at www.nasdse.org/Portals/0/DISTRICT.pdf for district level blueprints and www.nasdse.org/Portals/0/SCHOOL.pdf for school level blueprints.

Appendix

Terms and Concepts

Aim Line

An aim line is a means of evaluating data. The aim line marks the path the student should take to move from the current baseline level of performance, to the preset academic or behavioral goal.

Benchmarks

Incremental measures or checkpoints on progress toward student achievement goals throughout the year.

Curriculum Based Assessment (CBA)

Direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions. This method is also known as *direct assessment of academic skills.* These assessments are usually a part of the math and reading programs.

Curriculum Based Measurement (CBM)

A method of student progress monitoring that helps teachers find out how students are progressing in basic academic areas such as math, reading, writing, and spelling. Example: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Differentiated Instruction

Process of designing lessons that focus on components such as instructional strategies, instructional groupings, an assortment of materials, etc. Such lessons include varied learning objectives, grouping practices, teaching methods, assignments, materials based on student needs, etc.

Fidelity of Implementation

Implementation of a curriculum (e.g., intervention, core program) according to research findings as well as guidelines outlined by the program developer.

High-Quality Instruction/Intervention

Instruction/intervention that is matched to student needs. Teachers deliver differentiated instructional strategies proven successful through scientific research in producing high success rates for most students.

Intensive Interventions

Academic and/or behavioral interventions that increase in intensity by adjusting components such as time, group size, delivery, etc. (e.g., pacing, student engagement).

Learning Rate Over Time

Student's growth in achievement or behavior over time compared to prior level of performance and/or compared to peers who receive same instruction/intervention.

Level of Performance

Refers to student's relative standing on some dimension of achievement or behavior compared to expected performance (either criterion or norm referenced) Decisions about the use of more or less intense interventions are based on information concerning both learning rate and level of performance.

Positive Behavior Supports (PBS)

Positive Behavior Supports (PBS) is a national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education, and improving student achievement.

Problem-Solving Approach to Response to Instruction

Generally answers four questions (i.e., What is the problem? Why is it happening? What are we going to do about it? Did our interventions work?) and assumes that no single intervention will be effective for all students.

Progress Monitoring

A practice used to evaluate the effectiveness of instruction/behavior in helping students meet specific learning goals or targeted skills.

Response to Instruction (RtI)

The practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to make important educational decisions.

Standard Treatment Protocol

A framework of instruction and intervention based on researched strategies proven successful for a majority of students with similar academic or behavioral needs.

Tiered Service Delivery Model

Common model of three or more tiers of instruction based on student skill needs.

Universal Screening

A process of reviewing performance of all students in order to identify those who may be at risk of failure to meet academic or behavioral expectations. Universal screening can be accomplished by administering an academic screening to all students or by reviewing a student's recent performance on state assessments.

References

National Association of State Directors of Special Education (NASDSE). Response to Instruction: Policy Considerations and Implementation. (2005). Available from NASDSE Publications www.nasdse.org.

National Research Center on Learning Disabilities. (2004). Executive summary of the NRCLD symposium on responsiveness to intervention [Brochure]. Lawrence, KS: Author.

O'Connor (2003). Tiers of intervention in kindergarten through third grade. Paper presented at the Response-to-Intervention Symposium, December 4-5, 2003, Kansas City, MO. Retrieved June 12, 2006, from www.nrcld.org/html/symposium2003.

Internet Resources

www.interventioncentral.org

www.studentprogress.org

www.rtinetwork.org

www.rti4success.org

http://iris.peabody.vanderbilt.edu

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