

RTI Glossary

Accommodations: Supports or services provided to help an individual access the general education curriculum and help facilitate learning. Accommodations are any tools and procedures that provide equal access to instruction and assessment for students with disabilities. Accommodations are grouped into the following categories:

Presentation: (repeat directions, read aloud, large print, etc.)

Response: (mark answers in a book, use reference aids, point, use of computers, etc.)

Timing/Scheduling: (extended time, frequent breaks, etc.)

Setting: (study carrel, special lighting, separate room, etc.)

Aim Line: A graphic representation depicting the desired rate of progress a student needs to reach the goal from the current baseline.

AIMSweb®: A data management system, AIMSweb® facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data. In addition, AIMS web automatically graphs data against student, classroom, school, district or national norms or targets.

Baseline: A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan (BIP): A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, supports, program modifications, supplementary aids, and services that may be required to address the problem behavior.

Benchmarks (Goals): Assigned progress points at each screening that students should attain at each grade level. DIBELS has three levels at each grade (Universal, Strategic, and Intensive) that are related to the tiers. Benchmarks in Reading First are generally higher than those in ESS. ESS has one level at each grade. Team decides whether the intervention goal (benchmark) should be modest or aggressive (defined by formula)

Collaborative team: A group of two or more people (as described above) who meet on a scheduled or as-need basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school

levels. School-based teams are developed and sustained as determined by need and are accessible to any administrator or teacher concerned with the educational needs of students.

Core Curriculum: The instruction that all students receive, in a classroom, on a daily basis.

Curriculum Based Measurement (CBM): CBM is a technique for measuring student competency in the academic areas of reading fluency, spelling, mathematics, and written language.

Data Decision Points/Rules: Certain designated times when teams make instructional decisions within the process based on student progress.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. (DIBELS Manual)

Differentiated instruction: The matching of instruction with the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

Discrepant/Discrepancy: The comparison of an individual's performance at a point in time to the performance of peers or to the performance that would be expected of any student at that age and normal ability level.

Early Intervening Services (EIS): EIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Eligibility: An individual, who by nature of his or her disability and need requires special education and related services in order to receive an appropriate education.

English Language Learners (ELL): Students whose first language is not English and who are in the process of learning English.

Section 504: A student is eligible under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the

student's major life activities and needs accommodations to access education.

Full and Individual Evaluation: The purpose of the evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern or suspected disability, including whether the educational interventions are special education. The identification process, at a minimum, includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for, or knowledge of, the individual and the implementation of general education interventions.

Fidelity: The extent to which any program or plan is implemented in the way in which it was designed.

Functional Assessment: Functional assessment is a "step beyond" standardized testing to determine the educational strengths and needs of the student to progress in the general curriculum. Functional assessments help to identify specific skills the student can and cannot perform in relationship to his or her disability.

Functional assessments also provide diagnostic information about what the student can actually do in the areas of concern. For example, if the student has a qualifying score in reading, and that is the area of concern, what is it the student can and cannot do when reading? Does the student have phonetic or sight word skills? Can the student read words in context? Can the student answer questions about a passage he or she has just read? Data is "functional" if it is skill based and identifies the student's present levels of performance to determine where to begin instruction with the student.

Functional Behavior Assessment (FBA): A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help teams select interventions that directly address the problem behavior.

IDEA (Individuals with Disabilities Education Act): Federal special education law that mandates that states allow districts to use Response to Intervention for special education eligibility for learning disabilities

Independent Education Evaluation (IEE): An evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child in question. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. A parent is entitled to only one

independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Individual Education Plan (IEP): A written statement for a specific child with a disability, in accordance with chapter 24:05:27, based on a full and individual evaluation of the child and developed by an IEP team.

Informed Consent: Procedures to ensure that the parent has been fully informed of all information, understands and agrees in writing to carrying out the activity for which the consent is sought. The parent understands that giving consent is voluntary and may be revoked at any time. Informed consent is required for an evaluation, a reevaluation, and for the initial delivery of special education services.

Integrity or Fidelity of Implementation: Teams are asked to establish ways of checking to make sure that Response to Intervention activities are implemented in the manner in which they were designed.

Interventions: The directing of instruction in the area(s) of concern that is in addition to regular classroom instruction. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the student in the area of learning difficulty, are designed to improve learning and to achieve adequate progress.

Least Restrictive Environment: To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services.

LEA (Local Education Agency) In Arizona Public Education Agency (PEA): The public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or an administrative agency for its public elementary schools or secondary schools.

MAZE: A short reading assessment in which students choose, from three choices, the correct word to use in a sentence; usually used for screening or progress monitoring from grades three on up to twelve.

Mean: An average found by adding all the values in a set and dividing by the number of values.

Median: An average determined by finding the number that falls in the middle of a set of data when arranged from least to greatest.

Mode: To describe a set of data by using the most commonly occurring value.

Modification: Changes made to the content and performance expectations for an individual.

Multiple Sources of Data: No single procedure or piece of data shall be used as the sole criterion for determining the eligibility of an individual. Information and data from instructional interventions, along with reviews, interviews, observations, and test/assessments will aid in the use of multiple procedures and the collection of multiple sources of data.

Multiple Decision Points: The process intended for the Problem Solving Team to determine interventions. By turning raw data into information that is more helpful to the discussion by using visual representations of data to relate information.

NCLB (No Child Left Behind): A Federal Education Act .

Oral Reading Fluency (ORF): A one minute, timed assessment in which a student reads orally.

Positive Behavior Intervention & Supports (PBIS): A school wide system for increasing positive behaviors in a school. This includes consistent expectations, positive reinforcement and data driven decisions

Peers: For school-age individuals, this refers to individuals in the same grade as the targeted individual. For early childhood individuals this refers to individuals of the same age group.

Percentile: To group into hundredths. Percentiles indicates what percent of a group of numbers is less than or equal to a given number.

Pre-referral interventions: Interventions delivered to a student that attempt to improve learning, prior to a referral for formal special education evaluation.

Problem Solving Model: One model of RTI that has the team analyze the data and determine what interventions to use based upon individual student's need.

Prior Written Notice: A written notice that the school must provide to the parents of a student with a disability, within a reasonable time, if they wish to:

- Evaluate the student
- Determine whether the student is eligible for special education services
- Change the student's evaluation or educational placement or educational plan (IEP)
- Refuse the parent's request to evaluate their child or change their child's educational plan (IEP) or placement.

Progress Monitoring: The process of using probes to frequently measure the progress of a student when receiving a research based intervention. The data is analyzed and instructional decisions are made. The progress is usually presented in a graphing format. Progress monitoring probes are given at skill level not grade level.

Rate of Progress: Objective evidence of performance across time. The rate of skills acquisition and/or slope of improvement are the rate of progress. This requires multiple data points that reflect assessment across time. A minimum of three data points are typically required.

Response to Intervention: The Response to Intervention (RTI) process is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process can be used for making decisions about general, remedial, and special education, creating a well-integrated and seamless system of instruction that is guided by student outcome data. RTI calls for early identification of academic and behavioral support, close collaboration among classroom teachers, other educational personnel and parents, and a systemic commitment to locating and employing the necessary resources to ensure that students make progress in the general education curriculum. RTI is an initiative that takes place in the general education environment and is a framework that supports school improvement.

R and R (Response and Recognition): Pre-school process that mirrors RTI for K-12.

Reevaluation: A reevaluation is a data-based decision making process conducted by the IEP team and, as appropriate, other qualified professionals. The process includes:

- A review of existing data and information and the gathering of new assessment data, if needed. The purposes of the reevaluation are to determine whether the individual continues to have a disability and need ongoing special education and related services;
- The present levels of performance in the area(s) of concern;
- Whether any additions or modifications are needed to enable the individual to meet measurable IEP goals and to participate, as appropriate, in the general curriculum or in the case of early childhood, appropriate activities

Reliability: Refers to the accuracy, dependability, consistency, or repeatability of test results; to the extent to which measurement results are free of unpredictable kinds of error.

Scaffolding: Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

Scientifically/Research Based: Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain Reading Research (SBRR) valid knowledge. This research:

- Employs systematic, empirical methods that draw on observation or experiment.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.
- Can be generalized.

Special education: Specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The

term includes speech-language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education.

Standard of Comparison: Specify how good is good enough. Standards may be based on peer performance, instructional placement standards, adult expectations (parent, teacher, and/or employer), local norms, state norms, and professional judgment.

Strategic Interventions: Interventions provided to students who are not achieving the desired standards through the core curriculum alone.

Standardized Assessments: Are tests administered and scored in the same way to ensure validity. These assessments depend upon the same questions, conditions and scoring in order to gauge student progress against a norm group.

Standard Protocol Model: One of two RTI models. The standard protocol model of RTI provides that each student identified as needing intervention, initially receives the same intervention.

Trend Line: A trend line is formed when progress monitoring data points are plotted on a graph that shows student progress over time. By connecting the points a line is formed that represents the trend of the student's progress.

Targeted Assessments: An assessment conducted that is focused on a specific desired outcome.

Targeted Screening: Screening specific students who have not passed state testing or who have previously been identified as marginally at risk.

Team: A group of individuals who are involved in the development, implementation and decision making process as part of RTI. At a minimum, this includes the LEA instructional interventionist, the parent, and other qualified individuals, as appropriate.

Universal Screening: A brief assessment of all students to identify those students at risk. This is generally done three times a year (fall, winter, and spring)

Validity: The extent to which interpretations are useful, relevant, and valuable in making decisions relevant to a given instructional technique; how

worthwhile is a measure likely to be for telling you what you need to know in a given situation. Is the Instrument giving you the true story?