

Information Brief:

Developing an RTI Guidance Document

October 2010

Introduction

Based on the lessons learned from providing support to states developing guidance documents, the National Center on Response to Intervention has created *Developing an RTI Guidance Document*. Included in this tool are frequently asked questions about guidance documents and a template to help states, districts, and schools develop their own documents.

Throughout this document you will find text in green boxes. This is suggested text a state, district or school may pull and use in their own guidance document.

Frequently Asked Questions

What is a guidance document?

A guidance document provides an overview and an explanation of the core components of Response to Intervention for a state, district, or school. In other words, it describes what RTI is and what it is not, according to the state, district, or school. The guidance document is not a substitute for training and should not be viewed as the only step in implementation; however, creating a guidance document is critical in supporting schools' or districts' understanding and implementation of RTI.

Why does my state/district/school need one?

A guidance document helps to build a shared understanding of Response to Intervention among school, district, and state personnel as well as communicate information to external stakeholders in the community, such as parents. Effective guidance documents clarify policies, describe best practices, and provide links to available resources and information.

Who is going to write the guidance document?

The guidance document should be developed by a small writing team, usually composed of leadership team members, who are able to effectively describe RTI implementation at the state, district and/or school level. The team should include representatives of stakeholders who will use the document.



Who is going to use this guidance document?

Knowing the audience can help inform dissemination to and input from stakeholders. The writing team should determine the target audience for the guidance document. If the document is intended to be used by multiple audiences, it should have clear language that is accessible and free of jargon. The writing team might decide to create several different versions of a guidance document in order to meet the needs of a variety of audiences. For example, a district may want to create guidance documents aimed at each level of school implementing RTI (e.g., elementary, middle, and high school) as well as a parent friendly version.

How do we disseminate this document to stakeholders?

While posting the guidance documents on a central website in an easily downloadable form is the most common route for dissemination, it may not be enough to reach all stakeholders. Therefore, a dissemination plan that includes outreach and knowledge building to engage interested audiences should be created.

Guidance Document Template

The NCRTI recommends including the following sections in your guidance document:

Introduction

What is Response to Intervention?

Essential Components of RTI

Multi-level Prevention System

Screening

Progress Monitoring

Data-based Decision Making

Frequently Asked Questions

Glossary

Recommended Links

Sample language is given for each section. The language provided may be used in your document; however, please make sure that the language you use is appropriate for your audience and your local context.



Section 1. Introduction

In this section, the purpose of the guidance document should be spelled out explicitly for the audience and a brief explanation of the importance of RTI should be provided. This section will also describe the contents and structure of this document.

Purpose of the Document

The purpose of this document is to provide an overview for Response to Intervention (RTI) practices in (INSERT SCHOOL/DISTRICT/STATE NAME HERE) and explain the essential components of RTI. This RTI guidance document is designed to assist (INSERT APPROPRIATE AUDIENCE HERE) in understanding RTI, its origins in educational practice and research, its usefulness and value, and how it can be implemented. It is not intended to be a substitute for training but rather is intended to increase understanding of the various aspects of RTI.

Why RTI?

RTI is built on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students and intervention support for some students. The National Center on Response to Intervention (NCRTI) believes that comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

For more information about the basics of Response to Intervention, please see the following from the National Center on Response to Intervention (www.rti4success.org):

- What is Response to Intervention? Webinar
- Planning for the Implementation of RTI Webinar
- Essential Components of RTI – A Closer Look at Response to Intervention

Other topics that the writing team may want to include in the introduction are related initiatives, state- or district-specific resources, a letter of support from the commissioner, superintendent, or principal, and a list of members for the RTI leadership team.



Section 2. What is Response to Intervention?

This section should describe what RTI is and include additional resources.

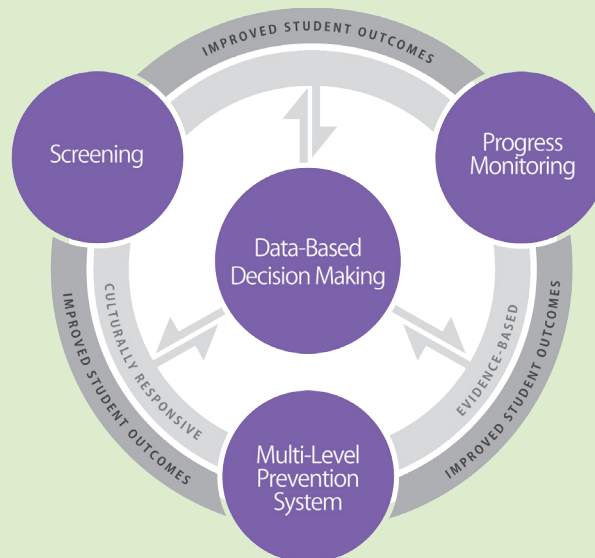
Definition of RTI

NCRTI offers a definition of response to intervention that reflects what is currently known from research and evidence-based practice.

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

There are four essential components of RTI:

1. A school-wide, multi-level instructional and behavioral system for preventing school failure.
2. Screening.
3. Progress Monitoring.
4. Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).



The graphic to the right represents the relationship among the essential components of RTI. Data-based decision making is the essence of good RTI practice; it is essential for the other three components: screening, progress monitoring, and multi-leveled instruction. All components must be implemented using culturally-responsive and evidence-based practices.

Other topics that the writing team might want to include in this section are: a comparison between RTI and current practices, expected benefits of RTI, and any applicable state laws/statutes related to LD eligibility.



Section 3. Essential Components of RTI

This section should include definitions of the essential components of RTI, descriptions of how each component could be implemented, and additional resources. The level of specificity included in the guidance document is, of course, up to the writing team. Some guidance documents include specific information on what, when, where, and how often interventions are delivered, and who delivers them; what progress monitoring measures are administered and how frequently; etc. Other documents describe in more general terms the types of interventions that could be offered at each level. Typically, guidance documents created by schools are more prescriptive than those created by districts, which, in turn, are more specific than those created by states.

Multi-Level Instructional System

This section should describe the three levels of prevention: primary, secondary, and tertiary. Most discussions in the field frequently refer to “tiers” to designate different interventions. The NCRTI intentionally avoids the use of this term when describing the RTI framework and instead uses “levels” to refer to three prevention foci: primary level, secondary level, and tertiary level. Within each of these levels of prevention, there can be more than one intervention.

Regardless of the number interventions a school or district implements, each should be classified under one of the three levels of prevention: primary, secondary, or tertiary. This will allow for a common understanding across schools and districts. For example, a school may have three interventions of approximately the same intensity in the secondary prevention level, while another school may have one intervention at that level. While there are differences in the number of interventions, these schools will have a common understanding of the nature and focus of the secondary prevention level.

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- (a) Primary prevention: high quality core instruction that meets the needs of most students
- (b) Secondary prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- (c) Tertiary prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention



At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Classroom instructors are encouraged to use research-based curricula in all subjects. When a student is identified via universal screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction, typically involve small-group instruction to address specific identified problems. These evidence-based interventions are well defined in terms of duration, frequency, and length of sessions, and the intervention is conducted as it was in the research studies. Students who respond adequately to secondary prevention return to primary prevention (the core curriculum) with ongoing progress monitoring. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions should be selected with attention to their evidence of effectiveness and with sensitivity to culturally and linguistically diverse students.

Instruction at the Primary Prevention Level. Instruction at the least intensive level of the RTI framework typically includes the core curriculum and the instructional practices used for all students. Primary prevention includes

- a core curriculum that is research-based;
- instructional practices that are culturally and linguistically responsive;
- universal screening to determine students' current level of performance;
- differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs;
- accommodations to ensure all students have access to the instructional program;
- problem solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

Students who require interventions due to learning difficulties continue to receive instruction in the core curriculum. The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education.

Instruction at the Secondary Prevention Level. Instruction at the secondary level of the RTI framework typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration (typically 10 to 15 weeks of 20- to 40-minute sessions), and frequency (3 or 4 times per week) of instruction. Secondary prevention has at least three distinguishing characteristics: it is evidence-based (rather than research-based); it relies entirely on adult-led small-group instruction rather than whole-class instruction; and it involves a clearly articulated, validated intervention, which should be adhered to



with fidelity. NCRTI has established a Technical Review Committee (TRC), which conducted a review of the rigor of instructional practices for secondary prevention. The results of this review are posted at www.rti4success.org.

Instruction at the Tertiary Prevention Level. Instruction at the tertiary level is the most intensive and is individualized to target each student’s area(s) of need. At the tertiary level, the teacher begins with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student’s needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) with each student. These progress monitoring data quantify the effects of the intervention program by depicting the student’s rate of improvement over time. When the progress monitoring data indicate the student’s rate of progress is unlikely to achieve the established learning goal, the teacher engages in a problem-solving process. That is, the teacher modifies components of the intervention program and continues to employ frequent progress monitoring to evaluate which components enhance the rate of student learning. By continually monitoring and modifying (as needed) each student’s program, the teacher is able to design an effective, individualized instructional program.

Screening

Struggling students are identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year; however, some schools and districts use it 2-3 times throughout the school year. For students who score below the cut point on the universal screen, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student’s at risk status. Screening tools must be reliable, valid, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral difficulties.

Progress Monitoring

Progress monitoring is used to assess students’ performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and, for students who are least responsive to effective instruction, to formulate effective individualized programs. Progress monitoring tools must accurately represent students’ academic development and must be useful for instructional planning and assessing student learning. In addition, in tertiary prevention, educators use progress monitoring to compare a student’s expected and actual rates of learning. If a student is not achieving the expected rate of learning, the educator experiments with instructional components in an attempt to improve the rate of learning.



Data-Based Decision-Making

Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (e.g., a reading specialist or a special educator).

If a student fails to respond to intensive intervention, the student may have a learning disability or other disability that requires further evaluation. Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures (e.g., tests of cognition, language, perception, and social skills).

In this way, effectively implemented RTI frameworks contribute to the process of disability identification by reducing inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 60 percent of the students in a particular grade score below the cut point on a screening test at the beginning of the year, school personnel might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.

For more information about implementing components of RTI, please see the following sources:

- **National Center on Response to Intervention (www.rti4success.org)**

Description: Evidence-based tools and assessments on tiered instruction, progress monitoring, and screening available under “Tools/Interventions” tab; considerations and ideas for teachers available for RTI stakeholders in Center’s library.

- **Florida Center for Reading Research (www.fcrr.org)**

Description: Reading interventions available for Pre-K – Grade 12; Instructional materials for practitioners in grades K – 5 available; information on progress monitoring and assessments.



- **Center on Instruction (www.centeroninstruction.org)**

Description: Resources and research articles available on developing and implementing RTI in schools

- **What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>)**

Description: Practice guides on reading and mathematics interventions available under “Publications and Products” and reviews of the evidence base for published interventions.

- **Best Evidence Encyclopedia (www.bestevidence.org)**

Description: Provides summaries about the evidence supporting educational programs for children grades K – 12.

- **RTI Action Network (www.rtinetwork.org/essential/assessment)**

Description: Articles on progress monitoring and data-based decision making are available

Other topics that the writing team might want to include here are descriptions of how the fidelity of implementation will be monitored, how parents and other stakeholders will be involved in the model, etc.



Section 4. Frequently Asked Questions

A Frequently Asked Questions format is used for this section as a way for the audience to quickly find answers to any remaining questions; it also helps the writing team ensure that the guidance document includes information that stakeholders typically want. The writing team should include questions that they either had/have about RTI or hear frequently from teachers, parents, principals, district administrators, etc.

What Is at the Heart of RTI?

The purpose of RTI is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral problems, and ensure that they receive appropriate instruction and related supports. The goals of RTI are to (a) integrate all the resources to minimize risk for the long-term negative consequences associated with poor learning or behavioral outcomes, and (b) strengthen the process of appropriate disability identification.

What Impact Does RTI Have on Students Who Are Not Struggling?

An important component of an effective RTI framework is the quality of the primary prevention level (i.e., the core curriculum), where **all** students receive high-quality instruction that is culturally and linguistically responsive and aligned to a state's achievement standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. In a well designed RTI system, primary prevention should be effective and sufficient for about 80 percent of the student population.

What Are Culturally and Linguistically Responsive Practices?

The use of culturally and linguistically responsive practices by teachers and other school staff involves purposeful consideration of the cultural, linguistic, and socioeconomic factors that may have an impact on students' success or failure in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the culture and expectations of the school and the culture(s) that students bring to the school. Instruction should be differentiated according to how students learn, build on existing student knowledge and experience, and be language appropriate. In addition, decisions about secondary and tertiary interventions should be informed by an awareness of students' cultural and linguistic strengths and challenges in relation to their responsiveness to instruction.

What Are Differentiated Learning Activities?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is **NOT** the same as providing more intensive interventions to students with learning problems.



What Is the RTI Prevention Framework?

RTI has three levels of prevention: primary, secondary, and tertiary. Through this framework, student assessment and instruction are linked for data-based decision-making. If students move through the framework's specified levels of prevention, their instructional program becomes more intensive and more individualized to target their specific areas of learning or behavioral need.

What Is the Difference Between Evidence-Based Interventions and Research-Based Curricula?

We refer to an evidence-based intervention in this document as an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. That is, within the context of a group or single-subject experiment or a quasi-experimental study, the intervention is shown to improve the results for students who receive the intervention. Research-based curricula, on the other hand, may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act.

Is RTI a Special Education Program?

No. RTI is not synonymous with special education. Rather, special education is an important component of a comprehensive RTI framework that incorporates primary, secondary, and tertiary levels of prevention. All school staff (e.g., principal, general educators, special educators, content specialists, psychologists) should work together to implement their RTI framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate.

What Does RTI Have To Do With Identifying Students for Special Education?

IDEA 2004 allows states to use a process based on a student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD). In an RTI framework, a student's response to or success with instruction and interventions received across the levels of RTI would be considered as part of the comprehensive evaluation for SLD eligibility.

How Does an RTI Framework Work in Conjunction With Inclusive School Models and Least Restrictive Environment? Aren't Students Requiring More Intensive Levels of Instruction Removed From the General Education Classroom to Receive Those Services?

Within an RTI framework, the levels refer only to the intensity of the services, not where the services are delivered. Students may receive different levels of intervention within the general education classroom or in a separate location with a general education teacher or other service providers. This is an important decision for educators to consider carefully.



Can Students Move Back and Forth Between Levels of the Prevention System?

Yes, students should move back and forth across the levels of the prevention system based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, (i.e., according to their documented progress based on the data). Also, students can receive intervention in one academic area at the secondary or tertiary level of the prevention system while receiving instruction in another academic area in primary prevention.

What's the Difference Between RTI and PBIS?

RTI and PBIS are related innovations that rely on a three-level prevention framework, with increasing intensity of support for students with learning or behavioral problems. Schools should design their RTI and PBIS frameworks in an integrated way to support students' academic and behavioral development. For more information on PBIS, see www.pbis.org.



Section 5. Glossary

This RTI Glossary of Terms presents definitions for commonly used terms related to response to intervention.

Accommodation: Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Aim line: The aim line is also referred to as the goal line. It is the line on a graph that connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

AYP- Adequate Yearly Progress: AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001. It requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and as approved by the US Department of Education.

Students At Risk for Poor Learning Outcomes: At risk students are students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

Core Curriculum: The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education.

Criterion-Referenced Assessment: Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

Curriculum-Based Assessment (CBA): CBA is a broader term than Curriculum-Based Measurement (CBM), as defined by Tucker (1987). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school's curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions. (Tucker, J., 1987). Curriculum-based assessment is not a fad. (The Collaborative Educator, 1, 4, 10.)



Curriculum-Based Measurement (CBM): CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program. CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty, and (2) CBM is standardized, with its reliability and validity well documented.

Data Point: A data point is one score on a graph or chart, which represents a student's performance at one point in time.

Differentiated Instruction: Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Disproportionality: Disproportionality is the over- or under-representation of racially, culturally, ethnically or linguistically diverse groups of students in special education, restrictive learning environments, or school disciplinary actions (e.g., suspensions and expulsions) in comparison to other students.

Early Intervening Services: Early intervening services are the preventative components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004. Early intervening services are implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services.

Evidence-Based Practice: Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation: Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative Assessment: Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/post



tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Goal Line (sometimes referred to as an aim line): The goal line on a graph connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

IDEA: IDEA stands for Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004. It was originally passed in 1975 with the latest reauthorization in 2004. It is a federal statute related to providing a free, appropriate, public education and early intervening services to students with disabilities from birth through age 21.

Inclusion: Inclusion is a service delivery model where students with identified disabilities are educated with general education age/grade-level peers.

Intensive Intervention: Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as tertiary intervention.

Modifications: Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Learning Disability: The IDEA 2004 definition of a Learning Disability/Specific Learning Disability is: 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.



Norm-Referenced Assessment: Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

Primary Level of Intervention: Primary intervention is the universal core program that all students receive.

Problem-Solving Approach Within RTI: Within RTI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Progress Monitoring: Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention (RTI): Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Scaffolding: Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Secondary Level of Intervention: Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment. Secondary level interventions are often short-term, implemented in small group settings, and may be individualized.

Specific Learning Disability (see Learning Disability)

Standard Protocol Intervention: Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.



Summative Assessment: Summative assessment is a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Tertiary Level of Intervention: Tertiary intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Tertiary level of intervention often occurs under the auspices of special education. Individualized education program (IEP) goals are established; individualized student programs are developed formatively using systematic progress monitoring; and student progress data are also used to determine when a student may return to secondary or primary prevention. Tertiary level of intervention is usually implemented individually or in very small groups.

Tiered Instruction: Tiered instruction describes levels of instructional intensity within a multi-tiered prevention system.

Trend Line: A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the aim line to help inform responsiveness to intervention and to tailor a student's instructional program.

Universal Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

This glossary was compiled using the following resources: The RTI Glossary of Terms developed by the IDEA Partnership at NASDSE, the RTI Action Network Glossary, the National Center on Student Progress Monitoring, the National Center on Response to Intervention, the New Mexico Public Education Department RTI Glossary, the Georgia Department of Education RTI Glossary, the South Carolina Department of Education RTI glossary, and the North Carolina Department of Public Instruction RTI Manual Glossary.



Section 6. Recommended Links

Within the document, recommended links should be included as references and documents where readers can learn more about RTI.

Examples:

- National Center on Response to Intervention: www.rti4success.org
- National High School Center: www.betterhighschools.org
- Center on Instruction: www.centeroninstruction.org
- State website: ADD HERE



About the National Center on Response to Intervention

Through funding from the U.S. Department of Education's Office of Special Education Programs, the American Institutes for Research and researchers from Vanderbilt University and the University of Kansas have established the National Center on Response to Intervention. The Center provides technical assistance to states and districts and builds the capacity of states to assist districts in implementing proven response to intervention frameworks.



National Center on Response to Intervention

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