

RESPONSE TO INTERVENTION (RTI) HANDBOOK



Priest River Lamanna High School

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What is RTI?

A response to intervention (RTI) model is a framework consisting of 3 tiers for service delivery that is systematic, data-based and focused on identifying and resolving student academic and behavioral difficulties. This is done through the implementation of scientifically based instructional practices that are based upon the individual needs of the student. The RTI model provides the following:

- High-quality instruction and intervention that is matched to the student's individual needs.
- Frequent assessment through progress monitoring to make decisions about change in instructional strategies and goals.
- Educational decisions, based on the results of progress monitoring, which include intervention selection and possibly placement in special education.

Purpose of RTI:

RTI is largely supported by research. Educators and State Boards of Education have adopted this model because it combines the important features of assessment and instruction and addresses many of the limitations currently associated with the IQ-Achievement discrepancy model for LD identification. Students learn the best when their skills and abilities closely match the curriculum and instruction within the classroom. Quality general education instruction usually provides a good match for the majority of students. However, this is not true for all students. The RTI model aides in the early identification of a student who is not responding to the general education curriculum, and provides them with interventions and behavioral supports until they are successful.

Explanation of the Tiers:

1. Tier 1 is effective, standards-based instruction that occurs in the general education classroom and is delivered by general education teacher. Commonly referred to as “core instruction,” it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher uses research based instruction and curriculum.

2. Tier 2 is supplemental, small-group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at risk through screening and progress monitoring measures and provide a minimum of 20 –30 minutes per session at a minimum of 3-4 times per week by trained, knowledgeable, and skilled school personnel for a minimum of 4-6 weeks.

3. Tier 3 is supplemental, individualized, and customized intervention provided to students in a smaller group format of three to five students and delivered with greater frequency (3-5 times per week) and duration (30-40 min.). Students in Tier 3 continue to receive core instruction at Tier 1. Progress monitoring should be done weekly. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator within the building remediation class.

School-Wide Screening

Within an RTI model, school-wide screening is used to determine which students might be at risk and in need of closer monitoring in the general education curriculum. School-wide screening also serves to identify students in need of further assessment and possible inclusion in Tier 2 intervention.

It is recommended that schools use school-wide screening, also known as benchmarking, 3 times per school year (fall, winter, spring) in combination with other progress monitoring techniques to identify students who require more intense interventions. AIMSweb and MAP testing are both ways that school-wide screening can occur. The data that is collected is compared to grade level criteria which are available for the benchmarks in order to determine what students are not currently on target for their grade level. This data is used, in conjunction with teacher input, to determine what students may be at risk for future academic difficulty.

Treatment Integrity

What is treatment integrity? Treatment integrity (also known as treatment fidelity) refers to the degree to which intervention is implemented as intended. Treatment integrity is necessary in order to interpret the results and effects of any intervention.

How to ensure treatment integrity?

- Have explicit instructions and a step-by-step checklist or intervention script.
- If any problems or issues arise, ask questions.
- Have another staff member observe the intervention implementation and provide feedback.

Intervention: A specific skill-building strategy implemented and monitored to improve a targeted skill (i.e., what is actually known or demonstrated) and to achieve adequate progress in a specific area (academic or behavioral).

Scientifically Research-Based Intervention: Specific curriculum that has been proven to be effective for most students. To meet the label of “scientifically based,” the research must:

- Employ systematic, empirical methods that draw on observation or experiment;
- Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions; Rely on measurements or observational methods that provide valid data across observations; and
- Be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

Examples of Research-Based Interventions in

Reading:

Read 180

44

Recipe for Reading

Step Up to Writing

Math:

Touch Math System

Compass Learning

Corrective Math

Math PALS

Review interventions found on RTI National Clearinghouse website.

Accommodation: Tools and procedures that provide equal access to instruction and assessment for student. Accommodations indicate how the content is taught, made accessible or assessed. They are intended to “level the playing field.” Without accommodations, students who are struggling may not be able to access grade level instruction and participate fully on assessments. Examples include:

- Reading a test to a student, with no additional help
- Allowing extra time to take the same test or complete the same assignments
- Signing an assignment notebook
- Breaking down the work into smaller segments, but still expecting all segments to be completed
- Staying after school for homework assistance
- Preferential seating
- Providing an extra set of books to be kept at home

Modification: A change whereby the student is expected to learn something different than the general education standard (i.e., what is expected to be learned). Indicates that what is being taught, the content, is modified. The instructional level or general education benchmarks or number of key concepts to be mastered are changed. Examples include:

- Reading a test to a student, and rewording/re-explaining questions on the test
- Decreasing multiple choice answers from 4 to 3 options
- Shortening a spelling list
- Using a different grading scale for a particular student
- Reducing homework/number of assignments needed to be completed

Progress Monitoring

Progress monitoring is the scientifically based practice of assessing students’ academic performance on a regular basis. It is used to determine the extent to which students are benefiting from classroom instruction and for monitoring the effectiveness of interventions. Progress monitoring should occur at least once per month in Tier 1, but could occur as often as 3 times per week in Tier 3.

There are three main purposes of progress monitoring:

1. To determine whether children are profiting appropriately from the instructional program, including the curriculum;
2. To build more effective programs for the children who are not benefitting from the core curriculum or other interventions; and
3. To estimate rates of student improvement.

In an RTI paradigm, progress monitoring assists school teams in making decisions about appropriate levels of intervention (National Center on Student Progress Monitoring, 2006). Progress monitoring tools are especially helpful because they assess specific and targeted skills, are sensitive to small increments of growth over time and can be administered frequently. Progress monitoring tools are also relevant to the development of interventions and instructional strategies for students who are struggling. Progress monitoring can be used for students at any Tier to determine if they are making progress over time.

Examples of Progress Monitoring Tools:

Goal Attainment Scales (GAS):

- GAS ratings are a research-based tool that can be used to monitor student progress toward set goals
- There are set criterion that determine the student's progress toward a pre-determined goal.
- The first step is identifying a goal area.
- Next step is to identify a possible outcome for the goal. Outcomes should be specific and where possible expressed as a behavioral or academic statement or something that is observable and/or measurable.
- Start with the most likely outcome. This is what you would reasonably expect to occur within the time frame agreed and indicates success.
- At the end of the agreed time frame the level of achievement is reviewed. If the goal was

Curriculum-Based Measures (CBM):

CBM's are a way to progress monitor academic skills.

With curriculum-based measurement (CBM):

- Skills can be taught in any logical order.
- Growth in all skills is tracked over the entire year.
- Each test (also called a probe) includes sample items from every skill taught across the academic year.
- Students' success is based on individual goals, rather than a pre-set group criterion.
- Each probe tests prior material, checking for the retention of previously taught skills.
- Probes, administration, and scoring are standardized to produce reliable and valid scores.

Steps in the CBM Process

To implement curriculum-based measurement, a teacher uses the following steps.

Step 1: Create or select appropriate tests (called probes) for the student's grade and skill level. Each probe contains different but equivalent items and assesses skills taught from the beginning of the year to those taught at the end of the year. As the year progresses, students should get more items correct on each subsequent probe.

Step 2: Administer and score probes at regular intervals (i.e.: weekly, bi-weekly, or monthly). Probes are administered and scored the same way every time to ensure that the scores are reliable (that is, suggest that a student will achieve a similar score if the test was re-administered) and valid (that is, that the targeted skills are the ones being tested).

Step 3: Graph the scores. Graphing is an integral part of using CBM. By watching their progress in such an easily understood format, students can see the relationship between their effort and their increased academic proficiency. Teachers are also able to make quicker instructional decisions by looking at a student's graph rather than relying on a list of scores.

Step 4: Set goals. It is crucial to indicate the expected level of proficiency that students will demonstrate by the end of the school year and the amount of growth expected in shorter periods of time (e.g., weekly goals).

Step 5: Make instructional decisions based on CBM data. Teachers can determine whether an educational intervention is working or needs to be changed.

Step 6: Communicate progress. Provide students, parents, and other educational professionals with information about student progress throughout the school year using CBM data and graphs.

Written Plan for Intervention

Secondary School RTI Process

(One member form each department through out process)

1. After meeting in Grade Level PLC's and sharing current practices and interventions, implement and document data from pre-referral accommodation list (Documentation must be for at least a 3 week period). These are Tier I and Tier II interventions.

2. Fill out the student's name on a Student File Review Form and give the form to the counselor. Continue implementing Tier I and Tier II interventions discussed in grade level PLC's.

3. Fill out a RTI Referral Form and give it to grade level representative on the RTI team. Grade Level representative also contacts parent/guardian.

4. RTI Coordinator will inform the PLC Representative of the date that the RTI team will meet with you in regards to the child referred.

5. Meeting Date: _____

Note: If you have a student that is struggling, please start the referral process immediately. Please do not hesitate to refer a child, as we can adjust meeting times based on the changes in student needs. Remember that RTI is meant to offer additional strategies to help struggling students become successful. It is not meant to be a route to refer all struggling students to special education. Tier 3 students may not automatically qualify under special education (i.e. 504, IEP, etc.).

Person Responsible

STEPS	PERSON RESPONSIBLE	ROLE/RESPONSIBILITY	PROGRESS	DATE
Step 1	Grade level PLC's	-Share current practices and interventions -Begin/complete documentation for RTI Pre-Referral Form -Determine when to reconvene -Implement shared current practices – **Documentation is crucial		
Step 1	Grade Level PLC's	-Request counselor to complete RTI Student File Review; completed form to Grade Level Representative -Review Pre-Referral Form determine if referral to RTI is necessary **Documentation is crucial		
Step 2	Counselor	RTI Student File Review form		
Step 3	Grade Level Representative	Submit referral to RTI team		
Step 3	Grade Level Representative	Contact Parent and send written notice		
Step 4	RTI Coordinator	Plan meeting for student and RTI Committee		

Step 1: Documentation for RTI Pre-Referral (FORM RTI-1)

*A=Academic *B=behavior Two academic or two behaviors must be checked before a meeting will be scheduled. **Completed by grade level PLC's. Teacher is responsible to bringing names to the PLC**

Check if Attempted	Student Name:	How Often? Frequency? Dates?	Notes	Did it Work?
<input type="checkbox"/>	Arranged peer tutoring. *A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Conferenced individually with student to discuss concerns. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Provided individualized guidance outside of class. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Modified assignments/expectations/ assessments. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Reminded student of when help is available. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Rearranged class seating. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Provided examples of and/or models of successful work. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Modified how student takes notes. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Conferenced with parents. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Engaged student and offered individualized guidance during work time. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Provided written instructions with oral supporting guidance. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Gave student a checklist of necessary tasks. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Reminded student of due date. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Modified how student takes notes. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Asked student regularly if missing work has been completed. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Provided written instructions with oral supporting guidance. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Extended due date. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Changed testing or assignment location. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Progress monitored. A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	ISAT and Assessment Accommodations A B			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Other:			<input type="checkbox"/> Yes <input type="checkbox"/> No

Step 2: RTI Student File Review Form (FORM RTI-2)

Completed by Counselor

Student Name:	Grade/Class Of:
Date of Referral:	Referring Person:
Birthdate:	Age:

1. Parent/Guardian Name: _____ Phone: _____

2. Parent/Guardian Name: _____ Phone: _____

3. Is there any family information or circumstances that is relevant?

Divorce Relocation Learning Disability: _____

Death/Loss Extenuating Family Circumstances

Other: _____

4. Most Current Information on:

Vision: _____

Hearing: _____

Medication: _____

Medical Diagnosis: _____

5. Current Services:

6. Previous Services:

7. Previous School(s) Attended:

8. Does the student have a 504 plan? Yes No
 Accommodations:

a. Does the student have an IEP? Yes No
 Accommodations:

b. Do any of the following apply?

i. Retention: Yes No

ii. Pre-School: Yes No

iii. Early Intervention Services: Yes No

9. Attendance This Year:

1 st Quarter		2 nd Quarter		3 rd Quarter		4 th Quarter	
A=	T=	A=	T=	A=	T=	A=	T=

Attendance Last Year:

Total Days Absent	Total Days Excused	Total Days Unexcused	Tardies

10. Current Grades (See attached)

11. Please fill out the student’s ISAT – SBAC test scores using the chart below:

IRI Scores	Fall	Winter	Spring
Kindergarten			
1 st Grade			
2 nd Grade			
3 rd Grade			

ISAT - SBAC Scores for:	ELA Non Perf.	ELA Perf.	Math Non Perf.	Math Perf.	Science
3 rd Grade					NA
4 th Grade					NA
5 th Grade					
6 th Grade					NA
7 th Grade					
8 th Grade					NA
9 th Grade					NA
10 th Grade					
11 th Grade					NA

Grade	Direct Math Fall	Direct Math Spring	Direct Writing Fall	Direct Writing Spring
Kindergarten				
1 st Grade				
2 nd Grade				
3 rd Grade				
4 th Grade				
5 th Grade				
6 th Grade				
7 th Grade				
8 th Grade				
9 th Grade				
10 th Grade				
11 th Grade				
12 th Grade				

12.ISAT and Assessment Accommodations

13.Additional Notes/Comments:

Step 3: Response to Intervention (RTI) Referral (FORM RTI-3)

(Documentation from Step 1 Referral must be attached)

Student Name:	Grade/Class Of:
Date of Referral:	Teacher:

This form is to be filled out only after interventions have been attempted in the regular classroom for a period of at least 3 weeks and data has been collected regarding student progress.

1. What is the specific problem? (Observable, measurable description of the problem)

- Academic Behavioral Emotional Attendance
- Social Medical Counseling

Brief Description:

2. Parents need to be informed of concerns and invited to the RTI meeting. Please indicate the date of the contact and the parent's response.

Date: _____ Time: _____

Response:

3. Describe what you would like the student to be able to do in the classroom (Measurable skill/grade level expectation)

4. What is the student's present level of performance in the area of concern? Attach the following:

Progress Report Progress Monitoring Chart Work Sample

Current Progress-Gradebook Detail Print Out

Number of Missing Assignments: Reading_____ Writing_____
Math: _____ Science_____ History_____ Other_____

5. The expected level of performance in the area of concern is... (i.e. how the student should be performing). **You must include current class average here.**

6. What were the assessments and any accommodations used? (Please attach results)

MAZE AimsWeb Fluency AimsWeb Math
AimsWeb Writing District Writing Assessment Math Screener
End of Unit Test Classroom Assessment District Math Assessment
CORE Phonics Survey
Other (i.e.

PLATO):_____

7. What strategies have you already implemented to help this student?

Seating Placement Small Group Work Change of Schedule
Rephrasing/Restating Modified Amount of Work Graphic Organizer
Modified Class Notes Preteaching Reteaching
Extra Help Outside of Class Slower Pace
Extra Time to Complete Assignments/Tests Extra Practice Time
Use of Manipulatives Assignment/Test Read aloud Scribe
Progress Monitoring Intervention Group Reading
Credit Recovery Change of Testing/Assignment Location
Other:_____

8. Are you seeing any of the following behaviors in your class?

Off task Constant Movement Out of Seat

Materials Prepared Handing in Assignments Noncompliance

External Conversations Lack of Effort Lack of Respect

Other: _____

9. Is there any family information or circumstances that would be relevant?

Divorce Relocation Learning Disability: _____

Death/Loss Extenuating Family Circumstances

Other: _____

Parent Contact/Written Notice (FORM RTI-4)

Date _____

Dear Parent,

Priest River Lamanna High School strives to meet the needs of every student. In order to do this in a systematic way, we regularly look at student progress through the use of student data. As we look at this data, we find those who need a little more support and those who need intensive support to achieve success at grade level.

When we identify students in need of extra support, we come together as a staff to determine what intervention would best serve them. We schedule time for the intervention, determine which materials would best target their needs, and monitor their progress. We refer to this process as a Response to Intervention (RTI) process.

In order to better meet _____ specific learning needs in the area of _____, a team decision was made to provide additional support or an intervention. Interventions are used in addition to the core instruction provided by the classroom teacher.

Our commitment to you is to share information regarding your child's performance, communicate placement in an intervention, and partner with the home to strengthen academic success. If you have questions or concerns, please contact _____ at _____.

Response to Intervention Problem Solving Intervention Plan (I-plan) (FORM RTI-5)

Student's Name:			Date:
DOB	Age:	Grade:	Teacher:

Team members present:

	Classroom teacher		Principal
	Teacher		Parent
	Teacher		School Psychologist
	Teacher		Title One
	Sp. Ed Teacher		Other
	Counselor		Other

Identify the Concern:

Define the Problem (in measurable terms):

Explore Options

Write a succinct, specific measurable (SMART) goal.

Example: in 9 weeks, (1) with daily student check-ins with each teacher at the close of each class period – using the school form, and (2) weekly phone calls home by case manager to discuss week's behavior and any/all missing assignments, and (3) a weekly packet of missing work being stapled together and given to student to take home each Friday with the expectation that all missing work will return with student each Monday, Student will improve grades so that student has no F or D cumulative grades in any subject.

In 9 weeks,

Brainstorm Scientifically-Based Intervention Methods (put an asterisk by the one selected): (this may be academic or behavioral, such as (1) daily participation in after-school tutoring, (2) structured lunch recess time used to make-up missing work, (3) work in the reading intervention program for 20 minutes/day, (4) peer tutor to meet with student during elective until grades are at or above a C, (5) student will use a daily check-in sheet and will get to call home any day more than 75 points earned....these are just examples.

Act on the Plan:

What will be done?	Amt. of time/how often?	By Whom?	Program Used?

Monitoring Plan

Evaluation Tool and assessments:	By Whom? How often?

Next Problem Solving Meeting:

Other notes:

Student's Name: _____ **Date:** _____

Results/Conclusions (record decisions and why):

- A: Problem Solved and case closed;
- B: Continue the i-plan with new goals/revised goals;
- C: Problem not solved and long-term intervention plan needed (ie: 504 plan)
- D: Extended problem solving: determine eligibility for special education.

Update meeting on : _____

Response to Intervention Instructional Monitoring Sheet (*FORM RTI-6*)

STUDENT:

INTERVENTION

TEACHER:

GRADE:

CLASS:

AREA OF CONCERN:

DATE	INTERVENTION	FREQUENCY	LOCATION	PARENTS NOTIFIED?	OUTCOME

(The following are a few examples of roles we can consider following. I look forward to your feedback)

RTI Team Member Roles and Responsibilities:

When attending meetings, please come prepared to present the following information or complete the following tasks.

Counselor-Present additional student data such as attendance, behavior, possible schedule changes, outside factors

General Education Teacher(s)-Present student data, intervention documentation, and student work samples. Notify parent of intervention change. Maintain documentation in Parent Contact Log

Principal-Present attendance, discipline, and additional student data

RTI Coordinator-Set the agenda, facilitate the meeting, keep minutes and time

School Psychologist-Collect documentation and attend the MDT meeting

Special Education Director-Collect all documentation and schedule MDT meeting

Special Education Teacher-Know the Seven Areas of Academic Skill and intervention alignment, provide possible intervention recommendations

Specialists-Present additional student data and provide possible intervention recommendations

Support Staff-Present additional student data

(...or this one...)

Facilitator: Develops meeting agendas and runs meetings.

Recorder- Responsible for taking notes and recapping previous meetings.

Data-keeper- Looks at data from school-wide testing, discipline, and other sources of data to present to the team in order to use in making decisions.

Timekeeper/Facilitator – Responsible for ensuring the meeting runs smoothly and keeps individuals on-task. Works in collaboration with facilitator to develop meeting agendas and run meetings.

Presenter- Responsible for presenting information to school staff related to RTI and the team.

Researcher- Looks for more information on topics discussed and brings it back to the team.

Backups- Responsible for covering roles for team members who are not able to be in attendance at the meeting.

Intervention Flow Chart

What instructional supports does the student need to be successful?

Is the instruction effective for the majority of the students?

Do any of the students need a specifically designed instruction?

Tiers of Instruction

Tier 1 Instruction Benchmark

Core instruction using a variety of techniques. Must include learning targets

Tier 2 Instruction Strategic

Students is unable to meet expectations meet with PLC, various teachers, and people that have knowledge of the student and can provide assistance with an intervention. Corrective instruction and interventions must be built in. Follow the steps below. Interventions must last 6 weeks.

- **Step 1 – Pre-referral (teacher)**
- **Step 2 – File review (counselor)**
- **Step 3 – RTI Referral (teacher)**
- **Develop I-Plan**

Tier 3 Instruction Intensive

Student is unable to meet expectation with core program and interventions.

Intervention process

Complete progress monitoring forms

Yes

Student is able to meet expectations continue with core instruction

No

Select and document intervention, progress monitor for at least four weeks

Yes

Student is successful with intervention and is closing the learning/behavior gap, continue with the core instruction and intervention

No

Student is unable to meet expectations select and document intervention #2, progress monitor for at least four weeks. Give parent written notice

Yes

Student is able to meet expectations with alternative program

No

Student is unable to meet expectations refer to RTI

Intensive interventions are not successful – refer to special education

If student is ineligible for special education go back to tier 3 interventions

Priest River Lamanna High School Response to Intervention Reference Guide

A Glossary of Key Terms

Accommodation is a change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.

Accuracy is free from error.

Adaptation is an adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations can include decreasing the number of exercises the student is expected to complete, assigning different reading materials, or allowing use of a calculator.

Assessment is the process of measuring and documenting what students have learned. At-Risk Student is a student who due to circumstances is statistically more likely than other to fail academically.

Baseline Data includes basic information on a student's current performance level, which is gathered before a program or intervention begins. It is the starting point used to compare a student's learning before a program or instruction begins.

Benchmark Assessment is the periodic assessment (a minimum of three times per year) of all students compared to age or grade-level standards. The benchmark reflects a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against this established benchmark to determine how they are performing relative to same age or grade-level peers.

Classification Accuracy is the extent to which a screening tool is able to accurately classify students into two categories: "at risk for reading disability" and "not at risk for reading disability."

Core Curriculum is the planned foundational instruction in a content area, which is central and usually mandatory for all students of a school (e.g., reading, math, science).

The Idaho Core Standards are educator-developed, research-based standards for what students need to learn each year in grades pre-K to 12 in order to graduate from high school ready to succeed in college and careers. The standards describe the skills and knowledge our students need to succeed in a rapidly changing world, including the ability to think creatively, solve real-world problems, make effective arguments, and engage in debates.

Core Reading Program includes any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

Curriculum-based Measurement (CBM) is an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, and spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Data-based Decision-making utilizes student data to guide the design, implementation, and adjustment of instruction and/or intervention.

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

Diagnostic Screeners are measures that determine early identification of a student's area of academic concern

Differentiated Instruction matches the specific strengths and needs of each learner. It involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product, and/or the learning environment.

Disaggregated Data are calculated and reported separately for specific subgroups (e.g., race, economic status, special education status, etc.).

Documentation is any material or evidence that serves as a record (grades, attendance, progress monitoring data, student work samples)

Duration For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration and may even limit the number sessions in which a child can participate, believing that a child who does not make adequate gains after the specified amount of time would likely benefit from an alternative intervention.

English Language Learners (ELLs) are students whose first language is other than English and who are in the process of learning English. These students typically speak a language other than English at home and score below proficient on English assessments when they enter our school system.

Evidence-based Instruction refers to educational practices or strategies that have been demonstrated through one or more research studies to be effective. Explicit Instruction is clear, deliberate, and visible.

Fidelity refers to how accurately and consistently instruction, intervention or assessment is delivered, and/or administered in the way it was intended.

Five Critical Elements of Reading Instruction across the Curriculum (These shall be applied in all academic areas.) 1. Phonemic Awareness is the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of speech sounds. Print is not necessarily involved. For example, asking the student: “What sound do you hear at the beginning of the word cat?” or “What word rhymes with tree?” 2. Phonics addresses the relationships between letters and their related sounds, an understanding that these relationships are systematic and largely predictable, and the use of these relationships to read and write words. 3. Fluency is the ability to read connected text rapidly, smoothly, effortlessly, automatically, with prosody, and with little conscious attention to decoding (the ability to apply knowledge of letter sound relationships, including letter patterns, to decipher and pronounce written words), thereby allowing the reader to focus attention on the meaning and message of the text. Text is read with appropriate intonation and expression that sounds very much like conversational speech. 4. Vocabulary development involves knowledge of word meanings, morphology, and word-learning strategies and usage. 5. Comprehension is the process of constructing meaning from written text. It includes such skills as: activating prior knowledge, understanding what is read, sequencing, summarizing, making inferences, predicting, and making connections between new and unknown information.

Flexible Grouping allows for students to move between different groups based upon their performance and instructional needs.

Formative Assessment/Evaluations are classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Frequency is the rate of occurrence.

Instructional Intervention is clear, targeted, deliberate, and carefully planned instruction delivered by trained personnel tailored to meet the identified needs of struggling students. Instructional Strategies are approaches teacher may take to achieve objectives. Intensive Intervention is instruction delivered with increased opportunities for additional instruction, practice, and feedback.

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. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Multi-Disciplinary Team is a team of the general education teacher, principal, school psychologist, counselor, special education teacher, special education director, specialists, and RTI coordinator who review data from all tried interventions, progress monitoring data, work samples, and any other important information that helps them determine whether or not this students should be tested to determine a need for special education services.

Multisensory approaches to instruction and intervention engage the visual, auditory, oral, and kinesthetic senses at the same time.

Outcome Assessment is the measurement of how students perform at the end of planned instruction or at the end of the year.

Parental Engagement refers to meaningful and active involvement of parents and family members in the educational process.

Progress Monitoring incorporates continuous measurement of student learning to determine progress toward targeted skills to adjust instruction. The assessment process involves the collection and analysis of student data to evaluate academic performance on specific skills. Curriculum-based measures may be used to quantify level of performance relative to peers and rate of progress.

Rate of Progress refers to student performance across time, determined by analyzing multiple points (minimum of three) of data that are graphed.

Reliability is the consistency with which a screening tool is administered from one administration to the next.

Research-based Instruction involves educational practices, instructional strategies, and interventions that have been validated as effective through independent, well-designed empirical research studies.

Research-based Interventions are instructional programs, strategies, methods, and materials that have been proven to work through independent, well-designed empirical research studies.

Response to Intervention (RTI) is a multi-tiered instructional framework aimed at improving outcomes for ALL students.

RTI Team is a collaborative team that meets on a regular basis and whose major functions include the planning and development of their school's RTI process as well as for the purposes of evaluating student data, planning interventions, and monitoring student response to intervention.

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 to do 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 adult assistance.

Specific Learning Disability (SLD)

IDEA 2004 defines a **Specific Learning Disability** in the following manner: 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 eight areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards.

*Priest River School District #83 determines eligibility for students with a Specific Learning Disability using Response to Intervention (RTI). The following criteria shall be met and documented:

1. An evaluation that meets the procedures outlined in Section 5 of the Idaho Special Education Manual has been conducted.
2. The child has not achieved adequately for the child's age or has failed to meet Idaho Core Standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or Idaho Core Standards.
 - a. Oral expression
 - b. Listening comprehension
 - c. Written expression
 - d. Basic reading skill
 - e. Reading fluency skills
 - f. Reading comprehension
 - g. Mathematics calculation
 - h. Mathematics problem solving

To ensure that underachievement is not due to a lack of appropriate instruction in reading or math, the team shall consider:

1. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
2. Data-based documentation of repeated interventions and assessments of achievement at reasonable intervals, that reflect student progress during instruction, have been provided to the parent. In Idaho, this refers specifically to the use of local or national progress monitoring systems.

Standards Aligned refers to the process of matching curriculum, instruction, and materials to the Idaho Core Standards.

Targeted Instruction is teaching focused on an identified goal and based on the identified strengths and needs of a student.

Tiered Instruction is an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

1. Tier 1 is effective, standards-based instruction that occurs in the general education classroom and is delivered by general education teacher. Commonly referred to as “core instruction,” it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher uses research based instruction and curriculum.
2. Tier 2 is supplemental, small-group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at risk through screening and progress monitoring measures and provide a minimum of 20 –30 minutes per session at a minimum of 3-4 times per week by trained, knowledgeable, and skilled school personnel.
3. Tier 3 is supplemental, individualized, and customized intervention provided to students in a smaller group format of three to five students and delivered with greater frequency (3-5 times per week) and duration (30-40 min.). Students in Tier 3 continue to receive core instruction at Tier 1. Progress monitoring should be done weekly. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable, and skilled educator.

Summative Assessment/Evaluations are comprehensive in nature, provides accountability, and is used to check the level of learning at the end of a unit of study.

Screening (School-wide Screening) is a quick check of all students’ current levels of performance in a content or skill area administered three times per year. Universal screening is a school-wide measure used to determine which students fall below grade-level norms and, thus, may require intervention services.

Universal Design for Learning (UDL) provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone that provide all students with entry points to learning and can be customized and adjusted for individual needs.

Universal Screening is a quick check of all students’ current levels of performance in a content or skill area. This is administered three times per year.

Validity is the extent to which a screening tool accurately measures the underlying construct that it is intended to measure.

General Academic Interventions

Increasing vocabulary

<https://www.alabamashaa.org/files/Handouts%202014/Montgomery-EvidenceBased%20Practices%20for%20VocAcquis.pdf>

file:///C:/Users/shandalange/Downloads/1757_Montgomery_Judy.pdf

<http://www.curriculumproject.com/loopwriter/>

https://www.interventioncentral.org/instruction_reading_vocabulary_sight_words_acquisition_4_methods (for increasing sight words)

Increasing sight words

<http://www.interventioncentral.org/node/968418>

<http://www.interventioncentral.org/node/980269>

Phonics

<https://www.interventioncentral.org/academic-interventions/reading-phonics/letter-cube-blending>

<http://www.interventioncentral.org/node/966670>

Spelling

<https://www.interventioncentral.org/academic-interventions/writing/how-master-spelling-or-sight-words-cover-copy-compare>

<https://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime>

<https://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues>

Reading Fluency

<https://www.interventioncentral.org/academic-interventions/reading-fluency/kids-reading-helpers-peer-tutor-training-manual> (with a friend)

<https://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading> (with a friend)

<https://www.interventioncentral.org/academic-interventions/reading-fluency/kids-reading-helpers-peer-tutor-training-manual> (with a friend)

Word Processing Resources

WordTalk (www.wordtalk.org.uk/Home/) is a free text to speech plug-in for Microsoft Office Word.

Rebus-based word processing:

TTS (“talking word processor”) software reads the text displayed in a document, and its FREE

- Picture It (www.slatersoftware.com),
- Writing with Symbols (www.mayer-johnson.com),
- Natural Reader (www.naturalreaders.com)

Resources from Mather, N. and Wendling, B. *Essentials of Dyslexia Assessment and Intervention*. John Wiley and Sons, Inc., 2012.

Concept Mapping (graphic organizers) can assist students in organizing and synthesizing info to make the broader connections necessary for reading comprehension and writing assistance that result in improved performance in content area instruction. Free or low cost websites include:

- Bubbl.us (<https://bubbl.us/>): Online brainstorming that exports as an image or html
- Gliffy (www.gliffy.com): Online diagramming software, for flowcharts, floor plans, Venn diagrams and more
- Inspiration (www.inspiration.com): Suitable for grades 4-adult; free 30 day trial; low cost pricing. Exports to outline word processor
- Kidspiration (www.inspiration.com): Suitable for grades 1-3; free 30 day trial; low cost pricing. Exports to outline word processor
- Lucid Chart (www.lucidchart.com): Create collaborative flow charts and organizational charts
- Mindmeister (www.mindmeister.com): Online collaborative concept mapping tool, free version allows 3 maps per year
- Quicklist (www.quicklyst.com): Take notes and create outlines; accommodates mathematical formulae
- Slatebox (www.slatebox.com/Index): Collaborative “slates” (e.g., concept mapping). In the free version, the slates are public
- Time Line Maker (www.teach-nology.com/web_tools/materials/timelines): Make online timelines with choice of templates
- Webspiration (www.mywebspiration.com): Suitable for grades 5-12; free 30 day trial. Online version of Inspiration.
- Source: Abridged from Wissick, C. *Wissick’s Web Toolboxes*. Accessed from <http://webtoolboxes.wikispaces.com/Graphic+Organizers>

Vocabulary Support

- Shahi (www.blachan.com/shahi/): A visual dictionary using pictures from Flickr.

- Qwiki (www.qwiki.com): A search engine that provides definitions, audio support and photos for vocabulary
- Visuwords (www.visuwords.com): Online graphic dictionary; creates a graphic organizer for a word
- WordSmyth (www.new.wordsmyth.net): Traditional look and feel to an online dictionary
- Vocabahead (www.vocabahead.com/Home/tabid/37/Default.aspx): Vocabulary videos for SAT/ACT tests