Response to Intervention - Key Terms

AIMSweb is a data management system that facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data. The system automatically graphs data comparing the student's performance against these various groups.

Curriculum Based Measurements (CBM) are brief timed measures that assess a student's basic skills in the areas of reading, writing, and math.

Differentiation is the adjustment of instruction to meet individual needs. Examples include:

> **Accommodations** are adjustments to instructions to instruction without altering what is being taught. This is not an intervention.

> **Interventions** are specific skill building strategies, behavior management programs, or instructional practices that aim to increase or decrease the student's target behavior.

> **Modifications** are minor changes in the curriculum that address a student's need(s). This is not an intervention.

Discrepancy is the degree of difference between a student's performance and that of his/her grade level peers.

Fidelity of Treatment is the implementation of a program or intervention as recommended by the publisher to ensure the best outcome.

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

The students are closely monitored for academic and behavioral progress. The curriculum is supported in the event that an individual student or groups of students are not successful. The continued collection and analysis of data measures how well students are responding to the interventions.

Scientific, Research-Based Instruction refers to instructional strategies and curricular components used to enhance student learning. The effectiveness of these interventions is backed by experimental design studies that:

- have been applied to a large study sample

- show a direct correlation between the intervention and student progress

- have been reported in peer-reviewed journals

Student Progress Monitoring is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

- Data is used to frequently check student progress towards success. Most often, progress monitoring data comes from brief, normed assessment probes given every 1-4 weeks.

- Students may be given probes in the areas of reading, writing, and math to assess the effectiveness of an intervention.

Universal Screening is a step taken by school personnel three times per school year to determine which students are "at risk" for not meeting grade level standards. These benchmarks are administered to the entire student body. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic screening test to all children in a given grade level. It establishes baseline achievement, data, and progress for the individual student and the school as a whole. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions.