

Response to Intervention (RtI)

Frequently Used Terms and Acronyms

The list below includes commonly used terms and acronyms related to Response to Intervention (RtI). The list and definitions are not comprehensive, but provide a basic overview of the terms that are regularly a part of RtI discussions. The list was compiled and adapted using the following resources:

- [The National Center on Response to Intervention](http://www.rti4success.org/) (<http://www.rti4success.org/>)
- [IDEA Partnership](http://www.ideapartnership.org/component/content/article/51-imported-data/imported-pages/818-response-to-intervention-a-partnership-collection.html) (<http://www.ideapartnership.org/component/content/article/51-imported-data/imported-pages/818-response-to-intervention-a-partnership-collection.html>)

Curriculum-based measurement (CBM) – 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. When using CBM, the instructor gives the student brief, timed samples, or "probes," made up of academic material taken from the child's school curriculum.

Data-based decision-making – A process in which educators, administrators, and policymakers systematically collect and analyze various types of data, including input, process, outcome and satisfaction data, to guide a range of decisions at the student, classroom, school, district and state level to help improve the success of students. Data can be used to drive decision-making at the:

- Instructional level (e.g., for individual students).
- Programmatic level (e.g., for classroom, school-wide, or targeted student groups).
- Policy level (e.g., for funding considerations and resource allocation).

Evidence-based practices – An intervention or component of instruction that has been studied and found to make a positive difference in student outcomes (student performance or achievement). Experimental controlled research studies that utilized random participant selection are the gold standard in identifying whether an educational practice is evidence-based. However, evidence-based practice is a phrase that encompasses both rigorous researched practices and practices informed by research.

Fidelity/Integrity of Implementation – Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications. It is not sufficient nor is it best practice to pick a practice that is not supported by research and do it well, nor is it enough to identify an evidence-based practice and implement it poorly. For a student to achieve

the positive outcomes from a specific practice/innovation or instruction it must be shown to be empirically effective and it must be implemented with a high degree of fidelity (as intended).

Goal line (sometimes referred to as an aim line) – The goal line on a graph connects the intersection of a 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.

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

Progress monitoring – A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. The process can be used to monitor implementation of specific interventions.

Problem-solving approach to RtI – Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences and depends on the integrity of implementing interventions.

Primary level of intervention – Primary intervention is the universal core program (e.g., instruction) that all students receive. Interventions at this level are usually preventive and proactive. Implementation is schoolwide or by whole-classroom.

Response to Intervention (RtI) – Response to Intervention is a multi-level prevention and intervention system that provides high-quality instruction and interventions matched to the needs of students in order to maximize student achievement and reduce problem behavior. 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.

Secondary intervention – Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based interventions. Secondary level interventions are often short-term, targeted to a specific concern, and implemented in small group settings, and may be individualized.

Scientific research-based instruction (SRBI) – Includes instructional practices and programs for which original data have been collected to determine their effectiveness. Scientifically-based, rigorous research designs have been utilized to evaluate the practices: randomized, controlled trials; regression discontinuity designs; quasi-experiments; single subject studies; and qualitative research. RtI is the practice of providing scientific, research-based instruction and intervention matched to students' needs.

Screening – A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards. 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.

Tertiary level of intervention – Tertiary intervention supplements primary and secondary interventions to intensify instruction. Tertiary interventions are intensive academic and/or behavioral interventions 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. Tertiary level of intervention is usually implemented individually or in very small groups.

Tiered levels of support – a system in which multiple tiers of increasingly intense interventions are directed at correspondingly smaller population segments so that a continuum of supports are available to students based on their needs.

Trend Line – 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.