RtI Definitions
Tomahawk School District

RtI: Response to Intervention

RtI is a system for increased success for all students, and universal screening and progress monitoring are central to this system. RtI may also be used as a method for identifying students with specific learning disabilities (SLD). As a student moves further toward a process of a SLD determination, by rule, the criteria of progress monitoring tools becomes more stringent to ensure strict consistency, fidelity, and reliability across the state. Making educational decisions based on multiple types of data is equally important to this process.*

Universal Screening:

Universal screening is a process **in which data from multiple measures are analyzed to** determine whether each student is likely to meet, exceed, or not meet benchmarks and can be constructed for both academic and behavioral purposes. A screener is an assessment given as one part of the screening process to establish a baseline from which students are beginning and to align the instructional starting point to student need. Screeners are typically a form of data collection designed to be easy, quick, and repeatable. No single piece of data should determine a student's experience within a RtI system; multiple types of data (survey, interview, teacher observation, etc.) should be collected to assist in a complete universal screening process. Data from the universal screening process are used to make decisions about interventions and additional challenges. It is also important to note that universal screening data can be examined to determine if a change in universal curriculum and instruction is needed.*

Universal Screeners:

Universals Screeners are the products that are used to screen ALL students to establish a baseline for each student. Our universal screeners at include, but are not limited to: AIMS-web, PALS, MAP, 2nd grade In-View, Fountas and Pinnell, ands DRA's.

Progress Monitoring:

Progress monitoring is a process used to assess a student's academic and behavioral performance, to measure student improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. This process is also used to monitor a student's response to specific interventions or additional challenges. Progress monitoring can be formal (quantifiable, norm referenced tools) or informal (teacher-developed formative tools) and can be implemented with individual students or an entire class. The frequency of progress monitoring will increase with the intensity of an intervention or additional challenge. Like universal screening, progress monitoring is a process, and thus data should include multiple pieces of evidence with a focus on individual student improvement as well as small group improvement.*

Academic and behavioral interventions

Academic and behavioral **interventions** are research-based strategies or programs that are systematically used with a student or group of students whose universal screening data indicate that they are not likely to meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including group size, length, frequency, and duration of implementation. It is important to emphasize that interventions:
• are provided IN ADDITION to universal/core instruction;
• should be standards based; and
• should support the skills required to succeed in the universal curriculum.

Instructional Interventions are:
1. Planned
2. For a specified set of skills
3. Goal oriented
4. Sustained
5. Follow a set of procedures

Additional challenges:

Are similar to interventions, but are intended to meet the needs of students who are **exceeding** benchmarks. A significant difference, however, is that these learning opportunities should be in place of all or part of the core curriculum rather than in addition to it.

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Tiers:

Tier I: Students receive anything that is "standard" within regular instruction.

- Needs are met through content, process and product differentiation by the classroom teacher.
- Academic and behavioral accommodations for students who are capable of mastering the content with teacher support.
- 80% of the students' needs are met within this level

Tier II: Students cannot have their needs met exclusively within regular instruction.

- High quality, differentiated core instruction for and with:
    - Struggling learners
        - Interventions based on student need
    - Academically able learners
        - "Alternate, not extra" challenges based on student need
- Interventions become more frequent and intense
- Small group
- 5-10% of the students' needs are met within this level

Tier III: Programming is within and outside of the classroom for this student

- Intensive interventions
    - Interventions or challenges
- 1:1 or small group
- 1-5% of the students' needs are met here

*Wisconsin RtI Center   http://www.wisconsinrticenter.org