Understanding the Vocabulary

Intervention: A research-based action, resulting from an analysis of data, designed to close the gap between current performance and grade-level expected performance. *Interventions are provided in addition to differentiated classroom instruction.*

Differentiation: Best practice efforts of teachers in response to variance among learners. Can occur by:
Content: What a student needs to learn or how they'll access information,
*Process: The activities in which a student engages,*
Product: Culminating project that demonstrates target skill(s),
Learning Environment: The way a classroom works or feels.

Universal Screening: A procedure in which all students are assessed to determine which students are "at risk" for not meeting grade level targets.

Curriculum: Targets, materials and instructional resources aligned with targets, pacing of instruction, and pre- & post-assessments utilized during the process of learning.

Define the Problem — Problem Analysis — Implement the Plan — Evaluate
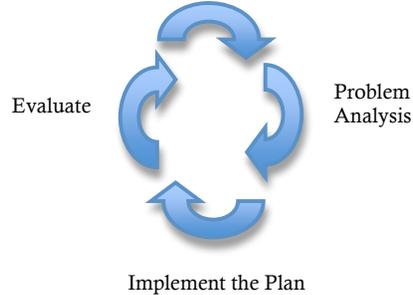
What is RtI?
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Response to Intervention (RtI) is a multi-tiered, general education approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. The goal of RtI is to close learning gaps. For RtI implementation to be successful, the following must be in place:

- **High quality, scientifically based core instruction, where differentiation is the standard**
- **Ongoing student assessment**
- **Tiered instruction**
- **Parental involvement**

Western Springs School District 101
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Response to Intervention (RtI)

A Parent's Guide

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"A Place Where Children Thrive"

Understanding the Problem Solving Process

Academic and Behavioral Concerns

I.   *Identify the Problem*: List area of academic concern or behavioral issue in observable and measureable terms.

II. *Analyze the Problem*: (Behavior) State the antecedent behavior. What is the consequence to the behavior? What is the desired replacement behavior? (Academic) What is the hypothesis? What do we want the data to look like?

III. *Develop a Plan*: Based upon data, what plan should we use? Steps? How will progress be monitored? Who will implement?

IV. *Implement the Plan:* When will the plan begin? Who will share the plan with student?

V.   *Evaluate the Plan*: Was the plan successful? If not, what will we now do differently?

Common Meeting Expectations

Implications of the Data: What is the goal of RtI?

The goal of RtI is for students to make sufficient gains so that they are able to perform at grade level. Western Springs District 101 defines "at grade level" to mean performance at or above the 50th national percentile. For example, a student who is achieving at the 35th percentile nationally on a fifth grade spring MAP reading test, would need to make gains of at least 5% above and beyond typical growth annually in order to close the gap between himself and his peers by the conclusion of his eighth grade year. Students will receive RtI services until they successfully close the gap.

I. Student concerns brought to a problem solving meeting will be accompanied by sufficient data to support the concern after differentiated, core instruction is deemed unsuccessful.

II. Participants will contribute to establishing a measurable, time bound goal that includes formal progress monitoring.

III. Participants will work collaboratively, and not in isolation or independently, to ensure a cohesive plan that will allow for the best results for students.

—FAQs—

What if my child is having difficulty with academics or behavior in school?
Talk with your child's teacher; review and assist with homework assignments; ask for regular progress monitoring reports; celebrate your child's successes; make a list of specific questions to ask during conferences or a meeting with your child's teacher or principal.

Where can I find more information about RtI?
Contact your student's classroom teacher or the building principal. Check out the following resources: RtI Action Network (www.rtinetwork.org); http://www.florida-rti.org; *Response to Intervention: Primer for Parents*. Klotz, M. & Canter, A. NASP, 2006.

Understanding the Vocabulary Continued

Progress Monitoring: Practice used to frequently assess students' performance and evaluate the effectiveness of instruction/intervention.

Research Based: Curricula and interventions that have been proven through published studies or by a process in which research is subjected to scientific scrutiny by a neutral panel of peer researchers to determine effectiveness.

Problem Identification: Process by which a specific and measurable goal is developed.

Identified 3-Tiered Process:

Tier I (effective for ≥85% students)- Includes all students; differentiated instruction is the norm.

Tier II (represents <10% students) Includes students who have **not** made sufficient progress through differentiated instruction; intensity and/or frequency of learning exposure increases. The goal of Tier II is for learners to successfully return to Tier I.

Tier III (represents <5% students) Includes very few students who receive intensive 1-on-1 or small group instruction in addition to core with frequent progress monitoring. The goal of Tier III is for learners to successfully return to Tier II & I.