

Glossary

BVSD Intervention Acronyms

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyper-activity Disorder
ADOS	Autism Diagnostic Observation Schedule
AMB	As measured by
ASD	Autism Spectrum Disorder
ASL	American Sign Language
ATT	Assistive Technology Team
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
CD	Combined Diploma
CDE	Colorado Department of Education
CDDPC	Colorado Developmental-Disabilities Planning Council
CEC	Council for Exceptional Children
CFFC	Colorado Foundation for Families and Children
CLIP	Collaborative Literacy Intervention Project (1 st grade Reading Program)
CP	Cerebral Palsy
CPP	Colorado Preschool Project
CRT	Child Review Team
CSDB	Colorado School for the Deaf and the Blind
CSEAC	Colorado Special Education Advisory Committee
CBM	Curriculum Based Measures
DB	Deaf Blindness
DD	Developmental Disability
D/HOH	Deaf/Hard of Hearing
DOK	Demonstration of Knowledge
DVR	Division of Vocational Rehabilitation
ESL	English Second Language
ESY	Extended School Year
FBA	Functional Behavior Assessment
FAPE	Free Appropriate Public Education
FEP	Fluent English Proficient
FOSS	Full Option Science Systems (Science Curriculum)
IDEA	Individuals with Disabilities Education Act
IDEIA	Individuals with Disabilities Improvement Act
IEP	Individual Education Plan
IFSP	Individualized Family Service Plan
ILC	Intensive Learning Center
ILP	Individual Literacy Plan
ITP	Individual Transition Team
ICAN	Intensive Center for Affective Needs

BVSD Response to Intervention

KASAB	Knowledge, Attitude, Skills, Aspiration, Behavior
LC	Learning Center
LCT	Learning Center TEC
LD	Learning Disabilities
LEA	Local Education Agency
LEP	Limited English Proficient
LLSS	Literacy & Language Support Services
LRE	Least Restrictive Environment
MI	Multiple Intensive
NCG	New Century Graduates
NCLB	No Child Left Behind
NCTM	National Council of Teachers of Math
NEO	New Educator Orientation
OCR	Office of Civil Rights
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
OT	Occupational Therapy
Part B	School-age Services IDEIA 3-21
Part C	Preschool Services IDEIA 0-3
PBS	Positive Behavior Support
PEAK Parent	Parent Education and Assistance for Kids
PEP	Parents Encouraging Parents
PIE	Partners in Education
PL	Performance Level
PLC	Professional Learning Community
PT	Physical Therapist
PLOP	Present Levels of Performance
RDI	Relationship Development Intervention
RTC	Residential Treatment Center
RTI	Response to Intervention
SEAC	Special Education Advisory Committee
SEBAT	Special Education Bilingual Assessment Team (Spanish only)
SIED	Significant Identifiable Emotional Disability
SLD	Specific Learning Disability
SLI	Speech Language Impairment
SLIC	Significant Limited Intellectual Capacity
SLP	Speech Language Pathologist
SMART	Specific, Measurable, Attainable, Relevant, Timely
SNC	School Nurse Consultants
SOP	Summary of Performance
SSP	Student Support Process
SUTW	Step Up To Writing
SWAAC	Statewide Assistive, Augmentative Alternative Communication
SWAP	School to Work Alliance Program

BVSD Response to Intervention

TAC	Teacher Advisory Committee
TAG	Talented and Gifted
TBI	Traumatic Brain Injury
TIES	Tools of Inquiry for Equitable Schools
TDD	Telecommunications Device for the Deaf
VIS	Vision

Glossary of Terms and Acronyms:

Behavior Intervention Plan (BIP) or Behavior Support Plan (BSP)

A behavior plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team which includes the student and parent. The plan includes positive behavior supports, identified skills for school success, and specific strategies for behavioral instruction.

Curriculum-Based Evaluation [Including Curriculum-Based Assessment (CBA), Curriculum-Based Measurement (CBM), and Precision Teaching]

Curriculum-based evaluation is "any set of measurement procedures that uses direct observation and recording of a student's performance in a local curriculum as a basis for gathering information to make instructional decisions".

CBE measures specific skills that are presently being taught in the classroom, usually in basic skills. Several approaches to CBE have been developed. Four common characteristics exist across these models:

1. The measurement procedures assess students directly using the materials in which they are being instructed. This involves sampling items from the curriculum.
2. Administration of each measure is generally brief in duration (typically 1-5 minutes).
3. The design is structured such that frequent and repeated measurement is possible, and measures are sensitive to change.
4. Data are usually displayed graphically to allow monitoring of student performance.

From www.cast.org

Teacher-friendly CBA math and reading probe generators are available at Intervention Central <http://www.interventioncentral.org/index.shtml>

Data-Driven Decision Making

Data-driven decision making is the process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Duration

Duration refers to the time span or number of sessions of a specific intervention. "Sufficient duration" is dependent on a number of factors including the program or strategy being used and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration. CLIP, for example, limits the number of 20-to-30 minute sessions in which a

child can participate to 100, believing that a child who does not make adequate gains after this amount of time would likely benefit from an alternative intervention. Duration is also a term used in describing "how long a behavior lasts" in a Functional Behavior Assessment (FBA/Behavior Intervention Plan (BIP).

Evidence-based Intervention

See research-based instruction/intervention/practice.

Flexible Service Delivery

Flexible service delivery describes prescriptive, focused, research-based interventions provided to students by any trained or skilled staff member, regardless of the child's special or general education categorization or the educator's special or general education job description.

Focused Assessment

Focused assessment is formal and informal assessment targeted to specifically plan program service delivery and/or prescriptive interventions for student success.

Frequency

Frequency is "how often a behavior occurs". Commonly used in a Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), it is one of the three most important factors in considering behaviors of concern: frequency, intensity, and duration.

Functional Behavior Assessment (FBA)

The term "**Functional Behavioral Assessment**" comes from what is called a "Functional Assessment" or "Functional Analysis" in the field of applied behavior analysis. This is the process of determining the cause (or "function") of behavior before developing an intervention or Behavior Intervention Plan (BIP/BSP). The intervention BIP/BSP is based on the hypothesized cause (function) of behavior.

From Stephen Starin, Ph.D., <http://www.asoenni.oro/function.html>

Gap Analyses

Gap analyses are plans to fill the staff development or instructional gaps noted following resource mapping.

Intensity

Intensity is the adjustment of duration, length, and teacher-to-student ratio to a child's academic or behavioral needs. Intensity is also commonly used

in Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP/BSP). Intensity refers to the level of "force or energy" of the behavior.

Intervention

Interventions are provided by special and general educators, based on training, not title. They are designed to help a student(s) improve performance relative to a specific, realistic and measurable goal. Interventions are based on valid information about current performance, realistic *for* implementation, and may include modifications and accommodations. They are multi-tiered, research-based, prescriptive, time-limited, and parent inclusive.

Intervention Facilitator

The intervention facilitator is a general or special education staff member who coordinates the development and implementation of the RTI/Problem-Solving Process regarding a student(s). This includes: gathering data, starting an intervention file, partnering with parents, facilitating/monitoring the process and meetings, and communicating with team members. The intervention facilitator may or may not be the person providing the intervention.

Multi-Tiered Intervention Model

The multi-tiered intervention model provides different levels of intensity (universal, targeted, intensive) based upon student response to intervention, with ongoing progress monitoring and focused assessment.

Parent-School Partnerships

Parent-school partnerships are when parents and staff collaborate for school success. Parents are included in data collection and decision making through participation in the RTI/Problem-Solving Process. There is collaboration to develop effective intervention for school and home.

Positive Behavior Supports

Positive Behavior Supports (PBS) is a school-wide, multi-tiered framework for developing positive learning behavior in all students. The focus of PBS is on prevention and behavior instruction rather than the development of consequences for inappropriate behavior.

Prescriptive Intervention

A prescriptive intervention is one that is specifically designed to meet the identified needs of a student.

Problem-Solving Process (or RTI/Problem-Solving Process) The problem-solving process is an interdisciplinary, collaborative team process which is based on a multi-tiered model and includes data-driven decision making, parent-school partnerships, progress monitoring, focused assessment, flexible service delivery, and prescriptive, research-based interventions. The process involves analyzing

and interpreting data; identifying SPECIFIC strengths, concerns, and outcomes; assigning and implementing research-based, prescriptive interventions; and evaluating response to Intervention. The process is applicable to ANY student at risk for school failure and/or school concern.

Problem-Solving Team (or RTI/ Problem-Solving Team)

A problem-solving team is a collaborative team of general and special education staff members, including parents, which implements the RTI/Problem-Solving Process for students at risk for school failure. Each team has someone who fills the following roles: chair; intervention facilitator; recorder; timekeeper; person with expertise in data, interventions (academic, social/emotional/behavioral), student, parent-school partnerships, and community resources.

Program Evaluation

Program evaluation is the ongoing data collection and analysis of various models, programs, and interventions so that optimum results are achieved.

Progress Monitoring

Progress monitoring is the ongoing process that involves collecting and analyzing data to determine student progress toward specific skills or general outcomes, and making instructional decisions based on the review and analysis of student data. Monitoring student progress, through collection and analysis of data, is an effective way to determine if the instruction being delivered is working.

From http://www.pattan.k12.pa.us/Progress_monitoring/Default.htm

Research-based Instruction/Intervention/Practice

Research-based is when there is reliable, trustworthy, and valid evidence to suggest that when intervention/Instruction is used with a particular group of students, they can be expected to make adequate gains. Research-based practice is a collaborative effort with shared responsibility. Ongoing documentation and analysis of student outcomes helps define effective practice. In the absence of evidence, the intervention/instruction must be considered best practice based on available research and professional literature.

Resource Mapping

Resource mapping is the process used to identify intervention resources and/or services that already exist in one's school. This may include surveying the staff on their knowledge, skills, and training in academic or behavioral interventions.

Response to Intervention (RTI)

RTI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic or behavior difficulties using effective, efficient, research-based instruction/intervention.

Scientifically-Based Reading Research (SBRR)

Mandated by No Child Left Behind - SBRR means using reliable evidence to make decisions about how to best deliver reading instruction. SBRR is defined as research that applies systemic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. For schools involved in the Reading First Initiative, SBRR is the guiding principle of reading instruction, professional development, and assessment.

Screening

Screening refers to a quick checklist or survey about a student's development or skills to see if further evaluation is needed.

Student/Teacher Ratio (S/T Ratio)

The student/teacher ratio is the number of students for each teacher in a given intervention setting, e.g., 4:1.

Resources for Successful Implementation

www.cde.state.co.us/rti/

Colorado Department of Education
Response to Intervention Homepage

<http://bvsd.org/studentssuccess>

Boulder Valley School District Department For Student Success

www.interventioncentral.org

Intervention Central: Site for Response to Intervention Resources