

Universal Design for Learning

A proactive approach that values student learning differences

Focuses on student success

Implements active learning practices to maximize student engagement

Intentional design of curriculum to meet all learner variability

Provides choices and options that are flexible, varied, and scaffolded

Web Resources

www.interventioncentral.org

www.rti4success.org

www.ferr.org

www.greatschools.org

www.wisconsinrticenter.org

www.wisconsinpbisnetwork.org

www.wittbirn.k12.wi.us



Assessments

State –wide Assessments

PALS (Grades PK-2)

FORWARD (Grades 3-8,10)

ACT ASPIRE (Grades 9 & 10)

ACT (Grade 11)

ACCESS (For English Language Learners)

District-wide Assessments

Fountas & Pinnell Benchmark Assessments (K-5)

District Writing Assessment (K-8)

District Reading Assessment (Grades 2-5)

MAP (Grades 3-10)

Progress Monitoring Tools

DIBELS (Reading)

Path Driver (Reading & Math)

Check-in Check-out Data (Behavior)

Behavioral Logs (Behavior)

Easy CBM (Reading & Math)



Created by the Wittenberg-Birnamwood District RtI Committee 2017

Rtl: Response to Intervention



Wittenberg- Birnamwood School District

*A guide for
staff and
parents*

Instruction

Literacy- Tier 1 (Universal)

Lucy Calkins Units of Study

Literacy- Tier 2 (Selective)

Leveled Literacy Intervention (LLI)

Imagine Learning

REWARDS

PALS Intervention

Literacy : Tier 3 (Intensive)

SONDAY

Corrective Reading

Math: Tier 1 (Universal)

Bridges (K-5) Glencoe (6-12)

Reflex

IXL

Math: Tier 2 (Selective)

Dreambox

Academy of Math

Bridges Intervention

Khan Academy

Math Tier 3 (Intensive)

Academy of Math

Dreambox

Corrective Math

Behavior: Tier 1 (Universal)

Whole school teaching of behavioral expectations

Behavior: Tier 2 (Selective)

Check-in Check-out

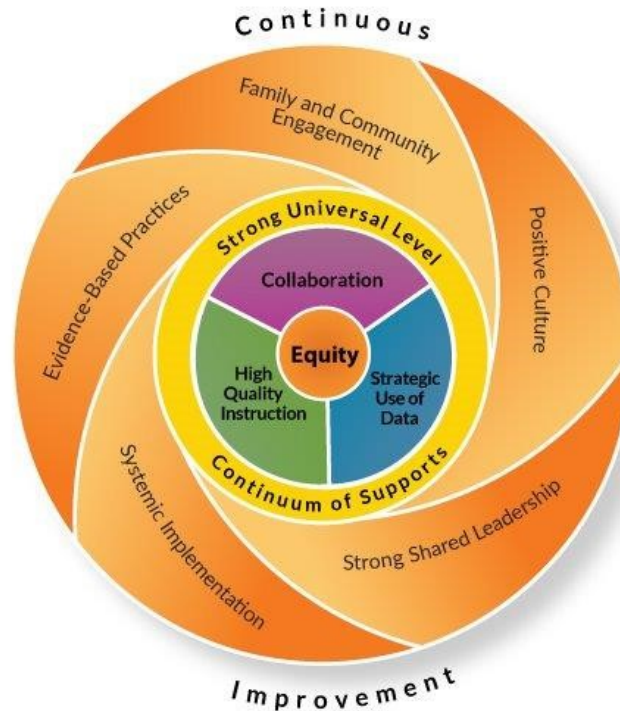
Mentoring

SAIG Groups

Behavior: Tier 3 (Intensive)

Individualized Behavior Plans

Response to Intervention (RtI) Model



Key Points for Multi-Level Systems of Supports:

- 80-90% of students should be successful in regular curriculum. If not, focus should be on curriculum change-NOT individual student change.
- Levels of support build upon each other. Students do not move out of one level and into another. They get value-added instruction. For example, a student receiving Tier 2 interventions also receives Tier 1 interventions.

What is RtI?

Response to Intervention (RtI) is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction and goals, and applying the child's response data to important educational decisions. (NASDE,2005)

Student Success Team (SST):

Problem-solving team focusing on developing interventions related to individual student concerns. Team members would include:

- *Regular Education Teacher*
- *Parent*

Also may include:

- *Title I Teachers*
- *Grade level team teachers*
- *Music, P.E., art teachers*
- *Principal*
- *School Psychologist*
- *Specialist in the areas of concern*