

Terminology

Differentiation of Instruction—instruction tailored to meet the needs of diverse learners in the general education classroom.

PBIS – PBIS is a framework for maximizing the selection and use of evidence-based prevention and intervention practices. It utilizes a multi-tiered continuum that supports social, emotional, and behavioral competence of all students.

SWIS – is a reliable, confidential, web-based information system built to collect, summarize, and use student behavior data for decision making.

Progress Monitoring—is a scientifically based practice of assessing students' performance on a regular basis. Progress monitoring helps school teams make decisions about instruction.

Universal Screening—is completed early in the school year to determine which students are at risk for not meeting grade level standards. Universal screenings are conducted by administering an academic and/or behavioral screening test to all children in a given grade level. Students whose test scores fall below a certain cutoff may be identified as needing more specialized academic interventions. Information from the screening as well as classroom performance are reviewed by the school-level AMP/Data Teams to determine the level and type of intervention the student should receive.

Scientific, Research-Based Instruction—specific curriculum, educational, and behavioral interventions that have been proven to be effective through scientific peer-reviewed journals or through evidence-based practices.

AMP/Data Team—a group of individuals knowledgeable about the student, curriculum, and/or interventions who meet to review student needs and develop a plan for assistance. Typical members include classroom teachers, interventionists, parents, school psychologists, school guidance counselors, building and system-level administrators, and additional staff, such as the EL teacher, or special education teacher.

Problem-Solving Process—the team considers a variety of factors to determine the needs of the student and subsequent placement in interventions

Standards-based intervention—intervention aimed at improving a student's performance on the standards, typically used for students who have gaps in knowledge. Most of these students are provided Tier 1 academic support.

Skills-based intervention—intervention aimed at improving performance on basic skills. After intense intervention, lack of improvement in basic skills may indicate the need for an evaluation for special education services.

Formative assessments—assessments conducted along with the way to help identify weaknesses that need to be addressed- results of these assessments should help “form” the

instruction that follows the assessment. Scores earned on formative assessments may or may not be recorded as a grade since they are usually given to determine instructional needs in preparation for summative assessments.

Summative assessments—assessments conducted at the end of period of time typically resulting in a grade or score that shows what the student as retained. Scores for these assessments are typically recorded as a grade for the student, or may be earned on a state-wide assessment such as the WY-TOPP.