

Response to Intervention



What is RtI?

- The practice of providing high-quality instruction and intervention matched to individual student needs based on:
 - Frequent monitoring of student progress
 - Frequent monitoring of learning and teaching
 - Typically used in Math & ELA, but can be used in other subjects

Universal Screening at regular intervals for all students using curriculum-based measurement

TIER 3
(5% of Students)
Intensive Intervention

TIER 2
(15% of Students)
Strategic Intervention

Problem Solving occurs at all Tiers of Instruction and involves collaborative, data-based decision making

TIER 1
(80% of Students)
Core Instruction

Scientific research-based instruction that is matched to student need to promote attainment of grade-level benchmarks

Essential Components of Rtl

- All students receive high-quality instruction
- All students are given universal screenings
- Tiers are based on established benchmarks
- Additional research-based interventions are provided to support struggling students
- Instruction is targeted to specific needs

Tier I

- Occurs in the classroom with the teacher providing instruction and needed support as differentiated instruction
- Classroom teacher delivers core curriculum
- Universal screening for all students occurs 3-4 times per year
- Ongoing teacher, parent and principal communication occurs regarding educational concerns
- Teacher may consult with colleagues to develop additional evidence based classroom interventions

Tier II

- Evidenced based supplemental interventions are implemented in the classroom or in pull-out models in addition to Tier I instruction
- Student data will drive targeted skill based interventions
- Interventions are provided in small group or to individuals as needed in addition to Tier I instruction
- Approximately 60-90 minutes per week
- Ongoing teacher, parent and principal communication occurs regarding educational concerns
- After analyzing data, student may either return to Tier I, remain in Tier II with new or additional supports, or move up to Tier III

Tier III

- Tier III interventions take place in addition to Tier I instruction
- Targeted skill based interventions become more intensive
 - Different resources
 - Smaller groups and increased time
- Approximately 90-120 minutes per week
- After analyzing data, student may either return to Tiers I or II, remain in Tier III with new or additional supports, or be considered for referral
- Ongoing teacher, parent and principal communication occurs regarding educational concerns

Example of Current Practice

- The DRA-2 is a teacher administered assessment
- The teacher uses a series of passages of increasing difficulty to observe and record a student's oral reading behavior and comprehension
- DRA-2 determines the student's independent reading level and identifies strengths & weaknesses
- Nishuane results



Internet Resources

- **Research and Articles**

- <http://dww.ed.gov>

- <http://www.ideapartnership.org/page.cfm?pageid=28>

- <http://www.ilispa.org>

- <http://www.nasde.org>

- <http://www.rrfcnetwork.org>

- <http://www.rti4success.org>

- <http://whatworks.ed.gov/>

- www.interventioncentral.com/