

RTI~ Response To Intervention

What is RTI?

- RTI is a multi-tier prevention system incorporating three levels of prevention and intervention. It is a continuum of services in which effective practices are implemented supporting students who need additional instruction.
- RTI is designed as an early intervention to prevent long-term academic failure.
- RTI is considered a general education service, but can also be implemented in special education settings.

Two Goals

1. To identify at-risk students early so that they may receive more intensive prevention services prior to the onset of severe deficits and disability identification
2. To identify students with learning disabilities who are repeatedly unresponsive to validated instruction and require individualized, data-based instruction.

Key Features

- Based on a problem-solving model that uses data to inform decision-making.
- RTI interventions are systematically applied and derived from research-based practices.
- Highly dependent on progress monitoring and data collection.
- RTI intervention plans are designed, implemented, and monitored by a variety of personnel, including general education teachers, special educators, and specialists.
- Can replace the I.Q. discrepancy model for determining the presence of a learning disability.

Essential Components

* must be implemented with fidelity and in a rigorous manner

- *All students receive high-quality, research-based instruction* in the general education classroom
- *Ongoing student assessment* – student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum
- *Tiered instruction* – incorporates increasing intensities of instruction offering specific research-based interventions matched to student need.
- *Parent involvement* – this model provides parents information about their child's progress, the instruction and interventions used, the staff delivering the instruction, and the academic or behavioral goals for the child.

Reading Skills

In 2000, the National Reading Panel issued a report identifying five key skills central to reading achievement:

Phonemic Awareness: the ability to notice, think about, and work with individual sounds in spoken words.

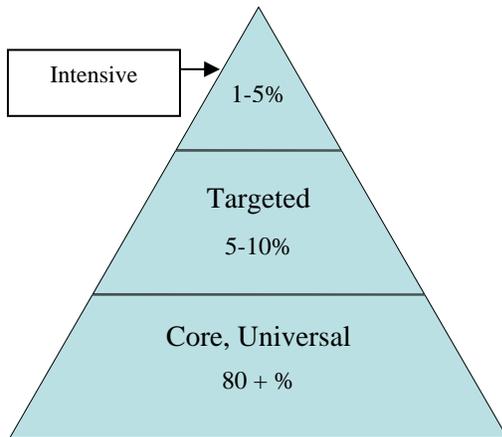
Phonics: an understanding of the relationship between letters (graphemes) of written lang. And the individual sounds (phonemes) of spoken language.

Fluency: the ability to read text accurately and quickly with proper expression.

Text Comprehension: understanding the meaning of what is read. Comprehension is the reason for reading.

Vocabulary: the words we must know to communicate effectively.

The 3 Tier Model



Tier I – The Tier 1 instructional program is synonymous with the core reading or math curriculum that is typically aligned with the state standards. The goal is to prevent failure and optimize learning by offering the most effective instruction possible. Instruction takes place in a regular education classroom and is, for the most part, whole class instruction. Classroom teachers monitor student progress and differentiate instruction for students who do not meet grade-level instruction. Research-based interventions will vary in time, but shouldn't exceed 8 weeks.

Tier II – The focus of Tier 2 are students who are falling behind same-age peers and need additional, targeted interventions to meet grade-level expectations. The goal is to accelerate learning for students who need more intensive support. Instruction typically takes place in a regular setting and may include small group instruction, targeted interventions, and frequent progress monitoring. Intensity of instruction, frequency of delivery, and frequency of progress monitoring are ways to differentiate at the Tier 2 level. Research-based interventions could last approximately six-ten weeks.

Tier III – Tier 3 is designed for students who still have considerable difficulty in mastering necessary academic and/or behavioral skills, even after Tier 1 and Tier 2 instruction and interventions. Tier 3 interventions address students' needs through intensive, highly-focused, intentional research-based instruction, possibly over long periods of time. These students undergo a more formal diagnostic evaluation.

Condensed & adapted by Kristin Corcoran, Teacher Trainer, Mid-State RSSC from the following resources:
[RTI Overview](#) by Joseph Casbarro, Ph.D.
[Interventioncentral.org](#) by Jim Wright
[Frequently Asked Questions About Response to Intervention](#) by Roger Pierangelo, George Giuliani
[RTI – A Framework for Reading Educators](#) by Fuchs, Fuchs, Vaughn

Web Resources

Intervention Central

www.interventioncentral.org

National Professional Resources, Inc.

www.NPRinc.com

National Center For Learning Disabilities

www.nclld.org

National Associations of School Psychologists

www.nasp.org

Center for Applied Technology

www.cast.org

University of Oregon

<http://dibels.uoregon.edu>

National Research Center on Learning Disabilities

www.ncrld.org

Print/Media Resources

ABC's of CBM: A Practical Guide to Curriculum Based Measurement by M. Hosp, J. Hosp, & K.W. Howell

Response to Intervention: Principles and Strategies for Effective Practice by Rachel Brown-Chidsey & Mark Steege

RTI: A Classroom Connection for Literacy by Karen A. Kemp & Mary Ann Eaton

RTI Toolkit: A Practical Guide for Schools by Jim Wright

RTI Data Collection Forms & Organizer: Classroom Starter Kit by Jim Wright

RTI: The Classroom Connection for Math Literacy by Karen A. Kemp, Mary Ann Eaton, & Sharon Poole

Power of RTI: Classroom Management Strategies K-6 featuring Jim Wright (DVD)

RTI Tackles Reading featuring Karen A. Kemp (DVD)

RTI Tackles the LD Explosion: A Good IDEA Becomes Law featuring Karen Norlander, Esq. (DVD)