

# RTI .....

## Is .....

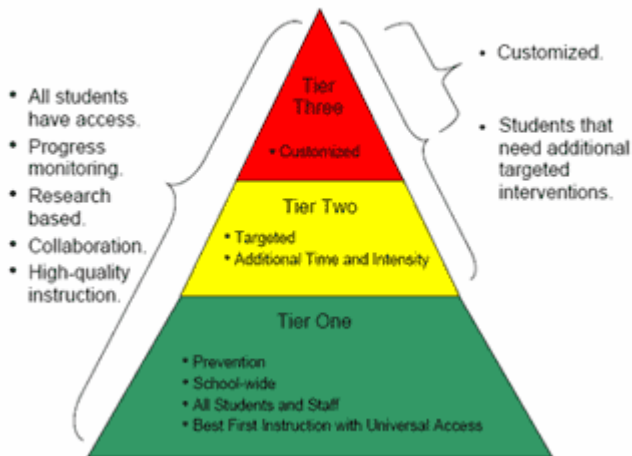
- Data-driven process to improve reading and math achievement within a standards-aligned instructional system.
- General education led effort implemented within the general education system
- System to provide instructional intervention in reading and mathematics, immediately upon student need.
- Process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures.

## Is Not.....

- A pre-referral system
- Whole class instruction
- Special education program
- Separate, stand alone initiative

[www.safeschools.info/.../doc.../213-response-to-intervention-what-it-is-and-what-its-not](http://www.safeschools.info/.../doc.../213-response-to-intervention-what-it-is-and-what-its-not)

### Response to Instruction and Intervention Academic and Behavioral



<https://entireyerika.wordpress.com/2016/04/26/r-t-i-the-good-the-bad-and-the-unknown/>

# Interventions

- <http://www.bisd.us/SpecialServices/>
- <http://www.fcrr.org/>
- <http://www.tpri.org/index.html>
- <http://www.tejaslee.org/>
- <http://www.tango-central.com/>
- [http://resources.buildingrti.utexas.org/PDF/Secondary\\_ELA\\_Resource.pdf](http://resources.buildingrti.utexas.org/PDF/Secondary_ELA_Resource.pdf)
- [tslpresource.org](http://tslpresource.org)
- BISD Textbook adoptions (interventions)
- <http://www.bisd.us/curriculum/RtI/RtI.html>  
(See Web based Resources)

## How Parents/Guardians can support at Home:

- Invite your child to read with you every day.
- When reading a book where the print is large, point word by word as you read.
- Read your child's favorite book over and over again.
- Read many stories with rhyming words and repeated lines.
- Discuss new words and ideas.
- Stop and ask about the pictures and what is happening in the story. Encourage your child to predict.
- Read from a variety of materials including fairy tales, poems, informational books, magazines and even comic strips.
- Let your children see you reading for pleasure in your spare time.
- Take your child to the library. Explore an area of interest together
- Scout for things your child might like to read. Use your child's interests and hobbies as starting points.

<http://www2.ed.gov/parents/read/resources/readingtips/readingtips.pdf>  
<http://www.pages.drexel.edu/~jnb64/final/docs/20Ways.pdf>



The goal of RtI is to improve student achievement using research-based interventions matched to the instructional need and level of the student.

[www.safeschools.info/.../doc.../213-response-to-intervention-what-it-is-and-what-its-not](http://www.safeschools.info/.../doc.../213-response-to-intervention-what-it-is-and-what-its-not)

Brownsville Independent School District  
 1900 E. Price  
 Brownsville Texas  
 (956)548-8000  
 RtI Office (956)548-8679



## TIER 1 Instruction

- Universal screening
- Diagnostics
- Progress monitoring

*High-quality instructional and behavioral supports are provided for all students in general education*

### Description

- Collection and sharing of benchmark data among teachers, principals, district staff, and parents (data is collected in fall, winter, and spring)
- Specific, objective measures of problem areas, not anecdotal information or opinions

### Procedures for implementation

- School personnel conduct universal screening of academic and behavioral skills
- Teachers implement a variety of research-supported instructional strategies
- Ongoing curriculum-based assessment (continuous progress monitoring) is used to guide high-quality instruction
- Students receive differentiated instruction based on data from ongoing assessments

[http://www.bisd.us/SpecialServices/Elements of a 3-TIER RtI Approach](http://www.bisd.us/SpecialServices/Elements%20of%20a%203-TIER%20RtI%20Approach)

## TIER 2 Instruction

- Baseline data collection
- Diagnostics
- Progress monitoring
- Written plan of accountability
- Comparison of pre- and post-intervention data

*Students whose performance and rate of progress in their classroom, school, or district lag behind those of peers receive more specialized prevention or remediation within general education*

### Description

- Curriculum-based measurement (CBM) to determine whether a problem area is an issue with the student or the core curriculum
- Which interventions will be tried that are different? Who will do them? When? Where? For how long?
- Frequent collection of a variety of data to examine student performance over time and evaluate interventions in order to make data-based decisions
- Data-based decision making for intervention effectiveness

### Procedures for implementation

- Curriculum-based measures are used to identify which students continue to need assistance with specific kinds of skills
- Collaborative problem-solving is used to design and implement instructional support for students that may consist of more individualized strategies and interventions
- Student progress is monitored frequently to determine intervention effectiveness
- Systematic assessment is conducted to determine the fidelity with which instruction and interventions are implemented
- Parents are informed and are involved in planning
- General education teachers receive support (training, consultation, direct services)

## TIER 3 Instruction

- Increased intensity of interventions

*Tier 3 includes all the elements of Tier 2. The difference between Tier 2 and Tier 3 is the frequency and group size of the intervention treatment.*

### Description

- The most intensive phase of RtI
- Fidelity of intervention ensured by documentation
- If progress monitoring does not establish improvement after intervention phase is implemented, referral for multi-disciplinary assessment for Special Education is warranted

### Procedures for implementation

- Procedures are consistent with those of Tier 2
- Intensity of interventions increases; treatment, time and group size vary with intervention

For more information Visit:  
<http://www.bisd.us/Dyslexia/html/Page3.htm>

**Julie Salinas**  
**Administrator**  
[jasalinas@bisd.us](mailto:jasalinas@bisd.us)