



Response to Intervention: Principles and Methods

CENTRAL ISLIP SCHOOL
DISTRICT

What is Response to Intervention?

- ▶ Response to intervention (RTI) is a systematic and data-based method for identifying, defining, and resolving students' academic and/or behavioral difficulties.

Three-Tier RTI Model

- ▶ Tier 1
 - ▶ Scientifically based general education instruction with regular progress monitoring
- ▶ Tier 2
 - ▶ Intensive small-group scientifically based instruction with regular progress monitoring New York State Education Department Recommends
- ▶ Tier 3
 - ▶ Comprehensive evaluation for special education services using a problem-solving model

Three Tiers of Instruction

General Instruction

All Students

D
A
T
A

Some Students

Supplementary Instruction

D
A
T
A

A Few Students

Special Instruction

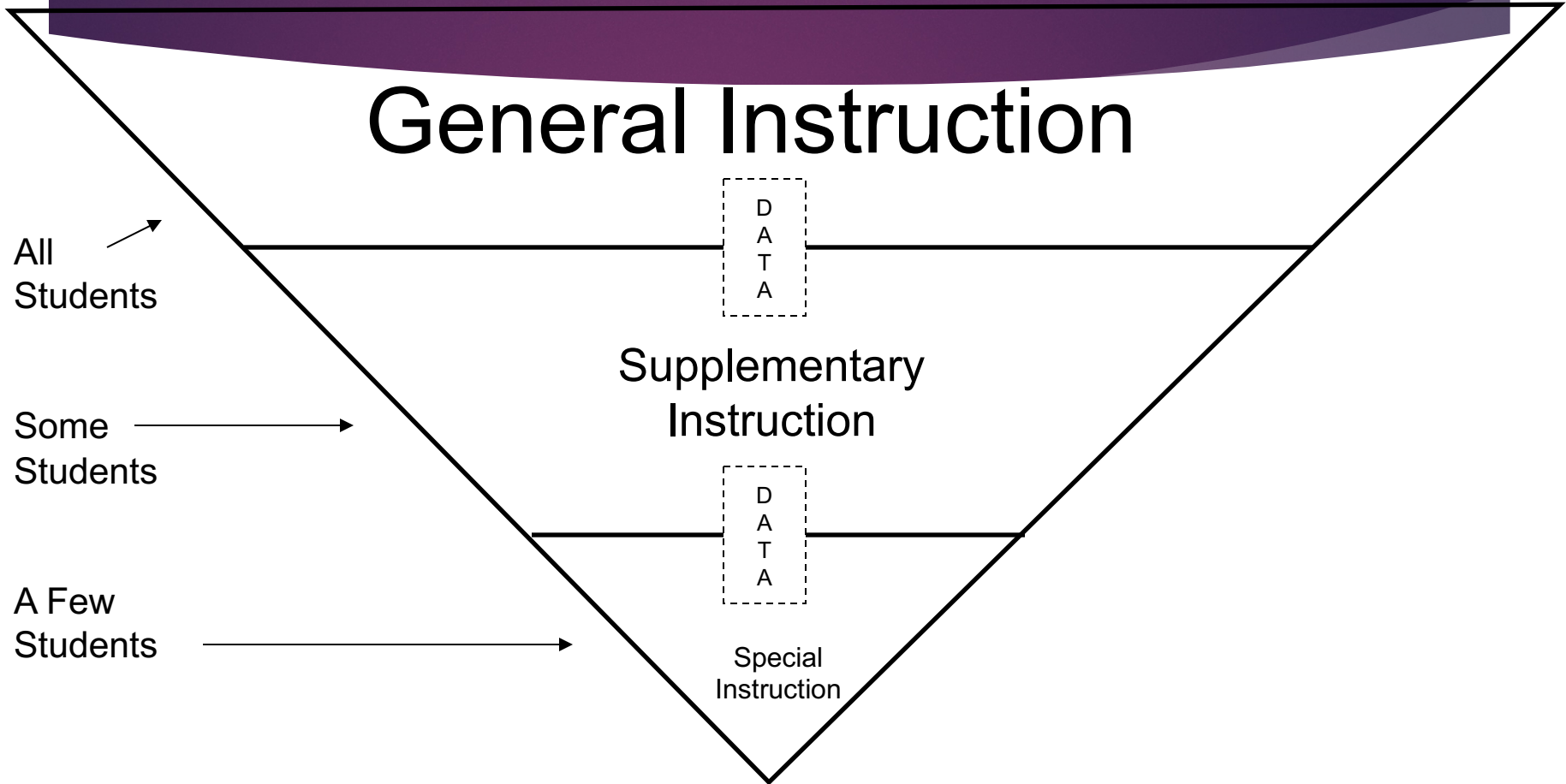


Table: Description of Critical Elements in a 3-Tier RtI Model

The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. This is intended as guidance for districts as they determine the various components of their RtI model.

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (3-5 students)	Individualized or small group instruction (1-2 students)
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
Frequency of progress monitoring	Screening measures three times per year	Varies, but no less than once every two weeks	Varies, but more continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session
Duration of intervention	School year	9-30 weeks	A minimum of 15-20 weeks

RESPONSE TO INTERVENTION, Guidance for New York State School Districts, October 2010

Adapted and reprinted with permission from Johnson, E., Mellard, D., Fuchs, D., McKnight, M. for NRCLD (2006, August) Responsiveness to Intervention (RtI): How to Do It

Key Terms

Response to Intervention (RtI) - A multi-tiered, problem-solving approach providing services, both prevention and intervention, that address academic and behavior difficulties of all students at increasing levels of intensity.

High Quality Instruction—Children receive instruction that follows a scope and sequence. Instruction is differentiated within the classroom to meet a broad range of student needs.

Research-Based Interventions—The instruction reflects the accumulation of research on how children learn best and how teachers are best able to assist those who are struggling.

Universal Screening—Tools, such as Curriculum Based Measures (CBM), checklists, or direct assessment, are used to identify levels of proficiency for each student in essential academic and behavioral areas. Those students who are not meeting grade level standards are identified as needing more specialized instruction.

Progress Monitoring—A scientifically based practice that is used to frequently assess students' performance and evaluate the effectiveness of instruction. Data that indicates a substantial lack of progress signals the need for more intensive interventions that match the skill deficit.

RTI Research

- ▶ Studies show that not all students will be successful from RTI alone; those students who still struggle after all three tier's are exhausted may need to be evaluated to see if they require special education services.

RTI and Education Policies

- ▶ IDEIA 2004 requires that students receive scientifically based instruction before special education referrals can be made.

RTI Components: Tier 1

Tier 1 RTI Activities:

- ▶ Whole-class instruction using research-based curriculum
- ▶ Universal benchmarks to monitor student progress three times per year
- ▶ Identification of lowest 20%
- ▶ Comparison with teacher judgment
- ▶ Next step: Tier 2

RTI Components: Tier 2

- ▶ Tier 2 activities:
 - ▶ Daily small-group instruction in addition to whole-class instruction (added reading instruction).
 - ▶ Direct and systematic instruction in the core skills students need.
 - ▶ Monitor student progress weekly.
 - ▶ Those students still not meeting benchmark goals at preset time points are referred for special education evaluation.
- ▶ Next Step: Tier 3

RTI Components: Tier 3

- ▶ Tier 3 activities:
 - ▶ Review of Tier 2 data.
 - ▶ Comprehensive evaluation to identify why student has not responded to intervention.
 - ▶ Consideration of special education eligibility.
 - ▶ Development of IEP or other intervention.
 - ▶ Ongoing progress monitoring.

Making RTI Happen

- ▶ RTI requires coordinated, data-driven, and systematic integration of instruction and assessment.
- ▶ It cannot be implemented over night; it can take 3–5 years for the steps to be learned and used accurately and with desired outcomes.
- ▶ When used consistently, data has shown that RTI helps *all* students.

RTI Summary

- ▶ RTI appears to offer a robust and technically sound set of methods that enhance student achievement while reducing special education placements.
- ▶ RTI appears to be a viable way to improve access to effective instruction for all students.
- ▶ RTI is not a replacement for all other assessment procedures, but a set of procedures which make educational planning easier.