



What Is Response to Intervention (RTI)?

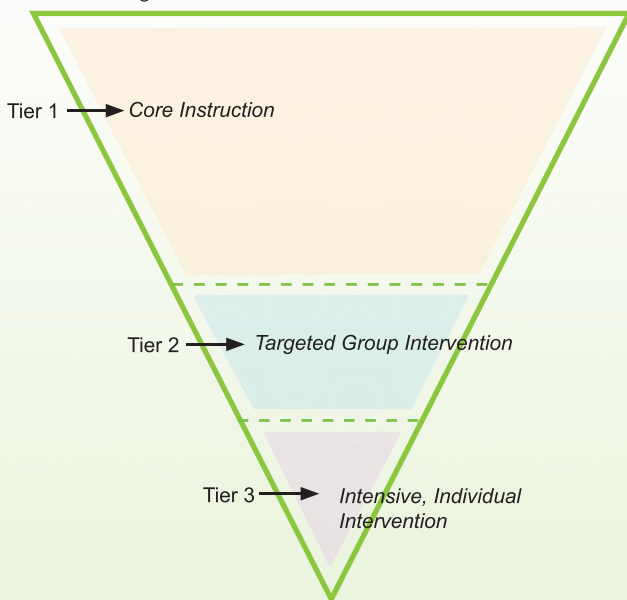
prevention
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RTI

- High-quality instruction for all students, demonstrated through scientific research and evidence-based practice to produce high rates of learning for most students
- Universal screening of all students with periodic monitoring of students' progress in the curriculum
- Interventions for struggling learners provided at increasing levels of intensity and matched to individual student need
- An integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations
- Mechanisms for monitoring students' learning rates and levels of performance and using that information in ongoing problem solving and decision making
- An approach for determining the intensity and likely duration of interventions and which students need additional help, based on each student's response to instruction across multiple tiers of intervention

What Does RTI Look Like?

Figure 1. RTI and Three-Tier Intervention



Tier 1: Core Instruction

- Ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction
- For all students

Tier 2: Targeted Group Intervention

- Students identified as at-risk, performing below expected levels, or needing specific supports to make adequate progress are provided with targeted intensive prevention or remediation services plus Tier 1 instruction.
- Small, same-ability groups of up to four students
- Curriculum-based, individual, very frequent progress monitoring
- Meets the needs of 5 to 15 percent of students

Tier 3: Intensive, Individual Intervention

- Students who continue to struggle without measurable progress after a period of 12 weeks in Tier 1 and Tier 2 instruction/intervention are provided individualized intervention with extended frequency and duration plus Tier 1 instruction.
- Curriculum-based, individual, frequent progress monitoring
- May or may not be provided through special education
- Meets the needs of 2 to 5 percent of students

Log on to linguisystems.com to download our *RTI Guide* to find out more about this important change in service delivery.



Three-Tier RTI Model of Instruction

	TIER 1	TIER 2	TIER 3
	Core Instruction	Targeted Group Intervention	Intensive, Individual Intervention
Focus	All students	Students who do not respond to Tier 1	Students who are significantly behind and do not respond to Tier 1 or 2
Program	Scientifically-based curricula following state standards	Specialized, research- or evidence-based interventions	Intensive, specialized, research- or evidence-based interventions
Instruction	Engaging, high-quality instruction	Engaging, high quality; may be same materials as classroom; different method	Engaging, explicit, intensive; different materials, methods, pace; longer duration
Grouping	Multiple and flexible grouping formats	Same-ability small groups of up to 4 students	Individual or very small same-ability groups (2 or 3 students)
Time	As required by state for different content areas	20-40 minutes, 3-5 days per week in addition to Tier 1	45+ minutes daily in addition to Tier 1
Assessment	Universal screening and interim assessment at beginning, middle, and end of year	Progress monitoring every 2-3 weeks on target skill/s to measure student response to intervention	Progress monitoring every week on target skill/s to measure student response to intervention
Parent Involvement	Information about student progress routinely provided to parents via report cards and parent-teacher conferences	Student progress on target skill/s provided to parents every two weeks; parents included in decisions about changing intervention	Ongoing, frequent communication with parents regarding progress on target skill/s; parents included in decisions about changing intervention
Behavior Support	Effective behavior supports provided through classroom routines; information provided to parents	Specialized behavior plans implemented/monitored by teacher and parents	Specialized behavior plans and activities provided in pull-out sessions in coordination with teacher and parents
Interventionist	General education classroom teacher	Classroom teacher or specialist (e.g., SLP, reading specialist, or behavior specialist)	Designated by the school; usually a specialist (e.g., SLP, reading specialist, or behavior specialist)
Setting	General education classroom	Pull away small group or additional intervention in classroom (not by classroom teacher)	Pull away from classroom to different learning environment
Professional Development	Ongoing to provide teachers with necessary tools to promote engaging delivery of curricula	Focused, specialized, and ongoing to provide training in specialized interventions	Focused, specialized, and ongoing to provide training in specialized interventions
Problem-Solving Team	Reviews screening results and interim assessment data Assists teacher in decisions about which students need Tier 2	Reviews progress monitoring data to determine which students are responding (back to Tier 1 with monitoring) or not responding (change Tier 2 intervention or provide Tier 3)	Reviews progress monitoring data to determine which students are responding (back to Tier 1 with monitoring) or not responding (change Tier 3 intervention or consider additional individual evaluation or referral for special education evaluation)