

The 3 Tier Model

Although there may be different applications of the RTI process, it is generally depicted as a three (3) Tier model which includes:

Tier I– the provision of school-wide screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks. Assessments occur three to four times per year.

Tier II– if students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the core curriculum. Progress is monitored more closely, at least bi-monthly to weekly, and the research-based interventions could last approximately eight to ten weeks.

Tier III—for students who do not adequately respond to the targeted interventions in Tier II, additional testing may be warranted and students would receive individualized, intensive interventions targeted to the skill deficits. Eligibility for special educational services may be considered .

As a guide, Tier I instruction should be successful with 80-90% of the student population. Tier II represents 5-10%, and Tier III should only represent 1-5%.



The goal to improve student success in school is the center of the entire RTI process.

Parent Role in the RTI Process

Parents have an important role in RTI and may be asked to participate in telephone conversations and/or team meetings. Parental insight into a child's learning and development may provide valuable information in the following ways:

- Understanding the problem and why it occurs.
- Planning and/or implementing an intervention plan.
- Measuring and evaluating the plan's effectiveness.

The RTI approach also uses different methods of assessing student progress. We know that students demonstrate learning and understanding in different ways. As a result, various written, oral, or behavioral methods may be used as assessments. It is the student's response to interventions that is evaluated in order to determine whether to continue, discontinue, or increase the types of interventions being used.

Team members contribute in different ways to this process; offering suggestions, gathering data, communicating with other staff and/or parents. Many teams meet regularly to discuss and monitor student concerns. These team meetings use the problem solving approach.

We believe deeply that every child can learn, and that high expectations for progress and performance are critical. We also believe that school staff has the creativity, desire, and resources to provide improved opportunities for learning to each child. Response to Intervention and building based problem solving teams are formal methods to provide these services to children.

Parent Guide: Response to Intervention



Elementary

Introduction

Response to Intervention (RTI) is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.

You may hear RTI discussed at Parent Teacher conferences, at Student Support Team meetings and in your conversations with school staff. The focus of this guide is to explain Response to Intervention (RTI) in the general education setting, and as a system of supports to children who are “at risk” behaviorally and/or academically.

What is Response to Intervention?



Response to Intervention, or RTI, is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified

staff that is matched to student needs and monitored on a frequent basis. The information gathered by this approach is used to make decision regarding the student’s educational program.

All children are monitored to make sure that they are learning in the instructional environment. If not, they are provided the support needed to learn. Progress is continually monitored. Children flow in and out of support based on their needs.

What are Early Intervening Services?

RTI emphasizes early intervention services for children who are “at risk” for academic and/or behavioral problems. The idea is to intervene early with evidence-based strategies, and monitor a child’s response to those strategies, before the child fails and becomes so far behind that they require special education.

How are early intervention and RTI related?

The idea is to intervene early when a student shows signs of academic and/or behavioral problems. RTI is a framework or process schools use to deliver these services.

What core components are present in RTI?

- Three-tiers of increasingly more intensive instruction (i.e., intervention instruction, smaller groups, more time, more progress monitoring)
- School-wide screening 3 times a year
- Adequate instructional time at each tier with on-going monitoring of student progress
- Evidence-based interventions/instruction through all tiers
- A process in place to assess the fidelity of the implementation of instruction and progress monitoring at each tier
- Collaborative Team problem-solving approach that includes an on-going review of student data.
- Parents involved at every tier

Is RTI the same in all schools?



No. RTI will not be implemented the same way in all schools but the core components listed earlier in this guide should exist in every school.

What are the goals of early intervention and RTI?

- Prevent unnecessary academic failure
- Implement evidence-based interventions for all students
- Prevent unnecessary referrals to special education
- Be proactive rather than reactive to student difficulties
- Increase parent involvement at all three tiers
- Encourage teachers to use data to make instructional decisions.

