

Response to Instruction & Intervention

Redefining RTII

Response to Intervention and Instruction is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to inform educational decision-making. RTII provides an improved process and structure for school teams to design, implement, and evaluate both daily instruction and specific interventions. Some elements of RTII have been used informally in practice for many years with varying degrees of success. RTII is a process that focuses on every student achieving to high levels. RTII implementation reaches students of diverse backgrounds including English language learners, children of low socio-economic status, minority students, those struggling with social/emotional/behavioral issues, students with special needs, and gifted and talented students. Improving outcomes for all students has the potential to result in overall school improvement. Some of the same tools used within a Response to Instruction and Intervention approach may be used to measure school improvement and accountability under No Child Left Behind (NCLB). In addition to impacting educational outcomes for struggling students, the Individuals with Disabilities Education Act of 2004 provides states and districts the opportunity to use a "process of responsiveness to intervention" as part of the specific learning disability evaluation process.

Source: http://ideapartnership.org/index.php?option=com_content&view=category&la...

Understanding the Tiers:

Tier 1 - *All Students*

High Quality Standards - Aligned Curriculum and Instruction Safe and Supportive Learning Environments for ALL Students

(about 80-90% of students)

- High quality differentiated instruction
- Scientifically-based reading and math instruction (NCLB requirement)
- Positive school culture – School-wide expectations are taught and reinforced
- Proactive assessment practices (universal screening) for early identification of students needing more intensive instruction and intervention to accelerate progress)

Tier 2 - *Targeted/Supplemental Intervention for Some Students*

Research-Based Interventions provided IN ADDITION to Tier 1 Instruction
(about 10-15% of students)

- Supplemental interventions that are data driven, research-based and automatically provided
- Interventions delivered through flexible scheduling and flexible use of resources
- Regular monitoring of student progress

Tier 3 - *Individualized, Intensive Interventions for Few Students*

(about 1-5% of students)

- Individualized interventions for students with the most severe academic, behavior or emotional problems
 - Very frequent progress monitoring
 - Collaboration with parents and other child-serving agencies and community resources when appropriate
 - Use of data gathered through targeted and intensive interventions can be used to determine eligibility for special education (students in need of specialized instruction and support) and to set IEP goals if the student is found eligible for support services
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