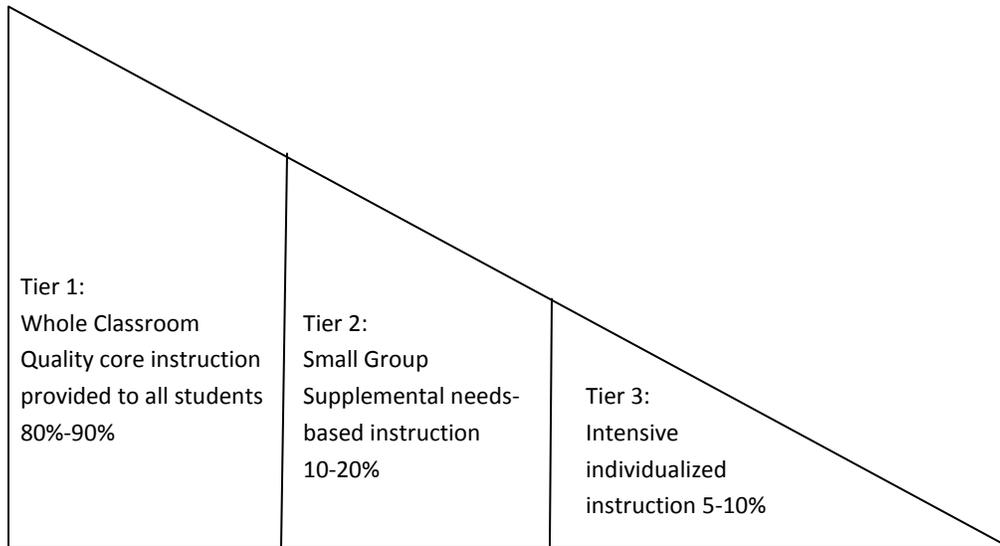


# What is RtI?

Response-to-Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs. Progress is closely monitored and changes in instruction are based on data collected from on-going assessment. RtI represents an educational strategy to close achievement gaps for all students, by preventing smaller learning problems from becoming insurmountable gaps.

(NASDSE, 2006)



## What do the tiers mean?

### Tier I

ALL students receive Tier I interventions, also known as “Best Practices.” Tier I interventions will be successful with 80-90% of the student population. Classroom teachers provide Tier I interventions and supports.

### Tier II

Based on academic school-wide screening, students who are not meeting grade level benchmarks and for whom Tier I interventions are not supportive enough will receive Tier II interventions. They receive the same instruction as students in Tier 1 as well as *targeted* interventions. Tier II represents 5-10% of the population. Tier II interventions are provided by the classroom teacher as well as support staff when necessary.

### Tier III

Students who are not making adequate progress at Tier II will receive Tier III interventions. Tier III interventions include intensive instruction, specific to the student’s highest area(s) of need. Tier III should only represent 1-5% of the population. Tier III interventions are provided by the classroom teachers as well as specialists in the specific area of skill deficit.

**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.

# What are the Benefits of RtI?

- RtI ensures a shared approach is used in addressing students’ diverse needs.
- Parents are a very important part of the process.
- RtI eliminates the “wait to fail” situation, because students get help promptly within the general education setting.
- The RtI approach may help reduce the number of students referred for special education services while increasing the number of students who are successful within regular education.
- RtI helps to identify the root cause of achievement problems.
- RtI’s use of progress monitoring provides more instructionally relevant information than traditional assessments.

# What is the difference between AIS and RtI?

AIS	RtI
<b>Definition from Part 100.2 Regulations of the Commissioner of Education <i>as of December 2010</i></b>	
<p>Schools shall provide academic intervention services to students in kindergarten to grade two when such students are determined, through a district-developed procedure, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or are determined, through a district-developed procedure, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics.</p> <p>Schools shall provide academic intervention services when students score below the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics, social studies or science.</p> <p>Schools shall provide academic intervention services when students score below the State designated performance level on one or more of the State intermediate assessments in English language arts, mathematics, social studies or science, or score below the State designated performance level on any one of the State examinations required for graduation.</p>	<p>A school district’s process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel; screenings applied to all students in the class to identify those students who are not making academic progress at expected rates; instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards; repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards; the application of information about the student’s response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services; and written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom.</p>

# How Parents/Guardians can support at Home:

Reading is Fundamental (These tips have been adapted from **Reading is Fundamental** ([www.rif.org](http://www.rif.org)))

- 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.

# What should parents do if they believe their child is struggling?

- 1 – Contact your child’s teacher
- 2 – Request a parent/teacher conference
- 3 – Access the parent portal and other daily means of communication
- 4 – Review your child’s work to see if there is progress
- 5 – Talk with your child to ensure they know you are supporting them at home as well as in school