

Response to Intervention (RtI)

Overview



Response to Intervention (RtI)

What is it?

- ▶ It is a process for redesigning and establishing teaching and learning environments that are effective, efficient, relevant and durable for all students at any grade, families and educators.
- ▶ RtI is an education initiative for further student success.

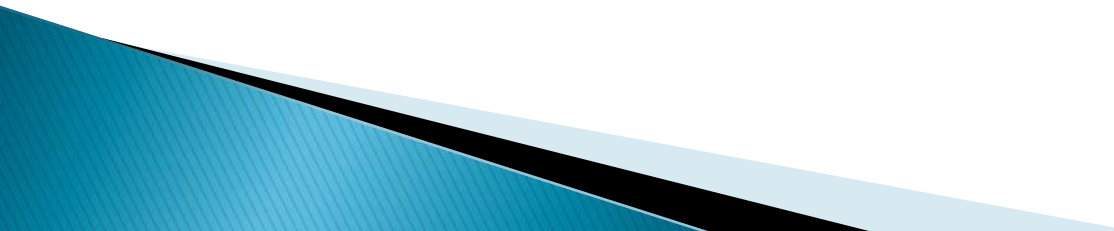




RtI – What is used to support students' further success?

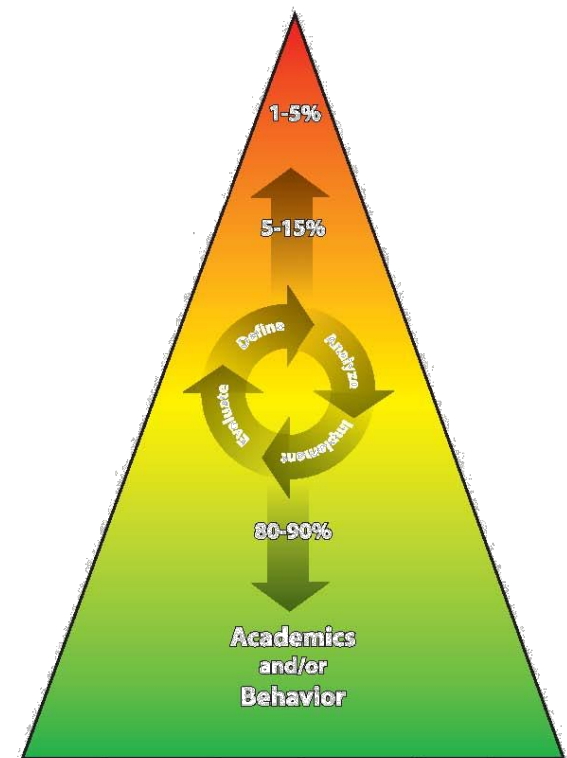
- ▶ Differentiated core instruction. **AND/OR**
- ▶ A specific type of instruction is used to help with a specific type of problem or skill, referred to as an intervention.

(Educational Rights and Responsibilities: Understanding of Special Education in Illinois, page 8)



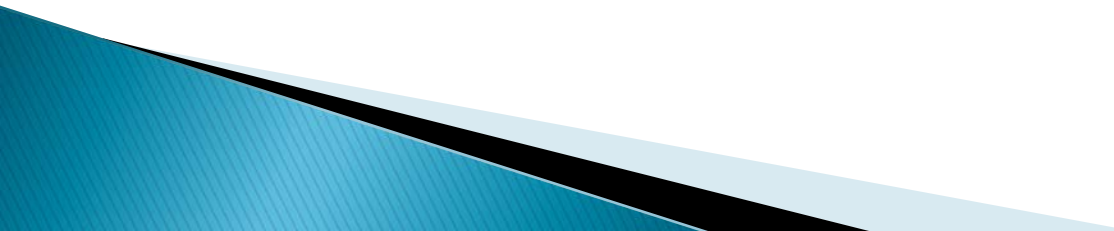
Rtl has three main parts:

1. Data to inform instruction
2. A tiered model of school supports
3. A problem-solving method for decision-making





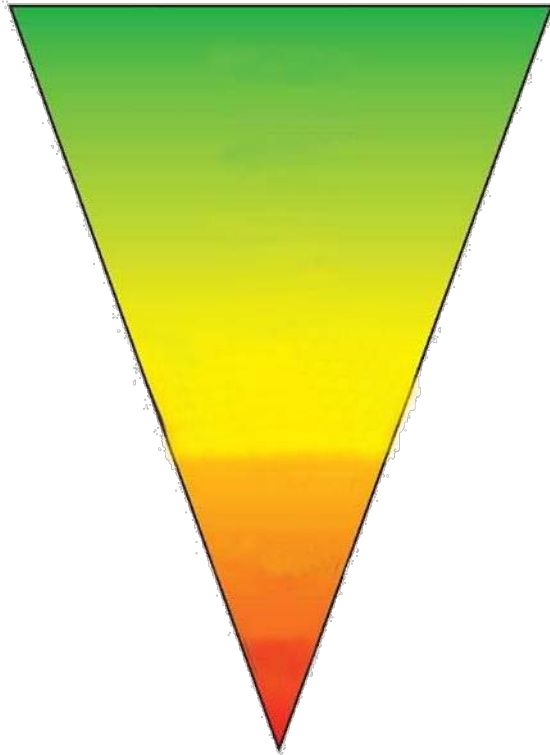
Schools utilize universal screening to identify students that are not benefiting sufficiently from core instruction. Next, Tiers of intervention or support are developed to improve students' skill progress.





Part I.

Three tiers of support or intervention:



The foundation level of intervention for all students – the core, also known as daily, instruction.


Interventions provided with increased level of intensity in addition to the core daily instruction, usually with small groups of students.

Even higher level of intensity and intervention, usually provided to one or a couple of students in addition to the core daily instruction.



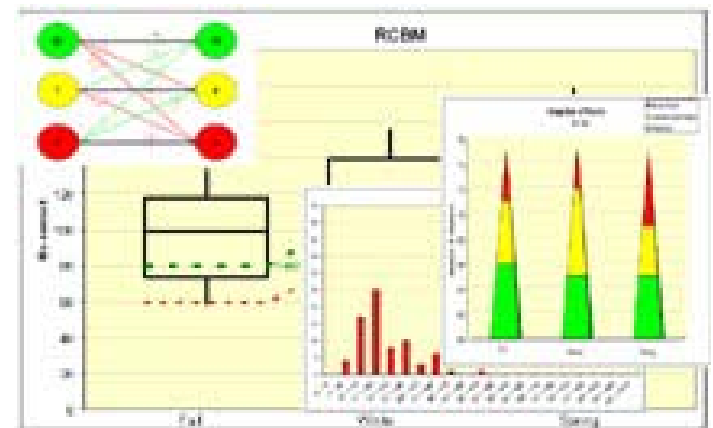
Part 2: Problem Solving

This method is used to match instructional resources to educational need. Process includes:

- ▶ Define the Problem
 - The gap or difference between the expectation and the actual performance.
 - ▶ Analyze the Problem
 - Use information collected from a variety of sources, such as school work, tests, common assessments, detentions, suspensions, parent input, etc. to determine why there is difficulty with learning or a behavior.
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Part 2: Problem Solving (continued)

- ▶ Develop and implement a plan
 - Set a goal for the expected improvement in learning. Choose the intervention (s) specific to the problem. Identify how the progress will be monitored. Carry out the intervention correctly.
- ▶ Monitor progress
 - Collect and use data to determine if the intervention is working or if changes are needed.





Part 3: Using data to inform instruction

Ongoing review of data helps all team members plan for learning.

- Data is collected and used for screening and benchmarking of all students across the core curriculum.
- Data is collected to determine whether the extra instruction is effective.
- Progress monitoring data is collected more frequently for students participating in interventions to determine if instruction is effective.



“At any time, regardless of where a child is in the Rtl process” a request can be made to evaluate a student for consideration of special education eligibility.”

(Educational Rights and Responsibilities: Understanding Special Education in Illinois, page 14)

