

FAQS

How will I fit this into my schedule?

Try to modify your schedule to fit about 30 minutes in for intervention groups. For example, you could use a teaching center format, or use other adults in the classroom to conduct activities while you work with students. Since most interventions are brief, and progress monitoring procedures can be done in minutes, this should be sufficient.

How do I know if my Tier 1 instruction (core curriculum) is working? Will I have to change the way I teach?

If screening procedures show that at least 80% of your students meet grade level expectations, your Tier 1 instruction is considered to be effective. If not, you may have to work with other school staff members to modify your curriculum.

How often is progress monitored?

At Tier 1, progress monitoring data is collected 3 to 4 times per year, at Tier 2, 2 to 4 times a month, and at Tier 3, at least once a week.

Why does progress monitoring need to be done so often?

By looking at the progress of a student with a particular intervention on a regular basis, it can be determined if an intervention is working. If it is, you will know to continue using that intervention. If not, you will know to modify or it or try something new.

How do I know if an intervention is evidence based? How will I know if I am implementing it correctly?

Your school psychologist will be happy to help you find various types of interventions that are supported by research. They will also help with training and learning how to implement an intervention correctly.

Helpful Resources and Websites

<http://www.interventioncentral.org/rti>

<http://www.rtinetwork.org/>

<http://www.rti4success.org/>

<http://www.ideapartnership.org>

RTI in the Classroom: Guidelines and Recipes for Success
(Book available from Amazon)

You can also reach out to your school psychologist or school based team for more information on RTI!

References

Chidsey-Brown, R., Bronaugh, L., McGraw, K. (2009). RTI in the Classroom: *Guidelines and Recipes for Success*. New York: The Guilford Press.

Glover, T.A., Vaughn, S. (2010). The Promise of Response to Intervention: *Evaluating Current Science and Practice*. New York: The Guilford Press.

<http://www.ideapartnership.org>

<http://www.rti4success.org/>

<http://www.rtinetwork.org/>

<http://www.interventioncentral.org/rti>

<http://www.nclld.org>

<http://illinoisaspire.org>

Response to Intervention

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A GUIDE FOR TEACHERS

WHAT IS RTI?

Response to Intervention (RTI) is a multi-tiered approach/model based on using high quality, evidence-based instruction and interventions that correspond with students' needs and are continuously monitored.

Within the RTI framework, school staff members work together to implement evidence-based instruction. Assessments of student performance are used to determine if the instruction is working. These assessments help to identify students who need additional supports/intervention as well as what types are needed. These interventions are implemented and a student's progress is monitored to measure his or her response to the intervention, and it is determined if the student is meeting goals or if something else is needed. The main goal of RTI is to promote student success and help students achieve their potential. This model can be used for all major academic topics as well as for student behavior.

KEY COMPONENTS

Multi-tiered model – RTI traditionally uses tiers that differentiate between intensity of intervention. Three tiers are usually used.

Evidence-Based Instruction/Interventions – interventions that address a student's academic or behavior problem and are shown to be effective through research

Progress Monitoring – used to assess performance, rate of improvement, and effectiveness of the instruction or intervention. It can be done with one student or with groups of students.

School Based Problem Solving Team – staff members who work together to address the needs of at-risk students within the RTI framework.

THREE-TIERED MODEL OF RTI



Tier 1

All students receive Tier 1 instruction in their general classroom. It involves the core curriculum, which should be high quality, evidence-based, and differentiated for all learners. Assessment is done with all students to determine which students need further supports.

Tier 2

Students who did not respond to general instruction, or students at-risk for failure, receive Tier 2 interventions. These usually take place in small groups (3-6 students) and target problem areas. Progress is monitored to see if the intervention(s) is working.

Tier 3

Students not making adequate progress at Tier 2, receive even more, individualized support and interventions. These usually take place outside of the classroom. If a student does not respond at this level, he or she may be referred for special education evaluation.



WHY SHOULD RTI BE USED?

- Providing students with quality instruction and intervention in the RTI model can increase the number of students performing at grade level.
- Using this model improves the accuracy of identifying students for special education. Lack of effective and individualized instruction is ruled out as a possibility for a student's difficulties. (For this reason, RTI was included in IDEA).
- RTI can reduce the disproportionate amount of culturally and linguistically diverse students placed in special education.
- With instruction aimed at specific student problems, RTI addresses the needs of diverse learners.
- You no longer have to wait until a student is failing to provide them with supports. Interventions are provided early to prevent future problems.

YOUR ROLE

- Teachers are responsible for Tier 1 interventions (highly effective classroom instruction).
- Identifying students who may need support (either through screening or observation)
- Teachers will also be responsible for some Tier 2 interventions. These include interventions targeted at a student's specific skill deficit.
- Progress monitoring is also a part of a teacher's responsibilities within the RTI framework. Data on student progress is collected using different assessment methods to evaluate the effectiveness of interventions. Teachers will graph and present this data to their school's problem solving team to help make decisions.
- Teachers are a part of their school's problem solving team. This team promotes sharing and communication about interventions and plans for students.