

If the Shoe Fits, Wear It
Response to Instruction/Intervention
(RtI)

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What is RtI?

Response to Instruction/Intervention (RtI) is a systematic approach for meeting the needs of all children. It is a multi-tiered, problem-solving approach that addresses academic and behavioral difficulties of ALL students. It is an integrated school improvement model that is standards driven, proactive and incorporates both prevention and intervention. RTI is effective at ALL levels (Early childhood through High School).

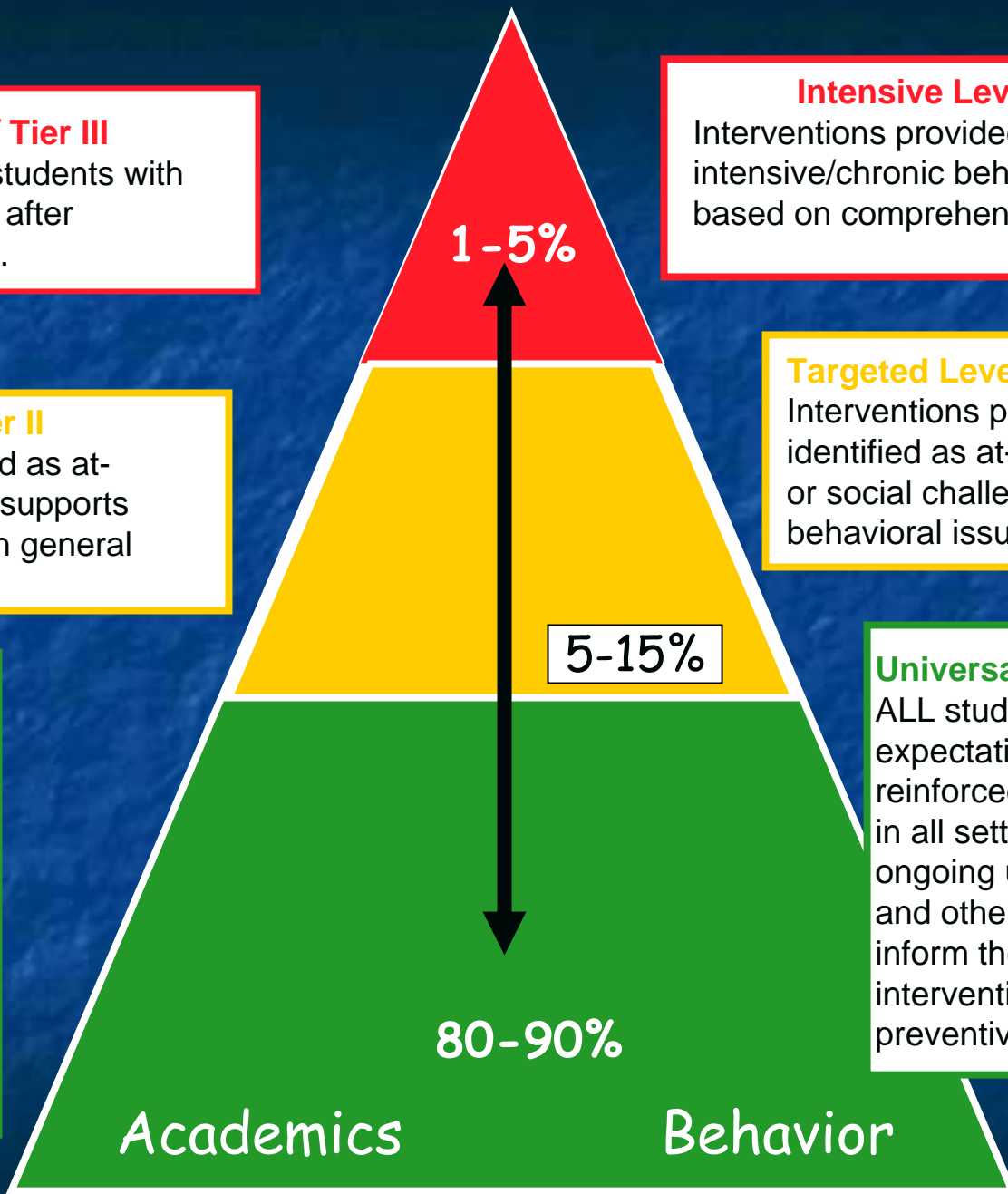
- adapted from Colorado Dept. of Ed.

Some Basic underpinnings of a RtI model:

- * RTI relies on the premise that all students receive research-based instruction in general education.
- * The learning of all students is assessed early and often (ongoing progress monitoring). Assessment is focused on direct measurements of achievement and behavior.

Basics continued...

- * If there are concerns about student progress, increasingly intense tiers (3 Tiered Model) of intervention are available.
- * Individual student data gathered through the tiered intervention process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to intervention) and as part of a comprehensive evaluation for determination of eligibility.



Intensive Level / Tier III
Interventions provided to students with intensive academic needs after comprehensive evaluation.

Intensive Level / Tier III
Interventions provided to students with intensive/chronic behavior challenges based on comprehensive evaluation.

Targeted Level / Tier II
Provided to students identified as at-risk and who require specific supports to make adequate progress in general education.

Targeted Level / Tier II
Interventions provided to students identified as at-risk of academic or social challenges due to behavioral issues.

Universal Level / Tier I
ALL Students receive research based high quality general education that incorporates ongoing universal screening, progress monitoring and prescriptive assessment to design instruction to meet individual needs.

Universal Level / Tier I
ALL students are taught expectations which are reinforced and monitored in all settings by all adults. ongoing use of discipline and other types of data inform the design of interventions that are preventive and proactive.

Make important educational decisions

Educational decisions include, but are not limited to:

1. How far behind is the student?
2. What resources are needed (quality of resources and quantity of direct instructional time)?
3. Is our instruction working? If not, how do we need to change it? If so, is the student catching up to his/her peers?
4. Who is responsible for the instruction?

What's in it for ME?

“You must maintain unwavering faith that you can and will prevail in end, regardless of the difficulties, AND at the same time have the discipline to confront the most brutal facts of your current reality, whatever they might be.”

-Admiral Jim Stockdale
Vietnam Prisoner of War

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