

# Response to Intervention RTI

Overview

# NYS Law

## Defines RTI to minimally include:

- Appropriate Instruction
- Screenings
- Instruction matched to student need with increasingly intensive levels of targeted interventions
- Repeated assessments (to make educational decisions)
- Written Notification to parents - when a student requires an intervention beyond that provided to the general education classroom. (Tier 2)

# SED Also Indicates ...

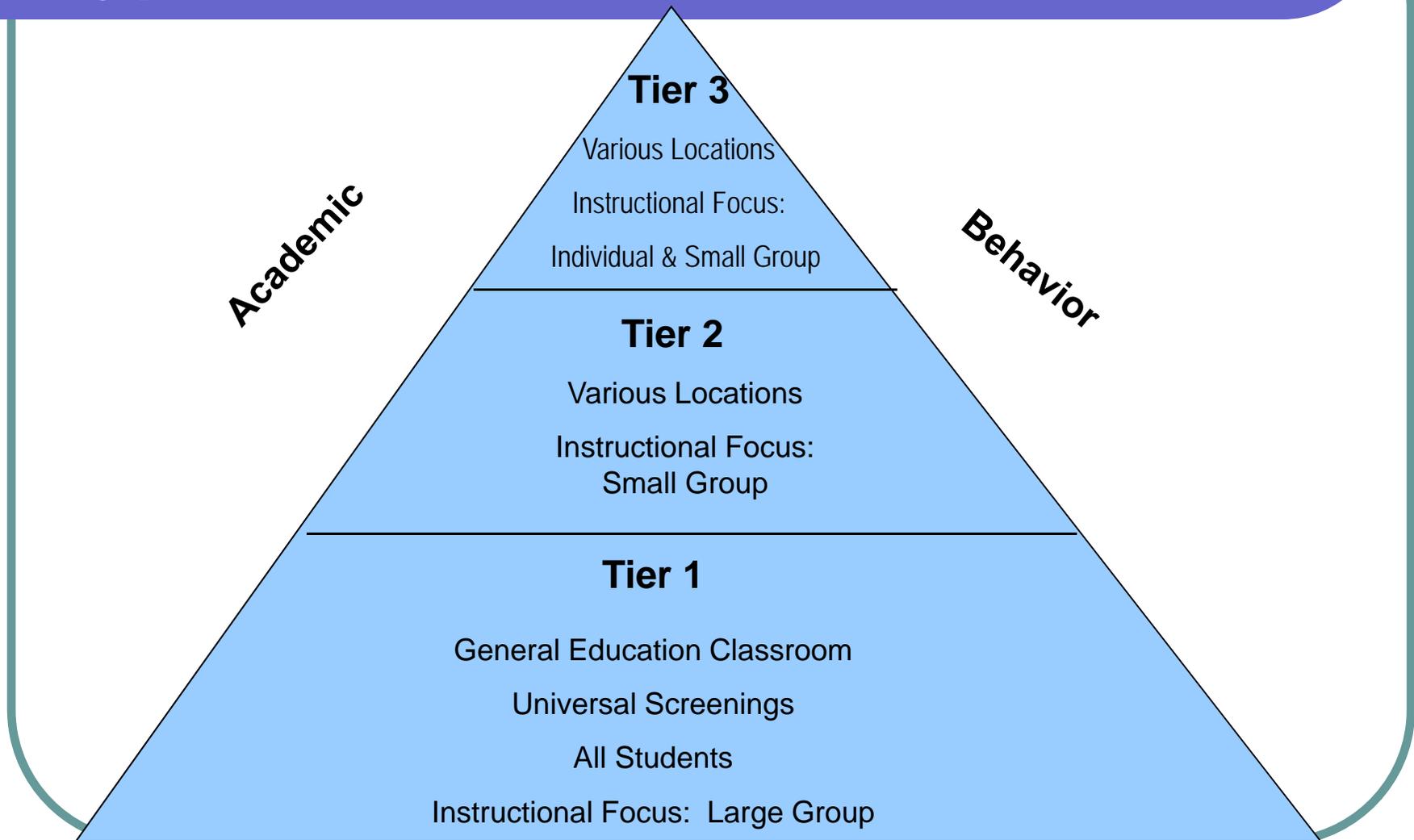
- School Districts must develop an RTI Plan
- Requires each district implementing an RTI program take steps to ensure staff have knowledge and skills
- Effective July 1, 2012 all districts must have an RTI Program in place as part of process to determine students in grades K-4 as a student with a learning disability in the area of Reading.
- The implementation of well-developed and high quality RTI programs
  - Takes Time, Planning & Professional Development

# What Is RTI?

- A multi-tiered model of instruction which provides ***early intervention*** to at-risk learners
- At each Tier, interventions are provided with increasing intensity to bring the student's deficient skills up to grade level
- At each Tier, students are progress monitored frequently to determine the effectiveness of an intervention

# What is RTI?

## A typical 3-tiered model



# Purposes of RTI

**Screening & Prevention**

**Early Intervention**

**Disability Determination**

- **RTI Identifies students at risk and provides *early* intervention**
- **RTI enhances the general curriculum for all students and provides intervention and remediation**
- **RTI determines a student's response to instruction and intervention as one part of disability determination**

# Universal Screenings

- For **ALL** Students
- 3 x year (Fall – Winter – Spring)
- Conducted by Classroom Teacher
- Method to identify struggling students immediately
- Identifies specific skill area and skill deficiencies

# Tier 1

- Interventions are provided in the general education classroom (e.g., additional drilling practice in reading fluency)
- Often at this level, decisions about specific interventions are determined by the classroom teacher
- If Tier 1 is less formal (as per district's RTI plan), RTI Team may not be involved at this level

# Progress Monitoring

- Conducted frequently (i.e., 1 per month – couple times per week depending on the severity of the student's skill deficiencies). As indicated in student's RTI Plan
- Used to determine whether the classroom intervention is effective and student is making progress
- Can judge in *weeks* rather than *months* whether intervention plan is effective

# Decision Based on Data

- If student is making progress, the intervention can be discontinued.
- OR successful Intervention may continue with progress monitoring
- If the student is **not** making sufficient progress:
  - The current intervention can be changed (i.e., increase frequency or duration, etc)
  - The current intervention can be discontinued and a new intervention tried.
- If, after altering or changing the intervention, the student still is not making sufficient progress, the student can be referred to the RTI Team for Tier 2 interventions.
- All data is documented and graphed for ease of viewing student's progress

## Tier 2

- Interventions are individualized and tailored to the unique needs of struggling learners
- Reserved for students who have failed to respond successfully to Tier 1 strategies.
- Interventions may become more frequent
- Interventions are typically conducted within a small group setting
- RTI Team involvement will occur at this level
- Written parent notification is done at this level

## Tier 3

- Interventions are the most intensive
- Interventions become more frequent
- Interventions can be in a small group or individually
- If Interventions are not successful at this level, refer to Special Education

# RTI Team

- Team is comprised of classroom teachers, administrators, psychologists, etc. as defined by district's RTI Plan.
- Team helps to identify the student's specific skill deficits
- Team helps to identify the appropriate research-based interventions
- Team helps to decide when a student needs to move to the next Tier

# Graphing

- Response to Intervention requires schools to collect data on student progress over time to demonstrate whether an intervention is working.
- It is much easier to see the student's overall rate of progress when data are converted to a visual display.

# Before Districts Use RTI module in AIS Edge

## RTI Disclaimer

The RTI Component in AIS Edge is a tool for managing a district's RTI data. Prior to turning on this component, a district must have a RTI Plan in place, which should identify the district's complete RTI process, including but not limited to:

- Identifying the RTI Team
- Assessments to be Used
- Define Skill Areas that will be assessed for each Grade Level
- Identifying the criteria for each Tier
- Defining curriculum goals for each grade utilizing RTI
- Identifying progress monitoring techniques
- Defining the length of time for Interventions at each tier
- Description of Inventory of scientifically-based interventions
- Length of time (such as the # of weeks) that will be allowed for intervention to have a positive effect
- # Data Points charted before trend analysis is conducted
- How frequently the parent will receive reports about their child's response to Intervention
- Point which Referral to RTI Team will be made
- Define frequency of data collection & charting
- Determine Cut scores

All of the above is critical to the setup of the RTI component.

**As a district representative, I understand that by clicking on 'Accept', the RTI module will be opened in AIS Edge. I also understand that the above must be addressed by the district prior to using the RTI module, to ensure the validity of my district's data.**

Accept

Decline