

What is RtI?

Response to Intervention (RtI) is a multi-level system of support that provides academic and behavioral interventions and educational support to all students based on individual needs. In our district, behavioral interventions are research based from Positive Behavioral Interventions and Supports (PBIS). Although we are not a PBIS school, we utilize the research behind the program to meet the needs of our children. Academic and behavioral support is provided to students at increasing levels of intensity, based on student needs. The goal of RtI is to intervene early and provide appropriate interventions, as needed, so that all students can be successful.

Why RtI?

Changes in federal and state laws have directed schools to focus more on helping students to be successful by addressing learning and behavior needs earlier, within the general education setting.

These laws put great emphasis on the importance of high-quality instruction, research-based instruction and interventions, teacher collaboration and balanced assessment.

By implementing an RtI multi-level system of support, teachers and schools are better able to meet individual student's needs and ensure success for all students.

How Can Parents Be Involved?

- Communicate with your child's teacher on a regular basis
- Ensure your child comes to school each day ready to learn and embrace challenges
- Make sure your child has consistent school attendance
- Always ask questions when things are not clear
- Be active in helping your child complete homework and practice academic skills
- Read to your child and listen to your child read daily
- Attend school events such as parent teacher conferences

Hustisford Public Schools Multi-Level System of Support



An RtI Approach

A Parent's Guide



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Key RtI Terms:

Universal Screening—procedure in which all students are given an academic screening test multiple times a year. These screenings help teachers to identify students who are in need of more specialized interventions.

Progress Monitoring—students receiving an intervention are given quick, frequent assessments to measure and ensure academic gains over the length of an intervention

Intervention—specific, research-based instructional strategies or techniques designed to provide additional instruction to students who are not making adequate progress within the core curriculum

Core Curriculum—instructional practices, programs, materials and standards that are taught to all students by the general education teacher

Benefits of RtI:

- Students receive early intervention and support within the general education setting
- Student assessment data allows teachers to meet students where they are and to provide specific, skill-focused interventions
- Frequent assessment allows teachers to identify students who are struggling sooner, and as a result, provide appropriate interventions before a student falls significantly behind
- School-wide data collection and analysis allows schools to determine effectiveness of instruction and make modifications if required



Three-Tiered Model

UNIVERSAL TIER

A rigorous core curriculum is provided to all students by their general education teacher. If a student is not successful with the core curriculum, their general education teacher provides an intervention. Interventions are based on student need identified through assessment data.

TIER 2

A student who does not make adequate progress with a universal tier intervention is provided with an additional, research-based intervention in a more intense setting. Interventions are provided in addition to the core curriculum and universal intervention. Student progress is monitored on a weekly basis.

TIER 3

A student who continues to have difficulty and not make adequate progress is provided with another, more intensive intervention, in addition to the tier 2 intervention and universal intervention. Student progress is monitored weekly. If a student is not responding to intervention at tier 3, a referral for special education evaluation may be considered.