What is RtI?

A look at tiers 1 and 2

Colorado Multi-Tiered Model of Instruction & Intervention
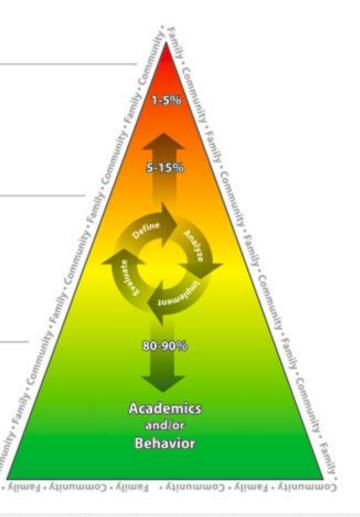

Intensive Level
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Targeted Level
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

Universal Level
ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.

Six Components of RtI
(From CDE)

O Leadership

   O Schools must devote time to implementation and maintenance of the RtI Model: time for data dialogues, for problem-solving team meetings, and for development of action plans that identify continued training needs.

O Curriculum and Instruction

   O The RtI Model is a three-tiered system designed to meet the needs of ALL students. Curriculum based on the state standards and quality instruction are essential for student success.

O School Climate and Culture

   O The core principles of a multi-tiered RtI model support and embrace positive school climate within all school settings. Positive school climate depends on four essential elements:

      O 1. creating a caring school community

      O 2. teaching appropriate behavior and social problem-solving skills

      O 3. implementing positive behavior support (PBS)

      O 4. providing rigorous academic instruction

Six Components of RtI

O **Problem-solving Process**
  - O The purpose of the problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance with interventions that have a high probability of success.

O **Assessment/Progress Monitoring**
  - O A major feature of the RtI Model is its use of data to drive the decision-making process- at the individual student, classroom, and school levels. To support RtI's fluid approach, reliable and ongoing information must be available to:
    - O Identify academic and behavioral needs of individual students,
    - O Inform the problem-solving process,
    - O Design and modify instruction to meet student needs,
    - O Evaluate the effectiveness of instruction at different levels, of the system (e.g., classroom, school, district).

O **Family and Community Involvement**
  - O When families, schools, and communities work together, children are more successful in school and schools improve. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

Goals of RtI

O Prevention of academic/behavior problems
  O Attend to skill gaps early
  O Provide interventions/instruction early
  O Close skill gaps to prevent failure
O Determination of eligibility as a student with a specific learning disability
  O Pattern of inadequate response to interventions may result in referral to special education
  O Student intervention response data are considered for SLD eligibility

Rainbow Graph - Tier I Student

Tier I Student Range

Tier I – Primary Instruction

O *Expectation* = 80% or more of students successful with general education curriculum and instruction

O *Assessment* = Universal screenings for academics and social/emotional growth (behaviors)

O *Intervention* = Through differentiated instructional practices

O *Roles and responsibilities* = primarily the general education teacher

Please see "Classroom Intervention Packet" for ideas to use in your class.

Want to integrate something new? Ask our Intervention Team what Tier 2 curriculums can be adopted for use in the classroom!

Rainbow Graph - Tier 2 Student

Tier 2
Student
Range

Tier 2 – Secondary Intervention

O *Expectation* = 15% of students may be at risk and in need of targeted interventions

O *Assessment* = progress monitoring of student response to specific intervention

O *Intervention* = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature

O *Roles and responsibilities* = variety of personnel as determined at the local site

Data Utilized to Identify Tier 2

O AIMSWeb benchmark testing and progress monitoring

O DIBELS testing results

O Intermediate Grades: TCAP scores from previous years

O Classroom data gathered through standardized classroom assessments

Citations

O *AIMSWeb – Charting the path to literacy sites. Class Distribution by Score and Percentile (rainbow graphs), 2010.* Web. 11 Jan. 2013.

O *The Colorado Department of Education sites*. Response to Intervention (RtI), 2012. Web. 8 Jan. 2013.