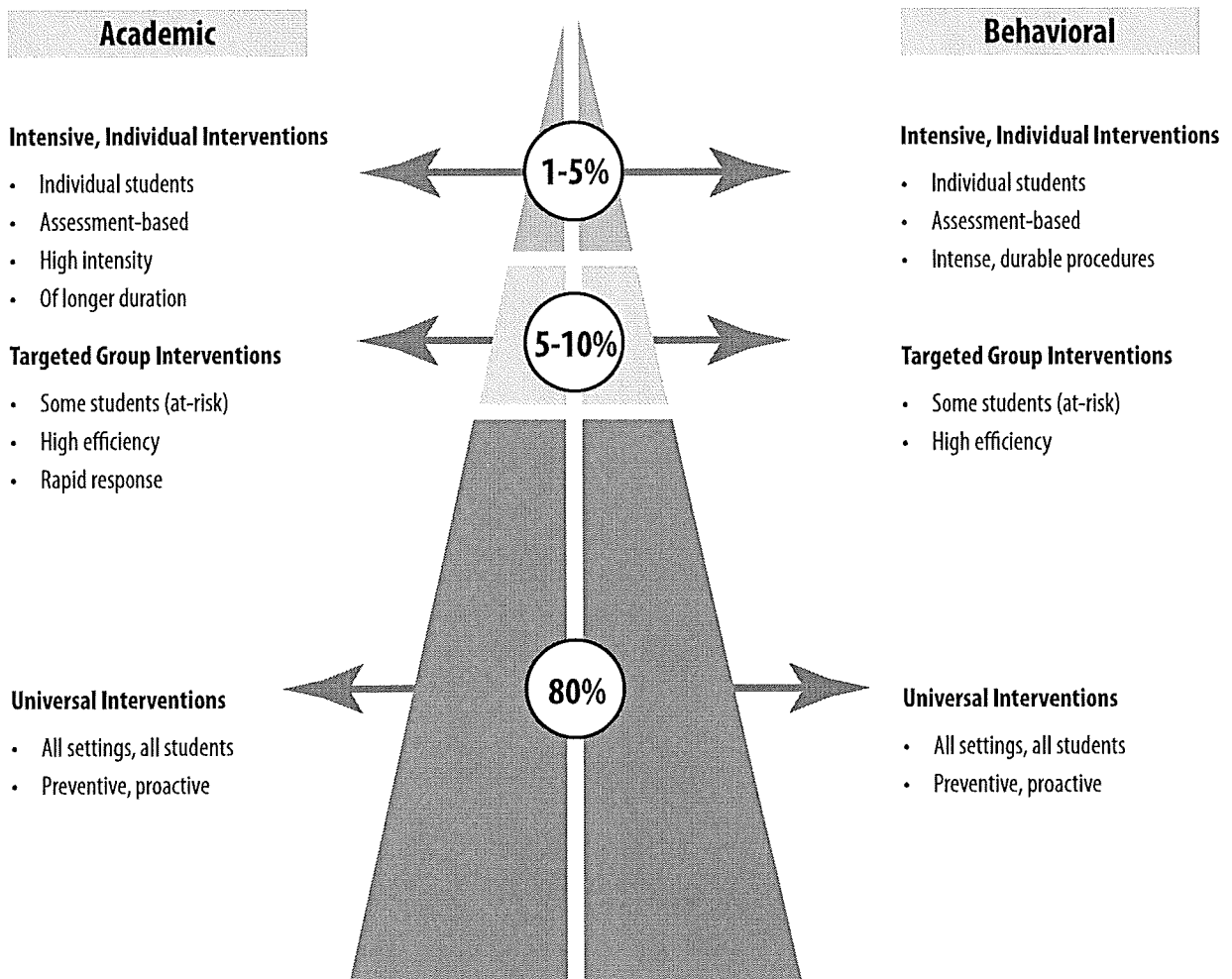# RtI Considerations

Educational practices should effectively meet the needs of 80 - 90% of students in classrooms. For students who are behind in level of learning or rate of learning, focused and intense interventions are delivered to teach the missing skills. An effective school program would involve 5 – 10 % of the population in focused interventions. Only about 5% of students should be involved in intensive individualized interventions. The system is designed to continually monitor student progress.

Students are not removed from core instruction in their classrooms for the small group or individual interventions. Instead, students receive core instruction in class and the supplemental instruction is provided in addition to learning in the classroom.

Student progress is continually monitored to determine if the intervention is working. When students do not respond, the intervention is adjusted or changed to bring about the intended result of student mastery. Students are not labeled as "remedial". Rather, interventions are fluid and time-limited. **A student may move in and out of interventions based on progress.**
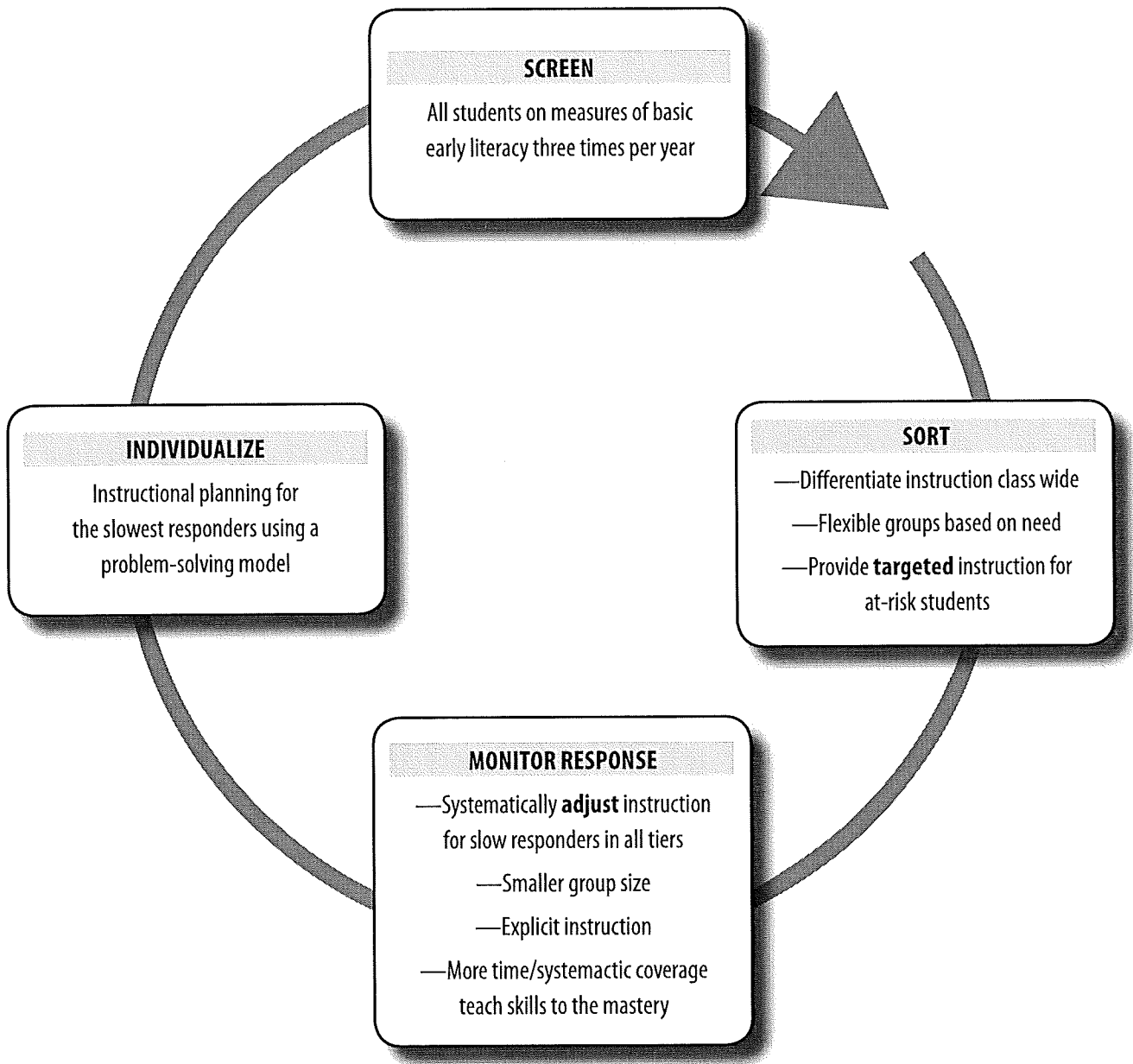
Enter a School-Wide System for Student Success

Academic		**Behavioral**
Intensive, Individual Interventions	**1-5%**	**Intensive, Individual Interventions**
• Individual students		• Individual students
• Assessment-based		• Assessment-based
• High intensity		• Intense, durable procedures
• Of longer duration		
Targeted Group Interventions	**5-10%**	**Targeted Group Interventions**
• Some students (at-risk)		• Some students (at-risk)
• High efficiency		• High efficiency
• Rapid response		
Universal Interventions	**80%**	**Universal Interventions**
• All settings, all students		• All settings, all students
• Preventive, proactive		• Preventive, proactive

Source: W. David Tilly III. 2005 NASDSE Satellite Conference. *Why RTI? RTI Defined* and *RTI On the Ground*

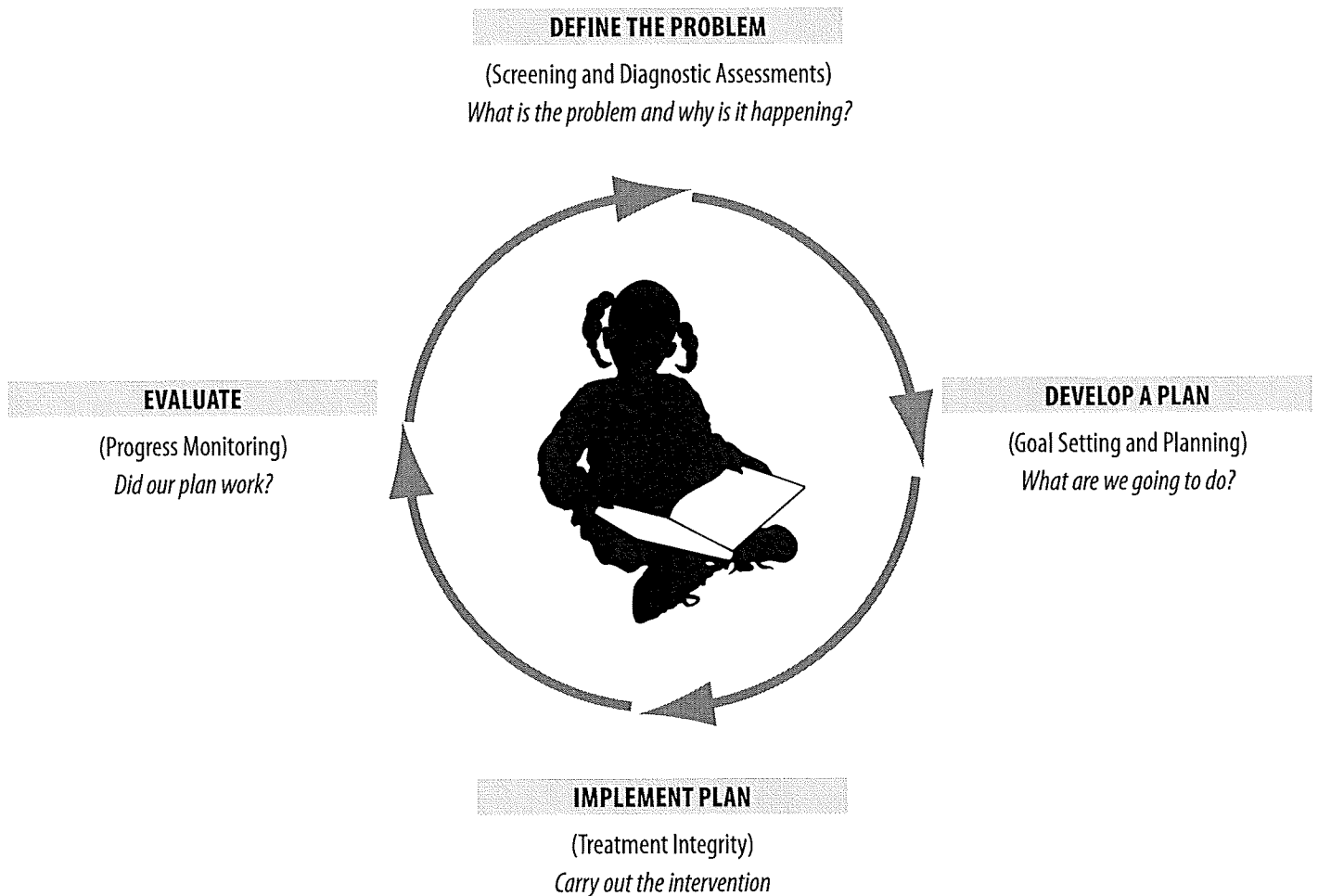# Continuous Process: Screen, Sort, Monitor, Individualize

The implementation of RtI is a continuous process. **Universal screening assessments are administered 3 times a year to sort students into groupings targeted instruction.** Student response to instruction is monitored and adjusted, leading to increasingly individualized attention until students are once again screened for skill acquisition. The following diagram portrays this model, which was developed to intervene with early literacy skills.

SCREEN

All students on measures of basic early literacy three times per year

SORT

—Differentiate instruction class wide

—Flexible groups based on need

—Provide **targeted** instruction for at-risk students

MONITOR RESPONSE

—Systematically **adjust** instruction for slow responders in all tiers

—Smaller group size

—Explicit instruction

—More time/systemactic coverage teach skills to the mastery

INDIVIDUALIZE

Instructional planning for the slowest responders using a problem-solving model

Source: Greathouse, RtI: *Key Elements of School Wide Implementation*, USDOE Teacher Workshops

Decision-Making and Integrity with the Problem-Solving Model

The RtI model will require teams to come to the table to make decisions applying their skills in the areas of assessment data collection and analysis, collaboration, behavior management, and instruction. Teams will need to use Problem-Solving Steps in which student learning and teaching interventions are continually reviewed and revised. Problem statements are based on the observed skills or performances students are to demonstrate in class. Goals are stated as skills to be learned. The plan is a specific intervention that will be delivered with fidelity to the student. Data are the basis for evaluating the effectiveness of the intervention plan and the basis for determining if the plan will need to be revised.

DEFINE THE PROBLEM
(Screening and Diagnostic Assessments)
What is the problem and why is it happening?

EVALUATE
(Progress Monitoring)
Did our plan work?

DEVELOP A PLAN
(Goal Setting and Planning)
What are we going to do?

IMPLEMENT PLAN
(Treatment Integrity)
Carry out the intervention

Source: Tilly 2005 NASDSE Satellite Conference *Why RTI?*, *RTI Defined* and *RTI On the Ground*