

Response To Intervention

Schools are in many ways successfully implementing progress monitoring tools and successfully identifying and grouping students according to the need of intervention; but using the data to make instructional decisions and implement intervention that meets the needs of each student has proven a daunting task for many educators implementing a school literacy plan. The Response To Intervention (RTI) framework was created to aid school personnel in understanding the deficiencies of their students and provide a process that focuses on identifying their deficiencies, intervening with tools that address specific deficiencies, and moving students to more intense intervention if the assessment data says it is necessary. RTI has grown in popularity because the general framework is easily understood by all levels of school personnel but implementing an RTI model is a daunting task. First, let's define the general RTI framework, and then we'll provide solutions for successfully implementing RTI in your school or district.

A Brief Description of RTI



Tier 3: Intensive Intervention:
Highly intensive and individual instruction.

- **Small Group and One-to-One Instruction**
- **Increased intensity and duration for students showing a lack of adequate progress in Tiers 1 and 2**
- **CBM Progress Monitoring**
- **Examples of Programs:** Let's Play Learn Basic and Premium, Soday System 1, and Soday System 2 are highly effective in Tier 3. Intense Intervention is the setting in which the Soday methods were perfected. Teachers and Tutors are provided the tools and trainings to increase student achievement by applying age appropriate diagnostic reading methods in their classroom. Benchmarks or Mastery Checks track student progress.

Tier 2: Early/Supplemental Intervention:
Structured instructional intervention for small groups.

- **Small group instruction**
- **Addresses essential reading skills for students not making adequate progress with core program**
- **Reduces the number of students in need of intensive intervention**
- **CBM Progress Monitoring**
- **Examples of Programs:** Let's Play Learn Basic, Premium and Premium Classroom, Soday System 1, and Soday System 2 all shine in Tier 2. Teachers, Paraprofessional and Tutors are trained to work with small groups to enhance skills.

Tier 1: Core Program:
Providing scientifically researched based reading instruction to all students.

- **Quality reading instruction based on SBRR for all students**
- **Reduces the number of students at-risk for reading problems**
- **CBM Progress Monitoring**
- **Examples of Early Childhood Core Programs:** Let's Play Learn Basic, Premium and Premium Classroom
- **Examples of Programs Supplemental to the Core Program:** Soday System 1 (Grades: K-3), and Soday System 2 (Grades: 3-8) have greatly reduced referrals to Special Education and the multisensory teaching methods prevent the need for additional support in Tiers 2 & 3

Please Note: The whole Soday System Product Line (Let's Play Learning, Soday System 1 and Soday System 2) is highly effective in the RtI model.

Tier 1 ? Apply SBRR Core Program and Assess Students

Generally, all students in general education will be screened using whatever measures the districts/states feel are appropriate. Students whose scores on these measures place them at risk for not developing requisite skills at an acceptable rate and level are provided with intensive short-term interventions. Usually, these interventions are delivered in the general education classroom, often in a group setting. The focus of this activity is to improve the quality of instruction for larger groups of students to raise the overall level of classroom instruction while focusing on the deficient students. Students who continue to display academic performance deficiencies after group-based interventions in Tier 1, or after it has been determined that there are no systemic factors in the instructional environment that are preventing satisfactory academic achievement (high quality instruction), are referred for more individually tailored interventions.

Tier 2 ? Tailor Intervention for Students Who Struggle ? Progress Monitor

In this phase, a close match is forged between the precisely assessed skills of the target student and the instructional approach. Instruction that is typical for large groups of students is specifically adapted

for the target student. It is in this phase that the student's RTI is specifically described and quantified. Students who display acceptable progress during this phase are deemed to have "good" RTI while those who show significantly sub-par progress have "poor" RTI. Students who display acceptable RTI are typically not referred for further assistance after this phase. Rather, the support team works to ensure that the interventions that have worked to produce this improved performance continue in the general education classroom.

Tier 3 ? More Intense (Smaller Group or One-to-One) Intervention ? Progress Monitor

In this phase, the multidisciplinary team is charged with determining whether the student meets qualifications for special education. This determination is based on a dual-discrepancy model: low academic performance and poor response to appropriate instruction. Clearly, the RTI model does not require a further appraisal of intelligence, unless moderate levels of mental retardation are suspected.

- **We've Tested Now What? Getting Started with an RTI Model**
- **A Brief on RTI, U.S. DEPARTMENT OF EDUCATION 2002**
- **Excellent Articles Concerning RTI**