



The Who, What, Where, Why, and When of RtI

Who:

Children in grades K- 8 receive academic and/or behavioral interventions.

What:

Interventions consist of scientific, research-based instruction by trained staff members.

Where:

Interventions take place in a variety of academic settings depending upon individual student needs or the size of the group.

When:

Interventions occur throughout the school day, before or after school.

Why:

Academic and behavioral interventions provide instruction to better meet the needs of the individual student. The RtI process monitors student progress and the effectiveness of the interventions that have been implemented.

How can parents get involved?

Communicate frequently with your child's teacher.

Attend school functions such as parent-teacher conferences.

Monitor and assist your child with homework and assignments.

Praise your child's progress, especially in the area(s) of concern.

Inform your child's teachers of strategies that work at home.



Need more information?

www.district31.net


Select the Support Services link to be directed to more resources.

<http://www.illinoisaspire.org>

Select the Parent Resources at the top of the page

www.rtinetwork.org

RtI Action Network



West Northfield School District 31

Response to Intervention

RtI

Responding to the needs
of all students

Introduction

Response to Intervention (RtI) is a prevention model used to provide scientific, research-based interventions at increased levels of intensity to students who are struggling. With Response to Intervention, progress is closely monitored to ensure that growth is made by each student. Instructional decisions are data driven. RtI focuses on high quality interventions that are matched to the student's needs and are monitored on a frequent basis. The information gained by the RtI process is used by school personnel and parents to adapt instruction and make decisions regarding the student's educational program.

What are the benefits of RtI?

The greatest benefit of the RtI approach is that it eliminates a "wait to fail" situation. Students get prompt assistance in the general educational setting. If assessment data indicates a problem area for a student or a group, interventions are put into place to address these concerns.

While a student is receiving an intervention, his/her progress is formally monitored. Progress monitoring techniques used within the RtI process provide information that allows teachers to better evaluate student needs.

Teachers can then match instruction, resources and interventions directly to the student's needs.

Student needs are addressed through a flexible service delivery model. This model allows students to receive literacy, math and/or behavioral intervention from any member of the support services team.

The District 31 support services team includes literacy specialists, ELL teachers, special educators, speech pathologists, social workers and a school psychologist.

Terms to Know

Intervention – A change in instructing a student with a learning/behavior difficulty to improve performance and achieve adequate progress.

Progress Monitoring – A scientifically based practice used to assess student performance and evaluate the effectiveness of a program.

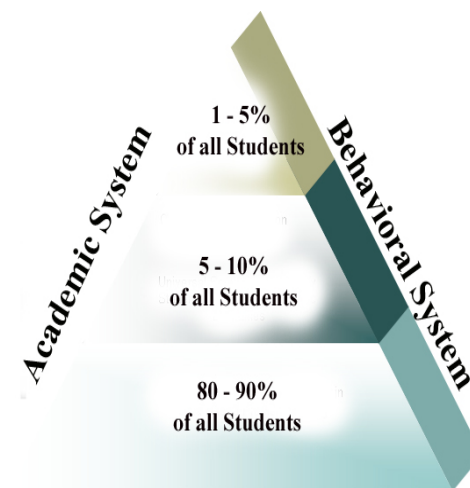
Scientific, Research-Based Instruction – Curriculum and educational interventions that are research based and have been proven to be effective for most students.

Universal Screening – Short assessments called Curriculum Based Measurements taken three times per year to determine which students are "at risk" for not meeting grade level standards.

Curriculum Based Measurements – Short screening assessments used to measure how well individual children are progressing toward grade level standards.

What is the RtI Process?

RtI is a three-tier model of school supports that uses research-based interventions. At all stages of the process, RtI focuses on discovering how to make the student more successful.



Tier 1: 80 – 90% of all students

All students are provided instruction of the core curriculum. 80-90% should be successful if the core curriculum is well designed and implemented.

Tier 2: 5 – 10% of all students

5-10% of the students require learning opportunities in small groups beyond the core curriculum to be successful. Interventions target specific deficits and are short term. Students respond rapidly.

Tier 3: 1 – 5% of all students

1-5% of all students require intense individual or small group interventions in addition to the core curriculum to be successful.