

How does RTI work?

Step 1: A student displays difficulty in academics or behavior.

Step 2: Team of school personnel meets to problem solve.

Step 3: Additional information is collected on the problem and hypotheses are developed as to why problem is occurring.

Step 4: An intervention plan is created and implemented based on the hypothesis.

Step 5: Progress is closely monitored through assessments (given every 2-3 weeks).

Step 6: After assessment, personnel will determine if the intervention is working or if a new intervention must be established.

In Essence.....

The primary purpose of assessment in an RTI system is to lead to effective interventions in the general education setting.

Ideally then, eligibility for special education may be conceptualized as a resistance to repeated attempts at intervention in the general education setting.

Additionally, sometimes a student demonstrates that they are responsive to intensive intervention and can be successful in the general education.

However, if the needed level of intervention is so intense that it exceeds the level of resources in general education, then eligibility for special education should be considered.



Germantown  
Elementary School

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RtI  
Response  
to  
Intervention

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A parent's guide to  
understanding how RtI works.



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## What is RTI?

RTI is a collaborative, systematic approach for identifying and addressing student needs. It maximizes the use of all resources and staff. This is NOT a special education program. It can provide data in the case of a child needing special education services.

### Core Features of RTI are:

- \* Research-based instruction and behavioral support in general education
- \* Universal screening of academics and behavior to determine level of interventions. (A minimum of 3 times per year.)
- \* Multiple tiers with increasingly intense interventions that match student needs
- \* Collaborative approach by school staff for development, implementation, and monitoring of the intervention process
- \* Continuous monitoring of student progress during the interventions

## Germantown's Goals

- \* Teachers will use differentiated teaching methods
- \* Students will improve comprehension, short answer and extended response answers, vocabulary, and test scores
- \* Encourage parents to have students read more at home, attend educational night(s) at school, and check homework daily.
- \* Monitor teachers' use of reading practices
- \* Help teachers build specific intervention strategies
- \* Have teachers use research-based best practices
- \* Provide for frequent assessments to drive instruction
- \* Have teachers meet twice a month to discuss strategies and interventions for their students

## Tiered Instruction

**Tier 1:** The instruction that is given in the regular classroom and meets the needs of approximately 85% of the students.

**Tier 2:** The instruction that is given in addition to the regular classroom. For example, providing for smaller group instruction would increase a child's opportunities to respond. The classroom teacher and/or the remedial reading teacher could provide services to this level.

**Tier 3:** The instruction is increased in intensity. Instruction is tailored to meet the needs of individual students. This is the most intense level provided in RtI. This tier is helpful in determining if the child may have a learning disability.