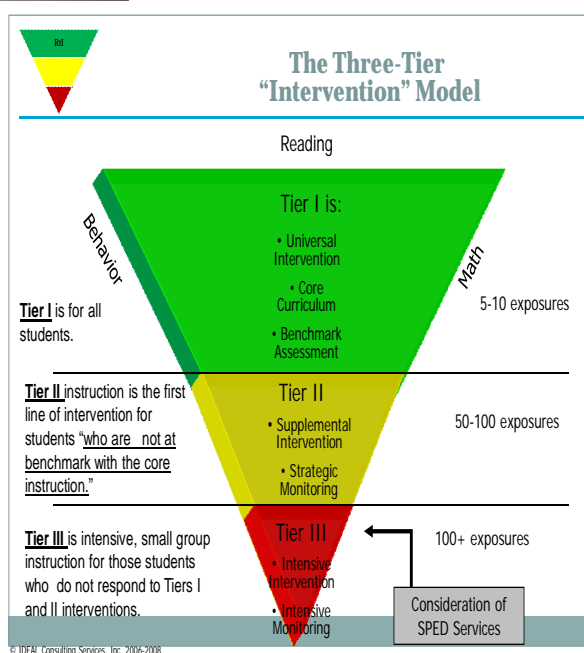


What is Rtl?

Response to Intervention (Rtl) is a teaching model that exposes every child to core curriculum and programs while at the same time intensifies instruction to meet students' needs.

Response to Intervention is a multi-tiered approach to help struggling learners. (rtinetwork.org)

Response to Intervention (Rtl) is a systematic, scientifically based, researched approach to educating the whole child.



Glossary of Terms

Common Assessments: Standardized tests, teacher-made tests, or tests from textbook companies that are used to evaluate student performance.

Core Program: A program that is used as the primary instructional tool to teach reading, math, content areas, or pro-social behavior.

Exposures: The number of times a student interacts with a skill or concept.

Formative Assessments: A type of assessment that measures students' understanding of a concept or skill. Teachers use the information from formative assessments to adjust instruction to meet students' needs. Formative assessments are not graded.

Interventions: Specially designed instruction, using varied teaching strategies and methods, to address students' deficits.

Instructional Support Team (IST): A school based problem solving team. ISTs examine individual student progress, set academic goals for individual students, and make recommendations for interventions to address a student's deficit areas. The IST may recommend a student be referred for consideration for special education services.

Progress Monitoring: Assessment that is routine and ongoing which monitors student performance and informs the teacher about a student's progress in learning a skill or concept.

Summative Assessment: a final evaluation in a unit of study. It measures what a student's mastery and understanding of information, skills, concepts, or processes and often occur at the end of a formal unit of study. Examples: end of chapter tests, state mandated tests, district benchmark tests.

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Response to Intervention

A Parent's Guide



RTI

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Response to Intervention

Tier I

- Core program is taught to all students
- General education-instruction occurs in the classroom
- Some parts of a lesson are taught whole group and some parts of the lesson are taught with small groups of children
- Formative assessments are administered to all students to determine skill strengths and deficits

If a Child is Struggling in Tier I, then Tier II Intervention is Needed.

Tier II

- Tier II is not for all students. Tier II is taught in the classroom.
- Students receive targeted intervention to address skill deficits. Students receive multiple exposures to the needed skills.
- Students are grouped by skill needs.
- Groupings are determined by benchmark assessments.
- Tier II instruction is in addition to Tier I instruction.
- Students are progress monitored at a minimum of every other week.
- Student data are reviewed, student progress is evaluated, students are regrouped accordingly.
- **Parents are made aware that their child is receiving Tier II instruction.**

If a Child is Not Making Adequate Progress and Continues to Struggle, Then Tier III Instruction is Needed.

Tier III

- Tier III instruction in addition to Tiers I and II and is only for those students who have not responded to Tier II interventions.
- Instruction is based on formative and summative assessments.
- Instruction is intensive and sustained.
- Tier III instruction is often taught by a specialized teacher. (Title I, moderate special needs teacher, e.g.)
- Student progress is monitored weekly.
- Student data are reviewed, student progress is evaluated, students are regrouped accordingly.
- **Parents are made aware that their child is receiving Tier III instruction.**

If a Child Does Not Respond to Tier III Intervention, Then Consider Referral For Special Education Screening using the Instructional Support Team (IST) Process.

IST (Instructional Support Team)

- A child who has not responded to Interventions at Tiers I, II, and III are referred to IST.
- Parents are informed that their child is being referred to IST.
- A case manager is assigned to each IST case.
- Student data is examined and the IST sets ambitious performance goals for the student to achieve.
- A plan of intervention is designed by IST.
- The case manager and the IST monitors progress and makes adjustments to the plan.
- **If a child does not meet goals, even with intensive intervention, then a request for a Special Education Team meeting is made.**

FAQs

Q. How do I find out if my child is getting Tier II or III instruction?

A. The teacher should make you aware that your child is receiving Tiers II and III instruction. If you do not know, ask the teacher. She/he is your best resource. Also ask the teacher what the skill deficit is and what interventions are in place for your child.

Q. What can I do at home to help my child?

A. Talk to the teacher about specific skills that need to be worked on and practiced at home. Ask the teacher for specific activities you can do with your child.

Q. How long does a child stay in Tier II or III?

A. It depends. Teachers assess often to evaluate a child's progress. Goals are set and interventions are put into place. The success of the intervention determines whether a child stays in Tiered II or III interventions.

Q. Does Response to Intervention mean that my child will not receive special education services?

A. No. If a child is not responding to interventions then a special education TEAM meeting can be held to determine if a learning disability exists.

