



Response to Intervention (RTI) Implementation Guide for Teachers

What Is Response to Intervention?	<p>Response to Intervention (RTI) may be thought of as response to instruction, since it refers to the process of providing high-quality instruction to all students while differentiating instruction so each student can access the information being taught. Decisions for providing more intensive or different instruction are based on data from assessments that range from universal screening of all students to curriculum-based measurements for all students, each of which provide information to the teacher on what students know and whether students are learning what we believe we are teaching. RTI may be thought of as application of the scientific method or problem-solving process to classroom instruction. RTI is not a curriculum; it is not a new program. It is an ongoing process of providing high-quality instruction, assessing for understanding, differentiating instruction, adjusting instruction based on data, and assessing to see if the changes create the learning desired. RTI is language in the federal law and regulated in state code.</p> <p>Delaware has adopted the definition of Response to Intervention as published by the National Association of State Directors of Special Education (2006):</p> <p style="padding-left: 40px;">RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.</p>
Framework	<p>Delaware has adopted a <u>three-tiered model</u> for implementation of RTI as the most efficient and effective model to provide high-quality instruction while meeting the needs of each student based on the data collected during formative assessment, diagnostic assessment, and summative assessment.</p>

Tier 1	Tier 1 is the provision of effective instructional practices involving ALL STUDENTS, ALL STAFF, ALL SETTINGS, ALL YEAR.
Focus of Tier 1	The focus of Tier 1 is on fidelity to the provision of high-quality instruction through core curricula aligned with state standards and intervention matched to student need.
What happens at Tier 1?	Follow Delaware's 5 Steps to Implementing Response to Intervention.
Delaware's 5 Steps to Implementing Response to Intervention	
Step 1	Believe that you can effectively teach all students. You may not have all the answers yourself, but you are not alone. Your instructional leader, grade level or content area teams and specialists are there to collaborate with you to help you differentiate and fine-tune your instruction to meet your students' needs. These staff members are part of your problem-solving team. Seek support. None of us is as smart as all of us working together.
Step 2	Use a research-based, scientifically validated core curriculum with fidelity. No, you do not have to find the curriculum; your district has an approved curriculum that aligns with the state standards. Your responsibility is to deliver the curriculum with fidelity. That means you need to deliver the curriculum as it is intended to be delivered in order to obtain the expected results. You may need to receive some additional professional development to do this.
Step 3	Use assessment data to inform your instructional decisions. The term assessment here encompasses a number of different assessments: <ul style="list-style-type: none"> • Universal screening your district has selected, e.g., DIBELS • Formative assessments, e.g., curriculum-based measurements, progress monitoring, etc. • Summative assessment, e.g., end-of-year assessments, DCAS, or Smarter Balanced • Diagnostic assessments, e.g., Early Reading Diagnostic Assessment (ERDA), Diagnostic Assessment of Reading (DAR), word recognition, phonics, or spelling inventories

Step 3 (continued)

It is important to know and document what your students know and what they do not know in order to provide high-quality instruction.

1. Use your district's chosen universal screening tool to screen all of your elementary students and all of your at-risk secondary students 3 times a year.
 - a. The first screening for students known to be at risk must occur in the first 2 weeks of school.
 - b. All other elementary students' first screening should occur within the first 60 days, since you are required to screen all elementary students 3 times equally spaced throughout the school year.
 - c. At the secondary level, only at-risk students will need to be screened.
2. Document results of screening. Use of the district-selected, data collection system will help address this collection and documentation aspect. What you will assess and document will vary depending upon content area and grade level. Your school and district will guide you on what you are to assess and chart.
3. Identify which students are performing at grade-level. They know what they need to know for grade-level instruction.
4. Identify which students are at or below the 25th percentile on the screening or are below the cut points recommended by selected screening tool. Those students are at risk. Specifically identify in what areas those students are experiencing difficulty. This will obviously vary by grade level and content area. These students are required to receive Tier 2 intervention.
5. Identify which students are between the 25th percentile and benchmark or designated cut points and benchmark, and determine how best to meet their instructional needs with your grade level or content area team using a problem-solving method.
6. Group students with similar needs from either of the above groups for targeted instruction and prepare supplemental instruction to address those learning needs. Remember you have support of other staff and specialists to help you fine-tune instruction. They may be called your Problem-Solving Team, Instructional Support Team, Grade-Level Team, Literacy Team, etc.
7. Provide intervention targeted to student need. Remember intervention must occur for a minimum of 6 school weeks in order to determine the child's need for further intervention.

Step 3 (continued)	<ol style="list-style-type: none">8. Reassess and chart progress.<ol style="list-style-type: none">a. Chart Data Point #1: Student scores received at initial screening.b. Chart Goal Point (end-of-year benchmark): Where students need to score to be on trajectory to <i>catch up</i> with their grade-level peers.c. Connect the points: This will create a goal line.d. Use your district's data system to chart your data from progress monitoring and compare to the goal line.e. Determine if instruction is moving the student's charted progress toward their goal line (successful) or if the student needs more time with instruction, different instruction, or is ready to meet benchmark without supplemental instruction.f. If the student scored between the 25th percentile and benchmark on the initial screening, gather your data at least every other week for 6 weeks and chart.g. Remember you need a minimum of 3 data points on the goal line to judge progress is sufficient to discontinue intervention.9. If student is still making progress but has not made sufficient progress to meet end-of-year benchmark, collaborate with your problem-solving team to develop instructional interventions.10. Repeat—remember this is a process.11. Intervene at the earliest point possible. If a student scores in the above ranges, this is sufficient to identify them as at risk. Refine your instruction immediately.
Step 4	<p>Use a <u>problem-solving method</u> to make decisions within a multi-tier model of service delivery. Effective problem solving is essential...</p> <ol style="list-style-type: none">1. Effective problem solving is explicit and defined within the RTI process.2. Effective problem solving has critical stages and tasks that must be accomplished.3. Effective problem solving does NOT skip steps and is a cyclical process.4. Effective problem solving focuses on the quality of instruction provided to students.

<p><i>Step 4 (continued)</i></p>	<p>The problem-solving team has some responsibilities throughout the RTI process:</p> <ul style="list-style-type: none"> • Follow the problem-solving method with fidelity, completing all tasks at all stages and remain focused on quality instruction for <i>all</i> students. • Ensure that curricula and interventions are delivered with fidelity. • Ensure that instruction is matched to student need and that pacing and grouping are appropriate to students' needs. • Collaborate with teachers to develop interventions and strategies that match student need. • Collaborate to objectively define the need and determine the data to be collected. • Ensure that data are collected in multiple settings, include multiple sources, and use multiple data collection methods. • Collaborate to make decisions regarding student progress and need for changes to intervention(s).
<p><i>Step 5</i></p>	<p>Use research-based, scientifically validated interventions matched to student need. Many online resources exist to assist educators in determining which resources are research-based and scientifically validated. Some focus on curricular materials and others on interventions and strategies. A few of these websites are listed here. They are updated regularly as new information and studies are available. The teacher and team must remember that the intervention/strategy must also be implemented with fidelity and must match the student need in order to produce the desired results.</p> <p>Remember interventions are occurring at all tiers of instruction.</p> <ul style="list-style-type: none"> • What Works Clearing House: http://ies.ed.gov/ncee/wwc/ • Florida Center for Reading Research: http://www.fcrr.org • Oregon Reading First Center: http://oregonreadingfirst.uoregon.edu/inst_curr_review.html • National Council of Teachers of Mathematics http://www.nctm.org/

When Does a Student Receive Tier 2 Intervention?	A student receives Tier 2 level of intervention if they score below the 25 th percentile or designated cut score on universal screening.
What Is Tier 2?	Tier 2 requires high-quality instruction matched to student needs. Tier 2 occurs in addition to instruction in the core curriculum and may occur within the general education classroom but must occur in a small group. Intervention at Tier 2 level mandates at least an additional 90 minutes per week of targeted instruction focused on the student's area(s) of identified need(s). If a child is identified as below the 25 th percentile or designated cut points in reading and math , a minimum of 120 minutes of targeted intervention are mandated. Those 90 minutes (120 minutes) of intervention must occur across a minimum of 2 sessions per week and the duration of each session should be appropriate to the age and development of the child. Remember the law speaks to the minimum requirements and is not necessarily the standard for best practice, or meeting the targeted needs of each student.
What Happens at Tier 2?	Follow the Delaware 5 Steps to Implementation of Response to Intervention (below).
Step 1	Believe that you can effectively teach all students. You may not have all the answers by yourself, but you are not alone. Your instructional leader, instructional support team, including specialists and support staff, are there to collaborate with you to help you differentiate, fine-tune your instruction, and design interventions to meet your students' needs. None of us is as smart as all of us working together.
Step 2	Use research-based, scientifically validated interventions and continue delivering core curriculum with fidelity. Your responsibility is to continue to deliver the core curriculum with fidelity, differentiating your instruction as necessary, and to deliver the interventions with fidelity. Depending on your district's model and resources, others may assist in the delivery of intervention. Fidelity means the intervention is delivered as it is intended to be delivered for the length of time it is intended to be delivered in order to obtain the expected results. Those implementing interventions may require some additional professional development.

<p>Step 3</p>	<p>Use assessment data to inform your instructional decisions. Students who are receiving interventions at Tier 2 will continue to participate in universal screening and formative assessments as all students will. In addition, students in Tier 2 participate in progress monitoring weekly to assess the effectiveness of the intervention(s) implemented.</p> <ol style="list-style-type: none"> 1. Provide intervention targeted to student need. Remember intervention must occur for a minimum of 6 school weeks in order to determine the child’s need for further intervention. 2. Reassess and chart progress. <ol style="list-style-type: none"> a. Chart Data Point #1: Student scores received at initial screening. b. Chart Goal Point (end-of-year benchmark): Where students need to be on trajectory to <i>catch up</i> with their grade level peers. c. Connect the points: This will create a goal line. d. Use your district’s data system to chart your data from progress monitoring and compare to the goal line. e. Determine if instruction is moving the student’s charted progress toward their goal line (successful) or if the student needs more time with instruction, different instruction, or is ready to meet benchmark without supplemental instruction. f. Remember you need a minimum of 3 data points on the goal line to judge progress is sufficient to discontinue intervention. 3. If a student is making progress but has not made sufficient progress to meet end-of-year benchmark, collaborate with your problem-solving team to develop instructional interventions. 4. Repeat. Remember this is a process.
<p>Step 4</p>	<p>Use a problem-solving method to make decisions within a multi-tier model of service delivery. The instructional support team will assist in making decisions based on the assessment data as to the effectiveness of the interventions and whether changes need to be made to the interventions or strategies.</p> <p>The problem-solving team will consider the following:</p> <ul style="list-style-type: none"> • Has the student received differentiated, needs-based instruction? • Has the core curriculum and intervention been delivered with fidelity? • Has the pacing and instructional grouping been appropriate? • Has the student attended every scheduled session for intervention? • Has the student’s classroom teacher or interventionist been replaced temporarily by a substitute?

<p>Step 4 (continued)</p>	<ul style="list-style-type: none"> • Are the issues around performance or content? • Is the student on target with peers to reach benchmarks? (If so, student will no longer need Tier 2 level interventions.) • Is the student making progress but not yet on target to meet benchmarks? • Does the intervention need to change or does the student just need more time with current intervention? • Is the student not making sufficient progress on the trajectory toward meeting benchmarks? • What interventions/strategies are necessary to help this student make progress? If student is progressing, modifications may be made if necessary and student may continue at Tier 2 for another 6 weeks or longer as needed.
<p>Step 5</p>	<p>Use research-based, scientifically validated interventions matched to student need. Many online resources exist to assist educators in determining which resources are research-based and scientifically validated. A few of these websites are listed here. They are updated regularly as new information and studies are available. Remember interventions are occurring at all tiers of instruction. The teacher and team must also remember that the intervention/strategy must also be implemented with fidelity and must match the student need in order to produce the desired results.</p> <ul style="list-style-type: none"> • What Works Clearing House: http://ies.ed.gov/ncee/wwc/ • Florida Center for Reading Research: http://www.fcrr.org • Oregon Reading First Center: http://oregonreadingfirst.uoregon.edu/inst_curr_review.html
<p>When Will a Student Cease to Receive Tier 2 Interventions?</p>	<p>When a student has progressed to the point that data shows the student to be on trajectory to benchmark with their grade level and they have received at least 6 weeks of Tier 2 interventions, they may no longer require the services.</p> <p>Or</p> <p>When a student has received 12 weeks of interventions at Tier 2 and is still not on trajectory to benchmark at their grade level, they may require more intensive interventions at Tier 3.</p>

<p><i>What Is Tier 3?</i></p>	<p>Tier 3 requires high-quality instruction matched to student needs. Tier 3 occurs in addition to instruction in the core curriculum and may occur within the general education classroom but must occur in a smaller group than Tier 2 interventions occurred. If a child has not progressed with the interventions at Tier 2 after 12 weeks, a minimum of 150 minutes of targeted intervention focused on the student’s area(s) of identified need(s) are mandated across a minimum of 4 sessions. In the case of students with needs in reading and math, a minimum of 180 minutes of intervention is mandated. In either case, the duration of each session should be appropriate to the age and development of the child. <i>Remember the law speaks to the minimum requirements and is not necessarily the standard for best practice, or meeting the targeted needs of each student.</i></p>
<p><i>What Happens in Tier 3?</i></p>	<p>In Tier 3, you will follow the same steps as Tier 2. The difference between the Tiers is the intensity of the interventions/strategies and the minutes of intervention. Otherwise the steps are the same.</p>
<p><i>When Will a Student Cease to Receive Tier 3 Interventions?</i></p>	<p>When a student has progressed to the point that data show the student to be on trajectory to benchmark with their grade level and they have received at least 6 weeks of Tier 3 interventions, they may no longer require those services.</p>
<p><i>What If a Student Is Still Not Progressing Toward Benchmark?</i></p>	<p>When a student has received a total of 12 weeks of Tier 3 (24 weeks of intervention) and is still not progressing or is not on trajectory to be on benchmark by the end of the year, the problem-solving team shall refer the child for initial evaluation for special education services. By this point, the team will have sufficient information to rule out a number of critical factors that can interfere with the student’s learning, and the team will have a good idea of the types of diagnostic assessment that may still be needed.</p>

***How Can I Get
My Questions
Answered?***

The Department of Education has posted answers to frequently asked questions and other resources on their website:

[RTI Frequently Asked Questions](#)

Your building principal, instructional support team, or other specialists in your school may be able to answer your questions if they relate to specific practices and policies within your school and district.

The internet provides a wealth of resources and some of the sites we have found helpful are listed. Please remember that while RTI is in the federal law, how individual states and districts may interpret and implement the law differs. For example, tiers of service may vary from state to state. Please keep Delaware's process in mind when viewing this information.

Sites that may inform your instruction/intervention:

- National Center for Response to Intervention <http://www.rti4success.org/> – This website provides a wealth of information on RTI.
- Intervention Central <http://www.interventioncentral.org/> – This website includes specific information about academic and behavior interventions along with downloads for spreadsheets to collect data. The website includes tools for educators and specific information related to RTI.
- The Access Center, Improving Outcomes for all Students K-8 <http://www.k8accesscenter.org/index.php> – This federal website includes information on co-teaching, graphic organizers, instructional and learning strategies as well as universal design.

Please contact Carolyn Lazar at 735-4090 or by e-mail, carolyn.lazar@doe.k12.de.us, if you require additional information.