

Response to Intervention

Response to Intervention (RtI) is a framework designed to provide high-quality instruction to students in conjunction with ongoing data to determine whether students responded to instruction (Howard, 2009). RtI does not label students or relegate them to a program; rather, it makes all teachers accountable for high-quality instruction and differentiation (Howard, 2009). In short, it is an educational process that matches instructional needs of students with designed differentiated instruction and lessons for all learners in the general education environment, and makes each teacher responsible for students learning before an academic gap widens and support alternatives are considered (ISBE; Howard, 2009).

The core features of RtI are:

- High-quality, research-based culturally responsive instruction in the general education environment;
- Ongoing assessment used in order to determine which students need additional supports beyond the core curriculum and systematic monitoring of progress;
- Scientific, research-based instruction and interventions are matched to student need and increase in intensity;
- Use of a collaborative team for development, implementation, and monitoring; and
- Continuous monitoring of student progress during instruction and interventions, using assessment data to determine if students are meeting goals.

In District 181:

- A high-quality general curriculum that is differentiated is emphasized for all students.
- Universal screening occurs three times per year (fall, winter, spring) in the areas of reading and math
- Grade level teams review data and make instructional decisions based on the needs of learners.
- Grade level teams meet regularly to review student progress and to make adjustments to instruction as deemed necessary based on data and student performance.
- Individual problem solving occurs when necessary to ensure that educators meet the individual needs of students.

The RtI process began with a focus on struggling learners. However, since the process involves analyzing progress data for all students, the same process is beginning to be used to meet the needs of advanced learners, as well. Currently, if a student's needs are not being met by the core curriculum, an individual problem solving process is utilized. The guidelines for holding individual problem-solving meetings are:

- 1) Teams of teachers and administrators (building teams) regularly review data (benchmark and classroom assessments) to ensure that the core curriculum accompanied by solid differentiation is meeting the needs of all students.
- 2) Parents are encouraged to contact their child's teacher if they have a concern about their child's learning.
- 3) The building team will work with parents to determine whether or not a problem-solving meeting is necessary. Typically, problem-solving meetings are only necessary if the learner's needs are not being met by the core curriculum accompanied by differentiated instruction. In most cases, the educators initiate the problem-solving process based upon the data without parent requests.
- 4) During the individual problem-solving meeting, a plan may be developed to further meet the needs of the student.

The links below are additional guiding resources outlining the Response to Intervention framework and process at the national and state levels.

<http://www.rti4success.org/>

http://www.isbe.state.il.us/RtI_plan/pdf/rti_faq.pdf

If you have further questions or concerns, please contact your building principal or pupil services administrator.

Illinois response to intervention. (2012). Retrieved from http://www.isbe.state.il.us/RtI_plan/default.htm

Howard, M. (2009). *Rti from all sides: what every teacher needs to know*. Portsmouth, NH: Heinemann.