

## What is Response to Intervention (Rtl)?

Rtl is a process which included the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. Rtl is designed as an early intervention to prevent long-term academic failure. Rtl is considered a general education service.



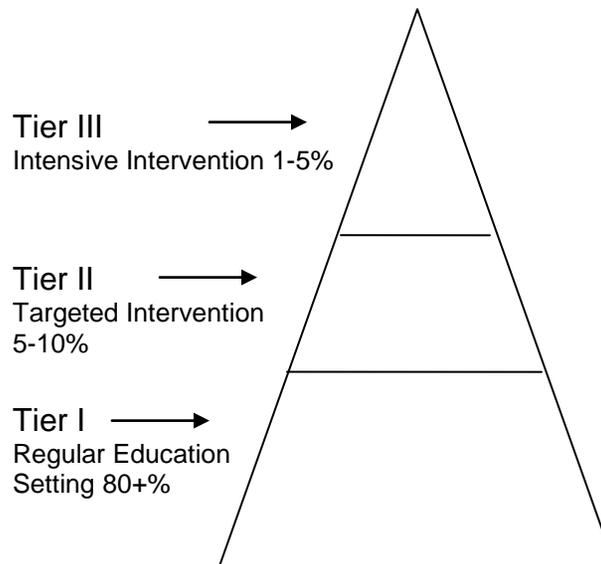
### Key Features of Rtl

The following is a list of features of an Rtl process:

- Rtl primarily is a general education initiative designed to address the needs of struggling learners early in their educational experience.

- Rtl is based on a problem-solving model that uses data to inform decision-making.
- Rtl interventions are systematically applied and derived from research-based practices.
- Rtl is highly dependent on progress monitoring and data collection.
- Rtl intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals (I&RS).

### Description of the Tiers



### Tier I

- Student responds to instructional delivery in regular education setting. Assessments occur three to four times per year to measure growth.

### Tier II

- If students do not make adequate progress in Tier I more intense and targeted services are provided. Progress is monitored weekly with research-based interventions that last approximately 6-10 weeks. Student ratio is 5-7 children in a small group.

### Tier III

- Students that do not respond to targeted intervention in small group setting will receive intense interventions/ accommodations in a pull-out setting daily. Progress monitoring occurs daily. Student ratio is 1-5 children.

### Types of Assessment

The I&RS Committee may use a variety of data in order to develop an effective intervention plan. Examples of the data include but are not limited to:

- Report cards
- Standardized test Results
- Informal Assessment
- Teacher/ Parent/ Student Rating Scales
- Classroom Work Samples
- Curriculum-Based Measures
- Screening Data
- Classroom Observation
- Running Records
- Behavioral Logs
- Disciplinary Referrals
- Attendance Data

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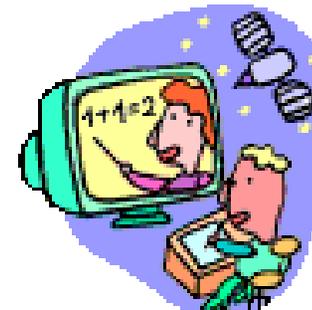
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**MULLICA TOWNSHIP  
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**A GUIDE TO  
Response  
to  
Intervention  
(RtI)**



*School district boards of education, in New Jersey, are required to “. . . establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties . . .” and which are designed to “. . . assist staff who have difficulties in addressing students’ learning, behavior or health needs.” N.J.A.C. 6A:16-8.1*

***RtI- A Step-by-Step Approach***

To effectively implement RtI, a sequential approach is needed. Components include:

- 1) Staff need to learn about RtI and its benefits,
- 2) The I&RS Committee will assist with defining assessments for students, designing interventions, and monitoring progress,
- 3) A wide range of assessment data needs to be utilized, from standardized instruments to classroom observations,
- 4) Interventions need to be research-based,
- 5) Baseline data and continuous progress monitoring is needed in conjunction with the interventions implemented.

***RtI & Parents***

It is essential that parents have a basic working knowledge of RtI and its benefits, especially parents whose children may be involved in Tier II and III interventions. This understanding can be best accomplished through:

- Disseminations of written materials explaining RtI to parents,
- Formal and informal presentation to PTA and/or other parent groups,
- Brief overview at parent/ teacher conferences where it can be explained how RtI works for a given child,
- Addressing RtI on reports cards and/ or progress reports sent home to parents.

The more parents understand RtI’s value, the greater their support of the school’s efforts.