

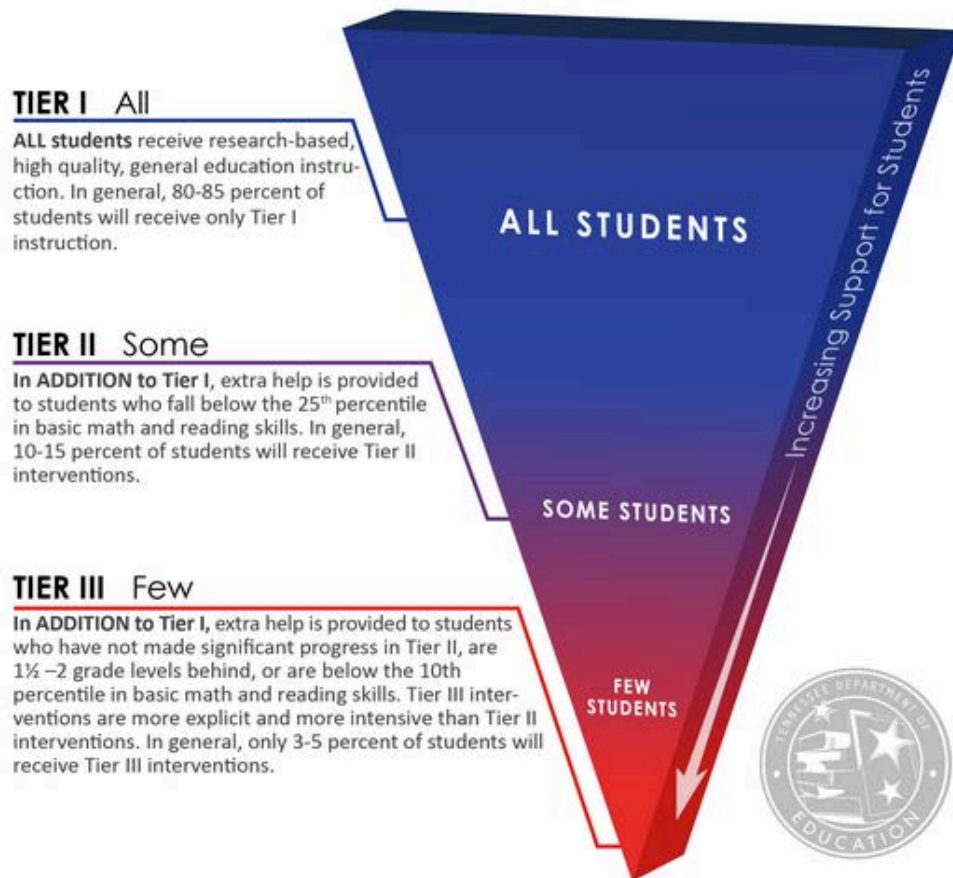
Tennessee Response to Instruction and Intervention Framework

The Tennessee Department of Education is committed to helping all children succeed. There are many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

Response to Instruction and Intervention

RTI²

GUIDING PRINCIPLES: Leadership Culture of Collaboration Prevention & Early Intervention



What is RTI²?

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies. RTI² is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction (differentiation) or goals and applying student response data to important educational decisions. RTI² creates a well-integrated system of instruction/intervention guided by student outcome data. All school staff are trained in assessments, data analysis, programs, and research-based instructional practices and strategies.

What does the RTI² look like?

The RTI² Framework has three tiers. Each Tier provides differing levels of support.

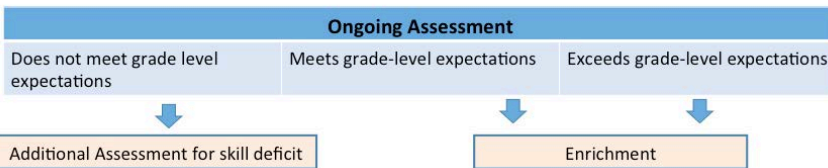
Core Instruction: **ALL** students

100%

Tier
I

Core Instruction for ALL students (meeting needs of 80-85% of students needs)

- High quality instruction of state standards
- Instructional decisions driven by ongoing formative assessment
- Differentiation and small group strategies to support different learning needs of ALL students
- High quality professional development and support



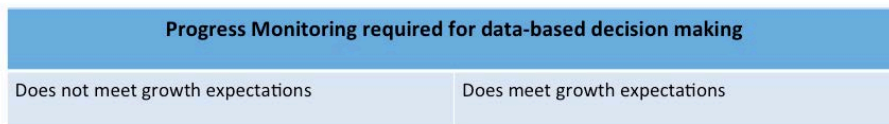
Tier I is the first level of prevention and it should be the focus of instruction, providing a strong foundation. Students will receive high quality instruction using grade-level Tennessee State Standards. Highly qualified teachers will implement best teaching practices to ensure the academic success of all students. Effective core instruction will ensure that 80-85% or more of the student needs will be met. Universal screenings and ongoing assessments are conducted to identify students at risk for academic failure and to ensure that all students are benefiting from instruction.

Tier II Characteristics

Tier
II

Targeted Intervention (meets 10-15% of student needs)

- Addresses the needs of groups of struggling and advanced students
- Additional time beyond time allotted for the core instruction
- High quality intervention matched to student-targeted area of needs
- Provided by qualified staff

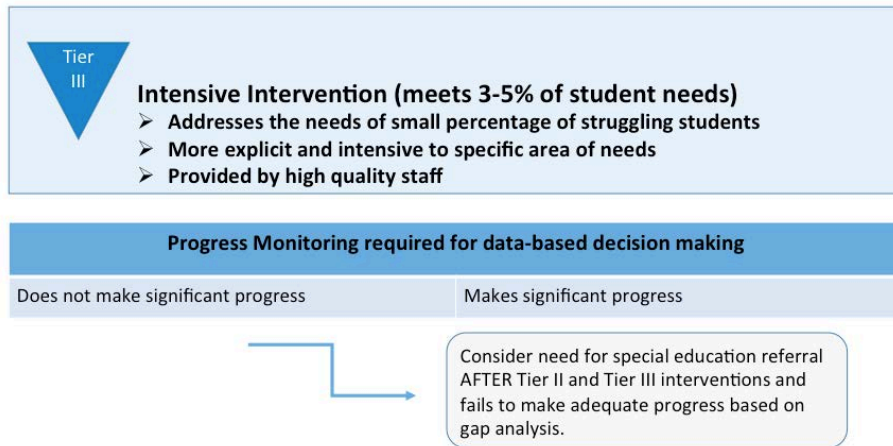


Tier II addresses the needs of struggling and advanced students by matching high-quality intervention to students’ needs when students are not making adequate gains from Tier I instruction alone. Tier II is addition to Tier I and it should meet the needs of 10-15% of students. Students who require additional assistance beyond the usual time allotted for core instruction should receive additional intense small group attention in the specific area of need. Vertical coherence of the Tennessee State Standards

should be used to identify standards from previous grades that might be prohibiting a student from accessing grade-level standards. A skill based progress monitoring tool will be able to provide evidence that a student did not make sufficient progress in the area of deficit. A skills based progress monitoring tool must be able to provide evidence that a student did not make sufficient progress in the area of deficit.

Does the student NEED more intensive intervention(s)?

Tier III Characteristics



In **Tier III**, more intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10th percentile. Tier III intervention must be more intense than Tier II intervention, providing 45 -60 minutes of explicit instruction daily in a small group setting. Tier III intervention should meet the needs of 3-5% of students and is in addition to Tier I instruction. Students who have not made adequate progress with Tier II intervention or who score below the designated cut score on the universal screener are identified as the most “at-risk” and will receive more intense intervention. Intervention will target the student’s identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem-solving or written expression) and will be developed based on the unique needs of students. A clear description of the problem-solving approach to the intervention being used will provide evidence that intervention is more intense than Tier II.

RTI² offers a way to eliminate achievement gaps through a school wide process that provides assistance to every student. RTI² will be used to determine whether a child has a specific learning disability in basic reading skills, reading comprehension, reading fluency, mathematics calculation, mathematics problem-solving, or written expression for students in grades K-12. The Tennessee RTI² is a model that will promote recommended practices for an integrated system connecting general and special education by the use of high- quality, scientifically research- based instruction and intervention. The ongoing process of instruction and intervention will allow students to make progress at all levels, particularly those students who are struggling or advancing. A student who is receiving special education services should not be excluded from tiered intervention if their data indicates a need.

What are the key components of the RTI² Framework?

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of RTI² is that the school conducts universal screenings. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted intervention (Tier II) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.

Another key component of RTI² is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier III). Students who do not respond to Tier III interventions may be referred for special education.

What if I think my child needs special education?

If at any time parents become concerned that their child needs special education, they should contact their child’s teacher or administrator. Other forms of evaluation, in addition to information gathered through the RTI² framework, are needed to determine if a student is eligible for special education services. In order for these evaluations to be conducted, a parent’s written consent is required.

Here are a few ways parents can support what their child is doing in school:

- Make reading an everyday habit at home; Monitor and assist with homework assignments
- Communicate with your child’s teacher; Share your child’s successes
- Learn more about the curricula and interventions being used in your child’s school
- Attend parent/teacher conferences and other school meetings about your child

Talk to your child’s teacher or principal for more information about how RTI² is being implemented in your child’s school.

For more information, please contact: RTI.questions@tn.gov

Adapted from: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD)