

RESPONSE TO INTERVENTION (RTI)



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CENTER

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Supporting the preparation of effective educators to improve outcomes for all children, especially those with disabilities, birth through age 21

IRIS CENTER

RESPONSE-TO-INTERVENTION (RTI) RESOURCES

What Is It?

Response to intervention (RTI) is an instructional approach that serves two purposes:

- It provides early intervening services to struggling students to improve their skills.
- It can be used to identify students who have learning disabilities.

Benefits

RTI has many potential benefits, which include:

- Providing early instructional intervention to those who need it
- Requiring teachers to rely on assessment data to support their instructional decisions
- Reducing inappropriate special education placements
- Providing multiple levels of intervention
- Increasing the use of research-validated practices in the core classroom instruction

Key Ideas

RTI typically addresses student needs through tiers of increasingly intensive instructional interventions. Whether for early intervening or for the identification of students with learning disabilities, RTI incorporates the following elements:

- Universal screening
- High-quality instruction
- Research-validated practices
- Frequent progress monitoring
- Increasingly intense levels of intervention
- Data-based decision making

Case Studies

The IRIS Case Study Units outlined below present students with real-life scenarios to strengthen their understanding of response to intervention (RTI) strategies. Case studies can be used to supplement the IRIS RTI modules.



RTI: Data-Based Decision Making

http://www.iriscenter.com/case_studies/ICS-012.pdf

This case study provides information about how to examine a student's progress monitoring data to determine whether the student is responding adequately or whether the student would benefit from more intense intervention. It can serve as a companion to the modules "RTI (Part 2): Assessment" and "RTI (Part 4): Putting It All Together."

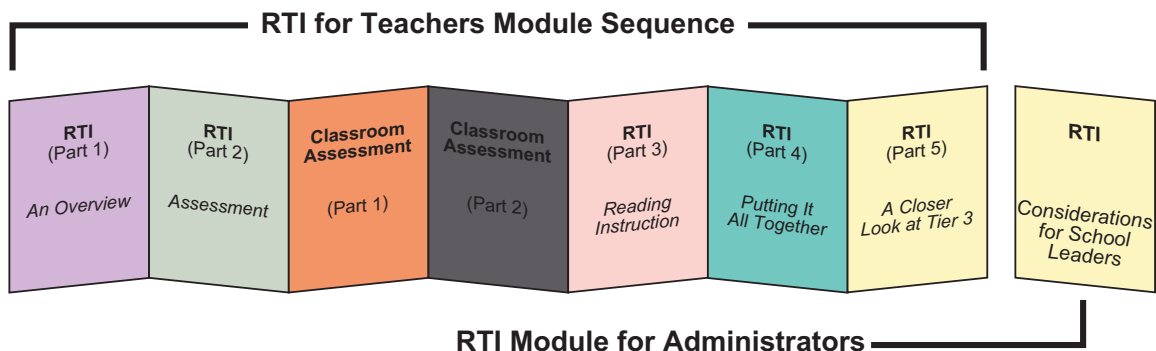
RTI: Progress Monitoring

http://www.iriscenter.com/case_studies/ICS-011.pdf

This case study set is intended to be a supplement to the IRIS Center's RTI module series, providing additional opportunities to practice the application of basic progress monitoring concepts within the response to intervention (RTI) approach, including the administration and scoring of probes as well as the graphing of student progress.

Modules

The IRIS Center, in collaboration with the Tennessee State Department of Education and the Tennessee State Improvement Grant, has developed a series of modules on Response to Intervention (RTI). We recommend users begin with "RTI (Part 1): An Overview" and work sequentially through the modules. The diagram below depicts the modules in the RTI series, including two additional modules on classroom assessment.



IRIS MODULES FOR IMPLEMENTING RTI

RTI (Part 1):

An Overview

http://iris.peabody.vanderbilt.edu/rti01_overview/



Join the staff at Rosa Parks Elementary as they learn about RTI and the standard protocol approach. The module addresses:

- A multi-tiered approach
- Early intervening
- LD identification

RTI (Part 2):

Assessment

http://iris.peabody.vanderbilt.edu/rti02_assessment/



Review the steps of the assessment process for each tier of the standard protocol approach with Mrs. Hernandez, and learn how to use the assessment data to make instructional or tier decisions. Learn about:

- Universal screening
- Progress monitoring
- Data-based decision making

RTI (Part 3):

Reading Instruction

http://iris.peabody.vanderbilt.edu/rti03_reading/



Explore the five core reading components and the instructional practices that Mrs. Hernandez and Ms. Washington, a reading specialist, can employ to help their students who receive primary and secondary services:

- High-quality instruction
- Instructional practices
- Core reading components

RTI (Part 4):

Putting It All Together

http://iris.peabody.vanderbilt.edu/rti04_alltogether/



Mr. Brewster learns how to implement all of the components of the RTI approach. He also discovers how to effectively meet the needs of struggling readers in his second-grade class, how to prevent reading failure in students, and how to identify those students who have learning disabilities. Use the module to learn about:

- Training and preparation
- Coordination of assessment procedures and high-quality reading instruction
- Other considerations

RTI (Part 5):

A Closer Look at Tier 3

http://iris.peabody.vanderbilt.edu/rti05_tier3/



Katy Stromwell and a team of district personnel will adopt the RTI approach for area schools. Before preparing their action plan, they visit Rosa Parks to observe tertiary intervention services and to learn how the school:

- Determines which students will receive tertiary intervention
- Implements tertiary reading interventions
- Assesses tertiary response

Whereas the modules above target the classroom implementation of RTI, the Center has also developed a module that may be a valuable resource for school-wide implementation.

IRIS MODULES FOR IMPLEMENTING RTI

RTI: Considerations for School Leaders

http://iris.peabody.vanderbilt.edu/rti_leaders/



Join Rodney T. Irwin, the principal at Mayflower elementary, and key staff as they consider whether to adopt the RTI approach. Once they decide to do so, they must address:

- School-wide support
- Factors for building an infrastructure
- Evaluation of the implementation process

For a more thorough understanding of progress monitoring, we recommend learners view the modules listed below.

Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom

<http://iris.peabody.vanderbilt.edu/gpm/>

Ms. Begay, a first-year fourth-grade teacher, is concerned with the

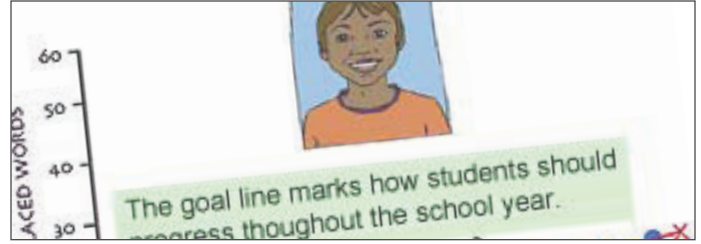


academic progress of a few students who seem to be struggling in several key areas. Join Ms. Begay as she learns about:

- Identifying appropriate progress monitoring probes
- Implementing progress monitoring
- Communicating progress to students, parents, and other teachers

Classroom Assessment (Part 2): Evaluating Reading Progress

<http://iris.peabody.vanderbilt.edu/rpm/>



Follow Ms. Begay as she learns more in-depth and detailed information about tracking student reading progress through progress monitoring. She also learns more about:

- Using curriculum-based measurement in reading
- Administering and scoring reading probes
- Graphing student progress

ADDITIONAL IRIS RESOURCES

Resources

In addition to Modules and Case Studies, the IRIS Center offers a wide variety of online resources and materials about evidence-based practices. These include Activities, Information Briefs, Interviews, Video Vignettes, Sample Wrap-Around Concept Maps, and our Sample Syllabi Collection, among much more.

IRIS Topics

IRIS materials address topics such as:

- Accommodations
- Assessment
- Assistive Technology
- Behavior & Classroom Management
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity
- Early Intervention/Early Childhood
- Learning Strategies
- Mathematics
- Reading, Literacy, and Language Arts
- Response to Intervention (RTI)
- School Improvement/Leadership
- Transition

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The screenshot shows the IRIS Center website homepage. At the top, there are logos for Vanderbilt Peabody College and Claremont Graduate University. Below the logos is a navigation bar with links: ABOUT IRIS, RESOURCES, SERVICES, IMPLEMENTATION, RESEARCH & EVALUATION, and NEWS & EVENTS. A large banner image shows a group of diverse students in a classroom. Overlaid on the banner is a box titled "Evidence-Based Practices" with text: "The IRIS Center offers a wide variety of resources on evidence-based practices and programs, including instructional modules and research summaries from federally sponsored sites, among much else." Below the banner, there's a "Welcome to the IRIS Center" section with a paragraph about the center's mission. To the right is a "IRIS RESOURCE TOPICS" sidebar with a list of topics: Accommodations, Assessment, Assistive Technology, Behavior and Classroom Management, Collaboration, Content Instruction, Differentiated Instruction, Disability, Diversity, Early Intervention/ Early Childhood, Learning Strategies, Math, Reading, Literacy, Language Arts, Related Services, RTI (includes Early Intervening), School Improvement/ Leadership, and Transition. Below the welcome section are two featured articles: "Navigating Our Website and Resources" and "New Resource! Video Vignettes". At the bottom, there's a "Recent News & Events" section with two items: "ANNOUNCEMENTS Need a Web Tour?" and "EVENTS IRIS Faculty Seminars in September". The footer contains a navigation menu, a disclaimer about funding, and social media links.



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