



# Response to Intervention

## 3-Tier Structure Parent Guide

### **Tier 3** **INTENSIVE**

Intensive instruction for 1 – 5% of students not responding to Tiers 1 & 2

### **Tier 2** **TARGETED**

Targeted interventions for 5 – 15% of students not responding to Tier 1

### **Tier 1** **UNIVERSAL**

High quality general education instruction and behavioral supports for ALL students

HUDSON CITY SCHOOL DISTRICT  
OFFICE OF SCHOOL IMPROVEMENT

# What is Rtl?

Response to Intervention (Rtl) is a State required general education practice. As of July 2012, high-quality instruction and intervention will be matched to the needs of the student.

Progress is closely monitored and changes in instruction are based on data collected from on-going assessment. Rtl represents an educational strategy to close achievement gaps for all students, by preventing smaller learning problems from becoming insurmountable gaps (NASDSE, 2006).

In an Rtl process, a student who is struggling receives additional instructional support matched to his/her individual needs through a multi-tiered, problem-solving approach.

Each level, also known as a tier, provides instruction with increasing levels of intensity.

RtI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- Ensuring appropriate instruction for all students;
  - Monitoring students' progress; and
- Providing additional levels of instructional assistance as needed.



**What are the Rtl steps?**

# 1. Screening is conducted for all students

*What is screening?*

**Screening** is a quick assessment that measures a student's skills or behaviors expected for his or her grade level. Screenings will be given three times per year.

*How are the results of the screening used?*

**Screening** for all students helps schools to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, we may recommend that a student be provided additional instructional support to address the areas of need.

## 2. All students receive appropriate instruction

*What is a Tier?*

Tier is another word for level or rank. There are 3 Tiers in the RtI process.

*What is Tier 1?*

An RtI process begins with providing appropriate, universal instruction to all students by the classroom teacher in the general education class.

*What is appropriate instruction?*

Appropriate instruction means that the methods and materials a classroom teacher uses are based on research that shows most students will be successful if taught in this manner.

Since students learn in different ways, it is important for a teacher to use a variety of effective methods and materials to meet the needs of all students in his/her class.

### 3. Additional instructional support is provided for students, based upon screening and ongoing measurement of progress

*How will additional instructional support be provided?*

Students identified through screening as needing additional instructional support receive assistance designed to meet their needs. This assistance is called targeted intervention. Targeted intervention includes the teaching method or strategy the teacher will use, how often, and for how long the intervention will be provided.

Within the RtI model, targeted intervention is provided with increasingly intense levels or tiers of support. Increased intensity can mean more time, smaller groups and/or more instruction focused on the specific areas in which the student is having difficulty.



# What is Tier 2 Intervention?

Tier 2 intervention is in addition to the student's regular classroom instruction and may be provided within the classroom or in a separate room. Tier 2 interventions are provided by the classroom teacher as well as support staff when necessary.

Tier 2 intervention usually means that a student is:

- Taught in a small group;
- Receiving additional instruction time; and/or
- Taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.



# What is Tier 3 Intervention?

For students who are still not progressing with Tier 2 interventions, Tier 3 interventions may be provided.

Customized instruction at this level is *intensive* and may be *more frequent*, within a *smaller group* and/or for a *longer period of time* than that provided in Tiers 1 or 2. Tier 3 interventions are provided by the classroom teacher as well as specialists in the specific area of skill deficit.



# Who determines the level of support (Tiers 2, 3)?

If a student is identified as needing instructional support, the **Student Support Team (SST)** may meet to review information from the student's classroom work, screenings, and State and district-wide assessments.

This team typically includes the student's classroom teacher(s) and other staff. The team will recommend what type of instructional support the student needs, how often, and for how long the instructional support will be provided.

The team will also decide on how often the student's progress will be monitored to determine if he/she is improving.

# What is progress monitoring?

Progress monitoring involves a frequent assessment of student performance in specific skill areas. Progress monitoring is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the needs of the student.

Progress monitoring also helps school staff know if the instructional support that is being provided needs to be changed by showing the level of student response to the instruction/intervention.



# What information will parents receive in the Rtl process?

All parents will receive screening results from the school, as well as regular updates on their child's progress in the classroom. Progress monitoring information will also be made available to parents of students receiving Tier 2 or 3 levels of intervention.

Parents of students requiring Tier 2 or 3 support must be provided with information describing the:

- Amount and type of student performance data that will be collected and the general education services that will be provided;
- Strategies for increasing the student's rate of learning; and
- Parents' right to request an evaluation for special education program and/or services.

# How Parents/Guardians can support at home:

- Invite your child to read with you every day.
- When reading a book, point word by word as you read.
- Read your child's favorite book over and over again.
- Read many stories with rhyming words and repeated lines.
- Discuss new words and ideas.
- Stop and ask about the pictures and what is happening in the story and encourage your child to predict!
- Read from a variety of materials including fairy tales, poems, informational books (non-fiction, magazines, and even comic strips.)
- Look for books that have math concepts to explore.
- Take your child to the library and explore an area of interest together.
- Ask your child's teacher for access to their IXL software account and allow them time to interactively work on assigned lessons.

# Have questions?

Please contact your child's classroom teacher

