

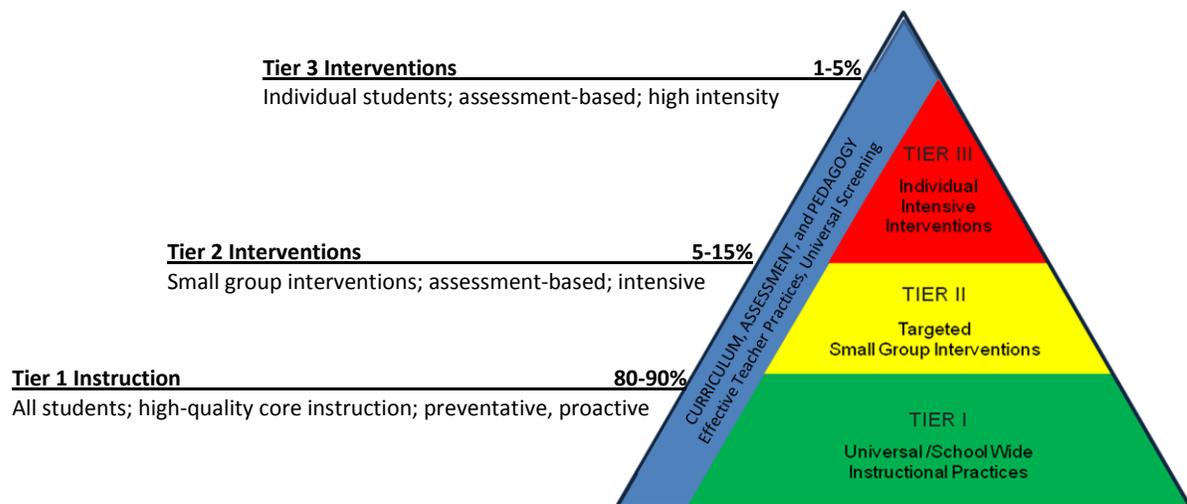
## Response to Intervention (RTI)

### Overview for Parents & Families

### What is Response to Intervention?

Response to Intervention (RtI) is an instructional approach used by schools to ensure that all students receive high-quality, rigorous instruction matched to their needs. New York City public schools are implementing RtI in grades K-5 in the area of literacy. The RtI process identifies areas where students are struggling early, and provides them with interventions that address those areas, and checks their progress to ensure they get back on track.

**RtI begins with strong core instruction**, called Tier 1. Students identified as needing additional support receive increasingly intensive, targeted academic support, called Tier 2 and 3 interventions. RtI helps ensure that small challenges that students may face early on do not become larger difficulties later in their academic careers.



As illustrated in the image above, **RTI is a three-tiered model**. Beginning with core instruction at Tier 1, each tier provides instruction and support with increasing intensity and/or time spent working on specific skills.

### What steps are involved in an RtI approach?

The elements of an RtI model are:

- High quality core instruction;
- Assessment for understanding student needs and checking their progress, and;
- Intervention when a student shows signs of struggling

The first step in RtI is to give all students a **screening assessment**, typically at the beginning of the year. Over the course of the year, all students receive **high quality, rigorous core instruction**. Student progress is measured by administering quick checks of understanding and learning called **progress monitors**. Using the data gathered through assessment, observation, and student work, schools provide **targeted intervention** to students who are experiencing challenges with learning or who are struggling to make progress on certain skills or concepts.

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#### What are targeted interventions?

Students who do not make progress in Tier 1 based on screening and ongoing checks of progress are provided with **additional instructional support** in Tiers 2 or 3. Students in need of additional support receive assistance that is designed to meet their needs, called “**targeted intervention**.” These interventions are provided with increasing intensity, depending on how much additional support the student needs. This can mean more time, smaller group or individual instruction, or a greater focus on the specific areas in which the student is experiencing difficulty.

- **Tier 2 intervention** is provided in addition to regular classroom instruction. Typically, the student is taught in a small group, receiving additional instructional time and/or taught using various techniques and with more intensive focus on hard concepts.
- **Tier 3 intervention** is also provided in addition to regular classroom instruction. Typically, the student receives more frequent and intensive support than in Tiers 1 or 2, sometimes on an individual basis.

#### How is a student identified as needing additional levels of support?

Through **screening, diagnostic** and **progress monitoring** assessments, teachers can identify students who need additional help. A **school-based team** meets to review information gathered by teachers such as examples of student work, assessment results, and classroom observations.

After considering all the available information, the team makes recommendations as to the type of support the student needs, how often and for how long the support will be provided, and how often the student’s progress will be monitored to determine if the intervention is working. Depending on the structure of a child’s school, parents may be invited to participate in these team meetings.

#### What information will parents receive about the RTI process?

Parents are encouraged to meet regularly with teachers and school staff to review their child’s progress. Teachers may ask parents to help support the skills being taught in the classroom by reading at home or doing other activities that promote growth in specific skills.

Schools will notify parents/guardians when their child moves from Tier 1 to Tier 2, or from Tier 2 to Tier 3. Such notices will be provided in a language understood by the parents/guardians and will include information about:

- How the school is gathering information about their child’s needs and what strategies are being used to address those needs;
- The techniques and/or strategies being used to increase the child’s rate of learning; and
- The right to request an evaluation for special education services.



*Dennis M. Walcott, Chancellor*

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#### **How can parents learn more about RtI?**

Parents are encouraged to communicate regularly with their child's teachers to learn more about RtI. As additional information becomes available, it will be posted on the DOE's "Parents and Families" internet site (<http://schools.nyc.gov/ParentsFamilies/default.htm>) and search for "RtI parent."

The New York State Education Department has also posted a parent guide to RtI online: follow this [link](#) or visit [www.nysed.gov](http://www.nysed.gov) and search for "RtI parent."