

# The Basic Parts of RTI

While RTI may look slightly different from school to school, all RTI programs have the following four components or parts:

## Universal Screening

Universal Screening means that all students are given a quick assessment at the beginning of the school year to see how their skills or behaviors compare to grade level standards. More screening may take place in the middle or toward the end of the year.

Screening helps teachers to identify those students in their class who may be at risk for poor learning outcomes or behavior problems.

## Progress Monitoring

If a student scores low on a screening, the teacher will watch the student's progress to see if he or she is really at risk for failure. The steps for monitoring include:

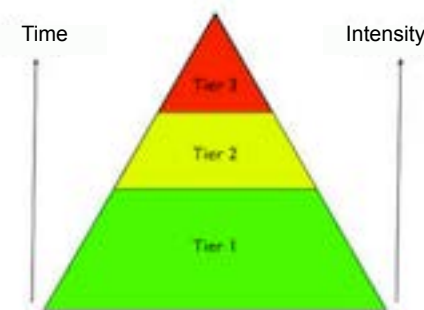
1. Determine the student's current level of performance.
2. Set goals for learning over a period of time.
3. Measure how much progress the student is making toward these goals.
4. Adjust how the student is taught, if s/he is not making the progress that was expected.

When a student is not making enough progress to be able to "catch up" to the goal that was set, the student's academic team will consider providing additional support to the student in small groups or through one-on-one instruction.

## Tiers of Support

In order to make sure that every student gets the right amount and intensity of instruction, RTI offers three levels or tiers of support.

Tier 1 is generally in the general education classroom with the regular classroom teacher who will try to adjust her teaching for an



at risk student. If the student doesn't make adequate progress, he or she may be moved to Tier 2 where the intensity or the nature of instruction is changed. Usually students will be learning in small groups, with additional minutes per session and new or intensified instructional strategies. Sometimes instruction is by another educator.

When a student is not making progress in Tier 2, the teacher will meet with the parents and other school staff to decide the next step. If a decision is made to move to Tier 3, instruction will be more intense and given in longer or more frequent sessions. The more intense the level of instruction, the more specific the program will be to the student's unique needs.

General education students who don't make enough progress in Tier 3 may be referred for an evaluation to determine eligibility for special education.

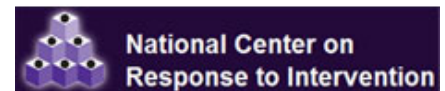
## Data-Based Decisions

In RTI, student data is collected frequently and used to make decisions about instruction and when to move a student from one tier to another. Research has shown that attention to data can make a huge difference in a student's success at school, because it signals when the student needs extra help.

As key partners in a child's education, parents must be given access to their child's data and included in major decisions. Parents also need to know the process that is used to determine what evidence-based instructional strategy is provided to their child.

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## Additional Resources



<http://www.rti4success.org/>  
Go to "Resources", then "Briefs" and check out their parent guides.



<http://www.nclld.org/learning-disability-resources>  
Look under "E-Books" to find a Parent Guide on RTI.



<http://www.rtinetwork.org/parents-a-families>  
Here are a number of articles about RTI and family-school partnership.