

Germantown School District Definition of RtI

Response to Intervention (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

In Germantown the RtI Process has three purposes:

1. To review grade-level behavior and academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement and modify interventions for these students through progress monitoring of student responsiveness.

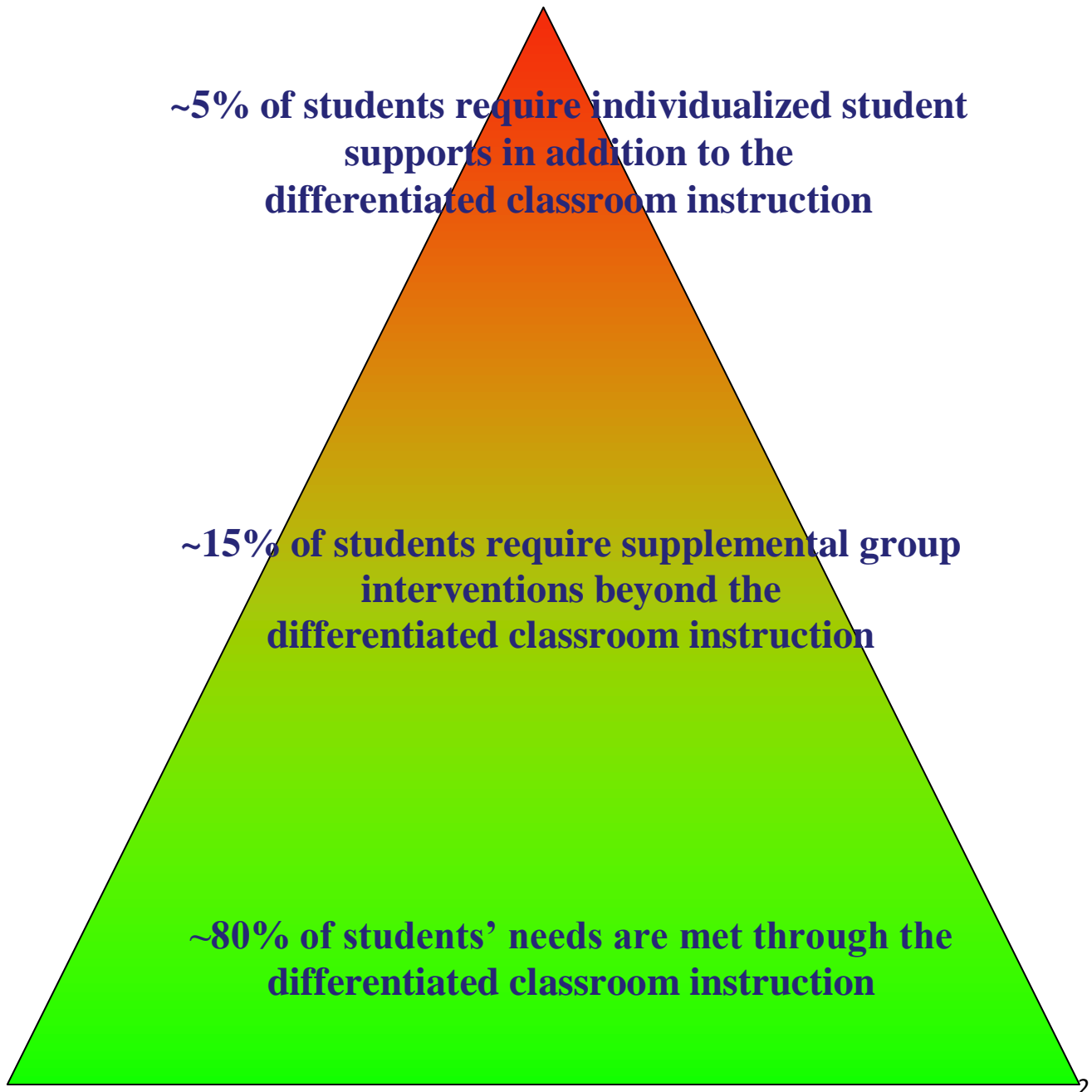
RtI is intended to be a structured, systematic process involving the following features and activities: team membership, supporting the school-wide planning of the Literacy, Math, and Positive Behavior Interventions and Supports Teams (PBIS), planning for the 20% of students that are unable to be successful in differentiated classroom instruction, meetings with staff with a focus on collaborative problem-solving, and individualizing and/or intensifying interventions for students.

Response to Intervention – Key Definitions

Response to Intervention (RtI): Using a team approach to provide instruction with appropriate intensity based on deficits determined by meaningful assessments. The effectiveness of instruction should be continually evaluated at a system level and individual student level using progress-monitoring assessments. Instructional practices and intensity should be adjusted based on the results of the assessments.

- **Shared Responsibility:** All staff assumes an active role in students' assessment and instruction.

A triangle with three tiers is used to represent the *RtI regular education* structure:



Differentiated Classroom Instruction: Instruction and supports provided for all students as the first step in promoting achievement and ensuring student success; including differentiated reading and math curriculum as well as the school-wide positive behavior program.

Multi-Tiered Instruction: An approach to organizing instruction used to efficiently differentiate instruction for all students. It incorporates increasing intensities of instruction and support using specific, research-based interventions matched to student need.

Fidelity: Refers to the extent to which a process and/or instruction are *implemented as intended* to maximize effectiveness. When checking for fidelity we ask if each identified component of the process and/or instruction is:

- Evident in the process or instruction.
- Implemented in the manner specified.
- Implemented to the degree specified.

Intervention: "Intervention" means the systematic use of a technique, program or practice designed to improve learning or performance in specific areas of pupil need." Interventions are prescriptive, evidence-based supports implemented systematically to strengthen students' specific academic and/or behavior skills. The intervention process begins with identifying a problem and then using data in a team approach to develop a plan. The plan is then implemented and evaluated. The type of intervention and/or intensity may change based on the student's responsiveness.

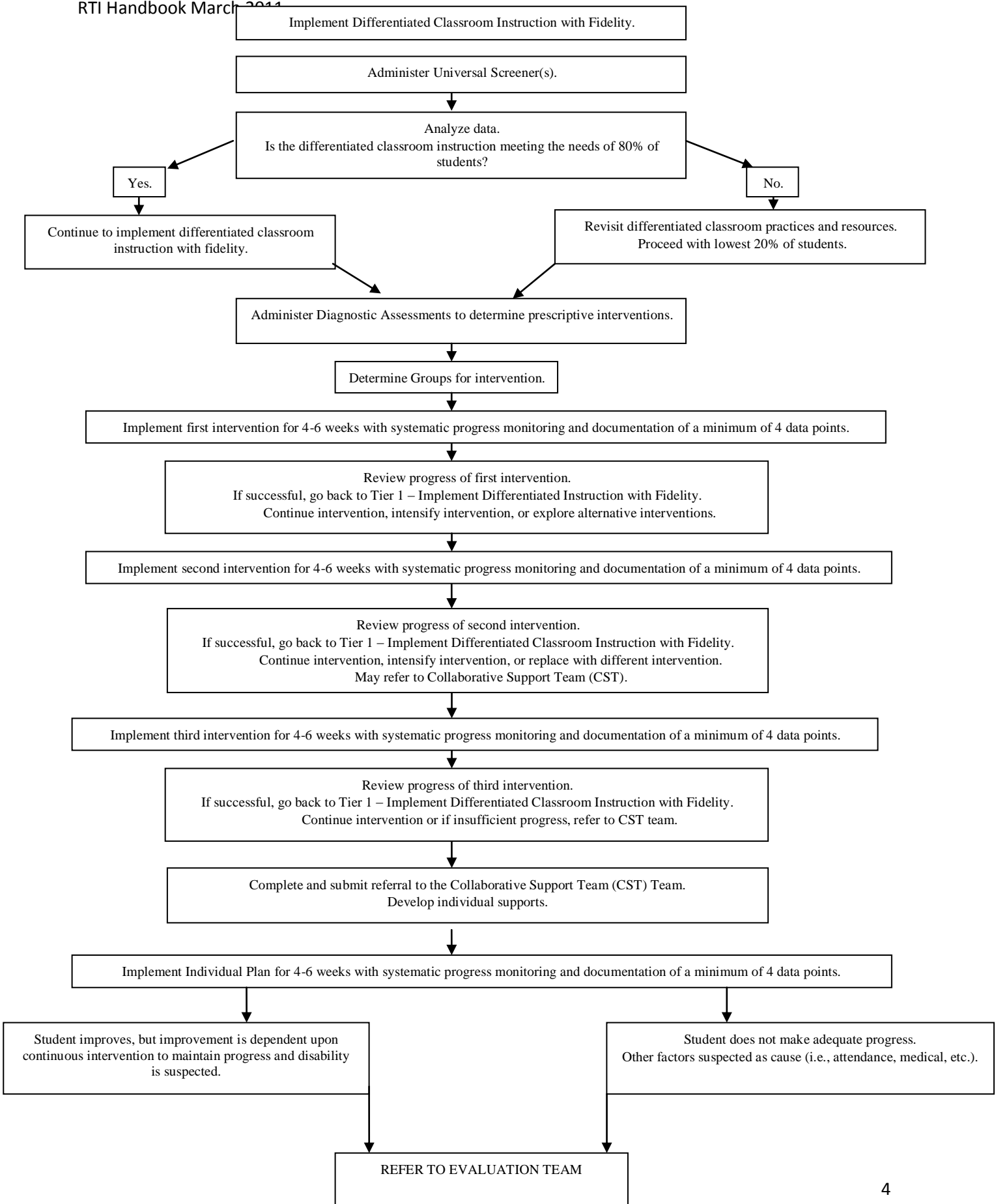
Intensity: Interventions can become more intense by changing: (a) group size, (b) amount of time, and (c) curriculum/instruction used.

- Group size:** Students may benefit from instruction in smaller groups. Smaller groups allow instruction to be tailored to the specific needs of the students, as well as more opportunities for practice and teacher feedback.
- Amount of time:** Students may benefit from additional time engaged in instruction. The additional time may include re-teaching or specific curriculum/instruction matched to the needs of the student.
- Type of curriculum/instruction:** Students who are not making progress may need curriculum/instruction designed to teach specific skills and strategies. The instruction provides opportunities for modeling, practice, and feedback, with an emphasis on mastery.

Examples of Ways to Intensify/Change an Intervention:

- Ensure instruction targets skill deficit
- Increase time engaged in instruction
- Extend duration of intervention
- Provide more examples and wider range of examples
- Break down tasks into smaller steps
- Provide multiple opportunities to participate and respond
- Repeat opportunities for practice and review
- Provide immediate feedback
- Use verbal and non-verbal prompts

Response to Intervention Process



RtI Process - How it Works

