



Response to Intervention (RtI) Fact Sheet

What is Response to Intervention (RtI)?

RtI is a **framework** being used across the country as school systems seek ways to provide early assistance to students experiencing academic and/or behavioral difficulty. It is a problem-solving approach for guiding instruction for **all** students who need assistance—both general and special education. It is also a process that schools may use as part of the eligibility determination that a student is specific learning disabled (SLD) and needs special education and related services. RtI involves providing a student or small groups of students with high-quality academic and/or behavioral interventions matched to their needs, and then monitoring the students' progress frequently to see if there is a significant and positive response. How the students respond then serves as a guide for making educational decisions. Although *RtI* is a relatively new term, it simply represents a best practice for educating students using a scientifically-based and systems approach.

How does RtI work?

In New Mexico, schools must use a three-tier approach to match students with an appropriate level of instruction and/or intervention.

- In **Tier 1**, all students receive appropriate, standards-based instruction including any classroom, grade-level or school-wide interventions, as well as monitoring and screening for potential problems. Tier 1 interventions are provided in the general education classroom.
- In **Tier 2**, students who have not responded significantly to Tier 1 are referred to the school's Student Assistance Team (SAT) and may receive an individual intervention plan. This plan could include more intense instruction, individually or in a small group, and is provided in addition to the general education curriculum at Tier 1.
- In **Tier 3**, a student qualifies for special education services and receives specially-designed instruction and related services through an Individualized Education Program (IEP).

In all tiers, students are universally screened and/or progress monitored to see if the instruction and/or intervention are effective.

What does *universal screening and progress monitoring* mean?

As students receive instruction, teachers may divide what they expect students to achieve by the end of year into shorter, measurable steps. Then teachers test, or *universally screen*, all students three to four times a year to check their growth towards those shorter steps. These tests are called *short-cycle assessments*. Teachers also test students receiving Tier 2 and 3 services more frequently (example: a five-minute test every couple weeks). This is called *progress monitoring*. The teachers' progress monitoring documentation, which may include graphs or data charts, serves as useful information for adjusting the instruction and/or intervention, or for referring students to the next tier of help, as necessary.

Where can I learn more?

- New Mexico's RtI website. www.ped.state.nm.us. Check the A-Z Directory for the link.
- The New Mexico Public Education Department's (NMPED's) technical assistance manual: *The Student Assistance Team and Three-Tier Model of Student Intervention—New Mexico's RtI Framework*. www.ped.state.nm.us. Check the A-Z Directory for this title.
- National Center on Response to Intervention: www.rti4success.org
- RtI Action Network www.rtinetwork.org

If you have questions about the implementation of the RtI framework at your school, please contact the school principal.