



Response to Intervention

Plainview-Old Bethpage RtI Committee
2013

What is Response to Intervention (RtI) in Plainview-Old Bethpage?

RtI is a multi-level framework used to address student achievement by providing support to at-risk learners.

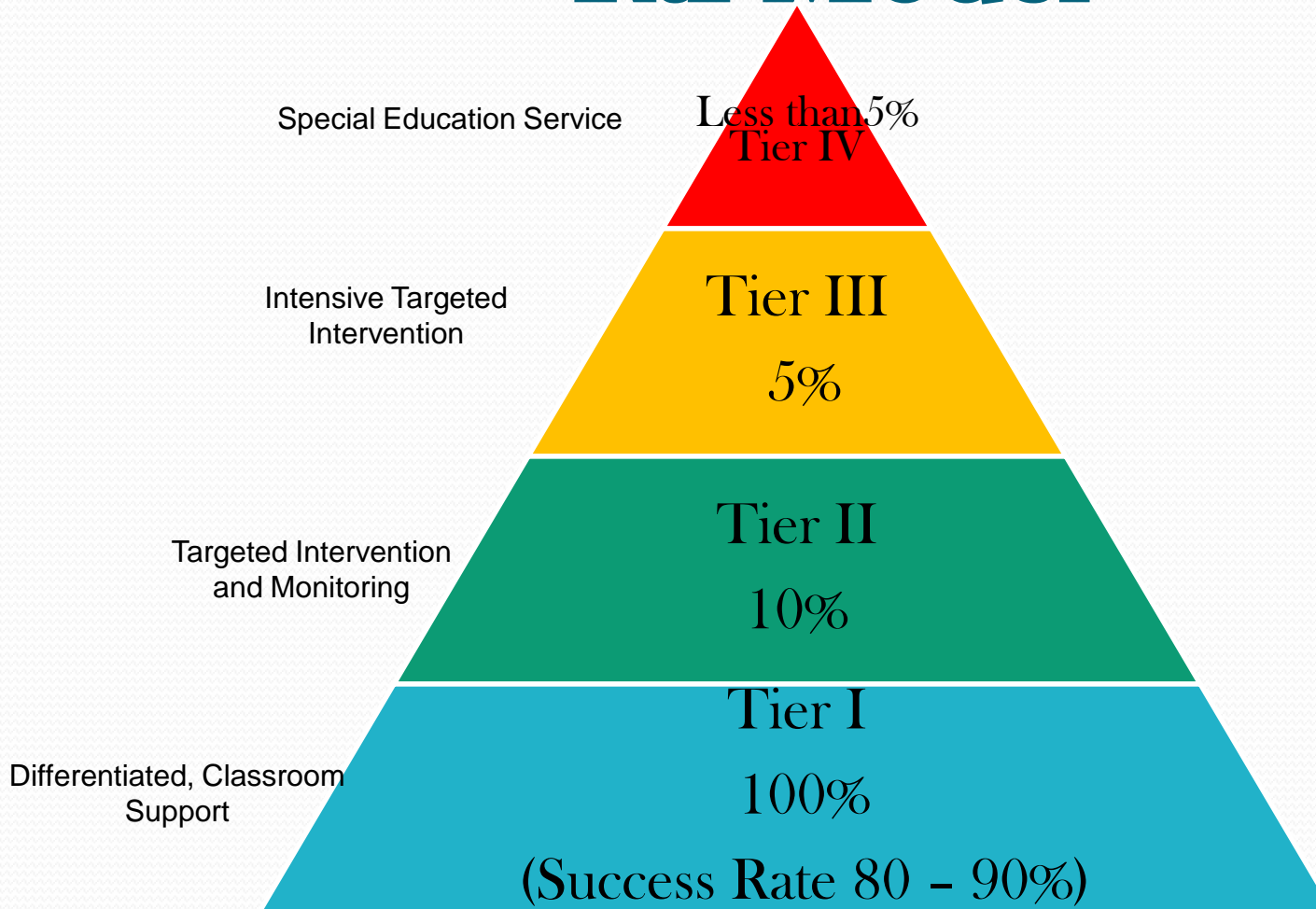
Our model is an integrated, school-wide approach to provide:

- Universal Screening
- High-quality instruction using research-based programs and methods within the classroom
- Formative assessment of student progress - frequent monitoring of progress such as a Fountas and Pinnell benchmark, enVisions, local assessments
- Academic support for at-risk learners within a tiered framework
- Movement to more intensive tiers
- Procedures for identifying behaviors that impede learning

Common Sense Tells Us:

If the student fails to show progress toward grade level expectations (academic or behavioral) despite several well-designed and implemented interventions, this failure to “respond to intervention” can be viewed as evidence of the need to move to the next tier.

RtI Model



Tier I:

High quality instructional and behavioral supports for all students in the general education classroom

- Universal screening of students for academics or behavior
- Research based instructional programs
- Differentiated instruction
- Progress monitoring of students using curriculum-based measurement (CBM)
- Data analysis of performance results
- Guidance from RtI team including intervention materials
- Articulation card created with documented evidence of best practice according to learning style, where applicable
- Individualized RtI plan created

Tier II:

Targeted intensive prevention or intervention services for students whose performance and rate of progress lag behind the norm for their grade level expectations

- Tier I intervention is insufficient for meeting grade level expectations
- Small group instruction provided by intervention specialist
- Progress is monitored at least 1X per month
- Guidance from RtI team - including recommendations for researched based programs
- Individualized RtI plan updated to reflect changes

Tier III:

Increased intensity, teacher/student ratio decreased, greater frequency, and program identification based on needs of individual child

- Progress is assessed at least 2X per month
- Continue with current RtI program based successful results or move to Tier IV after comprehensive evaluation
- Individualized RtI plan updated to reflect changes
- End of Tier III: Comprehensive evaluation by multi-disciplinary team to determine eligibility for special education services

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