

# RTI<sup>2</sup>

## Response to Intervention and Instruction

Arlington Community Schools  
is committed to helping  
all children succeed.

We have many ways to help  
children who are struggling to  
learn, and who need additional  
supports to be successful.

Response to Instruction and  
Intervention (RTI<sup>2</sup>) is one  
form of support and intervention.

## What is RTI<sup>2</sup>?

RTI<sup>2</sup> is a multi-tiered delivery  
system that uses a data-driven  
problem-solving model to  
identify specific student needs  
and match appropriate  
instructional strategies.

## Parental Support:

- Make reading an everyday habit at home.
- Communicate with your child's teacher.
- Monitor and assist with homework assignments.
- Review progress monitoring data.
- Share your child's successes.
- Learn more about the curricula and interventions being used in your child's school.
- Attend parent/teacher conferences and other school meetings about your child.

### Questions?

Talk to your child's teacher or principal for more information about how RTI<sup>2</sup> is being implemented in your child's school.

*Adapted from:*

*~ A Parent Advocacy Brief written by the  
National Center for Learning Disabilities  
(NCLD)*

*~ RCS- Parent Brochure, A Family Guide to  
Response to Instruction and Intervention.*

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## Family Brochure



**ARLINGTON**   
COMMUNITY SCHOOLS

**Tammy Mason**  
Director of Schools

**5475 Airline Road, Arlington,  
TN 38006  
901-389-2497  
www.acsk-12.org**

## What does the RTI<sup>2</sup> Framework look like?

The RTI<sup>2</sup> Framework has three tiers. Each tier provides differing levels of support. Students are placed in tiers based on the results of assessments and classroom performance. A school's RTI<sup>2</sup> team meets with teachers and other staff to discuss academic interventions and supports needed. Students' progress is consistently monitored at each tier.

### Tier 1

All students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.

### Tier 2

Intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. Students are provided small group interventions designed to meet their specific needs, and are progress monitored weekly or every other week.

### Tier 3

More intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10<sup>th</sup> percentile. These students are progress monitored weekly or every other week.

## What are the key components of the RTI<sup>2</sup> Framework?

- All students receive high quality curriculum and instruction in the general education classroom (**Tier I**).
- School will conduct universal screenings of students. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.
- As a result of universal screenings, students may be identified as needing targeted intervention (**Tier II or Tier III**) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.
- Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

*When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (**Tier I**).*

*When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (**Tier II and Tier III**).*

*Students who do not respond to Tier III interventions may be referred for special education.*