
Key Features of Tiered Intervention

RtII/MTSS ensures that all students receive high quality instruction and behavioral support in general education (the core curriculum) that is supported by research and aligned to PA standards.

RtII/MTSS ensures that all students are screened throughout the school year (three to five times per year) to determine which students are “at risk” for not meeting grade level academic and behavioral standards and benchmarks.

RtII/MTSS ensures that all staff and parents use a collaborative approach and assume an active role in student assessment and instruction.

RtII/MTSS ensures that instructional decisions are based on student progress utilizing both progress monitoring and benchmark data.

RtII/MTSS ensures that all students who have demonstrated need are provided with tiered interventions that are research based and provided through flexible grouping.

RtII/MTSS ensures that parents are informed of the child’s needs, interventions, progress and the right to request a special education evaluation at any time.

RtII/MTSS provide school teams with data that can replace the IQ discrepancy model for determining the presence of a learning disability.

Differentiated Instruction

Differentiated instruction is matched to the specific strengths and needs of each student. This instruction is available to all students in all classrooms.

Instruction must be differentiated to meet the needs of all students. This includes differentiation of the

- 1) **process** (instructional activities designed to help students make sense of the content)

- 2) **product** (student outcomes, or vehicle through which a student shows what he understands and can do as a result of learning)

- 3) **content** (the 'what and how' students will learn, e.g., facts, concepts, principles, skills).

Training for teachers in the process of differentiation is available at Warwick School District. Additional supports are available through PaTTAN and Intermediate Unit 13 staff.

Warwick School District

301 West Orange Street
Lititz PA 17543
Phone: (717) 626-3734
Fax: (717) 626-3850

Revised: April, 2017

Warwick School District



RtII/MTSS

Response to Instruction And Intervention / Multi-tiered System of Support

A Resource Guide

In collaboration with the community, the mission of the Warwick School District is to enable all students to acquire the knowledge, skills and values necessary to become responsible, productive and resourceful citizens.

RtII/MTSS

RtII/MTSS is a multi-step school improvement approach to provide early academic and behavioral supports to struggling students rather than waiting for a child to fail before offering help.

In Pennsylvania, RTII is a three-tier prevention, early identification and intervening strategy provided in general education classrooms, and refers to a process that emphasizes how well students respond in changes to instruction.

In Pennsylvania, ALL students have the opportunity to get needed help in general education classes, potentially reducing the number of students referred for special education services. In the RTII/MTSS model, students who fail to respond to Tier 3 intervention will be referred for a special education evaluation. This data gathered from the RtII/MTSS process can be used to determine eligibility as a student with a specific learning disability.

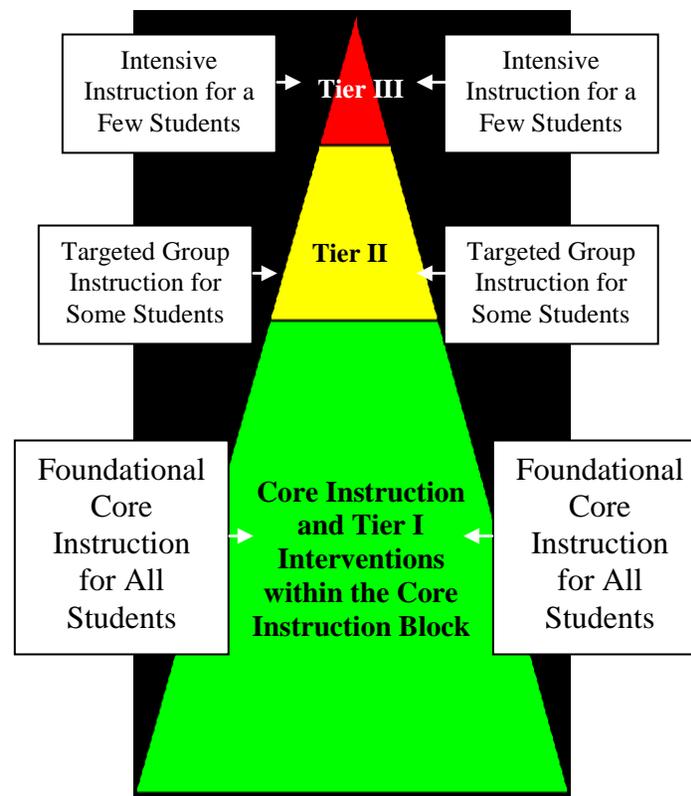
Key Terms

Universal Screening – All students are screened throughout the school year to determine which students are “at risk” for not meeting grade level standards. Screenings can be accomplished through formal and informal methods. (i.e. PSSA, 4Sight, etc.)

Tiered Intervention – Students receive increasingly intense levels of targeted instruction and scientifically research-based interventions based on their needs.

Baseline – Student data is collected prior to the initiation of an intervention. This data is utilized for comparison with data collected during and/or after an intervention has been

Academic & Behavioral RtII/MTSS



Tier Descriptions

Tier I – The provision of general screening or group interventions that usually represent the core instructional program and possibly additional, specific interventions occurring within core instruction time. If this instruction is adequately differentiated, 80-90% of students will respond and achieve established benchmarks. Assessment occurs three or four times/year.

Tier II – If students are not making adequate progress in Tier I, more intensive services and targeted interventions are provided in addition to the core program. Progress is monitored more closely, at least bi-weekly.

Tier III – For those students who do not adequately respond to targeted interventions in Tier II, another layer of intensive intervention is provided. The intensity is increased either in time, duration or program selection. Progress is monitored weekly.

Parental Engagement in RTII/MTSS

Parents should be informed about their child’s needs, interventions, and progress in school. They should also have a working knowledge of the RtII/MTSS model. School personnel will provide information about the model and individual students in the following ways:

- Dissemination of written materials explaining tiered intervention to parents
- Formal or informal presentation at school events, such as Back to School Night or PTO events.
- Brief overview at parent/teacher conferences where it can be explained
- Continued discussion throughout the year regarding progress monitoring and overall growth.

They should partner with the school in order to facilitate student success for their child. This is especially important when the child is in Tier II or Tier III academic or behavioral interventions.

In addition, there are several key questions that a parent should ask school personnel. Those are:

- What research-based programs are being used with my child and what research supports the effectiveness of the program?
- What data is used to determine if my child needs intervention and what process is used to match the intervention to my child’s needs?
- How will my child’s progress be communicated?
- If my child does not make progress, what will be the next steps?

RtII Resources for Parents

Response to Instruction and Intervention: An Introduction

www.pattan.net/files/RTI/RTIIIntro.pdf

Pennsylvania Training and Technical Assistance Network (PaTTAN)

www.pattan.net

National Center for Learning Disabilities: A Parent’s Guide to Response to Intervention

www.ncl.org/publications-a-more/parent-advocacy-guides/a-parent-guide-to-rti