



## What is Response to Intervention?

Every student deserves high quality learning opportunities that lead to effective reading, writing and spelling skills; yet for one reason or another, too many children seem to ‘fall through the cracks’ in education. There is a huge danger in this as these children frequently become disengaged, develop negative behaviours, attitudes and self esteem; which contributes further to the achievement divide (Moon, 2005). Addressing the needs of all learners, while also implementing prevention frameworks can be achieved through an approach referred to as ‘Response to Intervention’ (RTI). With an effect size of 1.07, (Hattie and Zierer, 2017), RTI is considered to be extremely successful in terms of student progress and achievement, regardless of student ability.

Response to Intervention consists of a three-tiered approach to instruction. Tier 1 instruction, typically 80% of students, entails quality evidence based instruction and differentiation; Tier 2 instruction, which is typically 15% of students, is for students requiring small group intervention; and Tier 3 instruction, typically 5% of students, is for students that require targeted, individualized support, which includes students with learning disabilities.

RTI is based on the continuous cycle of teaching and learning (Plan, Teach, Review, Reflect) and provides ongoing opportunities to reflect on the impact of teaching and intervention programs; constantly seeking feedback from students about their learning and adjusting the instruction accordingly. RTI is a systematic approach to the provision of early intervention when students first experience academic difficulties.

In addition to the three tiers, RTI consists of: *Universal Screening*- early screening of all students to identify those at risk of academic difficulties; *Progress Monitoring*- student progress is monitored in an ongoing capacity; and *Data Based Decision Making*- where students are moved between the tiers based on their level of response to intervention.

