

RTI & DI:

RESPONSE TO INTERVENTION & DIFFERENTIATED INSTRUCTION

Designed for educators who are committed to optimising an effective teaching-learning environment, this reference guide presents an overview of the essential components of Response to Intervention (RTI) and Differentiated Instruction (DI). Strategies to integrate RTI & DI are provided for classroom teachers who are responsible for facilitating instruction, as well as for learners who need to be actively engaged in their own learning.

All students can learn when high quality instruction is matched to their individual needs and learning styles. The reality – no longer an assumption – is that our classrooms are heterogeneous. With diversity based upon race, ethnicity, socio-economics, language, environment and learning styles, teachers must use the best practices of DI within the framework of RTI. These practices ensure that all students, from those who struggle with very basic skills to those who need enrichment to challenge them, will succeed.

RTI & DI also address the demands of the higher order thinking skills required in today's standards-based curriculum. Whether utilising national curriculum standards or state-generated performance standards, all students need to access the general education curriculum with quality instruction that enables all learners to be successful and all schools to be held accountable for their achievement.



What is RTI?

Response To Intervention (RTI) is a problem-solving process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/ interventions are matched to student needs and that the monitoring of progress is continuous. RTI is an early intervention framework to prevent long-term academic failure.

What is DI?

Differentiated Instruction (DI) is an approach to more effectively address the needs of a wide range of learners by providing "multiple pathways" in the teaching and learning process. It is a comprehensive and flexible process that includes the planning, preparation and implementation of instruction, utilising ongoing assessment designed to address each individual student's learning needs.

Special Needs

RTI & DI are effective for all students but are particularly significant with those populations who have "special needs" such as students with disabilities, English as an additional language or dialect (EAL/D) learners, gifted and talented students and others who learn in different ways and/or at different rates. RTI & DI hold the promise that these students, to the maximum extent possible, can be educated in general education classroom settings with appropriate support and services. Referral to special education is predicated upon real need!

A New Model for Teaching & Learning

Both RTI & DI operate on the assumption of a new set of core beliefs about teaching and learning.

WAIT TO FAIL MODEL

Students Viewed as Winners and Losers

- ✓ Intelligence fixed
- ✓ Curriculum expectations vary
- ✓ Fixed groupings/tracking
- ✓ Self-contained option
- ✓ Academic focus only

Learners as Empty Vessels

- ✓ Teachers lecture
- ✓ Isolated facts are taught
- ✓ Focus on rote learning

Teacher as Expert

- ✓ Focus solely on teaching
- ✓ Minimal collaboration
- ✓ Teacher "directs"
- ✓ Teacher-centred

Uniform Lessons

- ✓ "One size fits all"
- ✓ Singular teaching style
- ✓ Rigid timelines
- ✓ Whole class activities

Summative Assessment

- ✓ Rely on testing only
- ✓ Data stored
- ✓ Grading by teacher
- ✓ Criteria vague

Unilateral Decision Making

- ✓ Parent/teacher conference
- ✓ Pull-out support services
- ✓ Top-down structure

RTI & DI MODEL

All Students Can Succeed

- ✓ Rigorous curriculum for all
- ✓ Flexible grouping
- ✓ Fully inclusive
- ✓ Accommodations implemented
- ✓ Focus on the "whole" child

Active Learners

- ✓ Students engaged
- ✓ Connected, relevant learning
- ✓ Emphasis on comprehension

Teacher as Facilitator

- ✓ Teaching and learning both valued
- ✓ Co-teaching models
- ✓ Teacher "coaches"
- ✓ Student-centred

Lessons which Accommodate

- ✓ Instruction differentiated
- ✓ Multi-modal instruction
- ✓ Varied pacing
- ✓ Learning centres/stations

Formative Assessment

- ✓ Multiple ongoing measures
- ✓ Data utilised
- ✓ Student self-evaluates
- ✓ Use of rubrics

Collaborative Partnerships

- ✓ Parents as full partners
- ✓ Push-in support services
- ✓ Bottom-up model