

## **Instructional Support Team/Response to Intervention**

RtI requires the use of a tiered model of intervention for screening, diagnosing, and problem solving learning and behavioral problems. Tier I is the foundation and contains the core curriculum. Tier I interventions focus on group interventions for all students and are characterized as preventative and proactive. Tier II (strategic) are targeted individual and group interventions with monthly progress monitoring. Tier III students receive intensive, individual interventions and will be progressed monitored on a bi-weekly basis. Once students reach target skill levels, the intensity and/or level of support is adjusted. Students can move fluidly between the three Tiers.

The Hampton Township School District's Instructional Support (IST) Program has been redesigned to reflect the Response to Intervention Model. HTSD understands Response to Intervention (RtI) as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes to instruction or goals, and applying child response data to important educational decisions" (National Association of State Directors of Special Education, 2006). This definition stresses three critical components: 1) Quality differentiated instruction, 2) frequent monitoring of student progress, and 3) adjusting what is done with students based on data from that monitoring. RtI provides a structure in which data is used to inform instruction with the goal of the entire process as accelerating learning for all students.