

Inclusive Education

Conversation Guide for the video: *Making Sense of RTI in the Alberta Context*

A Response to Intervention approach (RTI) can give schools different ways of thinking about classroom instruction, assessment and resource allocation to ensure all students are successful learners.



Key understandings

- RTI is a problem-solving approach based on the Pyramid Model of Interventions. It offers schools a structure for thinking about what evidence-based strategies and supports will make the most difference for students.
- RTI's basic premise is that more students will be successful learners when schools create positive learning environments, provide high-quality instruction, hold high expectations for all and gather meaningful data about student progress.
- Alberta schools are using RTI in flexible ways. For example, RTI pyramids may show how many students might require interventions at each level of intensity, how intense the support is at each level or where the supports at each level might originate.
- In a RTI approach, differentiated instruction and access to flexible learning resources and technologies are available for all students at any grade level and in all subject areas and learning environments.
- Data is continuously gathered about all students, both school-wide and for individual students working below expectations. This informs progress monitoring, identification of students who need more intensive interventions and areas in which professional development can enhance staff capacity.
- Students identified as requiring more intensive interventions might benefit from changes in the size of instructional groupings, amount of scaffolding provided and/or how long or how often direct instruction and guided practice occurs.

“Differential instruction and access to flexible learning resources and technologies are essential elements of a Response to Intervention approach.”

From the video: Making Sense of Response to Intervention, Alberta Education

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education>

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Alberta

Questions for discussion

- What did you see or hear in the video that reflects your own experience with RTI? What surprised you?
- What strengths of an RTI approach were described in the video?
- Describe connections you see between RTI and other problem-solving approaches such as Universal Design for Learning or Positive Behaviour Supports.
- How did your understanding of RTI change as a result of viewing and discussing this video?
- What can we do through professional development learning initiatives and resources to build staff capacity in the RTI approach? What will be our indicators of success?

Taking the Pulse at the School and Authority Level



- What is the current capacity to support this change in organizing and delivering supports and services?
- How are current information sources (research, evidence and lessons learned) informing professional growth activities in regards to a Response to Intervention approach?

Adapted from A Guide to Support Implementation: Essential Conditions, www.essentialconditions.ca

“Data-informed decision making is key to a Response to Intervention approach.”

Adapted from A Guide to Support Implementation: Essential Conditions

For more information

- The Edmonton Regional Learning Consortium (ERLC) offers [Response to Intervention professional development](#) resources for educators and district leadership teams.
- For more information on RTI, please visit, [Instructional Strategies and Supports](#).

Alberta Examples

The following Alberta school authorities are among those who have developed staff resources on Response to Intervention:

- Lloydminster Public School Division—This resource on [tiered intervention](#) outlines the RTI philosophy, processes, roles and resources.
- Palliser School Division—This webpage presents the [Multi-Tiered Response to Intervention](#) model.