

## RTI Model and Its Applicability in Educational Settings for Students with Achievement of Below Basic Proficiency Level

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### **Abstract**

*The Response to Intervention(RTI) approaches is the method to help students who are at risk for learning difficulties in advance and provide an appropriate level of intervention. In this article, the characteristics of model RTI were reviewed for students with achievement of below basic proficiency level. We considered RTI as supporting system to document students' progress and its applicability for the general educational setting in Korean school. The tier of RTI make it possible the evidence based individual instruction and counseling, differentiated step-by step approach for students with achievement of below basic proficiency level. In conclusion, RTI can be used as educational tools for dealing with improvement of academic subjects learning, behavioral and emotional problem for students with achievement of below basic proficiency level. For building high quality implementing for RTI it is needed the collaboration of teachers, counselors and learning consultants and related educators.*

**Keywords:** *"Students with Achievement of Below Basic Proficiency Level", "RTI model", "Applicability in Educational Settings"*

### **1. Introduction**

The Response to Intervention (RTI) was developed due to problems with the discrepancy model for identifying students with learning difficulties. Recently, RTI model is used widely with its center in United States of America, expanding its various educational area. For instance, multi level of reading and behavioral intervention[1]. RTI is " The System for students with difficulties in school, which provide multi-level approach. Teachers provide lessons or intervention according to one's level, and take responses of students frequently, deciding what an additional education to be taken in general or special education.

RTI has been in the spot light through multiple policies of United States of America(USA): No Child Left

Behind Act(NCLB), Individuals with Disabilities Education Improvement(IDEA), and American Recovery and Reinvestment Act(ARRA). In this sense, RTI is needed since it not only monitors and collect data of students' learning, behavior, and emotional behavior but also provide appropriate intervention.

Nowadays, different from the past, education and classroom environment have become more dynamic and complex: Destruction of classroom, loss of teachers' authority, child with Attention Deficit Hyperactivity Disorder(ADHA), slow learner, learning disabilities, inclusion education, students in crisis and etc. In such educational situation, screening and selection through RTI enable differentiating students in crisis, provide step by step intervention- promoting learning achievement.

Students' academic underachievement is measured using the National Assessment of Educational Achievement(NAEA) in Korea. NAEA report its result of each subjects(Korean, Mathematics, Social Studies , Science, English) by above basic proficiency level, basic proficiency level , below basic proficiency level(This study, as a successive work, conjugated the data of National Assessment of Educational Achievement(NAEA) to see the variables that affect the probability of affecting students with below basic proficiency level.

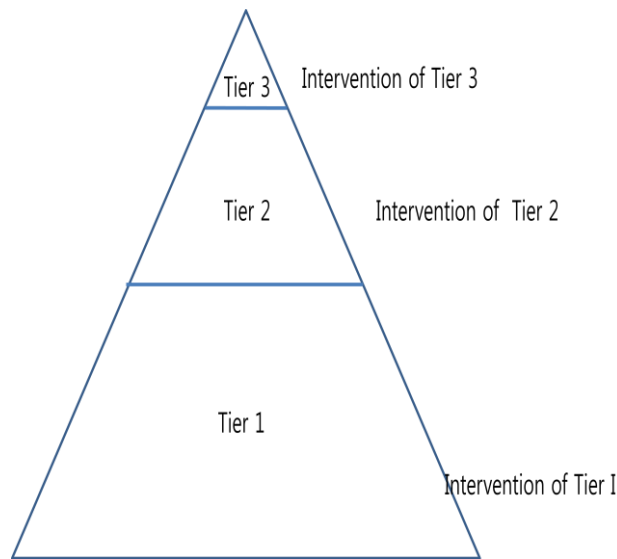
NAEP that is in practice now in Korea, has vague meaning since school call their student with below basic proficiency level a 'learning disabilities'. However, when one look into students with below basic proficiency level, there are a few students that do not fit the definition of 'learning disabilities'. Theoretically, 'learning disability' means one has potential ability but have low academic achievement due to personal character, behavior, learning habit, or absence of education. Therefore, students with below basic proficiency level should be labeled as students with 'extremely low academic achievement'.

Korea's NAEA is in the same stream of USA's NCLB, England's The Children's Plan, and Finland's Growth and Equity et al. However, Korea's NAEA does not provide appropriate educational treatment, while it does a great work in data collecting or evaluation. In order to become a great measure, it should be connected with appropriate educational treatment. The purpose of this paper is to review the key features of RTI and provides the implications of implementing RTI for students with achievement of below basic proficiency level.

## **2. RTI model**

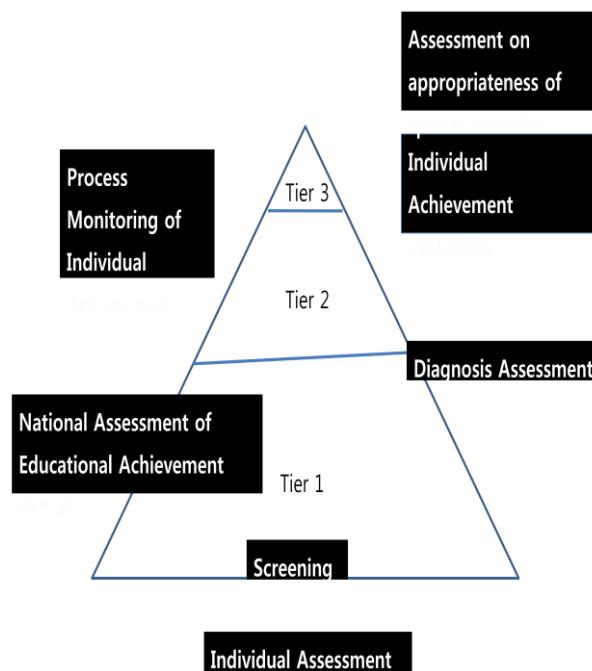
RTI can be used from pre-school[2] to higher education student. It able effective teaching to all students, meditates in early stages, provides multi-level model service, uses problem solving model to make decision in multi-level model, uses teaching skills and intervention that is verified by scientific research, uses data for noticing students' progress and making decision to provide information in class, and uses assessment to monitor screening, diagnosis, and process. Some researchers that emphasize students' reaction and intervention of teachers use term 'Response to intervention: RTI' and "Response to Instruction: RTI) counter-interactively[3].

RTI is used at least three tier(FIG. 1), however 4 or 5 tier model is also being suggested. The first tier refers to general classroom. The first tier is called as preventive or universal core program[4]. The second tier is small group class for students in special crisis. The third tier is individualized learning and instruction for students with intensive needs. Salvia and etc[5] scribed three tier class model based on RTI model: Core instruction, enhanced instruction, and intensive instruction. Core instruction is for everyone, enhanced instruction for few and intensive instruction for rare



**Fig. 1. Model of RTI: Structure**

Progress Monitoring and assessment of students’ response is accompanied with teaching and learning. In RTI progress monitoring process, Curriculum-Based Assessment: CBA) is being recommended[6]. Curriculum in CBA refers to course of study, it consequently becomes assessment of teaching and learning since it brings result of students’ academic achievement assessment from data in curriculum. RTI assessment proceeds through each tier. In the first level, there is assessment on individual learner. It is recommended to practice three times a year, such as region or country level of academic achievement[7]. Also it includes assessment in class or after class. RTI model assessment can be specified like (FIG.2) below..



**Fig. 2. Model of RTI and Evaluation**

### 3. RTI model for Students with Achievement of Below Basic Proficiency Level

Tier 2 and 3 can be implemented by utilizing after school service. After school service ought to act as a space of care and development. For after school service to make a progress, it is important to provide student with below basic proficiency level centered approach. It will bring positive effect on cognitive and affective development on them. Not only proving care, it also should provide supplementary subject learning. Furthermore, they should provide individual suited learning through supervision in the after school program. It is hard for general school activity to provide various activity but after school service with mentor will cover this aspect. It is reported that mentoring not only help improving academic achievement but also is helpful to emotional stableness. These approaches can provide education in low cost and provide qualitative student centered program.

The process of RTI model for students with achievement of below basic proficiency level is below: The first stage take place in general education program. It provides education and consultant among other students. Student may fail in the process, then teachers, learning consultant, counselor will observe and sometimes give help such as universal screening, creating standard protocol instructional programs for them, collecting and interpreting progress which will help identifying student that need tier 2 intervention in the school. The second stage is small group learning. This stage design interventions which will help to provide intensive systematic support. The third stage is complete individual learning with more refined way. It will have deeper analysis on potential cause of the deficit. RTI model for students with achievement of below basic proficiency level will need to make individually administered academic assessment, collaboration with students for achievement of individuals' goal, and assistance in progress which monitor data and apply decision making rules.

### 4. Conclusion

There were little systematic approach to Students with achievement of below basic proficiency in Korea. In conclusion, RTI is first approach that students with achievement of below basic proficiency level can take and can be provided. The focus of RTI that we have looked over is on well-suited teaching and learning, intervention, process monitoring, collaboration in school-level, and providing differentiated approach for them. This powerful formula has the potential to improve school in a way that suits the request of every student in this situation.

This RTI model for students with achievement of below basic proficiency level has significance in three aspects. First, active support and intervention is available for them. Second, individualized teaching and learning, step by step approach is possible in real context. Third, it makes systematic monitoring of progress and decision making based evidence for them. Also, Implementing for RTI for students with achievement of below basic proficiency level depend on collaboration of related educators, and connection with schools and local communities.

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