

## 6. How is WI's model for Rtl different from other states?

### **Answer:**

Wisconsin does not advocate any specific model for Response to Intervention. "In Wisconsin's vision for Rtl, the three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a multi-level system of support to provide the structures to increase success for all students." (p. 4) Some other states have specified a statewide framework which may require a 3-Tiered model.

### **Evidence:**

#### **A Note on the Rtl Triangle**

Rtl is often represented visually by a triangle separated into three tiers that depict levels of intensity based on student need. Due to the widespread prevalence of this model, many have asked, "Why no triangle in Wisconsin?"

While many districts may choose to use a three-tiered system to organize their Rtl system, the way a district chooses to structure their Rtl system is a local control decision left to individual districts. Districts have varying resources, programs, and practices that will likely influence the building of their unique Rtl system. Districts may use tiers or find that other multi-level systems or processes work well in their district. The Wisconsin visual model outlines the parameters of a high quality Rtl system while maintaining the flexibility that districts require to build systems to meet local needs.

In Wisconsin, culturally responsive practices are central to the state's Rtl vision and infused throughout the three essential elements. The central role of culturally responsive practices in Rtl is graphically depicted in the state visual. Additionally, the circular model is a Rtl systems level view of the process, while the triangle depicts a student level view. Districts may find that a triangle or other visual representation best fits their vision for meeting the needs of their distinct populations and that many Rtl models fit within the state's visual model and definition.

**Wisconsin Response to Intervention: A Guiding Document.** © November, 2010 Wisconsin Department of Public Instruction., p. 6. <http://rti.dpi.wi.gov/files/rti/pdf/rti-guiding-doc.pdf>

"Since the tiered model is the most common approach for RTI, it seems wise to take a closer look at the underlying concepts with the framework. The dictionary definition of tiered instruction is an 'ordering system.' From an educational point of view, this implies that a reader would need to wait until he had received one intervention tier before moving to the next tier. Our caution with this concept is that it could lead to a remediation mindset, in contrast to an accelerated theory. We believe that interventions should be grounded in a sense of urgency. ... Schoolwide intervention designs require unique and well-developed approaches that meet the diverse needs of struggling students, including primary, intermediate, middle, and secondary students." Dorn, L. J., & Schubert, B. (2008, Spring). *A comprehensive intervention model for preventing reading failure: A response to intervention process.* **Journal of Reading Recovery**, 29-41.