RtI and the Law

Response to Intervention is supported by federal and state education laws.

No Child Left Behind
- Focus on student progress; AYP for all students including subgroups
- Use of scientifically-based instruction & intervention
- Mandated intervention to improve achievement
- Inclusion of all students in general curriculum

IDEA
- Prevention & early intervening services
- Access to high quality instruction
- Flexible assessment practices to judge students' response to interventions
- Tiered service delivery
- Determination of need for special education services based on student response to interventions

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"Response to Intervention (RtI) is the practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions."
(NASDSE, 2005)

Website Resources

www.nasdse.org

www.rtinetwork.org

www.swis.org

www.pbis.org

https://dibels.uoregon.edu

www.fcrr.org

www.nationalreadingpanel.org

www.ed.gov/MathPanel

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For more information contact
The Center for Regional Educational Services at HCESC
wendy.strickler@hcesc.org
www.hcesc.org/resources

Response to Intervention
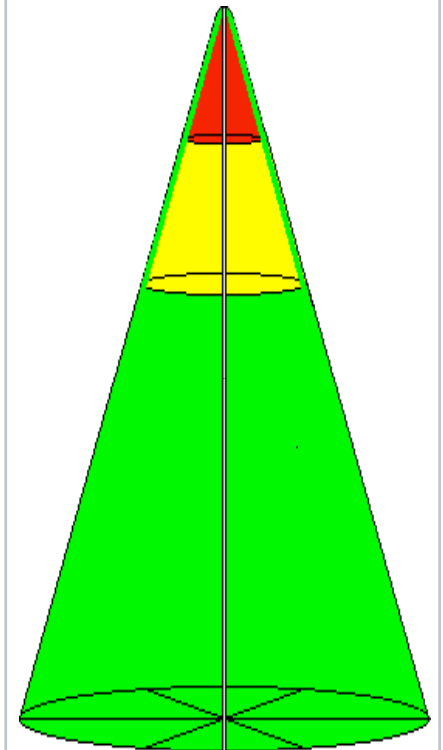
Implementation of Response to Intervention (RtI)

What is RtI?

RtI is an ongoing system-wide framework for prevention and early intervention that involves determining whether all students are learning, progressing and/or excelling when provided with high quality instruction and intervention in academics and behavior.

RtI requires educators to make a paradigm shift *from* keying in on student deficits or eligibility for special education TO maximizing the learning of *all* students.

The framework of RtI encompasses grades Pre-K through 12 and includes educators from every area and grade of a district, as well as parent and community representation.

Tiers of Support

Tier One

- Effective, scientifically-based core academic and behavior instruction and curriculum, linked to state standards
- On-going professional development to assure teachers have tools so each student receives high quality instruction
- Universal screening data 3 times per year
- Data used to examine effectiveness of overall instructional practices
- Decision rules utilizing universal screening data to identify students at risk for not achieving outcomes
- 80% of students reaching benchmark with only core programming in place
- No achievement gaps or disproportional representation of subgroup populations in both gifted and special education
- School-wide team for planning and decision-making, including parent representation

Tier Two

- Supplemental, research-based intervention, delivered in a timely, automatic way to students who need it
- Small group intervention with flexible grouping based on ongoing progress monitoring data
- School-wide, grade-level, or content area team for planning and decision-making
- Focused instruction that is provided in addition to the core

Tier Three

- Intensive, individualized interventions that are more explicit and specially designed to meet individual needs
- Systematic progress monitoring data, collected at least weekly
- Small problem-solving team, including parents, teachers and others as needed
- Consideration given to level and slope of progress and intensity of instruction needed to close gaps/change trajectory

Myths

Myth #1: The outcome of RtI is special education determination.
There are two overarching goals of RtI: 1) to deliver evidence-based interventions and 2) to use students' response to those interventions as a basis for determining instructional needs and intensity. Special education eligibility decisions can be a product of these efforts, but this is not the primary goal.

Myth #2: Tier 3 is only special education.
Tier 3 is the most intense level of intervention provided in general education. When it becomes necessary to meet a student's needs in ways that exceed the resources in general education or beyond what is available in general education settings, then special education services may be warranted. These services would be delivered in the least restrictive setting appropriate and students receiving special education services are still considered general education students first.

Myth #3: Full implementation of RtI at a systems level requires only minor adjustments to the current system.
To implement RtI with integrity, a dramatic redesign of general and special education is necessary. Districts need to critically evaluate their current system of supports and resulting outcomes for their students.