

# **What Is Response to Intervention (RTI)?**

- **Instruction and behavior interventions matched to student need**
- **Progress monitoring**
- **Ongoing formative evaluation**
- **Effective interventions that produce improved child outcomes**

## 3-Tiered Intervention Module

### Increasing Intensity and Measurement Precision

- **Tier I:** General Education - school wide positive discipline and effective classroom organization and management
- **Tier II:** Targeted individual interventions in general education and eligibility determination, if necessary.
- **Tier III:** Special Education, District 75 or more intense services in general education

# The Practical Reasons For RTI

## Accountability

- **NCLB**
- **IDEA**
- **New Special Education  
Regulations**

## IDEA 2004

### Evaluation Procedures

SEC.614. EVALUATION, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS

(b) EVALUATION PROCEDURES.—

(6) SPECIFIC LEARNING DISABILITIES. —

(A) IN GENERAL. —Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602 (29), **a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability** in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

(B) ADDITIONAL AUTHORITY. —In determining whether a child has a specific learning disability, **a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).**



# Quality Instruction is Directly Linked to Learning Problems and Learning Disabilities

*Instructional factors are underestimated as a cause of LD*  
(Lyon et al., 2001)



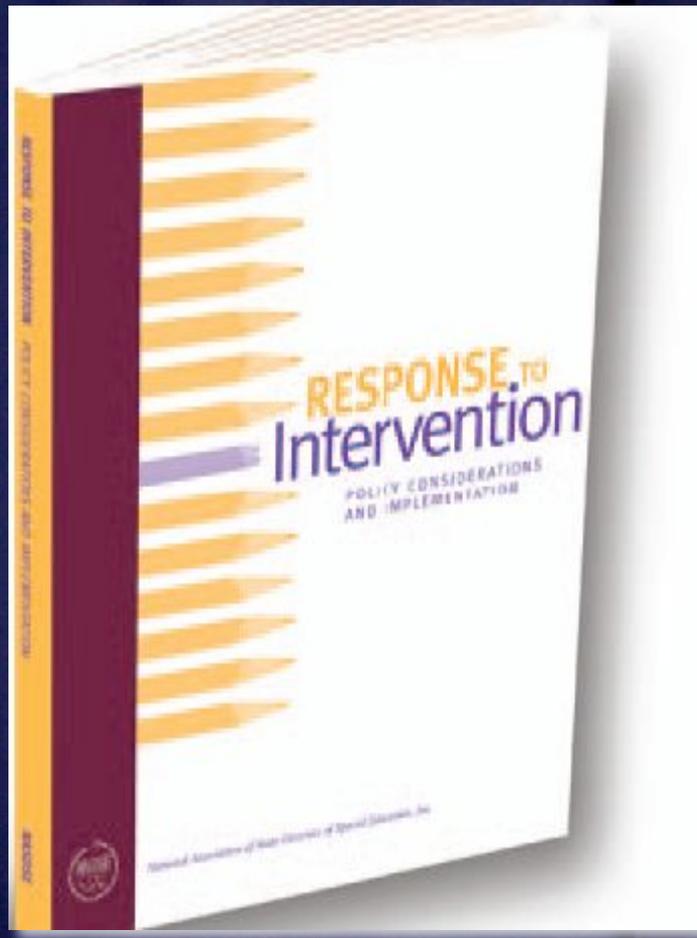
**Just Because a Student *HAS* *NOT* Learned does not mean a Student *CAN NOT* learn**

**How well you teach**  
**=**  
**How well they learn**



## **Formative Evaluation**

- **Frequent assessment of progress**
- **Goals based on benchmarks toward passing state tests and API**
- **Modification of goals or instructional programs**
- **Decisions are based on student needs; instructional intensity**



# RESPONSE TO Intervention POLICY CONSIDERATIONS AND IMPLEMENTATION

Order at:  
[www.nasdse.org](http://www.nasdse.org)

# Lack of Link Between Identification Practices and Services



**Lets line up practice with  
research! Otherwise why do  
the research?**



**As we move forward, let's work together to answer these questions as they relate to District 75 Intervention practices ...**

**Are the students being grouped based on instructionally relevant characteristics?**

**Are we differentiating instruction based on specific student needs?**

**Are the strategies and programs we're utilizing research based and effective?**

**What does Tier I and Tier II look like in District 75?**

Discussion - Read the quote below:

***"The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students."  
--Wright (2005)***

Do you agree or disagree with this statement?  
Why?

Source: Wright, J. (2005, Summer). Five interventions that work. *NAESP Leadership Compass*, 2(4) pp.1,6.