



Response To Intervention

**WHAT IS IT AND HOW CAN
IT IMPACT MY CHILD'S
EDUCATION??**



FEDERAL LAW REQUIRES

Before any student is placed in special education, the school must ensure that his/her learning program is not linked to inadequate instruction.



RTI BASICS

- **Intention**
 - **Raise student achievements**
 - **No unnecessary IEP, 504 Plans**
- **Early Identification of students with learning differences**
- **Used to modify lesson plans**
- **Provide frequent ‘progress monitoring’**
- **A three-tiered process**



MONITORING - USED TO:

- Identify ‘at-risk’ students who may need additional services/supports
- Indicate areas of difficulties
- Typically K-3 grade –reading and/or math (How about writing? Social Skills? Processing?)
- Assist teachers plan more effective instruction by developing/designing instructional programs for students with diverse needs.



COLLECT DATA





TIER 1: SCREENING & GROUP INTERVENTIONS

- **Students identified by universal screening and/or state/district-wide tests**
- **Identified students receive supplemental instruction in:**
 - **Small groups**
 - **General Education Setting**
- **Time can vary**
 - **'Generally not to exceed 8 weeks'**



STUDENTS THEN EVALUATED

- **Student demonstrating significant progress returned to regular classroom program**
- **Student not showing adequate progress**
 - **Moved to Tier 2**





TIER 2: TARGETED INTERVENTIONS

- **Student provided**
 - **More intensive services/interventions**
 - **Services provided in addition to instruction in gen. curriculum**
 - **Small group setting**
- **‘Generally not to exceed a grading period.’**
- **Continue Evaluations**



STUDENTS EVALUATED

- **Student demonstrating significant progress returned to regular classroom program**
- **Student not showing adequate progress – Moved to Tier 3**





TIER 3: INTENSIVE INTERVENTIONS

- **Student receives intensive & individualized interventions**
 - Target specific skill deficit
 - Students who do not respond to these ‘targeted’ interventions are considered for eligibility under IDEA and IEP



PROGRESS MONITORING

- **Conducted Frequently**
- **Intended to:**
 - **Estimate Rates of Improvement**
 - **Identify students who are not demonstrating adequate progress**
 - **Compare the efficacy of different forms of instruction**
 - **Design more effective, individualized instruction programs for struggling learners**



Adapted from National Center on Student Progress Monitoring, 2004



CONCERNS/FEARS **OR** EXCITEMENT/SUCCESS

1. **TS and Related Neurological Disorders:**
 - Don't need more instruction; need a different kind of instruction **OR**
 - Student with TS will be identify early that different/additional support needed
2. **IEP/504 Plan**
 - Will only delay and be more 'wait and see' **OR**
 - Nip in bud before learning problems are 'entrenched'



FEAR/CONCERNS, ETC. (CONT'D)

3. Early Interventions

- Provide “Scientifically Based Interventions” **BUT**
- Where & What are “Scientifically Based Interventions” for every student with TS difficulties



FEAR/CONCERNS, ETC. (CONT'D)

- 4. Will improve academic outcomes**
 - Works well in early grades for reading/math **BUT**
 - Use in higher grades? Used for Behaviors? Misunderstood symptoms?



FEAR/CONCERNS, ECT. (CONT'D)

- 5. Teachers vary in skills to use RTI**
 - Some will be overwhelmed with paper, time and extra work **OR**
 - Will provide a new means to provide early detection/support

- 6. Complex system**
 - No immediate discussion of funding **But**
 - Federal Gov. creating ‘technical-assistance centers’



MAJOR FEAR/CONCERNS

4. Who determines what is
“significant improvement?”

5. AND

No Accountability



IMPORTANT “SAFEGUARD”

IDEA allows parents to request a formal evaluation to determine eligibility for special education at any point during the process.

This does not guarantee either an IEP meeting or a 504 Plan meeting

