

TOPIC: THE RESPONSE-TO-INTERVENTION (RTI) APPROACH

WHAT IS IT?

Response to intervention (RTI) is an instructional approach that serves two purposes:

- It provides early intervening services to struggling students to improve their skills.
- It is an option that can be used to identify students who have learning disabilities.

KEY IDEAS



RTI typically addresses student needs through multiple tiers of increasingly intensive instructional interventions.



Whether for early intervening or for the identification of students with learning disabilities, RTI always incorporates the following elements:

- High-quality instruction
- Frequent progress monitoring
- Increasingly intense levels of intervention
- Data-based decision making



RTI has many potential benefits, which include:

- Providing instructional intervention early to those who need it
- Requiring teachers to rely on assessment data to support instructional decisions
- Reducing inappropriate special education referrals and placements
- Providing multiple levels of intervention
- Increasing the use of research-validated practices in the core classroom instruction



RTI consists of the following components:

Universal screening	All students are given a brief screening measure. This assessment is given one to three times per year, (i.e., fall, winter, and spring). Students at risk for academic failure are identified.
Tier 1	Students receive effective instruction in the general education setting, using validated practices. Teachers frequently monitor the progress (e.g., every one to two weeks) of struggling students who are identified through the universal screening process. (Note: In some approaches, universal screening is considered part of Tier 1.)

Tier 2	Students whose progress is less than desired receive different or additional support from the classroom teacher or another educational professional. Student progress continues to be monitored frequently.
Tier 3	Students whose progress is still insufficient in Tier 2 receive even more intensive and individualized instruction. Depending on a state's or district's policies, this instruction may be provided through general education or special education.

ADDITIONAL RESOURCES

Articles

Speece, D.L., Case, L.P., & Molloy, D.E. (2003). Responsiveness to general education instruction as the first gate to learning disabilities identification. *Learning Disabilities Research & Practice, 18*(3), 147-156.

Books

Batsche, G., Elliott, J., Graden, J.L., Grimes, J., Kovalesski, J.F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation*. Virginia: National Association of State Directors of Special Education, Inc.

In addition to background and general information on RTI, this handbook includes policy and professional development considerations to help guide personnel in schools, districts, and states as they begin to implement the RTI approach.

Online Resources

National Research Center on Learning Disabilities, The. (2005). *Responsiveness to intervention in the SLD determination process*. U.S. Department of Education [Online]. Retrieved May 19, 2006, from http://osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

The toolkit provides an overview of the concepts involved with Response to Intervention (RTI). In addition to introductory explanations, the toolkit provides models and hypothetical examples of how RTI could be implemented in schools. Also important, the toolkit covers the topic of identifying students with specific learning disabilities (SLD) and the role of RTI in that process.

RTI Wire

http://www.jimwrightonline.com/php/rti/rti_wire.php

The online group Intervention Central (<http://www.interventioncentral.org>) has created the RTI Wire as a Random Intervention Idea. The site describes itself as a “‘one-stop’ directory of free, high-quality ‘Response-to-Intervention’ resources [online].” The page provides a few introductory paragraphs on what RTI is and how it is being put into practice in schools. It then divides RTI into key steps and lists a variety of online resources that provide information related to each respective step of the RTI process. The site welcomes visitors to submit additional RTI sources for posting.

Please visit the following IRIS Center modules for further information:

RTI (Part 1): An Overview (http://iris.peabody.vanderbilt.edu/rit01_overview/chalcycle.htm)

RTI (Part 2): Assessment (http://iris.peabody.vanderbilt.edu/rti02_assessment/chalcycle.htm)

RTI (Part 3): Reading Instruction (http://iris.peabody.vanderbilt.edu/rti03_reading/chalcycle.htm)

RTI (Part 4): Putting It All Together (http://iris.peabody.vanderbilt.edu/rit04_alltogether/chalcycle.htm)