

Response to Intervention (RTI): How to Respond When Kids Don't Learn

Response To Intervention (commonly abbreviated RTI) is a method of academic intervention used which is designed to provide early, effective assistance to children who are having difficulty learning. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

Some new federal laws have directed schools to focus more on helping all children learn by addressing problems earlier, before the child is so far behind that a referral to special education services is warranted. These laws include the No Child Left Behind Act of 2001 and the Individuals With Disabilities Education Improvement Act (IDEA) of 2004. Both laws underscore the importance of providing high quality, scientifically based instruction and interventions, and hold schools accountable for the progress of all students in terms of meeting grade level standards.

What Are the Essential Components of RTI? Simply, "Response to Intervention" refers to a process that emphasizes how well students respond to changes in instruction. The essential elements of an RTI approach are: the provision of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student progress to shape instruction and make educational decisions. A number of leading national organizations and coalition groups, including the National Research Center on Learning Disabilities and the 14 organizations forming the 2004 Learning Disabilities (LD) Roundtable coalition, have outlined the core features of an RTI process as follows:

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations are followed unless both the parents and the school team agree to an extension.

Our Consultant: Paul Bloomberg is a principal and staff developer in San Diego, CA. His school has been implementing RTI for the past three years. He will support your school in:

- Learning the key elements of Response to Intervention
- Understanding and designing a multiple tiered approach to intervention
- Building on the strengths of the system you already have in place
- Making decisions around intervention based on student data
- Developing a monitoring plan for Response to Intervention

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