

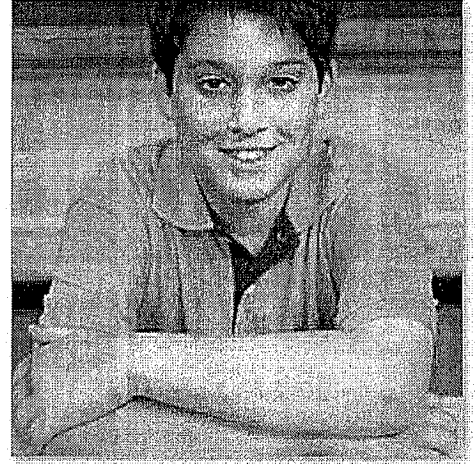


What is RTI?



RTI is a problem-solving model for early identification of struggling learners and targeted instruction focused on individual skill deficits.

Grounded in educational best practices, RTI is characterized by the use of scientifically based curriculum and assessment, frequent progress monitoring, and multidisciplinary teams that develop and implement interventions. The recently reauthorized IDEA legislation allows a process like RTI to be used as a means to identify students with specific learning disabilities and determine eligibility for special education services.



Most RTI models have a progression of activities organized into tiers. While the number of tiers varies, there is a common set of best practices central to different models. Classroom teachers provide students with effective instruction. Often referred to as “universal interventions” because they are for all students, these activities are proactive and preventative. Students who do not respond to instruction at this level are candidates for interventions of increasing intensity. In some settings, these may be small group interventions. In other settings, they may be completely individualized.

In the context of special education, students who remain unresponsive to their interventions either qualify for special education (eligibility models), or are referred for a comprehensive evaluation to determine special education eligibility (prereferral models).



What Is the Role of Assessment in RTI?

Assessment is an integral part of RTI. Successful models utilize a number of different assessments because multiple measures increase the confidence needed for decisions such as moving students between tiers. For eligibility decisions, IDEA requires the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information. Used in concert, each type of assessment helps ensure program fidelity and success.

Common Uses of Assessment in RTI

- **Measure Basic Psychological Processes**
Measures of cognitive ability can be used to determine the relative contribution of deficits in the basic psychological processes on the academic skill deficits observed during interventions.
- **Diagnostics**
Diagnostic assessments help target specific skill deficits that will be the focus of intervention curriculum.
- **Progress Monitoring**
Progress Monitoring assessments help measure how well students are responding to their interventions and help determine which students need more intensive interventions.
- **Universal Screening**
Universal screening assessments help identify students who need intervention. This includes students who are achieving below grade-level expectations and may be in danger of not making Adequate Yearly Progress (AYP) and those who may have a Specific Learning Disability (SLD).

