

Rtl and the Law



Response to Intervention is supported by federal and state education laws.

No Child Left Behind

- Focus on student progress; Annual Yearly Progress (AYP) for all students
- Use of scientifically-based instruction & intervention to improve achievement

IDEA

- Prevention & early intervening services
- Access to high quality instruction
- Flexible assessment practices to judge students' response to interventions
- Tiered service delivery
- Determination of need for special education services based on student response to interventions

“Response to Intervention (RtI) is a practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.”

(NASDA, 2005)

Website Resources

www.nasdse.org

www.rtinetwork.org

www.swis.org

www.pbis.org

<http://dibels.uoregon.edu>

www.fcrr.org

www.nationalreadingpanel.org

www.ed.gov/MathPanel

FOR MORE INFORMATION

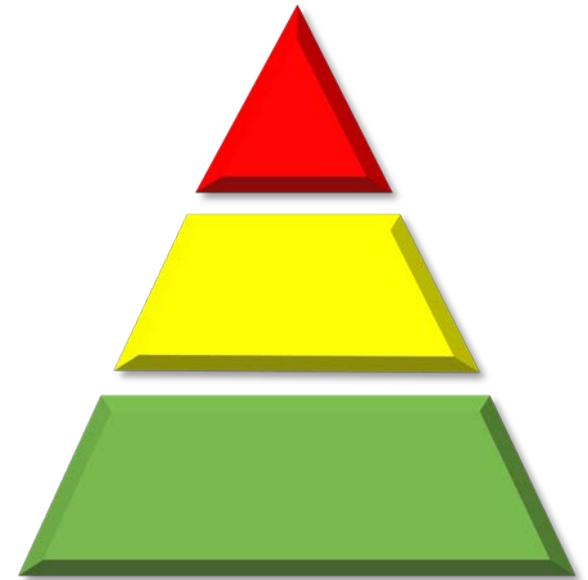
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Response to Intervention



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What is RtI?

RtI is an ongoing system-wide framework for prevention and early intervention that involves determining whether all students are learning, progressing and/or excelling when provided with high quality instruction and intervention in academics and behavior.

RtI requires educators to make a paradigm shift from *keying in* on student deficits or eligibility for special educators to maximizing the learning of *all* students.

The framework of RtI encompasses grades Pre-K through 12 and includes educators from every area and grade, as well as parent and community representation.

Tier One

- Effective, scientifically-based core academic and behavior instruction and curriculum, linked to common core and social/emotional learning standards
- Daily Social Emotional instruction within each classroom provided by Licensed Social Workers
- On-going professional development to assure teachers have tools so each student receives high quality instruction
- Universal academic and behavioral screening data 3 times per year
- Data used to examine effectiveness of overall instructional practices
- School-wide team for planning and decision-making

Tier Two

- Supplemental, research-based intervention, delivered in a timely, automatic way to students who need it
- Small group intervention with flexible grouping based on ongoing progress monitoring data
- Additional small group lessons with social workers as appropriate
- School-wide, grade-level, team for planning and decision-making
- Focused instruction that is provided in addition to the core

Tier Three

- Intensive, individualized interventions that are more explicit and specially designed to meet individual needs
- Systematic progress monitoring data, collected at least weekly
- Small problem-solving team, including parents, teacher and others as needed
- Additional individualized social work services as appropriate
- RENEW services as appropriate

Myths

Myth #1:

The outcome of RtI is special education determination.

There are two overarching goals of RtI: 1) to deliver evidence-based interventions and 2) to use students' response to those interventions as a basis for determining instructional needs and intensity. Special education eligibility decisions can be a product of these efforts, but this is not the primary goal.

Myth #2:

Full implementation of RtI at a systems level requires only minor adjustments to the current system.

To implement RtI with integrity, a dramatic redesign of academic and behavioral curricula is necessary. Schools need to critically evaluate their current system of supports and resulting outcomes for their students.

Tiers of Support

