

1

3-5%

**What is
Response to
Intervention (RtI)?**

7-10%

RtI is the practice of:

- 1) providing high-quality instruction and intervention matched to student need;**
- 2) monitoring progress frequently to make decisions about changes in instruction and behavior management, and;**
- 3) applying the student's response data to important educational decisions.**

80 - 85%

2

3-5%

**How long do Rtl
interventions
have to be tried?**

7-10%

Instructional interventions must be implemented for a minimum of 15-18 weeks per tier, unless documentation shows a critical academic or behavioral need. If, during that time period, it appears the intervention is not a good match, current and historical data collection and analysis must be used to determine which intervention would be a better choice. Regardless of which intervention is selected, teachers must allow sufficient time for the intervention (s) to have an impact on learning.

80 - 85%

3

3-5%

**What are the
components
of Rtl success?**

7-10%

**The components of Rtl success
include administrative support,
collaboration/commitment among
all stakeholders, fidelity to
interventions, training focused on
data analysis, progress
monitoring, and documentation
of intervention.**

80 - 85%

4

3-5%

**What will RtI
do for
teachers?**

7-10%

RtI will establish team support for teachers. It will validate teaching effectiveness, assist in determining deficit areas immediately, set individual student goals and determine progress, document evidence of student growth, and track progress through data collection.

80 - 85%

5

3-5%

**Who provides
interventions
for eligible
students?**

7-10%

**Certified, trained professionals
provide tiered interventions for
eligible students. The Rtl focus
should be on services needed
and **WHAT** and **HOW** the student
is doing not **WHERE** the service
is provided. With the exception
of Life Strides and TLC units, **ALL**
students should benefit from Tier
I core instruction.**

80 - 85%

6

3-5%

Why RtI?

7-10%

RtI is a legal requirement of NCLB and IDEIA promoting improved achievement by all students through stronger research based instructional practices and early intervention, thereby reducing over identification for special education.

(Students can no longer be identified for special education services without documentation that low achievement is not due to lack of appropriate instruction in reading, mathematics, or behavior.)

80 - 85%

7

3-5%

**What is the
Role of the Rtl
Team?**

7-10%

**The role of the Rtl team is to
1) meet on a regularly scheduled
basis; 2) provide support to
teachers who request assistance;
3) clarify and prioritize issues or
concerns; 4) provide strategies or
interventions for academic and
behavioral issues; 5) evaluate
progress; and, 6) make decisions and
recommendations based on data.**

**In essence, the Rtl team is tasked with
defining the problem, developing a
plan, implementing the plan, and
evaluating the plan.**

80 - 85%

8

3-5%

When can a student be assessed for dyslexia?

7-10%

If after receiving Tier II intervention (maximum of 10 weeks), the student's progress in reading warrants continued intervention AND the student demonstrates characteristics associated with dyslexia, the student should be recommended for a formal assessment of dyslexia.

80 - 85%

9

3-5%

Can we move through the Rtl process more quickly for medically fragile students in need of a 504 and/or special education referral?

7-10%

Yes. When a student has a medical condition that interferes with learning, the documentation process can be expedited at Tier I. Check with dyslexia and/or special education staff to ensure the student meets the definition “medically fragile”.

80 - 85%

10

3-5%

**Who
comprises
the Rtl Team?**

**What are some
characteristics of
Rtl team members
that should be non-
negotiable to
ensure a strong,
effective team?**

7-10%

The Rtl team is comprised of the CIC who serves as Rtl Coordinator, an administrator, referring/general ed. teacher, student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process.

In addition to being respected and approachable, Rtl team members should demonstrate a commitment to the district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality.

80 - 85%

11

3-5%

Does the Rtl process need to be initiated on every student who demonstrates academic difficulties?

7-10%

All students receive core instruction at Tier I. Rtl documentation is based on a preponderance of evidence and does not need to be initiated on every single student that demonstrated difficulties. Data collection and analysis and problem solving should drive instructional decisions.

80 - 85%

12

3-5%

**Do referrals
for Dyslexia,
Section 504,
and Special
Education,
including
speech, have to
go through Rtl?**

7-10%

**Yes. Rtl referral guidelines must
be followed prior to consideration
for any instructional service/
program to include Dyslexia, Section
504, Special Education, DAEP,
General Education Homebound, etc.**

80 - 85%

13

3-5%

What if a student is experiencing serious emotional and/or behavioral problems?

7-10%

If a student is experiencing serious emotional and/or behavioral difficulties, the Rtl Committee may decide to proceed with a referral to special education provided appropriate strategies and interventions have been implemented and progress has been documented. Documentation of severity is critical.

80 - 85%