
Response-to-Intervention:
A problem-solving approach
to general education

Department of Student Services
Suwannee County School Board

The Educational Stars are Aligning

- No Child Left Behind
- IDEA Reauthorization
- Reading First

~This creates tremendous opportunity!!!!~

Changing Standards: *Policy Influence*

- AYP and Disaggregated Data (NCLB) move focus of attention to student progress, not student labels
- Parents, Teachers, Principals want to know if students are achieving benchmarks, regardless of the students “type”
- Accurate “placements” do not guarantee that students will be exposed to interventions that maximize their rate of progress
- Effective interventions result from good problem-solving, rather than good “testing”
- Progress monitoring is done best with “authentic” assessment is sensitive to small changes in student academic and social behavior

Changing Standards: *Accountability*

A SHIFT from *only.....*Compliance.

“Is the student getting access to appropriate classes and services?”

To.....Outcomes.

“Is the student learning?”

RTI Model

Tier 3: Intensive, Individual Interventions

Individual students
Assessment-based
High Intensity
Of longer duration

1-5%

Tier 2: Targeted Group Interventions

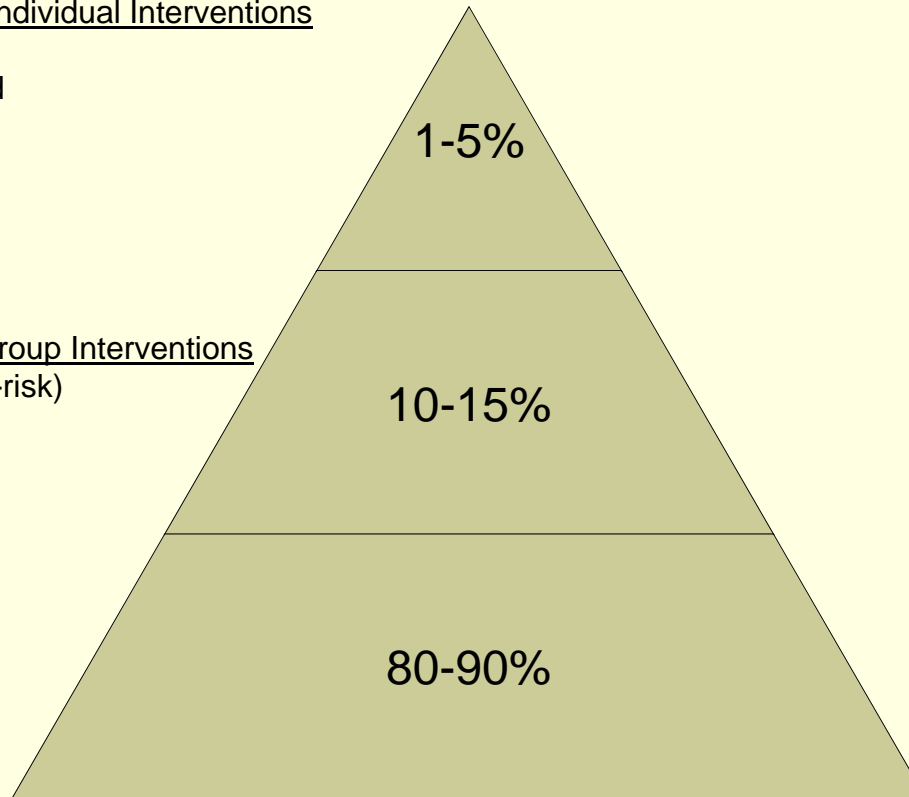
Some students (at-risk)
High efficiency
Rapid response

10-15%

Tier 1: Universal Interventions

For ALL Students
Preventive
Proactive

80-90%



RTI Model

- A comprehensive school-wide prevention and intervention model that provides support systems for addressing both academic and behavioral needs of ALL students.
- A model that requires the formation of a principal-led, building leadership team to support comprehensive academic and behavioral prevention and intervention across the school.
- A model that incorporates research-based research and data-based decision making, thus ensuring that ALL students have access to, and make progress toward achieving benchmarks aligned with academic content standards.

Advantages of the RTI Model

- Provides assistance to needy children in timely fashion. It is NOT a wait-to-fail model.
- It helps ensure that the student's poor academic performance is not due to poor instruction.
- Assessment data are collected to inform the teacher and improve instruction. Assessments and interventions are closely linked.

The Problem-Solving Process: Importing the Scientific Method into Practice

