

## Using Response to Intervention

Center on Instruction

RTI is a multi-level framework designed to support students who are at-risk for poor learning and behavior outcomes. It includes: appropriate, research-based instruction in reading and mathematics for all students; universal screening (e.g., easily administered screening measures to identify students with mathematics, reading, and behavior problems); increasingly intensive instructional interventions for students who need them (e.g., interventions are provided for identified students for 30 minutes per day for three to five days and then increasingly more intensive interventions are provided if students make inadequate progress); and progress monitoring (USDE, 2009). An RTI framework can provide part of the data used to decide if a student should be evaluated for learning disabilities (LD).

### Action Principles

#### For State

1. Provide guidance, professional development, and technical assistance to pre- and in-service teachers and other school and district personnel on how to use RTI in academic content areas such as reading and mathematics and in behavior management with all students in all grades (Bocala, Mello, Reedy, & Lacireno-Paquet, 2009; Harr-Robins, Shambaugh, & Parrish, 2009; Sawyer, Holland, & Detgen, 2008).
2. Facilitate buy-in and collaboration by involving and training a wide variety of stakeholders at the state leadership level and encouraging similar practices at the district and school levels (Goe & Cogshall, 2007; Mohammed, Roberts, Murray, & Vaughn, 2009).

#### For District

1. Build consensus by communicating state goals to schools and vice versa, involving key stakeholders, providing administrative supports, and fostering collaboration among all educators.
2. Build infrastructure by addressing schools' RTI needs, aligning state and school roll out plans, and supporting implementation and evaluation through professional development and technical assistance (NASDSE, 2008).

#### For School

1. Focus on the essential elements of RTI: high-quality, research-based instruction for all students and interventions for struggling students, universal screening, progress monitoring, fidelity, and evaluation (Foorman, Francis, & Fletcher, 1998; Harr-Robins, Shambaugh, & Parrish, 2009; Vaughn & Fuchs, 2003; Vellutino, Scanlon, & Lyon, 2000).

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