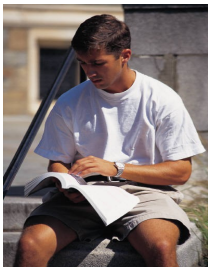


About LDW[®]

Learning Disabilities Worldwide (LDW[®]) works to enhance the lives of individuals with learning disabilities (LD), with a special emphasis on the underserved. Our purpose is to identify and support the unrecognized strengths and capabilities of persons with learning disabilities. We are an international professional organization dedicated to improving the educational, professional, and personal outcomes for individuals with LD and other related disorders. LDW[®] members include world-renowned experts and scholars, pre-service teachers, general education teachers, special education teachers, paraprofessionals, team coaches, consultants, administrators, medical and mental health providers, individuals with LD, and their parents and families.



LEARNING DISABILITIES WORLDWIDE

Enriching the lives of individuals with learning disabilities around the world.

Contributors:

Dr. Erin Ax

Dr. Lois R. Favre

The RTI Series:

- #1: What Is Response to Intervention (RTI)?
- #2: How Does RTI Help Students with Learning or Other Disabilities
- #3: RTI: Implementation in a School District
- #4: RTI: Implementation in a School
- #5: RTI: Implementation in a Class
- #6: RTI: What Works, What Doesn't, and Why?
- #7: RTI: A Case Study

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P.O. Box 142
Weston, MA 02493 U.S.A.
Phone: 978-897-5399
Fax: 978-897-5355



What Is Response to Intervention?



The RTI Series #1 : What Is RTI?

Response to Intervention (RTI)

Response to Intervention (RTI) is the practice of providing high-quality instruction and interventions that are matched to student needs. It requires monitoring student progress frequently to make decisions about changes in instruction or goals, and is designed to assist with making important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). The tiers of instruction within the RTI Model assure that students get what they need based on data, and the continued use of data assures that students are remediated quickly and effectively, and further assures that ineffective practices (for that student) are not continued if progress is not noted.



Best Practices: Good Teaching



The concept of RTI has been around forever! It is simply good teaching, and aligns with practices that special educators have been using for years. The Individuals with Disabilities Act (2004) reauthorized the concept when it declared that there was a special rule for eligibility determination for special education. This rule required that a student must receive appropriate instruction in reading (including the essential components of reading instruction) and mathematics. With regard to Specific Learning Disabilities, it no longer required school districts to use a severe discrepancy model (determining the difference between achievement and intellectual ability), but permitted the Response to Intervention process as part of the evaluation. The implementation of RTI was also included in the No Child Left Behind (NCLB) requirements that called for increased accountability for student performance, across all groups, including students with disabilities; and a focus on what works (research-based practices).

Components of an Effective RTI Plan

- Select/create a building-based RTI/Problem-Solving Team
- Adopt evidence-based curriculum and interventions
- Collect benchmark and progress-monitoring data
- Use the data to make instructional/behavioral decisions

RTI Is a Multi-Tiered, Data-Driven Model of Service Delivery

