National Center on Response to Intervention

What Is RTI?

Multi-Level Prevention System

Primary Level

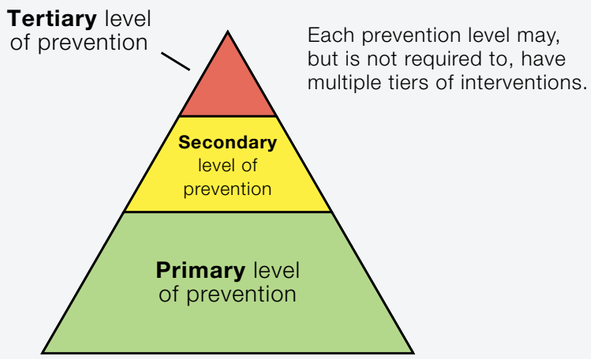
- **Focus:** All students
- **Instruction:** District curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction
- **Setting:** General education classroom
- **Assessments:** Screening, continuous progress monitoring, and outcome measures

Secondary Level

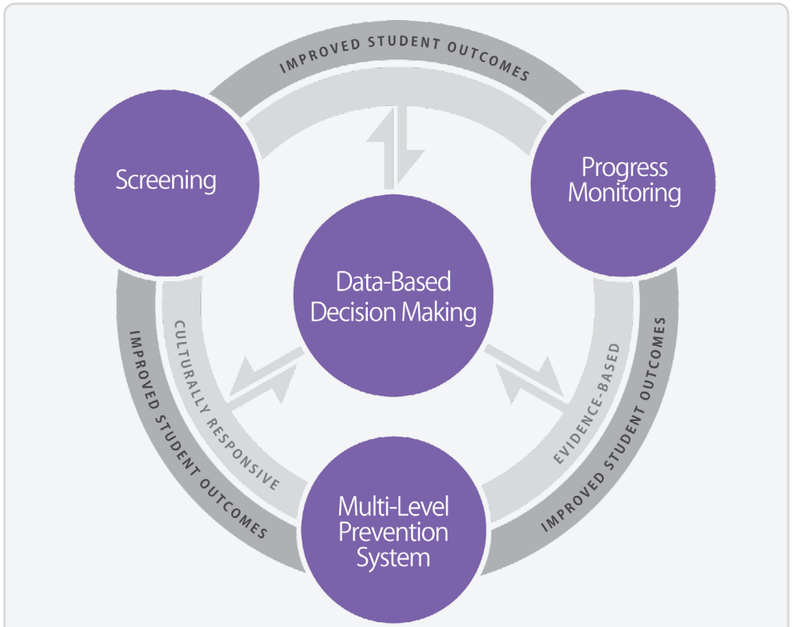
- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Instruction:** Targeted, supplemental instruction delivered to small groups
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic

Tertiary Level

- **Focus:** Students who have not responded to primary or secondary level prevention
- **Instruction:** Intensive, supplemental instruction delivered to small groups or individually
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic



Essential Components of RTI



Defining RTI

- RTI integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.
- With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's responsiveness.
- RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

RTI as a Preventive Framework

- RTI is a multi-level instructional framework aimed at improving outcomes for all students.
- RTI is preventive and provides immediate support to students who are at risk for poor learning outcomes.

Screening

- **Purpose:** Identify students who are at risk of poor learning outcomes
- **Focus:** All students
- **Tools:** Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- **Timeframe:** Administered more than one time per year (e.g., fall, winter, and spring)

Progress Monitoring

- **Purpose:** Monitor student's response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction
- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Tools:** Brief assessments that are valid, reliable, and evidence-based
- **Timeframe:** Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

Data-Based Decision Making

- Data analysis is at all levels of RTI implementation (e.g., state, district, school, grade level) as well as all levels of prevention (e.g., primary, secondary, tertiary)
- Establish routines and procedures for making decisions
- Explicit decision rules for assessing student progress (e.g., state and district benchmarks, level and/or rate)
- Data is used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies

Implementing the RTI Framework

- Select and implement evidence-based practices and procedures
- Implement essential components and identified framework with integrity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the RTI framework and its components

American Institutes for Research®

National Center on Response to Intervention
www.rti4success.org

IDEAs that Work
U.S. Office of Special Education Programs

National Center on Response to Intervention

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Center on Instruction: www.centeroninstruction.org
IDEA Partnership: www.ideapartnership.org
RTI Action Network: www.rtinetwork.org

About the National Center on Response to Intervention

Through funding from the U.S. Department of Education's Office of Special Education Programs, the American Institutes for Research and researchers from Vanderbilt University and the University of Kansas have established the National Center on Response to Intervention. The Center provides technical assistance to states and districts and builds the capacity of states to assist districts in implementing proven response to intervention frameworks.

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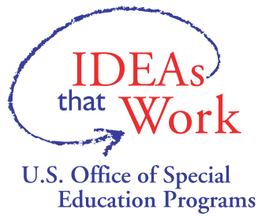

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