
Contents

Preface	xiii
Acknowledgments	xv
About the Authors	xvii
Step I. Making Sense of the Basic Principles of RTI	1
Question #1: What Is Response to Intervention (RTI)?	1
Question #2: What Is the Purpose of RTI?	2
Question #3: Why Is RTI Important?	3
Question #4: What Are Other Benefits of RTI?	5
Question #5: Is RTI a “New Approach”?	6
Question #6: When Did RTI Become “Law”?	6
Question #7: Why Was There a Movement for a Change Toward RTI?	8
Question #8: What Are the Core Principles of RTI?	8
Question #9: What Is a Tiered Service-Delivery Model?	11
Question #10: What Is the Three-Tier Model?	11
Question #11: What Is the Focus of Tier 1?	12
Question #12: What Is the Focus of Tier 2?	12
Question #13: What Is the Focus of Tier 3?	12
Question #14: Does RTI Always Have to Be Three-Tiered?	13
Question #15: Is RTI Just Applicable to Special Education?	13
Question #16: What Are Some Conditions and Activities of RTI?	13
Question #17: Is There Federal Funding to Support RTI-Related Activities?	14
Question #18: Does RTI Address Challenging Behavior?	15
Question #19: Does a School District’s “Child Find” Obligations Change Within RTI Systems?	16

Question #20: Is Family Involvement an Important Component for Successful RTI Programs?	16
Question #21: Can RTI Promote Optimal Learning?	17
Question #22: What Is Fidelity?	18
Question #23: Does Implementation of RTI Methods Require a Serious Commitment?	18
Question #24: What Does the RTI Process Mean for Teachers?	19
Question #25: What Do Teachers Need in Terms of Professional Development and RTI?	20
Step II. Understanding Why RTI Plays an Important Role in the Determination of Specific Learning Disabilities	22
Question #26: How Does IDEA 2004 Define a Specific Learning Disability?	22
Question #27: How Have Children Been Identified Under the Category of Specific Learning Disabilities?	23
Question #28: What Events Led to Changes in LD Identification in IDEA 2004?	23
Question #29: Why Replace the Discrepancy Model With RTI?	24
Question #30: What Are Major Issues Related to the Use of the Concept of Ability-Achievement Discrepancy? Why Change?	24
Question #31: Why Was RTI Considered in the Process of SLD Determination?	26
Question #32: Today, What Role Should RTI Play in the Identification of Children With a Specific Learning Disability?	26
Question #33: Can RTI Be Used as the Sole Determinant for SLD Classification?	28
Question #34: Are There Other Indicators of LDs That Are More Valid and Reliable?	29
Question #35: If Authorities Believe Underlying Processing Disorders Are the Cause of Learning Disabilities, Why Doesn't IDEA 2004 Include a Model Based on Measuring Processing Problems?	30
Question #36: In the Big Picture, How Does RTI Fit Into the Determination of LD Process?	31

Step III. Determining Your School’s Capacity to Adopt RTI	33
Question #37: What Basic Decisions Should a School or District Make Before Implementing RTI?	33
Question #38: What Approaches Are Available for Implementing RTI?	35
Question #39: How Do You Measure Academic Growth?	35
Question #40: How Do You Use Validated Interventions?	36
Question #41: How Do You Distinguish Between Types of Learning and Performance Problems?	38
Question #42: How Do You Determine the Effects of Instruction and Make Decisions About Cutoff Criteria?	38
Question #43: What Are the Different Types of Response to Intervention Models?	39
Question #44: What Is Problem Solving or Hypothesis Testing?	39
Question #45: What Are Prereferral Approaches?	41
Question #46: What Is Tiered Intervention?	43
Question #47: What Resources Are Necessary to Implement an RTI Approach?	45
Step IV. Screening for “At-Risk” Students	47
Question #48: What Is Screening?	47
Question #49: What Considerations Are Part of the Selection of Appropriate Screening Measures?	48
Question #50: How Is Schoolwide Screening Done Within an RTI Model?	50
Example of Schoolwide Screening	52
Step V. Determining How Progress Monitoring Will Be Done in an RTI Model	55
Question #51: What Is Progress Monitoring?	55
Question #52: How Can Progress Monitoring Be Useful in an RTI Context?	56
Question #53: What Role Does Progress Monitoring Play in SLDs?	56
Question #54: How Is Progress Monitoring Accomplished in Tier 1?	57
Question #55: How Is Progress Monitoring Accomplished in Tier 2 and Tier 3?	58
Question #56: How Is Progress Monitoring Accomplished in Special Education?	59

Question #57: Will the Implementation of a Progress Monitoring System Within an RTI Model Require Shifts in School Structures?	59
Examples of Progress Monitoring	60
Step VI. Understanding the Concept of a Multitiered Service-Delivery Model	64
Question #58: What Is a Multitiered Service-Delivery Model?	64
Question #59: What is the Continuum of Intervention Support for At-Risk Students?	65
Step VII. Determining How Problem Solving Will Be Addressed in Making Decisions	68
Question #60: What Is Problem Solving in RTI?	68
Question #61: Who Is Involved in the Problem-Solving Process?	69
Question #62: In Making Decisions, What Type of Approach Should the Team Follow?	69
Question #63: What About Using a Standard Treatment Protocol?	70
Step VIII. In the RTI Model Used, Determining How a Tier 1 Intervention Will Be Implemented	72
Question #64: What Is Tier 1 Core Instruction?	73
Question #65: What Percentage of the Student Body Must Tier 1 Serve?	73
Question #66: What Are the Core Features of a Tier 1 Intervention?	73
Question #67: How Does Tier 1 Fit Within an RTI Model?	75
Question #68: What Is Universal Screening and/or Benchmarking?	76
Question #69: How Is Progress Monitoring Done in Tier 1?	77
Question #70: What If Students Do Not Reach a Proficiency Level at Tier 1?	78
Question #71: How Will Tier 1 Interventions Affect Staff and School Structures?	78
Step IX. In the RTI Model Used, Determining How a Tier 2 Intervention Will Be Implemented	80
Question #72: What Is an Intervention?	80
Question #73: What Is a Tier 2 Intervention?	80

Question #74: When Does Tier 2 Intervention Start?	81
Question #75: What Percentage of Students Need Tier 2 Interventions?	81
Question #76: Are Strategic Interventions In Tier 2 Short- Or Long-Term?	81
Question #77: What are the Core Features of a Tier 2 (and Beyond) Intervention?	82
Question #78: How Long Should Tier 2 Interventions Be?	83
Question #79: What Is a Problem-Solving Approach (Individually Designed Instructional Package)?	83
Question #80: What Is a Standard-Protocol Approach?	84
Question #81: How Is Progress Monitoring Done in Tier 2?	86
Question #82: What If Students Are Successful at Tier 2? What If They Are Unsuccessful?	86
Question #83: How Does Tier 2 (and Beyond) Fit Within an RTI Model?	86
Question #84: Will Tier 2 (and Beyond) Interventions Affect Staff Roles and Responsibilities, and School Structures?	87
Step X. In the RTI Model Used, Determining How a Tier 3 Intervention Will Be Implemented	89
Question #85: What Are Tier 3 Interventions?	89
Question #86: What Percentage of Students Need Tier 3 Interventions?	89
Question #87: Are Tier 3 Interventions Short-Term or Long-Term?	90
Question #88: Who Delivers Tier 3 Interventions?	90
Question #89: Is Progress Monitoring Still a Part of Tier 3?	90
Question #90: How Are Tier 3 Interventions Delivered?	91
Question #91: What If Students Are Successful at Tier 3? What If They Are Unsuccessful?	91
Step XI. In the RTI Model Used, Determining When Special Education Should Be Considered	92
Question #92: Why Is Special Education an Integral Step in a Multitiered Model Such as RTI?	92
Question #93: How Does Special Education Fit Within an RTI Model?	93

Question #94: When Should a School District Initiate a Special Education Referral in an RTI System?	95
Question #95: If a Student Is Determined Not Eligible for Special Education Services, How Long May That Student Continue to Receive the Intensive Interventions Provided at Tier 3?	96
Question #96: How Might Specially Designed Instruction (SDI) Differ From the Tier 3 Interventions a Student May Have Been Receiving Prior to Qualifying for Special Education Services?	96
Question #97: Can a School District Use RTI Data to Support the Decision That a Student Has a Disability in a Special Education Disability Category Other Than SLD?	97
Question #98: How Will Use of the RTI Process Affect Special Education Referrals?	97
Question #99: What Changes Are Needed in Special Education to Staff Roles, Responsibilities, and School Structures?	98
An Example of a Multitiered Service Delivery	99
Step XII. Determining How Parents Will Be Involved in the RTI Model	104
Question #100: What Does IDEA State About Parental Involvement?	104
Question #101: What Should Parents Know About the RTI Program in Their School?	105
Question #102: What Questions Should Parents/Guardians Ask About RTI in Their Schools?	106
Question #103: Are There Standards for Judging Parent Involvement?	106
Question #104: Are There Measures Used to Judge Parent Involvement?	107
Example of Parent Involvement	108
Step XIII. Ensuring Fidelity of Implementation	112
Question #105: What Is Fidelity of Implementation?	112
Question #106: Why Is Fidelity of Implementation Important?	112