Center on Response to Intervention at American Institutes for Research

# 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
- **Assessments:** Screening, continuous progress monitoring, and outcome measures

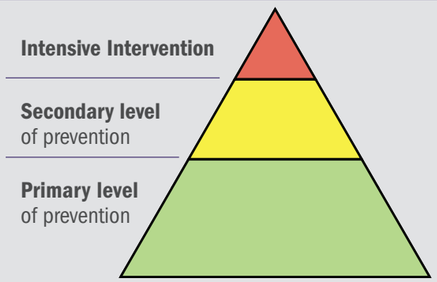
### Secondary Level

- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Instruction:** Targeted, supplemental instruction delivered to small groups
- **Setting:** General education
- **Assessments:** Progress monitoring, diagnostic

### Intensive Intervention*

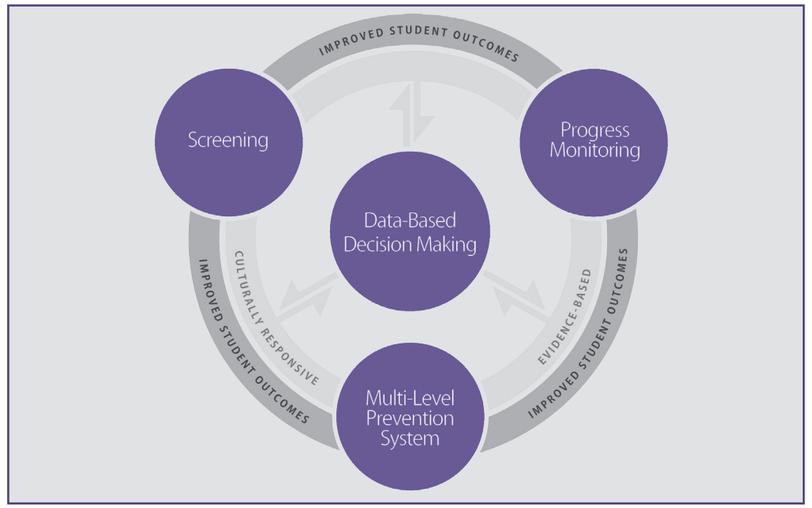
- **Focus:** Students who have not responded to primary- and secondary-level prevention, or who present with very low achievement, or students with disabilities who do not meet their IEP goals.
- **Instruction:** Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies.
- **Setting:** General or special education, depending on the needs of the student.
- **Assessments:** Progress monitoring, diagnostic

Each prevention level may include multiple tiers of interventions.




* Intensive intervention may sometimes be referred to as tertiary or Tier III.

## 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.
- Multi-tiered system of support (MTSS) may be used interchangeably with RTI or as an umbrella term that encompass RTI, positive behavioral interventions and supports (PBIS), and other tiered frameworks.

## 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 and reliable for monitoring student growth
- **Timeframe:** Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

## Data-Based Decision Making

- Data analysis occurs 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
- Use explicit decision rules to assess student progress (e.g., state and district benchmarks, level and/or rate)
- Data are used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies

## Implementation Considerations

- 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

Center on
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## Additional Contacts

**Center on Instruction:** www.centeroninstruction.org
**National Center for Systemic Improvement:** ncsi.wested.org
**National Center on Intensive Intervention:** www.intensiveintervention.org
**RTI Action Network:** www.rtinetwork.org

## About the Center on Response to Intervention at American Institutes for Research

The Center on Response to Intervention at American Institutes of Research (AIR) continues the work of the National Center on Response to Intervention (NCRTI), which AIR ran from 2007 to 2012 in collaboration with researchers from Vanderbilt University and the University of Kansas through a grant from the Office of Special Education Programs. When the Center's federal funding ended in 2012, AIR took over upkeep and maintenance of the Center's website and products and continues to provide support for states, districts, and schools implementing response to intervention or multi-tiered systems of support.

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