

Response to Intervention (RTI)

Response to Intervention (RTI) is a general education model that promotes early identification of students who may be in need of additional academic and behavioral support. RTI provides a flexible problem-solving model that matches instruction and intervention to a student's needs.

Federal Laws (*No Child Left Behind, 2001*) and (*Individuals with Disabilities Education Act of 2004*) emphasize the importance of providing high quality, scientifically based instruction and interventions for all students to meet grade level standards. RTI represents an educational strategy that focuses on identifying any gaps in learning in hopes of preventing smaller learning problems from developing into bigger problems.

Georgia uses a four-tier model that identifies and addresses students' academic and/or behavior needs. A Student Support Team (SST) process has been required in Georgia in every public school since 1984. It is a general education process defined in Georgia Board Rule 160-4-2-32. This process was designed to provide support to the student and teacher through a collaborative approach. SST is a part of the four tiers of support in Georgia and is referred to as the Georgia Pyramid of Interventions. Focus in our school system is on providing high quality research-based instruction, interventions, and data-driven practices to help all students succeed in the general education curriculum.

What is RTI?

Response to Intervention (RTI) is a learning process that matches general education classroom instruction to each student's learning needs. In other words, educators respond to a student's academic and/or behavior challenge with the right amount of intensity in classroom learning supports. These instructional techniques are called interventions. In Georgia, educators respond with instructional interventions, through a four-tier instructional-support process called the Georgia Student Achievement Pyramid of Interventions. Delivery of interventions at each tier is based on the student's success in meeting the Georgia Standards of Excellence Interventions intensify at each escalating tier. Franklin County implements a classroom model where instruction at Tier 1 demonstrates an alignment to the standards and proves to be data driven, engaging, relevant, and rigorous.

The Franklin County School System RTI process includes the following:

- Universal screening of academics
- Differentiation and use of scientific, research-based instruction and interventions
- Multiple tiers of interventions matched to student needs
- Monitoring of student progress
- Data-based decision making to meet student needs

- Parental involvement

Why do we have RTI?

No Child Left Behind (NCLB) focused on evidence-based practice, data-driven decision making, and multi-tiered intervention. NCLB and IDEA 2004 mandates, concerns about traditional special education identification processes, the disproportionate representation of minorities in special education, the integration of general and special education, and the delivery of evidence-based programs to students are addressed through RTI.

RTI and Special Education

RTI may help to reduce the disproportionate representation of minorities in Special Education. Research has shown that RTI is an alternative to the traditional IQ-Achievement Discrepancy model that was previously used to identify and intervene with students that had learning problems or disabilities. IDEA 2004 promotes instructional practice and decision-making designed to ensure that inadequate instruction or cultural bias do not lead to academic or behavioral misidentification of minority students in Special Education.

RTI and 504

Section 504 of the Rehabilitation Act of 1973 is a federal law designed to protect the rights of individuals with disabilities in program and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 regulations require school systems to provide a 'free and appropriate public education" (FAPE) to each qualified student who is within the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. To be protected under Section 504, a student must be determined to:

- Have a physical or mental impairment that substantially limits one or more major life activities
- Have a record of such impairment
- Be regarded as having such impairment