



## Response to Intervention (RtI)

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In recent years, Congress added new requirements to our national education laws to help struggling students by using a research based process called Response to Intervention (RtI). The Special Education referral process in Kentucky now includes the use of RtI.

### What is Response to Intervention (RtI)?

RtI is a multi-step system of intervention for all preschool to 12<sup>th</sup> grade students which includes screening and covers:

- Behavior
- Math
- Reading



RtI is used with all students and is not a Special Education program.

The levels of intervention, called Tiers, are the steps or phases of intervention. Placement in each Tier is determined by the progress students make with interventions or research-based instruction. Research-based instruction means the academic and behavior interventions have been proven to work effectively. The goals of RtI are to increase student achievement and reduce behavior problems.

Schools use RtI to:

- Identify students at risk for failure
- monitor student progress
- provide research-based interventions
- change the level and kind of interventions depending on the student's progress
- identify students with learning disabilities

(Adapted from National Center on Response to Intervention)

According to the National Center for Learning Disabilities, the Rtl process has the potential to limit the academic failure that any student experiences and can increase the accuracy of Special Education evaluations. Information and data gathered by the Rtl process can lead to earlier identification of children who have disabilities and are in need of Special Education services.

**What about Rtl and special education eligibility? Do we have to wait until Rtl has been tried to request a referral for an evaluation?**

Parents always have a right to request a complete evaluation, but Rtl can help with the evaluation. Rtl can be used as part of the assessment to evaluate performance at the same time that its interventions may lead to improved school performance. When it is used appropriately, it gets help to students while they are being evaluated. *It is not meant to delay or deny the obligation to evaluate children with a suspected disability.*

**What if the school refuses to do a Special Education evaluation because the child is receiving Rtl?**

Federal regulations state that if parents have asked for a referral for an individual special education evaluation and the school refuses the school must:

1. Provide written notice to parents explaining why they refuse to do it.
2. Provide the information and/or data that was used to make that refusal.

Federal evaluation regulations do not support rejecting a referral and delaying evaluation just because the child hasn't completed Rtl.

**What about Rtl and parental permission?**

During the Rtl process, parental permission is not required. This is because the assessments are focusing on improving instruction, not on determining disability. However, if a teacher or other school person thinks your child needs to be evaluated for Special Education, he/she must tell you about it. The teacher will then refer your child for evaluation and send you a written notice about a meeting called an ARC. Signed parent permission is required before a child can be evaluated for Special Education services.