

WHAT IS RTII?

Response to Instruction and Intervention (RtII) is an early intervening support process where the goal is to improve student achievement using research based interventions matched to the instructional need and level of the student. The core of RtII is the premise that ALL children can learn. In Pennsylvania, RtII carries dual meaning: first, it is a comprehensive, multi--tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. Second, RtII is an alternative to the aptitude achievement discrepancy model for the identification of students. This strategy allows education professionals to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in guiding instruction to prevent academic failure and provides data that may guide eligibility decisions for learning disabilities. In brief, RtII is:

- A data--driven model to enable early identification and strategic interventions for students at academic or behavioral risk
- A multi--level instructional framework aimed at improving instruction for ALL students
- A shared, collaborative, decision--making process among professional educators

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