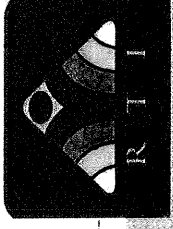
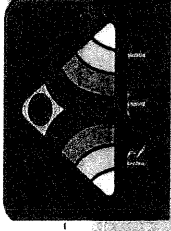


# Critical Features of RtI



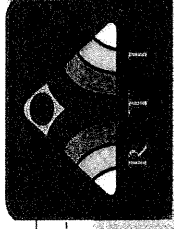
- ▣ **High quality, research-based instruction & intervention**
- ▣ **Interventions with increasing intensity**
- ▣ **Measurement**
  - ✓ **Universal screening for all students – 3 time per year**
  - ✓ **Systematic and frequent progress monitoring to determine by examining:**
    - **Level of performance**
    - **Rate of performance**
- ▣ **Data-based decision making**
- ▣ **Multi-tiered Model**

# Universal Screening Defined



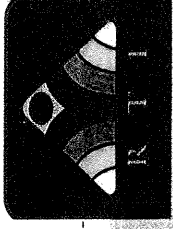
- ▣ **involves brief assessments that are valid, reliable and evidence-based**
- ▣ **focuses on a specific skills (e.g., oral fluency, phoneme segmentation) that are predictive of future outcomes**
- ▣ **in an RTI model - conducted with all students a minimum of 3x per year**

# Screening: Purposes



- **Accurately predict those students who may need further assessment and supplemental Tier 2 intervention**
  - *Documents student growth over time.*
- **Provide feedback about class performance to help school leadership identify when a teacher might require support**
- **If implemented on a regular basis across grade levels, identify students who slip through the screening at one level but are then identified at later points in their school years.**
- **Provides preliminary information about the “health” status of your core curriculum**

# Decision Rule



- If fewer than 80% of students in the general education classroom are meeting benchmarks, staff reviews the core programs or implementation, or both, of instruction

Mellard & Johnson, 2008