

**Response to Intervention:
A Paradigm for Improving Performance for All Learners
and Identifying Students with SLD**

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Workshop Overview: RTI at a Glance

- 1. Enhance general education/universal instruction**
 - a) Strategy #1: Increase Academic Learning Time**
 - b) Strategy #2: Focus on Big Ideas of Reading**
 - c) Strategy #3: Utilize Differentiated Instruction**

- 2. Implement reliable instructional assessment system to inform general education instruction and identify students needing targeted interventions**
 - a) DIBELS**
 - b) AIMSweb**

- 3. Implement research-based targeted and individual interventions with fidelity for students who need them**

- 4. Use data-based decision making to identify need for more/less specialized interventions, including special education**
 - a) Phase 1: Track progress of all learners on critical indicators and benchmarks**
 - b) Phase 2: Use classroom assessment data to identify students with dual discrepancies**
 - c) Phase 3: Implement interventions for students with dual discrepancies not responding to instruction**
 - d) Phase 4: Implement intensive, individualized instruction (special education) for students not responding to interventions**
 - e) Phase 5: Conduct additional assessment needed to identify or rule out categorical disabilities**

- 5. Utilize systems-based service delivery to build capacity and bring RTI up to scale**

*This
sequence of
phases is
what is often
referred to
as RTI*