

Response to Intervention Data Analysis & Team Problem-Solving Process

1. Does RTI process allow time for problem-solving and identification?

While the Delaware Administrative Code specifies the requirement that universal screenings, for all students at the elementary level and for secondary students at risk for academic failure, must be conducted within two weeks of the beginning of the school year (or entry into school), the regulations do not specify a timeline for the start of interventions. Once students have been screened, it is important that teams spend time in precise problem identification and analysis so that the appropriate interventions and instructional goals can be determined. This problem-solving process is integral to, and part of, the Response to Intervention process.

2. How long does it take to complete the problem-solving process, identify specific area(s) of concern, and collect baseline data; would this meet RTI implementation requirements?

It may be necessary to creatively structure the schedule to provide consistent, frequent times for teachers to meet with member(s) of the problem-solving team to complete the steps of problem identification and analysis, as well as establishing students' baseline performance. The timeline will depend on the time necessary for assessment and analysis, the skills of the teacher and consultant/ problem-solving team member, the complexity of the student's needs, and the consistency of meetings during the problem analysis process. Once the problem-solving team identifies the area(s) of concern, we have a professional responsibility to take appropriate action and provide interventions to meet students' identified needs.