



Response to Intervention (RTI) Problem-Solving Method

Delaware's Response to Intervention (RTI) model utilizes a problem-solving method that incorporates a team approach focused on addressing individual student needs on a variety of levels.

Universal Screening	Class-wide assessment/universal screening is administered to identify students who are potentially struggling.
Tier 1	All students receive high-quality instruction. Frequent progress monitoring is conducted to assess struggling students' performance levels and rates of improvement.
Tier 2	Students whose progress in Tier 1 is not adequate receive additional support. <ol style="list-style-type: none">1. A team makes instructional decisions based on an individual student's performance. The team identifies the academic problem; determines its cause; and then develops, implements, and evaluates a plan to address the problem.2. Students are presented with a variety of interventions based on their unique needs and performance data.3. Interventions are flexible and individualized to meet a student's needs.
Tier 3	Students whose progress is still insufficient in Tier 2 may receive even more intensive intervention. Depending on a state's or district's policies, some students may qualify for special education services based on their progress monitoring data. In some states or districts, they may receive either an abbreviated or comprehensive evaluation for the identification of a learning disability.

Extracted from *The IRIS Center*. For more information, go to http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm.

The 4 Major Steps of an Effective Problem-Solving Method

Step 1: Identifying & Analyzing Problem:

- Specific and observable concerns
- Assessment
- Data analysis principles
- Prioritizing
- Baseline data (direct assessment of concern)
- Specific/measurable goal
- Charting/graphing data

Step 2: Planning & Designing Intervention/Strategy:

Academic: (Chard, Vaughn, Tyler, 2002)

- Conducted under instructionally matched conditions
- Effective instructional modeling
- Repetition with corrective feedback
- Repeated practice
- Incentives for improvement
- Frequent progress monitoring

Behavioral (Martens & Diegennaro, 2007)

- Conducted under instructionally matched conditions
- Progress monitoring
- Contingency management

Identifying goals, instructional supports, interventions, and appropriate measures necessary to address student needs. This plan should also incorporate the timeline and requirements associated with the tier in accordance with Delaware regulations.

Step 3: Implementing Intervention/Strategy:

- Implementation integrity must be considered
- Researched implementation two-thirds of teachers did not implement strategy past 2 weeks
- Fidelity to the plan—adhering to duration, frequency, and ratio

Step 4: Evaluating Intervention/Strategy:

- Charting/graphing data
- Continual comparison with baseline/goals
- Beneficial as written or changes needed
- Continue the cycle

Adapted from (Donovon & Cross, 2002; Rosenfield, Silva and Gravois, 2007; NASDSE, 2005; Levinsohn & Rosenfield, 2000; Fudell, 1992; LaFleur & Rosenfield, 2005)

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