## What is the Problem-Solving Model?

The model uses a five-step process:

1. Problem Identification: What is it that we expect students to be able to do and what are they currently doing?

2. Problem Analysis: Why is the problem occurring?

3. Plan Development: What goals do we wish to have students reach? What plans or steps are we going to take to help students reach those goals? How will we measure the progress students are making towards reaching those goals?

4. Plan Implementation: Is the plan being implemented as desired?

5. Plan Evaluation: Was the plan successful in reaching the goals?
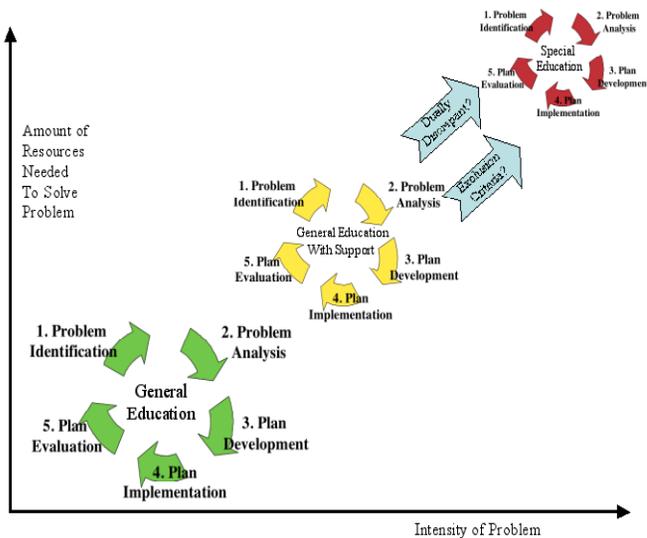
How does special education fit in this model?

- Parents will be kept informed of and included in all efforts being made to improve their child's achievement.

- If a student does not make adequate progress or improvement through interventions provided through the problem-solving model, the team, including parents, can plan to collect further information to assist in determining whether the child has a disability and is eligible for special education services.

- Eligibility for special education in the area of learning disabilities can be determined in one of two ways:

1. The child has severe underachievement and a severe discrepancy between ability and achievement, and the team has identified a weakness in an area of psychological processing

2. The child's achievement is significantly below average, his/her rate of progress is insufficient to reach an adequate level of achievement, and the team has identified a weakness in an area of psychological processing

- Parents may request a special education evaluation at any time.
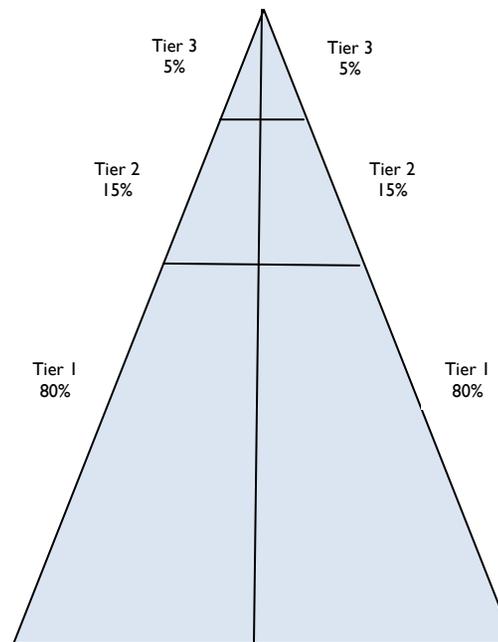
A Parent's Guide to Response to Intervention (RTI)

SW/WC Since 1965 Service Cooperative

SW/WC Service Cooperative
Dave Lammers, Director
Carol Svingen, Coordinator of Educational Programs
PO Box 69
Pipestone, MN 56164
507-825-5858
www.swsc.org

What is Response to Intervention (RTI)?

- Response to Intervention is encouraged in federal and state law as an effective way to support high achievement for all students.
- Response to Intervention (RTI) is a team process being implemented in our district at several grade levels. It is also sometimes called scientific research-based intervention (SRBI).
- Screening for reading, and in some cases math and writing, are conducted three times per year. This is called benchmark screening and is done to evaluate the effectiveness of our curriculum and instruction and to be sure students are on track to meet achievement milestones. (Tier 1) We expect that at least 80% of students will be successful in the general education classroom without any further intervention.
- Students who are not meeting achievement benchmarks are provided additional instruction, and their progress is monitored. Data is used to make decisions about continuing the intervention, stopping the intervention, or providing more or different intervention. (Tiers 2 and 3) We expect that no more than 15% of students will need this level of intervention.
- Students not making adequate progress in the general education

curriculum or with additional intervention are referred to the problem-solving team. (Tier 3) We expect that no more than 5% of students will need this level of intervention.

- The problem-solving team, with parent input, makes a plan about intervention specifically designed for the student, and further intervention is provided.
- Students for whom this increasing intensive intervention is not effective may be considered for special education eligibility.
- Parents are kept informed about their child's progress.
- The goal is to prevent school problems by intervening early.


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        Tier 3        Tier 3
         5%            5%

      Tier 2            Tier 2
       15%              15%

  Tier 1                    Tier 1
   80%                       80%
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Academic and Behavioral Systems

What are the core principles of Response to Intervention (RTI)?

- We can effectively teach all children
- Data is used to make decisions
- Early intervening is most effective
- Problem-solving is used efficiently within a multi-tiered model
- Research-based scientifically-validated instruction is targeted to student need
- Assessment is used for three purposes:

  - To determine the overall effectiveness of the district's curriculum and instruction
  - To identify early any children not reaching achievement benchmarks
  - To monitor the progress of children who receive additional intervention

- Student progress is monitored to inform instruction