

# Introduction & Overview of RTI

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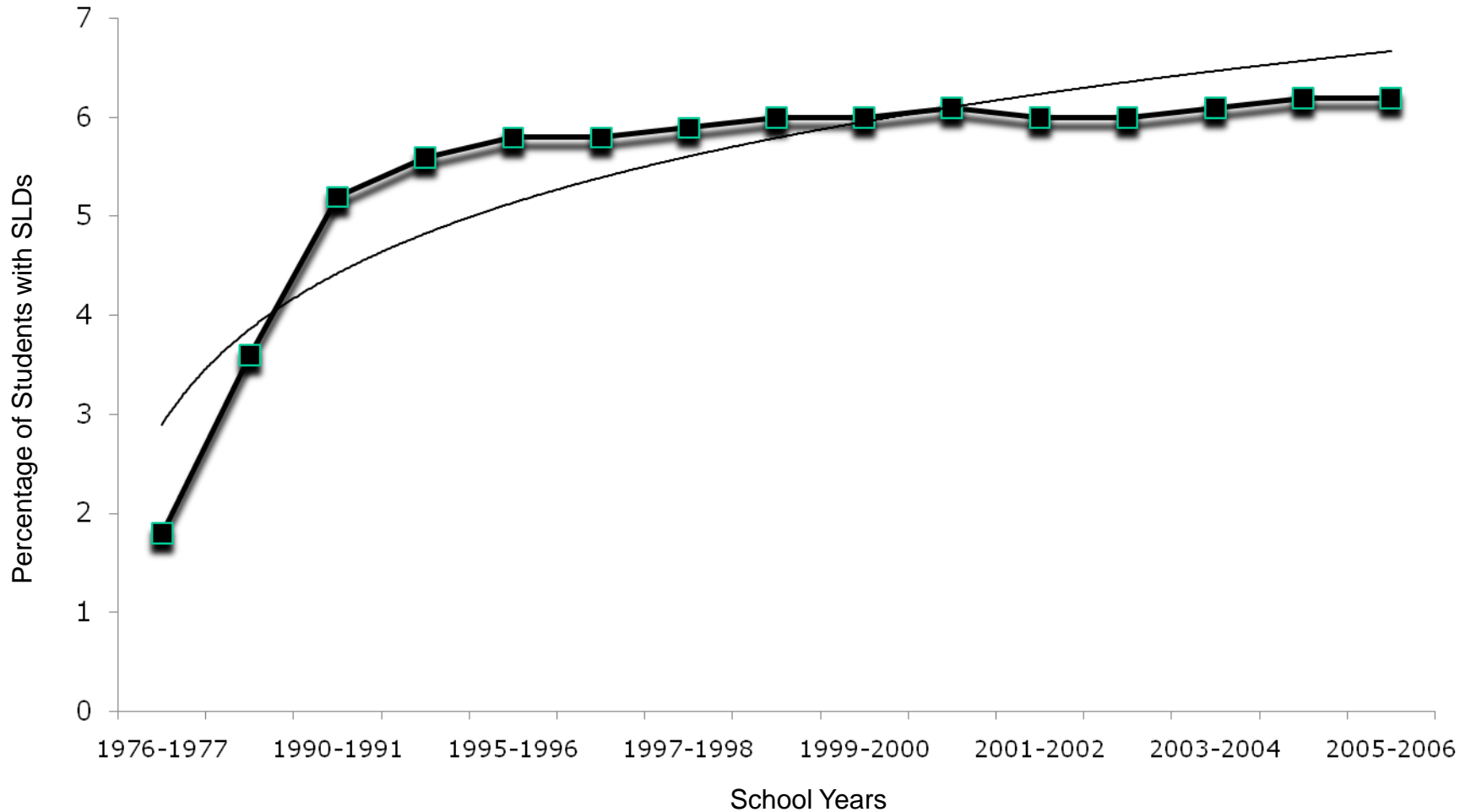
## Why Response to Intervention? Why now?

- Approaches to identifying students with learning problems and learning disabilities:
  - Traditional IQ/Achievement Discrepancy
  - Response-to-Intervention

## Why Use RTI Instead of IQ/Achievement Discrepancy?

- Education of All Handicapped Children Act (1975) defined “underachievement” as a discrepancy between IQ and Achievement
- IQ/Achievement discrepancy has been criticized:
  - IQ test do not necessarily measure intelligence
  - Discrepancy between IQ and achievement may be inaccurate
  - Rests on a “Wait to Fail” approach

# Why Use RTI Instead of IQ/Achievement Discrepancy?

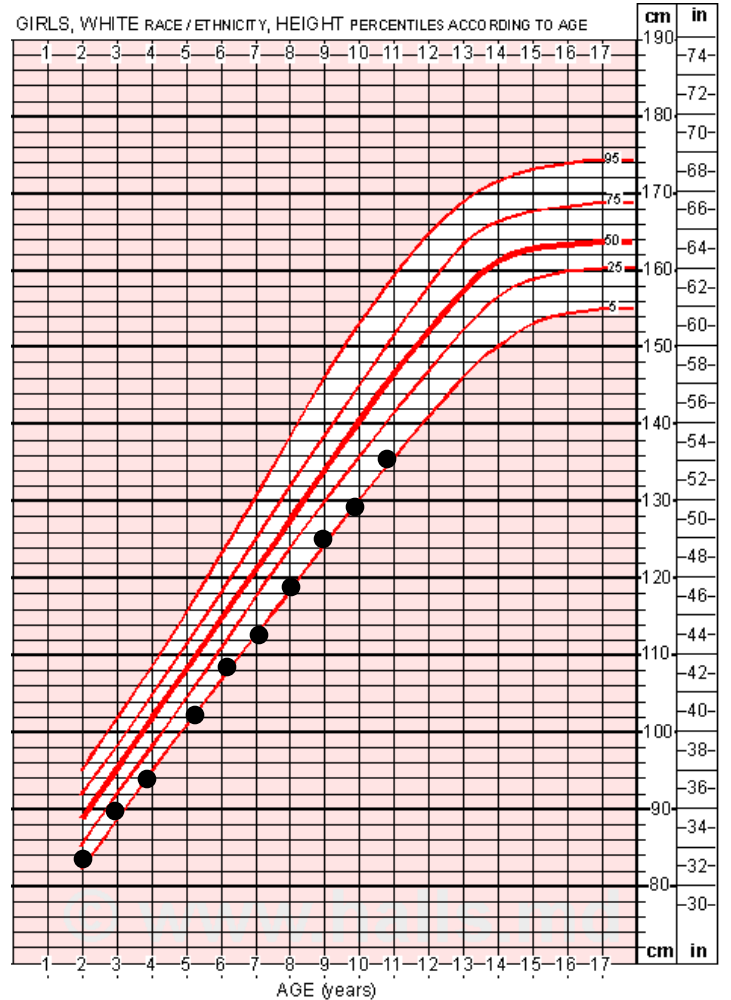


## Why Use RTI Instead of IQ/Achievement Discrepancy?

- RTI is an alternative framework for “underachievement”: unexpected failure to benefit from validated instruction.
- RTI eliminates poor instructional quality as an explanation for learning problems.
- Students are identified as LD only after not responding to effective instruction.
  - Poor instructional quality is ruled out as an explanation for poor student performance.
- Students are provided intervention early!
  - RTI does not wait for students to fail!

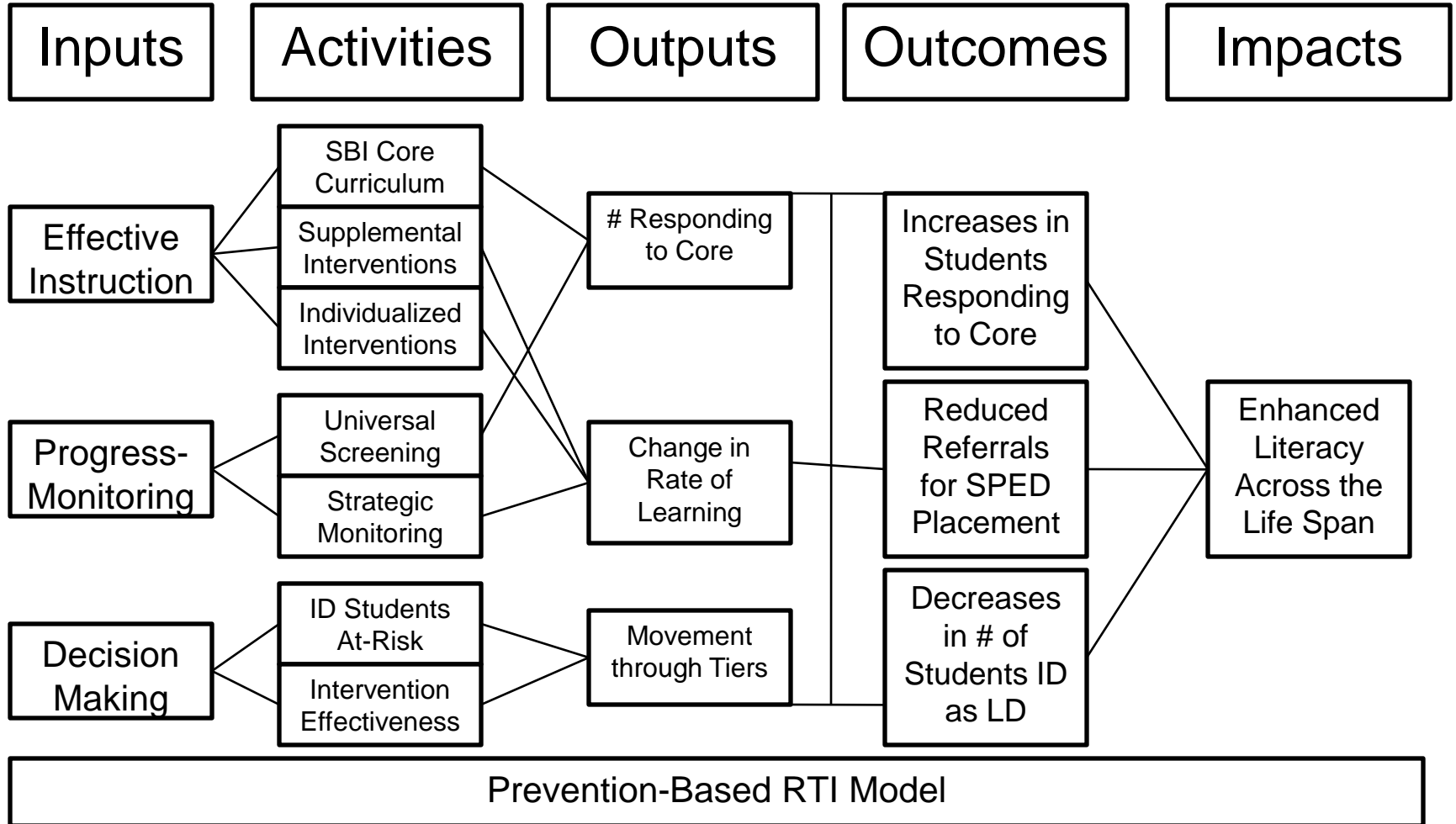
# Why Use RTI Instead of IQ/Achievement Discrepancy?

Special interventions (or education) are considered only when a “dual discrepancy,” in response to validated instruction is observed.



“Dual Discrepancy” refers then to how a child’s progress compares to others “at one point in time” AND the “rate of growth” over time.

# RTI Logic Model

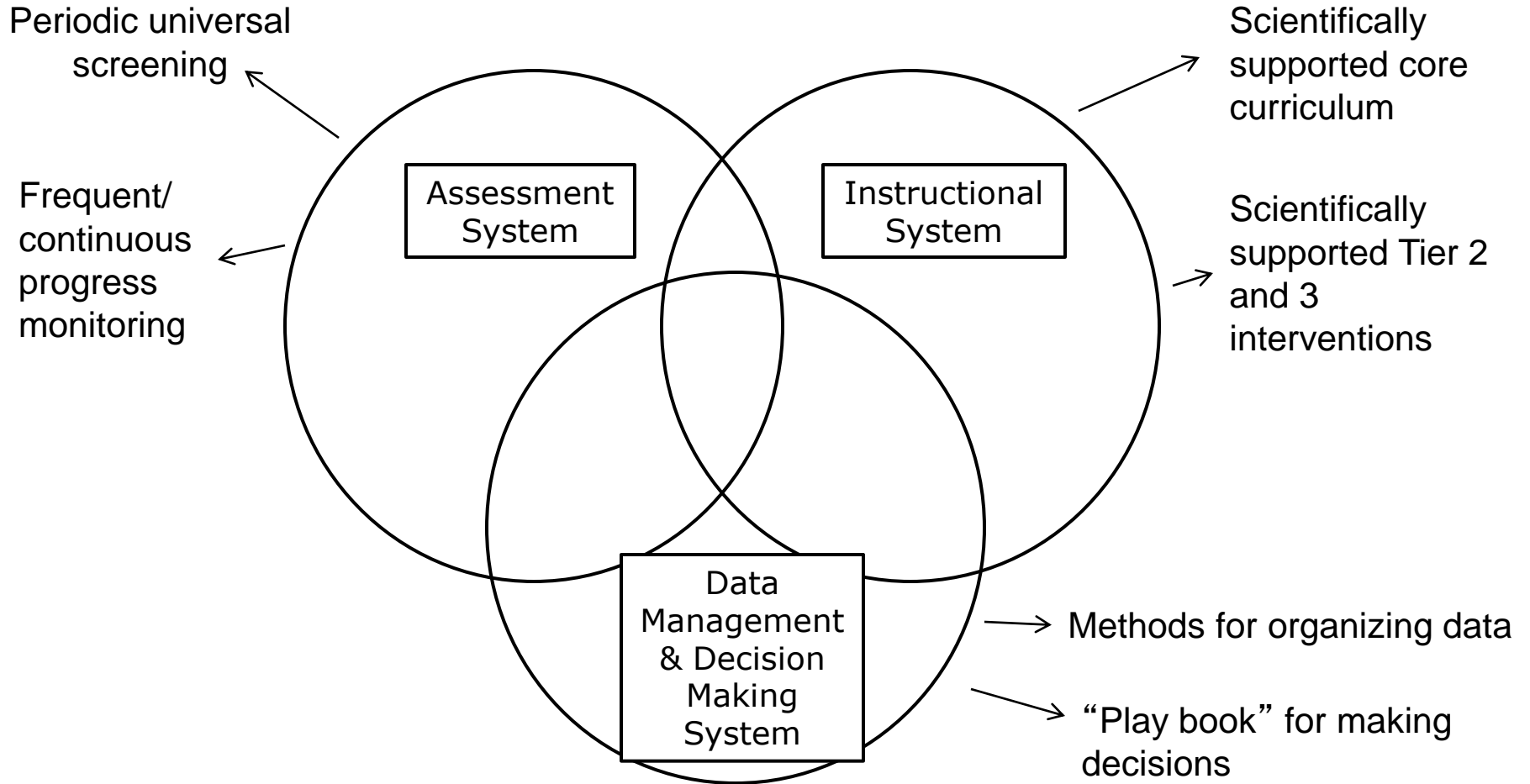


## Our Approach to Implementing RTI

- Four tiers
- Designate risk status using *universal benchmarks* and *progress monitoring*
- Use commercially available *manualized* interventions in Tier 2
- Use individualized *problem-solving* in Tier 3
- Define response to intervention via *slope* (i.e., rate of growth over time) and *final status* (i.e., universal benchmark).
- Under-responders may go through a comprehensive evaluation to answer questions and distinguish LD, BD, and MR



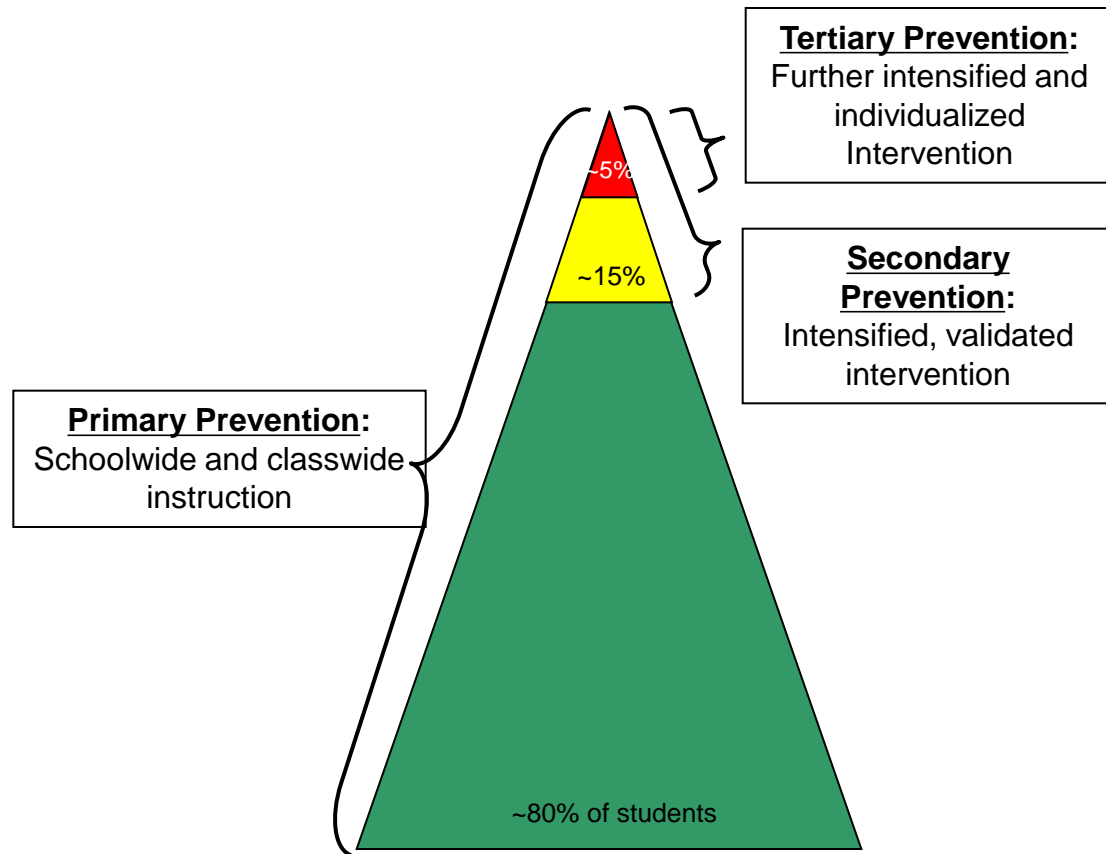
# Before we even begin however .....



## Once we have these things in place .....

- Multi-tier prevention system that identifies and intervenes with students who are exhibiting academic difficulties
  
- Public health population based methods
  - Primary prevention
  - Secondary prevention
  - Tertiary prevention

# Continuum of Schoolwide Support



# Questions?



Thank You!

