QUICK FACTS

RESPONSE TO INTERVENTION

Florida's Online RtI Resources
- Florida Response to Intervention: http://www.florida-rti.org
  - *Purpose to promote school wide practices that ensure highest possible student achievement.*
- Florida Positive Behavior Support Project: http://flpbs.fmhi.usf.edu
  - *Provide a positive and effective alternative to the traditional methods of discipline while increasing the capacity of Florida's school districts to address problem behaviors using Positive Behavior Support.*
- Problem Solving/Response to Intervention: http://floridarti.usf.edu
  - *Provide statewide professional development and technical assistance to districts engaged in or wishing to initiate PS/RtI projects, and (2) to provide direct support, training, and on-site coaching to pilot districts.*
- Response to Intervention Teaching Learning Connections: http://rtitlc.ucf.edu
  - *Provide statewide professional development and technical assistance for implementation of evidence–based instructional practices in the specific content areas in literacy and mathematics.*
- Florida Center for Reading Research: www.fcrr.org
  - *Provide multiple intervention ideas linked to the five big ideas of early reading.*
- Just Read Florida: www.justreadflorida.org
  - *A statewide reading initiative that prioritizes reading in Florida's public schools and among all the community groups and volunteer organizations that support them with providing RtI resources to the State of Florida.*
- Student Progression: www.fldoe.org ("hot topics")
  - *Each district is required to adopt a comprehensive Student Progression Plan, which must include standards for evaluating each student's performance, including mastery of the Sunshine State Standards.*
- Student Support Services Project: sss.usf.edu
  - *Student Support Services project is a joint venture between the University of South Florida and the Bureau of Exceptional Education and Student Services, (FLDOE) to help provide RtI resources to the State of Florida.*
- Florida Association of School Psychologists: www.fasp.org
  - *Promote and advocate for the mental health and educational development of Florida's children, youth and families in educational systems and communities; and to advance the profession of school psychology.*

National Online RtI Resources
- National Center on Response to Intervention: www.Rti4success.org
  - *Provides resources and tools nationally, to build state capacity for implementing framework for RtI*
- IDEA 2004: http://idea.ed.gov
  - *Provide a "one-stop shop" for resources related to IDEA and its implementing regulations.*
- National Association of State Directors of Special Education: www.nasdse.org
  - *Provides services to state agencies to maximize educational outcomes for individuals with disabilities.*
- NCLB: www.ed.gov/offices/oese/esea
  - *Provide National accountability for education in America.*
- RtI Action Network: www.rtinetwork.org
  - *Provide effective implementation of Response to Intervention (RTI) in school districts nationwide.*
- Office of Special Education Programs: http://www.osepideasthatwork.org
  - *Provides information from research to practice initiatives that address the provisions of IDEA and NCLB.*
- Interventions Central: www.interventioncentral.org
  - *Provide interventions and strategies for reading and other skills areas.*
- National Center on Student Progress Monitoring: www.studentprogress.org
  - *Information on scientifically based practice of screening and monitoring students' skills.*
- Oregon Reading First Center: http://oregonreadingfirst.uoregon.edu
  - *Reports of comprehensive core and supplemental reading programs.*

Frequently Asked RtI Questions and Answers

What has to exist in order for RtI to work? RtI is successful when an infrastructure exists to support sufficient assessment and intervention resources to make decisions that result in successful outcomes for students. School staff must possess skills in the necessary assessment and intervention practices. Applying these skills requires that staff members have an understanding of evidence-based interventions and how to apply them to academic or behavior problems. Additionally, monitoring would be needed to assure that interventions are implemented with a high degree of fidelity. Teachers and support services personnel will require the support of building administrators and district staff to implement the RtI model. Support provided to teachers must extend through the implementation of interventions and the collection of appropriate data to assess student progress.

The implementation of RtI is best done in phases with focus on quality over quantity and generally requires three to six years. Extensive professional development must take place. For more information about professional development, refer to *Response to Intervention: Policy Considerations and Implementation* published by the National Association of State Directors of Special Education, Inc. (NASDSE) pages 39 - 42.

What is the criterion for a successful intervention? An academic intervention is successful if there is a sustained narrowing of the achievement gap for the struggling learner as demonstrated by data collected through progress monitoring. A behavioral intervention is successful if there is a reduction in the problem behavior and/or an increase in desired replacement behaviors.

How long should interventions be implemented in RtI? The amount of time required to identify and verify the effective interventions will vary by skill (decoding, algebraic equations, etc.), the age, and the grade level of the student. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student's progress is less than expected.

What documentation is used with the RtI model? Districts should document the assessment and intervention strategies and outcomes using the district's AIP and/or BIP guidelines. The use of graphs and charts is a basic component of RtI. The district is encouraged to review AIP/BIP requirements for ESE students. In addition, other data collection strategies may be employed at the teacher or building level. Such strategies should produce documentation of a student's progress or lack of progress (e.g., graphs, charts).

How is RtI funded? The RtI model will operate within the current funding structure in the state of Florida. IDEA 2004 allows for up to 15% of the Part B allocation to be used for early intervening services. Other funding streams can be utilized such as the Title I, Supplemental Academic Instruction (SAI), reading FEFP, etc.