Lesson 2 Why RtI / RtII

**Background**

RTI arose, in part, from the limited success of the pre-referral process, an approach advocated in the 1980s and 1990s, and accurately measuring the discrepancy between aptitude and achievement in young children. Reflecting these concerns, when the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, it added language allowing RTI to be used as a component of evaluation for special education eligibility. Educators are encouraged to use scientific, research-based interventions as part of the process to determine eligibility for special education. Students who succeed in response to the additional intervention continue to receive instruction to meet their needs, while those who continue to struggle and do not show higher achievement are referred for a comprehensive evaluation. (Burdette & Etemad, 2009)

**Regulatory Support**

The No Child Left Behind Act (2001) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) support the involvement of all students in the general education curriculum and the use of research-based interventions to improve student achievement. Additionally, IDEA 2004 permits school districts to use a process to intervene early with struggling students and to determine if a child responds to scientific, research-based intervention as a part of the evaluation procedures for students with learning disabilities. In Pennsylvania, this assessment and instructional framework is known as Response to Instruction and Intervention (RtII). (PDE, 2009)

Federal regulation (34 CFR 300.307-309) reuires states to adopt criteria for determine learning disabilities, the criteria can not require a severe discrepancy between intellectual ability and achievement, it must permit a process using research-based interventions and procedures

(USDE, 2004)

2004 amendments to IDEA (Individuals with Disabilities Act) added new concepts to prevent inappropriate referral to special education and incorporate new requirements regarding the identification of students with learning disabilities, commonly referred to as RtI.

(Burdette, P. (2007)

Beebe-Frakenberger, M. (2006). What is RtI The Educational Process: All Educators for All Students. Retrieved from opi.mt.gov/PDF/SpecED/training/RTl/What\_is\_RTI.pdf