

## Decisions Related to Developing Early Intervening/Response to Intervention Models

### *What is our purpose?*

To reduce inappropriate referrals to special education or over-identification of students as students with disabilities	
To identify students with reading or learning disabilities earlier	
To move away from the IQ-Achievement discrepancy approach to LD identification	
To determine whether students are responding to an intervention within an RTI model	
To maximize performance on end of year tests	
To assist in establishing annual goals	
To assist in reporting to parents	
To monitor the progress of at risk students towards adequate yearly progress	

*Providing information and technical assistance to implement progress monitoring for students in the elementary grades.*



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***What is our scope?***

Academic or academic plus behavior?	
Which academic subjects?	
What grades?	
What schools?	
What districts?	

***How will we define and monitor students at risk?***

Relates to your purpose.	
What tools will we use for screening?	
What progress monitoring tools will we use?	

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***What is our Early Intervening/Response to Intervention model?***

How many tiers will we have?	
Do we have a sound, research-based curriculum in place that meets the needs of students in the particular school?	
Who will deliver services for each tier and what will they be?	
How long is the intervention at each tier?	
Can students repeat in a tier? How many times?	

***How does our Early Intervening / Response To Intervention model relate to special education eligibility?***

How will EI/RTI information be used in referral?	
What other information will be gathered?	
Does failure to achieve at the most intensive level equate to learning disability?	
What are issues related to procedural safeguards?	

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*What hardware/software/internet configuration is available/works best for us?*

MacIntosh compatibility	
A dedicated, high-speed server	
Secure access to the internet	
Easy access to computers for teachers and students?	

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