

5 Tips for Avoiding Procedural Violations within RTI²

(RTI² Pitfalls)

#1: Focus on the Data

- Focus on progress, don't get caught up in the "process."
- Language matters...talk about the student and his/her learning, not about the RTI "process."
- Data points are not the point, progress is. Data points help us understand trends in progress and inform instructional decisions.

#2: Respond to the Data

- If it's not working, change it!
- Don't collect data for the sake of collecting data.
- Use your data to make instructional decisions.

#3: Respond Appropriately to Requests for Evaluation

- RTI cannot be used to deny/delay a request for evaluation. [OSEP Memo 07-11]
- Common language pitfalls: "He/she has to go through RTI first," or "We don't have enough data points." These statements are focused on the process, not the student.

#4: Avoid Predetermination

- All decisions regarding eligibility and placement must be made by the IEP team.
- Common language pitfall: "He/she has not been in RTI long enough. If we test him/her now, he/she won't be eligible". This statement predetermines eligibility before an evaluation has been completed.

#5: Refer anytime a disability is suspected

- Ensure you have a clearly communicated process for referrals from parents and teachers (i.e. clear child find procedures) for all disabilities, including SLD.
- School teams must **consider** all data, including medical diagnoses and/or outside evaluations.