

Five Tips for Avoiding Procedural Violations within RTI²

RTI² Pitfalls

1. Focus on the Data

- Focus on the progress; do not get caught up in the process.
- Language matters. Talk about the student and his/her learning, not about the RTI² 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 is not working, change it!
- Do not collect data for the sake of collecting data.
- Use your data to drive instructional decisions.

3. Respond Appropriately to Requests for Evaluation

- RTI² cannot be used to deny/delay a request for evaluation [OSEP Memo 07-11].
- Common language pitfalls: “He/She has to go through RTI² 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 RTI² 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 specific learning disability.
- School teams must **consider** all data, including medical diagnoses and/or outside evaluations.