



## **The Council for Children with Behavioral Disorders**

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*A Division of the Council for Exceptional Children*

### **CCBD'S BELIEFS REGARDING IMPLEMENTATION OF RESPONSE TO INTERVENTION**

Approved by the Executive Committee on 2-15-08

The Individuals with Disabilities Education Act (IDEA) 2004 permits the use of a process, Response to Intervention (RTI), based on a child's response to scientific, research-based intervention in the evaluation of students suspected of having specific learning disabilities. Many school districts throughout the country are working to incorporate the RTI process into their systems of student assessment and services. CCBD wishes to ensure that efforts to implement RTI are conducted in a responsible manner designed to support students with disabilities and improve educational outcomes of all students. CCBD provides these guiding principles.

CCBD believes assurance of the following provisions is critical as school districts strive to implement RTI in the best interests of students:

1. All students must be afforded access to scientifically-based academic and behavioral interventions. All teachers and school personnel should be provided with the necessary tools to implement those academic and behavioral interventions.
2. Schools that implement RTI should be committed to the provision of Positive Behavioral Interventions and Supports (PBIS) and should integrate RTI and PBIS to assure the academic and emotional/behavioral needs of students are addressed. Emphasis should be placed on the comprehensive needs of the students.
3. When a student is suspected of having a disability, the school district is obligated to conduct a thorough evaluation to determine if the student is in need of special education services. Nothing in RTI should be used to delay a referral for special education.
4. Students with emotional/behavioral problems are vulnerable to school suspensions and expulsions. A functional behavior assessment and resultant behavior intervention plan are strongly suggested for any student exhibiting behavior leading to restrictive disciplinary actions. Interventions under RTI should not be used as a substitute for a special education evaluation referral for a student suspected of having an

emotional/behavioral disability. Failure to refer a student suspected of having a disability and continued use of suspension and expulsion in the name of RTI are not appropriate strategies for addressing the student's emotional/behavioral problems.

5. Support staff, availability of resources, and necessary training in appropriate scientifically-based academic and behavioral interventions should be provided to general education classroom teachers regarding the implementation of RTI. Prevention and intervention at every level of a tiered system will be enhanced through the collaborative efforts of general and special educators. Special education teachers should not, however, be expected to reduce services to identified students with disabilities to assist general education teachers in implementing RTI.
6. Parents should be actively involved in RTI and informed of the student's progress or lack of progress throughout the process. Parents must be informed of their right to request an evaluation for a suspected disability at any time throughout the RTI process.