



Policy Advisory Tiered Instruction

Specific federal policies addressing the use of tiered instruction with children prior to kindergarten are not available at this time. However, the Office of Special Education in the U.S. Department of Education issued informal guidance in 2010 on the use of tiered instructional approaches, referred to as Response to Intervention or RTI in this document. For school-age students in kindergarten through Grade 12, there is specific guidance available on the use of tiered instruction. This information can be found within multiple provisions of the [Individuals with Education Act \(IDEA\)](#) and a position paper published by the Council for Exceptional Children (CEC). For more information about each of these sources, click on the links below.

OSEP Informal Guidance on Use of RTI for Three-to-Five Year-Olds

The OSEP guidance addressed several issues regarding the use of RTI with three-to-five year-old children. This statement addressed the referral process for determining whether children are eligible for special education services, along with parental rights in this regard. The guidance is available at <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>.

Council for Exceptional Children (CEC) Position Statement on Response to Intervention

In 2008, CEC released a position statement on RTI. The position statement describes the key components of RTI and provides general guidelines for classroom implementation and system supports.

The CEC position statement is available here:

http://www.cec.sped.org/AM/Template.cfm?Section=CEC_Professional_Policies&Template=/CM/ContentDisplay.cfm&ContentID=11116

IDEA Provisions Addressing RTI and Positive Behavioral Supports (PBS)

IDEA contains multiple provisions that address the use of RTI in public education. These provisions note that school districts are allowed to use RTI as an alternative method for identifying students with learning disabilities, and indicate that students can be determined to have a specific learning disability on the basis of how they respond to research-based interventions. In addition, PBS was referenced multiple times within IDEA as a way of improving the quality of behavior supports provided to all students enrolled in public education, with a particular focus on the importance of this for students with disabilities. These provisions on PBS address a range of issues from funding this approach, to the use of suspension and expulsion rates in relation to evaluating its effects, to professional development and the role of teachers in implementing this approach in classrooms.

References

Individuals with Disabilities Education Act of 2004 (IDEA), Pub. L. No. 108-446. For complete source of information, go to <http://idea.ed.gov/>

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