

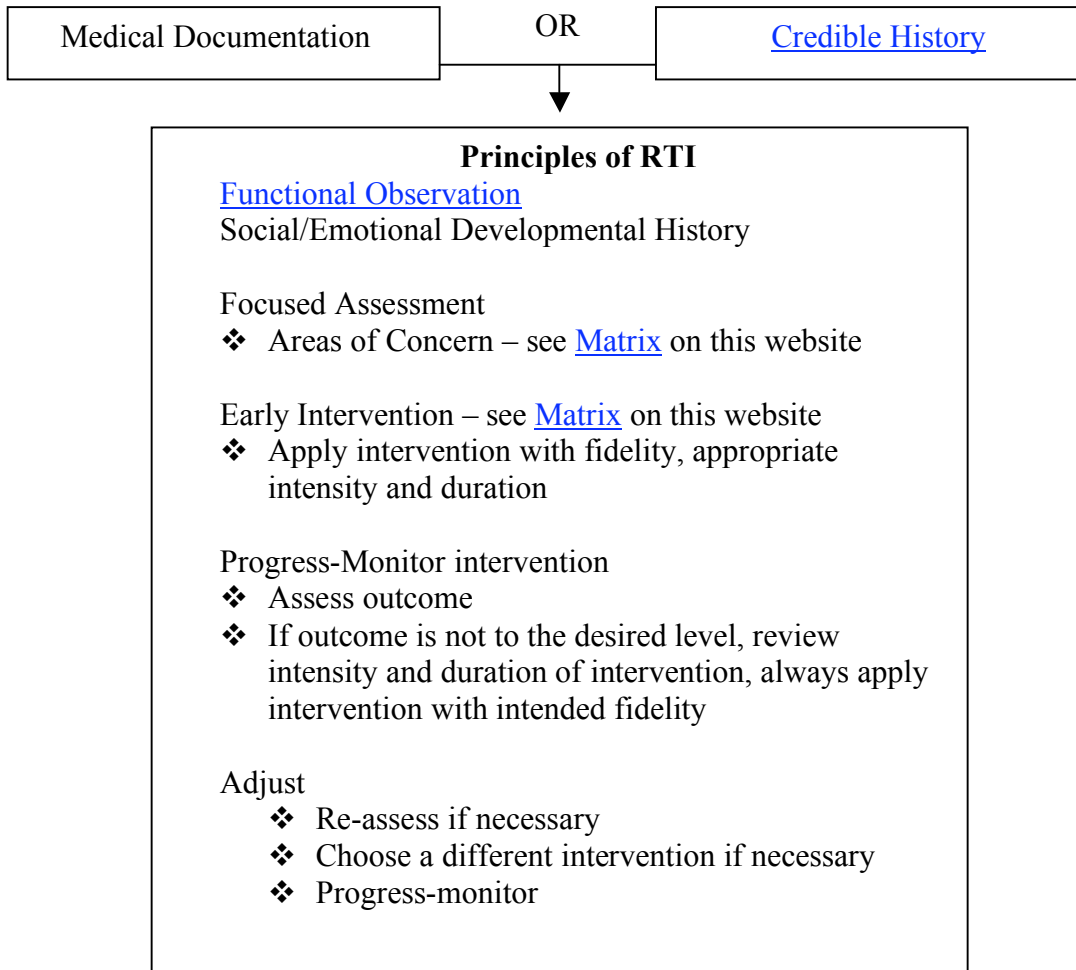
Principles of Response to Intervention (RTI) as applied to TBI

As scientist/practitioners, educators know that “best practice” for all students is to:

- Thoroughly understand and assess the problem
- Apply a prescriptive intervention – early intervention is recommended
- Assess whether the intervention is having it’s desired outcome – progress monitoring
- **Adjust:** re-assess, attempt another intervention, progress-monitor: **Adjust**

This description of “best practice”, now referred to as Response to Intervention, has long been utilized in the field of brain injury (see LEARNet Problem-Solving System Mark Ylvisaker, Ph.D. and “The Outside to the Inside: Including Students with Brain Injury” University of Iowa Health Care) and continues to be the recommended approach to TBI endorsed by CDE.

After a disability has been determined, the school team must establish **“educational impact”**. The presence of a disability does not guarantee educational impact or IDEA or 504 Plan eligibility.



If educational impact is established via appropriate assessment, intervention, progress-monitoring and adjustment (of a reasonable time and intensity), the school team then has the authority to make the decision of: IDEA, 504 Plan or Not Eligible as appropriate.