

Early Intervening Services (EIS) and Response to Intervention (RtI)

I. Early Intervening Services

Definition:

Early Intervening Services (EIS) is a set of coordinated services for students in kindergarten through grade 12 who are **not** currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Legal Authority:

An LEA may not use more than 15 percent of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to 34 CFR 300.205, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. [34 CFR 300.226(a)] [20 U.S.C. 1413(f)(1)] In implementing coordinated, early intervening services under 34 CFR 300.226, an LEA may carry out activities that include:

- *Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and*
- *Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction. [34 CFR 300.226(b)] [20 U.S.C. 1413(f)(2)]*

EIS may not delay the evaluation of a child suspected of having a disability.

II. Response to Intervention (RtI)

Definition:

RtI is one **early intervening strategy** and carries dual meaning in Pennsylvania. It is a comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk. At a later date, RtI may be considered as one alternative to the discrepancy model for the identification of students with learning disabilities. RtI allows educators to identify and address academic and behavioral difficulties **prior** to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities.

Legal Reference:

IN GENERAL - when determining whether a child has a specific learning disability. . . a local educational agency may use the discrepancy model to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. . .

*. . . ADDITIONAL AUTHORITY- In determining whether a child has a specific learning disability, a local educational agency may use a **process** that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures (described in the above paragraph). [34 CFR 300.307(a)(2)] [34 CFR 300.309(a)(2)(i)]*

RtI does not prevent referral for special education evaluation as prescribed by Chapter 14.

Early Intervening Services (EIS) and Response to Intervention (RtI)

Some Similarities and Differences

Similarities

Both EIS and RtI:

1. require use of scientifically based interventions.
2. are implemented within a standards-aligned system.
3. identify and provide instructional and behavioral intervention to students prior to academic failure.
4. serve students in need of additional academic and behavioral support to succeed in a standards-aligned system.

Differences

1. All students may participate in a schoolwide RtI model.
2. EIS are available to students who are **not** currently identified as needing special education or related services.
3. EIS provide the use of up to 15 percent of Part B funds to develop and implement early intervening services.
4. EIS are a set of services which may include professional development, providing educational and behavioral evaluations, services and supports. RtI is a model, framework or process for the delivery and evaluation of students' response to instruction within a standards-aligned system.
5. RtI is a multi-tiered intervention system. EIS may be delivered outside of a multi-tiered approach.
6. RtI is an early intervening strategy.