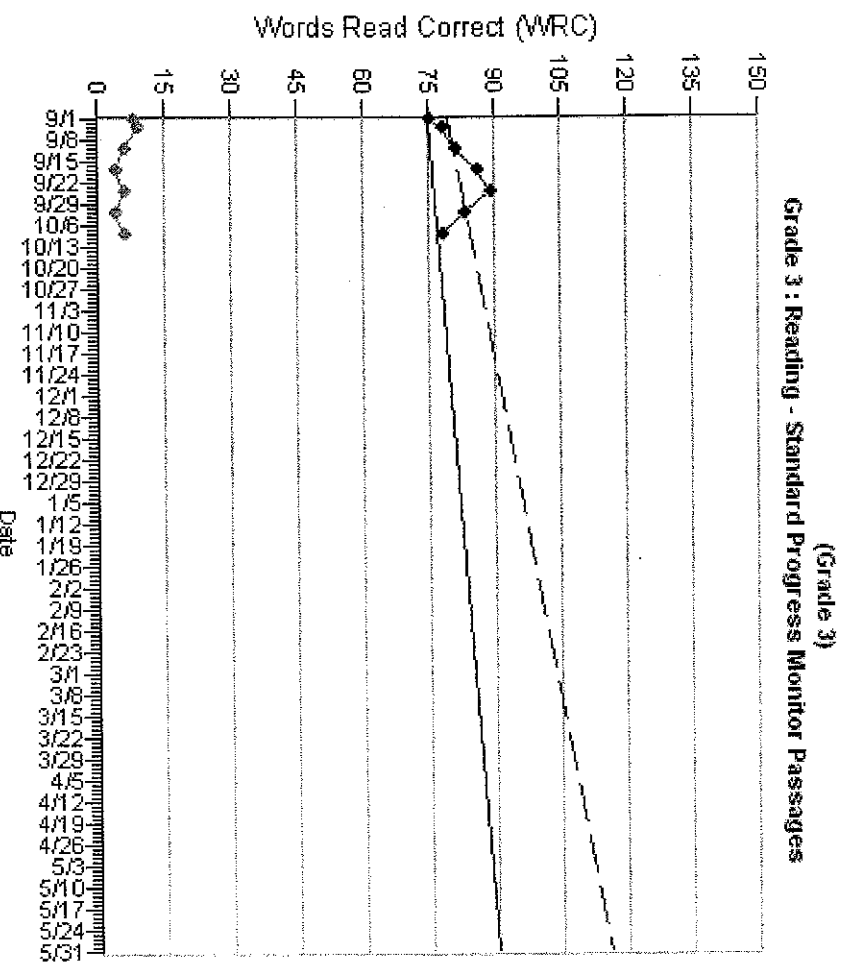


Data Decision Rules

5 Points Above the Aimline

IF 5 Data Points are Consistent AND Above the Aimline

Raise Goal, Consider Need for Program, Fade the Intervention. or that Problem is Resolved

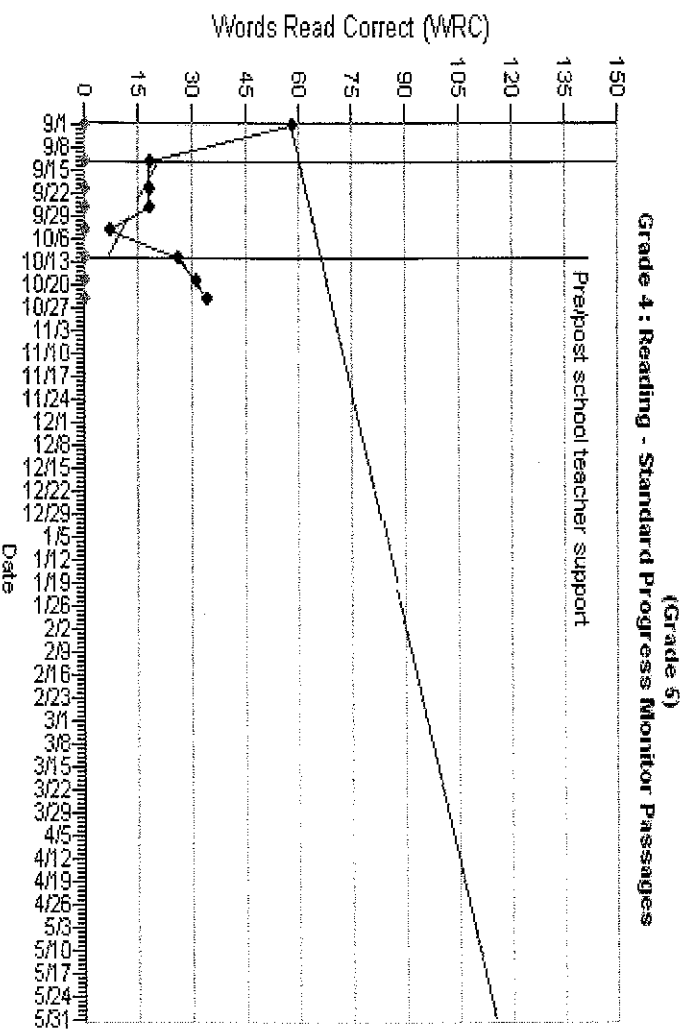


Data Decision Rules

5 Points Below the Aimline

IF 5 Data Points are Consistent AND Significantly Lower than the Aimline

CONSIDER Changing the Intervention, Especially if Integrity of Intervention is High, or Cycling back through the Problem Solving Process



Data Decision Rules

If LOTS of Variability in the Data

Points:

***CONSIDER Examining Integrity
of Intervention, Differences in
Assessment Materials, Tester, or
Influence of Student Motivation
OR whether student is still in
emerging stage of skill
development***

How Much Data Do You Need for Trendlines & Visual Analysis?

Generally, MORE Data (Getting to at least 5-7 data points) is BEST.

*Make Decisions About Progress More Accurate
But Come at a Cost of Lost Critical Time*

So, Increase Data Collection Frequency When These
Issues are Apparent

*Severe Problems, New Interventions
Thinking Required*

Sometimes Ineffective Interventions are Obvious!

Decision Rules: Linking RtI to Intervention Decisions

- Intervention Decision Based on RtI (General Guidelines)
 - **Positive**
 - Continue intervention until student reaches benchmark (at least).
 - Fade intervention to determine if student has acquired functional independence.
 - **Questionable**
 - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
 - **Poor**
 - Return to problem solving for new intervention