Multiple Decisions = Multiple Chances for Error

- Decision rules are complicated and often misapplied
- In RtI, we must decide:
  - When to intervene
  - Who to intervene with
  - Which intervention to use
  - And when to conclude that something different or more intensive is needed

Schools are Drowning in Data and the Same Children Still Can’t Read

- We need a framework for evaluating which actions (which assessments, which decision rules, which interventions, and which intervention decision rules) are helping us reach our target of improved student learning outcomes

Prostate Screening Might Teach us Something


To Screen or Not to Screen?


Which Board do You Choose?

In RtI

- This means moving away from burdensome screening rules that give us too many false-positive errors.
- A shift in thinking where “more intervention” or “more assessment” is not considered necessarily better. All actions come at a cost to other opportunities.
- Argues for more intensive intervention based on combined/additive risk factors (e.g., age, poverty status, low-achievement school).
- Use of assessment strategies that can be shown to change the post-test odds of child success.
- We can prevent implementation failures by reducing operator error. In decision making it is time to evolve the decision rules to allow greater efficiency and demonstrate clinically significant effects.