The academic successes resulting from high-quality RTI efforts are quite profound. Hattie (2013), for example, reviews research on a wide variety of academic instructional strategies and identifies RTI as the third most important influence on academic achievement when compared to virtually all other educational interventions. I have personally written a number of books on RTI implementation (Bender, 2009, 2012a, 2012b, 2013; Bender & Crane, 2011). I have seen this instructional approach sweep across the nation, and few initiatives have been as profound in my thirty-three years of experience in education as has RTI.

THE STRUCTURE OF RTI: THE RTI INTERVENTION PYRAMID

In my workshops with teachers today, I like to emphasize, first and foremost, that RTI implementation is an effort to change a student’s life; it is an effort to provide interventions, both academic and behavioral, that will change a student’s trajectory of learning or behavior from a trajectory leading to failure in life to one leading to success. By describing RTI in this fashion, I’ve found that teachers will become more open to doing the work of RTI, because all teachers want their students to succeed.

More practically, RTI projects are often described as a series of interventions, increasing in intensity, that are designed to alleviate behavioral problems. An RTI pyramid is often used to describe the RTI process (Algozzine et al., 2012; Bender, 2009, 2013), and the three-tier pyramid in Figure 17.1 is the most common pyramid used (Bender 2009).

**Figure 17.1:** The RTI Pyramid Model

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