Tiers of Response To Intervention (RTI)

Tier I
Core
Classroom
Instruction
for **ALL**

= 80& of students

Tier II
PLUS
Strategic
Instruction

= 20% of students

Tier III And/or
Intensive Intervention

= 5-10% of students

Tier 1:
School wide screening and group intervention (MAP, DIBELS, STAR……)

Preventative Strategies:
* Preferential seating
* Shortened assignments
* Peer-tutoring
* Parent contacts
* Classroom observations
* Retention

Preventative Strategies are **NOT**:
* Suspension
* Doing MORE of the same / general classroom assignments

Tier 2:
-Identification of individual students who fail to respond to Tier One interventions along with the provision of individually tailored interventions (Extended day, Home Work Club, ESL, Title, Tutoring……..)
-Targeted assistance based on progress monitoring administered by classroom teacher, specialized teacher, or external interventionist.
-Provides additional instruction: Individual, Small group, and/or technology assisted

Classroom Data Analysis:
Teacher observations, Parental input, Evaluations, Records, Classroom tests, Probes, Informal assessments
Progress Monitoring:
Formative assessments, School-wide data, State tests
-Uses a variety of data collection methods
-Examines student performance frequently over time, to evaluate response to intervention in making data-based decisions
-On-going, systematic process for gathering data: Academic, Social, Behavioral

Tier 3:
Long-term programming for students who fail to respond to Tier Two interventions.

Referral process may begin for Special Education

Simple Interventions
-Match curricular materials and instructional level
-Modify modes of task presentation
-Cue work habits / organizational skills
-Modify direct instruction time
-Modify guided and independent practice
-Modify instruction time
-Ensure optimal pacing
-Partner read
-Self-correct mistakes

Moderate Interventions
-Increase task structure (e.g., directions, rational,checks for understanding, feedback)
-Increase task relevant practice
-Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)
-Mini-lesson on skill deficits
-Decrease group size
-Increase the amount and type of cues and prompts

Intensive Interventions
-Teach additional learning strategies – Organizational / Metacognitive / Work habits
-Change Curriculum
-Add intensive one to one or small group instruction
-Change scope and sequence of tasks
-Increase guided and independent practice
-Change types and method of corrective feedback