Critical Elements of Response to Intervention

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| **Elements** | **Tier 1****Core Curriculum** | **Tier 2****Strategic** | **Tier 3****Intensive** |
| Instruction | * Differentiated, flexible grouping determined by assessments, reteaching, additional practice, and or challenge activities
* Tier 1 instruction occurs daily in the general education classroom
* In secondary schools- Tier 1 occurs during the regular class periods
 | * Aligned to Tier 1 Core Curriculum
* Evidence based instructional materials matched to student needs based on data
* Differentiated instruction increases in depth and instensity and is determined using data (pretest, grades, work samples)
* Frequent opportunities for students to apply their learning
* Direct, scaffold instruction
* Small groups
 | * For students significantly below grade level
* Evidence based instructional materials selected to meet individual needs
* Explicit, intense, and scaffolded instruction
* For secondary students- a specific course may be included during which intensive instruction is provided
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| Organization | Whole class group | * Smaller group setting (ideally no more than 15)
* Can be inside or outside the general education classroom
 | * More individualized or small group instruction
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| Frequency | In class support as determined by progress monitoring | 3 days a week for 30 minutes,In addition to Tier 1 | 5 days a weekIn addition to Tier 1 interventions |
| Duration | Up to 40 weeks of instruction | Progress monitored 4-8 weeks But can be up to 20 weeks | 6- 8 weeks but can be up to 20 weeks Depending on the student |
| Assessment | * Formatives and Summatives used to plan instructions
* Benchmark data, progress monitoring data and other data used to inform instruction
* Summative assessment is needed to determine student mastery
 | * Curriculum based measures and on going progress monitoring to determine growth and make targeted instructional decisions.
* Progress monitor is a minimum of every 2 weeks.
 | * Curriculum based measures, on going progress monitoring that provides data to address intensity used
* Progress monitored weekly
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| Parent Communication | * Consistent communication with parents regarding student progress and needs.
 | * Parents of students who are identified as at risk and who will be provided supplemental intervention must receive written notification that includes:
* The amount and nature of data that will be used to monitor progress
* Strategies
* Parental right to refer the student for special education services
 | * In accordance with section 100.2, when a student requires an intervention beyond that provided to all students and begins receiving Tier 3 interventions, parents must be notified in writing:
* Amount and nature of data that will be collected
* Strategies used
* Parent’s right to request an evaluation for special education services
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