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 |
| 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 |
| Frequency | In class support as determined by progress monitoring | 3 days a week for 30 minutes,  In addition to Tier 1 | 5 days a week  In 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 |
| 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 |