



# RTI

Response to Intervention  
Information for Classroom  
Teachers





## Rtl Pyramid 2015-16

### Tier 3 – Intensive Interventions

Intensive interventions focused on closing the gaps  
*High: 150-400 minutes/week*  
*\*In addition to Tier 1 instruction*

Tier 2 – Targeted Interventions  
Immediate and powerful targeted interventions systematically applied and monitored for any student not achieving

*Medium: 60-150 minutes/week*  
*Low: 30-60 minutes/week*  
*\*In addition to Tier 1 instruction*

### Tier 1 – Core Programs

A coherent, viable core curriculum that embeds ongoing monitoring for all students; systematically applied and monitored for any students not achieving.

*Monitor: 0-30 minutes*  
*90 minutes of instruction daily ~ ELA, 60 minutes of instruction daily ~ Math*

# MULTI-TIER PLAN

## Tier I

The core program provided to all students by the general education teacher in the general education classroom. A program at this level should minimally include:

- Core curriculum aligned to the NYS state standards
- Appropriate instruction and research-based instructional interventions that meets the needs of *at least 80%* of **all** learners
- Universal screening administered to all students in the general education classroom three times per year
- Differentiate instruction based on the abilities and needs of all students in the core program
- A daily uninterrupted 90 minute block of instruction in reading
- A daily 60 minute block of instruction in math
- If concerned with student progress, teacher obtains an SST folder to gather and document student data and monitor progress for 4 to 6 weeks

# MULTI-TIER PLAN

## Tier II

This supplemental instruction intervention is provided in addition to, and not in place of, the core instructional program. The at-risk students, typically in a group of 3-5 (about 5-10% of the class), would receive the prescribed Tier 1 instruction **plus** 20-30 minutes of supplemental interventions 2-5 days per week. These interventions focus on areas of weakness as identified by the screening and can take place in or out of the classroom, as determined by the school.

Progress monitoring of targeted skills occurs every two weeks using a Curriculum-Based Measurement.

Duration in the tier can last from 6-30 weeks. When progress monitoring of a Tier 2 intervention indicates a lack of adequate response, the school should consider adjusting the intervention method, intensity, or group size.

# MULTI-TIER PLAN

## Tier III

When students demonstrate insufficient progress at the Tier 2 level, Tier 3 is recommended. This, again, is **not** in place of the regular classroom instruction; it is *in addition to* the regular Tier 1 classroom instruction.

The duration ranges anywhere from an additional 30-80 minutes of instruction in areas of weakness determined by the screening at a minimum of four days per week.

Students receiving Tier 3 support should be progress monitored at least once a week.



# The Key Role of Classroom Teachers in RTI: 5 Steps

1. The teacher defines the student's academic or behavioral problem/s clearly.
2. After conversations with colleagues (principal, past classroom teachers, grade level team, OT/PT, speech teacher, etc.), the teacher selects “evidence-based” interventions.

# The Key Role of Classroom Teachers in RTI: 5 Steps

3. The teacher documents the student's Tier 1 intervention strategies for 4 – 6 weeks.
4. The teacher monitors the student's response (progress) to the intervention plan.

# The Key Role of Classroom Teachers in RTI: 5 Steps

5. If the student fails to make adequate progress with Tier 1 interventions alone, the classroom teacher will bring a completed Tier 1 Intervention Tracking form to the designated person at each building and will then be given a date for an SST meeting.