

Interventions Office EVERYONE SUCCESSFUL EVERYDAY



RTI- Academic Response to Intervention Flowchart

		TIER I		
Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
			Benchmark 3 times	
All Students	Quality research-based	General education	per year (more	General education teacher
	instructional strategies	classroom	frequently once	
			identified at-risk)	
	Effective Instructiona	I Practices/Behavior System	s in place for ALL studen	ts

Administer benchmark/collect baseline data (Universal Screener)

Determine students who have performed significantly below same grade peers

Determine specific deficit (e.g., attendance, behavior, academics), review data with grade level/support staff, and develop a schedule for intervention and progress monitoring

Review progress monitoring data with grade level/support staff (PLCs/grade level meetings)

strategies/programs that

Regular Classroom Teachers Counselor(s)

Aides

Volunteers

Support

**Significant progress not demonstrated:

Significant progress demonstrated: continue TIER I

IAT Meeting #1 ***Expedited IAT Process: IAT may determine an expedited process if necessary*** TIER II Individuals Responsible for Intervention **Focus Program** Grouping **Assessment** Quality research-based Personnel determined during PLC, Grade Students with substantial instructional Homogeneous small group Monitor progress bi-Level Team Meeting or IAT meeting

responded to TIER I supplement TIER I Gen. Ed. Teacher continues TIER I (receive TIERS I & II) interventions at 30 minutes per instruction day, 3 sessions/week *

instruction (≤ 1:5)

90 minutes per week of supplemental practice on a skill at instructional level/ Progress Monitoring is Bi-weekly/ Re-examine Interventions after 4-6 weeks

Progress demonstrated at steady pace: continue in TIER II or Tier I

difficulties who have not

Progress is minimal and/or data points below expected level: Return to **IAT #2**



weekly

Support

(teacher /specialist, etc.)

- Same as TIER I
- Consultation from Special Education/School Psych

TIER III						
Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention		
	Quality research-based			Personnel determined during PLC, Grade		
Students with distinct	instructional	Homogeneous small group	Monitor progress 1	Level Team Meeting or IAT meeting		
difficulties who have not	strategies/programs (more	instruction (≤ 1:3)	time per week	(teacher /specialist, etc.)		
responded to TIERS I &	explicit and/or intensive than					
TIERS II (receive Tiers I &	TIER II) at one 25-minute	A LAND WILLIAM		Gen. Ed. Teacher continues TIER I		
III)	session per day, 5 sessions			instruction		
	per week*		No contract of			
120 minutes per week of intensive practice/ Progress Monitoring is Weekly/ Re-examine interventions after 6-8 weeks						

Progress demonstrated at steady pace: continue in TIER II, III, or TIER I

V

Progress is minimal and/or data points below expected level: IAT #3 Refer to 504 or SPED

^{*} These times are suggestions. The IAT makes the decision based on student needs.