

**Table: Description of Critical Elements in a 3-Tier RtI Model**

The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. This is intended as guidance for districts as they determine the various components of their RtI model.

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (3-5 students)	Individualized or small group instruction (1-2 students)
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
Frequency of progress monitoring	Screening measures three times per year	Varies, but no less than once every two weeks	Varies, but more continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session
Duration of intervention	School year	9-30 weeks	A minimum of 15-20 weeks

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## Key Terms

**Response to Intervention (RtI)** - A multi-tiered, problem-solving approach providing services, both prevention and intervention, that address academic and behavior difficulties of all students at increasing levels of intensity.

**High Quality Instruction**—Children receive instruction that follows a scope and sequence. Instruction is differentiated within the classroom to meet a broad range of student needs.

**Research-Based Interventions**—The instruction reflects the accumulation of research on how children learn best and how teachers are best able to assist those who are struggling.

**Universal Screening**—Tools, such as Curriculum Based Measures (CBM), checklists, or direct assessment, are used to identify levels of proficiency for each student in essential academic and behavioral areas. Those students who are not meeting grade level standards are identified as needing more specialized instruction.

**Progress Monitoring**— A scientifically based practice that is used to frequently assess students' performance and evaluate the effectiveness of instruction. Data that indicates a substantial lack of progress signals the need for more intensive interventions that match the skill deficit.