

RTI- Response to Intervention Flowchart

TIER I				
Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
All Students	Quality research-based instructional strategies	General education classroom	Benchmark 3 times per year (more frequently once identified at-risk)	General education teacher
Effective Instructional Practices/Behavior Systems in place for ALL students (MTSS-Rtl&PBIS)				
Administer handbmark/college	et basalina data (Universal Coronn	i .		
Administer benchmark/collect baseline data (Universal Screener)				Whole Child Support
Determine students who have performed significantly below same grade peers				> Regular Classroom Teachers > Counselor(s) > SEL/PBIS
Determine specific deficit (e.g., attendance, behavior, academics), review data with grade level/support staff, and develop a schedule for intervention and progress monitoring				 Wraparound Specialist Support Staff Interventionist
Review progress monitoring data with grade level/support staff (Rtl/PLCs/grade level meetings)				
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**Cignificant progress and de	amonatrata di	Significant progress	Ì	
**Significant progress not de IAT Meeting #1	emonstrated. den	nonstrated: continue TIER I		
Expedited IAT Process: IAT may determine an expedited process if necessary				
TIER II				
Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
Students with substantial difficulties who have not	Quality research-based instructional strategies/programs that	Homogeneous small group instruction (≤ 1:5)	Monitor progress bi- weekly	Personnel determined during Rtl PLC, Grade Level Team Meeting or IAT meeting (teacher /specialist, etc.)
responded to TIER I (receive TIERS I & II)	supplement TIER I interventions at 30 minutes per day, 2 sessions/week *	` <i>'</i>		Gen. Ed. Teacher continues TIER I instruction
60 minutes per week of supplemental practice on a skill at instructional level/ Progress Monitoring is Bi-weekly/ Re-examine Interventions after 4-6 weeks				
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Progress demonstrated at steady pace: continue in TIER II or Tier I		Progress is minimal and/or data points below expected level: Return to IAT #2		Whole Child Support ➤ Same as TIER I ➤ Consultation from Special Education/School Psych
TIER III				
				Individuals Responsible for
Focus	Program	Grouping	Assessment	Intervention
Students with distinct difficulties who have not responded to TIERS I &	Quality research-based instructional strategies/programs (more explicit and/or intensive than	Homogeneous small group instruction (≤ 1:3)	Monitor progress 1 time per week	Personnel determined during Rtl PLC, Grade Level Team Meeting or IAT meeting (teacher /specialist, etc.)
TIERS II (receive Tiers I &	TIER II) at one 30-minute session per day, 3 sessions per week*			Gen. Ed. Teacher continues TIER I instruction
90 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

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