RtI Flowchart

Must Screen all students 3 times a year. Use 1st Screener (benchmark) to determine watch list.

1. If student is not making progress with core curriculum teacher should make referral for PST; must have tier I data (at least 8 weeks).

A. teacher makes referral to counselor/PST Chairperson

B. counselor will give teacher access to Special Programs

C. teacher completes the following forms: (1) Student Support Team Referral form, (2) Developmental and Social History form (3) Student Observation Form/Student Interview Form (4) Group Instruction Plan Record/ In-Class Individual Intervention Plan (Tier one Documentation of Student Interventions/Strategies)

D. counselor requests vision and hearing screening be completed on referred student

1. Once all forms are completed by referring teacher, the PST must meet to determine if referral should move to tier II.
	1. PST completes: Meeting Summary form and Individual Instruction Plan form

3. If student moves to tier II- classroom teacher provides instruction in small group setting/one-on-one intense re-teaching/strategies for referral problem. Progress monitoring should occur at least every 2 weeks preferably 1 time per week for a minimum of 8 weeks.

A. PST completes meeting summary form/recommendation form

B. letter sent home to parent {Letter for Intervention (Entrance)}

C. PST team completes Tier II Individual Instruction Plan

D. teacher should send home progress report weekly

4. PST meets after minimum 8 weeks of tier II instruction to determine progress. Teacher must have 8 weeks of data charted to show progress or lack of progress.

A. PST decides if child remains on tier II or goes back to tier I. If making progress may leave in tier II. If not making progress may leave in tier II and change accommodations. If not making progress may move to tier III.

B. PST completes meeting summary form/ recommendation form

6. PST meets after minimum 8 weeks to look at data (PST completes Meeting Request Form)

A. if making progress leave in tier III or move back to tier II (Tier III Instructional Plan is completed by teacher.

B. if some progress- leave in tier III and continue for another 8 weeks (Tier III Instructional Plan is completed)

C. Tier III meeting summary/Recommendation form completed

D. if no progress – refer to SPE

E. all documentation must accompany the referral

E. PST contacts parent

1. If student moves to tier III

A. send letter home to parent (Letter for Intervention)

B. move student to SRB program outside of core curriculum-5 days per week

C. progress monitoring 1 time per week for minimum of 8 weeks – teacher sends home weekly progress report

D. Teacher and PST completes Tier III Instructional Plan form to document what type of intervention will be done. At the end of the 8 weeks the teacher will complete the rest of this form to document results.

RtI Tips

Tier I

Tier One interventions are done with the full class.

* Repeated opportunities for practice and review.
* Additional opportunities for correction and feedback.
* Increased time on task, engaged in instruction and practice.
* Drill repetition and/or practice review.
* Minimum of 8 weeks

Tier II

Tier Two interventions are done in small groups, but they are more than testing, measuring and monitoring.

Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice. Teacher can maximize instruction by offering each student more of the following:

* Opportunities for practice and review.
* Opportunities for correction and feedback.
* Time on task, engaged in instruction and practice.
* Drill repetition and/or practice review.
* Opportunities for completing tasks in smaller steps.
* Minimum of 8 weeks

Remember, Tier II intervention is not a place. It is a service that is provided to students needing additional support in the core instruction.

Tier III

Tier III interventions should be provided by a specialized teacher/counselor or who is highly skilled in the particular area of weakness.

* Usually involve interventions that are individually tailored to meet the student’s learning needs.
* Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
* Requires analysis of the environmental/instructional conditions and skill deficits.
* Minimum of 8 weeks

Progress monitoring tips:

Chapter tests are not progress monitoring.  Progress monitoring measures the SAME skill set repeatedly so that you can see a student's growth over time.