

RESPONSE TO INTERVENTION MODEL

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

1-5%



Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

1-5%



Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

5-10%



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Universal Interventions

- All students
- Preventive, proactive

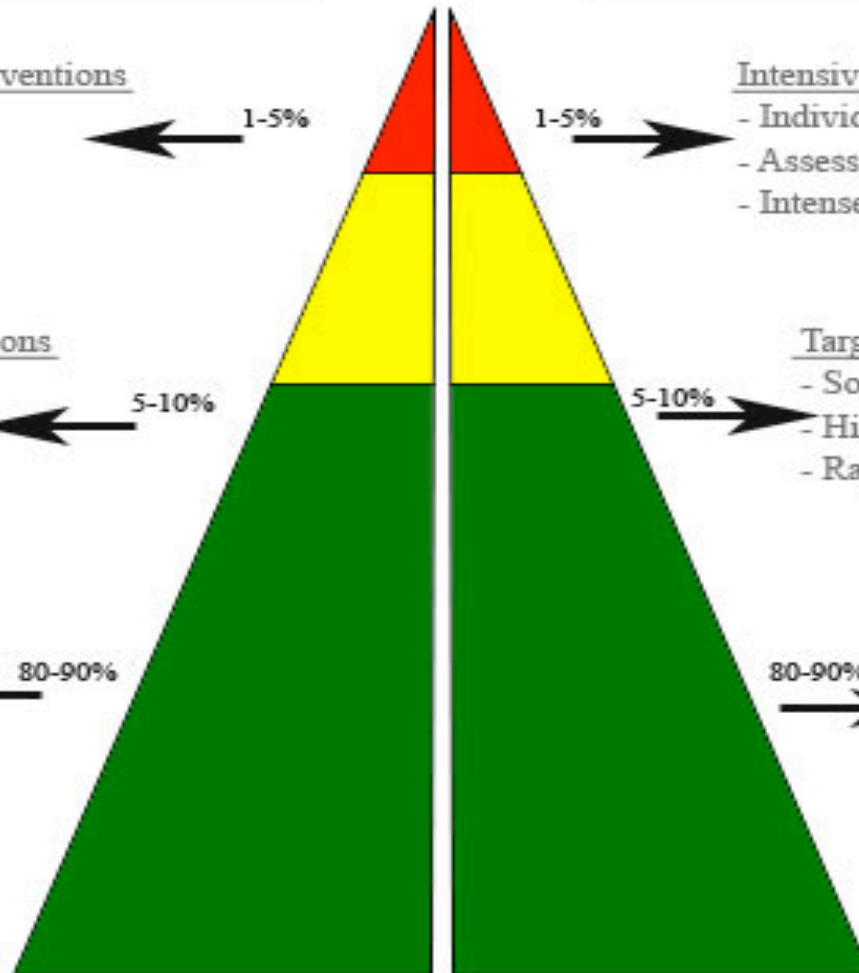
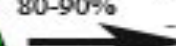
80-90%



Universal Interventions

- All students, all settings
- Preventive, proactive

80-90%



RESPONSE TO INTERVENTION MODEL

UNIVERSAL SCREENING

- All students assessed with a benchmark assessment.
 - Students who are “at-risk” will receive small-group interventions (tier two or tier three).
 - Fall, Winter, and Spring
- GOAL: To search for children who may be “at risk”

All

SOME

FEW

Tier ONE:

- Effective for 80-90% of students
- High-quality, differentiated curriculum that is evidence based
- *I.e. Everyday Mathematics or Guided Reading*
- Delivered by: Classroom Teacher

Tier TWO:

- Necessary for 5-10% of the students
- Targeted, small-group instruction in addition to the regular classroom instruction
- *Evidence-based interventions*
- *I.e. Small-group of 6 students meeting 3x a week who need interventions to improve reading fluency.*
- Delivered by: Academic specialists and support staff overseen by specialists

Tier THREE:

- Necessary for 1-5% of students who are identified as “at risk” and have not responded to tier one interventions
- Targeted, intensive instruction in a group of 1:1 or 2:1 in addition to regular classroom instruction
- *I.e. Two students meet with a reading specialist 4x a week to work on decoding skills*

BI-WEEKLY PROGRES
MONITORING

WEEKLY PROGRES
MONITORING



RESPONSE TO INTERVENTION MODEL

HOW?

- Intervention block: A regular time in the schedule where children are grouped based on “what they need” for intervention in addition to the regular classroom instruction.
- Students are grouped across the grade level based on skills that they need to work on (or areas in need of enrichment).

