

Response to Instruction and Intervention (RtII) Framework: A Parent's Quick Reference Guide

	Tier 1: Foundational Core Instruction for All Students	Tier 2: Targeted Group Instruction for Some Students	Tier 3: Intensive Instruction for a Few Students
Focus: Standards Aligned System	All students receive instruction in the general education standards aligned curriculum	Students at risk for failure who do not respond to Tier 1 (general education) receive additional support	Students significantly behind who have not responded well to Tier 1 or Tier 2 (general education) efforts receive additional support
Program	Program based on research (what we know to work) and following PA state standards (what students should know and be able to do) delivered with fidelity (as intended)	Interventions based on research delivered with fidelity (as intended) that are specialized and based on student needs	Interventions delivered with fidelity (as intended) that address student strengths and needs in an intensive and explicit way using strategies based on research
Grouping	Flexible Grouping (students move to groups as appropriate - based on current data)	Small groups of students with similar abilities and needs	Individual or very small groups of students with similar abilities and needs
Time	Reading: 90+ uninterrupted minutes minimum per day Math: 60+ uninterrupted minutes minimum per day	Data driven based on individual student progress: Recommendations include at least 30 minutes/day in addition to Tier 1 or as intended by the intervention plan	Data driven based on individual student progress: Recommendations include 30-60 minutes daily in addition to Tier 1 or as intended by intervention plan
Assessment: Universal Screening and Progress Monitoring	Universal Screening: Brief assessment of all students Progress Monitoring: Continuous measuring and comparing of student learning to determine progress and adjust instruction	Monitoring student progress on target skill(s) monthly or twice per month based on the needs of the student	Monitoring student progress on target skill(s) weekly
Goal(s)	Grade level achievement or above (demonstrate learning of grade level standards or beyond)	Eliminate gap between present achievement and grade level expectations	Eliminate or narrow gap between present achievement and grade level expectations
Instructor	General education classroom teacher with support from other building staff to reinforce learning, as needed	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention
Setting	General education classroom	Small group in the classroom or another appropriate setting within the school	Appropriate setting within school
Behavior Support	Effective school-wide behavior supports	Specialized positive behavior plans provided/monitored by teacher and parents	An assessment of student behaviors, known as a Functional Behavioral Assessment (FBA) and the development of specialized behavior plans with teacher and parents
Professional Development	Focused, specialized, and ongoing to provide relevant training based on the needs of students and school staff	Focused, specialized, and ongoing to provide training in specialized interventions	Focused ongoing training in specialized interventions for the appropriate staff
Parent Involvement	Information about student progress provided to parents via report cards and parent-teacher conferences	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions