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Overview of Multi-Tiered Response to Intervention for Struggling Learners

SIGNIFICANCE TO CONTEMPORARY ASSESSMENT

The education of struggling learners and those at risk in learning in today's classrooms is framed within the practice of multi-tiered response to intervention (RTI). This framework requires the implementation of research-based instructional and assessment practices grounded in evidence that reflects effectiveness for intended purposes. Fundamental to multi-tiered RTI is the implementation of layers or levels of instruction that become more intensive to meet student needs. An understanding of the process of multi-tiered learning and the associated student responses to the interventions implemented is critical to providing effective assessment to all learners in today's classrooms. This includes being knowledgeable of the concept of data-driven decision making as well as the structure for selecting and implementing various levels of instruction and assessment in today's schools and classrooms.

Note: The terms "evidence-based" and "research-based" refer to a similar concept that reflects practices/curricula that have been demonstrated to be effective for specified purposes with defined populations based on research. These two terms are used interchangeably throughout this book.

CHAPTER OVERVIEW

Chapter 1 provides discussion of the primary components embedded within multi-tiered response to intervention models. Readers are provided an overview of the structure and important aspects found in multi-tiered instructional programming necessary to successfully implement RTI to learners at risk and those who struggle in school. Basic assessment processes and components found within multi-tiered response to intervention are also introduced.

Key Topics Addressed in Chapter

- ◆ Multi-Tiered Instruction
- ◆ Response to Intervention (RTI)
- ◆ Evidence-Based Learning and Assessment
- ◆ Problem-Solving Models

LEARNER OUTCOMES

Upon completion of Chapter 1, readers will

- know and understand the basics associated with multi-tiered RTI
- be able to more effectively implement multi-tiered instruction and assessment
- become familiar with various models for making multi-tiered instructional and assessment decisions
- be able to evaluate their schools' implementation of multi-tiered RTI model

Note: Regarding the use of terms referring to “assessment/problem-solving teams,” different schools refer to their assessment decision-making teams in various ways and these are used interchangeably throughout this book. This includes terms such as assessment team, child-study team, teacher-assistance teams, RTI team, problem-solving team or similar terms. As used throughout this book, these terms refer to the school’s team designed to make assessment and instructional decisions for struggling and at-risk learners.

PERSONAL PERSPECTIVE

Since multi-tiered response to intervention has become a focal point in today’s schools, some of my efforts in this area have included providing assistance to educators in various schools and school systems as they transition into this important educational structure. This includes schools in urban and rural locations and both small and large school systems. I have found that educators are making tremendous strides in understanding multi-tiered RTI, including preparing themselves for this new framework for meeting the needs of struggling learners.

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Some of the positives that I have observed or participated in are: (1) district or state-wide training, (2) development of multi-tiered RTI school-based teams, (3) professional development, and (4) collaborative efforts among different educators. These and similar efforts have assisted many educators to begin the process of moving into a multi-tiered framework.

However, along with these types of positive, proactive efforts I have also observed some potential problem areas within multi-tiered instruction that need to be rectified if this structure is to be successful for all learners. These include: (1) lack of in-depth understanding of evidence-based interventions, (2) roles associated with the required assessment practices, (3) misinterpreting that all students must progress through tiered instruction in exactly the same manner, (4) lack of clarity with how "rate of progress" relates to response to intervention decisions, and (5) new roles that must be assumed by general and special educators in the overall multi-tiered RTI decision-making process. My message to those with whom I have worked is to be certain to understand the underlying principles and practices of response to intervention as discussed in Chapter 1 and involve all school staff in development/implementation of RTI.

INTRODUCTION

Effective education for students who struggle with learning has reached a critical time in today's schools given the increase in mandated curricula and statewide assessments. One result of the increased numbers of students placed into special education is the greater emphasis on prevention and intervention of learning problems sooner rather than later once struggling learners have been identified. The most current framework that many school districts nationwide are adopting is referred to as multi-tiered response to intervention. This educational practice has two interrelated aspects: (1) multi-tiered instructional programming and (2) procedures for determining student response to interventions implemented. While educators are not in total agreement with the specifics associated with multi-tiered RTI, the practice shows promise to better meet the needs of struggling learners over the previously used "wait to fail" models of the 70s, 80s and 90s. Multi-tiered response to intervention is a practice that must be understood from at least two interrelated perspectives: (1) levels of instruction, and (2) data-based decision making. Each of these is discussed below. However, we begin with a summary of key terms and practices discussed throughout this book:

Multi-Tiered Instruction. Layers or levels of instruction that increase in duration and intensity as student needs indicate through assessment data.

Implementation With Fidelity. The implementation of research-based instructional interventions and associated assessments in a manner consistent with the way each was tested and researched.

Evidence-Based Interventions. Instructional interventions that contain research data to support their usage with a specified population of learners for defined purposes.

Response to Intervention. Systematic implementation of evidence-based interventions that increase in duration and intensity based on progress-monitoring data demonstrating student response to instruction.

Data-Driven Decision Making. Practice of using progress-monitoring data and rate of progress reflecting student responses to instruction as the primary basis for making instructional and eligibility decisions.

Universal Screening. Practice by which all students are screened (usually three times per year) to determine their level of attainment of district curricular benchmarks for the purpose of identifying struggling learners.

Progress Monitoring. Task of systematically gathering assessment data to determine the extent to which a student responds to evidence-based instruction by monitoring progress on a frequent basis (e.g., monthly, weekly, daily), based on level or tier of instruction provided.

Diagnostic Assessment. Type of specialized assessment by which individual learning needs are diagnosed to make informed decisions concerning potential special education placement and eligibility.

Ecological. Refers to the learner's total environment including community, home, school, and classroom settings.

Ecological Assessment Factors. Implementation of assessment in a way that considers student, school, and home-community factors in the instructional and diagnostic decision-making process.

Difference Versus Disability. Concept by which learning differences are appropriately identified reducing the misinterpretation of cultural and linguistic differences as disabilities.

Culturally Responsive. Ensuring that various diverse cultural values, norms, languages, and preferred educational practices are considered and accommodated in the education of culturally and linguistically diverse learners.

MULTI-TIERED RESPONSE TO INTERVENTION MODEL: LEVELS OF INSTRUCTION

Multi-level instruction is a structure within which different types of instruction are provided to students based on the extent to which they are meeting defined curricular benchmarks and objectives. These types of instruction increase in intensity and duration as students demonstrate the need for more intensive interventions based on progress monitoring reflecting learner response to instruction. Most models of multi-tiered instruction include three levels of intervention; however, some districts and researchers describe four levels of intervention (Klingner & Edwards, 2006). Our discussions will present three levels since this is the most widely used structure in today's schools.

Three-Tiered Instruction

Multi-tiered instruction is typically illustrated in the form of a pyramid as shown by the following illustration.

Figure 1.1 Three-Tiered Instruction

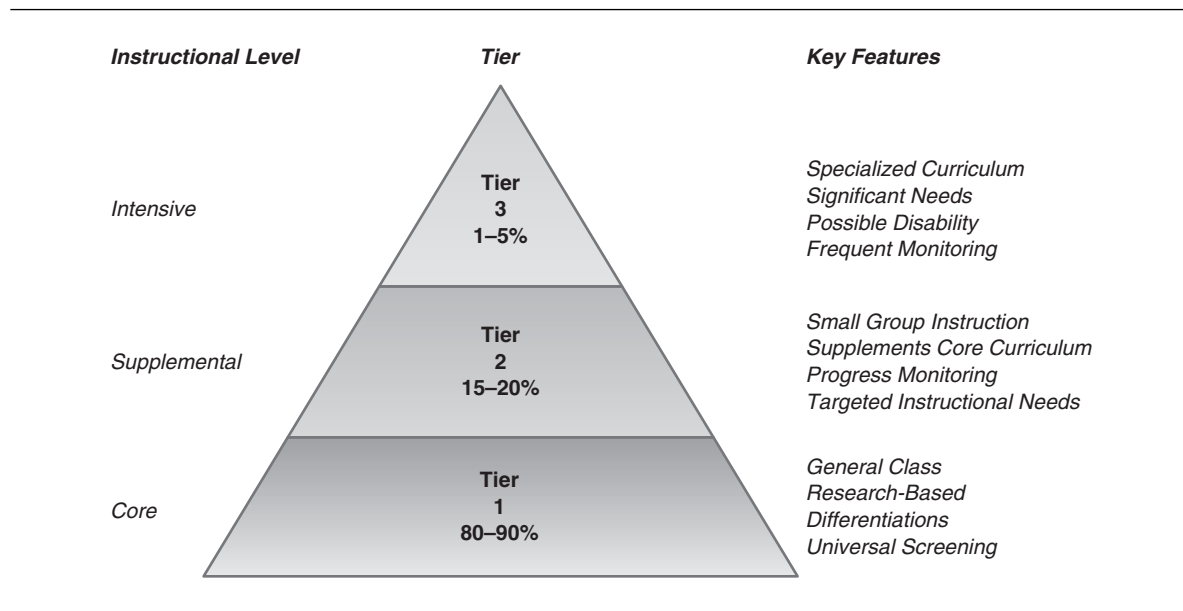
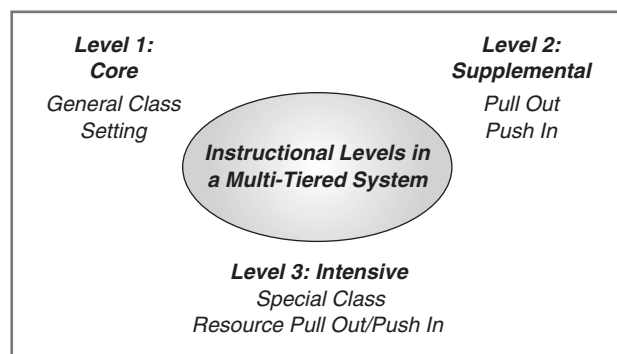


Figure 1.1 and subsequent discussion provides a summary of the levels of interventions in multi-tiered instruction as covered by Bender and Shores (2007), Hoover and Patton (2008), Fuchs and Fuchs (2006), Klingner, Mendez Barletta, and Hoover (2008), Mellard and Johnson (2008), and Vaughn (2003). As illustrated, a multi-tiered instructional framework is characterized by distinct tiers, each associated with a specific level of instruction that reflects key educational needs of learners. It is important to ensure that as tiers of instruction are implemented, they are viewed as dynamic and fluid in nature based upon learner response to the level of instruction provided. In addition, as shown, while the tiered model is depicted as hierarchal, in practice, levels of instruction are associated with the tiers that are interconnected. Understanding the interrelationship among the levels of instruction across the tiers is essential to providing integrated instruction for struggling learners. In effect, tiers and levels of instruction may be viewed interchangeably and as interconnected (see Figure 1.2).

Figure 1.2 Three Instructional Levels and Associated Settings for All Learners



As shown, the three levels of instruction are interconnected, illustrating the all-important concept that a learner may be provided any level of intervention in the most appropriate sequence based on needs and response to classroom instruction. While the expected progression of instruction is sequential from level 1 to 2 to 3, some learners may require a different sequence based on needs. For example, a student with significant needs may be determined to require Tier 3 intensive level of instruction soon after Tier 1 core level of instruction is implemented and progress is assessed. In this example, the student would not be provided Tier 2 level of instruction due to exhibited significant needs, and by doing so would more quickly be provided the most appropriate level of instruction (i.e., Tier 3 without requiring unnecessary Tier 2 level of instruction due to exhibited significant needs). Educators must bear in mind that tiers have associated levels of instruction that are based primarily on student progress, in which flexibility may need to be exercised, rather than strictly adhering to a predetermined and rigid set of parameters, such as requiring that all students must progress through all the levels of instruction in the same sequence regardless of exhibited needs or progress toward achievement of benchmarks (i.e., one size doesn't fit all).

Therefore, multi-tier instruction reflects the *level* of instruction necessary to meet needs. In regards to the location of different levels of instruction, these may occur in the general classroom (e.g., push-in), through pull-out settings, or in a classroom designed for meeting special needs such as a special needs resource classroom. Table 1.1 provides an overview of the assessment components generally associated with each tier of instruction, which are integral to the overall implementation of a multi-tiered model of instruction.

Table 1.1 Assessments Within Three-Tiered Instruction

<i>Tier</i>	<i>Assessment</i>	<i>Expected Outcome</i>	<i>Evidence of Struggling Learner</i>
Core	Universal Screening	Learner successfully meets curricular benchmarks; makes satisfactory rate of progress.	Scores are below expected curricular benchmark standards as indicated by universal screening results; learner fails to make satisfactory rate of progress.
Supplemental	Progress Monitoring	Supplemental supports assist learner to meet curricular objectives/standards found in CORE instruction; student makes satisfactory rate of progress.	Supplemental supports do not assist learner to meet CORE objectives/standards-minimum of two rounds of Tier 2 supplemental supports; learner fails to make adequate rate of progress as evidenced by more frequent progress monitoring.

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Table 1.1 (Continued)

<i>Tier</i>	<i>Assessment</i>	<i>Expected Outcome</i>	<i>Evidence of Struggling Learner</i>
Intensive	Progress Monitoring; Diagnostic	Intensive interventions assist learner to make satisfactory rate of progress and/or achieve minimum acceptable level of progress toward achieving curricular benchmarks/objectives.	Student continues to make inadequate progress toward curricular benchmarks/objectives after extended period of time receiving intensive instruction designed to meet special needs; special education diagnostic assessment further clarifies special needs along with highly frequent progress monitoring.

As shown, universal screening, progress monitoring, and diagnostic assessment are completed within the overall tiered process. Discussions below provide additional information about each tier of intervention, including reference to associated assessments. (The three assessment types are discussed in greater detail in Chapter 2.)

Tier 1 Core Level of Instruction

The initial level of instruction is implementing research-based curriculum to all learners in the general classroom. To begin the process of identifying struggling learners an assessment process referred to as “universal screening” is completed with all students to assess progress toward curricular benchmarks associated with the research-based curriculum. Universal screening typically includes assessment three times per year (beginning, middle, end) and students not achieving to specified levels (e.g., 25th percentile) are considered at risk in learning. In addition, in some instances, students who do not meet the specified “cut” score who demonstrate a steady and adequate rate of progress are provided more time to meet benchmarks prior to being considered for Tier 2 supplemental instruction.

Rate of response refers to the pace at which a learner progresses. The pace is considered relative to age, grade, and expected growth. Other factors such as experiential background or English language proficiency are also considered when analyzing rate of progress. While subjective to some extent, this concept is critical to ensure that whole groups or classes of students (e.g., English language learners) are not mistakenly considered for a more intensive tier of intervention when additional time within the current level of instruction is most warranted.

Students who are below the “cut” score and who do not demonstrate a sufficient rate of progress are considered struggling learners and are provided supplemental support immediately to assist the student from falling farther behind academically or behaviorally.

Tier 2 Supplemental Level of Instruction

Supplemental instruction is provided to those students who require additional supports to meet the demands and make adequate progress with the Tier 1

core instruction. The Tier 2 level of instruction includes two primary components: (1) targeted supplemental support, and (2) more frequent monitoring of progress. This level of instruction typically includes additional work in a targeted need area (e.g., phonemic awareness, reading fluency) within a more concentrated time frame (e.g., three days per week for thirty minutes a day). This level of small group instruction may occur in the general classroom or in a pull-out setting. The process of Tier 2 instruction requires learners to receive additional support in areas they struggle with in the core instruction. Tier 2 supplemental instruction may be implemented by various educational personnel including the general class teacher, special educator, bilingual/ESL teacher, or reading specialist.

While Tier 1 instruction includes universal screening, usually three times per year, Tier 2 supplemental instruction includes the monitoring of progress on a more frequent basis (e.g., biweekly, weekly). This practice is referred to as ongoing progress monitoring where brief and frequent assessment occurs to more closely monitor student progress. Data from the progress monitoring are charted and used as the foundation for making additional multi-tier instructional decisions. At minimum, two rounds of Tier 2 supplemental instruction should be provided along with charted progress monitoring before a student's progress is determined to be insufficient (Vaughn, 2003). Should learners educated with Tier 2 instruction not make adequate progress, then more intensive Tier 3 interventions are considered necessary.

Tier 3 Intensive Level of Intervention

Students who require Tier 3 interventions have more significant academic and/or behavioral needs as evidenced by falling far below grade-level benchmarks, making inadequate progress with Tier 1 or Tier 2 supplemental instruction. Tier 3 level of instruction provides learners with highly sustained intensive interventions (implemented individually, in pairs, or within small group settings) as well as highly frequent monitoring of progress (e.g., daily, three times per week). Tier 3 interventions may include specialized curriculum and/or highly individualized evidence-based methods such as scripted lessons, direct instruction, analytic teaching, or cognitive strategy usage, along with associated progress monitoring and/or diagnostic assessments. Students who require Tier 3 interventions may be considered for special education (during the later stages of Tier 2 instruction) at which time a formal referral is made and all necessary steps to ensure eligibility must be followed. This may include additional individual diagnostic assessment, classroom observations, interviews, as well as procedures to facilitate culturally responsive assessment.

The implementation of instruction based on levels of needed interventions provides struggling learners with greater opportunities to meet academic and behavioral expectations in a timelier manner and through use of research-based instruction. The frequent monitoring of students' responses to the research-based instruction provides additional safeguards to best assist learners at risk in today's classrooms. As discussed above, multi-tiered response to intervention includes both instructional components as well as assessment components, in which educator teams make decisions concerning levels and types of intervention required.

MULTI-TIERED RESPONSE TO INTERVENTION MODEL: DATA-BASED DECISION MAKING

In addition to emphasizing the implementation of research-based instruction, multi-tiered response to intervention emphasizes the use of data (i.e., diagnostic, universal screening, progress monitoring) as the foundation for making informed instructional decisions. In effect, the level of instruction (Tier 1, 2, or 3) is determined by the data that reflect student response to that instruction. This is referred to as data-based or data-driven decision making and serves as the basis for making decisions reflecting actual instruction implemented in the classroom. This aspect of multi-tier response to intervention reflects a contextualized process of assessing and charting learner performance (as frequently as necessary) to maintain the most current perspective on student needs. According to Brown-Chidsey and Steege (2005), multi-tiered RTI decision making is grounded in the data collected to determine the extent to which learners respond to instruction. In addition, according to Hoover (2006) multi-tiered RTI decision-making processes generate two types of decisions: instructional, which reflects progress-monitoring decisions concerning the most appropriate level of instruction; and diagnostic, which reflects eligibility for special education and further pinpoints student needs.

Data-Based Decision Making

Over the years, multi-tiered response to intervention has grown out of pervasive concerns reflecting two critical aspects in classroom teaching: (1) educational practices often used in the classroom lack a research base to justify use to meet purported needs, or (2) educational practices are appropriate to meet purported needs but are not implemented in a manner in which they were developed. As a result, interventions used with struggling learners need to be selected primarily as a result of “students’ actual performance in class” (Brown-Chidsey & Steege, 2005, p. 11). As discussed, decision making within multi-tiered response to intervention begins with universal screening and for those who exhibit struggling behaviors continues into the identification of specific needs (e.g., phonemic awareness, behavior supports) to best provide Tier 2 supplemental supports. The multi-tiered RTI assessment decisions subsequently move into the ongoing progress-monitoring stage followed by diagnostic assessments to determine eligibility for special education should the learner continue to make inadequate progress with supplemental and intensive interventions.

Assessment Implications

Both the instructional and decision-making components of multi-tiered response to intervention have direct assessment implications for struggling learners. These include:

1. Implementation of evidence-based interventions must occur along with conducting response to intervention assessment.
2. Use of research-based assessment practices is necessary to adequately determine response to instruction.

3. Interventions must be implemented in the classroom in the manner in which they were researched and validated prior to making judgments that a student is struggling in school.
4. If appropriate evidence-based instruction is not provided to a struggling learner, it must be implemented prior to using assessment data to make instructional decisions.
5. Collection of frequent and regular assessment data reflecting student progress forms the foundation for basing decisions concerning the level and intensity of instruction a learner should receive.

To meet these assessment demands within multi-tiered response to intervention, educators must select and implement a problem-solving model that best meets a variety of diverse needs exhibited by students in today's classrooms.

MULTI-TIERED RESPONSE TO INTERVENTION DECISION-MAKING MODELS

As discussed, the student's rate of progress and level of achievement to meet curricular objectives or benchmarks dictate the level of instruction most appropriate for the learner. Within multi-tiered instruction, the process for making decisions is just as critical as the process for monitoring progress and charting data. Educator teams involved with response to intervention must engage in one of three decision-making models discussed in the literature (Fuchs & Fuchs, 2006; Marston, Reschly, Lau, Muyskens, & Canter, 2007). Table 1.2 summarizes the three model types.

Table 1.2 Multi-Tiered Response to Intervention Decision-Making Models

<i>Model</i>	<i>Description</i>	<i>Analysis</i>
Standard Treatment	Use of the same treatment for all learners with similar needs (e.g., phonemic awareness, self-monitoring); instructional decisions are based primarily on data resulting from the standard treatment intervention.	More rigorous and accurate in identifying special needs than problem-solving model; procedure is more selective and may miss identifying some students with special needs.
Problem Solving	Process of identifying individual needs followed by development of implementation program; instructional decisions are made by problem-solving team, using additional ecological information about individual learner to clarify and pinpoint needs.	Less rigorous than Standard Treatment model yet is able to include most/all students with special needs; runs risk of misidentifying some students as having special needs when they do not.
Combined Standard Treatment/ Problem Solving	Process in which elements of both models are used to make decisions and provide appropriate level of instruction; decisions are made by problem-solving team using standard treatment data and other related information to best understand learner needs.	Draws upon strengths of both models which allows problem-solving teams to base instructional decisions on standard treatment data along with considerations of other ecological variables; more time-intensive than other models.

As shown, each of the three decision-making models contain strengths as well as some limitations (Fuchs & Fuchs, 2006). The standard treatment model is more rigorous and more accurate in identifying special needs; however, it may miss some learners in the process. The problem-solving model considers a variety of ecological factors to best understand learner needs and captures most learners with special needs; however, it may mistakenly include some learners as having special needs when they do not. The combined model allows problem-solving teams to employ the strengths of both models to develop and implement a comprehensive plan for the learner; however, it is a more time-consuming model. The problem-solving and combined models also promote the concept that “one size doesn’t fit all”—a concept that the standard treatment model does not emphasize. This distinction is especially important since response to instruction results may eventually lead to a referral and possible placement of the learner into special education, such as learning disabilities (Bender & Shores, 2007; Fuchs, 2003). (Chapter 7 provides a more detailed coverage of the use of the combined model.)

The overview presentation of multi-tiered response to intervention presented in this chapter is designed to provide the reader a summary of this increasing educational practice in our schools, with specific reference to the assessment process for making instructional and/or diagnostic decisions. (The reader is referred to the following sources for additional information about tiered instruction and response to intervention: Fuchs & Fuchs, 2006; Haager, Klingner, & Vaughn, 2007, Hoover & Patton, 2008; Jimerson, Burns, & VanDerHeyden, 2007; Vaughn, 2003; Vaughn, Linan-Thompson, & Hickman, 2003; Wright, 2007). This chapter concludes with three checklists, developed from content found in the above sources, for readers to evaluate their schools’ multi-tiered response to intervention process (see Forms 1.1, 1.2, and 1.3).

As reflected in Form 1.1, a variety of elements must be addressed to successfully implement the process within each tier in a multi-tiered response to intervention model in today’s schools. Readers are encouraged to apply this form to their specific situations to gain a general overview of their school’s multi-tiered process. Collectively, the following summarize key aspects of multi-tiered response to intervention for which assessment teams must make critical decisions:

1. Extent to which the learner is meeting curricular benchmarks/objectives (includes both rate of progress and level of meeting targeted objectives).
2. Tier (of intervention) to provide to the learner based on data demonstrating progress toward meeting benchmarks/objectives.
3. Effectiveness of evidence-based interventions on student progress (i.e., RTI).
4. Eligibility for formal special education assessment and/or placement for a disability.

Form 1.2 (RTI Baseline Assessment Guide) is a guide for documenting whether the most critical elements necessary to successfully implement RTI exist within a school. This guide assists school teams to determine the RTI components that exist in their schools along with the training that has been

provided to its educators. Those components not addressed serve as a basis for structuring an RTI Action Plan (Form 1.3).

As shown, users of Form 1.2 initially document specific RTI components that are in place and the training that has been completed with school personnel. These tasks reflect the primary components within RTI that require development, implementation, and associated professional development. This is followed by the identification and documentation of specific RTI tasks to be completed. Different tasks should be documented as the overall process of implementing RTI is undertaken. Since it will take an extended period of time (e.g., three–five years) to successfully incorporate all necessary RTI aspects into the total school, the development and implementation of different RTI tasks should be documented on an action plan to guide progress toward a comprehensive schoolwide RTI structure to meet the needs of all students. Information clarified and documented on Forms 1.1, 1.2, and 1.3 provide important knowledge to assessment teams and serves as a foundation for developing and implementing an effective RTI assessment process for all learners.

The remainder of this book provides more detailed coverage of various assessment procedures and practices within multi-tiered response to intervention necessary to best meet a variety of learner needs as key decisions in the above four areas are made by assessment or child study teams.

SUMMARY

Multi-tiered response to intervention is quickly becoming the preferred instructional practice to meet the needs of learners at risk and those struggling in school. The underlying premise of this practice is that students must be provided levels of instruction that increase in duration and intensity as progress-monitoring data indicate. Fundamental to this overall practice is the need for educators to gather, record, and chart data reflecting students' progress toward meeting established district curricular benchmarks and related objectives. Three problem-solving models exist within multi-tiered RTI, with the combined standard treatment and problem-solving approaches providing the best opportunities for educators to meet needs of all learners in today's classrooms.

Applying Chapter 1 Learning Outcomes

1. Using Form 1.1, conduct an evaluation of your school's multi-tiered RTI model to determine its comprehensive structure to meet needs of all learners.
2. Discuss the strengths and concerns in using each of the three problem-solving models discussed in the chapter.
3. Identify your personal strengths and areas needing further development to best implement multi-tiered instruction in your classroom; develop and complete a professional development plan.
4. Complete an analysis of your school's overall assessment decision-making points and determine the process for making assessment decisions.

Form 1.1 Checklist for Essential Multi-Tiered Response to Intervention Elements

Instructions: Check each element for each tier prior to implementing a different level of instruction to ensure effective implementation of multi-tiered RTI.

Tier 1 Core Instructional Elements

- All students are instructed in the general education classroom using evidence-based curriculum and interventions.
- Universal screening is conducted for all students three times per year using research-based assessment procedures and practices.
- Rate of student progress toward achieving curricular benchmarks is considered relative to anticipated expectations in addition to universal screening results.
- Students who fail to make adequate rates of progress and/or fall below established cut-off scores for universal screening (e.g., those in the lowest 25th percentile) are identified for Tier 2 supplemental supports.

Tier 2 Supplemental Instructional Elements

- Learners are provided targeted, supplemental instructional support to complement the Tier 1 core general class curriculum.
- Process for monitoring the effects of supplemental instruction is identified and carried out (e.g., monthly/bi-weekly monitoring).
- Student response to the supplemental instruction is determined through the gathering of data within the monitoring process identified.
- Progress-monitoring data are charted to visually illustrate student progress over time.
- Student rate of progress is determined and compared to expected rate of progress based on learning needs.
- A second round of Tier 2 supplemental supports is completed if student initially fails to make adequate progress with initial supports provided.
- Progress-monitoring data are used to base decisions on student response to Tier 2 supplemental instruction.
- Students not making an adequate rate of progress and who do not meet curricular benchmarks or objectives after two rounds of supplemental instruction receive Tier 3 intensive interventions.

Tier 3 Intensive Intervention Elements

- Students receive evidence-based and appropriate intensive interventions to meet individual needs identified through Tier 2 progress monitoring and other relevant diagnostic assessment.
- Student progress is monitored and charted on a highly frequent basis (e.g., daily, three times per week).

- ___ Students considered for special education are provided all due process procedures and safeguards as mandated by IDEA (2004).
- ___ Student IEPs are generated for those determined to have a disability that includes appropriate evidence-based interventions, progress-monitoring procedures, and related diagnostic measures to clarify and pinpoint individual needs.
- ___ Progress-monitoring data are used to base decisions on student response to Tier 3 intensive interventions.
- ___ Students are only provided Tier 3 interventions for as long as necessary, and return to Tier 2 or 1 instructional levels as soon as rate of progress and achievement of benchmarks or objectives are satisfactory.

Summary of Multi-Tiered Instruction:

Form 1.2 Checklist for RTI Baseline Assessment

RTI Leader: _____ Date: _____

School/District: _____

Instructions: Check each component/training aspect currently in place pertaining to RTI in your school (*check all that apply*):

I. RTI Components

- Universal screening of all students is in place.
- Tier 1 core research-based instruction is identified in all grades (*check areas*):
 - Reading
 - Mathematics
 - Writing
 - Science
 - Social Studies
- Tier 2 supplemental level of instruction is clarified.
- Tier 3 intensive level of intervention is clarified.
- Implementation of evidence-based interventions occurs in all classrooms.
- Process for determining fidelity of implementation of interventions/curricula is identified.
- Process for determining fidelity of implementation of assessment is identified.
- Classroom progress-monitoring procedures are in place.
- RTI problem-solving decision-making team has been established.
- Process for identifying students requiring Tier 2 or 3 intervention is established.
- Rate of progress is defined for each subject/grade.
- Data-based decision-making process is established.
- Process for considering cultural and linguistic needs of diverse learners is established.
- Process for referring and determining eligibility for special education is in place.
- Schoolwide behavior-supports plan exists.
- Gap analysis procedures are clarified
- Other:

II. RTI Training

All educators have received RTI training in the following (*check all that apply*):

- Universal screening
- Progress-monitoring procedures and charting of results (e.g., CBM)
- Each tier/level of instruction (Tier 1, 2, and 3)
- Knowledge/skills to implement education with fidelity
- Process for determining fidelity of implementation of interventions/curricula
- Process for determining fidelity of implementation of assessment
- RTI problem-solving decision-making team procedures
- Process for identifying students needing Tiers 2 or 3 levels of intervention
- Classroom teacher roles/responsibilities in implementing tiered instruction
- Data-based decision-making process and procedures
- Process for referring and determining eligibility for special education
- Positive behavioral supports/functional behavioral assessment
- Gap analysis and rate of progress
- Other:

Form 1.3 RTI Action Plan

Educator Completing Form: _____ Date: _____

School/District: _____

Instructions: Record the RTI task to be developed and implemented.

I. Clarifying the RTI Task

RTI task to be developed/implemented (briefly describe):

Location of RTI task to be completed:

Summarize expectations regarding development of this task.

Summarize existing situation regarding RTI task (e.g., aspects currently in place, preliminary planning).

Describe school/district support currently in place to complete task.

What support is needed that currently does not exist?

II. Clarifying the Process for Completing RTI Task

What changes must occur to successfully complete RTI task?

Which educators are most impacted by these changes?

What RTI materials do you currently have?

What other RTI materials do you need to complete task?

Who will you need to work with directly to complete your task?

List steps/timeline to follow to complete RTI task:

Task	Date to Be Completed By
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	

Date that you have successfully completed RTI task: _____