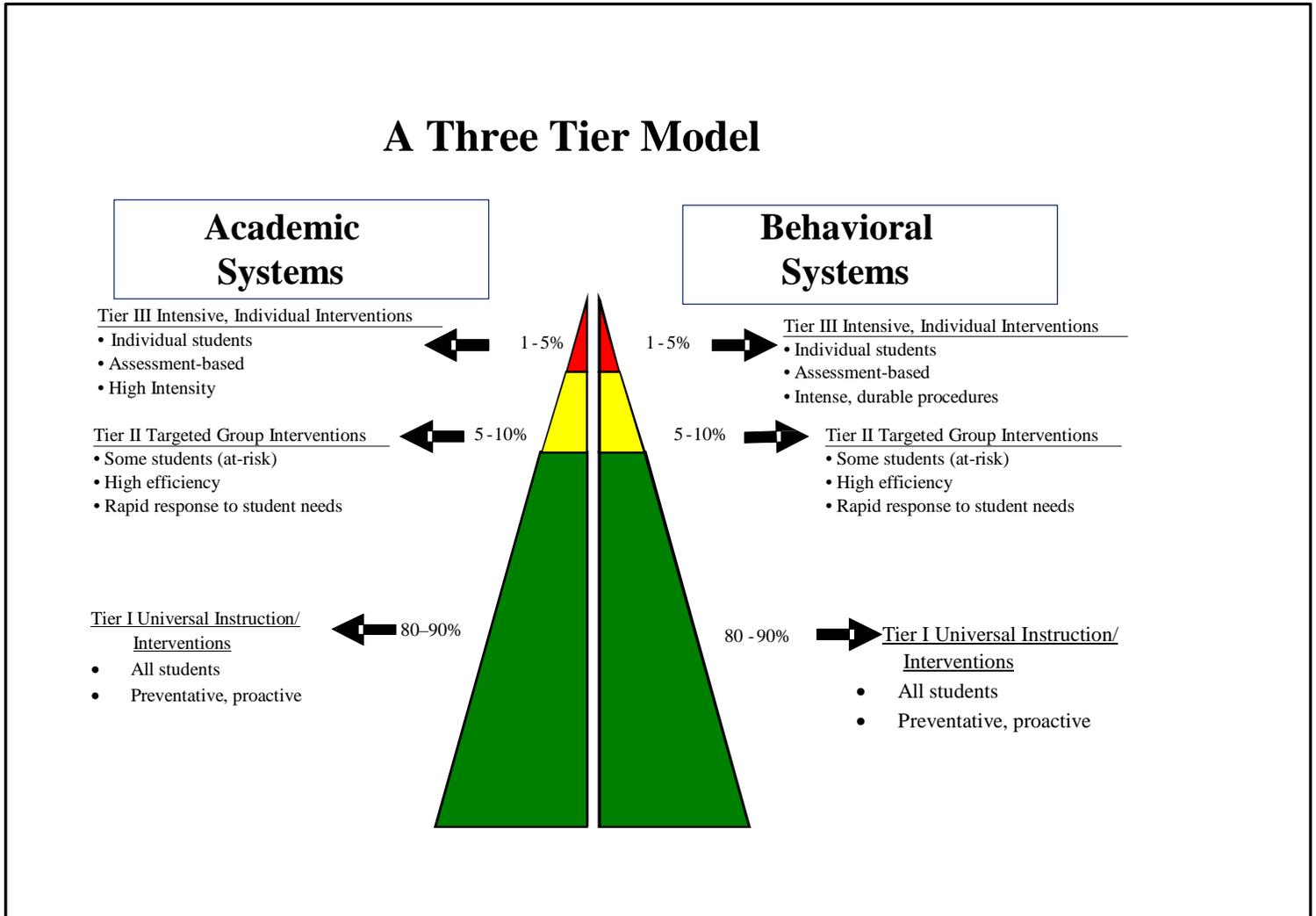


# SECTION 1

## A Multi-Tiered Instructional and Behavioral Systems Model



**Table 1: A Three-Tier Instruction and Intervention Model**

RTI SC recommends a three-tier, service-delivery model in which all students receive high-quality, scientific, research and evidence-based instruction, and behavior strategies. General education teachers and other professional staff deliver core instruction with fidelity and promote appropriate behavior expectations in classrooms and school-wide. Staff members conduct universal screenings 2-3 times a year and monitor students' progress regularly. Parents actively participate in their children's education and, at all tiers, help to implement instructional and behavior strategies.

Tier I is the foundation of a tiered instructional delivery model and refers to the universal instruction provided to all students in the school. The development and support of Tier I strategies are critical to a functioning RTI system. In Tier I, teachers deliver research-supported, differentiated instruction with fidelity. Universal screening 2-3 times a year helps to document the progress of all

students in this core instruction. If a significant number of students do not succeed with quality classroom instruction, the staff examines all variables (e.g., attendance, class size, behavior observations, instructional fidelity, staff development issues, curriculum choices, and student progress monitoring data) to determine how to strengthen Tier I instruction. Quality Tier I programs should assist between 80 and 90 percent of students in meeting grade-level standards and behavioral expectations. To implement RTI with fidelity, school staff must critically evaluate and improve implementation of Tier I instructional and behavior programs so that the vast majority of students are successful.

Once the school has ensured that Tier I instruction is effective in meeting the needs of 80-90 percent of students, supplemental instruction is provided in Tier II. Tier II consists of research-and evidence based small group interventions for students not meeting grade-level academic and behavior expectations. Approximately 15 percent of students will need Tier II intervention in addition to effective Tier I instruction. Hallmarks of Tier II include increased collaboration among parents, interventionists, classroom teachers, instructional leaders, and other stakeholders as well as more frequent progress monitoring to facilitate teachers in making data-based adjustments to instruction in response to student needs.

Tier III provides research-supported, individualized, intensive instructional intervention, and even more frequent progress monitoring for students not responding to Tier II interventions. Two to five percent of students will need Tier III intervention in addition to instruction at Tier I and/or Tier II. Collaboration and support among professionals increases in Tier III to reflect the level of services needed by students. Tier III interventions are not necessarily special education; however, if a disability is suspected, school staff inform parents of their procedural safeguards and initiate a referral to determine if the student meets 504 or special education (IDEA) eligibility. For more information on eligibility for special education, refer to the State Board of Education Regulation 43-243.1.

Any student may receive services in any tier given their academic and behavior needs. Students are not placed permanently in a tier of instruction and will move between tiers as needed. A student with a disability or with other identified special considerations may be served at any tier during the process based on individual needs.