

# Response to Intervention: Distinction Between the Tiers

	<b>Tier I Core Instruction</b>	<b>Tier II Supplemental Intervention</b>	<b>Tier III Intensive Intervention</b>
<b>Focus</b>	All Students	Students considered at-risk determined by universal screening, progress monitoring data, and additional validated measures of student performance	Students not responding appropriately to Tier I Core Instruction and Tier II Interventions
<b>Interventionist</b>	General education teacher	Classroom teacher or trained, skilled, and knowledgeable school personnel	Highly trained, skilled, and knowledgeable school or specialized personnel
<b>Setting</b>	General education classroom	General education classroom (preferred)	Outside of general education classroom
<b>Grouping</b>	Whole group and flexible grouping	Small, homogenous grouping (1:3 - 1:5)	Small, homogenous grouping (1:1 - 1:3)
<b>Curriculum</b>	Scientific, research-based math instruction aligned to state standards and differentiated based on student need/ability	Supplemental, evidence-based interventions designed to address skill deficits of students; supports core instruction	Supplemental, customized, intensive, systematic, evidence-based instruction that targets areas of greatest need; supplements core instruction
<b>Time</b>	Significant block of uninterrupted math instruction per day	20-30 minutes, 3 to 4 times a week consistent with the intervention research	30-60 minutes, 5 times per week consistent with intervention research
<b>Assessment</b>	Screening 3 times a year, in combination with informal measures to inform instruction and identify students who may be at-risk	Use of informal and formal measures to inform instruction and determine response to intervention, and use diagnostic assessment to identify specific skill deficits	Use of informal and formal measures to inform instruction, identify specific skill deficits, and determine interception relative to core area
<b>Progress Monitoring</b>	Students just below/above the recommended benchmark score on universal screening; Progress monitored on a monthly basis	Every 2 weeks examine rate/level of performance for the purpose of determining student response to supplemental instruction	Once per week to examine rate/level of performance for the purpose of determining student response to intensive intervention