Tier 1, focuses on quality instruction required to prevent the gaps from occurring in the first place. If 80-90 percent of the students’ needs are being met using only Tier 1 general education instruction, then you know you have a healthy curriculum and instructional system in place. The curriculum and instructional strategies are researched-based and taught 90 minutes per day. Successful Tier 1 instruction, then, is defined by few students ever needing more intense interventions. Any instruction that adequately meets these criteria forms the framework of a solid Tier 1 plan. Start with the six areas of prevention to refine and perfect Tier 1 instruction according to the unique requirements of your district.
RtI Tier 1 Instruction & Resources

Research-based strategies do not have to be elaborate, but it is critical that they are specific. A good intervention database spells out the processes so clearly that a teacher can easily replicate the intervention with fidelity. Each entry should identify the:

- Skills addressed.
- Targeted grade levels.
- Materials needed for implementation.
- Recommended group size.
- Recommended session length.
- Frequency and duration required.
- Steps and tasks necessary for implementation.
- Plan for measuring and monitoring effectiveness.
- Source of the research-based idea.

If Tier 1 general education instruction is not adequate to support 80-90 percent of the students, there are three common causes the district council should investigate: weaknesses in core programs and procedures, a lack of fidelity of implementation, and weak alignment within the curriculum.

In Tier I, students on the watch list are monitored weekly for progress, and they receive extra small-group assistance within the general education classroom. This typically lasts six to eight weeks. Students who show significant progress during this time may no longer require extra classroom help but still need monitoring to ensure that new skills are stable.

Source: What Every School Leader Needs to Know about RTI
Whenever Tier 1 data illustrates a lack of growth (i.e. the student has four consecutive data points below the goal line), team members monitoring the RTI process must ask the following questions:

- Is the teacher instructing and assessing with fidelity?
- Is the student using appropriate materials?
- Is the student getting a sufficient amount of classroom intervention per week?
- Should the teacher adjust or change the classroom interventions?

The second leg of the RTI stool provides a continuum of research-based interventions. Teachers need access to a menu of research-based possibilities, ranging from whole-class strategies to more intense individual interventions that require special training to implement.

**Resources**

Researched based interventions to match with an identified student need.

http://www.interventionalcentral.org

National Center on Response to Intervention

Home pbis.org

What Works Clearinghouse

Best Evidence Encyclopedia -- Empowering Educators with Evidence on Proven Programs

http://iris.peabody.vanderbilt.edu

http://www.aeall.k12.ia.us (Treatment integrity checklists)

http://www.centeroninstruction.org

http://www.studentprogress.org

Source: What Every School Leader Needs to Know about RTI