

## RTI/MTSS Cheat Sheet

### Tier 1

- \_\_\_ **STEP 01:** Universal Screener (MAP) is given to all students.
- \_\_\_ **STEP 02:** MTSS Team analyzes MAP scores by grade and selects students who are considered “at-risk” and in need of intervention.
- \_\_\_ **STEP 03:** MTSS Chairperson sends **Form RTI-1** to student’s parent(s).
- \_\_\_ **STEP 04:** Tier 1 intervention(s) is implemented in general education classroom for at least 6 weeks.
- \_\_\_ **STEP 05:** The general education teacher collects progress monitoring data monthly.
- \_\_\_ **STEP 06:** The general education teacher completes **Form RTI-2** and submits it to the MTSS Chairperson.
- \_\_\_ **STEP 07:** The MTSS Team holds a meeting to review the progress monitoring data. Use **Form RTI-11** to invite parent(s). Data is graphed and the team discusses the students’ progress (or lack of progress):
  - a. If the student is responding to the intervention and improvement is noted, the team may decide to stop the intervention or...
  - b. continue with it due to intervention success.
  - c. If the student is **NOT** making progress, the team may decide that a Tier 2 intervention is needed.

### Tier 2

- \_\_\_ **STEP 08:** If 7c is selected above, a Tier 2 intervention is implemented 3 times a week/for 30 minutes/for a period of 6-9 weeks in a small group of 5 to 6 students.
- \_\_\_ **STEP 09:** The general education teacher (or other trained professional) maintains progress monitoring data every two weeks.
- \_\_\_ **STEP 10:** The general education teacher (or other trained professional) completes **Form RTI-3** and submits it to the MTSS Chairperson.
- \_\_\_ **STEP 11:** The MTSS Team holds a meeting to review the progress monitoring data from the Tier 2 intervention. Use **Form RTI-11** to invite parent(s). Data is graphed and the team discusses the student’s progress (or lack of progress):
  - a. If the student is responding to the intervention and improvement is noted, the team may decide to continue the intervention due to success or ...
  - b. return the student to Tier 1 due to success.
  - c. If the student is **NOT** making progress, the team may decide that a Tier 3 intervention is needed.

### Tier 3

- \_\_\_ **STEP 12:** If 11c is selected above, a Tier 3 intervention is implemented daily for 60 minutes in a very small group (no more than 3 students) or individually for a period of 6-9 weeks.
- \_\_\_ **STEP 13:** A trained professional/interventionist maintains progress monitoring data weekly.
- \_\_\_ **STEP 14:** The trained professional/interventionist completes **Form RTI-4** and submits it to the MTSS Chairperson.
- \_\_\_ **STEP 15:** The MTSS Team holds a meeting to review the progress monitoring data from the Tier 3 intervention. Use **Form RTI-11** to invite parent(s). Data is graphed and the team discusses the student’s progress (or lack of progress):
  - a. If the student is responding to the intervention and improvement is noted, the team may decide to continue the intervention due to success or ...
  - b. return the student to Tier 2 due to success;
  - c. If the student is **NOT** making progress, the team may decide that an evaluation for special education is needed.
- \_\_\_ **STEP 16:** The MTSS Chairperson secures parental permission for screening (**Form RTI-5**) and has the parent(s) complete Social/Developmental History (**Form RTI-6**).
- \_\_\_ **STEP 17:** The MTSS Chairperson coordinates screenings (**Forms RTI-7, RTI-8, RTI-9**) with appropriate school staff.
- \_\_\_ **STEP 18:** The MTSS Chairperson coordinates two classroom observations (**Form RTI-10**).
- \_\_\_ **STEP 19:** The MTSS Chairperson gathers remaining items on Referral Checklist.
- \_\_\_ **STEP 20:** The MTSS Chairperson submits a complete RTI/MTSS file to Special Services.