



Response to Intervention: Tier Attributes

August 2025, Version 1

Purpose

The purpose of the *Response to Intervention: Tier Attributes* document is to provide teams with a concrete example of how Response to Intervention (RtI) supports can be organized and delivered within the three tiers of support.

Teams can use this table to:

- Show how each tier differs in support (purpose, group size, intensity, examples, data used, and goals).
- Show the progression of supports in each tier, from universal (Tier 1, for all students), to targeted (Tier 2, for students at risk), to intensive (Tier 3, for students with significant needs).
- Show how school teams can systematically respond to academic and behavioral needs using data to adjust the type and intensity of support provided.

This document serves as an example and can provide a “starting place” for teams as they build their tiered supports. Teams should make sure to consider their context, needs, and capacity as they create and implement their own tier attributes within their Response to Intervention system.



Tier Attributes

Category	Tier 1 – Universal	Tier 2 – Targeted	Tier 3 – Intensive
Purpose	Provide high-quality instruction for ALL students.	Provide supplemental help for students at risk.	Provide individualized, intensive support for significant needs.
Group Size	Whole class (may include differentiation).	Small groups (3–6 students).	One-on-one or very small group (1–3 students).
Intensity & Frequency	Daily instruction as part of the core curriculum.	3–5 times/week, 20–40 minutes, in addition to Tier 1.	Daily, extended time, highly individualized instruction.
Examples (Academic)	Standards-aligned core reading, math, and writing instruction.	Small-group reading or math intervention targeting skill gaps.	One-on-one tutoring, individualized literacy or math programs.
Examples (Behavioral)	Schoolwide expectations, PBIS lessons, Social-emotional learning instruction.	Social skills groups, Check-in/Check-out, targeted behavior plans.	Individual counseling, Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP), wraparound services.
Data Used	Universal screening, classroom assessments, state/district tests.	Universal screening + progress monitoring every 2–3 weeks.	Frequent progress monitoring (weekly or more).
Goal	80–85% of students meet or exceed benchmarks.	Close skill/behavior gaps so students can succeed with Tier 1 alone.	Remediate significant, persistent needs and develop individualized plans.

References

This resource was created using the following resources:

Center on Multi-Tiered System of Supports at the American Institutes for Research. (n.d.). *MTSS/RTI implementation guides and resources*. Retrieved September 22, 2025, from <https://mtss4success.org>

Center on Positive Behavioral Interventions and Supports. (n.d.). *Positive Behavioral Interventions and Supports (PBIS) framework*. U.S. Department of Education, Office of Special Education Programs. Retrieved September 22, 2025, from <https://www.pbis.org>

Colorado Department of Education. (n.d.). *Colorado Multi-Tiered System of Supports (COMTSS)*. Retrieved September 22, 2025, from <https://www.cde.state.co.us/mtss>

National Center on Response to Intervention. (2010). *Essential components of RTI: A closer look at response to intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs.

