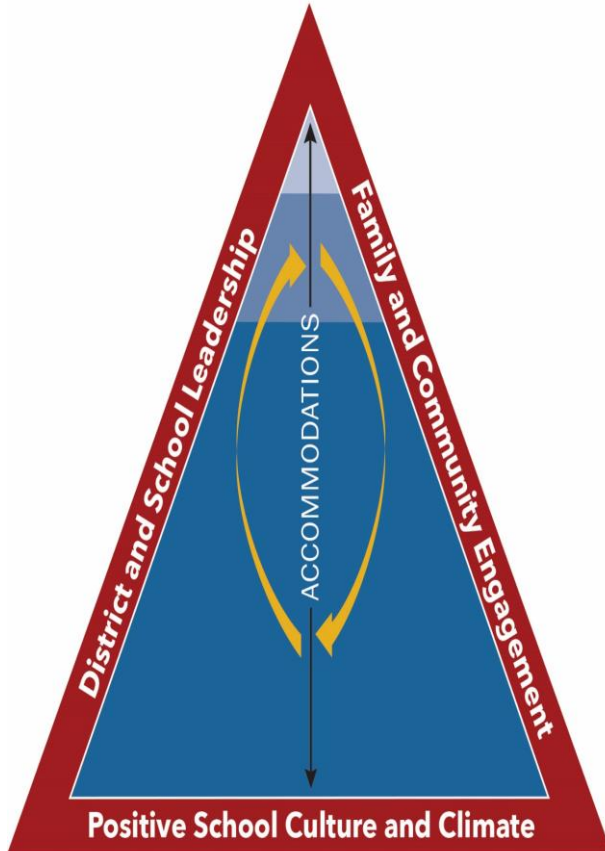


New Jersey Tiered System of Supports (NJTSS): Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS)

An Overview of Data-based Problem-Solving within a Tiered System of Support

RTI has consistently been defined as the practice of **providing high-quality instruction and intervention matched to student needs using data over time (i.e. learning rate and level of performance) to make important instructional decisions.** The NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many MTSS and RTI models, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. Within NJTSS, all school-based efforts such as standards based instruction, lesson study, and continuous school improvement, are unified and accelerated by collaborative teaming to result in increased student achievement.



Tier III: Tier I & II + Intensive, Personalized Supports (Few Students)

Tier III provides **intensive supports and interventions** that may be delivered individually and provided in or outside of the classroom after the delivery of core instruction.

- Based on individual student's performance using data that are reviewed during frequent progress monitoring intervals
- Progress monitoring occurs most often to ensure maximum acceleration of student progress

Tier II: Tier I + Targeted, Supplemental Supports (Some Students)

Tier II provides **supplemental supports and interventions** that may be delivered in small-group instruction, provided in either the general classroom or during an intervention period.

- Targeted sustained, small group interventions and supports
- Supplemental supports and intervention in ELA, mathematics, and/or behavior
- Supports and interventions increase in intensity, frequency, and duration
- More frequent progress monitoring occurs

Tier I: Core, Universal Supports (All Students)

High-quality learning environments, evidence-based curricular and instructional practices, and a continuum of supports and interventions in general education classrooms delivered with fidelity by trained teachers with the support of other professionals

- Planning for learner variability and differentiation through small groups
- Multiple means of engagement, representation, and action/expression
- Provided to all students
- The majority of groups and subgroups are successful in Tier I

Intensification Considerations

The level of support a student needs to be successful exists on a continuum.

When intensifying supports, teams consider:

Amount of additional time

Focus of the instruction and/or intervention

Specific instructional/behavioral strategies

Evidence of fidelity

Sufficiency of instruction/support

Method and frequency of progress-monitoring