**Instructions:** Complete the following table as you conduct your Web scavenger hunt. Upload it to the Assignments section when you are finished.

| **Question** | **Your Answer** | **Link Where You Found Your Answer** |
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| 1. What do the acronyms RTI, PBIS, and MTSS stand for? | RTI- Response to Intervention  MTSS- Multi-Tiered System of Supports  PBIS- Positive Behavioral Intervention and Supports | <http://www.rtinetwork.org/glossary?task=list&glossid=1&letter=R>  <https://www.pbis.org/school/rti> |
| 1. What are “Tiers” in RTI/MTSS? | There are 3 Tiers: Universal Interventions (for all students), Secondary Interventions (for some students), and Tertiary Interventions (for individual students). | <https://www.pbis.org/school/mtss>  <http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> |
| 1. What are some benefits of RTI? | Benefits include: Early intervening for students who are struggling with reading, Ambitious instructional pace for struggling students, Increasingly intense levels of instructional interventions, Tier decisions based on objective data (e.g., progress monitoring data), Identification of students with learning disabilities in the early grades, and others. Find more on the link provided.  “Many articles provide descriptions of RTI models in their entirety and data to support their effectiveness (e.g., Marston, Muyskens, Lau, & Canter, 2003; McNamara & Hollinger, 2003) A recent meta-analysis of RTI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased increase reading scores) (Burns, Appleton, & Stehouwer, 2005).” | <http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole> |
| 1. Why is progress monitoring important in RTI/MTSS models? | Progress monitoring is important because it helps in determining if students are benefitting appropriately from the typical instructional program, identifying students who are not making adequate progress and guiding the construction of effective intervention programs for students who are not profiting from typical instruction. | <http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model>  <http://www.rti4success.org/essential-components-rti/progress-monitoring> |
| 1. What role do evidence-based interventions play in RTI/MTSS? | These types of interventions ensure the quality of what is being used to support the students at the various levels needed. Evidence-based means research has been conducted and that positive outcomes have occurred in response to these interventions.  “At Tier 1, considered the key component of tiered instruction, all students receive instruction within an evidence-based, scientifically researched core program.”  ”The expectation is that if the Tier 1 program is implemented with a high degree of integrity and by highly trained teachers, then most of the students receiving this instruction will show outcomes upon assessment that indicate a level of proficiency that meets minimal benchmarks for performance in the skill area. Many who advocate RTI models indicate that around 75%–80% of children should, theoretically, be expected to reach successful levels of competency through Tier 1 delivery.” | <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>  <http://www.rti4success.org/essential-components-rti/data-based-decision-making> |
| 1. What roles do special educators play in RTI/MTSS models? | The role of special educators depends on the model being used. In one, special education is referred to as Tier 3. In another, Tier 4. Further, some don’t consider it a tier. It is integrated in each depending on the students’ needs.  “Different models have placed special education in different ways within the process. In some models, Tier 3 is defined as special education. This level of intensity is typically for children who have not been responsive to the Tier 2 level of instruction and, therefore, are considered in need of more individualized instructional delivery consistent with individualized education programs (IEPs). Some RTI models contain three tiers of instructional intensity, as described above, prior to special education, where special education is viewed as "Tier 4." In other models, however, special education is not considered a separate tier. Instead, special education is viewed as a service delivery model that is integrated within the tier of instruction matched to the student's skill needs.” | <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model> |
| 1. With whom do special educators collaborate when working under RTI/MTSS models? | General education teachers, reading specialists, school personnel, intervention specialists, paraprofessionals, and other special education teachers collaborate when working under these models.  “Teachers need to have clear and direct lines of communication with parents, administrators, education specialists, and members of the community external to schools who typically interact at times with school personnel (e.g., physicians, psychologists, and counselors who see students in the community because of school-related problems).” | <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model> |
| 1. Why do special educators have to collaborate with multiple school personnel in RTI/MTSS models? | Collaborating with multiple school personnel allows the best support for the students in need. Data can be shared; lessons can be intertwined/ related; interventions can continue throughout. It is a web of communication (a mix) that provides connections to fully support the students and movement between the tiers.  “One of the key aspects of tiered instruction is the importance of collaboration across all education professionals in the building. During tier time, general education, remedial education, and special education teachers, intervention specialists, and any paraprofessionals must be mixed together in a way that is not typical of most school structures.” | <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model> |