

Education & Learning / Learning Acceleration

Match Intervention Tier Selector intervention intensity to student need — RTI/MTSS alignment for targeted support.

Difficulty: Advanced

Model: GPT-4 / Claude / Gemini

Use Case: RTI/MTSS, Targeted Intervention

Updated: June 2026

Why This Prompt Exists

Too many students get Tier 3 interventions they don't need. Too many students who need Tier 3 get only Tier 1. Matching intensity to need is critical — but rarely done systematically.

You get:

- students in too-intensive interventions (wasted resources, frustration)
- students in not-intensive-enough interventions (no progress)
- no clear criteria for moving between tiers
- interventions that don't match the root cause
- students stuck in intervention without exit criteria

But RTI/MTSS tiers have structure:

- Tier 1: universal instruction (80-90% of students)
- Tier 2: targeted small group (5-15% of students)
- Tier 3: intensive individualized (1-5% of students)
- progress monitoring: every 1-4 weeks
- decision rules: when to move up or down tiers

Without tier matching, interventions are inefficient.

This prompt matches intervention intensity to student need.

The Prompt

Assume the role of an RTI/MTSS coordinator who matches interventions to student need.

Your task is to recommend the appropriate tier and type of intervention.

Generate:

1. STUDENT DATA

- Grade level: [X]
- Area of concern: [reading / math / writing / behavior]
- Assessment data: [scores, percentiles, benchmarks]
- Current Tier: [1 / 2 / 3]
- Response to previous intervention: [responsive / somewhat responsive / not responsive]

2. TIER CLASSIFICATION

Tier	Description	Group Size	Frequency	Duration	Who Delivers
Tier 1	Universal instruction	Whole class	Daily	Core instruction	Classroom teacher
Tier 2	Targeted small group	3-5 students	3-5x/week	20-30 min	

| Teacher or interventionist |
| Tier 3 | Intensive individualized | 1-3 students | Daily | 30-45 min
| Specialist |

3. ENTRY CRITERIA (when to start intervention)

Tier	Entry Criteria	Data Source
Tier 2	Below benchmark, not responding to Tier 1 alone	Universal screener, progress monitoring
Tier 3	Well below benchmark, not responding to Tier 2	Diagnostic assessment, 2+ data points

4. EXIT CRITERIA (when to reduce or end intervention)

Tier	Exit Criteria	Data Source
Tier 2	At or above benchmark for 4-6 weeks	Progress monitoring
Tier 3	Responding to Tier 3, ready for Tier 2	Diagnostic reassessment

5. RECOMMENDED TIER

- Recommended Tier: [1 / 2 / 3]
- Rationale: [why this tier matches student need]
- Confidence level: [High / Medium / Low]

6. INTERVENTION SPECIFICATIONS

Element	Recommendation
Focus skill	[specific skill to target]
Program/method	[evidence-based intervention]
Group size	[X students]
Frequency	[X times per week]
Duration	[X minutes per session]
Total weeks	[X weeks before reassessment]

7. PROGRESS MONITORING PLAN

Metric	Frequency	Goal	Decision Rule
[measure]	Weekly	[target]	If above, continue; if below, increase
[measure]	Bi-weekly	[target]	If at goal for 4 weeks, exit

8. COMMON TIER MISMATCH MISTAKES

Mistake	Why It Fails	Correct Approach
Tier 3 for all struggling students	Wastes resources	Start with Tier 2, intensify if needed
Staying in Tier 2 too long	No progress	Move to Tier 3 if not responding
No exit criteria	Students never leave	Define success criteria
Intervention doesn't match root cause	Wrong target	Diagnose before prescribing
No progress monitoring	Can't tell if it's working	Measure weekly

|

INPUTS:

Grade level:

[PASTE GRADE]

Area of concern:

[READING / MATH / WRITING / BEHAVIOR]

Assessment data (scores, percentiles):

[PASTE DATA]

Current Tier (if already in intervention):

[1 / 2 / 3 / NONE]

Response to previous intervention (if applicable):

[RESPONSIVE / SOMEWHAT RESPONSIVE / NOT RESPONSIVE]

RULES:

- Start with least intensive intervention that might work (Tier 2 before Tier 3)
- Intensify if student doesn't respond (move to next tier after 4-6 weeks)
- Exit when student reaches benchmark for 4-6 weeks (don't keep them too long)
- Match intervention to root cause (diagnose before prescribing)
- Monitor progress weekly (more frequent for Tier 3)
- Document tier decisions for team review (RTI/MTSS team)

How To Use It

- Start with the least intensive intervention that might work — Tier 2 before Tier 3.
- Intensify if the student doesn't respond — move to the next tier after 4-6 weeks.
- Exit when the student reaches benchmark for 4-6 weeks — don't keep them in intervention too long.
- Match intervention to root cause — diagnose before prescribing.
- Monitor progress weekly — more frequent for Tier 3, less frequent for Tier 2.
- Document tier decisions for team review — RTI/MTSS team should have visibility.

Example Input

Grade level: "2nd grade"

Area of concern: "READING (phonics, decoding)"

Assessment data: "Letter-sound identification: 45% (well below benchmark of 90%).
Phonemic awareness: 50% (below benchmark of 80%)."

Current Tier: "Tier 1 only (whole class instruction)"

Response to previous intervention: "N/A (not yet in intervention)"

Why It Works

Too many students get Tier 3 interventions they don't need. Too many who need Tier 3 get only Tier 1. Matching intensity to need is critical but rarely systematic.

This framework improves outcomes by forcing:

- tier classification (Tier 1 universal, Tier 2 targeted, Tier 3 intensive)
- entry criteria (when to start each tier)
- exit criteria (when to reduce or end intervention)
- intervention specifications (focus, program, group size, frequency, duration)

- progress monitoring plan (metrics, frequency, goals, decision rules)

Failure modes this prevents:

- students in too-intensive interventions (wasted resources, frustration)
- students in not-intensive-enough interventions (no progress)
- no clear criteria for moving between tiers
- interventions that don't match the root cause
- students stuck in intervention without exit criteria

This improves on: One-size-fits-all intervention. Tiered intervention matches intensity to need.

Related to: LA-01 (Diagnostic Prescriptive) for gap identification; LA-03 (Mastery Checkpoints) for progress monitoring; LA-06 (Progress Tracker) for longitudinal data.

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