Big Ideas
Tier II and Tier III Interventions

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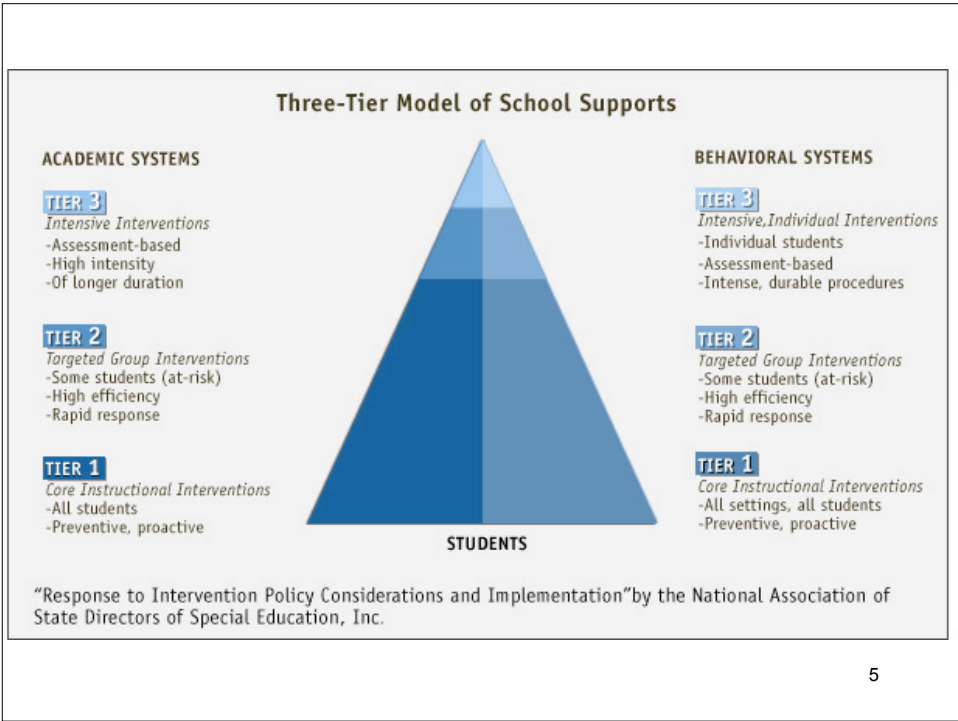
Increasing intensity for Struggling Students

- Increase **instructional time.**
- Reduce **number in the group.**
- Increase the amount of **active participation.**
- Increase the amount of **reading practice.**
- Increase the **explicitness of the instruction.**
- Utilize **research-validated or research-based interventions.**
- **Teach, reteach, review, practice…………….**

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Three Tiers of Reading Instruction

Tier 1:   Core Reading Program

Tier 2:   Supplemental Interventions
               (Also called: Targeted
               or Focused Interventions)

Tier 3:   Intensive Interventions

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Three-Tier Model of School Supports

ACADEMIC SYSTEMS

TIER 3
Intensive Interventions
-Assessment-based
-High intensity
-Of longer duration

TIER 2
Targeted Group Interventions
-Some students (at-risk)
-High efficiency
-Rapid response

TIER 1
Core Instructional Interventions
-All students
-Preventive, proactive

BEHAVIORAL SYSTEMS

TIER 3
Intensive,Individual Interventions
-Individual students
-Assessment-based
-Intense, durable procedures

TIER 2
Targeted Group Interventions
-Some students (at-risk)
-High efficiency
-Rapid response

TIER 1
Core Instructional Interventions
-All settings, all students
-Preventive, proactive

STUDENTS

"Response to Intervention Policy Considerations and Implementation"by the National Association of State Directors of Special Education, Inc.

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Tier 1: Core Classroom Instruction

Focus	For all students
Program	Scientifically based reading instruction emphasizing the five critical elements of beginning reading
Grouping	Multiple grouping formats to meet student needs
Time	90 minutes per day or more
Instructor	Classroom teacher
Setting	General classroom setting

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Tier 2: Supplemental Instruction (Used in addition to core instruction)

Focus	For Students identified with marked reading difficulties and who have not responded to Tier 1 efforts - approximately 20-30% of students
Program	Scientifically based reading instruction emphasizing the five critical elements of beginning reading
Grouping	Homogeneous small group instruction (1:3, 1:4 or 1:5)
Time	Minimum 30 minutes per day in small group instruction in addition to 90 minutes of core reading instruction
Instructor	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, Title I teacher)
Setting	Appropriate seating designated by the school may be within or outside of the classroom

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Tier 3: Intensive Intervention	
Focus	For Students identified with extreme reading difficulties or reading disabilities and who have not responded to Tier 1 or Tier 2 efforts - approximately 5-10% of students
Program	Sustained, intensive, scientifically based reading instruction emphasizing the five critical elements of beginning reading
Grouping	Homogeneous small group instruction (1:1, 1:3)
Time	Minimum of two 30-minute sessions per day in small group instruction in addition to 90 minutes of core reading instruction OR Replacement of core with intensive, scientifically based instruction emphasizing the five critical elements of beginning reading; 90 minutes per day or more
Instructor	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, Title I teacher, Special Education teacher)
Setting	Appropriate seating designated by the school; may be within or outside of the classroom

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The Five Reading Components

1.

2.

3.

4.

5.

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Phonemic Awareness

Does the program:

1) Focus on blending and segmenting?
2) Utilize a limited number of phonemic awareness activities?
3) Provide explicit modeling of tasks?
4) Support the oral activities with gestures or concretes?

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Decoding

Beginning Reading-Sounds

Does the program:

1. Teach only high-frequency letter-sound associations?
2. Have a systematic sequence for introducing letter-sound associations?
3. Separate letter-sound associations that are visually and/or auditorially similar?
4. Explicitly teach letter-sound associations?
5. Provide practice in saying sounds?
6. Provide cumulative review of sounds?

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Decoding

Beginning Reading-Words

Does the program:

1. Incorporate sounds taught into words?
2. Model the process of sounding out words?
3. Provide an adequate amount of practice reading regular words with known sounds?
4. Introduce high frequency words including irregular words?
5. Provide practice reading decodable text?

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Decoding

Advanced Decoding Instruction

Does the program:

1. Systematically introduce prefixes and suffixes?
2. Strengthen students' knowledge of vowels?
3. Introduce a strategy/approach to decoding long words?
4. Explicitly model the decoding strategy/approach?
5. Provide an adequate amount of practice reading long words?

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Fluency

Does the program:

1. Provide repeated reading activities?
   - Word list repeated reading?
   - Passage repeated reading?
2. Provide materials for students at their
   - Independent level?
   - Instructional level?
3. Support students' fluency practice with
   - Repeated readings?
   - Modeling of fluent reading?
   - Goal setting, data recording, graphing?
4. Establish fluency goals based on current research?

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Vocabulary

Specific Vocabulary Instruction

Does the program:

1. Select words that are
   - Unknown?
   - Critical to the text understanding?
   - Useful in the future?
2. Explicitly teach the meaning of vocabulary terms?
3. Use student-friendly explanations?
4. Illustrate the term with examples?

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Vocabulary

Does the program:

5. Check students' understanding of vocabulary terms?
6. Provide multiple exposures to the vocabulary terms?
7. Review vocabulary over time?

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Comprehension

Does the program:

1. Provide well-written questions to check understanding?
2. Focus on important comprehension strategies that can be applied to other materials?
3. Provide explicit modeling of strategies?
4. Provide adequate practice on comprehension strategies?
5. Provide carefully designed examples for instruction and practice?

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Assessment

Does the program?

1. Provide a placement test to determine the correct level? OR

2. Articulate procedures to determine the appropriateness of the program to the learner?

3. Provide formative assessments?

4. Provide a summative post test?

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Design of Instruction

Does the program:

1. "Teach the stuff and cut the fluff?"

2. Sequence skills/strategies systematically?

3. Provide instruction that is explicit, robust, transparent?

4. Use "Instructional Routines"?

5. Model new skills/strategies?

6. Provide an adequate amount of practice on skills/strategies?

7. Provide cumulative review of skills/strategies/concepts?

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Delivery of Instruction

Does the program:

1. Call for interactive instruction?
2. Actively involve all of the children?
3. Use "volunteers" sparingly?
4. Provide students feedback on their performance academically and behaviorally?
5. Provide correction procedures for teachers?

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Appearance of Materials

Older Students

Does the program:

1. Have an appropriate font size?
2. Include illustrations that will not embarrass the older student?
3. Have passages with age-appropriate content?
4. Include longer words in decoding lessons?

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