

Response to Intervention

Three - Tier Model of School Support

ACADEMIC SYSTEMS

Tier 3 Intensive, Individual Interventions

- Individual students
- 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

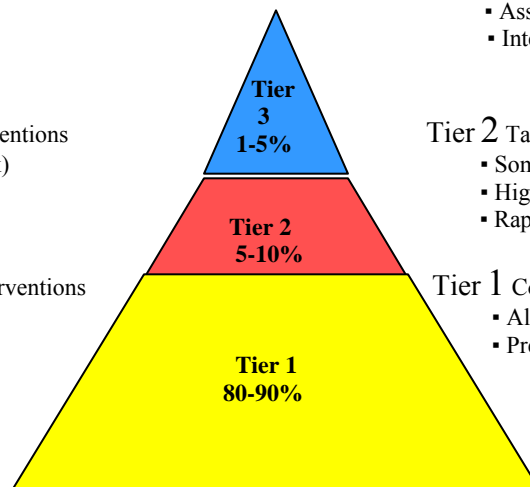
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Tier 1 Core Instructional Interventions

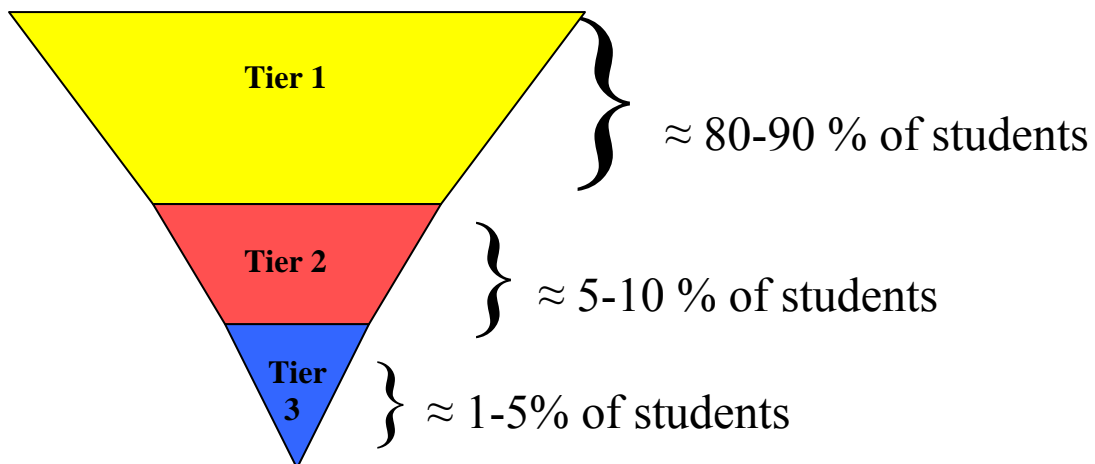
- All settings, all students
- Preventive, proactive



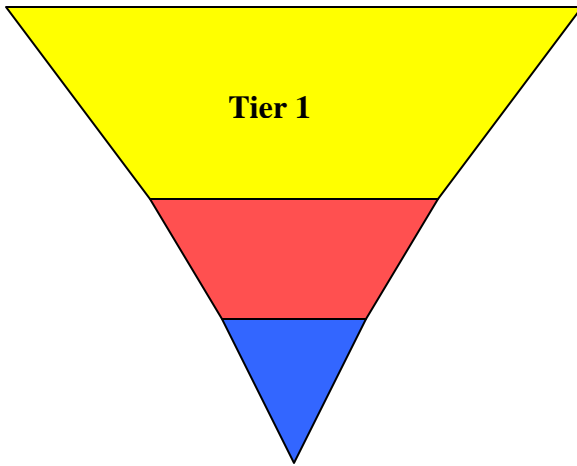
What is tiered intervention?

- Layers of intervention responding to student needs
- Each tier provides more intense intervention
- Aimed at preventing learning difficulties

Who is served?



Tier 1: Core Class Instruction

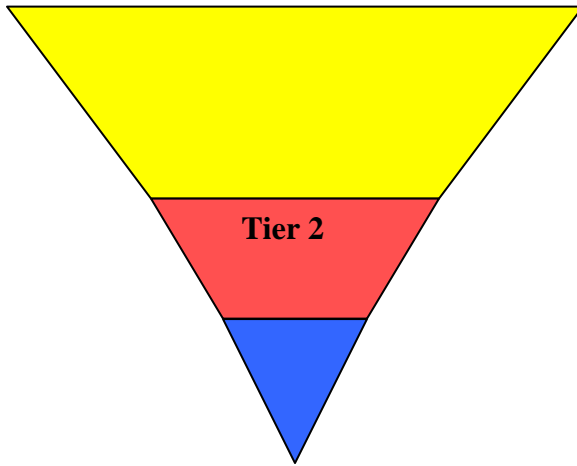


- Tier 1 is comprised of three elements:
- ✚ progress monitoring of at-risk students
 - ✚ ongoing professional development
 - ✚ in-class support and mentoring

Tier 1: Core Class Instruction- 9 Weeks

Focus	For all students
Program	Scientific-based instruction and curriculum Emphasizing the critical elements of beginning reading (vocabulary, comprehension, phonemic awareness, phonics, fluency) and math
Grouping	Multiple grouping formats to meet students needs
Time	90 minutes per day or more
Assessment	Benchmark assessment at the beginning, middle, and end of the academic year
Interventionist	General education teacher
Setting	General education classroom

Tier 2: Small Group Intervention

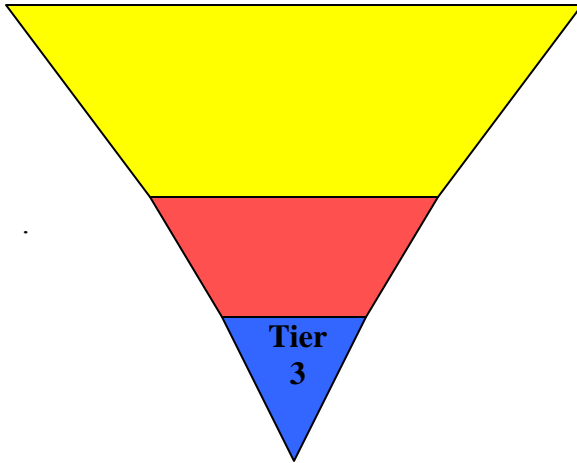


- ✚ Tier 2 is small-group instruction **in addition** to the time allotted for core instruction.
- ✚ Tier 2 includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1. (**not replace Tier 1**)

Tier 2: Supplemental Instruction-12 Weeks

Focus	For students identified with marked learning difficulties, and who have not responded to Tier 1 efforts
Program	Specialized, scientifically-based reading and math program(s) emphasizing the critical elements of math and reading instruction
Grouping	Homogeneous small group instruction (1:5)
Time	30 minutes 3-5 times per week in small group in addition to 90 minutes of core instruction
Assessment	Weekly benchmark monitoring on target skills to ensure adequate progress and learning
Interventionist	Determine by the campus-general education
Setting	Appropriate setting designated by the school

Tier 3: Intensive Intervention



✚ Tier 3 is intensive, strategic, specifically designed and customized small-group supplemental instruction that is extended beyond the time allocated for Tier 1 and Tier 2

Tier 3: Intensive Intervention- 9 Weeks

Focus	For students with marked learning difficulties or disabilities who have not responded adequately to Tier 1 and Tier 2 efforts
Program	Sustained, intensive, scientifically-based intervention program(s) emphasizing the critical elements of reading and/or math for students with learning difficulties/disabilities
Grouping	Homogeneous small group instruction (1:3-5)
Time	30 minutes 2 times a day in small group in addition to 90 minutes of core instruction
Assessment	Weekly benchmark monitoring on target skills to ensure adequate progress and learning
Interventionist	Determined by the campus-may be Special Education
Setting	Appropriate setting designated by school-maybe Title I or Special Education or District Remediation program

How do they differ?

	Tier 2 Instruction	Tier 3 Instruction
Instruction Schedule	Minimum of 30 minutes 3-5 x weekly (= Tier 1)	Minimum of 30-45 minutes 3-5 x weekly (=Tier 1)
Duration	12 Weeks (1-2 rounds)	9 weeks (possibly several rounds)
Group Size	1:3 to 5	1:3 to 5
Ongoing Progress Monitoring	Every week	2 Times a week

Tier 1: Core Class Instruction – 9 Weeks

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Program	Scientific-based instruction and curriculum Emphasizing the critical elements of beginning reading (vocabulary, comprehension, phonemic awareness, phonics, fluency) and math
Grouping	Multiple grouping formats to meet students needs
Time	90 minutes per day or more
Assessment	Benchmark assessment at the beginning, middle, and end of the academic year
Interventionist	General education teacher
Setting	General education classroom

Core Classroom Instruction refers to the high quality instruction provided in the classroom setting with ALL students. This instruction may take place in a variety of formats: whole group, paired reading, small group, etc. It is coordinated by grade level, with all grade level teachers utilizing the same curriculum scope and sequence.

Included in the Tier One Instructional Model is Benchmark Testing, administered three times per year, with additional less formal assessment throughout the year. Students who are not at grade level based upon these Benchmark tests (usually around 15 % of students) are then referred to the SIT Team for additional intervention at Tier 2. The SIT Team is an essential part of the process of designing effective interventions for struggling students. This team reviews assessment data for the student in question, brainstorms, and helps the classroom teacher design or select an intervention program for that student’s unique needs.

Tier 2: Supplemental Instruction - 12 Weeks

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Time	30 minutes 3-5 times per week in small group in addition to 90 minutes of core instruction
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Interventionist	Determine by the campus-general education
Setting	Appropriate setting designated by the school

Tier 2 instruction is provided for those students who do not achieve at the expected level on the benchmarks. Research suggests that this should be approximately 15% of students. This intensive instruction is provided **IN ADDITION TO** the Core Instruction already being provided. This instruction is most effective if provided daily, but certainly needs to be provided at least 3 times per week. Instruction provided as intervention should be research based and approved by TEA. TEA has selected several programs that meet all of these standards. These programs are listed below:

Approved Reading Program Providers

CompassLearning – Odyssey Reading and Language Arts

Contact: Lynette Binka McVay (800)221-7927 ext. 4609

lbinka@compasslearning.com

Website: www.compasslearning.com

Harcourt Achieve/Steck Vaughn/Renaissance – Read Now, Power Up!

Contact (primary): Bruce Warren (512)659-1721

Contact (secondary): Marian Staton (254)968-0447

Website: <http://steckvaughn.harcourtachieve.com/en-US/resources/texasiri>

Harcourt School Publishers – Harcourt Trophies

Contact: Lisa Bernard (800)426-6577 ext. 6113

lisa.bernard@harcourt.com

Pearson Digital Learning – SuccessMaker Enterprise

Contact: Dave Myers (972)772-2700

Website: www.pearsondigital.com

PLATO Learning – Reading

Contact: Cathy Pickoski (972)743-8448

Barbara Franklin (512)826-0185

Website: www.plato.com/TexasIRI

Regional Education Service Center IV – Reading Accelerated Curriculum

Contact: Kathy Helm (713)744-6508

reading@esc4.net

Website: www.region4store.com

River Deep – Destination Reading

Contact: Becky Bordelon (210)865-0459

bbordelon@riverdeep.net

Website:

http://rivapprod2.riverdeep.net/portal/page?_pageid=433,812225&_dad=portal&_sc_hema=PORTAL

Scholastic – Read 180

Contact: Larry Ragland (800)221-5312 ext. 6005

southwest@scholastic.com

Scientific Learning – Fast ForWord Reading

Contact: Cheryl Leatherbury (972)355-0187

Website: www.scientificlearning.com

Voyager Expanded Learning - Passport

Contact: IRI/IMI support team (800)956-2863

Website: www.voyagerlearning.com

*This list was revised February 2, 2006

Approved Math Program Providers

CompassLearning – Odyssey Math

Contact: Lynette Binka McVay (800)221-7927 ext. 4609

lbinka@compasslearning.com

Website: www.compasslearning.com

Harcourt School Publishers – Harcourt Mathletics

Contact: Lisa Bernard (800)426-6577 ext. 6113

lisa.bernard@harcourt.com

Pearson Digital Learning – Math

Contact: Dave Myers (972)772-2700

Website: www.pearsondigital.com

PLATO Learning – Math

Contact: Cathy Pickoski (972)743-8448

Barbara Franklin (512)826-0185

Website: www.plato.com/TexasIMI

Regional Education Service Center IV – Math Accelerated Curriculum

Contact: Jo Ann Wheeler (713)744-6507

math@esc4.net

Website: www.region4store.com

River Deep – Destination Math

Contact: Becky Bordelon (210)865-0459

bbordelon@riverdeep.net

Website:

http://rivapprod2.riverdeep.net/portal/page?_pageid=433,812225&_dad=portal&_schema=PORTAL

Tom Snyder Productions, Inc. (a Scholastic Co.) Fastt Math

Contact: Darla McKnight, Terry Gilligan (800)342-0236

dmcknight@tomsnyder.com

Website: www.tomsnyder.com

Voyager Expanded Learning – Vmath

Contact: IRI/IMI support team (800)956-2863

Website: www.voyagerlearning.com

Campus administration, working in conjunction with grade level teachers, determines the delivery system for Tier 2 interventions. They may be delivered by classroom teachers during a tutoring time, with students having particular needs grouped for instruction, or by interventionists at a campus or grade level.

Tier 2 instruction should be provided with an intensive focus on a limited number of prioritized, targeted skills. Research indicates that the success of these interventions depends upon the frequency and intensity of the remediation. Following this intervention, testing should be done to determine what progress has been made. These benchmark evaluations should test targeted skills and should be administered every 1-2 weeks throughout the instructional process. Following testing, revisions may be made in the intervention process, additional skills may be targeted if skills have been mastered, or the process can be discontinued IF adequate progress has been made. Throughout TIER 2, the SIT team is an integral resource in providing direction to the teacher for interventions. These Tier 2 interventions should be continued for AT LEAST 8 to 12 weeks before making a referral to Tier 3. Data gathering and documentation is an essential part of this process, and provides the information needed should the SIT process require referral to Tier 3.

Tier 3: Intensive Intervention- 9 Weeks

Focus	For students with marked learning difficulties or disabilities who have not responded adequately to Tier 1 and Tier 2 efforts
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Setting	Appropriate setting designated by school-maybe Title I or Special Education or District Remediation program

Following 12 weeks of Tier 2 instruction, a small percentage of students may require additional interventions. Tier 3 creates intensive instructional interventions to increase individual student's rates of progress. A student who has not made progress with Tier 2 interventions is referred back to the SIT team to determine what additional interventions would be beneficial. Data from the testing used during the Tier 2 process will be used to help determine the interventions necessary. As with Tier 2, Tier 3 interventions must be drawn from research based programs.