

Tiered Interventions: Academic Achievement

	Tier I Universal Interventions	Tier II Strategic Intervention	Tier III Intensive Intervention
Definition Definitions are taken from the California Department of Education <i>Taking Center Stage—Act II</i> Web page	Tier 1: Universal interventions. RTI begins with preventive, proactive universal interventions in all subjects and for all students (80-90 percent of students). These interventions are all differentiated instructional strategies and supports that help students learn the material. The universal interventions tie closely to regular assessments that alert the teacher to problems in student learning. Universal interventions correspond with California’s benchmark interventions (see Benchmark interventions—reinforcement).	Tier 2: Targeted group interventions. In the next phase, RTI proposes targeted group interventions (for example, a specific mathematics or reading intervention class) for some students who are at risk based on assessment data. The interventions are designed to be rapid and highly efficient. Targeted interventions correspond to California’s strategic interventions (see Strategic interventions—reteaching).	Tier 3: Intensive individual interventions. Anywhere from 1-5 percent of students will continue to experience learning difficulties even after the targeted group interventions. These students receive academic or behavioral intensive individual interventions that make use of high-intensity procedures. ² (See Intensive interventions—teaching .)
Focus	<ul style="list-style-type: none"> • For all students • Intentional interventions for targeted students 	<ul style="list-style-type: none"> • For targeted students needing additional intervention who have not responded to Tier I Interventions • Tier I Interventions continue 	For targeted students who have not adequately responded to Tier I or Tier II Interventions
Program	<ul style="list-style-type: none"> • High-quality standards based program; (Core Program) • All subjects • Research-based instructional strategies 	<ul style="list-style-type: none"> • High-quality standards based program; (Core Program) • All subjects • Research-based instructional strategies • Programs, strategies and procedures designed and employed to supplement, enhance and support Tier I 	<ul style="list-style-type: none"> • High-quality standards based program; (Core Program) • All subjects • Research-based instructional strategies • Sustained, intensive scientifically based interventions in addition to the core program
Grouping	Multiple grouping formats to meet students’ needs	Homogeneous <u>small group</u> instruction	Homogeneous <u>small group or one on one</u> instruction
Frequency and Duration	<ul style="list-style-type: none"> • Within the core instructional time • Interventions implemented for 4-6 weeks 	<ul style="list-style-type: none"> • 30 minutes 3-4 times per week • In addition to the core instructional time • Interventions implemented for 6-8 weeks 	<ul style="list-style-type: none"> • 45-60 minutes per day • In addition to the core instructional time • Interventions implemented for 9-12 weeks
Assessment	Benchmark assessments	Progress monitoring on target skill to ensure adequate progress and learning (Preferably weekly)	Progress monitoring on target skill to ensure adequate progress and learning (1-2 times per week)

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Interventionist	Classroom teacher	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist)	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist)
Setting	<ul style="list-style-type: none"> • General Education • Classroom 	<ul style="list-style-type: none"> • General Education • Classroom 	<ul style="list-style-type: none"> • General Education • Classroom • Additional setting
Guiding Questions	<ul style="list-style-type: none"> • How can I use specific engagement strategies to keep this student involved? • How can this student demonstrate what they have learned in a different way? • How can I change how I present new material to this student? • How can I change the quantity of work without diluting expectations for this student? • How can I use/manipulate time to better suit this student's needs? • How can I increase the level of support this student receives? 	<ul style="list-style-type: none"> • How is this intervention more intense than what I used in Tier 1? • How is it specifically targeted to <i>this</i> student's needs based on assessment & observation? • What is the specific goal of this intervention? • How do I know if the goal has been reached? 	<ul style="list-style-type: none"> • How is this intervention more intense than what I used in Tier 1? • How is it specifically targeted to <i>this</i> student's needs based on assessment & observation? • What is the specific goal of this intervention? • How do I know if the goal has been reached? • Who is delivering this intervention?

Additional Definitions from CDE Website:

Benchmark Interventions--reinforcement: Benchmark or early interventions are for students who are satisfactorily achieving grade-level standards but on occasion may require additional assistance and support for specific standards and concepts.¹ These students benefit from ancillary materials, tutoring, software assistance, additional time with the teacher, and differentiated instruction. Addressing the students' instructional needs early, before they become critical, prevents students from falling behind. According to the *Reading/Language Arts Framework for California Public Schools Kindergarten through Grade Twelve (2007)* (PDF; 7MB; 370pp.) , appropriate benchmark interventions include re-teaching a concept in a different way, providing additional learning time, and additional practice.²

Strategic Interventions—re-teaching: Strategic interventions are for students who may be one or two standard deviations below the mean according to the results of standardized testing or for those students who are a year below grade level. Often the regular classroom teacher can address specific learning difficulties, but regular progress monitoring is needed to keep track of the student's learning difficulties. Students usually participate in a grade-level program with additional support. Some students may need an additional class period or a before- or after-school program to master difficult content. Tutoring and small-group work may also be effective.

State-adopted reading/language arts instructional materials provide 30 minutes of additional instructional time designed to bring students up to grade level. The teacher determines the amount of additional instructional time needed and what intervention strategies to use. The teacher may provide additional instruction in background knowledge, prerequisite skills, and concepts, more opportunities for vocabulary development, and additional practice on concepts and skills taught in the lesson. In some cases, the teacher may pre-teach and re-teach material in the lesson.¹

Intensive Intervention—teaching: Intensive interventions are designed for students who are two years or more below grade level. Intensive interventions require teaching material in a new way when it is clear that students did not learn the material through direct instruction or with reinforcement and supports. Intensive interventions usually require devoting an additional class period to intensive instruction in English language arts, English language development, or mathematics. In some cases, students need intensive instruction in multiple subjects. Special scheduling considerations allow these students access to accelerated learning. The intent of intensive intervention programs is to move the student to grade-level courses once he or she has mastered the foundational skills and concepts. For instance, if one year's growth takes 183 hours (one hour times 183 days), theoretically a student should be able to get three years' growth in one year if the instructional time is tripled.