



**Tiered Levels of Instruction/
Intervention**




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What Are Tiers?




This or This?




Different Iterations

- **Focal areas**
 - Literacy
 - Behavior
 - General problem-solving (academics/behavior)
 - Math




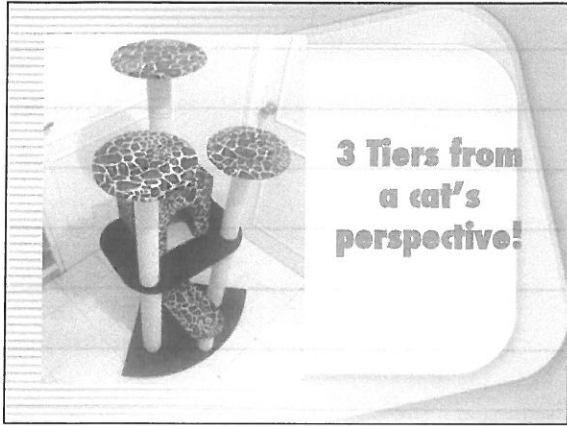
Different Iterations

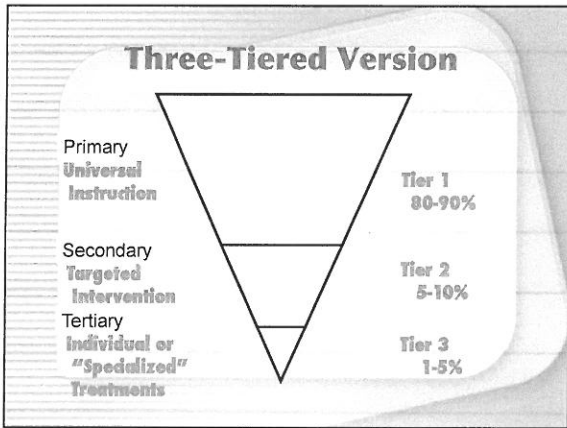
- Some prevention and identification; others mostly prevention
- Number of tiers, usually 3 or more
- Practices within tiers
- Criteria for moving across tiers
- Where special ed fits within tiers

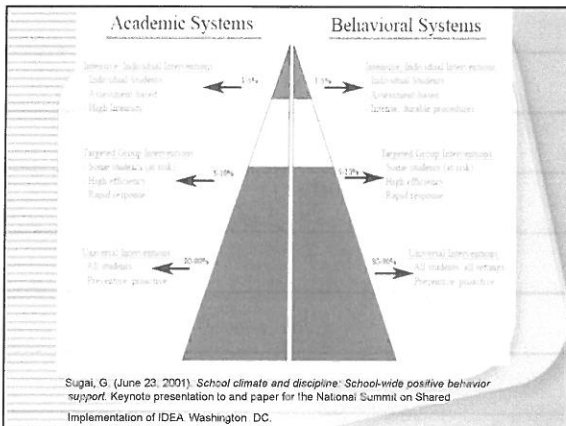


The most common structure is the 3-tiered version that may be called by different names and may involve different activities within tiers.









Another Perspective

A Venn diagram consisting of three overlapping circles. Circle 1 is the largest and is at the top. Circle 2 is smaller and overlaps with the bottom-left of circle 1. Circle 3 is the smallest and overlaps with the bottom-right of circle 1 and the bottom of circle 2.

Ehren, Ehren & Proly (in preparation)

Primary Instruction

Universal Instruction (Tier 1)

- Screening
- Evidence-based practices implemented by classroom teachers
- Differentiated instruction
- Frequent progress monitoring or (aka formative assessment)

Secondary Intervention

Targeted Interventions (Tier 2)

- Interventions designed to address specific needs identified through screening and progress monitoring
- Interventions supplement universal instruction rather than supplant it
- Academic interventions typically delivered in small groups that may be a standard treatment protocol (e.g. the Wilson Reading to or different interventions designed within the context of a problem-solving model.
- Progress monitoring continues

Tertiary Intervention

Specialized Treatments (Tier 3)

- Intensive treatments designed to address limited progress in areas of targeted intervention
- Treatments delivered in small groups or individually
- Progress monitoring continues
- May be within general education or in special education (In some tiered models, special education would be considered a 4th tier.)

Fine lines

- **Where does differentiated instruction end and small group intervention begin? How does the structure of secondary schools affect this conceptualization?**
- **What is the difference between supplementary instruction and supplanting? How does the structure of secondary schools affect this conceptualization?**
- **When do intensive interventions become "specially designed instruction"?**

Movement Across Tiers

- **The issue is RESPONSIVENESS.**
- **Movement depends on progress trajectories and benchmarks.**
- **The idea is that students get the supports they need when they need them.**
- **Time and place definitions of tiers can be obstacles to fluidity.**

Balance of Tiers

- All tiers should be developed in a school
- Perhaps not all at once

Over Reliance on Support Education

Present

1 2 3

Future

1 2 3

Don Deshler

Over Reliance on General Education

Present

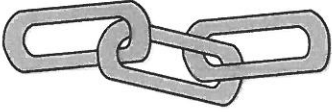
1 2 3

Future

1 2 3

Don Deshler


Goal: Balanced Strength



1 2 3

Don Deshler

Changing Roles of Professionals




All

- **Shared responsibility for outcomes of ALL students**
- **Commitment to evidence based practice and data-based decision making**
- **Willingness to learn from each other**


Classroom Teachers

- **Accepting differentiated instruction**
- **Engaging in more direct interaction with instructional support personnel**
- **Altering instruction based on data**




Special Education Teachers

- **Having high expectations and committing to standards**
- **Redefining roles with students who are not eligible for SPED**
- **Collaborating with teachers and other instructional support personnel**




Reading Specialists

- **Integrating their work within content areas**
- **Assuming a teaching role**
- **Collaborating with teachers and other instructional support personnel**




School Psychologists

- Abandoning "referral" orientation
- Taking an active role in assessment for instruction (CBM)
- Collaborating with teachers and other instructional support personnel




Speech-Language Pathologists (SLPs)

- Assuming roles with literacy (move beyond being the "speech teacher")
- Orienting therapeutic intervention to the curriculum
- Collaborating with teachers and other instructional support personnel

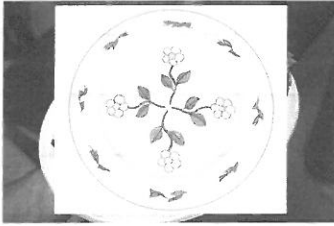


Challenges to Changing Roles

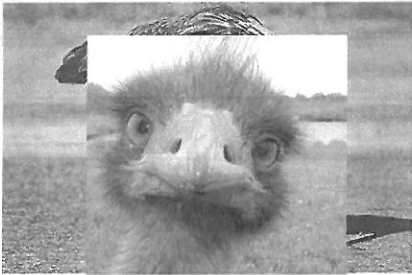


Add to their already full plate?

NOT



Not me. This too shall pass!

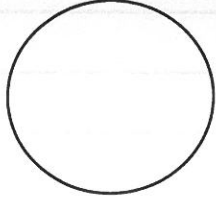


Litmus Test for Roles

- 1. Tasks/activities in which professionals are involved make use of their unique contributions.**
- 2. FAPE is being provided to students who have IEPs.**
- 3. Their job is doable (i.e. the workload is reasonable).**



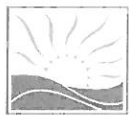
**Unique Contributions of
SLPs**



A Secondary Example



**Pitfalls and Possibilities with
Tiers**



Pitfall	Possibility
<ul style="list-style-type: none"> • Instruction support personnel (e.g. speech-language pathologists and school psychologists) are not on anyone's radar screen regarding RTI tiers. 	<ul style="list-style-type: none"> • Instruction support personnel are central players in RTI tiers.

Pitfall	Possibility
<ul style="list-style-type: none"> • Professionals are given tasks within RTI models that do not make use of their knowledge and skill set. 	<ul style="list-style-type: none"> • Professionals make unique contributions based on their expertise.

Pitfall	Possibility
<ul style="list-style-type: none"> • No students are referred for consideration for placement in SPED because their needs are not within tiers not involving special education. 	<ul style="list-style-type: none"> • Careful consideration is given to "specialized instruction" needed by students who have disabilities.

Pitfall	Possibility
<ul style="list-style-type: none"> • Students suspected of having disabilities are made to go through preliminary tiers when they need special education services. 	<ul style="list-style-type: none"> • Appropriate services are provided to students when they need them.

Translating CLC Levels into RTI Tiers

RTI Tiers and CLC

Primary Instruction (Tier I)

- CLC Level 1 - Enhanced Content Instruction
- CLC Level 2 - Embedded Strategy Instruction

Secondary Interventions (Tier II)

- CLC Level 3 - Intensive Strategy Instruction (short term)
- CLC Level 4 - Basic Skill Instruction (short term)

RTI Tiers and CLC

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Tertiary Intervention (Tier III)

- CLC Level 3 - Intensive Strategy Instruction
- CLC Level 4 - Basic Skill Instruction
- CLC Level 5 - Therapeutic Intervention

Roles/Activities within a 3-Tiered Model

DON'T MISS THIS



Activity: Match task to tier

