

Tier Characteristics

	Tier 1 Instruction	Tier 1 Intervention	Tier 2 Intervention	Tier 3 Intervention
Definition and Focus	Core instruction program using universal learning supports for all students	Preventive intervention using universal learning supports for students struggling to make annual growth in core instruction program	Strategic support using standard treatments for students below grade-level expectations	Intensive support using individualized interventions for students with high intensity academic or behavior problems
Program	Core program which follows research-based guidelines	Critical elements of core program	Core and supplemental program focused on targeted area of need (category of the problem) based on assessment data	Core and supplemental program focused on individual area of need (causal variable) based on assessment data
Documentation	Informal	Informal	Formal documentation using standard treatment protocol forms	Formal documentation using problem-solving forms
Instruction	Differentiated, research-based instructional practices with sufficient opportunities to practice	Supplemental instruction with increased opportunities to respond with more immediate and specific feedback	Supplemental instruction with increased opportunities to respond with more immediate and specific feedback	Supplemental instruction with increased opportunities to respond with more immediate and specific feedback
Instructor/ Interventionist	General education teacher	<ul style="list-style-type: none"> General education teacher, paraprofessional, or volunteer Supervising professional is responsible for assessment and instruction decisions 	<ul style="list-style-type: none"> General education teacher, paraprofessional, intervention specialist, other trained staff or volunteer Supervising professional is responsible for assessment and instruction decisions 	<ul style="list-style-type: none"> Intervention specialist, content specialist, special education teacher Supervising professional is responsible for assessment and instruction decisions
Setting	General education	General education	Appropriate setting	Appropriate setting
Grouping	Flexible grouping (whole group, small group, individual)	Flexible grouping based on similar instructional needs	Flexible homogeneous groups of 3-5 students <ul style="list-style-type: none"> Effectiveness tends to decrease the larger the group Group size may be dependent on various variables, such as skills targeted, grade-level, class vs. small group size Math groups tend to be larger (6-8 students) than reading groups 	Flexible homogeneous groups of 1-3 students <ul style="list-style-type: none"> Effectiveness tends to decrease the larger the group Group size may be dependent on various variables, such as skills targeted, grade-level, class vs. small group size Math groups tend to be larger (3-5 students) than reading groups
Time	<ul style="list-style-type: none"> Reading (K-5: 90 min. daily) or Literacy (K-5: 120+ min. daily, 6+: integration in content instruction) Math (K-12: 50-60+ min. daily) Behavior (K-12: 5-15 min. throughout the day) 	<ul style="list-style-type: none"> Several times per week A few weeks (3-6 weeks) 	<ul style="list-style-type: none"> 15-30 min. in addition to core instruction time (30+ min. is likely to resemble balanced instruction vs. targeted support) 3-5 times per week Minimum of 8-12 weeks 	<ul style="list-style-type: none"> 40+ min. in addition to core instruction time 5 times per week Minimum of 15-20 weeks Intervention may be required for multiple years
Assessment	Benchmark assessment (3-5 times each year) and other formative assessments	Progress monitoring occurs every two weeks to monthly	Frequent progress monitoring occurs weekly to every two weeks (depends on measure)	Frequent progress monitoring occurs twice weekly to every two weeks (depends on measure) <ul style="list-style-type: none"> In-depth diagnostic assessment Assessment for intervention adjustment