Tier II and Tier III Practices Across the Essential Components

Tier I sets the stage for efficient and effective Tier II and Tier III practices.

Tier II and Tier III support build on the foundation established by Tier I. Many of the practices that begin at Tier I set the stage for efficient and integrated support adapted to meet student need at Tier II and Tier III. These practices include:

- Ensure access to data that are current, comprehensive and in a user-friendly format.
- Engage in regular data-based decision-making meetings.
- Plan for implementation.
- Deliberately align and coordinate academic, behavior, social-emotional, and attendance-focused initiatives and procedures.
- Make refinements to local policies and procedures.
- Revise the schoolwide schedule to support student needs, collaborative data-based decision making, and integration of grade-level expectations across tiers.
- Provide coaching to support implementation.
- Provide professional development for all staff to support RTI[2]-A+B.

Similarities Across Tier II and Tier III

Tier II and Tier III have many similarities within each of the essential components of RTI[2]-A+B. For each essential component, these include:

Leadership

- **adjusting team membership** according to individual student needs;
- **consulting key collaborators** on a regular basis to provide another perspective of student need;
- providing opportunities for **collegial conversations** across instructional spaces to promote instructional coherence;
- **adapting existing resources** to better address student need and seeking out new resources as necessary;
- **providing professional development** to all staff to build capacity for Tier II and Tier III; and
- **sharing de-identified group data** with staff, families, district leadership, and other key collaborators to increase awareness, consistency, and support for Tier II and Tier III interventions and the students who receive them.

Data-Based Decision Making

- using a **structured problem-solving process** to address student needs;
- using **multiple sources** of formative, summative, and system-level data to develop supports;
- using **system-level data** to maintain or improve support provision and instructional practices for all students;
- considering the **impact of factors outside of school** on student performance; and
- **balancing supports across tiers,** including using enhancements to Tier I and inclusive supports whenever possible while also providing effective targeted and intensive Tier II and Tier III interventions according to student need.

Assessment

- identifying student needs **proactively**,
- **monitoring student progress** using multiple data sources to ensure outcomes are achieved,
- **monitoring fidelity** that is measured by personnel who are taught the intervention and are familiar with student needs, and
- using progress monitoring tools that:
  - are **aligned** to student area of need and the provided intervention,
  - are **sensitive** to change,
  - allow for **repeated measurement**, and
  - are **taught to staff** to build capacity for instructional decision-making.

Instruction and Intervention

- using interventions that are based on the **best available evidence**;
- providing interventions **aligned to student need** and tailoring supports to capitalize on student strengths;
- ensuring interventionists and classroom teachers collaborate so that **students see the connections** between the skills targeted during intervention and the content taught during grade-level instruction;
- ensuring tiered interventions are instructionally coherent, allowing for application and practice of targeted skills **with grade-level expectations and standards** as appropriate;
- including just-in-time supports that are **responsive to student need** to support learning acceleration; and
- ensuring **qualified** personnel with the necessary **knowledge and expertise** in the content area, instructional strategies, and decision making are taught to deliver the intervention with fidelity.

Intensification Across the Essential Components

Student need drives the intensification of leadership, assessment, data-based decision making, and instruction and intervention. Tier III represents an increased level of adaptations and intensifications to meet specific student need. **Intensifications are not confined to tiers.** Rather, teams should use practices that best fit individual student need.

Examples of Intensifications

Less Intensive ———————————————————————— **More Intensive**

Essential team members are included in student-specific discussions.

Initial and ongoing support for interventionists focuses on high-quality implementation.

Leadership

The team relies on members with specific expertise in the student and their needs to share expertise and actively contribute to decision making.

Ongoing support for interventionists focuses on troubleshooting implementation problems.

Less Intensive ———————————————————————— **More Intensive**

Standard meeting preparation occurs for student-centered discussions based on a comprehensive data profile.

Regular team analysis of progress and fidelity data is completed.

Analysis focuses on broad goals.

Key collaborators' ideas are incorporated into the problem-solving process.

Data-Based Decision Making

Deliberate preparation occurs to ensure all key collaborators can participate in a more thorough analysis of the factors underlying student performance.

Increased frequency of team analysis of progress and fidelity data is possible.

Analysis focuses on increasingly specific skills.

Key collaborators are asked to confirm or refute team assumptions, interpretations, and suggested responses to data.

Less Intensive ⟵ ⟶ **More Intensive**

Assessment

Easily obtainable data sources are used (e.g., universal screeners, brief survey-level assessments, request for assistance forms, discipline data).

More precise data sources are used, which sometimes require more effort to collect (e.g., detailed survey-level assessments, semi-structured interviews, direct observations).

For identifying area(s) of need, a broader focus is prioritized and emphasizes grade-level expectations and drill-down findings.

For identifying area(s) of need, a more precise focus is prioritized and emphasizes grade-level expectations and drill-down findings that comprehensively consider prerequisite and related skills.

Progress monitoring focuses on broad areas of need.

Progress monitoring increasingly includes monitoring of specific skills.

Fidelity monitoring occurs at least monthly.

Informal fidelity monitoring, focused on student engagement and participation in intervention, may occur more frequently.

Less Intensive ⟵ ⟶ **More Intensive**

Instruction and Intervention

Support may include straightforward application of an evidence-based manualized intervention.

Support is more likely to include multi-component interventions that address a student's multiple needs, including those with the greatest impact on the student and their proficiency with grade-level standards and expectations.

Initial intervention adaptations may include simple adjustments to better align the intervention with student needs.

Continual adaptations to align the intervention with student need should occur and may include adjustments to:
- dosage,
- alignment,
- comprehensiveness, or
- instructional coherence.