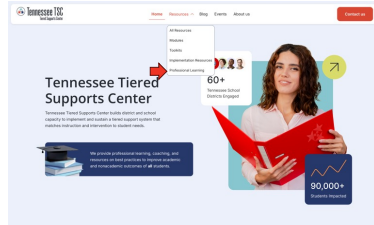


As you prepare for **Implementing Tier III Interventions and Supports**, please:

1. Sit with your school team.
2. Download all materials for this session by visiting <https://www.tennesseetsc.org>, clicking on **Resources**, **Professional Learning**, and **Tier III**.



**Wi-Fi Network:**  
**Password:**

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### DISCLAIMER – Generative AI Tools

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.



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## Attendance and Tennessee Academy for School Leaders (TASL) Survey

Complete the Attendance and TASL Survey using the QR code or this link: <https://tinyurl.com/AttendTASL>

- You must be present for the entire session to receive TASL credit.
- A TASL certificate will be sent to you via email at the end of the semester.





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## Introduction



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### Tennessee Technical Assistance Network (TN-TAN)

TN-TAN provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

#### Intensive Behavior

TRRAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

#### RTI2-A+RTI2-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

#### Assistive Technology

The Assistive Technology Project for Education (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment/lending libraries for assessment trials.

#### Autism



TRRAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

#### Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

#### Family Engagement

The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.



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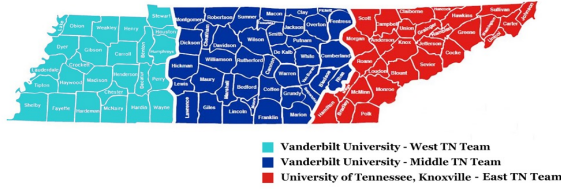
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## About Us



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## Learning Objectives

After completing this professional learning, participants will be able to:

1. Evaluate the degree to which the essential features of academically and behaviorally aligned Tier III supports are implemented at their school.
2. Design the components of an intervention plan for a student with intensive needs so it reflects the features and recommended practices of Tier III.
3. Use data within a structured problem-solving process to adapt and intensify interventions so that supports at all tiers can be used to address student needs.
4. Evaluate existing Tier II and Tier III systems and supports to create an initial action plan to improve practices and reduce or remove system-level barriers.



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## Introduction of Presenters

- Victoria Perry, *Technical Assistance Director*
- Julie Daye, *Educational Consultant*
- Jessica Ogburn, *Educational Consultant*

*Tell us about your team!*



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### Agenda

- 8:30 am Welcome and Introductions
- 8:45 Applying Knowledge of Tier III
- 9:30 Ensuring High-Quality Interventions at Tier III
- 10:30 Methods to Intensify Interventions
- 11:30 Lunch
- 12:45 pm Using the Problem-Solving Process to Intensify
- 2:15 Strengthening Systems
- 2:45 Action Planning and Wrap-Up



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### Professional Learning Materials





#### Using This Binder





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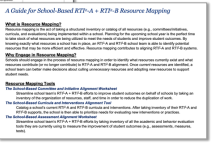
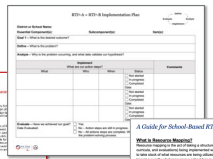
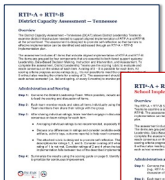
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### Roadmaps







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## Pre-Work Review

### Topics Covered

- Distinguishing Features of Tier III Support
- Tier III Facts Versus Myths

### Preparation for Today's Session:

- Review *Tier II and Tier III Practices Across the Essential Components* handout.
- Complete *Tier III Implementation Reflection Form*.
- Identify one academic and one behavior intervention.

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## Applying Knowledge of Tier III Distinguishing Features

RTI<sup>2</sup>-A + RTI<sup>2</sup>-B School Implementation Fidelity Assessment (SIFA):  
 Data-Based Decision Making (20, 23)  
 Assessment (26-31)  
 Instruction and Intervention (38-39)

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## Tier I Key Ideas

- Fill in the blank:** Tier I is for \_\_\_\_\_.
- Fill in the blank:** High-quality instructional materials (HQIM) ensure access to and success with \_\_\_\_\_.
- Choose one:** Which strategy is not included in Tier I?
  - Access points
  - Instructional scaffolds
  - Intensive interventions for prerequisite skills
  - Standards-based interventions
  - Environmental supports
- True or false:** Classroom-level supports, including student-specific scaffolded supports, should be specifically designed to meet the needs of all learners and should help all students access grade-level learning during Tier I instruction.

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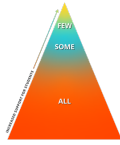
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### Tier II Key Ideas

1. **True or false:** Tier II interventions replace Tier I instruction.
2. **Choose one:** The instructional focus of Tier II interventions is:
  - a. A specific skill
  - b. A grade-level standard
  - c. Both
3. **Fill in the blank:** Initial Tier II intervention is provided at the student's instructional level. Instructors should include *application and practice* of those skills with \_\_\_\_\_ content using Tier I HQIM to the greatest extent possible.
4. **Choose one:** A student has experienced a positive response to intervention when their performance:
  - a. Meets grade-level expectations
  - b. Meets their individual goals
  - c. Either a or b
5. **True or false:** The goal of Tier II is to address a student's unique needs and better equip the student for success in Tier I.



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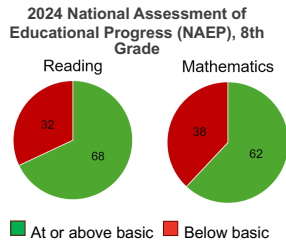
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### Why do we need Tier III intervention?

- To address significant gaps in critical, prerequisite skills and competencies that substantially impact students' ability to access Tier I
- To provide immediate and responsive supports aligned to individual student need to maximize students' access to Tier I
- To address needs that significantly affect performance in multiple areas
- To improve outcomes for students who have varying needs and contexts and for whom less intensive interventions and supports may not be sufficient



(National Center on Intensive Intervention, 2014b; The Nation's Report Card, 2024a; The Nation's Report Card, 2024b; Sterrett et al., 2020)

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### Considering Tier III

Tier III is appropriate if:

- converging evidence indicates inadequate response to previous instruction and intervention,
- performance is substantially below grade-level expectations, and/or
- data indicate deficits in critical prerequisite skills in core domains.

***Tier III is designed to address significant skill needs that create substantial difficulties for the student in engaging with and benefitting from Tier I instruction.***

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### Tier III Characteristics

- **Intensive, continually adapted** interventions to target individual student needs provided **in addition to** Tier I to a small percentage of **students who have the greatest challenges** with Tier I instruction
- **Explicit, systematic** skills-based instruction and support with **increased opportunities** for supported practice with immediate, specific feedback
- Addresses **critical prerequisite skills** for **core domains**
- **Unique instructional design** that **may not keep pace with Tier I** instruction but includes application and practice with grade-level content using Tier I HQIM to the greatest extent possible



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### What makes Tier III, “Tier III”?



**Tier II and III Practices Across the Essential Components**

**For each tier, the steps, for efficient and effective Tier II and III practices:**

**Leadership:**

- Establishing a vision and mission statement
- Developing a strategic plan
- Implementing a system of data-based decision making
- Establishing a system of continuous improvement
- Developing a system of professional learning
- Establishing a system of communication
- Developing a system of evaluation
- Establishing a system of accountability

**Data-Based Decision Making:**

- Establishing a system of data-based decision making
- Developing a system of data-based decision making
- Implementing a system of data-based decision making
- Establishing a system of data-based decision making
- Developing a system of data-based decision making
- Implementing a system of data-based decision making
- Establishing a system of data-based decision making
- Developing a system of data-based decision making

**Assessment:**

- Establishing a system of assessment
- Developing a system of assessment
- Implementing a system of assessment
- Establishing a system of assessment
- Developing a system of assessment
- Implementing a system of assessment
- Establishing a system of assessment
- Developing a system of assessment

**Instruction and Intervention:**

- Establishing a system of instruction and intervention
- Developing a system of instruction and intervention
- Implementing a system of instruction and intervention
- Establishing a system of instruction and intervention
- Developing a system of instruction and intervention
- Implementing a system of instruction and intervention
- Establishing a system of instruction and intervention
- Developing a system of instruction and intervention

Tier III represents an **intensification** of leadership, data-based decision making, and instruction and intervention.



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### Similarities Across Tiers II and III

*Essential components apply to both tiers*



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### Intensification of Leadership

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Essential team members are included in student-specific discussions.</li> <li>• Initial and ongoing support for interventionists focuses on high-quality implementation.</li> </ul> | <ul style="list-style-type: none"> <li>• Team relies on members with specific expertise in the student and their needs to contribute to decision making.</li> <li>• Ongoing support for interventionists focuses on troubleshooting implementation problems.</li> </ul> |
|--|---|

*How might this impact your school's team?*

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### Intensification of Data-Based Decision Making

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Standard meeting preparation occurs for student-centered discussions.</li> <li>• Regular team analysis of progress and fidelity data is completed.</li> <li>• Analysis focuses on broad goals.</li> <li>• Key collaborators' ideas are incorporated into the problem-solving process.</li> </ul> | <ul style="list-style-type: none"> <li>• Deliberate meeting preparation occurs to facilitate more thorough discussions.</li> <li>• Increased frequency of team data analysis is possible.</li> <li>• Analysis focuses on increasingly specific skills.</li> <li>• Key collaborators contribute more actively to the data discussions.</li> </ul> |
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*How might this impact staff training?*

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### Intensification of Assessment

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Easily obtainable data sources are used.</li> <li>• For identifying area of need, a broader focus is prioritized.</li> <li>• Progress monitoring focuses on broad areas of need.</li> <li>• Fidelity monitoring occurs at least monthly.</li> </ul> | <ul style="list-style-type: none"> <li>• More precise, effortful data sources are used.</li> <li>• For identifying area of need, a more precise focus is prioritized.</li> <li>• Progress monitoring increasingly includes monitoring of specific skills.</li> <li>• Informal fidelity monitoring may occur more frequently.</li> </ul> |
|--|---|

*How might this impact your school's assessment plan?*

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### Intensification of Instruction and Intervention

**Less Intensive**

- Support may include straight-forward application of an evidence-based manualized intervention.
- Initial intervention adaptations may include simple adjustments to better align the intervention with student needs.

**More Intensive**

- 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.
- Continual adaptations may include adjustments to dosage, alignment, comprehensiveness, or instructional coherence.

*What is the role of evidence-based interventions?*

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### Ensuring High-Quality Interventions at Tier III

**RTI<sup>2</sup>-A + RTI<sup>2</sup>-B SIFA:**  
Data-Based Decision Making (20)  
Instruction and Intervention (32-39)

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### Characteristics of High-Quality Interventions

High-quality interventions are:

- supported by research,
- standardized,
- delivered by qualified interventionists,
- administered at an appropriate dosage,
- comprehensive, and
- aligned with needed skills or behaviors.

*Interventions must also be cohesive with Tier I instruction and expectations.*

(Fuchs et al., 2017; National Center on Intensive Intervention [NCII], n.d.)

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## An Aligned Model of Support

The characteristics of high-quality interventions:

Academic	Nonacademic
increase the likelihood of success,	✓
provide evidence-based avenues for adaptations,	✓
are often applied to interventions used with small groups, and	are more likely to be applied to interventions used with a single student.



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## Considering the Characteristics for Tier III



### Supported by research

- Programs and practices are based on reliable and valid knowledge gained from scientific research.
- *Tier III interventions show evidence of effectiveness for students with intensive needs.*

### Standardized

- Interventions include a clear structure and well-articulated procedures for delivery.
- *Tier III interventions should allow for adaptation without compromising critical components of the intervention.*

### Qualified interventionists

- Individuals are taught to deliver the intervention with fidelity.
- *Tier III interventionists should have **expertise** in the content area, instructional strategies, decision making, and the student's area(s) of need.*



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## Additional Considerations for Behavior

### Supported by research

- Research populations include students with significant and persistent challenging behavior.
- Interventions based on scientific behavioral principles\* are a source of trustworthy evidence.

### Standardized

- The intervention design and well-articulated procedures for delivery may be based on an analysis of the student's context and needs.
- Intervention components are identified, recorded in Student Intervention Plan (SIP), and taught to all interventionists to support consistent delivery.

### Qualified interventionists

- A broad range of expertise may be needed.
- There may be more than one "interventionist," and all must implement the plan with fidelity.
- A positive, solution-oriented relationship and skilled communication may be essential.

\*when used with fidelity



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### Basic Behavioral Principles

*Characteristics of High-Quality Interventions for Behavior*

**What happens *before* the behavior?**

Events or conditions that **set the stage** for a behavior (e.g., fatigue, hunger, medications)

Events or conditions that **trigger** a behavior (e.g., task requests, tone of voice, proximity)

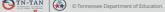
**What is the *behavior*?**

- Behavior definitions are:
  - specific,
  - observable,
  - measurable, and
  - action oriented.
- "Target" behavior
- "Replacement" behaviors

**What happens *after* the behavior?**

Events that occur **immediately after** the behavior

To **get or get away from** an activity, person, thing, or sensation



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### Student Intervention Plan (SIP) Requirements



- All students receiving tiered interventions should have a written plan in place.
- There is not a specific form for an SIP.
- Every SIP must include certain information:
  - date of placement,
  - tier of intervention,
  - identified need(s),
  - intervention program or methodology,
  - level and type of formal and informal progress monitoring, and
  - data on student performance.



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### Student Intervention Plan (SIP) Requirements

*Behavior*

Behavioral principles help teams develop the required features of an SIP.


An SIP that addresses behavior is **not** the same as a Behavior Intervention Plan (BIP).

- Definitions
- Measurement
- Goal(s)

- Before
- During
- After

- Acceptability
- Fidelity
- Coaching

- Prevent
- Teach
- Reinforce



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## Support for Behavior Plan Development

### Addressing behavioral context

**Address the Context**

Draw's teacher gives Draw choice of groups

Make the behavior IRRELEVANT PREVENT

Group finishes quickly and disperses

Avoids peers

Make the behavior INEFFECTIVE RESPOND

### Measurement and monitoring

Tennessee Technical Assistance Network (TN-TAN)  
<https://tn-tan.tnedu.gov/>

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## Considering the Characteristics for Tier III

Dosage	Comprehensiveness	Alignment
<ul style="list-style-type: none"> <li>This refers to the number of opportunities a student has to practice skills and receive feedback.</li> <li>Group size, session duration, and session frequency affects dosage.</li> <li>Tier III provides increased opportunities for practice and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>This considers the extent to which the intervention includes elements of explicit instruction.</li> <li>Tier III interventions are highly explicit and systematic and include adaptations to increase comprehensiveness according to student need.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions match the student's area of need and specific skills necessary to increase access and opportunity within Tier I.</li> <li>Tier III requires a thorough consideration of student need, including stages of student learning, focusing on skills with the greatest impact on Tier I.</li> </ul>

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## Additional Considerations for Behavior

Dosage	Comprehensiveness	Alignment
<ul style="list-style-type: none"> <li>Beyond group size, session duration, and session frequency several factors influence a student's opportunities for practice including:                             <ul style="list-style-type: none"> <li>reducing feedback intervals,</li> <li>increasing prompts, and</li> <li>increasing behavior-specific praise.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explicit instruction on prerequisite skills may include behaviors that are often taken for granted (e.g., listening, emotional awareness, perspective taking).</li> <li>Intervention plans include explicit prevention, teaching, and response components.</li> </ul>	<ul style="list-style-type: none"> <li>Effective interventions are aligned with the purpose of the target behavior.</li> <li>The purpose of a behavior is understood as either getting or getting away from a/an:                             <ul style="list-style-type: none"> <li>activity,</li> <li>person,</li> <li>thing, or</li> <li>sensation.</li> </ul> </li> </ul>

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## Learning Acceleration

Learning acceleration:	With behavior, this includes:
<ul style="list-style-type: none"> <li>is for all students,</li> <li>strategically prepares all students for success in grade-level content,</li> <li>includes "just-in-time" supports that are immediately responsive to student knowledge gaps, and</li> <li>provides students with better access to Tier I instruction.</li> </ul>	<ul style="list-style-type: none"> <li>providing high-quality classroom management,</li> <li>carefully designing classroom supports to bridge students' behavioral skill gaps,</li> <li>adding "just-in-time" behavioral supports that build on the foundation of classroom management, and</li> <li>including all students to the greatest extent possible.</li> </ul>

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## Instructional Coherence

Intervention is intentionally designed to increase students' success with grade-level standards and expectations and ability to access and engage with grade-level instruction.

### Academic strategies

- Use consistent language.
- Provide scaffolded practice with grade-level content aligned with area of intervention and level of performance.
- Help students realize connections between skills.

### Behavior strategies

- Align behaviors with the schoolwide expectations and use similar routines across settings.
- Provide scaffolded practice in relevant contexts.
- Include practice focused on transferring skills.
- Help students realize connections between skills.

(Potter & Harlacher, 2025; Tennessee Tiered Supports Center [TSC], 2025)

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## Summing It Up

### Using an Intervention at Tier III



Ensure the intervention is high quality.



Make any initial adaptations to ensure the intervention is appropriately intensive for Tier III and supports are aligned.



Ensure a plan for monitoring student progress is in place.



Regularly monitor student response and make adaptations to intensify as needed, according to data.

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## Characteristics of High-Quality Interventions

### Alignment Guide Application Activity

1. Turn to the *Characteristics of High-Quality Interventions* activity in the Alignment Guide.
2. Complete Part 1 by reviewing the example. Then pick both a behavior and an academic intervention to review according to the characteristics. Consider whether it is appropriate for Tier III and support your decision based on the characteristics.
3. Be prepared to share with the whole group.



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## Methods to Intensify Interventions

**RTI<sup>2</sup>-A + RTI<sup>2</sup>-B SIFA:**  
 Data-Based Decision Making (20, 24, 25)  
 Assessment (28)  
 Instruction and Intervention (38, 39)

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## Intensifying Interventions

When adjusting intensity, **match the intensity** of the support to the intensity of the **student's needs**.



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### Adapting High-Quality Interventions

The team determines a less intensive, high-quality intervention will be insufficient to meet student need.

Data are analyzed to identify specific academic skills needed by the student.

**Analysis of student context and other data** are used to identify specific behavioral skills and environmental changes needed by the student.

The team identifies and applies student-specific adaptation(s) to intensify.

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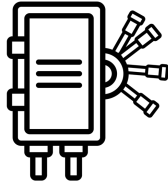
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### Intensify According to the Characteristics



- Dosage
- Comprehensiveness
- Alignment
- Instructional coherence

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### Intensifying Dosage

Nonexample	Example
<p>Ms. Green increased the duration of her reading intervention group from 30 to 45 minutes. She also broke her larger group of six students into two smaller groups of three students. These changes allowed her more time to teach each lesson and gave her more time with each student.</p> <p><b>Why does this fail to increase dosage?</b></p>	<p>Ms. Green increased the duration of her reading intervention group from 30 to 45 minutes which allows her to double the number of words students practice during the lesson. She also broke her larger group of six students into two smaller groups of three students which gave her the opportunity to provide more practice and feedback aligned to specific student need.</p> <p><b>Why does this successfully increase dosage?</b></p>

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### Intensifying Dosage

Intensification	Explanation
Increase and vary opportunities for students to practice and receive feedback aligned to student need.	Provide more opportunities for students to practice with feedback.
	Vary the types of practice opportunities (e.g., individuals versus group responses) to allow for maximum responses and individual checks for understanding.

Increased time, sessions, or smaller groups should lead to **more tailored** practice opportunities and feedback.

(Fuchs et al., 2017; Donegan & Fluhler, 2024)



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### Intensifying Dosage

#### *Additional Considerations for Behavior*

For behavior, strategies to increase dosage could *also* include:

- introducing the intervention in additional **settings**, with additional **people**, and with different or additional **materials**;
- developing additional **opportunities for modeling and practice** of the replacement behavior, including opportunities in less-demanding situations to ensure the student experiences success with their replacement behavior;
- **reducing intervals** for feedback and reinforcement; and
- **adding prompts** for the replacement behavior.

(Donegan & Fluhler, 2024; Fuchs et al., 2017; Hughes et al., 2017)



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### Comprehensiveness

- **Comprehensiveness** is the extent to which the intervention includes elements of explicit instruction.
- Defining features of explicit instruction include:
  - segmenting complex skills,
  - modeling skills step-by-step,
  - engaging students in supported practice and gradually fading support, and
  - providing many opportunities for student response and teacher feedback.
- Instruction that is explicit follows a predictable structure.

(Donegan & Fluhler, 2024; Fuchs et al., 2017; Hughes et al., 2017)



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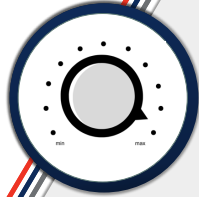
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## Intensifying Comprehensiveness

Comprehensiveness can be intensified by adjusting **how often** the elements of explicit instruction are present and **how intensively** they are delivered.



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## Intensifying Comprehensiveness

Intensification	Explanation
Make instruction more systematic	Break instruction down into even smaller steps.
Adjust modeling	Add components to support self-regulation. Add examples and nonexamples and gradually increase student involvement.
Adjust prompting	Adjust support by changing the type of prompting provided (e.g., directives, questions, reminders). Layer prompts to provide more support (e.g., verbal plus visual prompts).

(Donegan & Fluhler, 2024)

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## Intensifying Comprehensiveness



### Additional Considerations for Behavior

Intensification	Explanation
Provide additional or different strategies to address: <ul style="list-style-type: none"><li>• <b>prevention</b>,</li><li>• <b>teaching</b>, and/or</li><li>• <b>response</b> components.</li></ul>	Address events or conditions that occur before the behavior.
	Teach replacement behavior(s).
	Reinforce replacement behavior(s) and minimize reinforcement for the target behavior.
Adapt the physical environment.	Increase explicit support provided by the physical environment.
Plan for step-by-step improvement and eventual intervention fading.	Provide additional or different strategies to support short-term goals for the desired behavior, skill mastery, and independence.

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## Which is a better example of intensifying comprehensiveness?

Example A	Example B
Lesson steps:	Lesson steps:
1. Explain and demonstrate	1. Explain and demonstrate
2. Supported practice reading words sound-by-sound l e a p   l e a p	2. Supported practice reading words sound-by-sound aloud with teacher
3. Independent practice reading words e a   l e a p   l e a p	3. Independent practice

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## Intensifying Alignment

Alignment can be intensified through adjusting intervention focus and emphasis to better align with student needs as determined through analysis of data.

### Strategies

- Skipping or abbreviating instruction in mastered skills
- Supplementing with additional instruction
- Adjusting instruction to consider the instructional hierarchy
- Adjusting instruction to consider student prior knowledge, background, and experiences
- Adding support for goal-directed behaviors, executive function, and/or align intervention with behavioral principles to minimize nonproductive behaviors
- Adjusting balance of instruction considering how skills are related to critical grade-level standards or expected behaviors

(Fuchs et al., 2017; NCII 2025)

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## Intensifying Alignment

### Additional Considerations for Behavior

- May include additional data review or collection to gain more insight into the purpose of the student's behavior
  - Across additional settings
  - With different peers
  - Under different task demands
- May include adjustments based on an enhanced understanding of the behavior's purpose, student preferences, and relevancy
- Ensure the intervention addresses the necessary prerequisite and focus skills



(Fuchs et al., 2017; NCII 2025)

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**Which is a better example of intensifying alignment?**

**Nina**

- Shuts down in front of peers
- In classroom
- During group instruction
- When called on

**Example A**

- Instruction focuses on skills for managing emotions.
- Students practice skills with scenarios that include unstructured time with peers.
- Scenarios based on large group academic instruction are added to the practice sessions.

**Example B**

- Supported discussion explores feelings, thoughts and actions that occur when being called on in front of peers during large group academic instruction.
- Instruction includes skills for managing emotions and communicating effectively with peers.
- Practice scenarios are based on being called on during large group instruction.

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**Intensifying Instructional Coherence**

Instructional coherence can be intensified through strengthening the connection between intervention and grade-level instruction and supports to help students transfer skills across settings and tasks.

**Strategies**

- Practice skills using HQIM as appropriate and preteach key concepts.
- Introduce and practice skills using scaffolds to support transfer.
- Prompt targeted skills and strategies using similar language across settings.
- Explicitly teach connections between skills students are building and grade-level content and expectations.
- Explicitly teach students when and how to use learned strategies across the day.
- Intentionally plan to ensure students access Tier I instruction and recognition strategies\*.

(Fuchs et al., 2017; Potter & Harlin, 2025)  
\*For behavioral interventions.

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**Which is a better example of intensifying instructional coherence?**

**Social Interactions and Problem-Solving Group**

**Show Respect**

- Listening
- Perspective taking
- Compromising
- Agreeing to disagree

**Example A**

- Mark's civics teacher prompts his class to "Show Respect" before working in small groups.
- Mark's civics teacher awards his group extra "Eagle Bucks" for finishing quietly.

**Example B**

- The interventionist adds debates to group role plays, drawing from civics, history, science, and literature courses.
- Mark's civics teacher prompts Mark's small group to model "Being Respectful" by "agreeing to disagree" before beginning their assignment.

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## Group Activity



1. Review the information provided for the academic or behavior intervention in the *Characteristics of High-Quality Interventions Activity, Part 1* in the Alignment Guide. Pay special attention to information provided for:
  - dosage,
  - comprehensiveness,
  - alignment, and
  - instructionally coherent.
2. In your small group, discuss how the intervention could be further intensified for each of the characteristics noted above. Refer back to the slides in this section and handouts as needed. **Generate one to two specific intensification(s) for each characteristic to share with the whole group.**
3. Discuss your suggested intensifications with the whole group. **Listen, reflect, and respond to what others share.**

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## Characteristics of High-Quality Interventions

### Alignment Guide Application Activity

1. Turn to the *Characteristics of High-Quality Interventions* activity in the Alignment Guide.
2. Complete Part 2 by revisiting the interventions you evaluated earlier and discuss ways they could be intensified to address student need.
3. Complete the Pause and Reflect Chart.
4. Be prepared to share with the whole group.



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## Using the Problem-Solving Process to Intensify

**RTI<sup>2</sup>-A + RTI<sup>2</sup>-B SIFA:**  
 Data-Based Decision Making (21-25)  
 Assessment (26-29)  
 Instruction and Intervention (38, 39)

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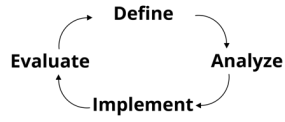
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## Determining the Best Course of Action



When teams notice a **questionable or poor response**, they can use the **problem-solving process** to find the **reason** and determine the **adaptations needed** to improve effectiveness.

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## Before Intensifying

Before using the problem-solving process to intensify, teams should **pause to check** their previous conclusions and actions.

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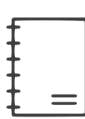
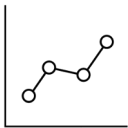
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## Steps to Take Before Intensifying

Examine data

Examine delivery

Examine intervention



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## Examine Data

Teams should ask the following questions, examining **data and assessment issues**, before intensifying.

- Was a rigorous yet achievable goal set?
- Did we monitor a skill aligned to the area of need and focus of the intervention?
- Was an appropriate tool used to monitor progress?
- Was data collected in a consistent and appropriate manner?
- Was data gathered from multiple sources?



(Hoag et al., 2014; NCI 2014a; NCI 2014b; NCI 2023)

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## Examine Delivery

Teams should ask the following questions, examining **fidelity and other delivery issues**, before intensifying.

- Was the intervention implemented as designed and intended?
- Do our fidelity checks and other observations show high-fidelity, high-quality implementation?
- Did other factors (e.g., absences, lack of student engagement, scheduling challenges) prevent the student from receiving the intervention as planned?



(Hoag et al., 2014)

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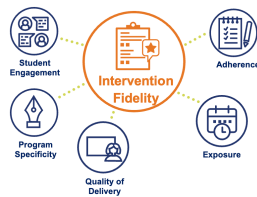
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## Considering Delivery More Closely

### Consider the interventionist

- Have they been taught the intervention and are they committed to implementing with fidelity?
- Can they respond in-time with student need?
- Do they have expertise in the content area, instructional strategies, decision making, and student area(s) of need?
- Do they have a positive, solution-oriented relationship with the student and are they a skill communicator?

### Consider fidelity



(NCRI, 2021)

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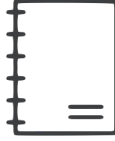
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## Examine Intervention

Teams should ask the following questions, examining the **intervention**, before intensifying.

- Are supports for different areas of need aligned and coordinated?
- Is the intervention high quality and appropriately intensive for Tier III? Did we make initial adaptations to meet student need?
- Does the intervention target the student's academic and/or behavior needs as we understand them?



(Hosp. et al., 2014; NCI 2014a; NCI 2014b; NCI 2023)

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## Planning and Applying Intensifications, Part 1 *Alignment Guide Application Activity*

1. Turn to the *Planning and Applying Intensifications Activity, Part 1* in the Alignment Guide.
2. Complete Part 1 by reviewing the intervention plan for Logan and answering the questions. This part of the activity focuses on pausing and checking previous conclusions and actions before proceeding to intensify.
3. Be prepared to share your responses with the group.



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## Define the Problem



The student is **not responding** to the intervention as we expected.  
We need to use the problem-solving process to identify which adaptations will **increase effectiveness**.



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## Analyze

Why is the student not responding as we expected?  
In what ways was our intervention insufficient to meet the student's needs?

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## Focusing on Alterable Variables

(Potter & Harlacher, 2025)

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## Gathering Data

When gathering additional data, remember RIOT.

- Review products, work samples, files, and records.
- Interview students, educators, families, and others.
- Observe students and/or educators.
- Test to prompt performance that is not likely to occur spontaneously.

Remember, **tailored intervention** requires **tailored assessment**.

(Hosp et al., 2014)

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## Using Multiple Sources of Data

When deciding whether student response is positive or poor, **teams** should make decisions **based on a wealth of data** and with consideration given to the unique circumstances of the student.



(Fuchs & Mellard, 2008)

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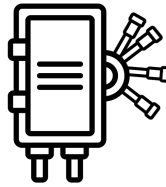
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## Consider Reasons According to the Characteristics

- Dosage
- Comprehensiveness
- Instructional coherence
- Alignment



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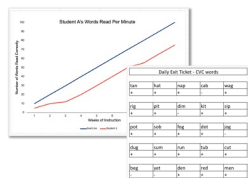
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## Analyze

*Is the instruction matched to student need?*



The student is making some progress, but not enough.

The **dosage** of the intervention may be insufficient for the student.

How should we **intensify** the intervention in response?

(Center on Multi-Tiered Systems of Support [MTSS], 2023; Potter & Harlacher, 2025)

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### Analyze

*Is the instruction matched to student need?*

Time	Student A's Word Count	Goal
0	10	10
1	11	11
2	12	12
3	13	13
4	14	14
5	15	15
6	16	16
7	17	17
8	18	18
9	19	19
10	20	20

The student is making some progress, but not enough.

The **comprehensiveness** of the intervention may be insufficient for the student.

How should we **intensify** the intervention in response?

(Center on Multi-Tiered Systems of Support (MTSS), 2023; Potter & Harlacher, 2025)

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### Analyze

*Is the curriculum adequately supportive?*

Time	Teacher observations	Interventionist observations
0	10	10
1	11	11
2	12	12
3	13	13
4	14	14
5	15	15
6	16	16
7	17	17
8	18	18
9	19	19
10	20	20

Teacher observations

Interventionist observations

The student's progress may be variable. The student may do well in some settings, but not others.

The **coherence** between the grade-level and intervention **curriculums** may be insufficient for the student.

How should we **intensify** the intervention in response?

(Center on MTSS, 2023)

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### Analyze

*Is the environment adequately supportive?*

Time	Teacher observations	Interventionist observations
0	10	10
1	11	11
2	12	12
3	13	13
4	14	14
5	15	15
6	16	16
7	17	17
8	18	18
9	19	19
10	20	20

Teacher observations

Interventionist observations

The student's progress may be variable. The student may do well in some settings, but not others.

The **coherence** between the grade-level and intervention **environments** may be insufficient for the student.

How should we **intensify** the intervention in response?

(Center on MTSS, 2023)

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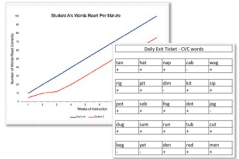
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### Analyze

*Is the intervention matched to student need?*



The student may be making some progress, but not enough.

There may be a **slight misalignment** between the intervention and the skill needs of the student.

How should we **intensify** the intervention in response?

(Center on MTSS, 2023)

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### Planning and Applying Intensifications, Part 2

*Alignment Guide Application Activity*

1. Turn to the *Planning and Applying Intensifications Activity, Part 2* in the Alignment Guide.
2. Complete Part 2 by reviewing the intervention plan for Riley and answering the questions. This part of the activity focuses on using the problem-solving process to consider if inadequate dosage, comprehensiveness, instructional coherence, or alignment was the reason behind Riley's response.
3. Be prepared to share your responses with the group.

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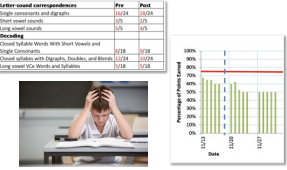
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### Analyze

*Is the intervention matched to student need?*



The student is making little to no progress and has had minimal success with the intervention.

There may be a **substantial misalignment** between the intervention and areas of need of the student.

How should we **change** the intervention in response?

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## Instructional Hierarchy

Acquisition

Fluency

Generalization

Adaptation



Initial learning of skill



Developing automaticity



Performing skill in new context



Modifying and adapting skills for use in new setting or for new purpose

(Burns et al., 2017; Harling & Eaton, 1978)

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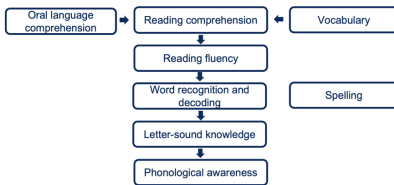
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## Analyze

Is the intervention matched to student need?



Return to the drill-down process and consider **prerequisite and related skills.**

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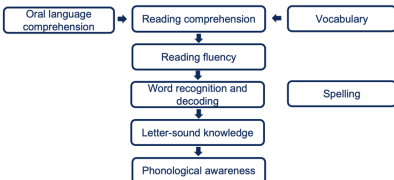
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## Analyze

Is the intervention matched to student need?



Focus on **critical prerequisite and foundational skills** likely to have the **greatest impact** on mastery of grade-level standards. Ensure **access** through **Tier I supports.**

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## Discussion



Consider how you would approach supporting middle and high school students with intensive needs in basic reading skills.

1. Within word recognition and decoding, experts recommend teaching students with these needs strategies for reading and spelling multisyllabic words. How is this a high-impact skill for students in these grades?
2. How could interventionists support students with gaps in earlier skills, like letter-sound knowledge, to make sure instruction in multisyllabic words would be effective?
3. Leveraging access points and instructional scaffolds during Tier I is critical for ensuring access for students with intensive needs. Discuss your challenges and successes of supporting students with intensive academic needs during grade-level instruction.
4. What other factors should be considered when planning intervention for adolescent learners?

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## Common Areas of Need for Behavior



Area of need	Intervention focus
Self-regulation	Understanding and meeting expectations and managing impulsive tendencies
Social interactions and problem solving	Forming and maintaining relationships, effectively interacting with others, and problem solving with others
Emotional regulation	Increasing self-awareness of internalizing behaviors and teaching skills to express and manage emotions
Interfering behaviors	Externalizing behavior patterns associated with deliberate disregard for others and rules which students are capable of performing <b>as they have no other underlying needs</b>
Co-occurring academic and behavior needs	Addressing behavior patterns that involve difficulty meeting academic expectations

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## Analyze

Is the intervention matched to student need?



Form	Purpose	Demands
What does this behavior look like?	How is this behavior serving the student?	Under what conditions does the student demonstrate this behavior?
		

Understanding the **context of a student's behavior of concern** helps teams identify how to best address the area of need.

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## Analyze

*Does the intervention address the student's needs?*



Focus on **critical prerequisite and foundational skills** likely to have the **greatest impact** on the student's access to the Tier I environment and instruction.  
Ensure **access** through **Tier I supports**.

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## Planning and Applying Intensifications, Part 3

*Alignment Guide Application Activity*

1. Turn to the *Planning and Applying Intensifications Activity, Part 3* in the Alignment Guide.
2. Complete Part 3 by reviewing the intervention plan for Emerson and answering the questions. This part of the activity focuses on using the problem-solving process to consider if inadequate dosage, comprehensiveness, instructional coherence, or alignment was the reason behind Emerson's response.
3. Be prepared to share your responses with the group.



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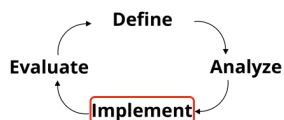
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## Implement



What actions will we take to **adapt** the intervention and **increase effectiveness**?

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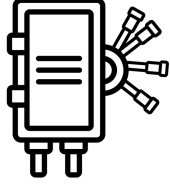
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## Apply Intensifications According to the Characteristics

- Dosage
- Comprehensiveness
- Instructional coherence
- Alignment



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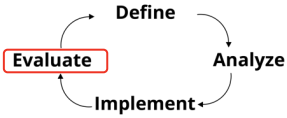
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## Evaluate



What is the **student's response** to our adapted intervention?  
Is the adapted intervention **more effective**?

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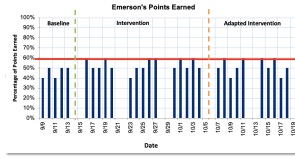
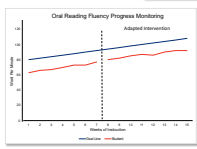
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## Questionable or Poor Response

### Behavior examples



### Academic examples

Word	Read	Write	Copy	Dictate	% correct
cat	cat	cat	cat	cat	80%
bat	bat	bat	bat	bat	60%
mat	mat	mat	mat	mat	40%
pat	pat	pat	pat	pat	60%

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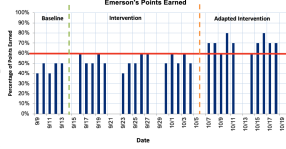
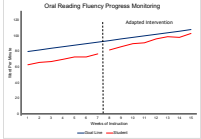
## Positive Response

### Behavior examples



### Academic examples

Daily Exit Ticket - CVC Words					
John	Pat	Chip	Job	Long	80%
2	3	4	5	6	
John	Pat	Chip	Job	Long	80%
2	3	4	5	6	
John	Pat	Chip	Job	Long	80%
2	3	4	5	6	

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Ongoing monitoring is critical and provides the opportunity to **discover** whether the intervention is **evidence based** for the current child and situation.



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## Strengthening Systems to Support Tier III

**RTI<sup>2</sup>-A + RTI<sup>2</sup>-B SIFA:**  
 Leadership (1-10, 13-15)  
 Data-Based Decision Making (17, 20, 23)  
 Assessment (16-17, 24-31)  
 Instruction and Intervention (20, 38, 39)

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### Considering the Essential Components

Leadership	Data-Based Decision Making	Assessment	Instruction and Intervention
			

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### Leadership

-  Develop and enhance feedback loops to gain buy-in and address implementation barriers.
-  Establish strong teaming structures to ensure data team meetings can be focused on evaluating student progress and planning adaptations.
-  Assess and develop knowledge and skills of staff related to intensive instruction, data-based decision making, and Tier I instruction.
-  Ensure school policies support progress for all students.

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### Data-Based Decision Making

Coordinating processes for problem-solving and data-based decision making across the school and district can help systems work more efficiently and effectively.

**Evaluate**

→

**Define**

→

**Analyze**

→

**Implement**

→

→

**Evaluate**

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## Data-Based Decision Making



At Tier III, it is critical to allow time for **in-depth, student-specific data discussions** to problem solve, plan, and adapt interventions for **immediate implementation**.

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## Systems-Level Evaluation for Tier III

- What percentage of our student body currently receives Tier III support?
- Are Tier III interventions effective for our students?

De-identified group data is a powerful tool to generate buy-in and encourage teachers to make timely referrals.

Month	# of Students Participating	# of Students Meeting Goals	# of Students Making Progress Towards Goals	# of Students not Making Progress	# of Plans Discontinued/Students Graduated
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

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## Assessment

Ensure screening, progress monitoring tools, and drill-down assessments are available to meet needs unique to Tier III assessment including:

- screening that considers academic and nonacademic needs,
- increased specificity for progress monitoring,
- availability of varied levels for progress monitoring, and
- more comprehensive drill-down.

Use fidelity and instructional practice evaluation tools to ensure instruction and intervention is:

- high quality,
- delivered as intended, and
- students are engaged.

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### Instruction and Intervention

- Ensure school schedules are built to allow adequate intervention time, even if needs have not yet been identified.
- Be creative in considering options that allow for interventions to be intensified within existing school schedules.
- Be intentional about creating structures to support instructional coherence.
- Allow for shared planning time between interventionists and grade-level teachers to help ensure interventions support critical grade-level standards and expectations and promote transfer of skills across settings.
- Remember, strategies to support connection between tiers may differ according to student needs and instructional demands.

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### System-Level Supports for Behavior at Tier III

- Establish Tier I structures to set behavioral expectations and acknowledge appropriate behavior, like Positive Behavioral Interventions and Supports (PBIS).
- Support key collaborators' active participation in problem solving.
- Align behavioral supports to work in tandem and create a cohesive experience for students.
- Adopt school discipline policy and procedures that prioritize in-school instructional alternatives and minimize exclusion.
- Provide ongoing professional learning related to behavior support.
- Consider that wraparound supports may require enhanced collaboration with community agency personnel.
  - Intervention and support strategies
  - Student progress

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### Practical Approaches to Intensify Interventions

#### Alignment Guide Application Activity

1. Turn to the *Practical Approaches to Intensify Interventions* activity in the Alignment Guide.
2. Read your assigned section of the guide [Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention](#) and discuss with your small group.
3. Create a summary chart of your section.
4. Be prepared to share with the whole group.

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### Rolling Hills Scene

*Whole Group Activity*

1. Read the *Rolling Hills Tier III Implementation Reflection Form*.
2. Listen to the discussion at Rolling Hills School.
3. Think about how the Rolling Hills team's answers on the reflection form and discussion compares to issues at your school.

*How do system-level considerations affect how Tier III interventions are implemented?*





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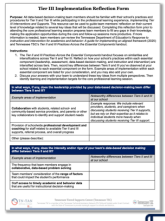
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### Discussion: Features of Tiers II and III

Review your *Tier III Implementation Reflection Form* completed during Pre-Work.

- In what ways, if any, do the practices and procedures between Tiers II and III **differ** at your school?
- What are you most proud of related to your Tier II and III supports?
- What concerns you the most about your Tier II and III supports?
- Are there certain practices your team would like to focus on first?





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### Action Planning and Wrap Up

**RTI<sup>2</sup>-A + RTI<sup>2</sup>-B SIFA:**  
Leadership (1-12)  
Data-Based Decision Making (13-17, 20)  
Assessment (27-31)  
Instruction and Intervention (38, 39)



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### Tier III Wrap-Up

*Alignment Guide Application Activity*



1. Turn to the *Tier III Wrap-Up* in your Alignment Guide.
2. First, complete the *Four Corners Activity* by using the Pause and Reflect charts you completed throughout training.
3. Next, consider what actions your team needs to take and make a plan by completing the *Next Steps After Training* activity.
4. Once your plan is complete, submit it to your presenter who will check in on your progress after training.
5. Consider what items should be added to your SIFA annual implementation plan.

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### TN-TAN End-of-Session Survey

Please complete the evaluation survey using the following link or scanning the QR code:  
[https://kusuurvey.ca1.qualtrics.com/ife/form/SV\\_085eZrS8l4iZlIC](https://kusuurvey.ca1.qualtrics.com/ife/form/SV_085eZrS8l4iZlIC)



Project Provider: *Tennessee TSC*

Event Title: *Tier III*

#### Learning Objectives:

1. Evaluate the degree to which the essential features of academically and behaviorally aligned Tier III supports are implemented at their school.
2. Design the components of an intervention plan for a student with intensive needs so it reflects the features and recommended practices of Tier III.
3. Use data within a structured problem-solving process to individualize and intensify interventions so that supports at all tiers can be used to address student needs.
4. Evaluate existing Tier II and Tier III systems and supports to create an initial action plan to improve practices and reduce/remove system-level barriers.

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## Tier I Key Ideas – Activity Answer Key

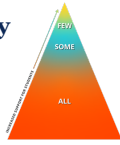
1. **Fill in the blank:** Tier I is for **all students**.
2. **Fill in the blank:** High-quality instructional materials (HQIM) ensures access to and success with **grade-level standards**.
3. **Choose one:** Which strategy is **not** included in Tier I?
  - a. Access points
  - b. Instructional scaffolds
  - c. Intensive interventions for prerequisite skills**
  - d. Standards-based interventions
  - e. Environmental supports
4. **True or false:** Classroom-level supports, including student-specific scaffolded supports, should be specifically designed to meet the needs of all learners and should help all students access grade-level learning during Tier I instruction.



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### Tier II Key Ideas – Activity Answer Key

1. True or **false**: Tier II interventions replace Tier I instruction.
2. **Choose one**: The instructional focus of Tier II interventions is:
  - a. A specific skill**
  - b. A grade-level standard
  - c. Both
3. **Fill in the blank**: Initial Tier II intervention is provided at the student's instructional level. Instructors should include *application and practice* of those skills with **grade-level** content using Tier I HQIM to the greatest extent possible.
4. **Choose one**: A student has experienced a positive response to intervention when their performance:
  - a. Meets grade-level expectations
  - b. Meets their individual goals
  - c. Either a or b**
5. **True or false**: The goal of Tier II is to address a student's unique needs and better equip the student for success in Tier I.



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### Lunch



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### Break



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