

Tier II and III Practices Across the Essential Components

Tier I sets the stage for efficient and effective Tier II and 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 RTI²-A+B.

Similarities across Tier II and III

Tier II and Tier III have many similarities within each of the essential components of RTI²-A+B. For each essential component, these include:

Leadership	Data-Based Decision Making	Assessment	Instruction and Intervention
<p>Leadership</p> 	<p>Data-Based Decision Making</p> 	<p>Assessment</p> 	<p>Instruction and Intervention</p> 
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 data-based decision making are taught to deliver the intervention with fidelity.

Intensification Across Tier II and III

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

Planning and preparation activities for meetings support collaborative and data-based 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

Planning and preparation activities for meetings support additional, more robust discussions related to student needs, possible implementation barriers, and/or intervention-related adaptations.

Increased frequency of team data analysis is possible.

Analysis focuses on increasingly specific skills.

Key collaborators contribute more actively to the data discussions (e.g., asked to confirm or refute team assumptions, interpretations, and suggested responses to data).

Less Intensive

More Intensive

Readily available, universally applied data sources are used to identify student skill needs (e.g., universal screeners, brief survey-level assessments, request for assistance forms, discipline data).

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

Progress monitoring plan focuses on the student's skill needs.

Fidelity monitoring occurs at least monthly.



Assessment

More detailed analyses and/or more precise assessments are used to uncover specific subskills needed by the student (e.g., detailed survey-level assessments, semi-structured interviews, direct observations).

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 plan captures incremental goals, and selected measures are sensitive to small steps of progress.

Fidelity monitoring is increasingly proactive and supports timely responses to student-specific needs.

Less Intensive

More Intensive

Support may include straightforward application of an evidence-based, standardized intervention or methodology.

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



Instruction and Intervention

Support is more likely to be tailored to address needs with the greatest impact on the student and his or her access to and progress with grade-level standards and expectations.

Continual adaptations, in response to detailed analysis of student need, may include more complex, tailored adjustments to:

- dosage,
- alignment,
- comprehensiveness, and/or
- instructional coherence.