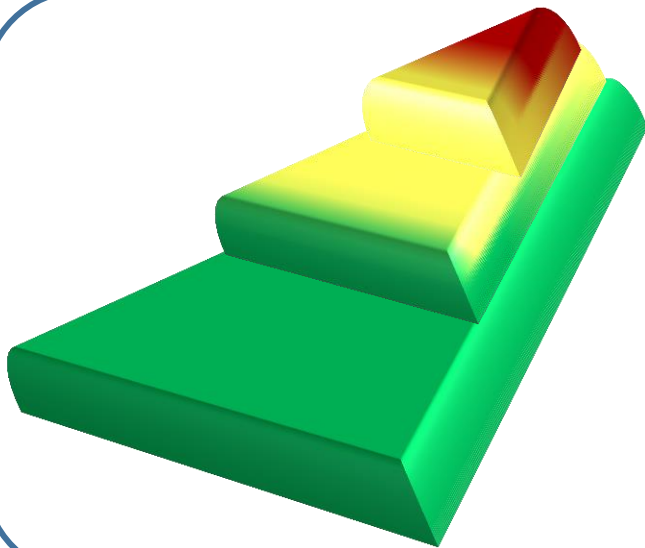




Organizing School and District Resources to Meet Student Need



ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports

The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports

More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports

General academic and behavior instruction and support provided to all students in all settings.

Instruction and support at Tier 1 helps all students meet the Florida Standards.

- Behavioral supports are infused with academic instruction.
- Some schools' Tier 1 will include more time and/or more specific instruction on necessary skills, based on student needs and demographics (readiness, language, economic factors, etc.).
- The core for behavior includes:
 - School-wide social and behavioral expectations, rules, and procedures, and the lesson plans used to teach them.
 - Procedures used to prevent and consistently respond to student behaviors, including rewards and consequences aligned with the expectations.
 - Classroom management practices aligned to the school-wide system.

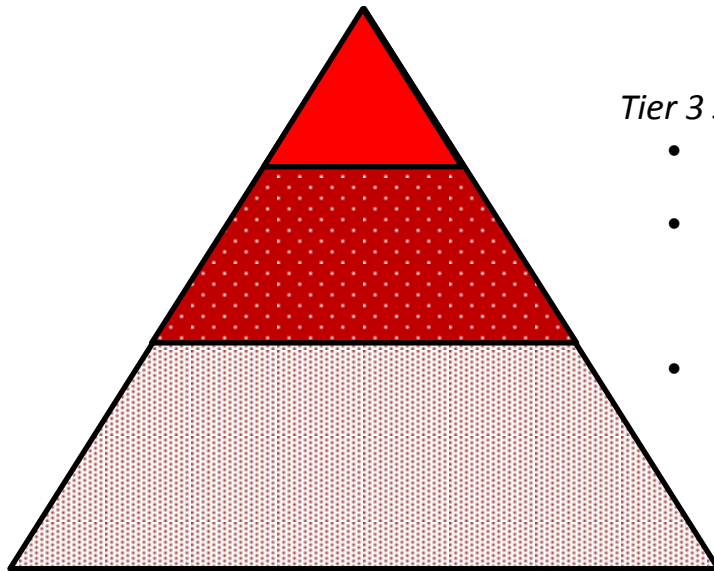
Instruction and support at Tier 2 is designed to improve students' performance at Tier 1, and prevent problems from getting worse.

- Supports are provided to **some** students, **in addition to** what they already receive in Tier 1.
 - Tier 2 provides more time, and/or a more specific focus than Tier 1.
- Interventions are **not** the sole responsibility of the classroom teacher, and can be provided by a variety of individuals in a variety of settings.
- Tier 2 is considered effective when at least 70% of students receiving these supports meet or exceed grade level expectations.
- Tier 2 for behavior includes:
 - Practices that are directly linked to school-wide expectations
 - Interventions designed for groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention, escape)
 - Progress monitoring that shows whether students are demonstrating the school-wide expectations.

Continued...

Instruction and support at Tier 3 helps individual students overcome significant barriers to achieving grade-level expectations.

- Tier 3 supports are provided to a FEW students and include the most intensive services a school can provide.
 - Tier 3 provides even more time and a more narrow focus of instruction/intervention than Tier 2.
- Tier 3 interventions require additional expertise, collaboration, and coordination among the school's staff, community providers, and family members.
- Tier 3 for behavior includes:
 - Instruction and support that reflects Tier 1 expectations, coupled with customized strategies to address specific behaviors of individual students.
 - Interventions designed for very small groups and/or individual students.
 - Procedures for the development, implementation, and monitoring of individualized functional behavior assessment (FBA) and behavior intervention plans (BIPs).



Tier 3 supports exist along a continuum:

- Less intensive, individualized strategies are effective for many students.
- Increasingly intensive, individualized strategies may be required to close the gap between the student's performance and that of his/her peers.
- The frequency and specificity of progress monitoring should match the intensity of the supports provided.

For a detailed description of Tiers 1, 2, and 3, see the MTSS whitepaper developed by Florida's PS/RtI Project and Florida's PBIS Project: http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf