Designing a System of Interventions

This activity will assist a leadership team in designing a schoolwide system of interventions. Using the inverted pyramid graphic, consider the following questions, and fill in the boxed sections as appropriate.

1. Universal Screening

    + How will we identify students in need of intensive interventions *before* they start to fail? (See *Universal Screening Planning Guide*, page 113, to assist with this step.)

2. Tier 1 Core Program

    + Have our teacher teams identified essential standards by grade, subject, and/or course?

    + Does every student have access to grade-level essential standards?

    + Is flexible time embedded in Tier 1 to provide differentiated instruction and additional time embedded to meet the individual needs of students?

    + Have we clearly defined the positive behaviors (effort, attendance, social behaviors) that we want all students to demonstrate? Is there a plan to teach, reward, and support these behaviors?

    + How will we measure student progress toward meeting these academic and behavior expectations?

3. Certain Access: Tier 1 to Tier 2

    + How will we systematically identify students who need additional help after core instruction? (See chapter 7 for ideas.)

    + Is every teacher involved in this process?

    + Is this process frequent?

    + What criteria will we used to identify students in need of supplemental support?

4. Tier 2 Supplemental Program

    + What supplemental interventions are currently available at our school? What is needed?

    + Which interventions will be led by teacher teams? (Failed learners)

    + Which interventions will be led by schoolwide intervention resources? (Motivation, attendance, behavior)

+ How can we best utilize schoolwide resources to support Tier 2 interventions?

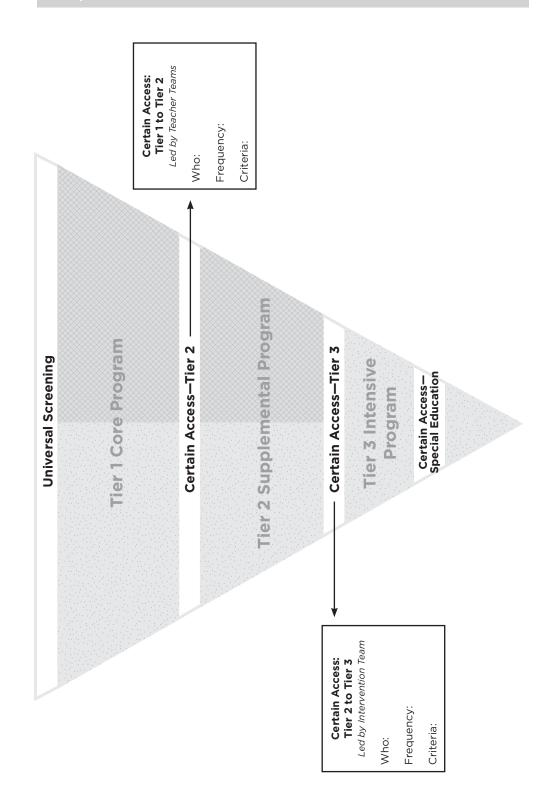+ How will we monitor student progress?

5. Certain Access: Tier 2 to Tier 3

+ How will we systematically identify students who need intensive support? (See chapter 7 for ideas.)

+ Do we have a school intervention team to lead Tier 3 Interventions? (See chapter 3.)

+ Is this process frequent?

+ What criteria will we use to identify students in need of supplemental support?

6. Tier 3 Intensive Program

+ What intensive interventions are currently available at our school? What is needed?

+ How can we best utilize schoolwide resources to support Tier 3 interventions?

+ How will we monitor student progress?

7. Special Education Identification

+ How will the intervention team determine if special education is necessary, appropriate, and defendable for a student? (See *Essential Questions for Special Education Identification*, page 198.)

Universal Screening

Tier 1 Core Program

Certain Access—Tier 2

Tier 2 Supplemental Program

Certain Access—Tier 3

Tier 3 Intensive Program

Certain Access— Special Education

Certain Access:
Tier 1 to Tier 2
Led by Teacher Teams

Who:

Frequency:

Criteria:

Certain Access:
Tier 2 to Tier 3
Led by Intervention Team

Who:

Frequency:

Criteria: