

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 use 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 defensible for a student? (See *Essential Questions for Special Education Identification*, page 198.)

