Guiding Questions for Tier 2/3 Decision making

Step 1: Start with evaluating the fidelity of Intervention Implementation-

System question-

Did we provide the intervention with to every student with equal fidelity we identified for intervention? If not, why not? What do we need to change? (Schedule, personnel, training of staff, materials, etc.)

If the overall Tier 2/3 system is implemented with fidelity for all students-

Then System Fidelity of implementation is high and the effectiveness interventions can be accurately determined. Continue to looking at individual student fidelity below.

If the overall Tier 2/3 system is NOT implemented with fidelity for all students-

Then Fidelity of implementation was low and effectiveness of an intervention cannot be accurately determined. As a result, an action plan should be developed to improve fidelity of Implementation.

Individual student questions-

Did what was done match what was planned? Review Plan details

How often and how long was the intervention provided?

Was the intervention research based, explicit and skill specific?

Was progress monitoring data collected?

Do we have about 1 data point for every 5 intervention sessions?

Do we have at least 3 points of PM data available to review?

If the intended plan was not closely implemented and/or Progress Monitoring data was not consistently and accurately collected-

Then Fidelity of implementation was low and the effectiveness of an intervention cannot be accurately determined. As a result, an action plan should be developed to improve fidelity of Implementation.

If the intended plan was closely implemented and progress monitoring data was consistently and accurately collected-

Then Excellent! , Continue to Step 2: Review the Progress Monitoring data now using the 3 point data rule guidance,
**Step 2: Evaluate the Effectiveness of Intervention using PM data.**

IF → the last 3 consecutive points are all above the aimline but below their target:

Then → the intervention is working but the student should remain on the intervention until they have reached their target. Discuss if anything around the intervention should be adjusted, or keep things the way they are.

IF → the last 3 consecutive points are all above the aimline and above their target:

Then → the intervention is working and the student reached their goal. If the student has another skill they need intervention around, the plan should be ended with a new plan focused on this new skill created with a new baseline and target. If the student has successfully reached all their goals, they should exit Tier 2 and return to Tier 1 supports alone.

IF → the last 3 consecutive points are above, on, and below the aimline (no trend is seen):

Then → you cannot currently determine the effectiveness of the intervention. The student should remain on the intervention until a trend presents itself. Discuss if anything around the intervention should be adjusted, or keep things the way they are.

IF → the last 3 consecutive points are all below the aimline:

Then → the intervention is not working and the team should discuss next steps around an intervention for this student. Is the student receiving the intervention with fidelity? Have you identified the correct area of concern? Is the goal appropriate? Does the student need a different intervention? Does the student need the same intervention but more often or more intensely? Can you adjust an aspect of the current intervention (such as time of day, location, smaller group size, teacher in charge of, etc)?