3. What are Multiple Tiers of Instruction and Intervention?

A multi-tiered model of instruction/intervention is fundamental to an effective MTSS. Although the number of tiers may vary, the three-tiered model based on increasing levels of intensity matched to student need is most common. Instruction is often intensified by increasing time, narrowing the focus to specific barrier skills, and/or reducing the size of the group. The characteristics of each tier, as well as how data are used to make educational decisions within each tier are described in the table below:

	Characteristics	Data and Decision Making
Tier 1	- Instruction and supports provided to *all* students - High quality, evidence-based instructional routines, differentiated small group instruction, curriculum materials, etc. - Aligned to state standards or local standards - Addresses academics, behavior, emotional and life skills - Fine-tuned using a structured, data-based problem-solving process to meet the needs of the students being served	- Tier 1 alone should be sufficient for at least 80% of students to meet grade-level expectations - Screening data are used to determine sufficiency of Tier 1 and to monitor the progress of all students - Formative data are used to guide real-time adjustments to instruction
Tier 2	- Supplemental instruction, provided to *some* students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations - Provided in addition to Tier 1 instruction (more time for instruction) - Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1 - Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus) - Delivered to students with similar needs - Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback	- Screening data are used to help identify students at risk - Diagnostic or other drilldown information is used to identify student strengths and weaknesses - Frequent progress monitoring data are used to measure student growth as well as to measure effectiveness of Tier 2 intervention for the group - Tier 2 intervention should result in improvement for at least 70% or more of students receiving the services
Tier 3	- Most intensive, targeted instruction, provided to a *few* students demonstrating either an intense or severe need - Provided in addition to Tier 1 and Tier 2 (even more time) - Instruction is individualized to address the student's specific needs - Planned using a structured, data-based problem-solving process (even more narrowed focus) - Delivered individually, or in very small groups - Standards aligned, and integrated with Tier 1 and Tier 2 instruction - Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback	- Diagnostic data are used to identify student's specific skill and knowledge gaps or function of the behavior as well as their strengths - More frequent progress monitoring data is used to measure student growth toward closing gaps as well as to measure effectiveness of Tier 3 intervention