

The Tiers of Support in Response to Intervention

September 2025, Version 1

Tier 1: Core Instruction (Universal Support)

- **Who:** All students
- **What:** High-quality, research-based instruction in the general education classroom
- **Focus:** Prevention and early identification of academic and behavioral challenges
- **Instruction:** Differentiated teaching that meets the needs of most learners
- **Assessment:** Universal screening of all students and ongoing progress monitoring
- **Goal:** 80–85% of students meet grade-level expectations through effective core instruction

Tier 2: Targeted Small Group Intervention (Supplemental Support)

- **Who:** Students who are not making adequate progress with Tier 1 instruction alone (typically 10–15% of students)
- **What:** Targeted interventions in addition to Tier 1 instruction
- **Focus:** Address specific skill gaps or needs through small group instruction
- **Instruction:** Evidence-based interventions provided several times per week, often in small groups
- **Assessment:** More frequent progress monitoring to track growth and adjust interventions as needed
- **Goal:** Accelerate learning to close skill gaps and help students catch up
- **Intervention Characteristics:**
 - Aligned with Tier I expectations
 - Require minimal resources and changes to practice
 - Easy to implement
 - Targeted to individual and small group student needs
 - Temporary in nature
 - Data-Driven
 - Research-based
 - Multidisciplinary



Tier 3: Intensive Individualized Intervention (Intensive Support)

- **Who:** Students with significant or persistent learning and/or behavioral difficulties (typically 1–5% of students)
- **What:** Highly individualized, intensive interventions beyond Tier 1 and Tier 2
- **Focus:** Narrow and deepen support to address major skill deficits or needs
- **Instruction:** Customized, evidence-based interventions often delivered one-on-one or in very small groups
- **Assessment:** Very frequent progress monitoring and data-based decision making
- **Goal:** Achieve meaningful growth toward grade-level standards and determine if additional supports are needed
- **Intervention Characteristics:**
 - Aligned with Tier I expectations
 - Intensified duration or frequency
 - Individualized
 - Data-Driven
 - Research-based
 - Multidisciplinary

