WHAT A STAR SHEET IS...

A STAR (Strategies And Resources) Sheet provides well-researched strategies or information that can help solve the case studies in this unit.

WHAT IT IS...

Making tier placement decisions is the process in which a school team evaluates a student’s progress monitoring data and decides what level of instruction the student needs. The team can decide that the student needs 1) more intensive, 2) less intensive, or 3) the same level of instruction.

WHAT THE RESEARCH AND RESOURCES SAY...

- The most reliable way to make a tier placement decision for Tier 2 and beyond is to use the dual-discrepancy approach. (McMaster, Fuchs, Fuchs, & Compton 2002; Fuchs & Fuchs, 2007)

- The data are compared to pre-established criteria. (Fuchs & Fuchs, 2006)

- Multiple tiers of intervention allow for increasingly intensive interventions. (Vaughn Gross Center, 2003)

- A recommended approach to the tier placement process is to create a school team that examines students’ data and makes data-based tier placement decisions. (TN Dept of Ed., 2007; Bender & Shores, 2007)

- As members of the RTI decision-making team, parents can offer an additional perspective and contribute to the success of the RTI approach for their child. (Bergeson, 2006)

TIPS FOR IMPLEMENTATION

One major application of data-based decision making under the RTI approach is to help school personnel make tier placement decisions, of which there are two general types: tier initiation and tier discontinuation.
RTI: Data-Based Decision Making
Making Tier Placement Decisions

**Tier Initiation Process**

**Universal Screening**
Did the student demonstrate adequate reading performance on the screening?

- **YES**
- **NO**

  - Monitor Tier 1 Progress

**Assessing Tier 1 Response**
Is the student responding adequately to general education classroom instruction?

- **YES**
- **NO**

  - Receive Tier 2 Intervention

**Assessing Tier 2 Response**
Is the student responding adequately to targeted intervention?

- **YES**
- **NO**

  - Receive Tier 3 Intervention

**Assessing Tier 3 Response**
Does the student meet criteria for a disability classification?

- **YES**
- **NO**

  - Which disability classification?
    - LD
    - MR
    - EBD

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**Universal Screening:**
All students respond to a universal screening measure.

**Tier 1 Instruction:**
All students receive Tier 1 instruction. The progress of students who do not meet the criteria on the universal screening measure is monitored.

**Initiating Tier 2 Intervention:**
Students who do not respond adequately to Tier 1 instruction receive targeted intervention (i.e., Tier 2) in addition to Tier 1.

**Initiating Tier 3 Intervention:**
Students who do not respond adequately to Tier 2 intervention receive intensive, individualized intervention (i.e., Tier 3) in addition to Tier 1 instruction.
Tier Discontinuation Process

**Tier 1 Instruction**
All students receive Tier 1 Instruction

**Assessing Tier 2 Response**
Is the student responding adequately to targeted intervention?

- **YES**
  - Continue Tier 2 Intervention
  - Receive Tier 1 Instruction Only

- **NO**
  - Receive Tier 3 Intervention

**Assessing Tier 3 Response**
Does the student continue to need intensive individualized intervention?

- **YES**
  - Continue Tier 3 Intervention
  - Receive Tier 1 Instruction Only

- **NO**
  - Receive Tier 2 Intervention

**Tier 1 Instruction:**
All students receive Tier 1 instruction throughout the year.

**Discontinuing Tier 2 Intervention:**
Students who respond adequately to Tier 2 instruction may:
- Discontinue Tier 2 intervention and receive Tier 1 instruction only
- Receive another round of Tier 2 intervention. (This is often an option for students who respond favorably to intervention but who have not quite met the established benchmark.)

**Discontinuing Tier 3 Intervention:**
Students who respond adequately to Tier 3 intervention may:
- Discontinue Tier 3 intervention and receive Tier 2 intervention to support the eventual transition to Tier 1 instruction only
- Discontinue Tier 3 intervention and receive Tier 1 instruction only

*Note: When Tier 3 is special education, an IEP meeting must be held to change or discontinue intervention services.*
KEEP IN MIND

When they implement the RTI approach, schools should:

- Specify the criteria to be used to define “inadequate” response to instruction (e.g., established normative benchmarks).

- When a student’s data indicate that the student is not making adequate progress in the general education classroom (i.e., Tier 1 instruction), the school team may determine that he or she would benefit from additional targeted instruction (i.e., Tier 2).

- When the data for a student who has received one or more rounds of Tier 2 instruction indicate that he or she is now performing at grade level, the student may be able to discontinue Tier 2 instruction and maintain his or her level of performance with Tier 1 instruction only.

- School personnel need to be sure that a student has mastered and can maintain the skills acquired during intervention before that intervention is discontinued.

- A student may be referred for a special education evaluation at any point in the RTI process.

RESOURCES


HTTP://IRIS.PEABODY.VANDERBILT.EDU