

Three Tiers of Intervention

	Tier I	Tier II	Tier III
Definition	<i>Core reading instruction and strategies</i>	<i>Additional, supplemental instruction in small groups to enhance and support Tier I</i>	<i>Specifically designed, intensive instruction in small groups to target extreme reading difficulties</i>
Focus	<i>Effective reading instruction for all students</i>	<i>Enhanced reading instruction for students not responding sufficiently to Tier I</i>	<i>Intensive reading instruction for students demonstrating significant reading difficulties who have not responded sufficiently to Tier I and Tier II</i>
Curriculum	<i>Scientifically based reading instruction that emphasizes word study, vocabulary, fluency, and comprehension</i>	<i>Specialized, scientifically based reading instruction that emphasizes word study, vocabulary, fluency, and comprehension</i>	<i>Intensive, sustained, scientifically based reading instruction that emphasizes word study, vocabulary, fluency, and comprehension</i>
Instruction	<i>Modeling, scaffolding, and practice of skills and strategies across different reading components</i>	<i>Additional modeling or scaffolding Additional practice opportunities with feedback Preteaching or reviewing of skills</i>	<i>Carefully designed, explicit, systematic instruction Additional practice opportunities with specific, corrective feedback</i>
Interventionist	<i>General education teacher</i>	<i>Personnel determined by school to provide intervention</i>	<i>Personnel determined by school to provide intensive intervention</i>
Setting	<i>General education classroom</i>	<i>Appropriate setting designated by school</i>	<i>Appropriate setting designated by school</i>
Grouping	<i>Multiple grouping formats used flexibly across lessons and activities</i>	<i>Homogeneous small group (e.g., 1:4, 1:5)</i>	<i>Homogeneous small group (e.g., 1:2)</i>
Time	<i>Minimum 90 minutes daily</i>	<i>30–60 minutes daily</i>	<i>30–60 minutes daily</i>
Assessment	<i>Screening assessment (three times a year)</i>	<i>Progress monitoring (every 1–2 weeks)</i>	<i>Progress monitoring (every 1–2 weeks)</i>

Excerpted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2010). *Response to intervention: Intervention instruction*. Austin, TX: Author.

Adapted from Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-based reading practices for response to intervention* (pp. 11–27). Baltimore, MD: Paul H. Brookes.