



TABLE 7.2 A Response-to-Intervention Model: Tiers of Instruction

	Tier 1 (Primary)	Tier 2 (Secondary)	Tier 3 (Tertiary)
Definition	Reading instruction and programs, including ongoing professional development and benchmark assessments (3 times per year)	Instructional intervention employed to supplement, enhance, and support Tier 1; takes place in small groups	Individualized reading instruction extended beyond the time allocated for Tier 1; groups of 1–3 students
Focus	All students	Students identified with reading difficulties who have not responded to Tier 1 efforts	Students with marked difficulties in reading or reading disabilities who have not responded adequately to Tier 1 and Tier 2 efforts
Program	Scientifically based reading instruction and curriculum emphasizing the critical elements	Specialized, scientifically based reading instruction and curriculum emphasizing the critical elements	Sustained, intensive, scientifically based reading instruction and curriculum highly responsive to students' needs
Instruction	Sufficient opportunities to practice throughout the school day	<ul style="list-style-type: none">• Additional attention, focus, support• Additional opportunities to practice embedded throughout the day• Preteach, review skills; frequent opportunities to practice skills	Carefully designed and implemented, explicit, systematic instruction
Interventionist	General education teacher	Personnel determined by the school (classroom teacher, specialized reading teacher, other trained personnel)	Personnel determined by the school (e.g., specialized reading teacher, special education teacher)
Setting	General education classroom	Appropriate setting designated by the school	Appropriate setting designated by the school
Grouping	Flexible grouping	Homogeneous small-group instruction (e.g., 1:4, 1:5)	Homogeneous small-group instruction (1:2, 1:3)
Time	Minimum of 90 minutes per day	20–30 minutes per day in addition to Tier 1	50-minute sessions (or longer) per day depending upon appropriateness of Tier 1
Assessment	Benchmark assessments at beginning, middle, and end of academic year	Progress monitoring twice a month on target skill to ensure adequate progress and learning	Progress monitoring at least twice a month on target skill to ensure adequate progress and learning

SOURCE: Adapted from S. Vaughn and G. Roberts, "Secondary Interventions in Reading," *Teaching Exceptional Children*, 39(5), 2007, p. 41. Copyright © 2007. Reprinted with permission by the Council for Exceptional Children.