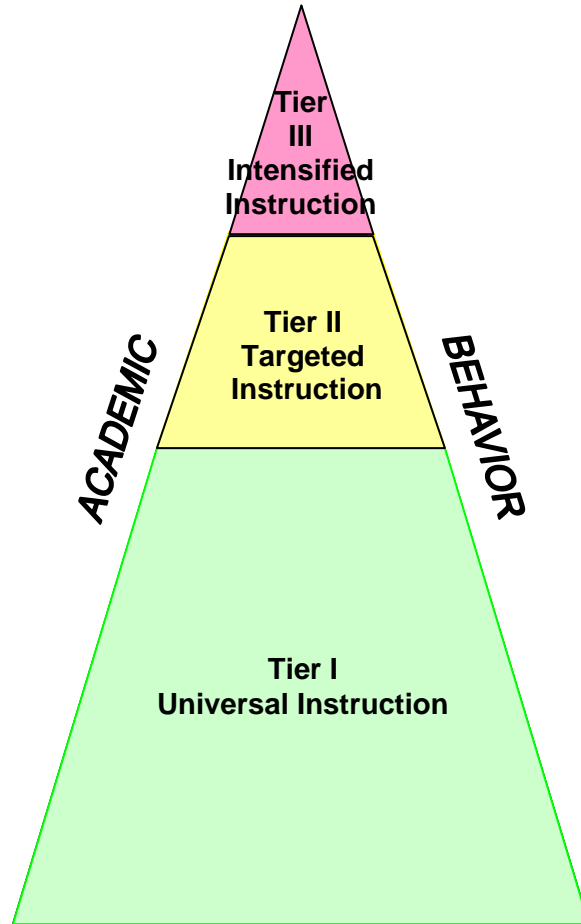


**Alaska  
Response to Instruction/Intervention**



**Response to Instruction/Intervention** is the practice of providing high-quality instruction to all students, providing interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. It provides a framework to support all students using a tri-tiered triangle model that addresses both academic instruction and behavioral support (often referred to as Positive Behavioral Support, or PBS). The tiers of the triangle represent universal instruction for all students and increasing levels of interventions for those students who need them, including those for special education students. A problem solving approach is used to analyze the data and make decisions about appropriate instruction and interventions.

### **Universal Instruction- Tier I**

At the Universal instructional level all students receive high quality scientific, research-based instruction from general education teachers in the core curriculum. Instruction in the core curriculum includes all developmental domains including behavioral and social development along with instruction in academic content areas. The core curriculum provides the foundation for instruction upon which all Targeted and Intensified interventions are formulated. Universal instruction is differentiated, culturally responsive and occurs in the general education setting. At this level, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based. Teachers utilize a universal screening tool to screen all students a minimum of three times per year to measure progress toward grade level expectations. The Universal instructional level typically meets the needs of approximately 80-90% of the student body.

### **Targeted Instruction - Tier II**

At the Targeted instructional level, targeted interventions are provided to students who are not achieving the desired standards through the core (academic and behavior) curriculum alone. Targeted interventions supplement the instruction in the core curriculum provided in universal instruction. They should be based on the identified needs of the student as determined by the data gathered and stated in an intervention plan. Selecting the appropriate targeted interventions should be made with a team of educators and upon a student's need for targeted interventions. Targeted interventions are intended to be short-term in duration and are in place for immediate implementation. Interventions are generally provided in small groups and may occur in the main classroom or in other settings. Progress monitoring assessment at the Targeted instructional level happens at frequent intervals after interventions have been implemented. The Targeted instructional level typically consists of 5-10% of the student body.

### **Intensified Instruction – Tier III**

The Intensified instructional level of support is designed to reduce the severity of chronic academic and/or behavior problems. Students at the Intensified instructional level are those students who are performing significantly below academic and behavioral standards and who have not adequately responded to high quality instruction and/or positive behavior supports provided at the Universal and Targeted levels. Interventions at the Intensified level may either support and enhance instruction provided at the Universal and Targeted levels, or be substituted for a portion of the Universal instruction and Targeted intervention if those interventions have been tried with increased frequency and duration and proven ineffective. Intensified interventions may or may not be supported by special education resources and they need not be synonymous with special education. Progress monitoring assessment at the Intensified level is completed more frequently to assess response to intervention. 1% to 5% of the student body will require this level of support.