

### **Guiding Questions for Tier 3 Intervention Planning**

1. Thinking globally, what are the essential knowledge and skills (goals) that every student is expected to acquire during this school year within the area(s) of concern?
2. What is the student's current progress toward achieving these goals?
3. What barriers have or could prevent the student from achieving these goals?
4. What specific skills (e.g., phonemic awareness, blending, active listening) are of concern? What is the expected performance on these skills? What is the student's current level of performance on these skills?
5. What general outcome (e.g., comprehension, positive peer relationships) does the lack of the above skill(s) impact? What is the expected performance for the general outcome? What is the student's current level of performance related to the general outcome?
6. How does the student's performance on the general outcome impact the degree to which he/she is on-track for on-time progression (e.g., Is the student in danger of being retained? Of not earning credit for impacted courses?)?
7. What has already been done to address the address the skill barriers and support the student to achieve the general outcome and successful progression? As part of core instruction? Supplemental (Tier 2) intervention?
8. How effective have these supports been for addressing the skill gaps (data)? Supporting the student to achieve the expected level on the general outcome measures (data)? Ensuring the student is making sufficient progress toward successful progression (data)?
9. How does the student's response compare to other students receiving the same supports/intervention (data)?
10. If the intervention(s) are generally effective and the student's response is questionable (positive but insufficient to meet goal within goal timeframe), can the Tier 2 intervention be intensified? (e.g., more time, smaller group size, tighter alignment between intervention and core instruction)
11. Can additional strategies and supports be embedded during core instruction to increase the student's access to and benefit from core instruction?
12. What supports will core teachers and intervention teachers need to implement the recommended intensifications? What will be provided? Who will provide? How often?
13. Given core and supplemental strategies and supports, what additional supports/strategies does the student need?
14. What will be provided? Who will provide? How often?
15. What data will be collected and analyzed to assess the student's progress toward expected levels on the target skill(s)? Who will collect? How often? Who will manage (e.g., graph) the data? By the next time we meet, what will be considered a positive response?
16. What data will be collected and analyzed to assess the student's progress toward expected levels on the general outcome? Who will collect? How often? Who will manage (e.g., graph) the data? By the next time we meet, what will be considered a positive response?
17. What data will be collected and analyzed to assess the student's progress toward on-time progression? Who will collect? How often? Who will manage the data? By the next time we meet, what will be considered a positive response?