

Grade-Band Tiered Intervention Menu

Evidence-informed Tier 1, 2 & 3 supports across academics, behavior, and social-emotional learning

There is no single “right” intervention — but there are well-supported places to start. Within each domain, Tier 1 is what every student gets, Tier 2 is targeted small-group support, and Tier 3 is intensive and individualized. Match the intervention to the specific skill deficit your data identify, and progress-monitor for response.

Kindergarten – Grade 2

Early foundational skills

Academic

Tier 1 • Universal

All students • core classroom

- Explicit, systematic phonics & phonemic awareness in core instruction
- Daily interactive read-alouds and oral language routines
- Number sense routines (counting, subitizing, magnitude)
- Universal screening 3×/year (e.g., DIBELS, aimswebPlus)

Tier 2 • Targeted

Some students • small group

- Small-group foundational reading (PA, phonics, fluency), 3–5×/wk, 20–30 min, groups of 3–5
- Early numeracy groups (counting, number line, part-whole)
- Repeated and echo reading for fluency

Tier 3 • Intensive

Few students • individualized

- Daily 1:1 or 1:2 intensive structured literacy, explicit & cumulative
- Individualized early-numeracy intervention
- Weekly progress monitoring with a clear aimline

Behavior

Tier 1 • Universal

All students • core classroom

- Teach, model & practice 3–5 school-wide expectations
- High rates of specific praise (aim 5:1 positive to corrective)
- Predictable routines and visual schedules

Tier 2 • Targeted

Some students • small group

- Check-In / Check-Out (CICO) with a simple point card
- Social-skills groups (sharing, turn-taking, following directions)
- Scheduled breaks and First/Then supports

Tier 3 • Intensive

Few students • individualized

- FBA-informed individualized behavior plan
- Functional Communication Training
- Individualized reinforcement and antecedent supports

Social-Emotional

Tier 1 • Universal

All students • core classroom

- Explicit SEL lessons (naming feelings, self-regulation)
- Morning meeting / community circle
- Taught calm-down routines and a regulation corner

Tier 2 • Targeted

Some students • small group

- Small-group emotion-regulation / friendship skills (e.g., Zones of Regulation)
- Adult check-ins / mentoring
- Coping-skills practice with visuals

Tier 3 • Intensive

Few students • individualized

- Individual counseling support
- Collaborative & Proactive Solutions problem-solving
- Wraparound / community referral when needed

Grades 3 – 5

Building toward independence

Academic

Tier 1 • Universal

All students • core classroom

- Explicit comprehension-strategy instruction & academic vocabulary
- Fluency and word-study routines
- Multi-step math problem solving with visual models
- Screening 3×/year + diagnostic follow-up

Tier 2 • Targeted

Some students • small group

- Small-group reading (fluency, comprehension, word study)
- Whole-number & fraction small-group intervention
- Repeated reading and summarization practice

Tier 3 • Intensive

Few students • individualized

- Intensive individualized reading or math, explicit & cumulative
- Pre-teach / re-teach prerequisite skills
- Weekly progress monitoring

Behavior

Tier 1 • Universal

All students • core classroom

- Active supervision + consistent reteaching of expectations
- Class-wide group contingency (e.g., Good Behavior Game)
- Specific praise and relationship-building

Tier 2 • Targeted

Some students • small group

- CICO with student goal-setting
- Mentoring / Check & Connect
- Self-monitoring and social-skills groups

Tier 3 • Intensive

Few students • individualized

- FBA / Behavior Intervention Plan
- Functional Communication Training
- Individualized reinforcement systems

Social-Emotional

Tier 1 • Universal

All students • core classroom

- SEL curriculum (self-management, conflict resolution)
- Restorative circles
- Belonging and relationship routines

Tier 2 • Targeted

Some students • small group

- Small-group skills (anger management, friendship, coping)
- Structured adult check-ins
- Mentoring

Tier 3 • Intensive

Few students • individualized

- Individual counseling
- Safety / wraparound planning
- Family-partnered support plan

Grades 6 – 8

Middle school transition

Academic

Tier 1 • Universal

All students • core classroom

- Disciplinary literacy & vocabulary in every content area
- Explicit writing instruction
- Early-warning monitoring (attendance, behavior, course grades)

Tier 2 • Targeted

Some students • small group

- Small-group reading comprehension & fluency
- Math intervention on prerequisite skills
- Strategy instruction: note-taking, summarizing, organization

Tier 3 • Intensive

Few students • individualized

- Intensive individualized reading or math
- Organizational-skills training (OST)
- Frequent progress monitoring + case management

Behavior

Tier 1 • Universal

All students • core classroom

- Developmentally reteach expectations; build relationships
- Clear, consistent, predictable consequences
- Structured opportunities to respond

Tier 2 • Targeted

Some students • small group

- CICO adapted for student-led goal setting
- Check & Connect mentoring
- Social-skills and self-management groups

Tier 3 • Intensive

Few students • individualized

- FBA / BIP
- Individualized supports + community/clinical partnership
- Wraparound planning

Social-Emotional

Tier 1 • Universal

All students • core classroom

- SEL (self-management, stress, decision-making)
- Advisory and belonging routines
- Adult-relationship mapping (every student known)

Tier 2 • Targeted

Some students • small group

- Small-group coping / anxiety / stress-management skills
- Mentoring and structured check-ins
- Restorative conferencing

Tier 3 • Intensive

Few students • individualized

- Individual counseling
- Risk / safety supports
- Interagency wraparound

Grades 9 – 12

High school & graduation

Academic

Tier 1 • Universal

All students • core classroom

- Literacy & academic vocabulary across content areas
- Early-warning system: Attendance, Behavior, Course performance (ABC)
- Credit and on-track monitoring

Tier 2 • Targeted

Some students • small group

- Targeted reading / math labs & study-skills groups
- Structured tutoring
- Credit recovery for specific gaps

Tier 3 • Intensive

Few students • individualized

- Intensive individualized academic support
- Case-managed graduation / pathway planning
- Frequent monitoring of credits & attendance

Behavior

Tier 1 • Universal

All students • core classroom

- Expectations + strong relationships; restorative practices
- Clear, consistent systems
- Engagement and voice in school decisions

Tier 2 • Targeted

Some students • small group

- Check & Connect
- CICO adapted for older students
- Mentoring and self-management coaching

Tier 3 • Intensive

Few students • individualized

- FBA / BIP
- Individualized + interagency supports
- Re-engagement / alternative pathway planning

Social-Emotional

Tier 1 • Universal

All students • core classroom

- SEL (self-awareness, stress, post-secondary readiness)
- Advisory and belonging
- Connection to a trusted adult

Tier 2 • Targeted

Some students • small group

- Small-group coping / anxiety skills
- Mentoring and structured check-ins
- Restorative circles

Tier 3 • Intensive

Few students • individualized

- Individual counseling
- Crisis & safety planning
- Wraparound / community partnership

Before you judge a student's response: Tier 2 should be progress-monitored about every 1–2 weeks, and Tier 3 weekly. Plan on 8–14 data points before a major decision, graph against a goal, and apply a clear decision rule — keep, adjust, intensify, or exit. A flat line means little if the intervention wasn't delivered as designed, so check fidelity first.

These recommendations are a planning starting point drawn from established MTSS/RTI practice (e.g., IES What Works Clearinghouse practice guides and the Center on PBIS). They are not a substitute for your team's data-based decision-making, your students' individual needs, or your district's adopted programs.