

| Factor | Tiers of Instructional Support | |
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| Organizational Factors | Tier 2 | Tier 3 |
| Time allotted for instruction | 30 minutes, 3–5 days/week | 45–120 minutes, 5 days/week |
| Instructional grouping | 5–8 students | 1–3 students |
| Duration of intervention | 8–15 weeks, <20 weeks | 20+ weeks |
| Interventionist facilitating group | General education teacher, intervention specialist | Intervention specialist, content specialist, special education teacher |
| Assessment Factors | Tier 2 | Tier 3 |
| Level of diagnostic assessment | Group diagnostic assessment | Individual diagnostic assessment |
| Intensity of progress monitoring | Biweekly or monthly | Twice/week or weekly |
| Assessment framework | STAR, Classroom | STAR, Classroom |
| Instructional Factors | Tier 2 | Tier 3 |
| Opportunities to respond (OTRs) | Ensure at least 6–8 OTRs/minute | Ensure at least 8–12 OTRs/minute |
| Success rate of student responses | Ensure that the group is at least 80% successful on new material and 90% successful in review material | Ensure that individual students are at least 80% successful on new material and 90% successful in review material |

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| Instructional focus | Use of core and supplemental programs with support of reteaching and review Group-level needs | More strategically structured, remediation intervention programs Individual-level needs |
| Behavioral expectations | Provide more structured systems to reinforce and correct challenging behavior | Use functional behavioral assessment to plan an individualized intervention |
| Precorrection (behavioral) | Utilize group precorrection | Utilize individual precorrection |
| Amount of review and repetitions | Review and practice of core concepts taught in Tier 1 | More intensive practice of core and remediation content Considerably more time spent on reviewing concepts and allowing practice |
| Error correction (e.g.) | Prompt students to correct errors (“Look at the word again...”) | Provide direct error correction procedures (“That word is _____. What word?”) |
| Scaffolding (e.g.) | Utilize “I do, we do, you do together, you do alone” framework | Provide more intensive guided practice during “we do” |