

The Tiered Approach

Viewers' Guide



The Tiered Approach: Viewers' Guide

This introductory video presents the tiered approach and its application by the Thunder Bay Catholic District School Board (TBCDSB). The video features interviews with classroom teachers, resource teachers, principals, a special education coordinator and a superintendent of education, each of whom discuss tier 1, tier 2, and tier 3 reading interventions utilized by the TBCDSB. The interventions discussed include: Peer Assisted Learning Strategies (PALS), which is used as a tier 1 intervention; Success by 7, which is used as a tier 2 intervention; and the Empower™ Reading Program, which is used as a tier 3 intervention.

This viewers' guide provides viewers with the opportunity to reflect on their thoughts and practices relating to the tiered approach and how it is used to help support students with learning disabilities (LDs). Viewers will have the opportunity to reflect both individually and as a group. The viewers' guide includes the following sections:

- *Understanding the Tiered Approach to Intervention* – this pre-viewing activity is intended to develop or further an understanding of what the tiered approach is, based on the Ontario Ministry of Education document, "Education for All".
- *Creating a Tiered Approach to Intervention* – while watching the video, viewers will fill in each section of the tiered approach template, based on interventions discussed in the video. Viewers will add any notes, linkages or "aha" moments that come to mind.
- *Individualizing a Tiered Approach to Intervention* – after watching the video, viewers will have the opportunity to create an individualized tiered approach template. The personalized template will be based on a student (or group of students) the viewer(s) work with, and will include interventions currently in use at the viewer's school or school board.
- *Appendix A* includes a full diagram of The Tiered Approach to Intervention complete with key points for each tier.

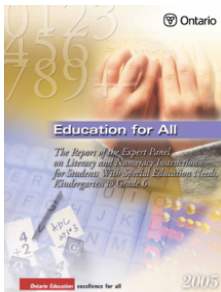


Understanding the Tiered Approach: A Pre-viewing Activity

Individually, viewers should consider the term “the tiered approach”: what does it mean and what are the implications for classroom practice? Viewers should record a few of their thoughts and then share with an elbow partner:

-
-
-
-
-

Next, viewers should review the following excerpts on the tiered approach, from *Education for All* (page 60):



An extremely effective approach to assessment and intervention is the “tiered” approach, which sequentially increases the intensity of instructional interventions (Vaughn & Fuchs, 2003).

It promotes and facilitates early identification of students who are at risk, and therefore prevents learning difficulties. In addition, this approach ensures adequate interventions for students exhibiting persistent learning difficulties (Vaughn et al., 2003).

The first tier consists of sound classroom instruction, based on successful practice for all students. Assessment in this tier is classroom-based and involves the teacher monitoring the progress of the class and flagging any at-risk students. The classroom and individual learning profiles described in this report would be useful tools for the teacher to use to monitor student progress, plan differentiated instructional strategies, and identify at-risk learners.

The second tier requires teachers to identify students who have failed to progress satisfactorily in tier 1 instruction. Tier 2 involves more intensive instruction (individually or in small groups) in addition to the tier 1 programming. This level of instruction may include other members of the school staff (e.g., special education teacher, teacher’s assistants).

The third tier is for students who do not respond to instructional efforts in tiers 1 and 2. These students may need to be referred for more extensive psycho-educational assessment. This type of assessment information, coupled with classroom observations and teacher assessment of the students’ previous responses to intervention strategies, can then be used to guide more specialized instruction.

➤ Alternatively, you can also access a copy of *Education for All* on the LD@school website by clicking here (www.LDatSchool.ca/literacy/education-for-all).

Reflecting on the three tiers, outline the key points below:

-
-
-
-
-

Creating a Tiered Approach to Intervention: Viewing Activity

While watching the video, fill in each section of the tiered approach template below, based on the interventions discussed in the video. Add any notes, linkages or “aha” moments that come to mind.

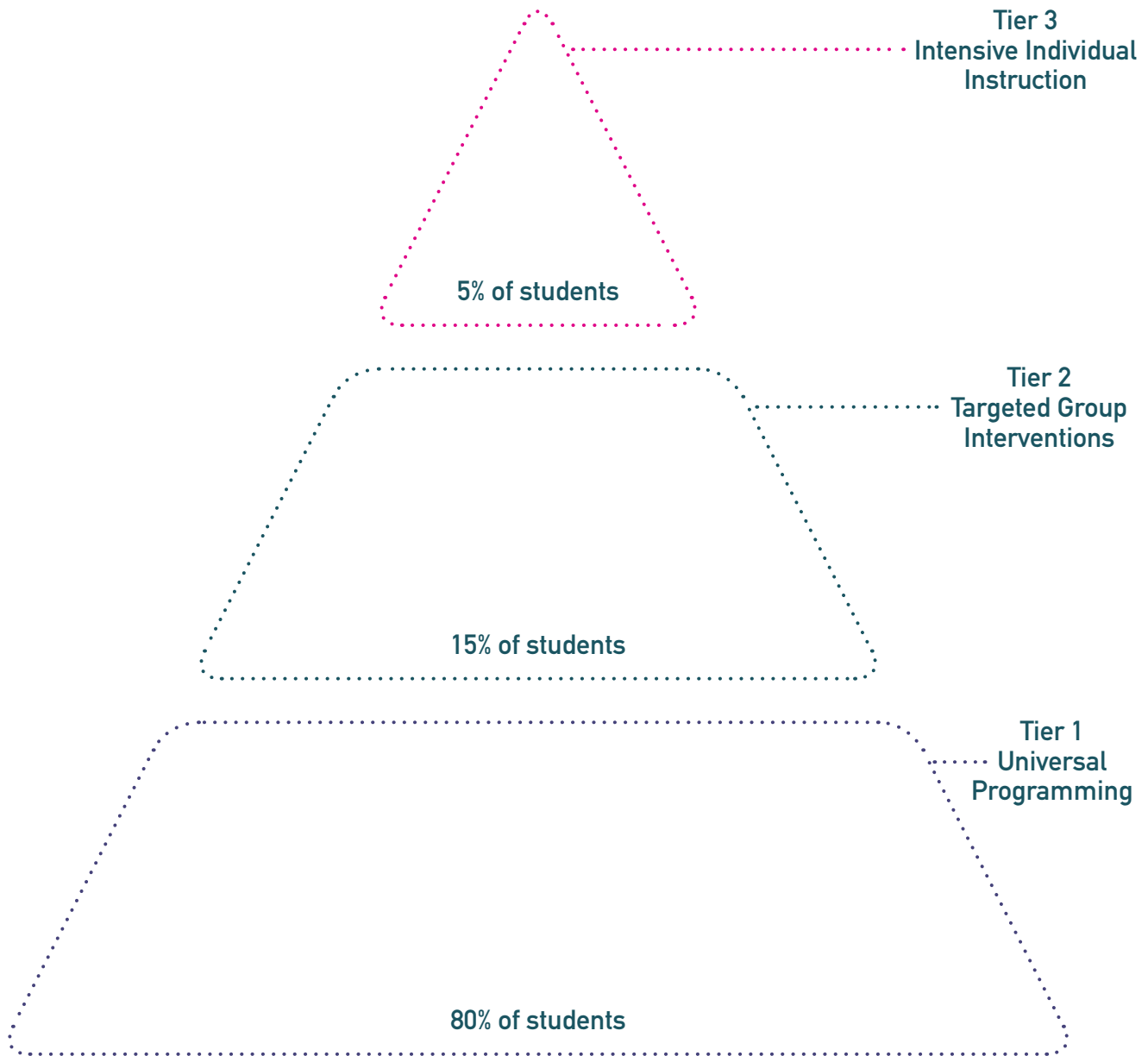


Figure 1 – *The Tiered Approach to Intervention*. Adapted from: Ontario Ministry of Education, 2011; Matattall, 2008; Katz, 2012. As cited by Robinson and Hutchison, 2014, in “Tiered Approaches to the Education of Students with Learning Disabilities”.

Additional notes:

-
-
-

Individualizing a Tiered Approach to Intervention: *Application Activity*

Viewers should consider a student, or group of students, with LDs, with whom they work and also think about the interventions used in their school or school board. They should then complete the following tiered approach template, with the student(s) in mind, and list interventions that are currently in use, or could be used, based on information from the video.

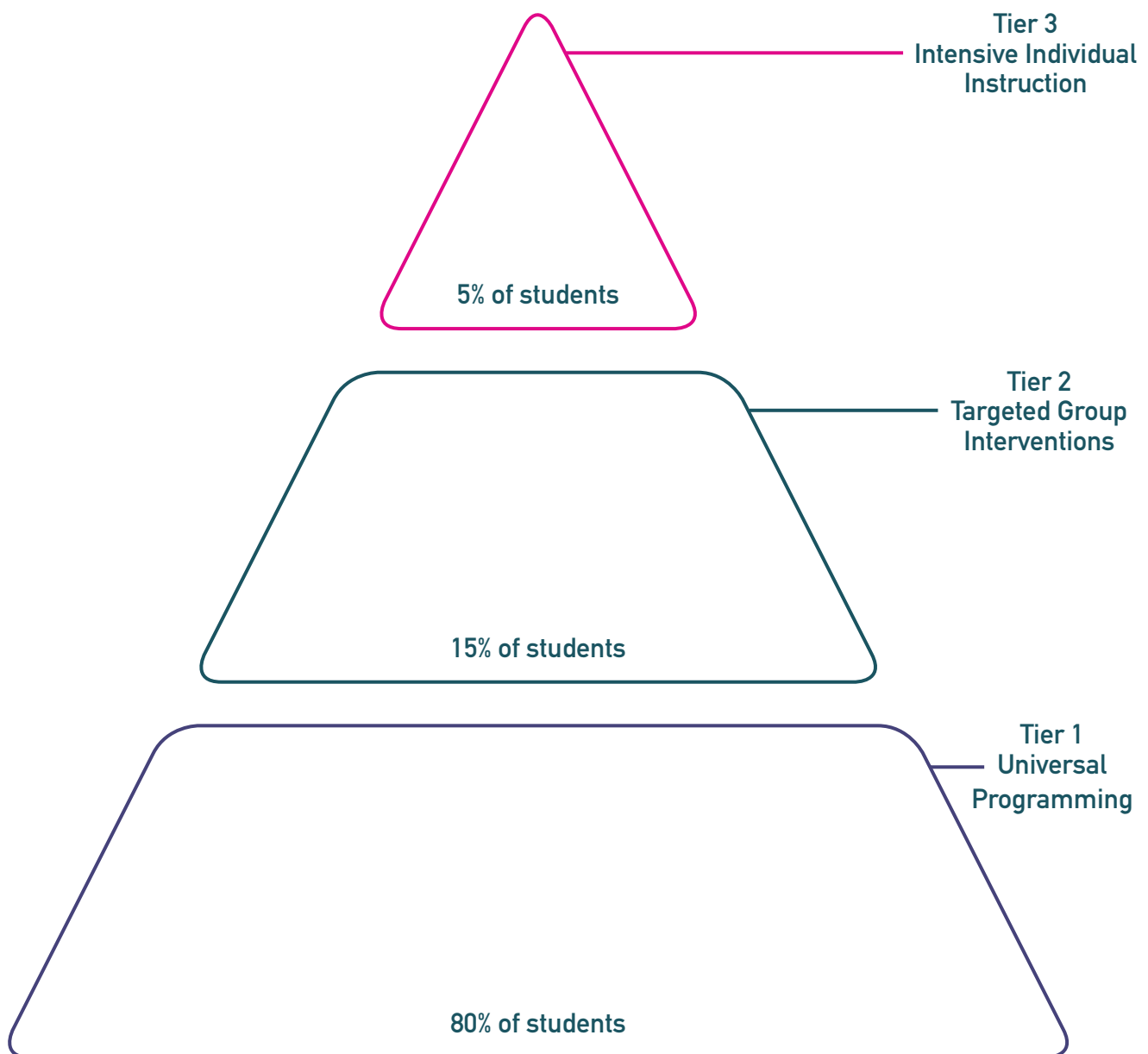
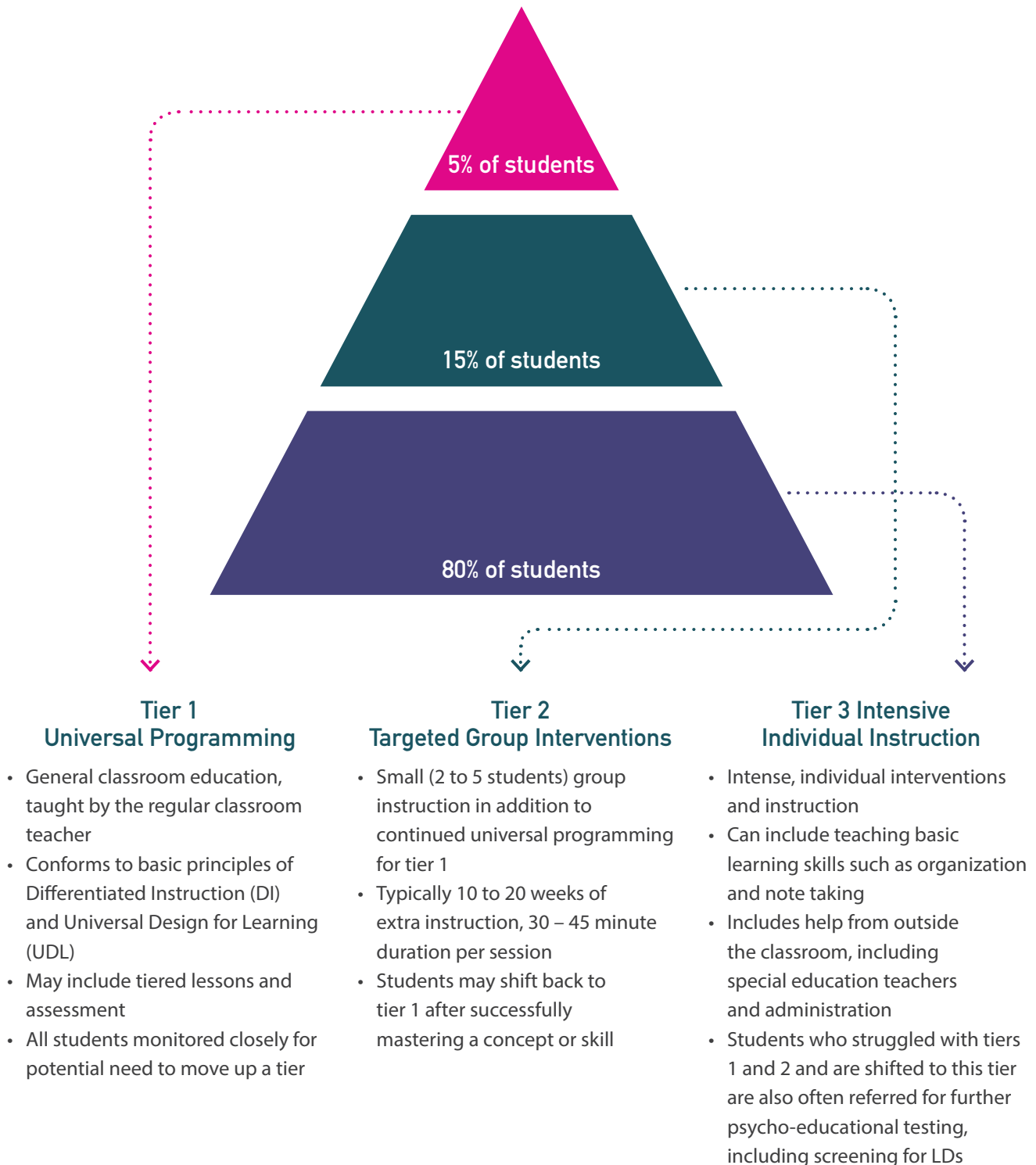


Figure 1 – *The Tiered Approach to Intervention*. Adapted from: Ontario Ministry of Education, 2011; Matattall, 2008; Katz, 2012. As cited by Robinson and Hutchison, 2014, in “Tiered Approaches to the Education of Students with Learning Disabilities”.

Appendix A

The Tiered Approach to Intervention



Source: *The Tiered Approach to Intervention*. Adapted from: Ontario Ministry of Education, 2011; Matattall, 2008; Katz, 2012. As cited by Robinson and Hutchison, 2014, in "Tiered Approaches to the Education of Students with Learning Disabilities".

Relevant Resources on the LD@school website

- ▶ **Click here** to read the evidence-based summary, “Tiered Approaches to the Education of Students with Learning Disabilities”, written by Kyle Robinson and Dr. Nancy Hutchinson (www.LDatSchool.ca/literacy/tiered-approaches-to-the-education-of-students-with-learning-disabilities).
- ▶ **Click here** to read the evidence-based summary, “Peer-Mediated Learning Approaches”, written by Dr. Chris Mattatall and Keith Power (www.LDatSchool.ca/literacy/using-peer-mediated-approaches-in-the-classroom-to-benefit-students-with-learning-disabilities).
- ▶ **Click here** to read the evidence-based summary, “Empower™ Reading: Taking a Scientific Approach to Reading”, written by Cindy Perras (www.LDatSchool.ca/literacy/empower-reading-taking-a-scientific-approach-to-reading).
- ▶ **Click here** to read the evidence-informed article “The Response to intervention Model for Working with Secondary Students with Learning Disabilities”, written by C. Boudreau, A. Rodrigue, J. Myre-Bisaillon, V. Parent, and A. Tremblay (www.LDatSchool.ca/literacy/the-response-to-intervention-model-for-working-with-secondary).

Thank you for watching The Tiered Approach and for using this viewers’ guide.

At this time, we invite you to share your thoughts and comments relating to this video; the feedback we receive will assist in the development of future videos and future content for the LD@school website. Please share your thoughts and comments by completing our short survey through this link:

▶ https://www.surveymonkey.com/r/The_Tiered_Approach

Here is an opportunity to help out other educators!

Do you have any information on the tiered approach that you would like to share with LD@school? Or do you know of a specific strategy, practice or approach that has worked well in supporting the needs of students with LDs at school?

▶ **Click here to send your ideas to info@LDatSchool.ca.**

Funding for the publication of this production was provided by the Ministry of Education. Please note that the views expressed in the publication are the views of the Recipient and do not necessarily reflect those of the Ministry of Education.