Response to Intervention The Georgia Student Achievement Pyramid of Interventions

Tier 4 –
SpeciallyDesigned
Learning:
In addition to Tiers I
through 3, targeted students
participate in:
Specialized programs, methodologies,
uctional deliveries, • Greater frequency of progress
sing of student response to intervention(s).

Tier 3 - SST-Driven Learning:

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:

• Intensive, formalized problem solving to identify individual student needs.

• Targeted research based intervention tailored to individual needs.

• Frequent progress monitoring and analysis of student response to intervention(s).

Tier 2 - Needs-Based Learning:

In addition to Tier 1, targeted students participate in learning that is different by including:

• Standard intervention protocol process for identifying and providing research based interventions based on need and resources.

• On-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 1 - Standards-Based Classroom Learning:

All students participate in general education learning that includes:

Universal screening to target groups in need of specific instructional and/or behavioral support.

Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure.

Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning.

Progress monitoring of learning through multiple formative assessments.

Positive behavior supports.



