Recognition & Response: Tier 2 & Tier 3 Intervention

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Learner Objectives:

- Identify the key features of Tier 2 small-group lessons within R&R
- Understand the role of Tier 2 embedded learning activities within R&R
- Learn about Tier 3 individualized scaffolding strategies within R&R
How can teachers help struggling learners?
Recognition & Response

- Offers a framework for assessment and tiered instruction to address varying skill levels
- Uses data-based decision-making to determine which children need additional instructional supports provided at Tiers 2 & 3

(Buysse, Peisner-Feinberg, et al., 2013)
Let’s Review R&R
Tier 1
All Children
Research-Based Core Curriculum & Intentional Teaching
Formative Assessment

Tier 2
Some Children
Explicit Small Group Interventions & Embedded Learning Activities
Formative Assessment

Tier 3
A Few Children
Individualized Scaffolding Strategies
Formative Assessment
What is the Tier 2 Response?

- Small group lessons augmented with embedded learning activities

- For some children determined on the basis of formative assessment results
Characteristics of Tier 2
Small-group Lessons

- 3-6 children with similar learning goals
- 10-15 min/day
- Structured
- Teacher-directed
- Curriculum-based
Focus of Academic Content

Key Math Skills Based on Research:

- Number—whole numbers, operations & relations
- Geometry, spatial thinking & measurement

(National Research Council, 2009)
Focus of Academic Content

Key Language & Literacy Skills Based on Research:

- Vocabulary
- Phonological awareness
- Letter knowledge

(National Early Literacy Panel (NELP), 2008; National Research Council, 2008)
Differences between Tier 1 & Tier 2 Small Groups

Ways Groups are Formed

- Child choice vs Data-based decisions
- Include children of varying skill levels vs Children with similar learning goals
Differences between Tier 1 & Tier 2 Small Groups

Context & Focus of Instruction

- Child-initiated activities in interest centers vs Structured & sequenced lessons
- Activities to address thematic concepts or curriculum goals vs Specific skills in a certain content area
Differences between Tier 1 & Tier 2 Small Groups

Teacher’s Role

- Observe & monitor all children’s participation; encourage & facilitate learning as needed vs
- Explicitly teach lessons & systematically monitor progress
Implementation of Small-Group Lessons

- Continue using Tier 1 core curriculum & other foundational instructional practices (dialogic reading)
- Select a Tier 2 curriculum for supplemental instruction in a particular content area
- Tier 2 curriculum will form the basis of the small-group lessons
Implementation of Small-Group Lessons

- Small-group lessons should address similar skills to core curriculum
- Should include clearly defined scope & sequence of learning
- May need to adapt existing supplemental curriculum to fit small-lesson format
Small-group language & literacy lessons

- Use storybook reading & other interactive game-like activities

- Instructional activities addressing:
  - Vocabulary & comprehension
  - Sound awareness
  - Print/alphabet knowledge
What does a Tier 2 small-group lesson look like?
Part 2 of Tier 2

Embedded Learning Activities

- Purpose is to complement & extend small-group instruction
- Offer additional opportunities to practice, generalize, & maintain skills
Characteristics of Tier 2 Embedded Learning Activities

- Occurs within daily activities
- Linked to small-group lessons
- Teacher plans based on individual needs
- Teacher monitors & facilitates learning
Teaching and Learning Contexts

How can teachers organize teaching and learning in their classrooms
Embedded Learning Activities

Enriching & adapting existing contexts for teaching and learning

• The learning environment
• Small-group activities
• Whole-group activities
• Individualized instruction
• Classroom routines
• Child-initiated activities & interest centers

Adjusting teacher roles

• Monitoring
• Encouraging
• Facilitating
Monitoring Participation & Engagement

- Observing
- Keeping track of children’s participation and engagement
Encouraging Participation & Engagement

- Inviting
- Guiding
- Redirecting
Facilitating Participation & Engagement

- Joining in play & learning activities
- Enlisting peers to model & support learning
- Initiating, responding, and expanding upon communication
Planning Embedded Learning Activities
Steps for Implementing Embedded Activities

- Identify the specific skills being targeted
- Determine the teaching & learning context
- Select embedded activities to support the targeted skills
- Define the teacher’s role
Embedded Learning
Take-Home Messages

- Embedded learning activities reinforce key skills at Tier 2
- Teachers monitor & encourage children’s participation in embedded learning
- Peers can support & benefit from embedded learning activities
What are Tier 3 Individualized Scaffolding Strategies?

In R&R, scaffolding strategies are specific instructional techniques that teachers use for the few children who require more intensive supports to learn.
Individualized Scaffolding Strategies

Modeling--

The teacher demonstrates specific skills (verbal or non-verbal)
Response prompting:

The teacher offers assistance to elicit a response from a child (verbal or non-verbal)
Individualized Scaffolding Strategies

Peer supports--

Peers support another child in learning by encouraging participation or demonstrating a response
Individualized Scaffolding Strategies

Corrective feedback-
Reinforcing correct responses & addressing incorrect responses & non-responses
Tier 3 Supplemental Supports

Behavioral Supports:
- Space/positioning arrangements
- Visual supports
- Communicating behavioral expectations
Steps for Implementing Tier 3 Strategies

- Use results from formative assessment to determine which children need additional instructional supports
- Add scaffolding strategies into small-group intervention lessons
- Monitor student progress and re-adjust plan for scaffolding strategies
Reminder

R&R Tiers Are Additive:

- **All** children receive Tier 1
- **Some** children receive Tier 1 & 2
- **A few** receive Tiers 1, 2, & 3
Let’s Review

- We discussed differences between Tier 1 & Tier 2 small groups
- We reviewed characteristics of Tier 2 small-group lessons as part of R&R
- We examined the use of embedded learning activities within R&R
- We identified individualized scaffolding strategies for use at Tier 3
Next time: Planning for Implementation of R&R
References


For more information on R&R, visit randr.fpg.unc.edu