

FFJH Pyramid of Interventions



Increasing Intensity

Tier 3 - 1-5% of students

Provides intensive support for individual students not successful with Tier 1 and Tier 2 interventions

- Counselor Conferencing • LCM Team • IEP/504 Referral • Schedule Adjustments • Study Skills • READ 180 • Alternative Education Referral • Latinos in Action

Tier 2 - 10-15% of students

Provides additional support for smaller groups of students who need more targeted help.

- Assign to home-room • ELL or math lab • Meeting with student, parents, teachers, and counselor • Tracker • Teacher mentor • Counselor/ Student conference • PLC team meetings • Falcon Academy • Lunch and Learn

Tier 1 - 80-85% of students

Supports all students in a school

- Regular instruction • Conference with the student • Peer tutoring • Re-teach • Extra practice • Change the method of instruction • Directed intervention time • one-on-one time • Get assistance from parents • Before or after school help • Support materials are added to the classroom curriculum • Students get more time in class to practice skills • Students are screened for gifted ability.

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TIER 1 INTERVENTIONS – FOR ALL STUDENTS		
	Academic	Behavioral
Concerns	<ul style="list-style-type: none"> • Student is behind in his assignments • Doesn't finish work in class or assigned homework • Says school is too easy or too hard • Doesn't grasp concepts • Has a hard time explaining concepts • Finished assignments quickly with low quality work • Routinely needs extra guidance while completing assignments • Copies others assignments • Asks peers for help or answers 	<ul style="list-style-type: none"> • Student sleeps or ignores what is going on in the class • Becomes frustrated and gives up • Seems to get in trouble a lot • Disruptive in class • Tardy or truant • Doesn't want to attend school • Zones out • Doesn't follow along with lesson material • Talks with other students
	Academic	Behavioral
Possible Solutions	<ul style="list-style-type: none"> • Offer additional help • Shorten assignments into "chunks" • Ask a student who has grasped the concept to help • Review • Prepare study notes of vital concepts • Change seating arrangement • Re-teach skills • Send support materials home • Contact parent / guardian via email, phone, or letter (multiple times) • Screen for gifted ability • Create "BIG FIVE" concepts 	<ul style="list-style-type: none"> • Pull student aside before or after class and discuss concerns • Create system to demonstrate lack of understanding • Reward on task and positive behaviors • Change seating arrangement • Give regular reminders to stay with group • Review rules and expectations • Contact parent / guardian via email, phone, or letter (multiple times) • Get to know student • Change curriculum to be more engaging • Avoid surprises • Be consistent

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TIER 2 INTERVENTIONS – FOR 10-15% of Students		
	Academic	Behavioral
Concerns	<ul style="list-style-type: none"> • Student is very behind in his assignments • Can't finish work in class or assigned homework • Failing one or more class • Doesn't respond to smaller "chunks" • Can't follow concepts, even when adapted. • Gets poor scores on tests, assignments, even when reviewed. • Routinely needs extra guidance while completing assignments • Copies others assignments • Asks peers for help or answers 	<ul style="list-style-type: none"> • Referred to the office more than twice in the past month • Disruptive in class • Tardy or truant • Doesn't want to attend school • Zones out • Doesn't follow along with lesson material • Talks with other students • Doesn't get along well with other students
	Academic	Behavioral
Possible Solutions	<ul style="list-style-type: none"> • Lunch and Learn • Shorten assignments into "chunks" • Review with pre-made notes • Send additional material home to review with parent / guardian • Re-teach skills with small groups • Remedial services (GradPoint, scheduling change etc.) • Meet with parent / guardian • Discussion in PLC team meeting • Trackers • Meeting with parents / guardian and counselor • Home room check in • Falcon Academy 	<ul style="list-style-type: none"> • Create system to demonstrate lack of understanding • Reward on task and positive behaviors • Give regular reminders to stay with group • Review rules and expectations • Meet with parent / guardian Get to know student • Change curriculum to be more engaging • Avoid surprises • Be consistent • Counselor meetings

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TIER 3 INTERVENTIONS – FOR 1-5% of Students		
	Academic	Behavioral
Concerns	<ul style="list-style-type: none"> • Student hates school • Failing two or more classes • Doesn't seem to follow what the teacher says even when repeated multiple times • Doesn't respond to interventions • Can't follow concepts, even when adapted. • Gets poor scores on tests, assignments, even when allowed to use notes etc. • Routinely needs extra guidance while completing assignments • Takes answers from others • Never turns work in even when done together 	<ul style="list-style-type: none"> • Referred to the office more than three times in the past month • Disruptive in class • Tardy or truant • Doesn't want to attend school • Debates everything even when asked to stop • Doesn't follow along with lesson material • Talks with other students • Doesn't get along well with other students • Behaviors continue to get worse • Refuses to attend school
	Academic	Behavioral
Possible Solutions	<ul style="list-style-type: none"> • Lunch and Learn • Falcon Academy • Referral to LCMT • Referral to SPED / 504 testing • Remedial services (GradPoint, scheduling change etc.) • Meeting with parents / guardian and counselor • Home room check in • Modified schedule • Referral to District Case Management • Latinos in Action 	<ul style="list-style-type: none"> • Create system to demonstrate lack of understanding • Reward on task and positive behaviors • Daily / hourly tracking sheets • Review district and school policies and procedures with parent / guardian • Avoid surprises • Be consistent • Counselor meetings

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Local Case Management Referral Process

