Warder's Pyramid of Interventions (Revised 09.19.18)

Tier 1 Core Prevention

Collective Engagement Strategies & Programs

Instructional Strategies
- Class incentives
- Brain breaks
- Class/restorative circles
- Seating arrangements
- Honoring good behaviors (wildcat recognition/paws awards)

Resources
* Brain Wise
* Second Step
* PAWS Matrix
* Restorative Circles

Instructional Practices & Programs

Instructional Strategies
- Data based decisions (CMAS, MAP, CFA,CSA)
- Anchor Charts/ LT & SC
- Self-assess/Goal Setting
- Thinking Maps/Graphic Organizers
- Collaborative Instruction (for kids)
- Conferring/ Feedback
- Guided Groups
- Re-teaching current unit Peer teaching/Pause Day

Resources
* Lucy Calkins RUOS
* New Bridge text
* Math Expressions/Manipulatives
* ReadWorks.org, etc
* PLC Time
*Technology
* Explicit Reading Instruction ALL 5 Areas (**Phonemic Awareness**, Phonics, Fluency, Comprehension, & Vocabulary)

Tier 2 Targeted Intervention for SOME

Instructional Strategies
- Specific seating/placement or flexible
- Informal Behavior Plan
- Check In-Check Out
- Restorative Practices
- Use of Visual Timers
- Check in/ Check out
- Parent communication
- Lunches with teachers
- Positive Reinforcements

Resources
* Point Sheet
* Sm Grp w/ Mental Health
* Noise cancelling headphones
* Restorative Solutions
* Executive Functioning

Instructional Strategies
- Data-based decisions
- (CFAs, CSAs, state/district assessments)
- Skill/Strategy Groups
- Double-dosing
- Progress Monitoring
- Re-teachingprevious unit's skills

Resources
* ELL Services
* Interventionist
* WIN Block
* Learning Ally
* LLI
* Fundations/Just Words
* MClass "What now?"
* Orton Gillingham
* New Bridge
* WIN

Tier 3 Intensive Remediation for FEW

Instructional Strategies
- Assistive Technology
- SEL groups
- Safety plan
- Formal Behavior Plan

Resources
*Formal Behavior Plan
*Sm Grp w/ Mental Health

Instructional Strategies
*Specific seating
* Strategic Grps
* Adjusted Assignments
* Sentence Stems
* Visual Supports
* Audio texts
* Customized Thinking maps
* Wkly Progress Monitoring
DIBELS

Resources
*LLI
*Orton Gillingham
*READ Plans
*AmeriCorps
* Learning Ally

Highest Impact Instructional Influencers (Hattie's Visible Learning)
- Self-assess grades (1.44)
- Response to Intervention (1.04)
- Providing formative evaluation (0.9)
- Micro teaching (0.88)
- Acceleration 0.88)
- Teacher Clarity (0.75)
- Feedback (0.73)
- Teacher-student relationships (0.72)

**Effect Size of .44 or more shows one year's growth. So when students are able to self- assess accurately, they can show more than 3 year's growth.*

Action Steps

Tier 1 CORE	Tier 2 (Some Kids)	Tier 3 (Few Kids)
- Identify students performing below grade level expectations using common formative assessments - Teacher provided interventions in the classroom - Progress monitor approx. 4-8 weeks - Students not mastering essential learning targets during CORE move to tier 2	- More intensive interventions - New instructional strategies - Progress monitor essential learning targets -Consider scheduling a meeting with problem solving team, RtI/MTSS - Meeting w/ parents - May move to Tier 3 if little or no progress and classroom interventions are exhausted	-Interventions provided using building-wide resources -Teachers collects data - Intensive, individualized instruction provided both in and out of the classroom - Re-evaluate intervention every 4-6 weeks - If no or very little progress, possible IEP referral