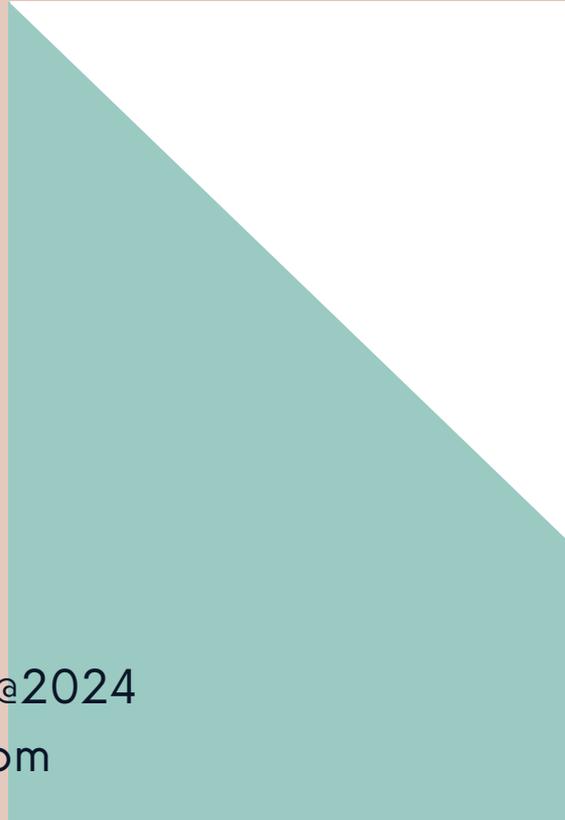
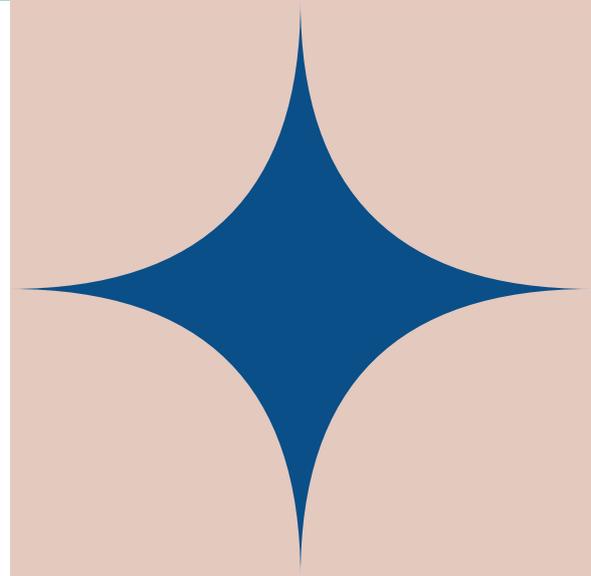


TIERED INTEVENTIONS

Practical Application for
OTs, PTs, and SLPs.



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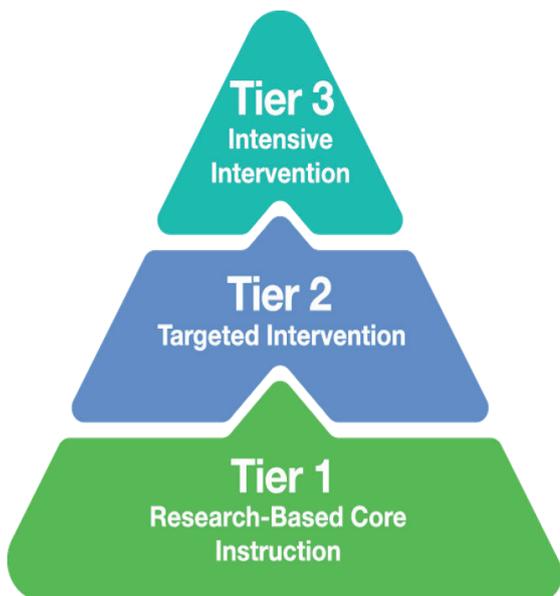
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WHAT IS TIERED INTERVENTION?



Allows for efficient and differentiated instruction for ALL students.

Incorporates increasing intensities of instruction, offering specific, research-based instructions matched to student needs.

Part of the Multitiered Support System (MTSS) and Response to Intervention (RTI) process.

- **MTSS is guided by ESSA (Every Student Succeeds Act 2015).**
- **Specialized Instructional Support Personnel (OT, PT, SLP, etc) are to “provide timely and meaningful consultation with educational administration and staff.**
- **This consultation is directed towards mental health, physical health, and collaboration to ensure student success.**

- **RTI is guided by IDEA (Individuals with Disabilities Education Act).**
- **Related Service Providers (Including OT, PT, SLP, etc) are to provide assessment, provision of services, team collaboration, education and consultation to school staff and administration.**

Universal Support

- Whole Class Instruction
- Indirect Services
- Preventive & Proactive
- ★ Focus is on the Teacher

TIER 1

Generally, support & services are proactively delivered to ALL students

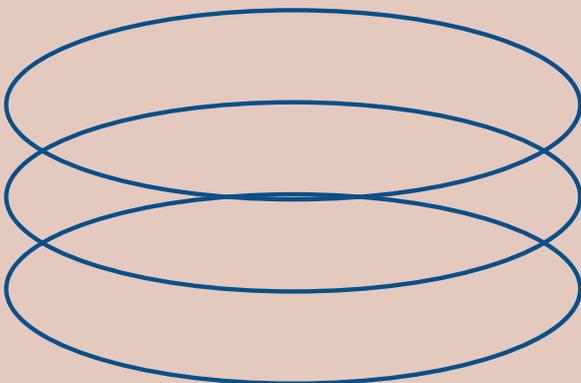
- Educate teachers & staff
- Informational resources on universal strategies
- Assist with universal screenings
- Attend RTI/MTSS meetings
- Consultative services

Professional Development Ideas

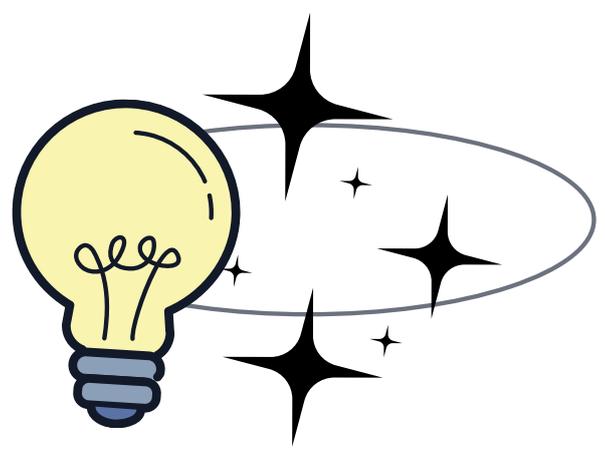
- Sensory Processing
- Handwriting
- Emotional Regulation
- The Importance of Recess
- Backpack Safety
- Language and Literacy
- Classroom Behavioral Management

Informational Resource Ideas

- Environmental Sensory Design
- Pencil Grasp & Handwriting
- Speech Drills Skills
- Typical Speech Development
- Self-Regulation
- Sensory Processing
- Fine & Gross Motor Milestones
- Join School Improvement Team



Tier 1: Classroom Ideas



1. HANDWRITING

- Check and adjust writing posture
- Screen pencil grasps and provide modifications
- Create “tools” to improve letter spacing
- Coteach or consult on handwriting curriculum
- Provide a handwriting booklet for common strategies

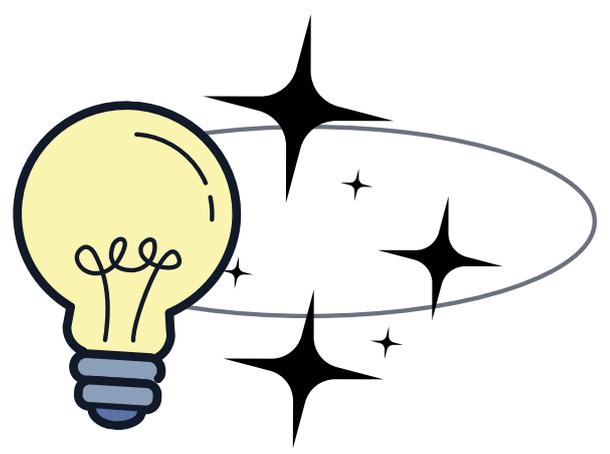
2. EMOTIONAL REGULATION

- Provide deep belly-breathing exercises
- Lead guided visualizations
- Incorporating movement breaks into the class routine
- Providing classrooms with Theraputty or fidgets
- Implementing Yoga positions into the school day

3. FINE MOTOR DEVELOPMENT

- Provide grade-level fine motor development expectations for teachers and parents
- Assist with a fine motor center in the classroom
- Develop fine motor activities for indoor recess
- Provide suggestions for hand strengthening during classroom activities

Tier 1: Classroom Ideas



4. SENSORY PROCESSING

- Assist with the development and use of a sensory room in the school building
- Create sensory pathways in the school building
- Assist with the development of environmental design with an emphasis on sensory-friendly spaces
- Assist with developing a sensory area in the classroom

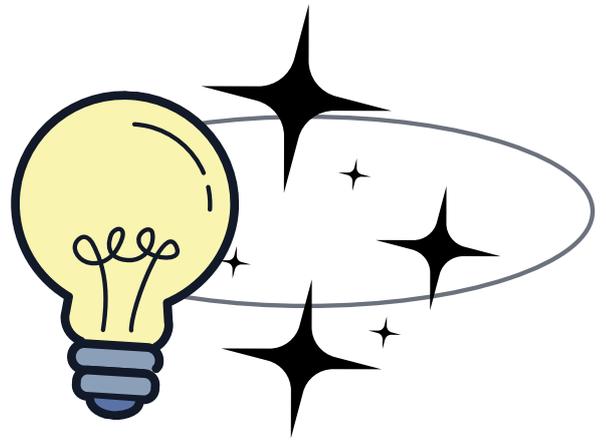
5. GROSS MOTOR DEVELOPMENT

- Provide grade-level gross motor development expectations to teachers and parents
- Provide recommendations for PE class, recess, and playground accessibility
- Provide movement break activities to teachers
- Consult on environmental accessibility for all.

6. SOCIAL SKILLS

- Assist with creating Social Stories for the classroom
- Curriculum suggestions
- Create social contracts with all students
- Help with creating clear social expectations in the school & classroom.
- Model social language in the classroom

Tier 1: Classroom Ideas



7. BEHAVIORAL MANAGEMENT

- Assist with providing clear behavioral expectations in the school & classroom.
- Instructional resources on the 4 functions of behavior
- Positive Behavior Instruction Support (PBIS) Strategies
- Consult on Classroom Management Strategies

8. LANGUAGE DEVELOPMENT

- Lead centers for language development
- Model lessons about effective language & listening skills
- Curriculum suggestions
- Leading circle time with phonics or literacy activities.
- Provide visuals for language in the classroom

9. POSTURAL CONTROL

- Provide ways to integrate postural control positions into instruction such as lying prone, propped on elbows while reading on the floor
- Perform posture checks in the classroom

Targeted Instruction

- Small group instructions
- Consultation with the teacher on universal strategies
- Data should be taken frequently



Focus shifts from the teacher to the students

- Struggling learners are provided with targeted instruction to match their needs and rates of progress.
- Instruction is provided in small-group settings and in the general curriculum.
- The length of time of instruction is established.

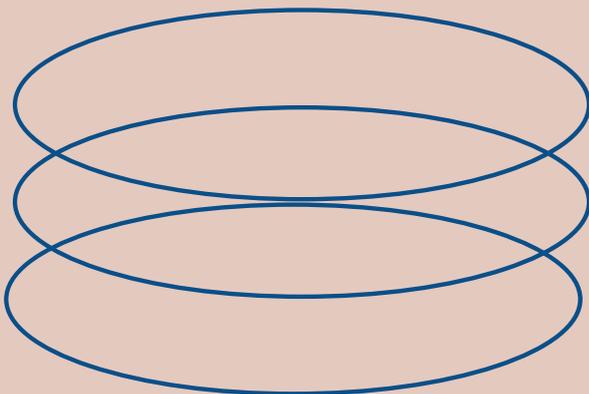
TIER 2

Small Group Tips

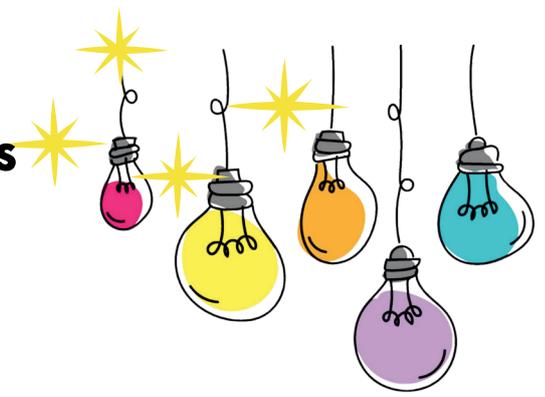
- Universal strategies are provided
- Small groups are typically 3-5 students
- Skill-specific screening
Typical length of participation is 8-12 weeks.
- Data is collected weekly or every other week

Tier 2 Tips

- Instruction periods should be clearly defined
- Following participation provide recommendations: return to Tier 1, repeat Tier 2, or move to Tier 3
- Parent permission should be obtained



Tier 2: Small Group Ideas



1. HANDWRITING CLUB

- Implement universal strategies for letter formation, spacing, alignment, and sizing skills.
- Groups can be led by paraprofessionals, parent volunteers, instructional support teachers or therapists, and teachers.
- Pre- and Post-test data is collected from a screener
- Consult with the teacher on universal strategies to incorporate into the classroom for a specific area such as copying from the board.

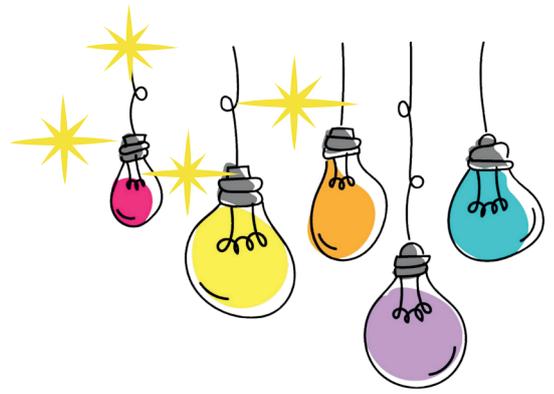
2. FINE MOTOR DEVELOPMENT

- Lead a center in a classroom with activities such as coloring, cutting, stringing beads, etc.
- Consult with the teacher on universal strategies to address specific areas of need.
- Provide fine motor homework

3. SENSORY PROCESSING

- Provide activities in the sensory room for groups of students with similar sensory processing challenges.
- Provide motor planning and postural control groups with students.
- Consult with teacher on universal strategies to address specific areas of need.

Tier 2: Specialized Area Small Group Ideas



4. SPEECH & LANGUAGE

- Provide homework for specific sounds.
- Artic Lab, Language Lab, Vocabulary Lab, Communication Lab, Listening Lab
- Use school staff, volunteers, etc. to practice drills
- Consult with the teacher on specific areas of need

5. SELF-REGULATION

- Provide universal strategies such as mindfulness, yoga, etc.
- Implement Zones of Regulation or How Does Your Engine Run? with the teacher
- Classroom Data may include: time off-task behaviors, a teacher survey, or student self-assessment

6. SOCIAL SKILLS

- Use a social group curriculum
- Themed sessions
- Social stories
- Role-playing
- Commercial Games such as You Know or Head Rush

Intensive Instruction

- Instruction associated with prevention, that target the students' skill deficits.
- Instructions are universal, common strategies

TIER 3



Focuses on a specific functional skill

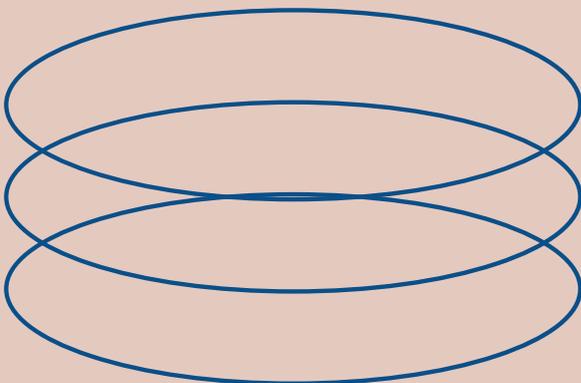
- **Think Practice versus Remediation**
- Instruction associated with **PREVENTION** that targets the students' performance level

Tier 3 is NOT

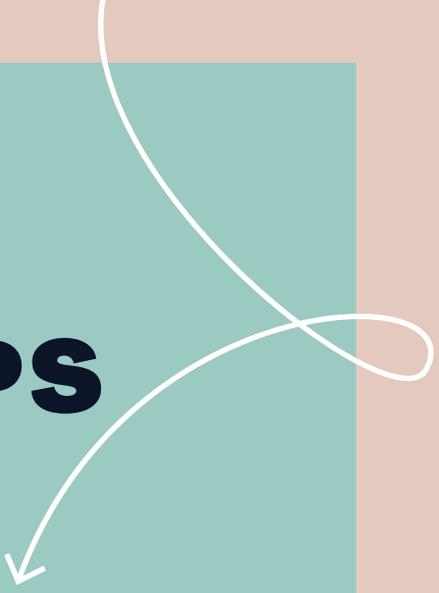
- **Therapeutic specialized interventions**
- **Addressing underlying skill deficits but functional skills**
- **Special Education Services**

Tier 3

- **State licensure laws do apply to all tiers.**
- **Some states may use Tier 3 for the identification and assessment of Special Education Services**



TIER 3 PRACTICAL TIPS



1. Instruct and Teach Strategies Ideas

- Help make and instruct on the use of a “spaceman” to improve spacing skills
- Instruct number formation poems to help with number formations
- Teach how to perform and use belly breathing
- Teach correct sound production with gestures or visuals
- Instruct on strategies for effective listening
- Instruct how to use a planner for time management
- Instruct how to use graph paper during math class for addition problems

2. Collect data for a potential assessment



Please visit our website for more Response to Intervention and Classroom/Educator Resources.



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www.kareenrobbinsot.com



DISCLAIMERS

These recommendations are provided by a school-based occupational therapist with over 35 years of experience. This author also has over 10 years of experience as an Educational Administrator. These ideas and recommendations do not replace direct therapeutic intervention. They are universal and evidence-based universal strategies. Please consult with your Related Service Provider or SISIP for individualized suggestions for your individual classrooms and students.

This booklet is not intended for sale but to be used as a resource for those working with children in the school setting

Written content was developed and researched by Kareen Robbins MS OTR/L. Template of booklet sourced from Canva.com