

Lincoln High School
Response to Intervention and Prevention

Tier I: Universal Access to Core Curriculum

Tier I- Must be provided to all students in all classrooms.

- All students receive core classroom instruction that is differentiated and utilizes strategies and materials that are scientifically researched-based
- Allow opportunities for students to be reflective about their learning (meta cognitive tasks)
- Assessment in the classroom is ongoing and effective in that it clearly identifies the strengths and weaknesses of each student
- Clear communication of grading practices
- Ensure all students have an opportunity to speak, read, write and listen daily
- Provide regular feedback so students always know how they are performing in the class
- Regular use of QTEL tasks to foster collaboration among students
- Use of graphic organizers and other scaffolds that provide entry points for all students
- Consistent consequences for problem behaviors
- Effective instruction and classroom management
- Effective procedures and supervision in non-classroom areas
- Positive reinforcement for all students
- Teach positive behavior expectations and procedures

Tier II: Strategic Intervention

Tier II – Strategic Interventions may include: Supplemental instruction and increased level of support for a targeted group of students who are not learning successfully in Tier I.

- Allowing students an alternative assessment to prove mastery
- APEX
- CAHSEE support class
- Conference with parent(s) to try to resolve academic or behavioral problems.
- Have student(s) work with a support teacher (e.g. Resource Teacher, Special Educator)
- Lengthening instructional time for a targeted group through small group instruction
- Parallel Support classes (outside of the general classroom)
- Refer student(s) to after school tutoring or ASSETS program
- Use of purchased intervention tools (e.g. Learning Upgrade, Revolution Prep, Accelerated Math, Read 180)
- “Power Hour” or other differentiated structures in class
- Alternatives to suspension
- Classroom management incentives or consequences
- School-based mentors
- Simple behavior plans

Tier III: Intensive Intervention

Tier III – Intensive Intervention: Individualized intervention(s) of increased intensity for students who show minimal response to tier II supports.

- Intervention class (9th grade)
- Math and/or Literacy development classes
- Pull out instruction from resource teacher or other support teacher
- Referral to alternative placement
- Review of records and consultation with school psychologist to determine if special education testing is appropriate
- Collaboration with student’s physician or mental health professional
- Functional behavior assessment and individual behavior support plans
- Parent collaboration and education
- Target social skills instruction e.g. anger management