

The State of New Mexico
Student Assistance Team Manual

June 2004

Updated, June 2007

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The contents of this document were developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

The Secretary of Education would like to acknowledge the following individuals for their assistance with the original and revised manual:

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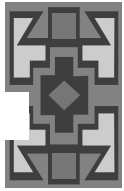


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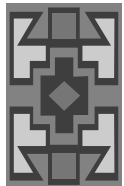
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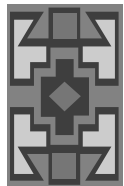
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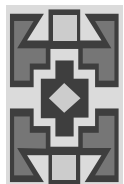
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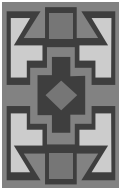
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Foreword

An Introduction to the Three-Tier Model of Student Intervention



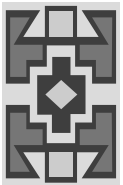
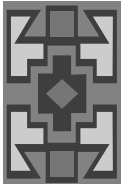
The Three-Tier Design Model

The term *three-tier* model of intervention is borrowed from public health treatment models that focus on levels of intervention. Simply put, it is a model consisting of three well-defined and separate processes running on different levels within a system. In New Mexico, this principle has been applied to develop a model of student intervention for school-aged students. The model has three distinct levels, or **tiers**, of instructional interventions that account for **all** students within a learning system. Each tier encompasses a layer of intervention or instruction that responds to student needs. As a student has more intense learning or behavioral needs, he or she may progress to the next tier that provides more intense intervention.



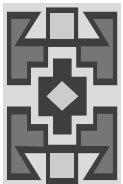
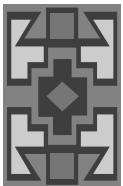
Tier I—Universal Screening/Appropriate Instruction

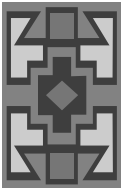
Tier I provides primary intervention in the form of universal screening, appropriate classroom instruction, and school-wide interventions to **all** students. The majority (80–90%) of school-aged students at this level will respond successfully in the regular education classroom to appropriate instruction based on state and district standards. A teacher may recognize that an individual student is struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the regular education classroom. At that point, the teacher tries typical classroom- or grade-level-based interventions. In some cases, a student will demonstrate little or no positive response to the teacher’s informal interventions. Or, universal screening procedures will indicate a need. At that point, the student is referred to Tier II.



Tier II—Early Intervention: The Child Study Process by the Student Assistance Team (SAT) or the Section 504 Team

Tier II is designed to provide early intervention for a small percentage (5–10%) of students who are performing above or below standards in academics and/or behavior. Interventions for these at-risk students either are provided as targeted individual interventions in one or more areas. That is done, as described in this manual, through a **SAT Intervention Plan**, a **Section 504 Plan**, or through a specialized school program that includes small-group instruction. Tier II interventions are provided **in addition to** the appropriate instruction provided in Tier I. The interventions are designed to prevent, alleviate, or accommodate challenges a student may be facing. These interventions may be short-term or they





may continue for an entire school year. The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum. In spite of a school’s best efforts at delivering appropriate Tier I instruction and Tier II interventions, a few students may not demonstrate a significant and positive response to intervention. In those cases, those students may be referred to Tier III.



Tier III—Multidisciplinary Evaluation/Special Education



Students formally referred to Tier III first receive a multidisciplinary evaluation to determine their need for services at this level. Tier III serves a very small percentage of students (1-5 %) who demonstrate a need for an individualized program to accommodate and/or modify their learning or behavioral needs. Special education teachers, related service providers, and regular education teachers provide Tier III interventions that consist of specially–designed instruction and supplementary aids and services. Tier III interventions are provided to a student through an Individualized Education Program (IEP). The goal of Tier III is for the student to be successfully involved in and progress in the general education curriculum, and achieve the goals in his or her IEP.



The Three-Tier Model of Student Intervention

