

Tier 3 Protocol

Family Engagement Plan – format and frequency:

Skill Deficit	Materials/Program/Curriculum/ Intervention	Entry Criteria	Data to Monitor Progress	Decision Making Criteria
R: Phonological Awareness/Alphabet Knowledge – Pre-K	<i>Small instruction using Neuhaus In the Kitchen, in group of 1 to 2, 4 times per week for 15 minutes; and, participation in phonological awareness and/or alphabet knowledge targeted centers 3 times per week; and embedded opportunities across the day</i>	Universal Screening and Sorting Process	Weekly progress data	Next universal screening data and/or weekly progress data that indicate skills are at 80% for 3 consecutive data points.
R: Oral Language/Vocabulary Pre-K	<i>Small group instruction using full PAVED program (storybook reading, conversation and vocabulary strategies), in group of 1 to 2, 4 times per week for 15 minutes; and, participation in oral language and/or vocabulary targeted center 3 times per week.</i>	Universal Screening and Sorting Process	Weekly progress data	Next universal screening data and/or weekly progress data that indicate skills are at 80% for 3 consecutive data points.
M: Comprehensive Math Pre-K	<i>Small group instruction using Big Ideas Lessons for Sets, Number Sense and Counting, in group of 1 to 2, 4 times per week for 15 minutes; and, participation in math targeted center 3 times per week.</i>	Universal Screening and Sorting Process	Weekly progress data	Next universal screening data and/or weekly progress data that indicate skills are at 80% for 3 consecutive data points.
Behavior/Social: Pre-K	Individualized interventions developed based on function of behavior. <i>If a class has less than 80% of students at Tier 1 for Social/Behavior then follow Tier 2 protocol and intensive Tier 1 supports.</i>	Universal Screening and Sorting Process	<i>BIR data and weekly progress data.</i>	Reduced risk on Behavior/Social Screener Less than 5 BIRs in one reporting period.

This tool was adapted from tools created from the collaboration with CI3T (Comprehensive, Integrated, Three-tiered Model of Prevention) research team at the University of Kansas (Lane, K.L, Oakes, W.P., et al. 2013-2015).

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