

Intervention Tiers, Levels or Waves

Source	Intervention Tiers, Levels or Waves		
Connecticut – Scientific Research-based Intervention [SRBI] (2008)	Tier 1 Defines the school’s climate, its general and core curriculum, its approaches to learning, social and emotional support and behavioural expectations	Tier 2 Involves short term intervention for students experiencing difficulties and not responding to the general and core Tier 1 Curriculum	Tier 3 Requires more intensive or individualised short term interventions for students who fail to respond to Tier 2 intervention*
North Somerset – Waves of Intervention in Action Report (2007)	Wave 1 Maps the kind of quality teaching necessary for priority learning areas as a normal part of school provision – requires shared staff commitment	Wave 2 Delivered in addition to Wave 1 to support learners who have prolonged absence, frequent changes in school or who are using a second language	Wave 3 Implemented for the small number of children whose difficulties cannot be overcome in Wave 1 or 2 settings**
Victoria – Wyatt-Smith’s and Gunn’s Report (2007)	Wave 1 Plans and implements High quality classroom literacy programs	Wave 2 Rests on early intervention for those ‘at risk’ of falling behind	Wave 3 Employs a range of targeted intervention actions for older students experiencing protracted difficulties
USA National Centre on Response to Intervention [RTI] (2007)	Primary Prevention Screens all children to determine those ‘at risk’ and then monitors their performance for confirmation or not	Secondary Prevention Involves research-based tutoring in small groups with weekly performance monitoring	Tertiary Prevention*** Engages students unresponsive to level 2 tutoring in Special Education Services with weekly performance monitoring

NOTES

*Connecticut’s explicit policy position is that most students will be able to achieve functional literacy with regular classroom learning supplemented when necessary, by tiered intervention. It cautions that the Tiers of Intervention should not be seen as ‘gates’ to Special Education.

** North Somerset’s goal is that children experiencing Wave 2 and 3 interventions will develop the confidence and competence to return to regular classroom activity as soon as possible.

*** The National Centre on RTI concedes that Tertiary Prevention may involve Special Education Services