

## Implementation of Recognition and Response in Tiers 1, 2, & 3

	<b>Definition</b>	<b>Focus</b>	<b>Goals of instruction</b>	<b>Role of parents and professionals</b>	<b>Assessment strategies</b>
Tier 1: Effective core curriculum and intentional teaching	Curriculum and instruction that is focused on all domains of learning and development, and is guided by observation and assessment	<b>All</b> children.	Provide high quality early childhood instruction to meet the needs of all children in the classroom.	Classroom teachers and staff plan and implement core curriculum and instruction; there is a plan for collaborating and communicating with families.	Universal screening <b>three times each year</b> (e.g., fall, winter, spring).
Tier 2: Group and embedded instruction	<b>Explicit instruction</b> (i.e., content-specific curricula [e.g., literacy, math] and instructional approaches [dialogic reading]).  <b>Embedded instruction</b> (i.e., environmental arrangement, curricular modifications, peer support)	<b>Some</b> children identified on the basis of universal and periodic screening who do not make adequate progress in Tier 1.	Provide <b>Enhanced Instruction</b> through additional supports and opportunities to practice skills within small groups or as part of daily routines.	<b>Specialists</b> assist <b>teachers; parents</b> receive progress reports and engage in collaborative problem-solving process with early childhood staff.	Progress monitoring to ensure adequate progress and learning <b>every 8-10 weeks</b> .
Tier 3: Intensive and individualized instruction	<b>Targeted instructional strategies</b> (e.g., prompting, modeling, physical assistance, giving a directive & waiting for a response) <b>combined with explicit and embedded</b> approaches.	<b>A few</b> children with marked difficulties in meeting benchmarks who do not make progress in Tier 2.	Provide <b>Intensive Instruction</b> through targeted, individualized instructional strategies	<b>Expanded team of professionals and parents</b> develop more intensive plans for individual children & make decisions about referral for further evaluation. Parents receive more frequent reports and engage in the collaborative problem-solving process with teachers and other professionals.	Progress monitoring to ensure adequate progress and learning <b>every 4-6 weeks</b> .  <b>Referral</b> for further evaluation if needed.

