**Tier 2 Interventions**

At Cambria Heights Middle School, every student benefits from the consistent use of best instructional practices and Tier 1 instructional and behavioral interventions. However, a small percentage (10 - 15%) of students at CHMS require additional, intensified Tier 2 supports to succeed academically, socially, and emotionally. Many of these students enter the school's COPE program, in which they are partnered with a teacher who offers them one-to-one guidance on a daily basis. Using AIMSweb, these students are tested in Math and Reading and their progress is monitored biweekly to ensure that their interventions are effective. Other students who require less-intensified Math and Reading interventions are placed into target groups, where they received individualized, targeted instruction to help them attain grade-level goals. When students require behavioral supports, the faculty and administration consult with the Emotional Support teacher, the guidance counselor, and other experts to develop and initiate appropriate interventions. Overall, all students who receive Tier 2 interventions are frequently monitored and their interventions are adjusted to promote their success in the general education curriculum. The following are among Tier 2 interventions implemented at CHMS:

**Academic Interventions:**

***COPE***

□ Goal setting

□ Classroom observations

□ Self-evaluation of academic progress

□ Increased opportunities for guided practice

□ Anecdotal records

□ Increased monitoring of planner

***Tier 2 Interventions Continued***

□ One-to-one instruction

□ Parent conferences

□ Tests read aloud

□ Effective use of paraeducators to meet individual needs

□ Peer tutoring

□ Differentiated instruction

□ Modified assignments and tests

□ Universal sharing and use of effective strategies

□ Use of mornings and activity periods for additional support

□ Re-teach and retest

□ Modified tests

□ Partial credit for late/missing work

□ Supplemental or modified material at student’s individual level

□ Extend time for tests and assignments

□ Audio copies of texts

□ Adapted texts (ex. highlighted main ideas)

□ Additional review and practice

□ Teaching/Modeling organizational skills

□ Increased supervision and progress monitoring

**Interventions - Math Specific:**

□ Progress Monitoring – Application and Process

□ Target Groups

□ Use of manipulations

□ Concrete and semi-concrete abstract instruction

□ Mnemonics

□ Meta-cognitive strategies (self-monitoring, self-instruction)

□ Computer assisted instruction

□ Explicit instruction

**Interventions - Reading Specific:**

□ Progress Monitoring – Reading Fluency

□ Target Groups

□ Modified RC points

□ Books on tape

**Interventions - Reading Specific: *Comprehension***

□ Using inference and comparison

□ Discussion webs

□ Think alouds

□ Journal writing/respond to open-ended questions

□ Check and line method

□ Double-entry journal (text-to-text, text-to-self, text-to-world)

□ Story map and story pyramid

□ Graphic organizers

**Interventions - Reading Specific: *Fluency***

□ Provide students with easy, high-interest reading material

□ Model fluent reading

□ Direct instruction and feedback

□ Provide reader support (choral reading and reading while listening)

□ Repeated reading of on text

□ Cue phrase boundaries in text (ex. In the summer/I like/to swim/at the beach.)

□ Chunking assignments into smaller parts

**Behavior Interventions:**

**COPE**

□ Increased supervision and progress monitoring

□ Goal-setting and progress monitoring with mentors

□ Classroom observations

□ Self-evaluations of behavior and social progress

□ Student interview check-sheet

□ Anecdotal records

**Tier 2 Interventions Continued**

□ Small group discussions

□ Social skills sessions led by counselor

□ Teach expectations by explaining, modeling, role playing and practice

□ Notifying students of changes to routine

□ Use of task cards

□ Modeling of problem-solving strategies

□ Establish verbal and non-verbal cues

□ Providing opportunities for students to recognize frustration and de-escalate

(guided imagery, deep breathing, counting slowly, humor)

□ Teach students to use positive self-talk

□ Teach personal responsibility strategies

□ Teach and model positive peer interaction

□ Identify appropriate adults who can relate to students to discuss goals and behavioral strategies.

□ Create behavioral contracts that are meaningful and motivational

□ Rewards and positive reinforcement