**Tier 3 Interventions**

For some students (2 - 3%) at Cambria Heights Middle School, interventions beyond the intensity of those offered in Tier 2 are necessary for academic or behavioral success. These students receive Tier 3 interventions. Tier 3 interventions are developed in consultation with experts in appropriate fields who work both inside and outside of Cambria Heights School District. For Reading support, students work individually or in a small-group setting for forty additional minutes daily and receive research-based, intensified instruction in both fluency and comprehension. When students require Tier 3 behavioral supports, CHMS consults with the school psychologist, Emotional Support teacher, and county-wide agencies to identify the roots of the students' problems and the most effective, researched-based strategies to promote positive behavioral and emotional growth. The following are among Tier 3 interventions implemented at CHMS:

**Interventions - Reading Specific:**

□ Linda Mood Bell Methodology

□ Orton-Gillingham Methodology

□ Great Leaps – Reading Fluency for Phonics, Phrases, Stories

□ Seeing Stars (symbol imagery for phonemic awareness, sight words, and spelling

□ Wilson Reading Program & internet component for additional resources

□ Wilson Just Words Program

□ MegaWords, books 1-8 , a criterion references series

□ The Holt Reader and interactive text

□ Jamestown Single Skills: Clarifying Devices, Vocabulary in Context, Drawing Conclusions, Supporting Details, Subject Matter, Making Judgements

□ Jamestown short story books, various levels

□ High Interest Reading Stories for grades 6-8

□ PSSA consumable workbooks for sixth grade

□ Leveled readers from elementary building

□ Specific Skills Series: Getting the Facts, Getting the Main Idea, Using the Context, Identifying Inferences, Detecting the Sequence, Drawing Conclusions, Following Directions, Working Within Words

□ SRA Corrective Reading for improving decoding and fluency

□ SRA Reading Laboratory for improving reading comprehension and vocabulary

□ Road to Reading Program for improving reading fluency, decoding, and spelling

□ Individualized PLATO prescriptions for improving reading skills: cause/effect, fact/opinion, vocabulary development etc…

□ Scholastic Leveled Readers for improving decoding and fluency

**Behavior Interventions:**

□ Open discussion/communication

□ Build a rapport with student

□ Conduct Functional Behavioral Assessment (FBA)

□ Behavioral Contracts

□ Positive Behavioral Support Plan (PBSP)

□ Monitor system with help of teachers (weekly data sheets)

□ Social skills groups

□ Give choices – Allow student to make decision

□ Problem solve: what role did you break, how did you feel, what could you do differently, etc.

□ Use of story cards, boards games related to topic or area of need

□ Strategies for coping

□ Communicate with parents