Decisions About Students
Few Students
Some Students
All Students
Intensified Support
Additional Support
Universal Support
Design The System
Integrated Content, Integrated Service Delivery
Universal Design for Learning
Differentiated Instruction

# TiERED INSTRUCTION MATRIX

SWiFT

## Tiered Instruction Matrix

| School/District: | Grade(s): | Date: |
|---|---|---|

Curricular Area: ☐ Literacy ☐ Mathematics ☐ Behavior/Social Emotional Learning

| Part 1: Universal Support | |
|---|---|
| What | |
| When | |

| Part 2: Universal Screening | | | | |
|---|---|---|---|---|
| Tools | Who Administers | | When Administered | |
| | | | | |
| | Additional Support | | Intensified Support | |
| | ...to meet benchmark | ...when exceeding benchmark | ...to meet benchmark | ...when exceeding benchmark |
| Decision Rules | if...then | if...then | if...then | if...then |

| Part 3: Instruction and Support | | | |
|---|---|---|---|
| | Who Administers | | When Administered |
| | | | |
| Area identified for support | Additional Support | | Intensified Support |
| | ...to meet benchmark | ...when exceeding benchmark | options to consider |
| Skill Area | | | |

| Part 4: Progress Monitoring | | | | |
|---|---|---|---|---|
| Tools | Who Administers | | When Administered | |
| | | | | |
| | Additional Support | | Intensified Support | |
| | ...to meet benchmark | ...when exceeding benchmark | ...to meet benchmark | ...when exceeding benchmark |
| Decision Rules | if...then | if...then | if...then | if...then |

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# Intensified Support

- Intensify is a verb not a noun
- Aligned to Universal Support
- Intensifying Universal and/or Additional Support
- Varies based on individual student need and preference

Universal Design for Learning · Differentiated Instruction · Integrated Content, Integrated Service Delivery

# Matrix Part 3: Instruction and Support

Part 3

| Part 3: Instruction and Support | | | |
|---|---|---|---|
| | Who Administers | | When Administered |
| | | | |
| Area identified for support | Additional Support | | Intensified Support |
| | ...to meet benchmark | ...when exceeding benchmark | options to consider |
| Skill Area | | | |

**This part of the Matrix helps to articulate what resources are best used to address different needs. Teams specify:**

- Identified skill needs
- Instructional materials, methods, and supports matched to skill need
- Who is available to provide the support and when

The matrix facilitates quick decision making by providing a curated set of options specific to the need, rather than a long laundry list of all supports. This specification provides an added layer of prevention and efficiency for MTSS.

*-McCart & Miller, 2019*

**Teams take an instructional approach to *intensification* by specifying:**

- Variables such as time, personnel and instructional strategies for individual students.
- Appropriate support based on what is learned from the data.

The highest tier of support gives you a way to specify how you are intensifying both universal and/or additional support. This process allows teams to remain focused on those things we have control over and that move the needle on student outcomes.

*-McCart & Miller, 2019*

# Matrix Part 3: Instruction and Support

**Part 3**

**See pg. 73**

| Part 3: Instruction and Support | | | |
|---|---|---|---|
| | Who Administers | | When Administered |
| | | | |
| Area identified for support | Additional Support | | Intensified Support |
| | ...to meet benchmark | ...when exceeding benchmark | options to consider |
| Skill Area | | | |

# Prompts for Intensifying Support

## Example Aligned to District Tools

SWiFT education center

| Support Plan | | |
|---|---|---|
| Date: | Teacher: | Support Provider: |
| General Area (Reading, Math, Behavior, Language, Other): | | |
| Skill Area Being Targeted: (Ex. phonemic awareness, self-regulation, fractions, organization) | | |
| Specifics of Plan:<br>• Frequency of support:<br>• Arrangements:<br>• Materials:<br>• Format: | | |

| Intensifying Prompts | | |
|---|---|---|
| Grouping | Y/N/NA | Notes or Next Steps (If Applicable) |
| Can small, flexible groups be used differently? Or individual learning opportunities be provided? | | |
| Can peer model be used differently? | | |
| Can groups/centers be more appropriately matched to student need? | | |
| | | |
| Instruction | Y/N/NA | |
| Can we increase or change modality for opportunities to respond? | | |
| Can different examples be used? | | |
| Do we need to break the tasks or skills down into smaller parts? | | |
| Do we need to teach any pre-skills? | | |
| Can we make changes to our modeling and opportunities for practice? | | |
| Do we need to change instruction to demonstrate culturally responsive practices? | | |
| | | |
| Feedback | Y/N/NA | |
| Can we enhance the feedback that is provided? | | |
| Would self-monitoring strategies make sense? | | |
| | | |
| Frequency and Duration | Y/N/NA | |
| Can we change the frequency of the intervention or support? | | |
| Can we change the duration of the intervention or support? | | |

# Prompts for Intensifying Support

## Example Aligned to District Tools

**Culturally Sustaining Lesson Design**
**Intensification Template**

| | |
|---|---|
| PREPARE | Begin with Data<br><br>Select Text<br><br>Do the Work |
| PLAN | Connection/Introduction<br><br>Stopping Points<br>• Questions<br>• Formative Assessment<br>• Gradual Release to Independence<br>• Summary/Reflection |
| TEACH | Allow Productive Struggle<br><br>Validate and Adjust to Academic/Social/Cultural Needs<br><br>Provide Feedback Privately and Publicly<br><br>Practice |
| REFLECT | Analyze Qualitative Data<br><br>Analyze Quantitative Data<br><br>Use Data to Prepare for Next Lesson |

Adapted from the San Diego Unified School District
Original Source was adapted by SDUSD ELA CCCST 2019-20 from Culturally Responsive Teaching and the Brain – Ch 8 and English Learner Toolkit of Strategies