

Tiered Intervention Guidance For Students with IEPs

Consider each academic area separately.

(Basic Reading, Reading Comprehension, Reading Fluency, Math Calculation, Math Problem Solving, Written Expression)

Sample Student Scenario:

Let's say you are wanting to know about providing interventions for Student A in the areas of basic reading and math problem solving.

For this example, Student A has been determined by her IEP team to be *exceptional* in the area of basic reading, but has been determined to have *weaknesses* in math problem solving that do not rise to the level of exceptionality (i.e., basic reading present level of educational performance (PLEP) is exceptional, math problem solving PLEP is not exceptional).

- **Basic Reading:** Since her IEP team determined her to be exceptional in the area of basic reading, this student will have a basic reading goal on the IEP and will receive a basic reading intervention through **special education**.
- **Math Problem Solving:** Since Student A's IEP does not show her to be exceptional in the area of math problem solving, **this is not an area requiring special education intervention**. If she has weaknesses in math problem solving, then she would receive intervention in the appropriate least restrictive environment, with Tier II or Tier III as options, just like her non-disabled peers.

Exceptional PLEP on the IEP: Yes



IEP Goal: Yes



Special Education Intervention: Yes

Exceptional PLEP on the IEP: No



IEP Goal: No



Special Education Intervention: No



This is not an area requiring special education intervention, so intervene as appropriate in the least restrictive environment.

NOTE: If a student is specific learning disability (SLD)-eligible in a specific area, but the IEP team does not consider that area to be exceptional, then the IEP team may need to reconsider eligibility for alignment.