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 Exceptional PLEP on the IEP: Yes 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.

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.