



Response to Intervention/
Positive Behavioral Intervention and Support

Too Good Logic Model
Alignment

Tier 3	Intensive Intervention	A small number of students will require intensive intervention strategies. In such cases, students benefit from focused, one-to-one instruction.	5% of students will require intensive intervention in conjunction with primary instruction.	The social interactive instruction design of the Too Good programs is optimally effective in a Tier 1 environment. However, the universal self-efficacy and interpersonal competencies presented in the curricula can be incorporated into Tier 3 strategic instruction and intervention as a model and strategy guide and resource.
Tier 2	Targeted Instruction	Some students benefit from additional support to adopt and internalize the self-efficacy and interpersonal skills necessary for the prevention of risky behavior. Such circumstances may warrant small group interventions that promote skills development in a targeted way.	15% of students will require small group intervention to supplement primary instruction.	While the Too Good programs are designed for universal application in a classroom setting, schools and communities have reported success delivering the curricula in small group settings. Targeted Instruction should complement the Tier 1 delivery with small group intervention for additional student focus to practice and reinforce the skills development.
Tier 1	Core Instruction	Deliver primary prevention education incorporating self-efficacy and interpersonal skills to a universal body of children in a classroom-type setting.	80% of students are reached successfully through this level of instruction.	The Too Good programs teach self-efficacy and interpersonal skills including setting reachable goals, making responsible decisions, effective communication, emotion management, and pro-social bonding. All students, regardless of risk profile, benefit from comprehensive skills development.