MiMTSS Technical Assistance Center

Elementary Intervention System

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Elementary Intervention System

An intervention system provides a means to ensure efficient, effective, and equitable access to intervention supports for both behavior and reading.

A strong Intervention System is made up of multiple components led by a team within the school. The components include:

- Team Structure
- Identifying Students
- Intervention Grid
- Placement and Grouping Procedures
- Interventionist Training and Implementation Supports
- Fidelity
- Data Use and Analysis
- Intensifying Interventions
- Communication Protocols

Part 1: Team Structure

To implement an integrated behavior and reading Multi-Tiered System of Supports (MTSS) framework in a school requires a variety of team structures designed to install and use the system, data and practices needed to support implementation efforts. At Tier 1, the School Leadership Team is responsible for the school-wide work related to the integrated behavior and reading MTSS framework. Grade Level Teams also have specific responsibilities as they work to support implementation efforts at the individual grade level, as well as in whole group and small group instruction within the classroom and planning supports for individual students. In addition, there are responsibilities related to the installation and use of an Intervention System. Many schools will rely on the School Leadership Team to take on the responsibilities of the Intervention System; however, in some settings, there may be a separate team that has deliberate overlap with the School Leadership Team and takes on the Intervention System responsibilities.

Part 2: Identifying Students

Assessment System

Includes information about what assessments are used to identify students that need intervention supports, assessment windows, methods for administration and scoring of assessments, personnel, and timeline for inputting of data into the data systems. The District Implementation Team will determine the data sources that will be used to identify students in need of intervention support.

Existing Students

Reading:

- Recommendations for intervention supports to begin right away in the fall based on reading spring benchmark assessment data and ongoing progress monitoring
- Adjustments made based on each benchmark assessment as well as during grade level team meetings and any additional placement testing that takes place following the established procedures outlined by the DIT and in this intervention system document
- Grade Level Teams routinely review data to identify students in need of additional support through intervention

Behavior:

- Any student who ended the previous school year with 6 or more referrals should be receiving an intervention by October ("October Catch")
- Identify students with 2 or more referrals in October, November, and December and determine if these students have an intervention in place

New Students

Keeping in mind any decisions made by your DIT, identify what should happen from the time a student is newly enrolled in your district and assigned to your school to when people would know if the student is in need of intervention supports. Be sure to include parameters such as:

- The number of days from when the student arrives to when s/he is assessed
- Person responsible for administering the assessment(s)
- Person responsible for inputting data into data system(s)
- Person(s) responsible for analyzing the assessment data and determine if intervention is needed
- Number of days from when program placement tests will be administered, analyzed, to when the decision is made about the appropriate intervention program the student needs to be placed

Part 3: Intervention Grid

The Intervention Grid provides an "at-a-glance" view of interventions accessible to students within the school. The grid outlines critical information for each intervention within a school. This information includes:

- Description/Purpose of the intervention
- Entrance criteria
- Permission (parent/family)
- Progress monitoring guidelines
- Decision Rules

The Intervention Grid helps to standardize the process of intervention selection and ensures that intervention selection continues to be driven by student needs, as well as makes certain that equitable access to intervention supports exists for all students. When teams consider the interventions outlined in the Intervention Grid, they should pay close attention to the description

of the interventions that allow the function of student behavior to be matched to the selection of interventions, keeping in mind that academic interventions can provide behavioral support.

For example, a kindergarten student has academic needs in the area of phonemic awareness, along with behavior concerns where the function of the behavior is to obtain adult attention. This student could benefit from an intervention such as *Phonemic Awareness: The Skills That They Need to Help Them Succeed* since the intervention is designed to target phonemic awareness skills and would naturally provide increased adult attention in the small group intervention.

The District Implementation Team has been working with interventionists and other staff to develop the Intervention Grid for the interventions currently available.

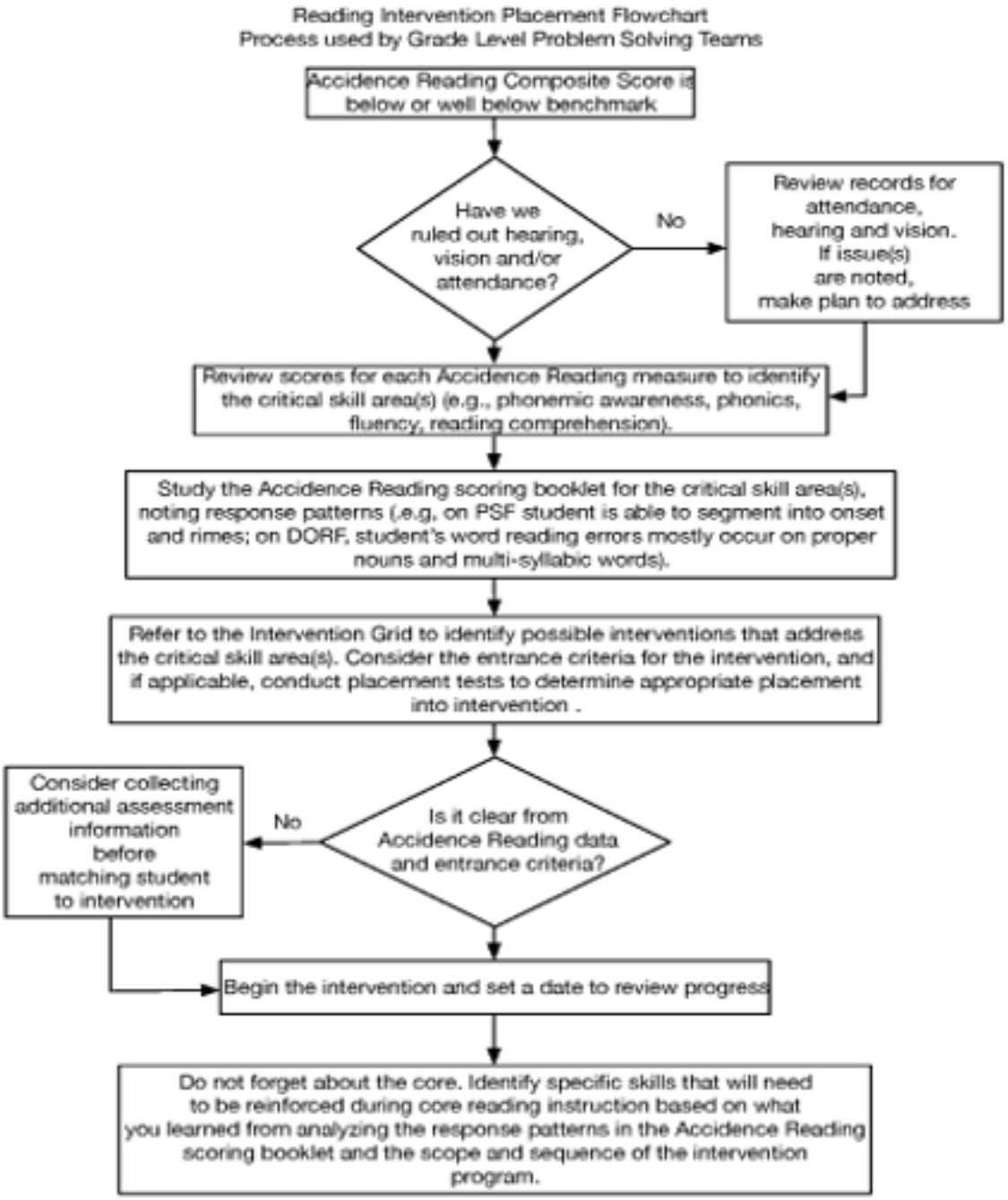
Table 1. Blank intervention grid

Grid Component	**Intervention Specific Information**
Intervention Support	
Description (critical skill and/or function of behavior addressed by intervention)	
Entrance Criteria (based on screening data, individual student data, referrals or program placement test results)	
Permission (parent/family)	
Progress Monitoring Data (what will be used to collect fidelity data and student data and who will be responsible for collecting the data)	
Decision Rules (specifies what data will be used to determine if an intervention should be maintained, altered, or faded)	

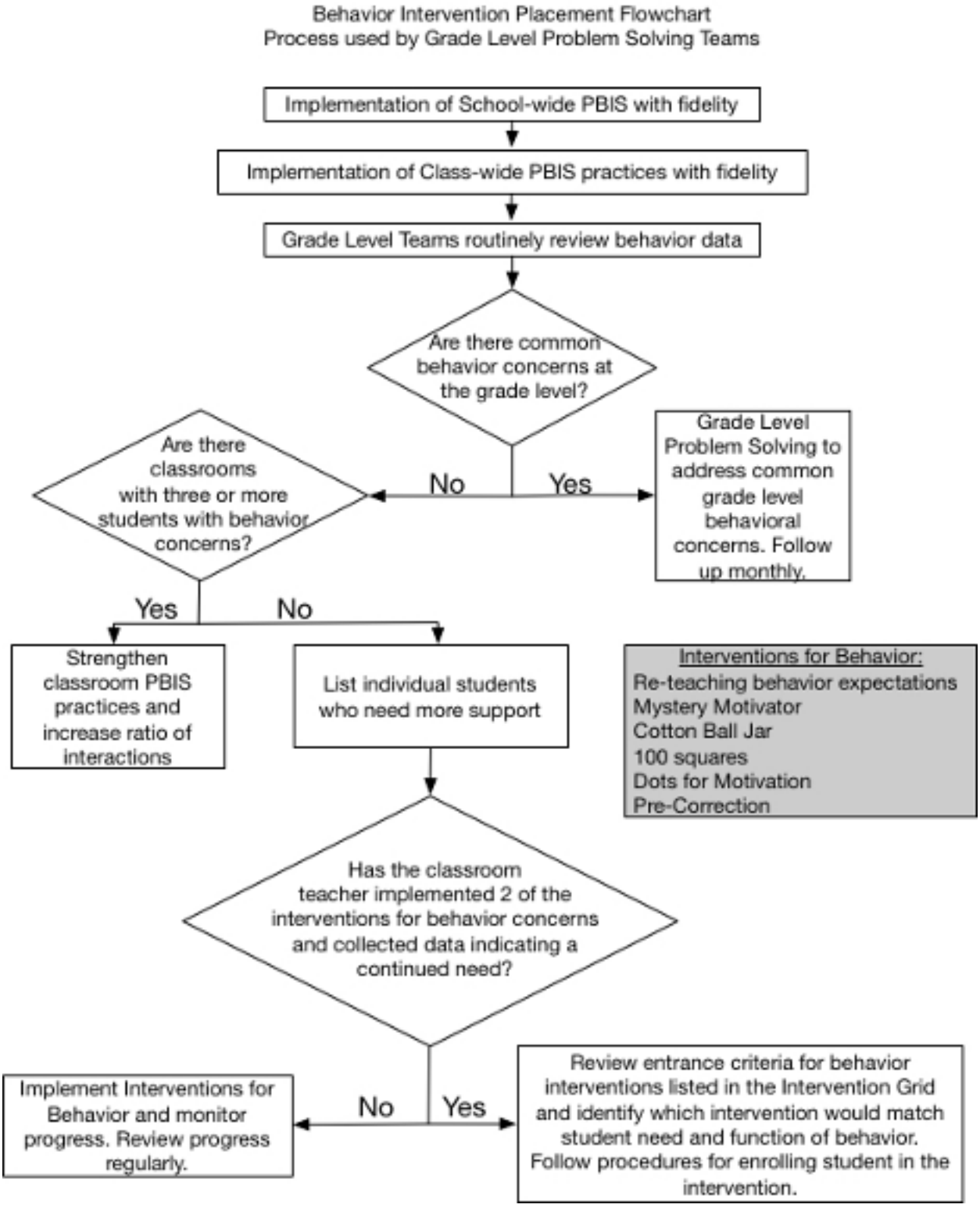
Part 4: Placement and Grouping Procedures

- Ensuring students are appropriately placed in intervention programs and grouped appropriately is critical
- Failure to appropriately place and group students will lead to minimal or no gains in remediating the skill deficits
- Intervention placement and grouping decisions require multiple steps using specific information and materials
- Intervention System Team is charged with:
    - Defining the school's intervention placement and grouping procedures in conjunction with any decisions made by the District Implementation Team and,
    - Ensuring that the staff are trained in how to apply the intervention grid to the selection of interventions, along with the placement and grouping procedures, including:
        - Overview of the steps (often outlined in a flow chart)
        - Modeling
        - Practice with feedback

Example Reading Intervention Placement Flowchart



Example Behavior Intervention Placement Flowchart



Part 5: Interventionist Training and Implementation Supports

The team is responsible for establishing a process for ensuring that individuals providing interventions are provided with training and ongoing support for implementation. The District Implementation Team will determine processes for ensuring that high-quality professional learning in each intervention is available.

Intervention Program Initial Professional Learning

All individuals providing intervention must receive high-quality professional learning in each intervention program they are going to be using with students. The following conditions would need to be met for ensuring interventionists receive high quality professional learning:

- Overview of the program (e.g., contents, organization, program components, placement test, program assessment, decision rules)
- Modeling each program component for the first lesson and lessons where new program components are introduced. This includes instructional routines, methods for cueing student responses, error correction procedures, strategies for intensifying the instruction during lessons, and pacing considerations.
- Practice opportunities in using the instructional routines and error correction procedures for each program component for the first lesson and lessons where new program components are introduced.
- Overview of the intervention program fidelity checklist. This includes practice opportunities in using the tool with the presenter and with a partner.

Table 2. Check Yes or No for each Professional Learning Condition and record any relevant rationale or notes

Professional Learning Conditions	YES	NO	Rationale/Notes
Professional Learning includes an overview of the intervention program			
Overview addresses the components of the program			
Overview includes the content and materials used in the intervention			
Overview addresses the organization of the program components and materials			
Overview includes placement tests that are part of the intervention			
Overview covers any program assessments			
Overview provides decision rules for progress monitoring and exit criteria			
Professional Learning includes modeling of each program component for the first lesson and lessons where new program components are introduced			
Instructional routines are modeled			

Professional Learning Conditions	YES	NO	Rationale/Notes
Methods for cueing student response are modeled			
Error correction procedures are modeled			
Strategies for intensifying the instruction during lessons are modeled			
Pacing considerations are discussed and modeled			
Practice opportunities are provided in the professional learning for each program component for the first lesson and lessons where new program components are introduced			
Use of instructional routines are practiced			
Error correction procedures are practiced			
Cueing student responses are practiced			
Strategies for intensifying the instruction during lessons are practiced			
Pacing is practiced			
The professional learning includes an overview of the intervention program fidelity checklist			
Use of the fidelity checklist is practiced with the presenter			
Use of the fidelity checklist if practiced with a partner			
Other:			

Intervention Management

- Interventionists will receive at a minimum all of the resources needed to successfully use intervention programs for two weeks
- This includes documents such as, teacher displays, supplemental resources, and student copies
- Interventionists will have opportunities to co-facilitate program lessons and / or program components with an individual that is knowledgeable of the intervention program and has successfully used the program until they are able to implement independently
- Areas of need will inform re-teaching and further implementation supports

As the team begins developing their plan for providing initial and ongoing professional learning for staff for each intervention program, organizing the information into a table can help focus the planning. Teams are directed to identify all of the individuals (certified staff and paraprofessionals) who will be or are providing intervention and identify the specific program(s) in which the interventionist will need training. Communicate with the District Implementation Team to determine when the trainings will occur and who will be providing the training.

Table 3. Check Yes or No for each Implementation Support and record any relevant rationale or notes

Implementation Supports	YES	NO	Rationale/Notes
Interventionists have been provided all of the resources needed to successfully use the intervention program for at least two weeks			
Teacher displays have been provided			
Supplemental resources have been provided			
Copies of student materials have been provided			
Interventionists will have opportunities to co-facilitate program lessons and/or program components with an individual that is knowledgeable of and has successfully used the intervention program until they are able to implement independently			
A plan exists to identify areas of need for re-teaching or provision of further implementation supports for the interventionists			

Part 6: Fidelity

Intervention Fidelity

Teacher actions and student actions will guide the fidelity in which interventions are being used. Intervention fidelity will be determined by using the approved checklist for each intervention. The District Implementation Team will determine the specific intervention fidelity checklist that will be used to monitor intervention fidelity for each intervention program / practice.

Frequency of Use

- Daily for the first week until the interventionists can use the intervention program with integrity. After intervention integrity has been achieved, integrity can be measured
- Lessons where new program components are introduced
- When appropriate, after an analysis of program assessment data indicate that two or more students are falling below the mastery threshold. If a mastery threshold is not provided, the general rule of thumb is 80-90% mastery should be obtained for skills that have been previously taught and cumulatively reviewed.
- Whenever a student is not making progress and before considering intensifying intervention supports

Identify the person(s) responsible for conducting the intervention fidelity. Be sure these individuals' names have been added to Organizing Professional Learning for Interventionists table to ensure that these individuals will receive professional learning.

System Fidelity

The team will assess the fidelity of the system at least annually to answer the question, "Are we doing what we said we would do?" as a system. Measures that allow the system to assess fidelity of implementation include:

- School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI)
- Reading Tiered Fidelity Inventory (R-TFI)
    - Elementary-Level Edition, or
    - Secondary-Level Edition

Part 7: Data Use and Analysis

Data are used to determine the overall health of your school's Intervention System and to determine which component(s) of the Intervention System needs attention. Data needed for analysis includes:

- Intervention Program Assessment Data
- Intervention Access Data
- Intervention Effectiveness Data

Logistics for Data Collection and Use

An effective, efficient and equitable Intervention System has a number of components in place to ensure timely and accurate use of data for decision making and communication. The following series of prompts and questions are designed to support a school team in establishing these components.

1. **Universal Screening Data**
    a. Non-negotiable: For reading, your school is collecting DIBELS Next data three times per year for all students at all grade levels
    b. Non-negotiable: For behavior, your school is collecting discipline referral data using the School-wide Information System (SWIS)
    c. Non-negotiable: For behavior, your school is collecting Student Risk Screening Scale (SRSS) data
    d. Contextual: For reading and/or behavior, what additional data is being collected within your school that will be a part of your intervention system?
    e. Non-negotiable: For reading, the **School Leadership Team** review the DIBELS Next data at least 3 times per year to inform the school's MTSS Implementation Plan and identify any possible grade-level needs that need to be addressed
    f. Non-negotiable: For behavior, the **School Leadership Team** reviews discipline referral data at least monthly from School-wide Information System (SWIS) to inform the school's MTSS Implementation Plan; this may involve using the drill down feature in SWIS
    g. Non-negotiable: For behavior, the **School Leadership Team** reviews Student Risk Screening Scale (SRSS) data 3 time per year to inform the School's MTSS Implementation plan

2. **Identifying Students and Matching to Interventions**
    h. Non-negotiable: For reading and behavior, **grade-level teams** are meeting every 4-6 weeks and review both reading and behavior data
    i. Non-negotiable: For reading and behavior, **grade-level teams** are developing Instructional Support Plans that support the grade level goals and outline how instruction will be differentiated in whole group and small group based on the available grade-level data for reading and behavior
    j. Non-negotiable: For reading and behavior, **grade-level teams** apply the entrance criteria from the Intervention Grid to match students in need with available interventions
        i. Contextual: For reading and behavior, if decisions regarding intervention placement can be made without additional data, who gets the list of students being placed in each intervention?
        ii. Contextual: For reading, if students need a placement test in order to apply the entrance criteria, who will administer the placement test? Who will the data be shared with for intervention decision?
        iii. Contextual: For reading, if students need extensive assessments (e.g., diagnostic assessments) who will administer the measure? Who will the data be shared with for intervention decision?
        iv. Contextual: For behavior, if students need additional behavioral assessment (e.g., Functional Behavioral Assessment) who communicates this to the Intervention System Team? To the parents?
        v. Contextual: Who gets the information about students for whom we do not currently have an intervention matched to the identified need?
        vi. Contextual: For reading and behavior, who makes the decision about intervention grouping and placement?
        vii. Contextual: Who gathers permission for intervention?
    k. Contextual: For reading and behavior, when a new student enrolls in your school, who is responsible for gathering behavior and reading data to determine if the student will be placed into intervention?
    l. Contextual: For behavior who else, in addition to grade level teams, will routinely review discipline data to identify students who need more support? Will they also be reviewing any additional data?
    m. Contextual: For reading, who will collect data on the number of students identified as needing reading intervention supports and the number and percent of students receiving intervention supports at each grade level for after each benchmark assessment? Who will ensure that the Intervention System Team has these data related to intervention access?
    n. Contextual: For behavior who will collect data on the number of students identified as needing behavior intervention supports and the number and percent of students receiving intervention supports at each grade level from SWIS? Who will ensure that the Intervention System team has access to these data?
    o. Contextual: For reading and behavior, when and how will the Intervention System team aggregate this access data for school-wide access? Who will this information be shared with and how?

3. **Progress Monitoring Data**
    p. Contextual: For reading, if progress monitoring will occur in out of grade level material, who will complete Survey Level Assessment in order to identify appropriate materials for progress monitoring?
    q. Contextual: For reading and behavior, who will collect the progress monitoring data?
    r. Contextual: For reading, who will collect and organize the in-program mastery tests?
    s. Contextual: For reading and behavior, who will have access to these data? How will they be communicated back to grade-level teams? To parents?
    t. Contextual: For reading and behavior, who will summarize data for each intervention group regarding the number of students in the group and the number of students responding / making adequate progress towards the goal?
    u. Contextual: For reading and behavior, when and how will the Intervention System team aggregate this effectiveness data for school-wide access? Who will this data be shared with? How often? In what format?
4. **Fidelity Data**
    v. Contextual: For reading and behavior, who will collect the fidelity data for each intervention??
    w. Contextual: Who will ensure the fidelity data are available for decision making?
5. **Data Use and Analysis**
    x. Contextual: For reading and behavior, who will routinely review the progress monitoring data and apply the decision rules for each intervention?
    y. Contextual: For reading and behavior, who will be updated after the decisions are made? How will they be updated?

Intervention Access Data Analysis Questions

- How many students at each grade level were identified as needing intervention supports based on the universal screening data?
- How many of those students are currently receiving intervention supports?
- What percentages of students need intervention supports are receiving intervention supports?
- If less than 100% of students in need of intervention supports are receiving supports, raise this barrier to your District Implementation Team (DIT)
- If you do not have a fully functioning district implementation infrastructure led by a DIT, raise this barrier to central office leadership for further problem solving

Intervention Effectiveness Data Analysis Questions

- How many students are participating in each intervention group?
- How many students are responding to the intervention (e.g., student's scores are at or above the mastery criteria for the intervention program assessment, student has met the exit criteria for the intervention program)?
- What percentage of students are responding to the intervention supports?
- If two or more students in an intervention group are not responding to intervention supports, schedule a fidelity check with the interventionists

- For the students that are not responding, determine which intensive intervention strategies are being used during lessons or what adjustments to the intervention might need to be made

Part 8: Intensifying Interventions

Shifting our thinking around two concepts:

- Core Features to address when intensifying interventions
- Enablers to intensifying instruction

Core Features

Core features are necessary to intensifying interventions, critical to improving outcomes for students, and are enhanced by enablers. The core features we consider are:

- Precision (identifying specific skill deficits for instruction)
- Engagement (e.g., active participation, teacher-student relationship quality, self-efficacy, growth mindset, teacher expectations)
- Feedback (i.e., affirmative, effort feedback and corrective feedback)
- Practice (i.e., initial, distributive, and cumulative)

Enablers

Enablers are variables that are not sufficient on their own to improve student outcomes, but are the "conditions under which" we can intensify intervention. Enablers set the stage for intensification to happen. The enablers we consider are:

- Time
- Grouping
- Instructor/Interventionist

We can increase time spent on instruction, but if we do not do something different with the increased time more time will not be enough to make a difference.

We can put the student in smaller and smaller groups, but if we do not do something different within the groups it will not be enough to make a difference.

We can provide a more skilled instructor or interventionist, but if they do not do something different with instruction it will not be enough to make a difference.

Part 9: Communication Protocols

Protocols for how to communicate information from the team coordinating your school's intervention system to other groups will improve the accessibility of the system, appropriate use of the system, and will help identify and remove barriers within the system.

The team will review any communication protocols established by the District Implementation Team for communication between the DIT and the School Leadership Team. Then then team will identify the additional specific groups with whom they will need to routinely communicate.

Once the groups are identified, the team should also identify what information each group needs within in the communication and what needs to flow back to them.

Potential Groups

- School Leadership Team (if a different team)
- Full Staff
- Parents/Guardians
- District Implementation Team
- Grade Level Teams
- Cross-Department Teams
- Interventionists
- School Improvement Team
- School Board

Potential Communication Topics

Full Staff

- Understanding and using all components of the Intervention System
- Other

Parents/Guardians

- Understanding the intervention supports available to students
- Requesting intervention supports
- How permission will be obtained for participation in the intervention
- How progress will be reported
- Parent engagement opportunities in the intervention
- Other

District Implementation Team (Central Office Administration)

- Understanding staffing and funding needs
- Student progress
- Celebrations and Barriers
- Other

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