

Guided Notes for Overview of Elementary Intervention System

This document provides guided notes for School Leadership Team members and coaches to use during the viewing of the Overview of Elementary Intervention System recording in preparation for the Elementary Intervention System remote learning sessions.

School Leadership Team members and coaches will view the "[Overview of Elementary Intervention System](#)" video on the MiMTSS TA Center's YouTube channel. The video provides an overview of Tier 2 and Tier 3, as well as the components included in an Intervention System. As a result of this video, participants will be able to provide an update on status of work related to the installation of the Intervention System, describe Tier 2 and Tier 3, define an intervention system and its nine components and outline next steps.

Guided Notes

Complete the guided notes below while viewing the video.

Last spring your District Implementation Team started to define several of the _____ components of the intervention system. They will be making decisions to help _____ the process, while your team will be making _____ decisions about implementation in your school.

You engaged in remote learning for the Tier 2 Behavioral Intervention: _____ and developed all of the products that are required for implementation of that intervention.

Coaches are checking in with the DIT to confirm communication between the DIT and your team. They are also updating _____ checklists in the MiMTSS Data System and updating the MTSS Implementation Plan and preparing an Intervention System _____ for your school.

What Are Tier 2 and Tier 3?

As we move into Tier 2 as part of the intervention system, it is critical that we make sure that our _____ is strong and effective. When Tier 1 is not implemented well, we will have more students needing more support at the Tier 2 or targeted intervention level of support and at the Tier 3 or intensive level of support.

Our systems can't support more than about _____% of our students needing intervention beyond the core instruction. A great question to ask is "Are at least _____% of our students successful with our Tier 1 supports? If yes, you can typically manage the number of students who need academic or behavioral intervention.

If a high percentage of students need interventions, we end up having to create larger intervention group _____, use less qualified _____, and provide less _____ to the interventionists.

With the students who do require and receive intervention, we want to increase the _____ of our instructional and _____ supports and get a **sense of urgency** about producing successful outcomes for students.

Intensity of instructional and behavioral supports means:

- Precision in identifying the student's specific need
- Increased focus on:
 - Addressing the identified need
 - Providing more instruction and engagement
 - Providing more opportunities for practice
 - Increasing frequency and immediacy of feedback

Tier 2 is for students who have need for more academic and/or behavioral support beyond Tier _____. Interventions are selected from a _____ intervention platform versus differentiating a student's output or making accommodations, which fall within Tier 1 effective instruction. Interventions include specialized _____ procedures, duration or length of time, and frequency (how often the intervention is provided).

Tier 2 Core Features:

- Additional instruction/intervention in target groups of students with similar needs
- Increased structure
- More frequent and specific feedback
- Quick access to interventions that are matched to student
- Increased intensity of data collection and data analysis to adjust our instruction
- Increased family engagement

Quick Check: Tier 2—Yes or No?

1. Individualized, intensive interventions
2. Interventions provided in place of core instruction (Tier 1)
3. Small groups of students with similar needs
4. Social skills training by school counselor for whole class
5. Making accommodations
6. Validated reading intervention for 5 first grade students with similar error patterns on their universal screening; intervention matches the specific skill deficit
7. Fewer practice opportunities, less instruction, but higher expectations

Defining Tier 3

Tier 3 is individualized, intensive intervention that should be provided for about _____% of the students in a school.

In Tier 3:

- _____ interventions from the intervention platform are still implemented, except now there are data-informed individualized adjustments to those interventions; there are no special Tier 3 interventions, per se
- Progress monitoring occurs during the intensification of intervention to evaluate and adapt or adjust the _____ of the intervention based on student needs.
- Involves a team with _____ and expertise in the intervention and/or intensification, as well as the student's _____.

Tier 3 is inclusive of students with and without disabilities

- It is not only for students with an IEP
- It does not exclude students with an IEP
- It is not a place (e.g. resource room)

Tier 2 is also inclusive of students with and without disabilities

Reminder: Students with IEPs are first and foremost general education students – all interventions and supports available to students within the school are also available to students with IEPs

Quick Check:

A fifth grade student is eligible for special education services under the Specific Learning Disability classification in the area of reading.

- Are they allowed to participate in a Tier 2 reading intervention group? YES NO
- Can they participate in Tier 3 intensification of the reading intervention? YES NO

Intervention System & Components

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

There are _____ (number) Intervention System Components.

Two Tools:

1. Elementary Intervention System: Describes and give details for each of the nine components of the intervention system
2. Elementary Intervention System Google doc: Team will use to capture decisions about the details of the intervention system

Intervention System Components

Add key words or phrases to each component as you watch the recording:

1. Team Structure
2. Identifying Students
3. Intervention Grid
4. Placement & Grouping Procedures
5. Interventionist Training & Implementation Supports

6. Fidelity
7. Data Use & Analysis
8. Intensifying Interventions
9. Communication Protocols

Next Steps

Your _____ has been trained on some of the Intervention System Components and is working hard to standardize many of these components for consistency, effectiveness, and to support your team and school staff.

You have a school level _____ and a district MTSS _____, who will be both be sources of support and guidance to your team.

Your Data Coordinator from MiMTSS TA Center and District Data Coordinator are also excellent resources as you develop your Intervention System.

You will have tools to guide your installation and implementation of your Intervention System.

What's Next?

Coaching Support Session (2 hours) for coaches

Live Zoom Session #1 (2 hours) for coaches and SLT

- Focus on use of the Intervention Grid
- Placement & Grouping
- Data Use & Analysis within your Intervention System

Post-work

Live Zoom Session #2 (2 hours) for coaches and SLT

- Focus on intervention access and effectiveness, intervention fidelity, selection and training of interventionists, and implementation supports
- Testing out your intervention system

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