

Practice Scenarios for Intervention System

This document is intended to provide School Leadership Teams with practice scenarios to test out their intervention system.

Read each scenario below and use your comprehensive description (written or visual) of your Intervention System to answer the questions.

1. The DIT wants to know why your school is requesting the purchase of an additional behavioral intervention and wants rationale for why this is needed.
 - a. What data will your school use to develop a rationale?
 - b. Who has access to and can quickly pull that data?

2. The reading interventionist for Reading Intervention X believes that the 21 students in her four groups are not making adequate progress and that the intervention “doesn’t work.”
 - a. How can the progress of the 21 students be checked?
 - b. Who checks?
 - c. Where do you get the data?
 - d. How can you determine whether the potential lack of progress is a fidelity of implementation issue?

3. Grade level teams are responsible for identifying which students need reading and/or behavioral interventions.
 - a. How are they determining that?
 - b. What data are they looking at?
 - c. How often?
 - d. How does the intervention grid factor into this responsibility?

4. Sally, a new second grade student, enrolled in your school today.
 - a. How will your school determine if she has needs in the area of reading or behavior?
 - b. Who is responsible for this work?

5. The Intervention System Team is getting ready to report data about the intervention system and would like to share school-wide intervention access and effectiveness data.

- a. How does the Team get the data?
 - b. Who is compiling this data for presentation?
6. Your grade level team is getting ready for a team meeting.
- a. Who will be providing your grade level team with the most recent SWIS drill down data for your grade level?
7. The school social worker is running a social skills group as a behavior intervention and the Intervention System Team has developed decision rules for this group on the intervention grid. A second-grade teacher has a student that meets the entrance criteria for this group.
- a. Who does she tell?
 - b. How is parent permission secured?
 - c. How will the teacher be informed about the student's progress in the intervention?
 - d. Who will determine when the student should exit the intervention?
8. It is time to review student progress for the reading interventions and apply decision rules related to maintaining, fading, and adapting the interventions.
- a. Who will provide the progress monitoring data for the meeting?
 - b. Who will provide and bring the fidelity data?
9. A fifth-grade student has received 4 discipline referrals by the second week of October for intense, verbally aggressive behavior.
- a. Who flags this student and how is he flagged?
 - b. What are the next steps?
10. Your grade level team just met and reviewed SWIS and SRSS data. They have generated a list of students who meet the entrance criteria for Check-In, Check-Out.
- a. Who gets the list?
 - b. What happens next?
11. The fourth-grade teachers made a list of 4 students that they determined needed extensive assessment before determining which reading intervention is best for each of them.
- a. Who do they give the list to?
 - b. Who conducts the assessments?
 - c. How do the teachers know the result?
12. Mr. and Mrs. Kennedy are wondering about the progress of their first-grade daughter, Jenna, in her reading intervention.
- a. How is Jenna's progress being monitored?

- b. Who is collecting it?
 - c. How are the Kennedys being kept apprised of Jenna's progress?
13. Your grade level team just met after the Acadience Reading Winter Benchmark data collection. In addition to developing your grade level instructional plan for differentiated whole group and small group instruction, your grade level team has generated a list of students who meet entrance criteria for reading interventions and a list of students who need a placement test completed in order to match them to the appropriate intervention.
- a. Who gets these lists?
 - b. What happens next for each list of students?
14. There is a list of 17 students from fifth-grade who meet the entrance criteria for Phonics for Reading Third Level based on their universal screening data and performance on the placement test. There is capacity for four intervention groups for this intervention.
- a. Who will make decisions around grouping students for the intervention?
15. The kindergarten teachers have identified students who need interventions, but several students have needs that do not seem to be a match for any of the interventions that the school provides.
- a. What do they do when several students do not seem to match any of the entrance criteria on the intervention grid?
16. There are two new students who meet the entrance criteria for Check-In, Check-Out, but parent permission is needed before the intervention begins.
- a. Who is responsible for sending home the permission form?
17. Mr. Good would like his son, Thomas, to receive Check-In, Check-Out. He has expressed this request to Thomas' first-grade teacher.
- a. What is the next step?
 - b. Who is involved?

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