

Guided Notes for Overview of Behavior Intervention System

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

School Leadership Team members and coaches will view the [“Overview of Behavior 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 describe Tier 2 and Tier 3 and define an intervention system and its nine components.

Guided Notes

Complete the guided notes below while viewing the video.

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 _____ 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 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. The school social worker teaches Coping Cat curriculum to a group of 4 fourth and fifth graders who are at moderate risk based on screening data
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.

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.

Tool: Behavior Intervention System document

Intervention System Components

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

1. Team Structure
2. Identifying Students
3. Intervention Platform
4. Placement & Grouping Procedures
5. Interventionist Training & Implementation Supports
6. Fidelity
7. Data Use & Analysis
8. Intensifying Interventions
9. Communication Protocols

Thank you so much for your time and attention as we walked through this introductory overview. And thank you for all of your hard work as you work to install and strengthen your intervention system!

URLs Used in Document

[Overview of Behavior Intervention System](https://www.youtube.com/watch?v=WOVXLO3mR_c)

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