



# Intensifying Interventions

## Coaching Support Session

2020-2021

[mimtsstac.org](http://mimtsstac.org)



# Group Expectations - Virtual

## Be Responsible

- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

## Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

# Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

# Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
  - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

# Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



# Purpose

This training is designed to support individuals providing systems coaching to School Leadership Teams related to the intensification of interventions to improve outcomes for students with the most significant reading and/or behavioral needs

# Intended Outcomes

- Identify celebrations and barriers to the installation and implementation of the school's Intervention System
- Describe the specific variables that can be intensified to improve student outcomes
- Anticipate questions & possible barriers regarding implementing routine meetings for interventionists as a part of intensification of intervention supports
- Compare Data-Based Individualization (DBI) to current process for individual student problem solving
- Prepare to support SLTs in post-training work

# Agenda

1.0 Taking Stock

2.0 Specific Variables for Intensification of Interventions

3.0 Interventionist Meetings

4.0 Overview of Data-Based Individualization (DBI)

5.0 Wrap-Up & Review of Post-Training Work



# 1.0 Taking Stock

# What is an Intervention System?

System that provides a means to ensure \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_ **access** to intervention  
supports for both behavior and reading

# What is an Intervention System? – Check

System that provides a means to ensure **efficient**, **effective**, and **equitable access** to intervention supports for both behavior and reading

# Which of the following is NOT a "major MTSS pitfall"?

- A. Poor quality Tier 1 programming
- B. Flooding Tier 2 with false positives
- C. Failing to make decisions about Tier 2 response
- D. Using data to make decisions
- E. Failing to meaningfully distinguish the intensity of Tier 2 from intensive intervention (categorized as Tier 3)

# True or False

The Intervention Platform refers to your set of evidence-based and research-validated intervention programs whose practices and methods can be anchored to IES Practice Guide recommendations

# Checkpoint

Did you locate, review, and update the following:

- Your school's MTSS Implementation Plan
- Installation Checklists in MiMTSS Data System
- Your school's Intervention System document

Are there additional decisions about the intervention system that have been made by the District Implementation Team that need to be communicated to your School Leadership Team?

# Activity 1.1

- Celebrations!
  - Identify at least 3 celebrations related to the installation and implementation of the school's Intervention System and record them on the Celebrations & Barriers document in your workbook
- Barriers
  - What is one barrier that you have encountered during the installation or implementation of the Intervention System that has successfully been solved?
  - Identify any barriers that remain and record on the document. If any barriers have not been communicated to the DIT, write down a plan for doing so
- How & when will you share this with your team?

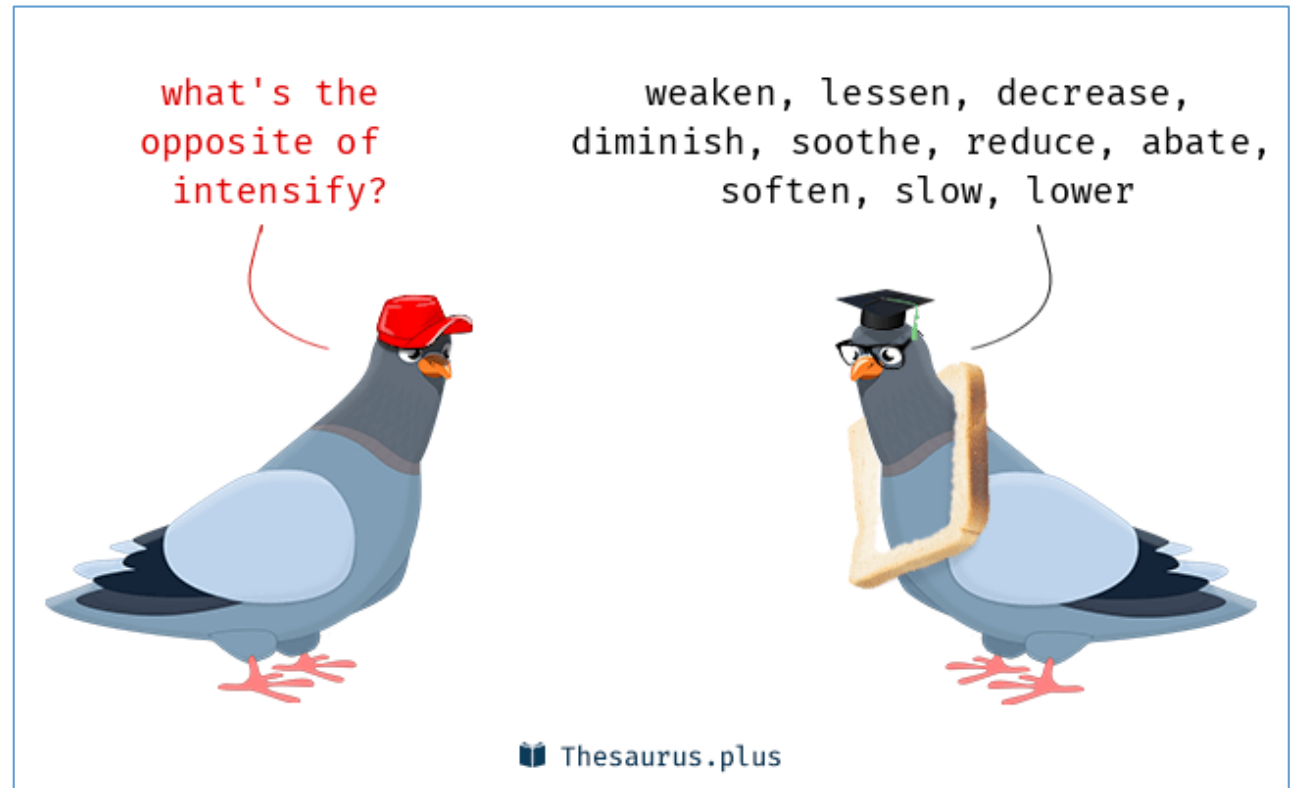
## 2.0 Specific Variables for Intensification of Interventions

“What are the specific variables that can be intensified to improve student outcomes?”



# Intensification Variables

- Enablers
- Content
- Instructional Design
- Instructional Delivery
- Behavior Support
- Generalization



Intensification Variables	Features of Intensive Intervention (Present in your Intervention Platform)
<ul style="list-style-type: none"> <li>• <b>Enablers</b> (group size, time, instructor)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Content</b></li> </ul>	Alignment, Strength, Comprehensiveness
<ul style="list-style-type: none"> <li>• <b>Instructional Design</b></li> </ul>	Comprehensiveness, Dosage, Individualization
<ul style="list-style-type: none"> <li>• <b>Instructional Delivery</b></li> </ul>	Comprehensiveness, Dosage, Individualization
<ul style="list-style-type: none"> <li>• <b>Behavior Support</b></li> </ul>	Behavioral Supports, Individualization
<ul style="list-style-type: none"> <li>• <b>Generalization</b></li> </ul>	Attention to Generalization (Transfer), Individualization

# Enablers

- Improve the conditions to intensify interventions
  - Set the stage for the instructional adaptations to occur
  - **Key point:** Enablers alone are insufficient to improve student outcomes
- Enablers include:
    - **Time:** Increase the time for intensive intervention supports
    - **Group size:** Reduce the group size
    - **Re-grouping:** Adjust student configurations in groups for more homogeneity
    - **Change of instructor or interventionist**

# Rusty Pipe Analogy



# Time: Necessary, But Not Sufficient

- We can increase time spent on instruction (i.e., frequency, duration of lessons, duration of intervention), but if we don't do something different with the increased time, more time will not be enough to change outcomes for students
- Examples:
  - Attending two Weight Watcher meetings per week instead of one
  - Retention

# Grouping: Necessary, But Not Sufficient

- We can put students in smaller and smaller and/or more homogeneous groups, but if we don't do something different within the groups, it will not be enough to change outcomes for students
- Example:
  - Struggling to learn a dance sequence in class, so was moved into to a group of 3 (different struggles)
  - Instructor repeated the same instruction as with the whole class
  - What if we had been grouped by struggle?

# Instructor/Interventionists: Necessary, But Not Sufficient

- We can provide more skilled or experienced instructors or interventionists, but what they do during instruction is what makes the difference
- Example:
  - Needed tutoring in Organic Chemistry beyond the graduate assistant teaching the course
  - Scheduled session with the professor (expert), but he was unable to define concepts or teach equations in a way that they lay person could understand it

## Activity 2.1

Jot down the answers to these questions and be ready to share!

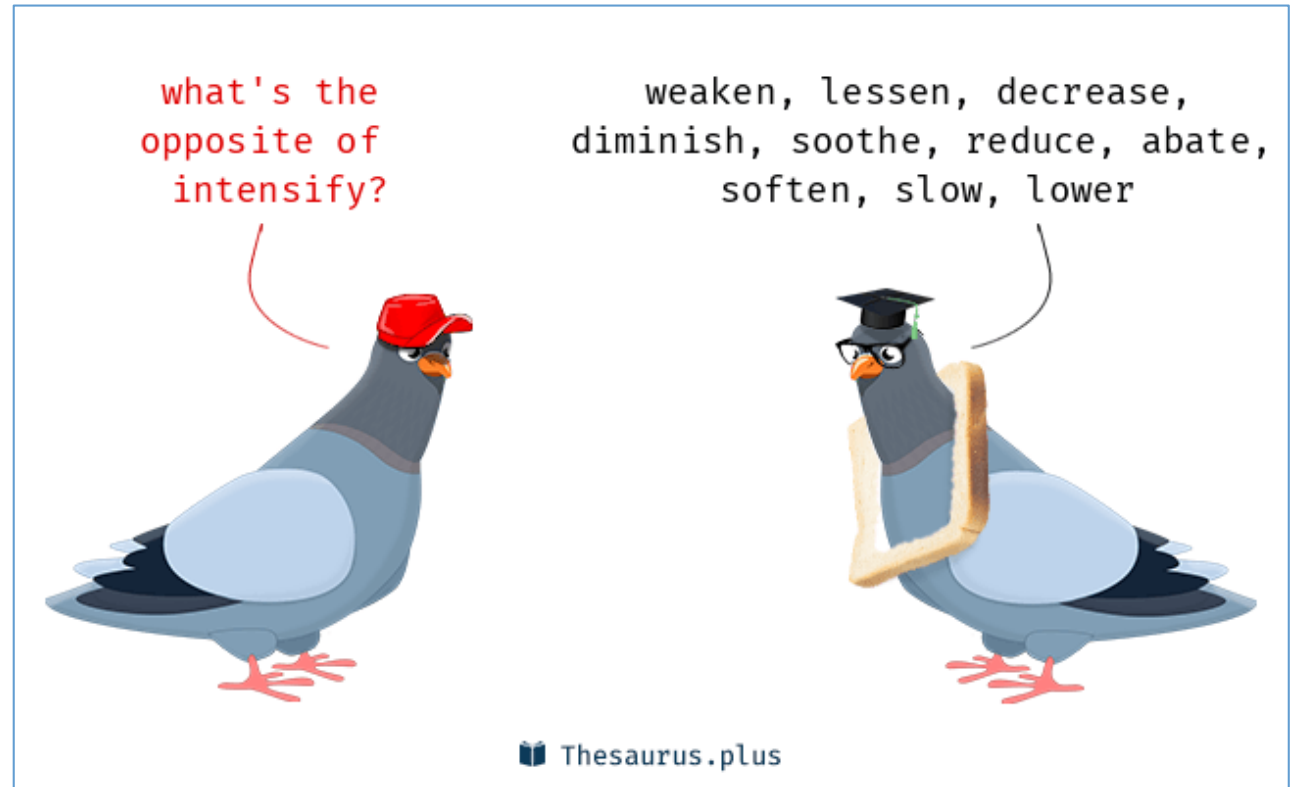
1. What are the three common enablers that we are talking about?
2. Are enablers necessary for intensifying interventions?  
Why or why not?
3. Are enablers sufficient for intensifying interventions?  
Why or why not?



# Intensification Variables<sub>1</sub>

## ✓ Enablers

- Content
- Instructional Design
- Instructional Delivery
- Behavior Support
- Generalization



# Intensification Variable: **Content**

- How well is this program or intervention precisely addressing the student's full set of skill deficits?
  - Do we need to add supplemental interventions?
  - Do we need to change to a different intervention or program?
- How well is this program or intervention not address the skills the student has already mastered?
  - Are we spending time practicing skills the student can already do well?
  - How / what can we do to ensure our time is spent on building critical skills for the student?

# Intensification Variable: Content

How often is this variable used to intensify interventions?

Questions about this variable:

---

1	5
Rarely	Almost Always

Why?

# Intensification Variable: **Instructional Design**

- Do we need additional modeling and re-teaching using clear, concise explanations in simple, direct language?
- Do we need to increase the number of practice opportunities and receive affirmative or corrective feedback?
- Do we need additional teaching focused on:
  - Helping the student transfer (generalize) the skills they are learning to other contexts?
  - Assisting the student in understanding connections between the skills they have already mastered and related new skills?

# Intensification Variable: Instructional Design

How often is this variable used to intensify interventions?

Questions about this variable:

---

1 5

Rarely Almost  
Always

Why?

## Intensification Variable: **Instructional Delivery**

- Does we need more student responses that allow the student's thinking to be visible to the interventionist (e.g., verbal responses) to ensure students are engaged in the instruction?
- Do we need additional teacher monitoring strategies to verify student responses?
- Does our affirmative and corrective feedback provided to students need to be more structured so it is clear, precise, and concise to avoid confusions?
- Should the pacing of our instruction be adjusted (e.g., too slow, too fast)?

# Intensification Variable: Instructional Delivery

How often is this variable used to intensify interventions?

Questions about this variable:

---

1 5

Rarely Almost  
Always

Why?

# Intensification Variable: **Behavior Support**

- Prevention -- Do we need to:
  - Identify & use strategies to prevent challenging behavior from occurring
  - Modify the environment to make inappropriate behavior inefficient or ineffective
  - Increase positive interactions and reinforcement for desired behavior
- Response – Do we need to:
  - Reinforce the desired behavior
  - Minimize or eliminate reinforcement of inappropriate behavior
  - Provide specific responses designed to decrease the challenging behavior



# Intensification Variable: Behavior Support

How often is this variable used to intensify interventions?

Questions about this variable:

---

1 5

Rarely Almost  
Always

Why?

# Intensification Variable: **Generalization**

- **Setting:** Is the student demonstrating the intervention strategy in a context outside of the intervention (e.g., able to successfully use the strategy in social studies class)?
- **Strategy Use:** Is the student able to use the intervention strategy when the interventionist prompts it for a specific purpose and then begins to use the strategy in other instances?
- **Time:** Is the student continuing to correctly use the strategy when situation warrant even after prompting or visual displays are removed?
- **Other students:** Other students in class see the strategy prompts and begin to use them because they are helpful, which reinforces the student who was in the intervention

# Intensification Variable: Generalization

How often is this variable used to intensify interventions?

Questions about this variable:

---

1	5
Rarely	Almost Always

Why?

## Activity 2.2

- Read through the description of the 4 remaining intensification variables on the slides in your workbook
- Indicate how often each variable is used to intensify interventions in your school on the 1-5 scale (best estimate based on your experience) and why
- Note any questions that you have about each variable
- What questions or concerns related to this activity might you anticipate when your team is engaging in it?

## 3.0 Interventionist Meetings

# Teaming Structures and Supports

Teaming Structure	School Leadership Team	Grade Level Teams	Interventionist Meetings	Student Support Teams
Data Focus	School-wide	Grade Level	Intervention Groups	Individual Student
Data Analysis & Use	Problem-solving process	Problem-solving process	Problem-solving process	Problem-solving process Data-Based Individualization
Tier	Tier 1 & Intervention System (Tiers 2 & 3)	Tiers 1 & 2 Instruction & Intervention	Tiers 2 & 3 Intervention	Tier 3 Intervention

# Teaming Structure: Interventionist Meetings

- Does your school currently have structured interventionist meetings to review data from intervention groups?
- Who participates?
- How often are they scheduled?

# Purpose of Interventionist Meetings

- Review progress of intervention groups
- Apply decision rules established within the Intervention Grid
- Plan for adjusting intervention variables for the group in order to improve outcomes
- Document what has been adjusted and the impact on student outcomes
- Identify students who are not responding to the intervention intensification variables applied to the group and need individual problem solving support
- Provide support to interventionists



# Important Details of Interventionist Meetings

- Frequency
  - Every 4-6 weeks
- Length
  - 45-60 minutes
- Structures
  - Standard meeting agenda
  - Meeting notes
  - Assigned roles and responsibilities
- Focus
  - Performance of Intervention Groups
  - Decisions regarding intensifying variables for the group to improve performance of the intervention group
- Non-Negotiable
  - Data-based decision making

## Reading Intervention Team Meeting

**Attendance:**

**Date/Time:** Tuesday, December 18, 2018 2:30-3:30,

**Location:** South Office

**What to bring:**

- Writing utensil, celebrations, concerns

**Goals:** To maximize learning in the interventions and provide guidance to our GE peers that allows students to generalize skills to their content classes.

These meetings should provide...

- Support for interventionist (fidelity, intensification, implementation)
- Accountability and focus on our work
- Identification of barriers needing leadership team attention/action

<p><b>Norms</b></p> <ul style="list-style-type: none"> <li>• Start and end on time</li> <li>• Maintain confidentiality</li> <li>• Stay on point, be active participant</li> <li>• Use data to make decisions</li> <li>• No sidebars / listen Respectfully</li> </ul>	<p><b>Roles</b></p> <ul style="list-style-type: none"> <li>• Facilitator:</li> <li>• Timekeeper:</li> <li>• Note-taker:</li> <li>• Norms monitor:</li> </ul>
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Agenda Topic	Person(s)	Time	Notes
Video protocol <ul style="list-style-type: none"> <li>• John SQ3R Video</li> </ul>	John	15 min	
Progress Monitoring <ul style="list-style-type: none"> <li>• Notes document</li> <li>• Decision process with sample reports</li> <li>• Katie Report on TRMS visit</li> </ul>	Katie / John	20 min	
Checkup Data <ul style="list-style-type: none"> <li>• Skills / student groups needing intensification</li> <li>• Intensification attempted</li> <li>• Celebrations</li> <li>• Challenges</li> <li>• Action Planning</li> </ul>	Team	15 min	

# Example Meeting Agenda

# Intensifying Supports Process

First layer of intensification occurs when interventionists discuss what can be done to **intensify instruction for the intervention group** based on the **performance of the intervention group**

1. Review progress of the group
2. Consider:
  - Performance in specific areas or components of the intervention
  - Types of errors being made by students
  - Overall performance on in-program mastery assessments and/or progress monitoring measures
3. Determine which variable(s) should be adjusted to improve the outcomes of the group

# Progress of Intervention Groups

## REWARDS Secondary Student Outcomes Group 1

Unit	Part 1 Reading Multi-syllabic Words Total=25 pts. %	Part 2 Vocabulary Total=30 pts. %	Part 3 Prefixes/Suffixes Total=30 pts. %	Part 4 Spelling Total=15 pts. %	Students at 85% or above
1 (L.4)	97	77	93	82	69%
2 (L.8)	94	78	90	69	62%
3 (L. 12)	90	89	68	55	38%
Data as of 1/10/18					
4 (L.16)	96	77	73	80	50%
Data as of 2/7/18 No new data					

## Group 2

Unit	Part 1 Reading Multi-syllabic Words Total=25 pts. %	Part 2 Vocabulary Total=30 pts. %	Part 3 Prefixes/Suffixes Total=30 pts. %	Part 4 Spelling Total=15 pts. %	Students at 85% or above
1 (L.4)	99	85	90	76	79%
2 (L.8)	No Data	No Data	No Data	No Data	No Data
3 (L. 12)	94	87	77	49	38%
4 (L.16)	100	77	73	66	38%
5 (L. 20)	98	77	72	70	38%
Group has completed REWARDS and has begun Read to Achieve					

## Group 3

Unit	Part 1 Reading Multi-syllabic Words Total=25 pts. %	Part 2 Vocabulary Total=30 pts. %	Part 3 Prefixes/Suffixes Total=30 pts. %	Part 4 Spelling Total=15 pts. %	Students at 85% or above
1 (L.4)	99	85	93	90	85%
2 (L.8)	No Data	No Data	No Data	No Data	No Data
3 (L. 12)	100	44 88	76	62	50%
4 (L. 16)	88	72	72	60	35%

# Example: Phonics for Reading Intensification

## Decoding regular words

- Reteach segments of lessons:
  - Use the content provided with Phonics for Reading program (e.g., teacher displays), honing in on a specific skill, rather than the entire lesson (Content)
  - Use the instructional routine/script of the program (Instructional Design & Delivery)
  - Increase practice opportunities for the group focused on specific skills (Content & Instructional Delivery)
  - Increase opportunities for affirmative and/or corrective feedback to the group (Instructional Delivery)

## How does this currently look in your school?

- Does your school have a specific structure for meeting with interventionists to review intervention group data?
- How does your school currently review intervention group data? What does that system or process look like?
- How does your school problem-solve needs of intervention groups to improve performance of the group?

# Activity 3.1

- Review the sample interventionist meeting agendas in your workbook
- Review the intensification strategies for the three specific interventions in your workbook
- Complete the Reflection Questions document as you review

## 4.0 Overview of Data-Based Individualization (DBI)

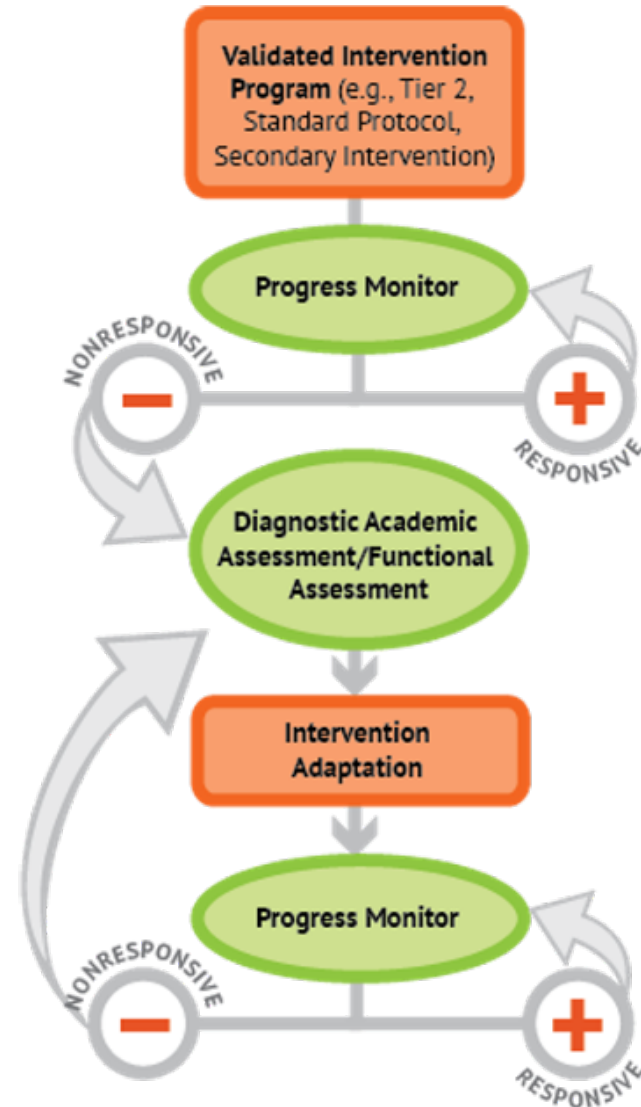


# Data-Based Individualization (DBI)

- Data-Based Individualization is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies
- DBI is the technical term for what many good teachers do naturally through the problem-solving process; frequently review student data and make changes to instruction accordingly
- DBI makes this process more systematic, explicit, and tailored to meet the needs of individual students through a multi-step process that intensifies instruction and support

# Five Steps of DBI

1. Validated intervention program, delivered with greater intensity
2. Progress monitoring
3. **Informal diagnostic assessment / Functional assessment**
4. **Intervention Adaptation**
5. **Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress**



# Individual Problem Solving Using DBI

- The intensification variables remain the same at the individual student level
  - Enablers
  - Content
  - Instructional Design
  - Instruction Delivery
  - Behavior Support
  - Generalization
- What shifts is the focus is now on applying the intensification variables for the **individual student** to improve their outcomes, rather than on the intervention group

# Activity 4.1

- Locate the Case Scenario for Nate in your workbook
- Read through the document together, making note of evidence of the five steps of the DBI process within the case example
- Be prepared to share out

# For More Information



MiMTSS Technical  
Assistance Center  
YouTube Channel

[https://www.youtube.com/  
watch?v=-K1Ojdy3AxI](https://www.youtube.com/watch?v=-K1Ojdy3AxI)

# Teaming Structures and Supports<sup>1</sup>

Teaming Structure	School Leadership Team	Grade Level Teams	Interventionist Meetings	Student Support Teams
Data Focus	School-wide	Grade Level	Intervention Groups	Individual Student
Data Analysis & Use	Problem-solving process	Problem-solving process	Problem-solving process	Problem-solving process Data-Based Individualization
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## Activity 4.2

- You and your team will be engaged in work around the Student Support Team structure and process and part of your post-training work
- As a coach:
  - Consider your school and what learning around this process is needed in order to effectively teach the core members of your Student Support Team how to engage in Individualized Problem Solving using the DBI Process
  - What questions or challenges do you anticipate?
  - How can you support your teams with the post-training work?

# 5.0 Wrap-Up & Review of Post-Training Work



# Closing Review

- The specific variables for intensification of interventions include enablers (time, groups, interventionist), content, instructional design, instructional delivery, behavior support, and generalization
- The enablers set the stage for intensifying interventions and are necessary, but not sufficient, to improve student outcomes
- Regularly scheduled interventionist meetings allow structured review of the progress of intervention groups, planning for adjusting intervention variables for the group, and support to interventionists
- Data-Based Individualization is a research-based process for intensification of intervention for individual students

# Assignment for Coaches

- Communicate with your team
  - Share the celebrations related to Intervention System
  - Share the barriers that have been solved & check in on remaining barriers
  - Make sure your team has access to the updated MTSS Implementation Plan and Intervention System document
- Communicate your identified celebrations and barriers to the DIT
- Plan to support your team with the questions and concerns that you anticipate them having
- Consider doing post-training work prior to SLT training

# Post-Training Assignments for SLT & Coaches

- Finalize activities and assignments from the Live Zoom Session
- Watch the “Structuring Student Support Team Meetings” recording and complete the Guided Notes
- Complete team activities around Student Support Teams and individual student problem solving

# Ongoing Activities

- Complete the SWPBIS TFI and R-TFI prior to Spring Data Review
- Meet at least monthly as a School Leadership Team
- Continue the work outlined in your MTSS Implementation Plan, including the activities related to installing your Intervention System as well as the installation activities related to Intensifying Interventions
- Communicate any accomplishments and/or barriers to your DIT using your district's established Communication Plan

# References & Resources

Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The taxonomy of intervention intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What is intensive instruction and why is it important? *TEACHING Exceptional Children*, 46(4), 13–18.

National Center on Intensive Intervention at American Institutes for Research ([www.intensiveintervention.org](http://www.intensiveintervention.org))

Reinke, W. M., Herman, K. & Stormont, M. (2013). Classroom-Level Positive Behavior Supports in Schools Implementing SW-PBIS Identifying Areas for Enhancement. *Journal of Positive Behavioral Interventions*, 15(1), 39-50.

St. Martin, K., Vaughn, S., Troia, G., Fien, H., & Coyne, M. (2020). *Intensifying literacy instruction: Essential practices*. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.

# SESSION EVALUATION