

Guided Notes for Intervention Platform & Features of Tier 3 Video

This document provides guided notes for use when viewing the Intervention Platform & Features of Tier 3 recorded video.

School Leadership Team members and coaches will view the "[Intervention Platform & Features of Tier 3](#)" video on the MiMTSS TA Center's YouTube channel. The video provides an overview of the intervention platform and the features of Tier 3 in order to create a foundation for supporting the systematic intensification of interventions in your school. As a result of this video, participants will be able to provide articulate the importance of an intervention platform as the foundation for intensifying interventions, define Tier 3, identify the distinguishing features of Tier 3, and outline next steps.

Complete the guided notes while viewing the recording.

Intervention Platform

Before we begin, let's talk about a few of the major pitfalls that can occur when implementing an MTSS framework. It's important to understand these challenges so that we can work to ensure they are avoided or corrected in order to have an _____, _____, and _____ intervention system and a strong intervention platform.

MTSS Pitfalls

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

1. Poor quality Tier 1 programming
2. Flooding Tier 2 with false positives
3. Failing to make decisions about Tier 2 response
4. Failing to meaningfully distinguish the intensity of Tier 2 from intensive intervention (categorized as Tier 3)

Define Intervention Platform

- AKA secondary intervention, Tier 2 intervention

- Validated intervention program
- Provides targeted instruction in a specific skill or set of skills
- Matched to students' needs
- Delivered with fidelity
- Serves as a “platform” or starting point for intervention for students

This is important...before we begin engaging in individual problem solving, we want to make sure that we are starting with _____ intervention programs. As I mentioned, these interventions become the platform for applying _____ variables to individual problem solving at Tier 3. If we don't start with validated intervention programs, your system will be _____ with students who require _____ problem solving.

Here's the good news! The work you have been doing to build your intervention system is _____ designed to make sure that intervention _____ are in place and available to support any intensification of interventions at Tier 3 when needed.

Stop and Reflect

- Are any of the major MTSS pitfalls currently happening within your school or have happened in the past? Which ones?
- What components or features of your intervention system may be preventing these pitfalls?
- How might you strengthen what you are doing to avoid or reduce the occurrence of these pitfalls?

Review of Tier 3 Definition

- _____ level of intervention
- Reserved for _____ % of students within a school
- Focuses on _____ student problem solving
- Defining features include:
 - Validated interventions from the _____ platform are still implemented except there are _____-informed individualized adjustments (not special Tier 3 interventions)

- Progress _____ data are used over the course of the intensive intervention to evaluate and adapt the _____ of the intervention based on student needs
- Involves a team with training and _____ in the _____ and the student's family

Tier 3 includes both students _____ and _____ disabilities. Tier 3 is not only for students with IEPs and it does not exclude students with IEPs. Tier 3 is also _____ a place or a label for a student, aka Tier 3 student. Likewise, Tier 2 is also _____ of students with and without disabilities.

Students with IEPs are first and foremost general education students, federal law, IDEA, makes that very clear. _____ interventions and supports available to students within the school are also available to students with _____ and the special education and related services outlined in the IEP as provision of FAPE for the student must continue to be provided.

Defining Features of Tier 3

Defining Intensifying Interventions

Intensifying interventions addresses _____ and _____ learning and behavioral needs, including students with _____ as we've discussed. It is a _____ that includes data-driven decisions, increased _____, and increased _____. Intensifying intervention is synonymous with Tier ___ in an MTSS framework.

For Whom Might Intervention Be Intensified?

Students in Tier 2 intervention who are not _____ to the intervention

Students who present with very delayed _____ skills and/or high-intensity, high-frequency _____

Students with and without disabilities who are not making adequate _____ with interventions delivered with _____

Students demonstrating behavior that is _____ to self or others

Features of Intensive Intervention

Add additional key words or phrases to each feature of intensive intervention as you watch the recording:

- Strength: How well the program works for students with persistently high needs

- Dosage: Number of opportunities a student has to respond and receive feedback
- Alignment: How well the intervention program addresses the student's full set of academic needs and does not address skills the student has already mastered
- Attention to Transfer (Generalization): Extent to which an intervention is designed to help students master the skills they learn to other formats and contexts
- Comprehensiveness: Number of explicit instruction principles the program incorporates (e.g., clear explanation, modeling, practice opportunities, fading supports, error correction procedures)
- Behavioral supports: Extent to which the program incorporates self-regulation and executive function components and behavioral principles to minimize nonproductive behavior
- Individualization: Data-based process for adjusting intervention components based on student needs

Intensive Intervention or Not?

1. A specific Tier 3 intervention program or practice
YES NO
2. Intended for a small subset of students who
 - Did not respond to Tier 2 intervention selected to match student need and implemented with fidelity
 - Have the most significant academic and/or behavioral needs
 - Demonstrate high intensity, high-frequency behaviorYES NO
3. Reserved only for students with disabilities or not for students with disabilities
YES NO
4. More intensive than standard instruction, often including adaptations to the instructional design of the program
YES NO
5. Interventions designed based on anecdotal information
YES NO

6. Intervention that includes data-driven decisions, increased intensity, and increased individualization

YES NO

Next Steps

- Coaching Support Session (2 hours)
- Live Zoom Session #1 (2 hours)
 - Specific intervention variables that can be intensified to improve student outcomes
 - Planning routine Interventionist meetings as part of intensification of intervention supports
 - Overview of Data-Based Individualization (DBI) process
- Postwork

Please bring your Guided Notes with you to training! Thank you!

URLs Used in Document

[Intervention Platform & Features of Tier 3 video](https://www.youtube.com/watch?v=fT7q5XmmTSM&feature=youtu.be)

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