Integrated Intervention System

District Decisions and Supports

mimtsstac.org

Acknowledgments

The content for this training day was developed based on the work of:

- Lynn Fuchs

- Doug Fuchs

- National Center for Intensive Intervention (NCII)

Group Expectations

Be Responsible
- Attend to the "Come back together" signal
- Active participation…Please ask questions

Be Respectful
- Please allow others to listen
  - Please turn off cell phones
  - Please limit sidebar conversations
- Share "air time"
- Please refrain from email and internet browsing

Be Safe
- Take care of your own needs

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

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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

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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 session guides the District Implementation Teams in making district decisions to support schools in the installation of an intervention system for an integrated behavior and reading MTSS framework.

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Intended Outcomes

- Define all three tiers of support provided to students within an MTSS framework

- Describe the purpose of an intervention system

- Explain how a district infrastructure supports the development and use of an intervention system

- Outline and plan for district decisions to support all schools in the installation and use of an integrated intervention system
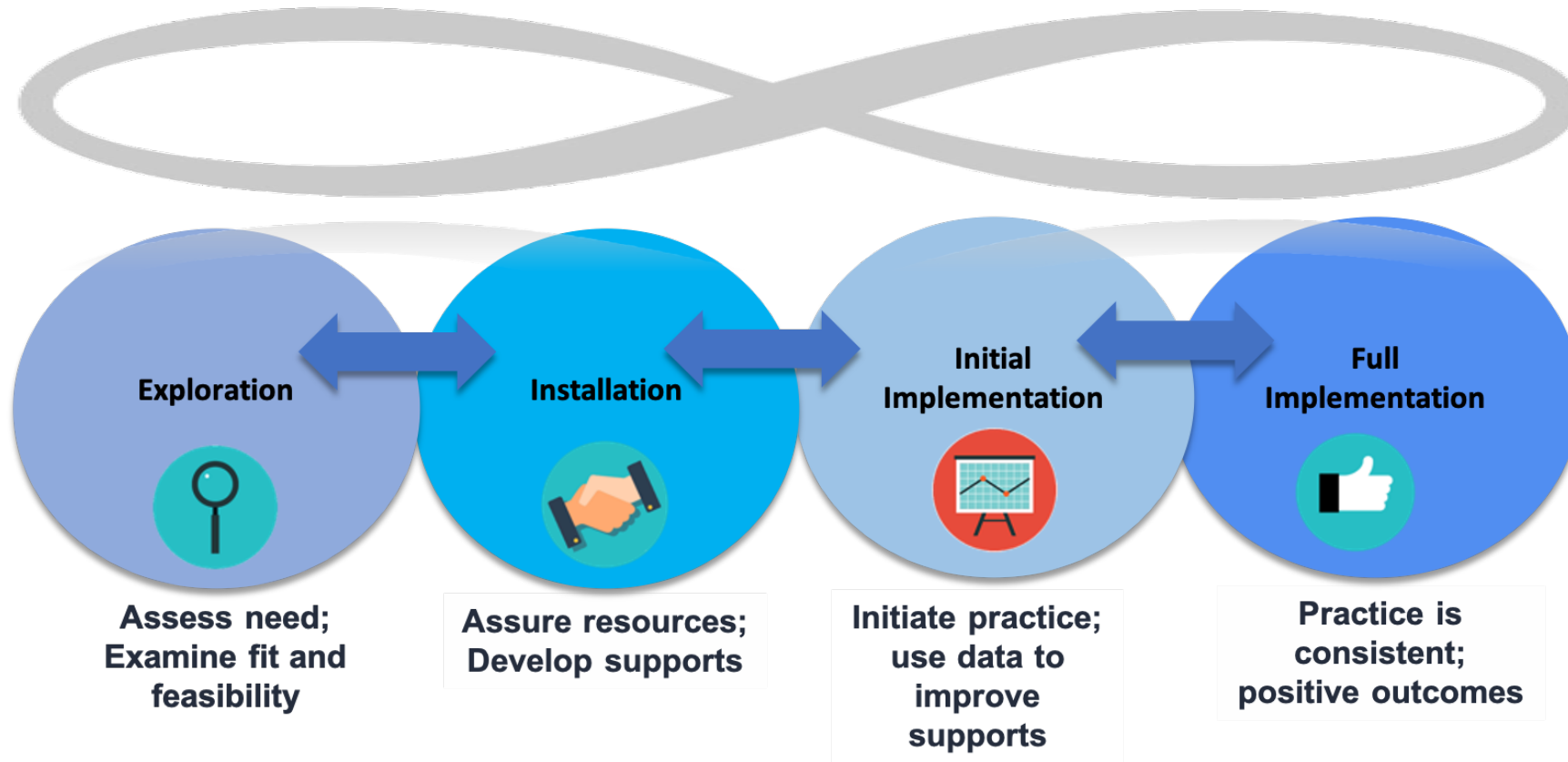
Agenda

1.0 Interactive Review

2.0 District Decisions & Timelines

3.0 Selection of Interventions & Assessments

4.0 Intervention Access & Effectiveness

5.0 Next Steps & Communication

Use of Module Learning

- Immediate use:
  - To guide district decisions to support the installation of the intervention system and Check-in Check-out for cohort 1 schools starting this year

- Future use:
  - At both the district and school levels to continue to support installation and use of the intervention system

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1.0 Interactive Review

Implementation Stages

Exploration — Assess need; Examine fit and feasibility

Installation — Assure resources; Develop supports

Initial Implementation — Initiate practice; use data to improve supports

Full Implementation — Practice is consistent; positive outcomes

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Making Connections

- MDE MTSS Practice Profile Essential Component: **Tiered Delivery System**

  - A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum...organized along a continuum to meet the needs of each and every learner

- Districts define data, systems, and practices for Tiers 1, 2, and 3 and all schools are aligned with the common definitions

(MDE MTSS Practice Profile, 2020)

Tiered Delivery System

- Includes three tiers and is intended to be layered with intensification supports matched to learner need

  - Tier 1: Universal Instruction differentiated to meet the needs of all learners

  - Tier 2: Intervention platform consisting of supplemental, targeted interventions intended for some learners

  - Tier 3: Intensive, individualized instruction which builds on Tier 1 instruction and Tier 2 interventions for learners with severe and persistent needs

(MDE MTSS Practice Profile, 2000; p. 14)

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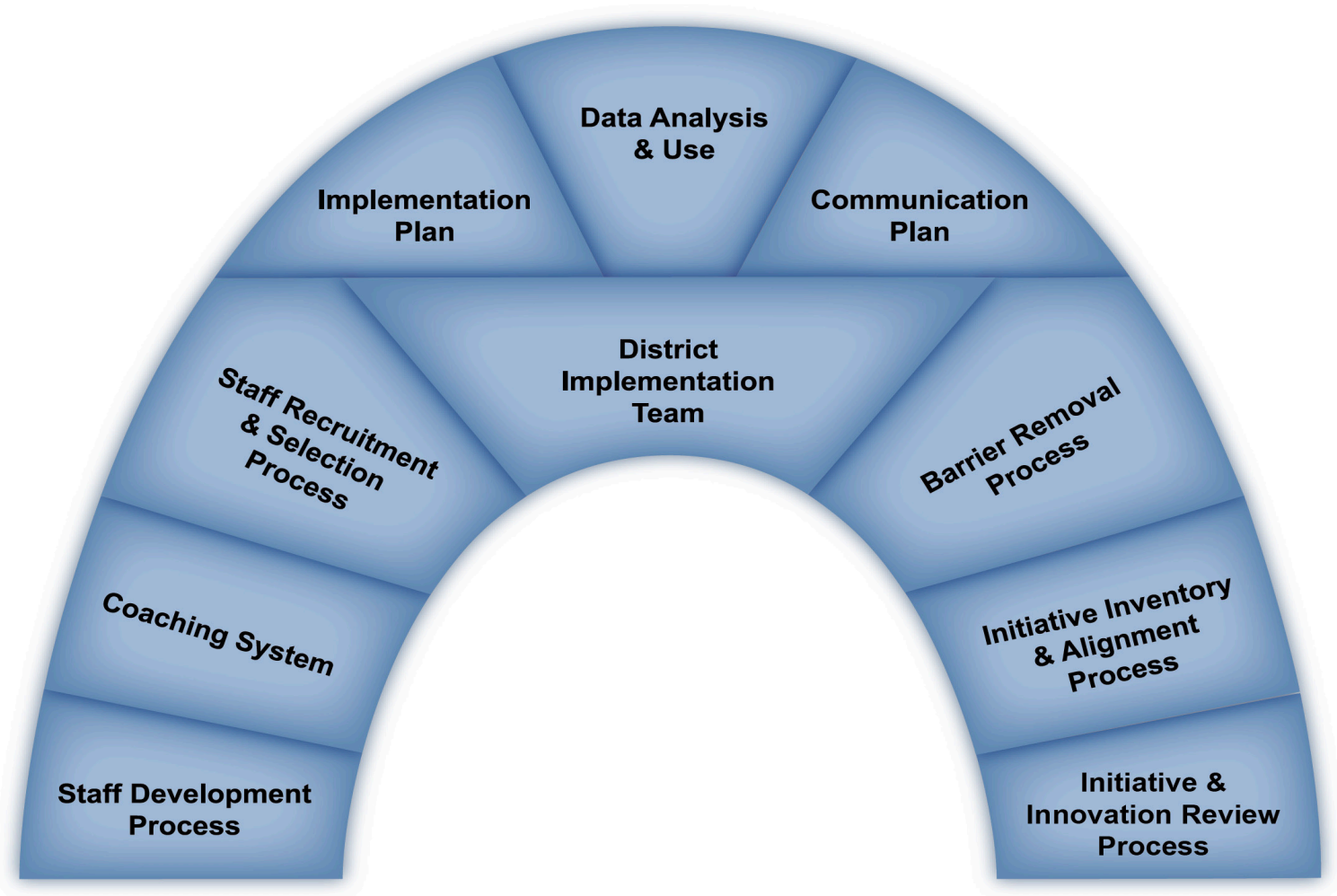
What is an Intervention System?

System that provides a means to ensure **efficient**, **effective** and **equitable access** to intervention supports for all students within a school
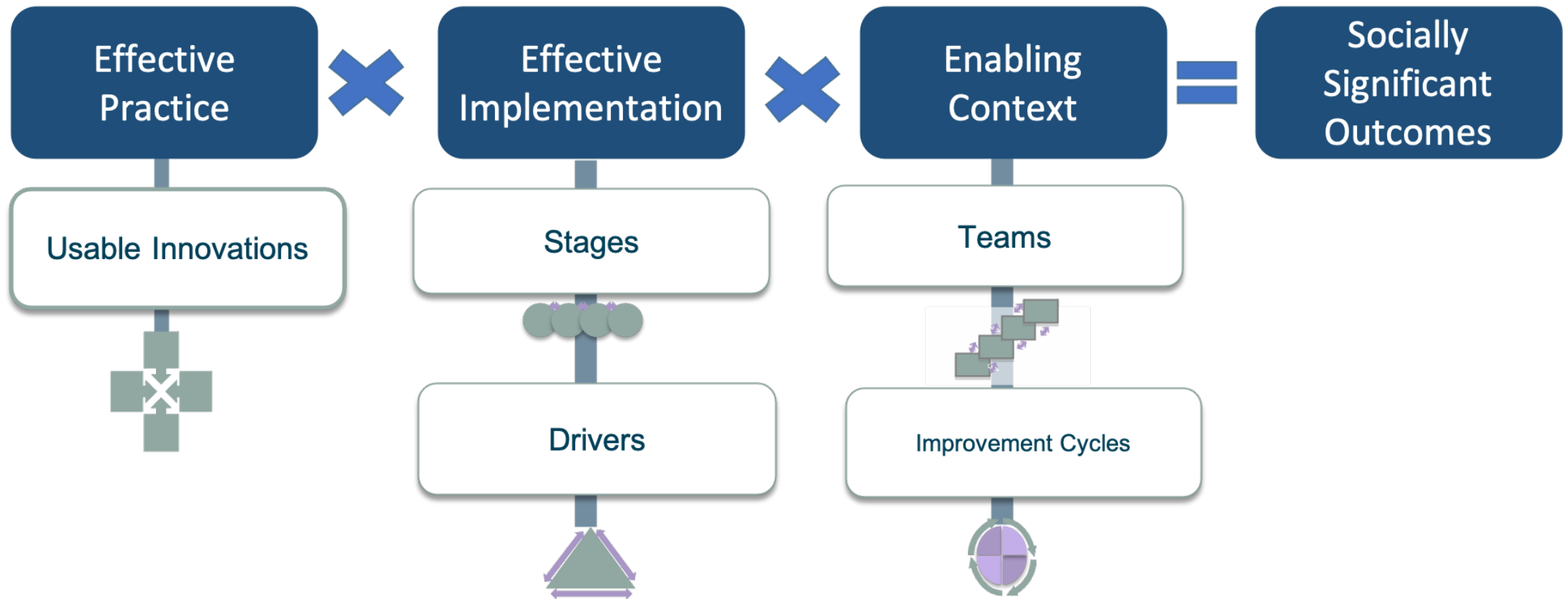
Activity 1.1

- Based on your learning from the recorded module, discuss as a team how the definitions on the previous slides align with how the tiers have been defined by your district and schools

- Work with your Implementation Specialist to define the tiers of support available to students within your district

- Plan for when and how this information will be communicated to the SLTs and other groups/teams to support schools in preparing to install an intervention system

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District Implementation Infrastructure

Active Implementation Frameworks

Effective Practice ✖ **Effective Implementation** ✖ **Enabling Context** = **Socially Significant Outcomes**

Effective Practice	Effective Implementation	Enabling Context
Usable Innovations	Stages	Teams
	Drivers	Improvement Cycles

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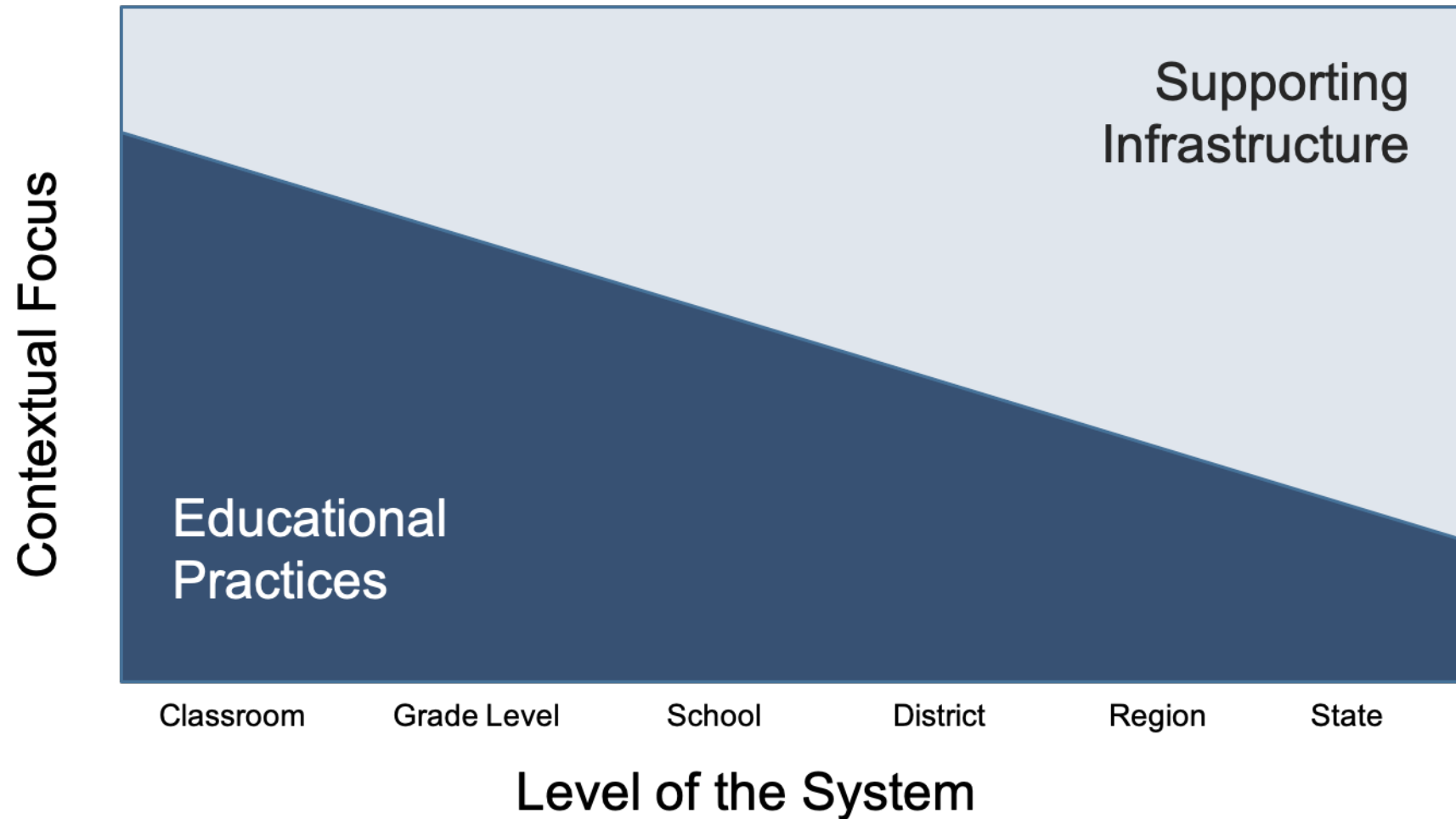Technical Assistance Center

Activity 1.2

- As a team, discuss the following questions in response to the recorded module you viewed as part of your pre-work

  - If someone in the district were to ask what the district's role is in supporting the intervention system, how would you respond?

  - Which district decisions related to the installation of the intervention system do you believe are the most critical to standardize across schools?

2.0 District Decisions & Timelines

To Support an Intervention System

Framework for Addressing Practices and Supports

Supporting Infrastructure

Educational Practices

Contextual Focus

Classroom · Grade Level · School · District · Region · State

Level of the System

(McIntosh & Goodman, 2016)

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Standardizing the Intervention System

- Installation of an intervention system requires work at both the district and school levels

- District decisions support consistency in how students access and receive interventions across the district

- Starting the work at the district level should eliminate or minimize the barriers and allow schools to more successfully move forward with installation

- Schools will contextualize district decisions in a way that is usable for staff and effective for students within their school

Role of DIT

- Several decisions need to be made at the district level that will push upon time, resources, and practices

- Individuals involved in the work may need to expand to include other district staff (e.g., principals, curriculum director)

- DIT supports district-decisions and the use of district processes (e.g., communication protocols, barrier process, alignment/review)

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Where Are We Heading?

- Throughout both district intervention system sessions, we will be taking a closer look at decisions that need to be made by the district

- When a decision can be made today, we ask that you record it in the the document titled "District Decisions: Intervention Systems"

- When a decision will take time and work outside of today's session, we are asking you to record the activities in your implementation plan so that the work continues outside of today's session

- Decisions will need to be communicated to each school as the basis for their intervention system document

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District Decisions and Supports

- Selection of interventions and assessments
- Intervention access and effectiveness
  - Intervention Platform (e.g., criteria, grid)
  - Time for intervention
  - Placement and grouping decisions
- Staff selection and development
- Teaming structures

Timelines

- Non-negotiable:
  - All Cohort 1 schools will install Check-In, Check-Out this spring and begin using the intervention in the fall
  - Cohort 1 schools will begin intervention systems professional learning this winter / next fall
- Contextualized Decisions:
  - District expectations for using and expanding the intervention system for elementary, middle, and high schools

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Activity 2.1

- As a team, discuss the following
  - How ready do you think each school is to develop and use an intervention system?
  - How might readiness impact timelines for selecting and using interventions?
  - What is the ideal timeline for expanding the intervention system within each school?
- Keep in mind that all cohort 1 schools will be starting with Check-In, Check-Out by the fall
- Timelines will be revisited and discussed throughout the session as your team has more information about the work

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# 3.0 Selection of Interventions & Assessments

Selection of Interventions

- District is responsible for reviewing, selecting, and de-selecting interventions that will be included in the district-wide intervention platform

- An intervention platform is the collection of practices or programs to be used as the foundation for customizing intervention

- Schools should have access to a carefully designed, systematic district-wide (K-12) intervention platform that addresses the continuum of student needs beyond what can be met through Tier 1 instruction

Overview of Check-In Check-Out

- Behavioral intervention for students with persistent behavior concerns that are not dangerous

  - Provides more immediate feedback on the student's behavior through the use of a daily progress report and opportunities for positive adult interactions

  - Parents participate by signing-off on daily sheets

  - Students are assigned a staff member to check in and out with on a daily basis

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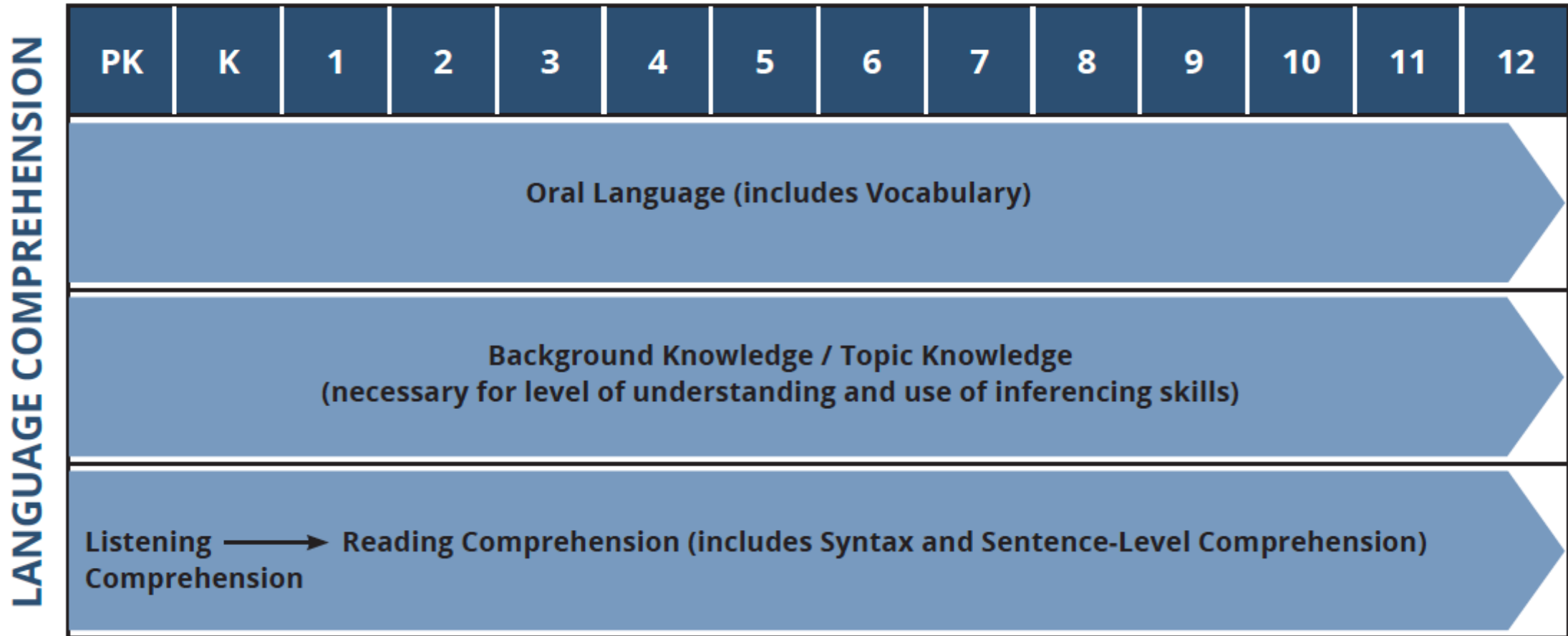Technical Assistance Center

Check-In, Check-Out
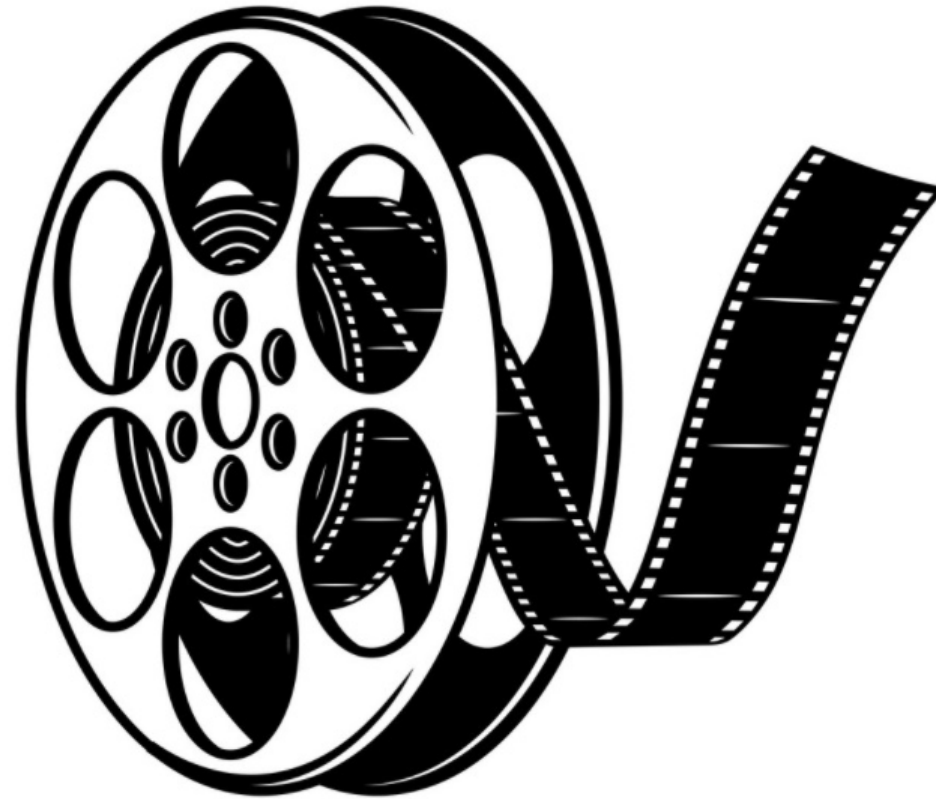
Word Recognition Learning Progressions
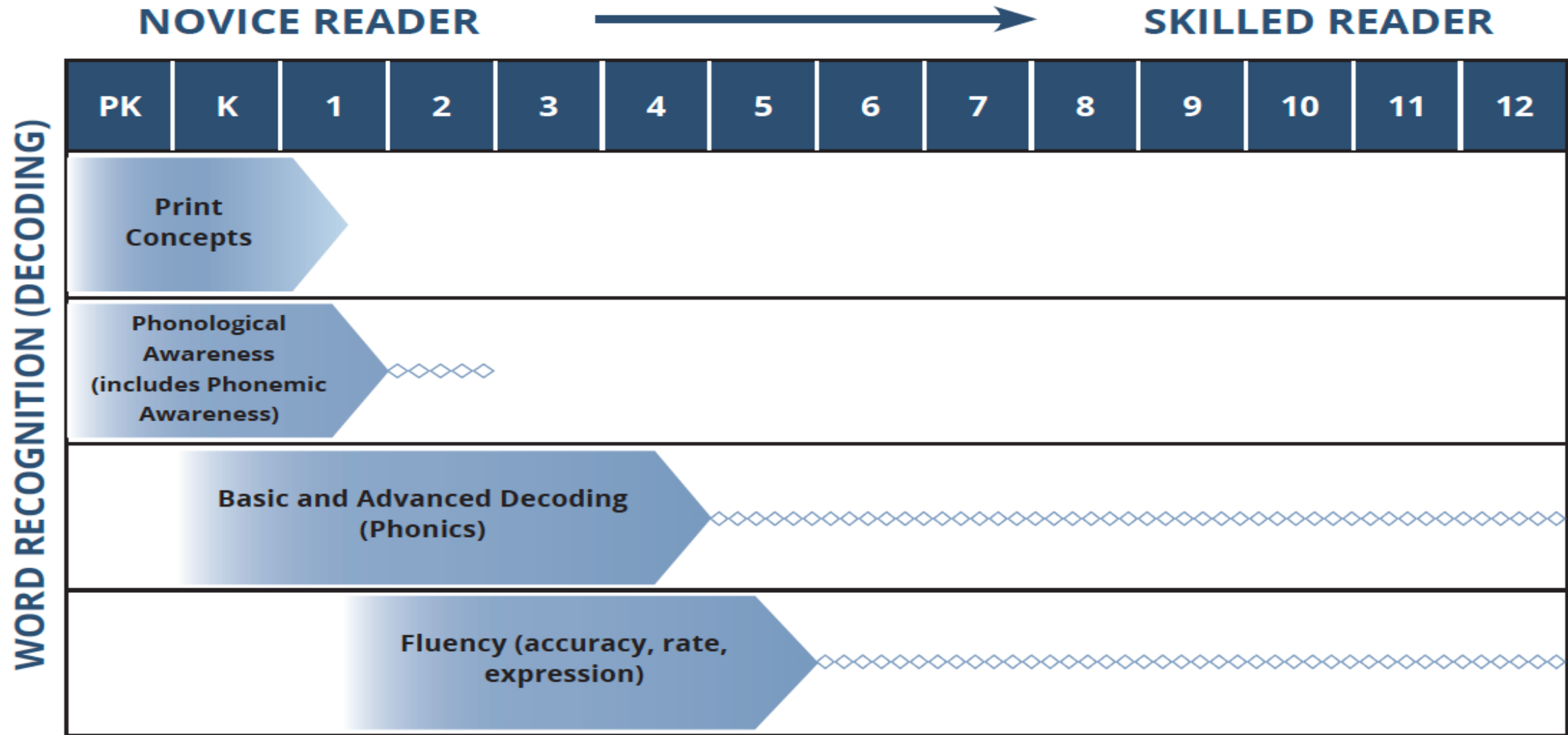
From "Intensifying Literacy Instruction" (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

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Language Comprehension Learning Progressions

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

LANGUAGE COMPREHENSION

Oral Language (includes Vocabulary)

Background Knowledge / Topic Knowledge
(necessary for level of understanding and use of inferencing skills)

Listening ⟶ **Reading Comprehension (includes Syntax and Sentence-Level Comprehension)**
Comprehension

From "Intensifying Literacy Instruction" (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Selection of Assessments

- Assessments are needed to identify and accurately match students to interventions

- Districts review, select, and de-select screening, progress monitoring, and diagnostic assessments

- Use of Curriculum-Based Measures (CBMs) for screening and progress monitoring purposes should be considered at both the elementary and secondary level

- Diagnostic assessments will also be needed to better understand specific skills that need to be taught

MiMTSS Data Coordination Supports

The following are optional assessments for districts to consider

- Screening, Progress Monitoring, Diagnostic

  - Acadience 7-8 Screening

  - Acadience Reading Survey

  - Acadience Diagnostic: Phonemic Awareness, Word Reading, and Decoding

  - Acadience Diagnostic: Comprehension, Fluency, and Oral Language

- Data System

  - Check-In Check-Out SWIS

Timelines for Selecting Assessments

- Your assigned MiMTSS Behavior and Reading Data Coordinators can meet with your Coordinator and additional district staff to support making decisions about the selection and use of optional assessments

- Timelines for Decisions:
  - Reading Assessments (e.g., screening, diagnostic) by December
  - CICO-SWIS by April, prior to schools attending CICO training

Assessment System Decisions

- Decisions need to be made to ensure accurate and timely data collection and analysis across levels (district, school, grade, individual student)

- For each of the assessments selected, timelines and decisions for the collection and use of data should be documented within the MTSS Assessment System

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Activity 3.1

- Access the document, "District Decisions: Intervention System"

- Your Implementation Specialist and Coordinator will provide an overview of the district decisions for selecting interventions and assessments

- Document any decisions that can be made at this time

- Discuss who needs to be involved in decisions, timelines for making these decision, and add activities to your implementation plan

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4.0 Intervention Access & Effectiveness

Intervention Platform

- Provides an "at-a-glance" view of the interventions accessible to students within the school

- Outlines critical information for each intervention within a school, including:

  - Description/Purpose of the intervention

  - Entrance criteria

  - Permission

  - Progress monitoring guidelines (e.g., fidelity, student data)

  - Decision rules

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Efficient, Effective & Equitable Access

By deciding upon and documenting the components of the intervention grid, you are empowering your school teams to make:

- **Effective decisions** – matching students to intervention based on their identified need(s) in critical skill area(s)

- **Efficient decisions** – quickly matching students to the right intervention at the right place in the intervention in order to maximize time and outcomes

- **Equitable decisions** – all students will have access to interventions because all staff will know what is available, how entrance criteria are applied, and how to match a student to an intervention

Intervention Criteria for Check-In, Check-Out

- MiMTSS TA Center has developed example intervention criteria for Check-In, Check-Out (CICO) to help your District get started

- Majority of components will be standardized by the district

- May be further refined by the individual school based on the data available regarding the number of students that would meet the entrance criteria and availability of resources

- Decisions and refinements to the intervention criteria need to be communicated to each SLT prior to Tier 2 Behavior Support: Check-In, Check-Out training

Activity 4.1

- Your Implementation Specialist and Coordinator will provide an overview of the example CICO intervention criteria

- As a team, determine if there are any updates your DIT needs to make to any of the components and a rationale for why the updates are needed

- Determine what, if anything, can be adjusted by the SLT when they go through training

- Use your linking communication protocol to determine when and how this information will be shared with each cohort 1 school prior to the upcoming training

Intervention Platform Next Steps

- The intervention platform will need to be developed to include each intervention the district has selected

- Individuals in your district with deep knowledge, expertise and experience with each intervention should be recruited to support this work

- If individuals are not available within your district, consider how to access this level of support from outside the district (e.g., ISD, trainers of intervention programs, program developers)

Activity 4.2

- Access the document, "District Decisions: Intervention System"

- Your Implementation Specialist and Coordinator will provide an overview of the district decisions for developing the intervention platform

- Document any decisions that can be made at this time

- Discuss who needs to be involved in decisions, timelines for making these decision, and add activities to your implementation plan

Time for Intervention

- Time for interventions is needed above and beyond Tier 1 instruction
- Decisions about available time for intervention will push upon schedules and resource allocations
- Structural changes may be needed in order to find time in each of your schools, and decisions about time will likely involve individuals outside of the DIT
- Secondary schools need to know the plan for rolling out any change(s) to schedules in the late winter/early spring to be able to plan for the upcoming year

Activity 4.3

- Access the document, "District Decisions: Intervention System"

- Your Implementation Specialist and Coordinator will provide an overview of the district decisions for scheduling time for interventions, including the scheduling considerations provided in Appendix C

- Document any decisions that can be made at this time

- Discuss who needs to be involved in decisions, timelines for making these decision, and add activities to your implementation plan

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5.0 Next Steps & Communication

Intervention System Professional Learning

- Intervention Systems
  - Cohort 1 secondary schools start intervention system training in the winter/spring
  - Cohort 1 elementary schools start intervention system training next fall
  - District decisions and/or timelines for decisions related to the intervention system need to be made by the district prior to schools attending trainings
- Check-In, Check-Out (CICO)
  - All cohort 1 schools will participate in Check-In, Check-Out (CICO) professional learning this spring and begin implementing next fall
  - District decisions related to CICO need to be defined by the district prior to schools attending this professional learning

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Professional Learning Attendance

- Staff from each cohort 1 school will be participating in an upcoming Tier 2 Behavior Support: Check-In, Check-Out professional learning session

- In addition to School Leadership Teams attending, other staff may need to participate if they will be supporting implementation of CICO

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Two Roles for Check-In, Check-Out

- **CICO Facilitator:**
  - Responsible for organizing resources and supports for CICO
  - Limited contact with students participating in CICO
  - Manages and supports CICO Coordinator(s)
- **CICO Coordinator(s):**
  - Responsible for direct, daily check-in and check-out with students in CICO
  - Assist with school-to-home communication

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Activity 5.1

- Individually read through the CICO Coordinator and Facilitator Roles Description

- Discuss if there is any guidance your DIT will provide to each cohort 1 school in terms of who might fulfill the roles of CICO Facilitator and CICO Coordinator

- Use your linking communication protocol communicate decisions about selection of a CICO Facilitator and CICO Coordinator prior to the upcoming Tier 2 Behavior CICO training

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Next Steps

- Complete the "District Decisions: Intervention Systems" document and activities outlined in your implementation plan to support schools with the installation of their intervention system

- Use communication protocols to share district decisions and standardized processes with principals, coaches, and School Leadership Teams

- Update DIT Installation Checklists until they are 100% complete

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SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System

- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.

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