



Elementary Intervention System Coaching Support Session

mimtsstac.org



Acknowledgments

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

- National Center on Intensive Intervention (NCII)
- Center on Positive Behavioral Interventions and Supports (PBIS)
- Acadience Learning
- Lynn and Doug Fuchs

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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This session prepares school-level coaches to support the school team's installation of an Intervention System designed to ensure efficient, effective, and equitable access to and progress in behavioral and reading intervention supports.

Intended Outcomes

As a result of this session, Coaches will:

- Identify the components of an Intervention System
- Identify the components of an Intervention Platform
- Make recommendations of who needs to be involved in the development of each component of the Intervention System
- Articulate the coaching role related to the installation of the Intervention System

Agenda

1.0 Advanced Tiers Vocabulary

2.0 Installing the Intervention System

3.0 Coaches' Next Steps

1.0 Advanced Tiers Vocabulary

Unique Vocabulary Associated with Advanced Tiers

- Multi-Disciplinary Teams (MDT)
- Intervention System
- Intervention Platform
- Progress Monitoring
- Intervention Fidelity
- Intervention Record
- Intensifying Intervention
- Standard Treatment Protocol
- Group Intensification
- Individual Intensification
- Data-Based Individualization (DBI)



Activity 1.1

- Locate the document titled “Advanced Tiers Vocabulary”
- Scan the list of the terms
- In the Preview column, put a check mark next to those that are familiar to you and a question mark next to those that you need more information about to feel confident in your understanding
- As we move through the rest of today’s session, be sure to add definitions to this document when prompted

2.0 Installing the Intervention System

Defining an Intervention System

Infrastructure that provides a means to ensure **efficient**, **effective** and **equitable access** to Tier 2 and Tier 3 academic, social, emotional, and behavioral intervention supports

Intervention System Components

1. Teaming Structures
2. Intervention Platform, Placement, and Grouping
3. Assessments and Data Analysis for the Advanced Tiers
4. Supports for Interventionists
5. Individualized Intensive Intervention Supports

Team-Based Leadership is an Essential Component of MTSS

- **School Leadership Team** oversees the overall MTSS implementation
- **Grade Level Teams** are responsible for Tier 1/Universal instruction
- **Multi-Disciplinary Team** is responsible for the Advanced Tiers:
 - Tier 2 intervention
 - Intensifying Support (DBI)

MDT Team Responsibilities

- Coordinate/analyze data for the advanced tiers:
 - Placement
 - Diagnostic
 - Progress Monitoring
 - Fidelity
- Group students for intervention
- Monitor academic and behavior interventions
- Design Individualized Intervention supports
- Provide support and coaching for Intervention Providers



Activity 2.1

- Add a definition of Intervention System and the Multi-Disciplinary Team (MDT) to your “Advanced Tiers Vocabulary” sheet in your workbook
- Let’s chat:
 - Is there already a team with similar membership established within your school?
 - How are that team and this team similar or different?
- Preview:
 - During the upcoming team training, we will introduce the idea of the Multi-Disciplinary Team (MDT)
 - The MDT also shows up in the Advanced Tiers items of the R-TFI Version 2.0

Defining an Intervention Platform

Intervention Platform:

An "intervention platform" is a collection of programs or practices that have been intentionally reviewed and selected to be used as the foundation, or building blocks, for customizing intervention. The district's review and selection process is linked here for easy access ([insert hyperlink](#)). Members from the Multidisciplinary Team supported the Curriculum Director in the intervention review and selection process. The following information is documented for the collection of programs or practices that are referred to as Northridge's secondary "intervention platform."

- Reading Skills
- Intervention
- Entrance criteria
- Progress monitoring guidelines
- Family/Caregiver, Student Voice and Permissions

Table 1. Reading Intervention Platform

Critical Reading Skills	Intervention Program or Practice Name	Entrance Criteria	Progress Monitoring Guidelines	Family/Caregiver, Student Voice and Permissions
Basic Phonics	Phonics for Reading 1-3	Follow Phonics for Reading Placement Test guidelines	Content Mastery: Phonics for Reading Lesson Check-Up General Outcomes: Acadience (every other week for students receiving Tier 2 intervention; weekly for students receiving Tier 3 intervention)	(insert the relevant school/district permission if needed.)

Defining an
Intervention
Platform:
Dr. Sharon Vaughn

<https://intensiveintervention.org/resource/what-intervention-platform>

Intervention Platform: Key Elements to Document

- The following key elements of the intervention curriculum resources you are including in the district/school intervention platform should be documented:
 - Primary skill addressed
 - Program or practice name
 - Entrance criteria
 - Progress monitoring guidelines
 - Family/caregiver permissions



Activity 2.2

- Add a definition of the Intervention Platform to your “Advanced Tiers Vocabulary” sheet in your workbook
- Review the Intervention Platform within the Example Elementary Intervention System
- Let’s Chat:
 - Do you know if the District Implementation Team started populating the Intervention Platform for your district?
 - How will you find out before the upcoming team training?
- Preview:
 - During the upcoming team training, we will discuss the next steps with the Intervention Platform

Intervention Placement & Grouping

- The Intervention Platform tells you what's available in terms of intervention supports
- The MDT actively uses the information from the Intervention Platform to determine who receives intervention and how intervention groups are formed
- In order for this to become an efficient, effective, and equitable process, the MDT needs to define and document this process
 - And likely refine it over time based on what works and what does not given your school's unique context

Preparing for Placement & Grouping

- Ensure **all** students have been assessed (including students with disabilities and students with severe truancy concerns)
- Administer placement tests (if using)
- Create a table of students with all screening scores, placement test scores, etc.
- Sort the table based on the grouping variable (e.g., placement test score, composite score, etc.)
- Use Intervention Platform to select intervention best matched to the student's need(s)
- Determine the staff and schedule availability for intervention

Grouping

1. Identify the most appropriate intervention
2. Break students into homogenous groups
3. Make the groups as small as possible given resources
4. May need to borrow staff from other grades/classes
5. Assign staff to each group
 - Most experienced staff/staff with strongest intervention fidelity with highest need or largest group
6. Confirm progress monitoring measure(s) for the group



Activity 2.3

- Let's Chat:
 - How are decisions regarding intervention placement and grouping currently made in your school?
 - How are decisions being made to identify students who will benefit from Check-In, Check-Out (CICO), a Tier 2 behavioral intervention?
 - Is this process written down anywhere?
 - Are students receiving Special Education services a part of this process?
- Preview:
 - During the upcoming team training, we will discuss the current process for intervention placement and grouping and push your team to ensure that the newly developed or refined process is built into the Intervention System

Prioritizing Assessment and Data Analysis Expertise

- Data (collection, analysis, acting upon data) is the most critical component of an MTSS framework – especially for the Advanced Tiers
 - Three of the five DBI steps are related to data.
 - Even before entering Step 1, data needs to be analyzed to determine who needs to access Tier 2 intervention supports
 - Determine response or non-response is predicated on data

Four Types of Data Fuel the Intensification Process

1. Universal Screening Data
2. Fidelity Data
3. Progress Monitoring Data
4. Diagnostic Data

Which Data Do The MDT Use?

- Universal Screening Data
 - Data used to placement and grouping for interventions
- Progress Monitoring Data
 - Data used to support instructional decision making regarding a student's responsiveness to the intervention and the overall progress of intervention groups
- Fidelity Data:
 - Data used to support instructional decision making for groups and individual students and systems-level data to evaluate the overall implementation of the advanced tiers (R-TFI and SWPBIS TFI)
- Diagnostic Data
 - Data used to help make decisions regarding intensification needs and next steps

How Are We Measuring Fidelity?

- Implementation records (self-report)
 - Implementation: doing what we planned
 - Dosage: doing the amount we planned
 - Receipt: getting what we planned
 - Engagement: getting the amount we planned
- Fidelity Observations (colleague/coach)
 - Adherence: delivered as designed
 - Quality: good instructional practice

(Dane and Schneider, 1998); (Gresham, Gansle, and Noell, 1993); (O'Donnell, 2008); (NCII, 2022)

How Are We Measuring Student Progress?

Reading:

- Acadience Reading Progress Monitoring Probes
- Within Program Mastery Assessments
- Others?

Behavior:

- Discipline Referrals in SWIS
- Daily Points for CICO on the DPR
- Others?



Activity 2.4

- Add definitions for Progress Monitoring, Intervention Fidelity, and Intervention Record to your “Advanced Tiers Vocabulary” sheet in your workbook
- Let’s Chat:
 - Who is involved in collecting Acadience Progress Monitoring Data? Is it being entered into the Acadience Data Management System on a regular basis?
 - Who is involved in collecting CICO data? Is it being recorded electronically somewhere?
 - Are Intervention Fidelity Observations and Intervention Records being collected?



Activity 2.4 (cont.)

- Preview:
 - During the upcoming team training, we will discuss and identify next steps related to:
 - Collection of Intervention Records and Intervention Fidelity data
 - Importance of progress monitoring and check on the status of using progress monitoring as a part of your Acadience Reading data collection
 - Goal setting and its importance in determining responsiveness to the intervention

Interventionist Implementation Supports

- Professional Learning
- Intervention resources (teacher materials, student materials, etc.)
- Coaching with feedback



Activity 2.5

- Let's Chat:
 - When and how are interventionists trained to implement the intervention?
 - Is there a record of who has been trained in which interventions and when?
 - Is training available annually for new staff and/or refresher training for existing staff?
 - Are there sufficient copies of materials for delivery of the interventions in your school?
- Preview:
 - During the upcoming training, we will discuss the current implementation supports in place for interventionists and identify what else is needed to set interventionists up for success with the interventions

Defining "Intensive Interventions"

- Dr. Chris Lemons, Senior Advisor to the National Center for Intensive Intervention (NCII)
- [Overview Video](#)

Intensification Process

1. Preparing to review intervention data
2. Evaluating student response to instruction
3. Designing an intervention adaptation
 - Group Intensification Process
 - Individual Intensification Process



Activity 2.6

- Add a definition of Intensifying Instruction, Group Intensification and Individual Intensification to your “Advanced Tiers Vocabulary” sheet in your workbook
- Let’s Chat:
 - What is the current process in place in your school if a student is not making progress within the Tier 2 intervention?
 - Is group intensification a familiar concept?
- Preview:
 - During the upcoming team training, we will preview the work of group and individualized intensive intervention supports

3.0 Next Steps as Coaches

Developing Your School's Intervention System

1. Teaming Structures
2. Intervention Platform, Placement, and Grouping
3. Assessments and Data Analysis for the Advanced Tiers
4. Supports for Interventionists
5. Individualized Intensive Intervention Supports



Activity 3.1

- Make a copy of the Elementary Intervention System document (link in the chat)
- Rename the the document with your school's name
- Share the document with your School Leadership Team
- Let's Chat:
 - Are there any existing resources, documents, or tools that your school currently uses that will be helpful for your team to have access to during the upcoming trainings?
- **Assignment:** skim the document if you have time before our upcoming training

Who Should Be Involved in the Development of the Intervention System?

- Existing School Leadership Team
- Additional staff involved in providing intervention in your school (e.g., Title 1 Teacher, Special Education Teachers, Reading Coach/Specialist, Behavior Specialist)

**Given what was discussed today,
what is your recommendation as the coach?**

Your Coaching Role: During Upcoming Trainings

- **Prompting:** keep the team focused on identifying and adding action items to your MTSS Implementation Plan
- **Performance Feedback:** reinforce the team for the focused work on the activities during training and prompt back to the work if the discussion gets off the topic of the activity
- **Fluency Building:** use your newly developed Advanced Tiers Vocabulary to help build the rest of the team's understanding and fluency with these concepts
- **Adaptation:** use the reflections from our work today to help translate the concepts into the context of your school

Your Coaching Role: Post Trainings

- **Prompting:** bring your team back to the activities written in the MTSS Implementation Plan to support the installation of the Intervention System
- **Performance Feedback:** reinforce the team as activities are completed and provide feedback to clear up any confusion
- **Fluency Building:** use your newly developed Advanced Tiers Vocabulary to help build the rest of the team's understanding and fluency with these concepts as your team (and others) work through the installation work
- **Adaptation:** use the reflections from our work today to help translate the concepts into the context of your school



Activity 3.2

- Return to the “Advanced Tiers Vocabulary” document and make sure you have a definition for each term
- In the Post Training column, put a check mark next to those that are familiar to you and a question mark next to those that you need more information about to feel confident in your understanding
- Respond to the Vocabulary Review in the Zoom Poll