Intensifying Intervention Instruction Introduction Series

Session 1

mimtsstac.org

Bell Ringer

- Go to www.menti.com and use the code 9354 2814 to respond to these prompts:

  - Tell us your role

  - Tell us about your background with Intensifying Literacy Instruction and Data-Based Individualization (DBI)

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Acknowledgments

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

- MiMTSS Technical Assistance Center, Intensifying Literacy Instruction Model Demonstration Implementation Team

- National Center for Intensive Intervention (NCII)

Series Outcomes

- Define "intensifying literacy instruction" in the context of MTSS

- Identify the types of data a Multidisciplinary team needs to prepare to evaluate the instructional response

- Examine how to evaluate student response to intervention instruction

- Gain knowledge about a process to design intervention adaptations for an intervention group or an individual student
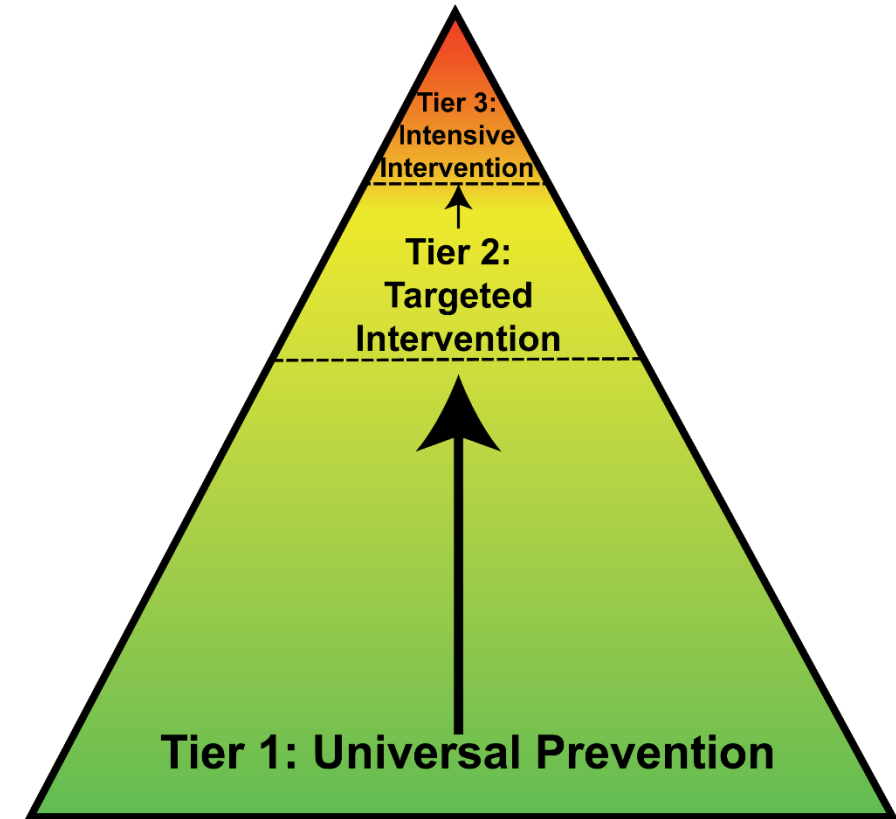
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Agenda

1.0 Intensifying Literacy Instruction and MTSS

2.0 Introduction to a Multidisciplinary Team (MDT)

3.0 Defining Intensifying Intervention Instruction

4.0 Instructional Response: Two Hypotheses

5.0 Intervention Adaptation: Introducing the Taxonomy of Intervention Intensity

6.0 Intervention Adaptation: Group or Individual Student Intensification?

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1.0 Intensifying Literacy Instruction and MTSS

Alternative Approach: Bidirectional Model

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A Traditional Approach to MTSS

- You must have a strong Tier 1, before you can work on Tier 2 (or 3)

- Students placed **IN** Tiers

- The general education teacher is responsible for Tier 1 and Tier 2

- If Tier 1 and 2 fail, a student problem solving process begins

- Special education (and special education staff) are outside of the MTSS system
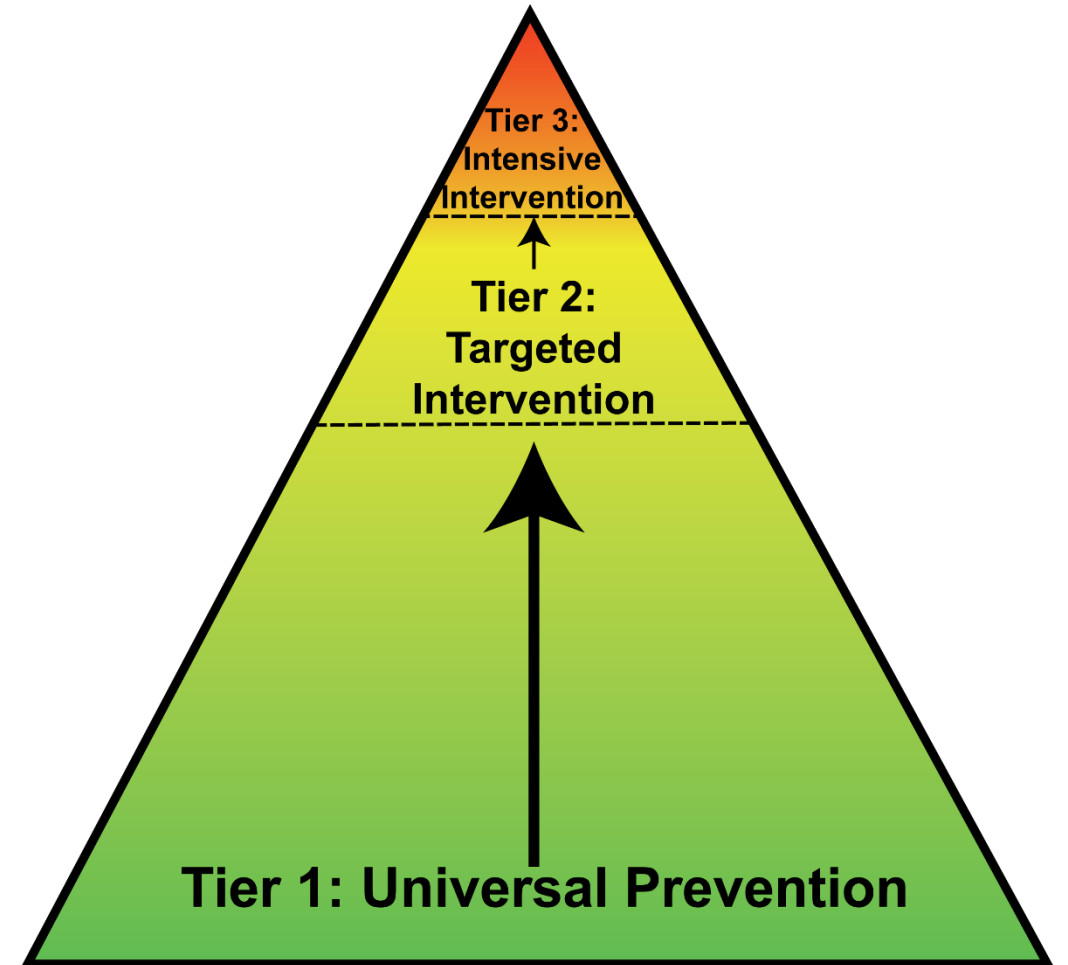
Tier 3: Intensive Intervention

Tier 2: Targeted Intervention

Tier 1: Universal Prevention

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Problems with the Traditional Approach

- The "Tier 1 Problem" is never solved

- Students are not their tier

- Special Education (staff, students, instruction) is excluded

- Student problem solving approach is deficit-based

- No team-based leadership in the advanced tiers

- Indistinct implementation of Tier 2

Fuchs & Fuchs, 2017
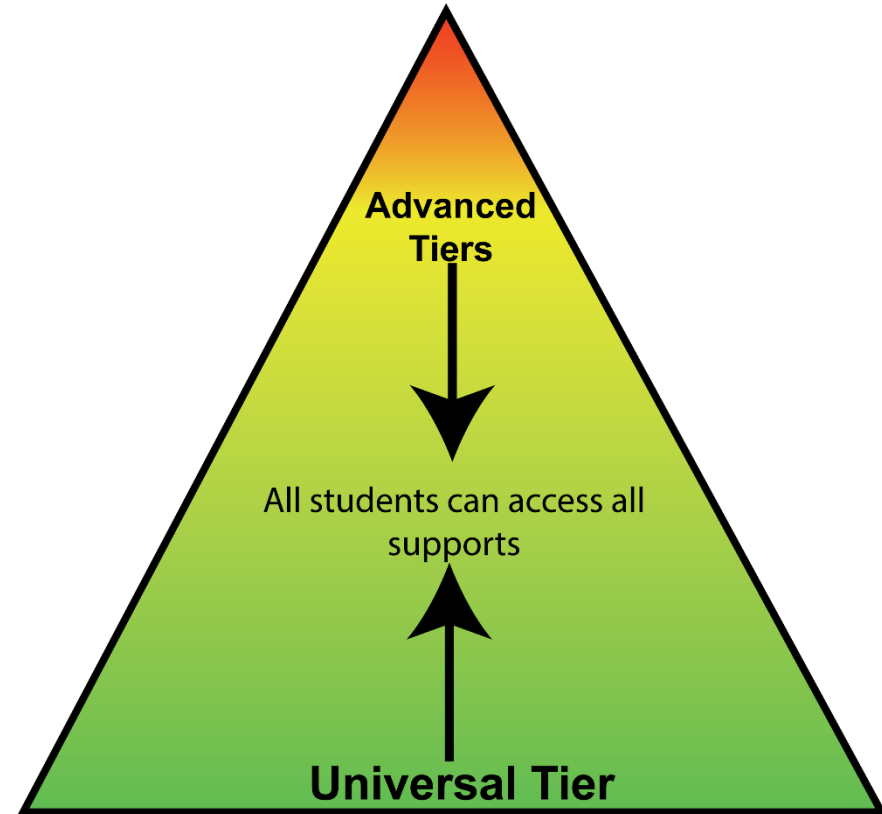
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Activity. 1.1

Consider your context:

- Who and/or what teaming structure makes decisions about Tiers 2-3?

- Where are special education students served?

**Tier 3:
Intensive
Intervention**

**Tier 2:
Targeted
Intervention**

Tier 1: Universal Prevention

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An alternate approach for…
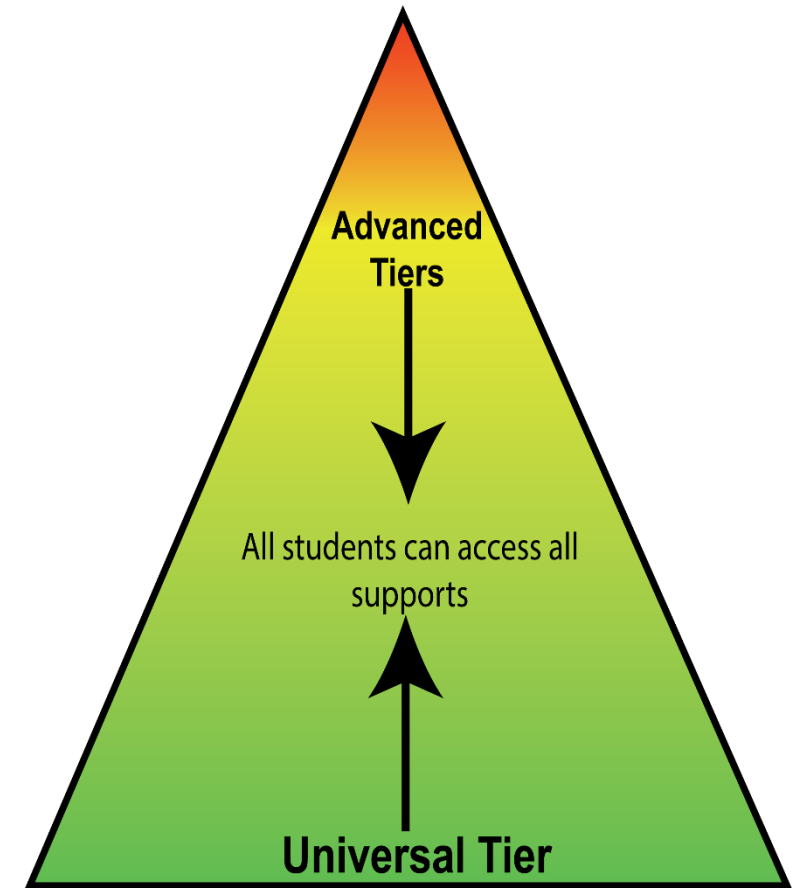
- Students
- Teaming
- Resources

An alternate approach…**students**

- Students **flexibly move** within varying levels of instructional support

- All students access the supports they need when they need them

- **Focus on instructional problem solving**, not student problem solving

- **Students with disabilities** are fully integrated
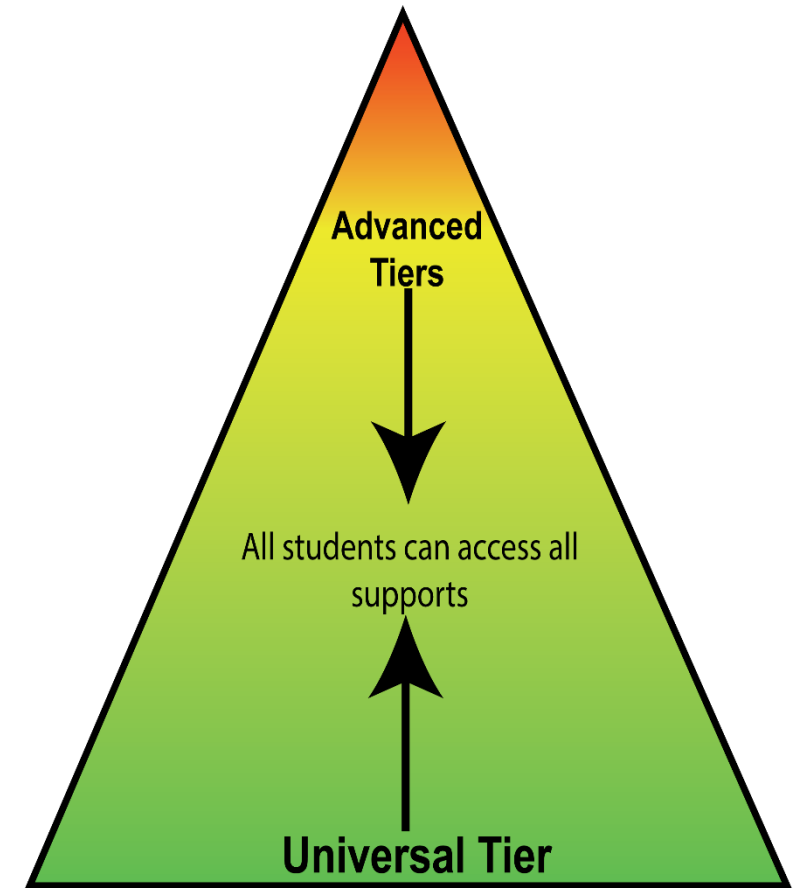
An alternate approach…**teaming**

- Schools work to improve both the Advanced and Universal Tiers **simultaneously**

- **Grade Level Teams** (GLTs) focus their energy on the Universal Tier (Tier 1)

- A **Multidisciplinary team** (MDT) is developed to focus on the implementation of the Advanced Tiers (Tiers 2-3)

- The teams coordinate supports

- **Neither team is more important than the other**

Advanced Tiers

All students can access all supports

Universal Tier

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An alternate approach…**resources**

- All students receive **high quality Tier 1** (GLTs are focused on this)

- All students who need it, participate in a **validated intervention platform**.

- **Validated assessment**s monitor student progress

- **Decision rules** are used to guide teams in the process of intensifying selected interventions

- An **Intervention System** Document is developed which guides teams in the implementation of the Advanced Tiers

Advanced Tiers

All students can access all supports

Universal Tier

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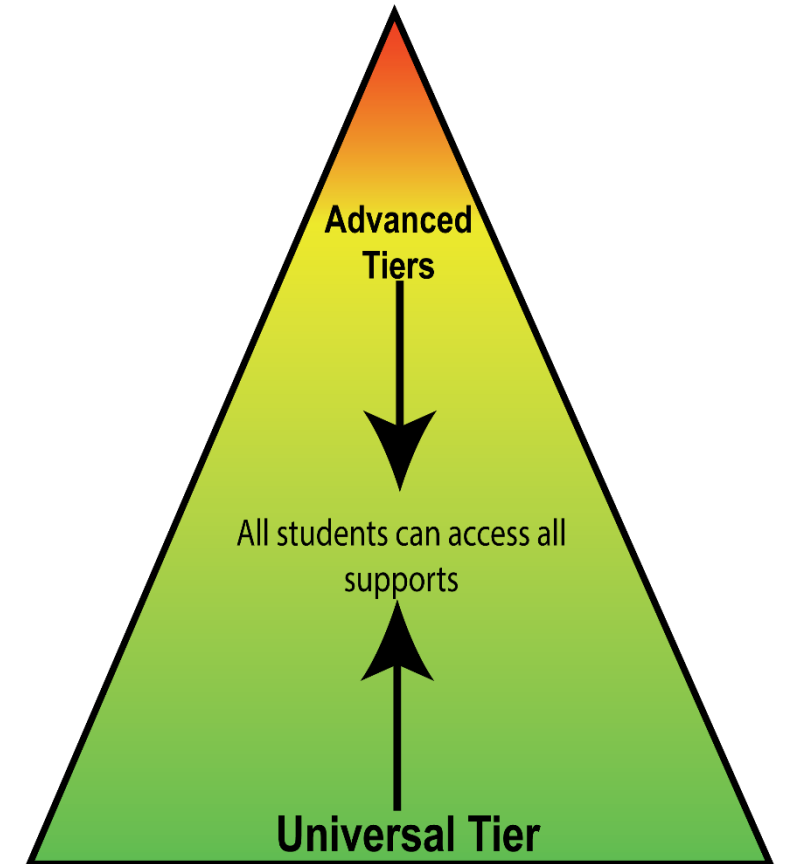
Pause Point #1

- What are your takeaways or questions about the traditional and alternative approach (bidirectional model) for an MTSS framework?

- Add your thoughts to the [Jamboard](#) (pages 1 and 2)

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2.0 Introduction to a Multidisciplinary Team (MDT)

Team-Based Leadership is an Essential Component of MTSS

- **School Leadership Team (SLT)** oversees the overall MTSS implementation (e.g., aggregated fidelity and outcome data across tiers)

- **Grade Level Teams (GLT)** are responsible for Tier 1/Universal instruction

- **Multidisciplinary Team (MDT)** is responsible for the Advanced Tiers:
  - Tier 2, intervention (evidence-based standard protocol intervention curriculum resource)
  - Tier 3, Intensifying Support

MDE MTSS Practice Profile, 5.0 (2020)

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Activity 2.1

- The following slides each have a question related to the responsibilities of each of the teams we've discussed

- Read the question and then type the letter of your answer in the chat

- Hit enter when prompted

Question #1

Which team supports Tier 2 and Tier 3 (Advanced Tiers)?

A. School Leadership Team

B. Grade Level Teams

C. Multi-Disciplinary Team

D. I am not sure. Here is a guess!

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Question #2

Which team oversees MTSS implementation?

A. School Leadership Team

B. Grade Level Teams

C. Multi-Disciplinary Team

D. I am not sure. Here is a guess!

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Question #3

Which team plans for intensifying support?

A. School Leadership Team

B. Grade Level Teams

C. Multi-Disciplinary Team

D. I am not sure. Here is a guess!

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Question #4

Which team plans for Tier 1/Universal Instruction?

A. School Leadership Team

B. Grade Level Teams

C. Multi-Disciplinary Team

D. I am not sure. Here is a guess!

MDT Team Responsibilities

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

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Example MDT Team Membership

- Administrator
- Individuals with literacy and behavioral expertise
- Intervention coach (Instructional Coach)
- Mental health clinician
- Occupational therapist
- Team leader/Facilitator (Systems Coach)
- School psychologist
- Speech and language pathologist
- Special educator

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Activity 2.2

Consider your context:

- What teaming structures do you have to support MTSS in your school? (e.g., School Leadership Team; Grade Level Teams, Multidisciplinary Team)

- Do you have a team that is fulfilling multidisciplinary team responsibilities?

3.0 Defining Intensifying Instruction

DBI, a Process for Intensifying Instruction

- Data-based Individualization (DBI)

- Also referred to as **Intensifying Intervention Instruction**
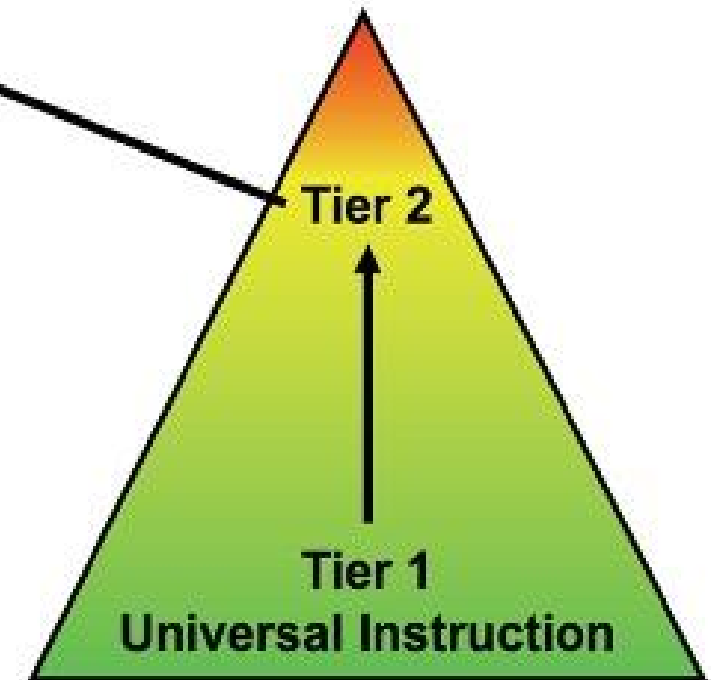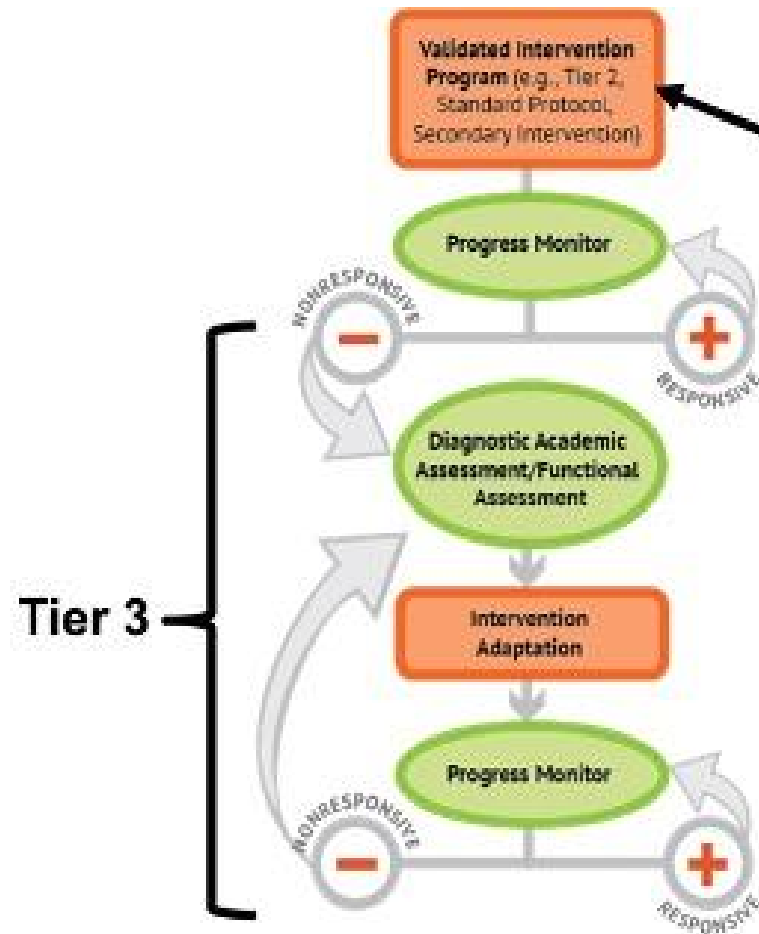
5 steps in the DBI Process

1. Implement a Validated Intervention Program

2. Monitor Progress

If students don't respond…

3. Collect diagnostic academic or functional behavior data

4. Design and implement an intervention adaptation

5. Monitor progress in the adapted intervention

Repeat steps 3-5 until student responds (is on track to meet grade level benchmark)

Source: National Center for Intensive Intervention
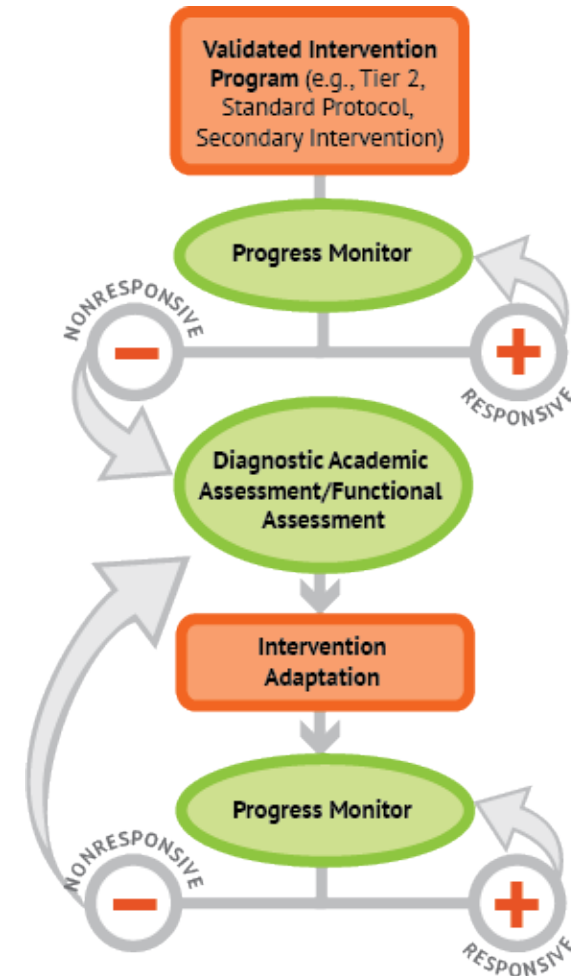
# What is Data Based Individualization (DBI)?

- A systematic process for using data to determine *when* and *how* to intensify intervention

- An ongoing process—not a single intervention

- Intended for students with *severe* and *persistent* learning and behavioral needs

Source: National Center on Intensifying Intervention
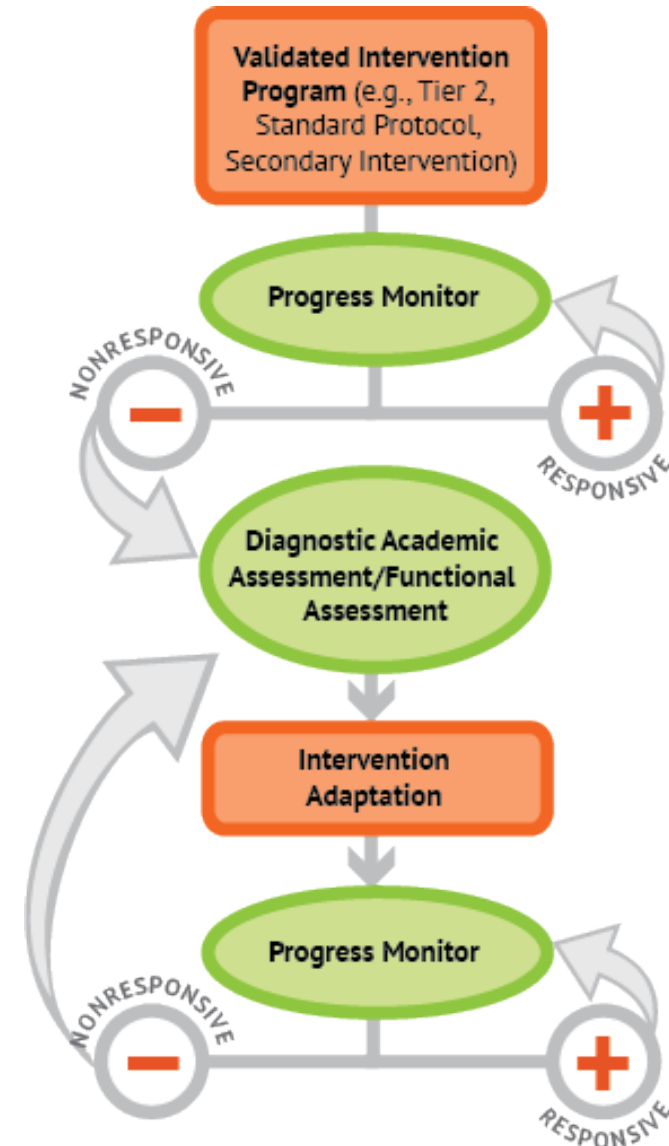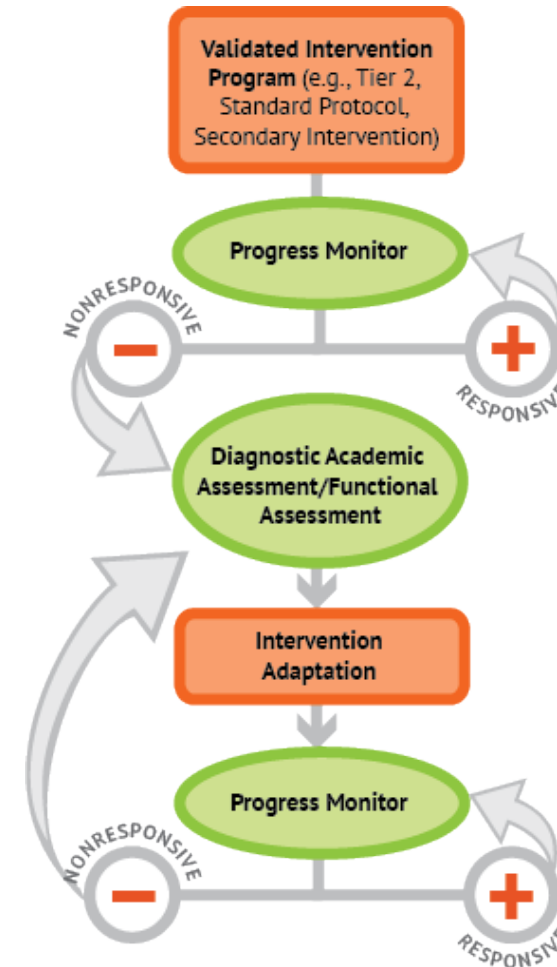
4 Types of Data Fuel the Intensification Process

1. **Universal** Screening Data

2. **Fidelity** Data

3. **Progress Monitoring** Data

4. **Diagnostic** Data
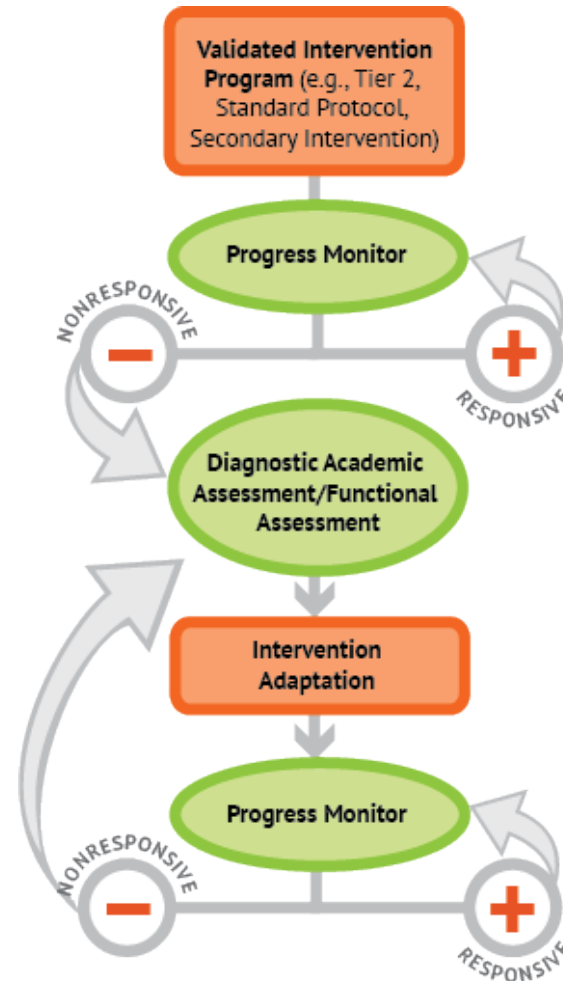
4.0 Instructional Response: Two Hypotheses

Why might a student not meet expectations?

- Hypothesis #1: They did not receive adequate instruction

- Hypothesis #2: The instruction was not sufficiently intense

Source: National Center on Intensive Intervention

Hypothesis #1: Adequate Instruction was not received

- Adjustments made to improve fidelity are technically **not** instructional changes, but fidelity is a necessary condition for intensification

- Do not wait for a group of students or individual students to demonstrate limited growth before you address any gaps in fidelity

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Data Examined When Considering Hypothesis #1

- **Implementation Records**
  - Implementation: doing what we planned
  - Dosage: doing the amount we planned
  - Receipt: getting what we planned
  - Engagement: getting the amount we planned
- **Fidelity Observations**
  - Adherence: delivered as designed
  - Quality: good instructional practice

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Considering Hypothesis #1

- Prepare to review fidelity data
  - Do you have a system and process for organizing the Implementation Record data and the Intervention Fidelity Observation data?
    - If **no**, this is where your MDT needs to start
    - If **yes**, it's time to consider Hypothesis #1: They did not receive adequate instruction

Activity 4.0

- What intervention fidelity data are being collected?

  - Implementation Record?

  - Intervention Fidelity Observations?

- Do you have a system and process for organizing the fidelity data?

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Considering Hypothesis #1(cont.)

- Addressing Hypothesis #1
  - Review your fidelity data
  - For each group (and individual students if needed), determine if the fidelity data allows your team to rule out Hypothesis #1
    - If **no**, then the Multidisciplinary Team (MDT) should look further into what may be contributing to fidelity concerns and determine the necessary next steps
    - If **yes**, then the MDT should consider student progress to determine if group or individual intensification is warranted

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How Might We Address Concerns with Fidelity?

Hypothesis (Contributing Factor)	Possible Action
Insufficient materials	Ensure every interventionist has the materials needed and that all group members are able to participate fully
Location of the intervention is distracting	Consider finding alternate locations for intervention to occur
Scheduling and logistics concerns cut into intervention time	• Plan for staff and student absences (e.g., train alternate interventionist to cover for absent staff; determine how students can participate remotely in the group) • Adjust schedule so intervention does not occur during times that are likely to be interrupted • Stockpile materials students need unrelated to intervention

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How Might We Address Concerns with Fidelity? (cont.)

Hypothesis (Contributing Factor)	Possible Action
Multiple interventionists are experiencing difficulty with the same concept	• Plan time to provide additional training or practice • Set goals to address the area needing additional support and adjust fidelity observations to monitor the specific area of need • Provide regular time for interventionists to talk about how the intervention is going, share ideas, aske questions, and make plans to improve fidelity
Individual interventionists would benefit from support to implement effectively	Provide additional coaching and modeling to the individual interventionists in a collaborative and supportive manner

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How Might We Address Concerns with Fidelity? (cont.)

Hypothesis (Contributing Factor)	Possible Action
Student engagement is low	• Establish and teach behavioral expectations for the intervention – post the expectations using student friendly language and graphics • Allow students to trade points or tokens for rewards • Use a timer to remind you to review student behavior and award points regularly throughout the intervention • Increase the number of points/tokens being awarded • Move students who need additional attention so that they are closed to the interventionist and/or away from distracting peers • Remove distractions from the environment
Missing data	Ensure interventionists know how to access the implementation record and are prompted/reminded to complete it on a regular basis

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Pause Point #2

- What are your takeaways or questions about intervention fidelity data's role in determining if intensifying the intervention instruction is needed?

- Add your thoughts to the [Jamboard](#) (pages 3 and 4)

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5.0 Intervention Adaptation: Introducing the Taxonomy of Intervention

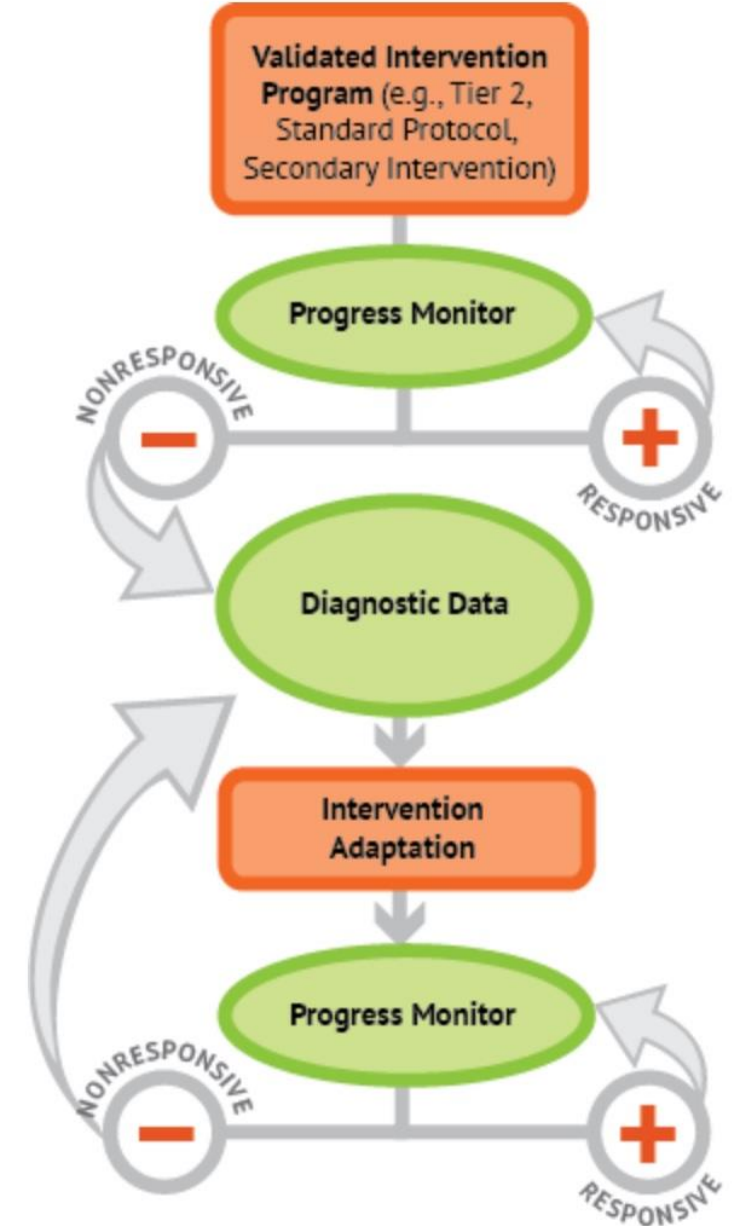## Intensifying Intervention Instruction

Defining Tier 2

- Focus should be on students performing below grade-level expectations

- Interventionists deliver Tier 2, small group intervention chosen from the **intervention platform**

- The intervention selected is a validated program with specialized instructional procedures (scripted), duration, and frequency (e.g., 10-20 weeks of 30–45-minute sessions, 4-5 times per week)

- The selected intervention may be enhanced with the addition of evidence-based practices that are also listed in the intervention platform

- Interventionists assess student progress and classify their response to the intervention instruction (e.g., responsive, non-responding as expected)

- A Multi-Disciplinary Team oversees the development and use of the infrastructures to support effective intervention instruction

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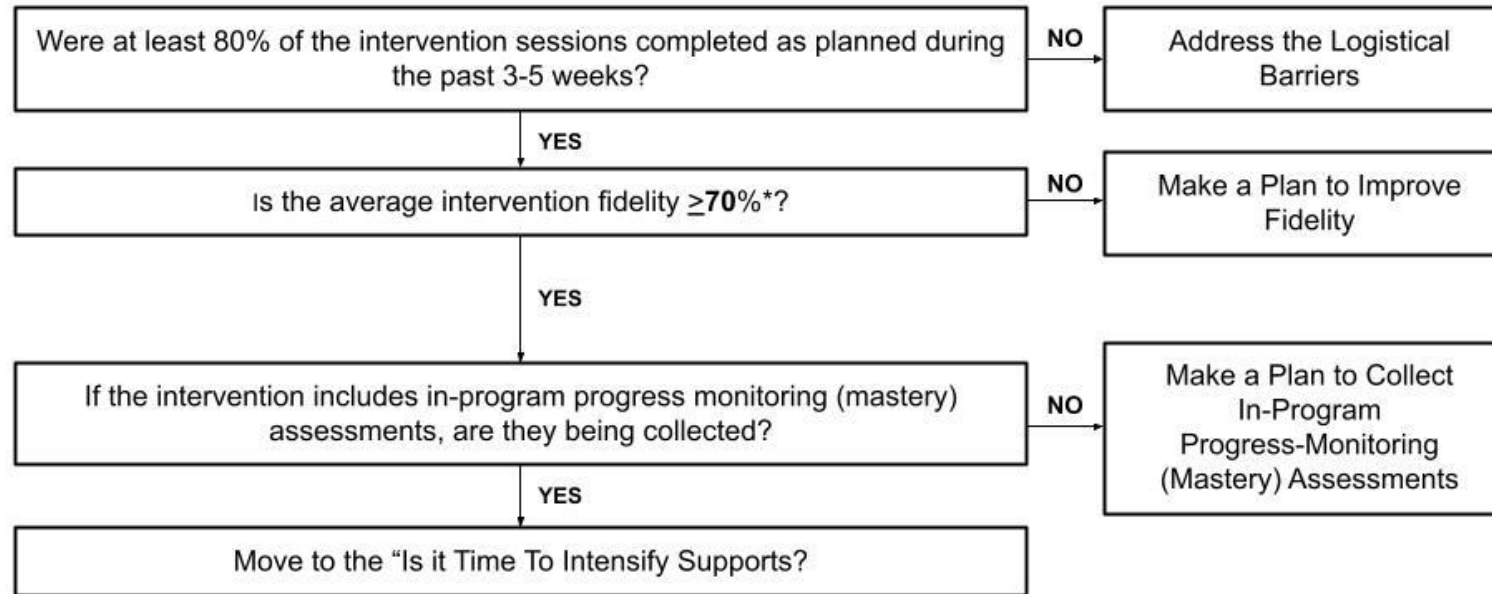Technical Assistance Center

Defining Tier 3

- Most intensive level of intervention for general education and special education learners

- Defining features include:

  - Student individual year-end goals are established (visible on progress monitoring graphs)

  - Instructional materials and practices are matched to student's needs

  - **<u>Validated interventions</u>** are still implemented with individualized adjustments (sometimes made even before intensive intervention begins)

  - Progress monitoring data are used over the course of the intensive intervention to formatively evaluate and individualize the instruction

Tier 3 Components

1. Preparing to review intervention data
2. Evaluating student response to instruction
3. Designing an intervention adaptation

Flowchart 1: Have Students Received Adequate Instruction? (Hypothesis 1)

Were at least 80% of the intervention sessions completed as planned during the past 3-5 weeks?	**NO** →	Address the Logistical Barriers

↓ **YES**

Is the average intervention fidelity ≥**70%***?	**NO** →	Make a Plan to Improve Fidelity

↓ **YES**

If the intervention includes in-program progress monitoring (mastery) assessments, are they being collected?	**NO** →	Make a Plan to Collect In-Program Progress-Monitoring (Mastery) Assessments

↓ **YES**

Move to the "Is it Time To Intensify Supports?

Next Steps:
Addressing logistical barriers, lack of fidelity, or the need to collect in-program mastery assessments still warrant **adding a phase line** into the data system for the intervention group.

Design a plan to address the logistical barriers, fidelity challenges, and/or the need to collect in-program progress monitoring (mastery) assessments. Stay focused on what is within your control.

Note:
*Fidelity threshold should be established by the MDT based on intervention program recommendations. If nothing exists, use 70% average as a place to get started.

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Taxonomy of Intervention Intensity

"Seven principles for evaluating and building intervention intensity based upon research"

(Fuchs, Fuchs, & Malone, p. 36; 2017)

Taxonomy Dimensions

- Strength

- **Behavioral support**

- **Comprehensiveness**

- **Attention to transfer**

- **Individualization**

- **Alignment**

- **Dosage**

Activity 5.0

- Read the "Taxonomy of Intervention Intensity" document, both the Academic and Behavior pages

- When you have finished, consider sharing by adding to the chat or opening your mic:

  - Something that reinforced your thinking about intensifying intervention supports, or

  - Something you had not thought about when it comes to intensifying intervention supports, or

  - Similarities and differences between the academic and behavior descriptions of the taxonomy of intervention intensity

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6.0 Intervention Adaptation: Group or Individual Intensification?

Hypothesis #2: Instruction wasn't sufficiently intense

General Decision Rules:

- Number of progress monitoring data points needed to determine if intensification is needed (Acadience decision rule – 3 data points below the aim line; research suggests 5 data points is a more stable pattern)

- Student attendance – Decision rule: address the circumstances surrounding attendance

- Data condition that would trigger the need to intensify: priority measure given the grade level and time of year, 3-5 data points are below the aim line for the priority measure

- **Intensification for either the whole intervention group or individual students**

Flowchart 2. Is it Time to Intensify Supports?

Updated 8/15/23
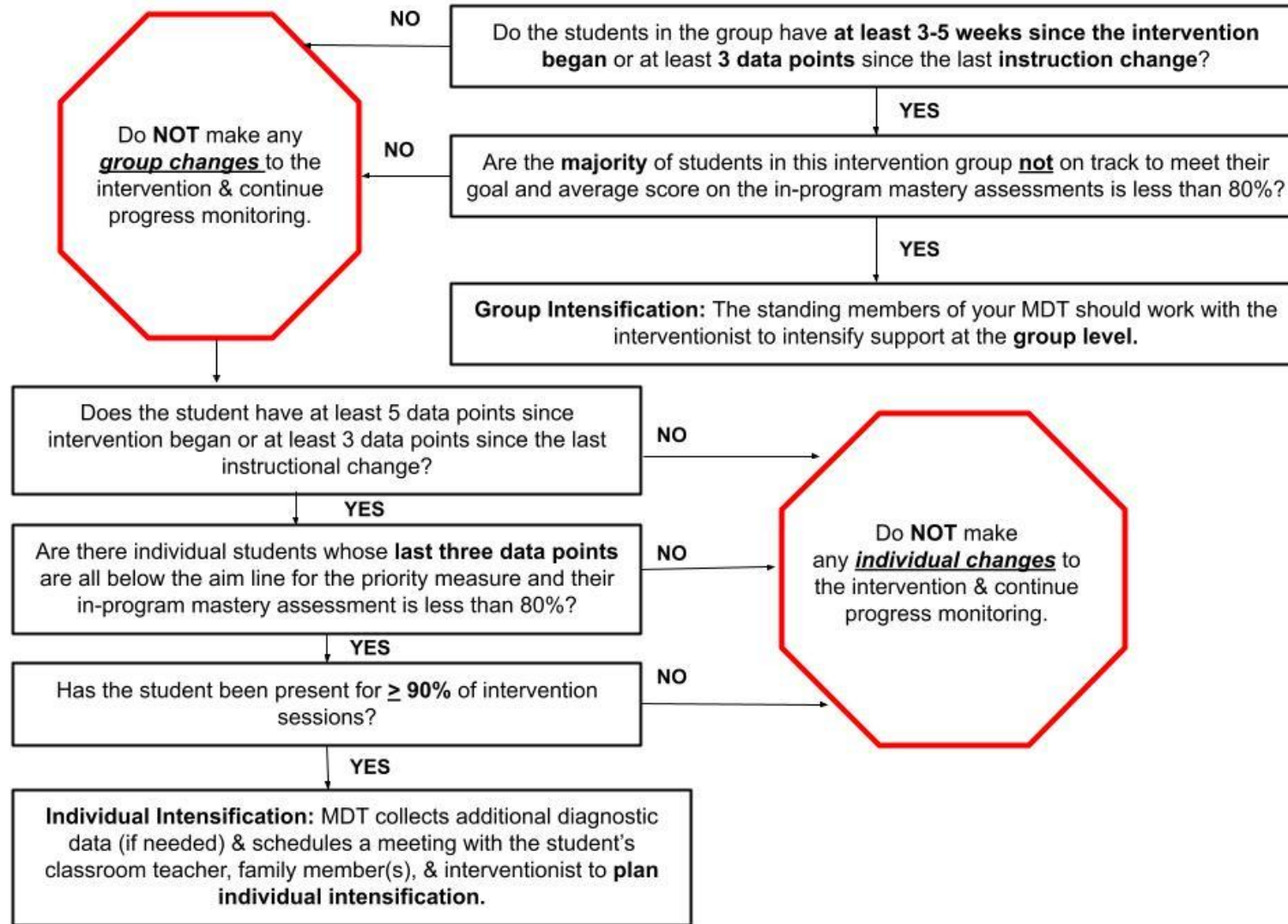
Intensification Process/Tier 3 (DBI Steps 3-5)

- Determine if Group Intensification or Individual Intensification is warranted

- Collect additional data, as needed **(DBI Step 3)**

- Identify which taxonomy dimension to address **(DBI Step 3, then 4)**

  - For individual intensification, consider behavioral supports first

- Make a plan to intensify supports and document your plan **(DBI Step 4)**

  - For individual intensification, include the learner's classroom teacher(s) and family members

- Make a plan to reconvene and review progress and design additional instructional adjustments, as needed **(DBI Step 5)**

- Collect fidelity data for the plan that is made

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Intensification Process

Data Source

Instructional Change

Average Session Engagement — **<90%** → Intensify Behavior Support

>90%

Intervention Mastery Scores — **<80%** → Intensify Comprehensiveness

>80%

Have you incorporated supports to promote transfer within the intervention program and in the classroom setting? — **No** → Intensify Transfer

Yes

Analyze Data in a Diagnostic Way — Intervention is **not** sufficiently aligned → Intensify Alignment

Intervention **is** sufficiently aligned → Intensify Dosage

Less Intense

More Intense

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Possible Adaptations Based on Intervention Dimensions

- Table 2 (p. 27) of the Intervention System worked example:
  - "Behavior supports" (commonly referred to in this document as student engagement) is not in the table because it should be (along with fidelity) addressed first
  - Student engagement (lack there of) does impact the fidelity

Table 2. Possible instructional changes based on the dimension of intensity your team plans to target.

Hypothesis and Decision rule	Description of Data Source	Possible Instructional Change *Select only 1-2 at a time
2a. Instruction is not sufficiently comprehensive (i.e., explicit). Average mastery score is <80% indicating that students are not mastering taught material/skills. If students aren't learning the material in the intervention, we would not expect a change on global progress monitoring measures (e.g., Oral Reading Fluency probes etc.)	Aggregated Mastery Data: • Average % correct on mastery assessments • Student Work samples • Anecdotal evidence from lesson notes	☐ Provide explicit instruction for pre-requisite skills. ☐ Re-teach yet to be mastered skills. ☐ Modify the sequence of instruction. ☐ Break steps into smaller, simpler chunks. ☐ Use an advance organizer or visual aide to support strategy acquisition. ☐ Provide additional guided practice ("we do") ☐ Increase the amount of teacher feedback. ☐ Incorporate additional independent practice ("you do") ☐ Provide concrete learning opportunities, manipulatives and visual aids (e.g., sound walls (phonics instruction), mirrors, sound phones, rubber bands (phonemic awareness), elkonin boxes (writing, segmenting), graphic organizers (comprehension, writing), strategy posters, etc.). ☐ Incorporate more opportunities for review. ☐ Provide additional modeling ("I do") and adapt teacher-talk to make it more child-friendly and accessible (e.g., less jargon, more clear, more succinct).
2b. Students are not able to transfer skills taught in intervention to other contexts. Students demonstrate mastery of intervention content during intervention, but fail to display mastered skills (e.g., ability to read and write high frequency words) in	Observation in other contexts (e.g., general education classroom, content area instruction)	☐ Help students recognize the connections between taught skills and previously mastered skills. ☐ Practice instructional strategies from intervention in other settings. ☐ Vary instructional materials (e.g., layout, type of text, etc.). ☐ Use memory aides (e.g., visual aides, mnemonics, prompts) to remind students to apply taught strategies and skills in other contexts. ☐ Teach students to self-regulate strategy use

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Start small and make one small change at a time!

- Do not address every dimension at once

- Make **1 or 2 changes** at a time

- If data supports it, consider increasing behavioral support first

- This is a team decision - involve every member of the team: the interventionist (para), classroom teacher, and family

- You can't change the strength of the current intervention, but you can incorporate additional evidence-based components

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Document the Intensifications Being Made

Group Intensive Intervention Plan form — Michigan's Multi-Tiered System of Supports Technical Assistance Center, November 2022 – Version 1.0

Individual Intensive Intervention Plan form — Michigan's Multi-Tiered System of Supports Technical Assistance Center, November 2022 – Version 1.0

Using the Taxonomy to Intensify your Intervention

There are no perfect interventions

BUT

Using the Taxonomy of Intervention Intensity can help you understand the strengths and weaknesses of your current intervention and support and identify potential avenues for intensification

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Take-Aways

Please identify at least one takeaway from today's session and add it to the [Jamboard](#) (pages 5 and 6)

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References

Fuchs, L.S., Fuchs, D., Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50*(1), 35-43.

Evaluation

This is the URL to access the session evaluation for this training event: https://mimtssdata.org/MIData/Training/Evaluation/117242

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