



Intensifying Intervention Instruction Introduction Series

Session 2

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Acknowledgements

The content for this training day was developed in collaboration with and based on the work of:

- MiMTSS Technical Assistance Center, Intensifying Literacy Instruction Model Demonstration Implementation Team
- National Center for Intensive Intervention (NCII)

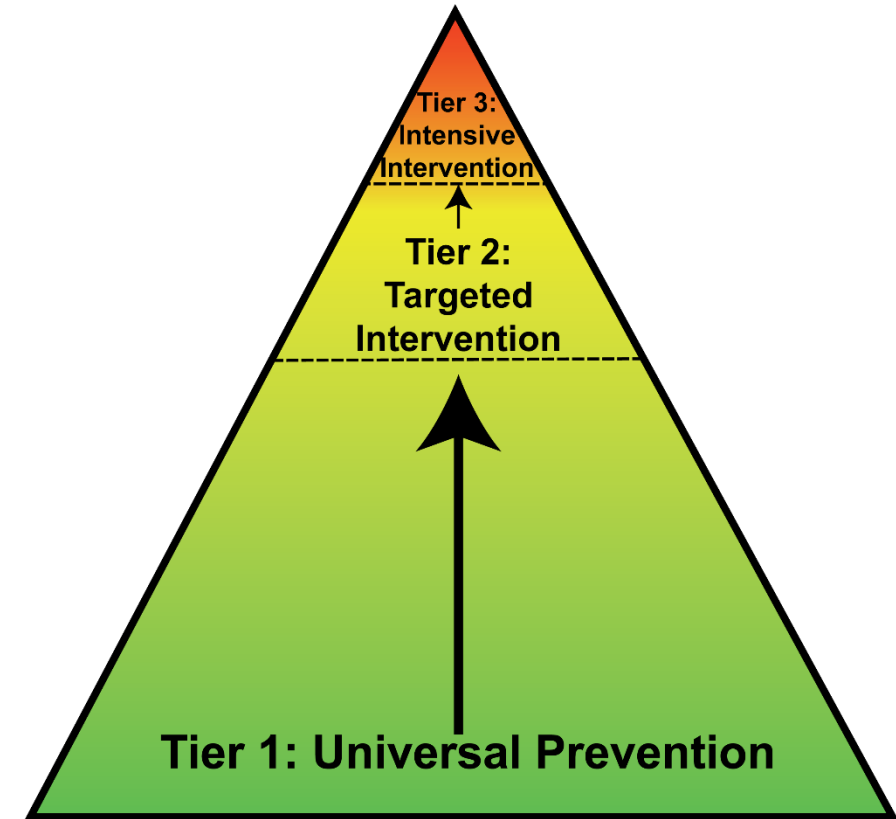
Outcomes

- Define a bidirectional (2-way) MTSS model to support all learners without delay
- List the things a Multidisciplinary team needs to do in preparation for reviewing intervention data
- Describe the steps for evaluating student response to intervention instruction
- Outline the process for a Multidisciplinary team to design intervention adaptations to develop either a Group Intensive Intervention Plan or an Individualized Intensive Intervention Plan

1.0 MTSS: Bidirectional Model

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

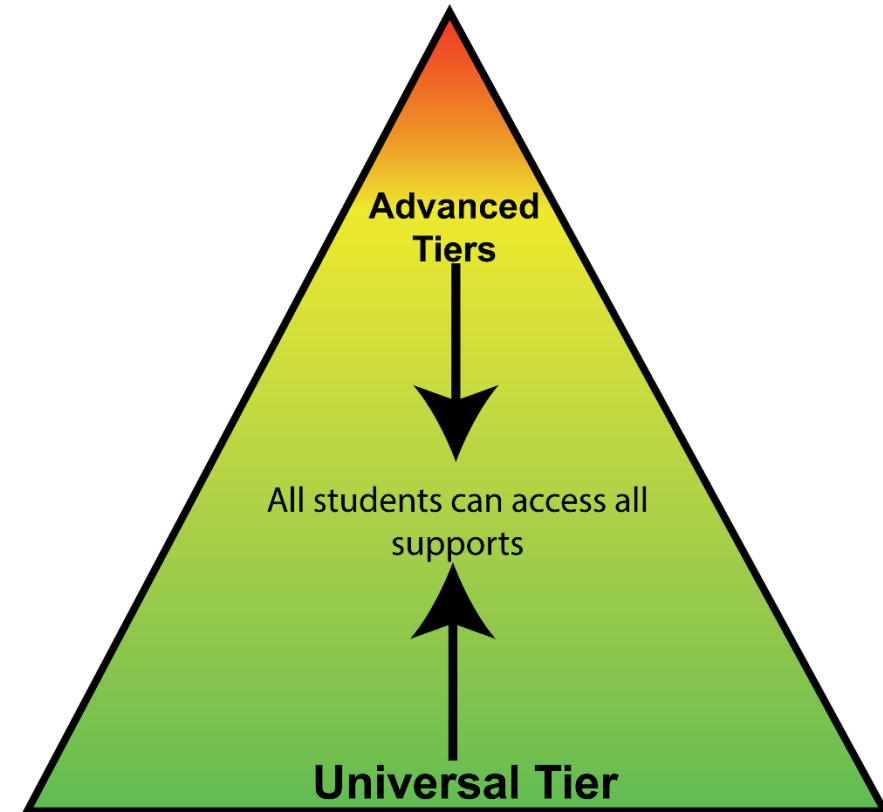


Problems with the Traditional Approach

- 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

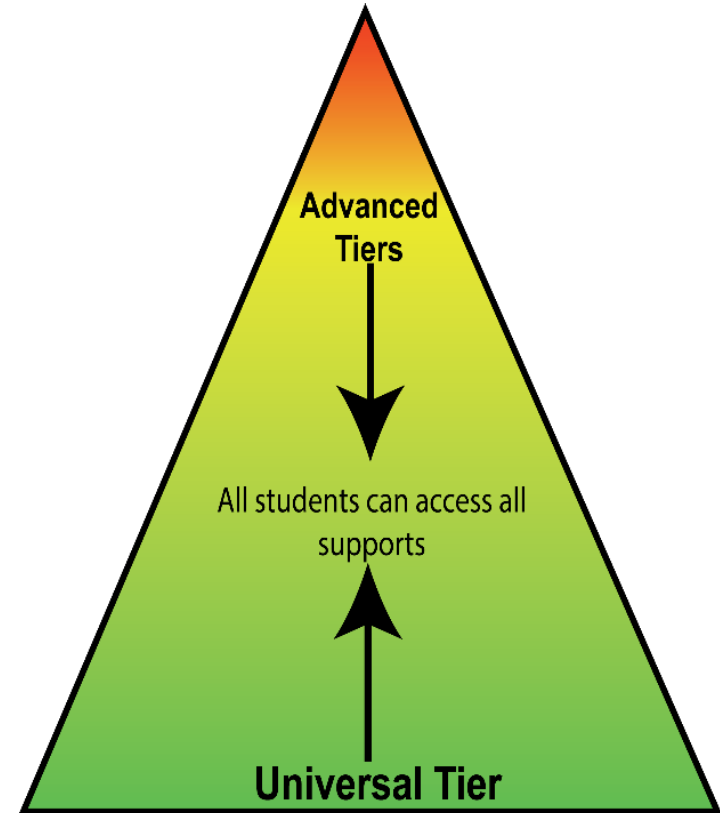
An alternate approach for...

- Students
- Teaming
- Resources



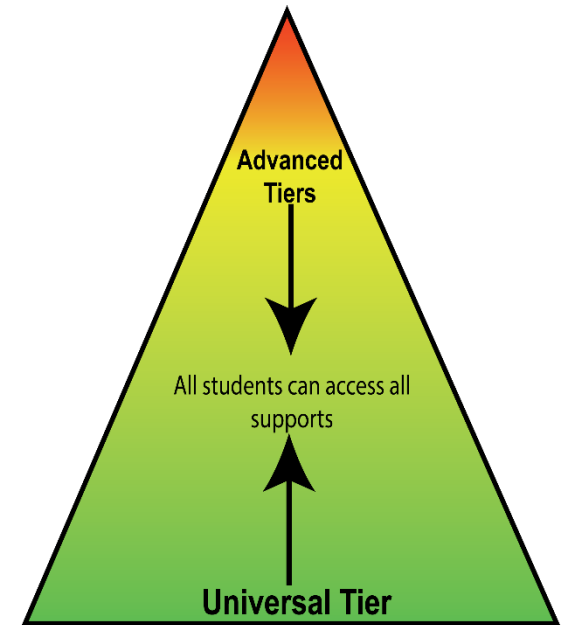
An alternate approach...students

- 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



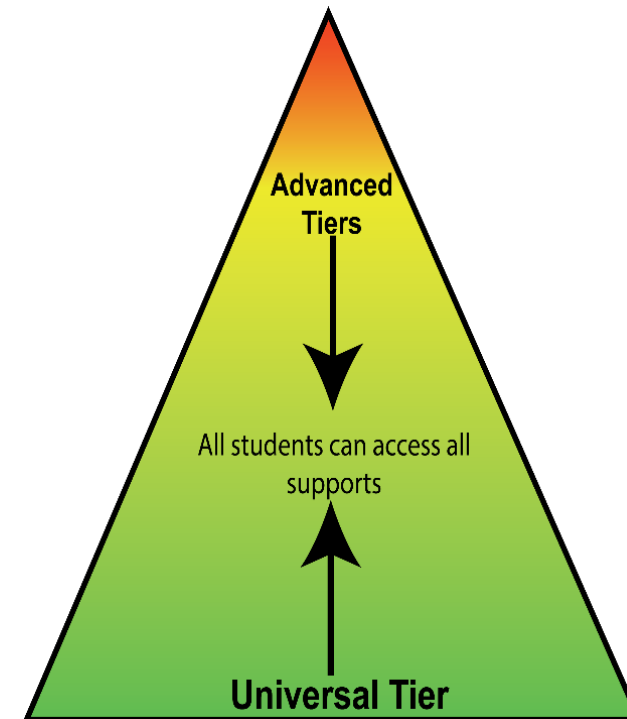
An alternate approach...teaming

- Schools work to improve both the Advanced and Universal Tiers **simultaneously**
- The **School Leadership Team** maintains a pulse on school-wide MTSS efforts across topic areas to support all learners by communicating with other teams, helping to address challenges, reviewing school-wide data, etc.
- **Grade Level Teams** (GLTs focus their energy on the Universal Tier (Tier 1)



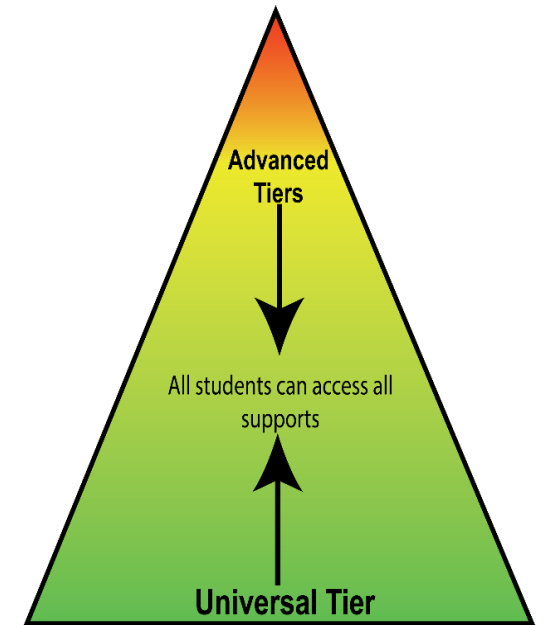
An alternate approach...teaming (cont.)

- A **Multidisciplinary team** (MDT) is developed to focus on the implementation of the Advanced Tiers (Tiers 2-3)
- The teams coordinate supports
- **No team is more important than the other**



An alternate approach...resources

- All students receive **high-quality Tier 1** (GLTs are focused on this)
- **Validated assessments** are used to screen and monitor student progress
- All students needing intervention will receive instruction using intervention curriculum resources that have been carefully reviewed and selected to be included in the school's **intervention platform**
- **Decision rules** are used to guide teams in the process of intensifying selected interventions
- Manualizing/documenting decisions and processes is important for sustainability





Activity 1.1

- Consider your district's MTSS implementation efforts and what was discussed about a bidirectional model.
- How could the bidirectional approach strengthen your MTSS framework to support all learners?
 - Add 1-2 ideas that you have to the chat

2.0 Defining Intensifying Instruction



Activity 2.1

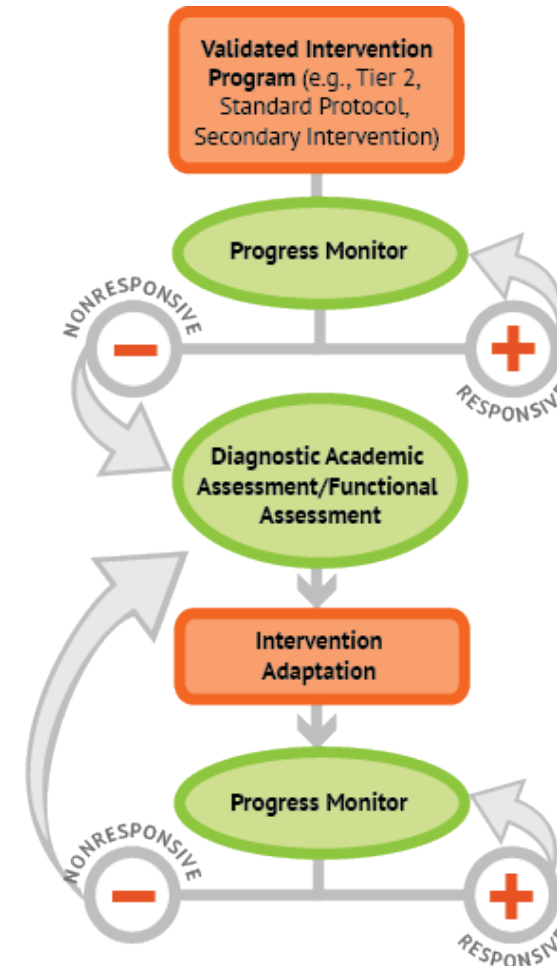
- Access the PDF, “Breaking Down the DBI Process”
- Independently read the five steps
- Be prepared to respond to the poll questions based on what you read

4 Types of Data Fuel the Intensification Process

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

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

Considering Hypothesis #1: Students did not receive adequate instruction

- 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 the Multidisciplinary team needs to start. They will systematize the process for organizing implementation record and fidelity observation data.
 - If **yes**, it's time to consider Hypothesis #1 (fidelity): They did not receive adequate instruction because of the lack of fidelity.

Considering Hypothesis #1: Students did not receive adequate instruction (cont.)

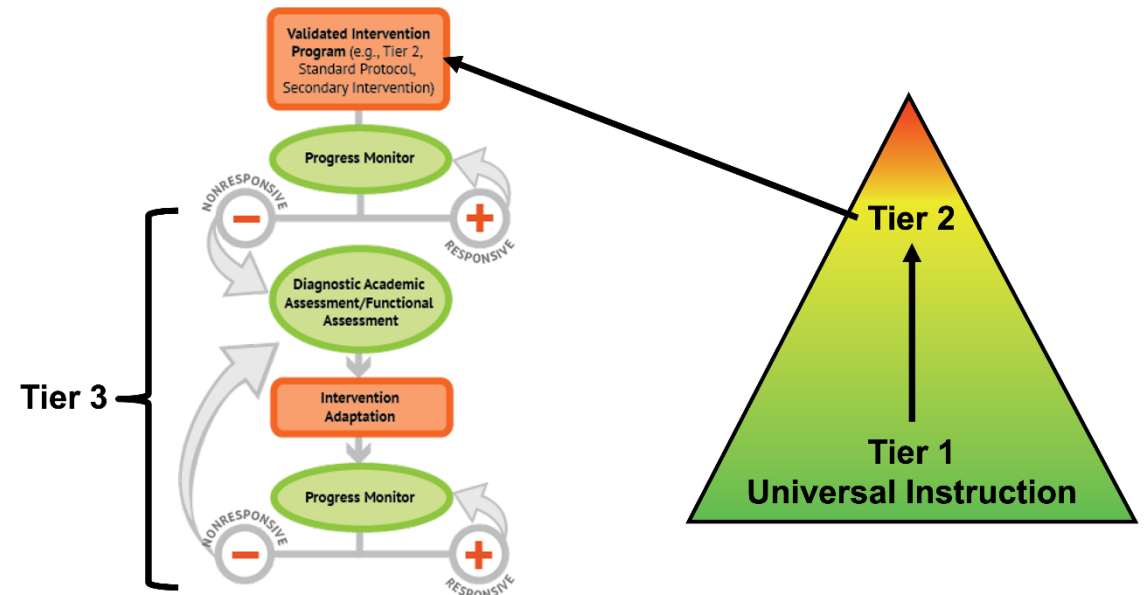
- Addressing Hypothesis #1
 - Review the fidelity data
 - For each group (and individual students if needed), determine if the fidelity data allows your team to rule out Hypothesis #1
 - If **not**, then the Multidisciplinary Team (MDT) should look further into what may be contributing to fidelity concerns and determine the necessary next steps.
 - If **yes**, then the MDT should consider Hypothesis #2 (instruction was not sufficiently intense) and review student progress to determine if **group** or **individual intensification** is warranted.

3.0 Intervention Adaptation: Introducing the Variables to Consider Adjusting

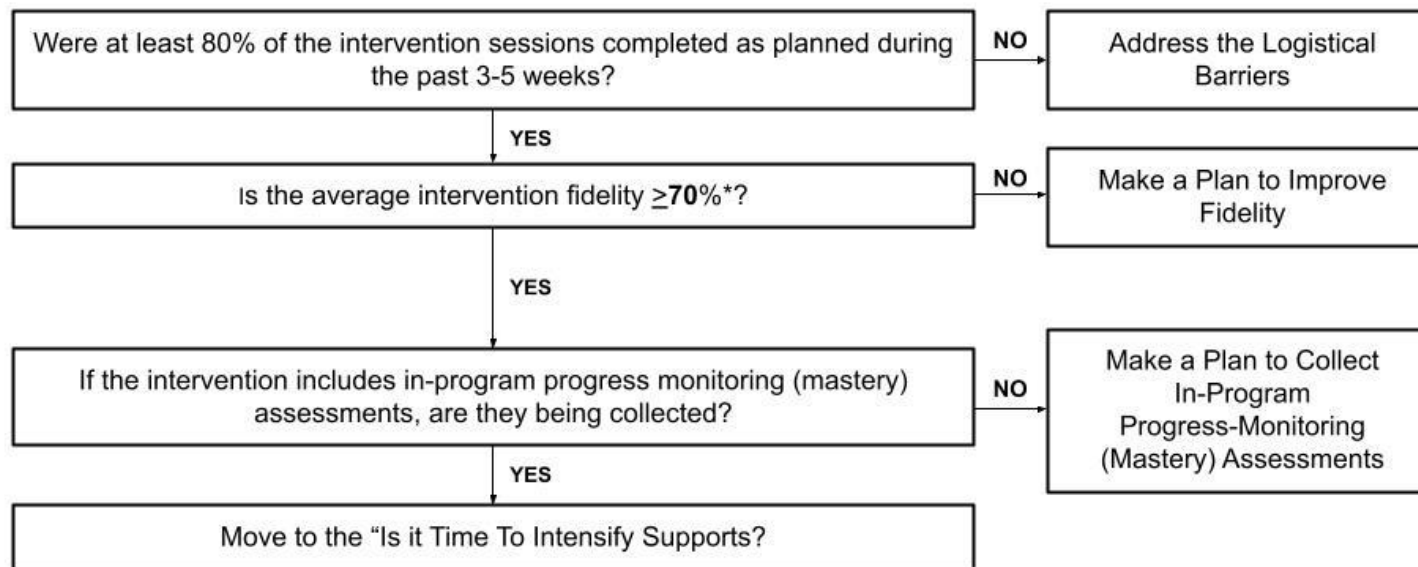
Introduction to the Taxonomy of Intervention Intensity

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)



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.

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	<ul style="list-style-type: none">• 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

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

Hypothesis (Contributing Factor)	Possible Action
Multiple interventionists are experiencing difficulty with the same concept	<ul style="list-style-type: none">• 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, ask 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

How Might We Address Fidelity Concerns (cont.)?

Hypothesis (Contributing Factor)	Possible Action
Student engagement is low	<ul style="list-style-type: none">• 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



Activity 3.1

- In your breakout room, discuss:
 - Does your team regularly identify a hypothesis related to fidelity when considering why a student is not making progress in reading?
 - Are there other contributing factors related to fidelity you would add to those in the table?

Intensification Process

- Determine if Group Intensification or Individual Intensification is warranted
- Collect additional data, as needed (**DBI step 3**)
- Identify which taxonomy dimension to address (**DBI steps 3 and moving into Step 4**)
 - For individual intensification, study engagement and other behavioral indicators to determine if the “behavioral supports” could be altered 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 steps 5**)
- Collect fidelity data for the plan that is made

Taxonomy Dimensions for Adaptation

- **Behavioral support:** promotes self-regulation and executive function and minimizes non-productive behavior
- **Comprehensiveness:** incorporates the principles of explicit instruction (e.g., modeling, guided practice, feedback)
- **Attention to transfer:** intervention instruction is designed to help students realize connections between taught and previously mastered skills and to generalize taught skills to other contexts
- **Individualization:** progress monitoring measures and instruction are aligned and allow for individualized decision making

Taxonomy Dimensions for Adaptation (cont.)

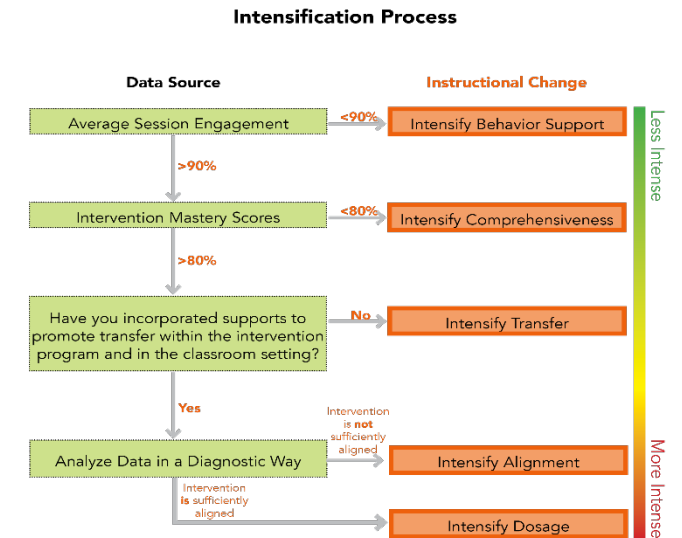
- **Alignment:** intervention addresses all the student's needs, avoids over-emphasizing mastered skills
- **Dosage:** provide more opportunities for the student to continue to receive intervention support (increase time, reduce group size)

What about “strength?”

- **Strength** – not a variable to control unless you look at the Taxonomy Intervention Rating Rubric to proactively enhance areas where the program was lacking

Intensification Decision Tree

- Data sources to consider are on the left
- The instructional changes are on the right (including the taxonomy dimensions that have a darker orange line around the rectangle)
- The ordering from top to bottom is intentional to help teams prioritize instructional changes from least intensive to most intensive
- The more intensive the instructional change, the more resources are needed to make the change, and there can be more difficulties associated with making the change



Start Small

Hypothesis: Instruction is not sufficiently *comprehensive* (i.e., explicit)

Possible adaptations (choose 1 or 2):

- 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 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”)

Document the Group Decisions



Michigan's Multi-Tiered System of Supports Technical Assistance Center
February 2023 – Version 1.0

Group Intensive Intervention Plan

Student(s)				
Grade				
>70% Sessions Completed	Y N	Y N	Y N	Y N
>80-90% attendance	Y N	Y N	Y N	Y N
Sufficient data indicates need for change*	Y N	Y N	Y N	Y N
Teacher(s)				

*Students must have a minimum of three points since the last instructional change. If all of last 3 data points are below the goal line, the student or group of students needs an instructional change.

Initial Plan

Program:		Interventionist:	
Location:		Group Size:	
Start Time:		End Time:	

*If students are receiving more than one intervention (e.g., small group during Tier 1, special education, etc.) list all interventions.



1

Group Intensive Intervention Plan

Intensification #1

Date: _____

Do not adjust more than 1 dimension at a time.


Work sequentially.

Dimension	Data Collection	Needs Adjustment	Plan
Fidelity	Avg. % of components completed: _____ Fidelity Score: _____ Notes: _____	Y N	
Behavioral Support	Average % Engagement: _____ Notes: _____	Y N	
Comprehensiveness	Average Lesson Mastery: _____ Notes: _____	Y N	
Progress Monitoring	Survey Results: _____	Y N	
Transfer	Notes on student performance outside of intervention: _____	Y N	
Alignment	Summarize results of academic diagnostics: Print Concepts: PA: Phonics/decoding: Fluency: Vocabulary: _____	Y N	

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Document the Individual Student Decisions



Michigan's Multi-Tiered System of Supports Technical Assistance Center
February 2023 – Version 1.0

Individual Intensive Intervention Plan


Student		Grade	
Date of Plan Adjustment			
>70% Sessions Completed	Y N	Y N	Y N
>80-90% attendance	Y N	Y N	Y N
Sufficient data indicates need for change*	Y N	Y N	Y N
Teacher			
Family Member/ Caregiver(s)			

*Students must have a minimum of three points since the last instructional change. If all of last 3 data points are below the goal line, the student or group of students needs an instructional change.

Initial Plan

Program:		Interventionist:	
Location:		Group Size:	
Start Time:		End Time:	

*If students are receiving more than one intervention (e.g., small group during Tier 1, special education, etc.) list all interventions.



Individual Intensive Intervention Plan

Intensification #1

Date:

Do not adjust more than 1-2 dimensions at a time.

Work sequentially.

Dimension	Data Collection	Plan
Behavioral Support	Average % Engagement:	
Adjustment?	Behavioral Observation:	
Y N	FBA:	
	Notes:	
Comprehensiveness	Average Lesson Mastery:	
Adjustment?	Notes:	
Y N		
Progress Monitoring	Survey Results:	
Adjustment?		
Y N		
Transfer	Notes on student performance outside of intervention:	
Adjustment?		
Y N		
Alignment	Summarize results of academic diagnostics:	
Adjustment?	Print Concepts:	
Y N	PA:	
	Phonics/decoding:	
	Fluency:	

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Intervention Adaptation Reminders

- 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: interventionist, parapro, classroom teacher, family, etc.
- You can't change the strength of the current intervention, but you can incorporate additional evidence-based components

4.0 Example 1: Analyzing Instructional Response

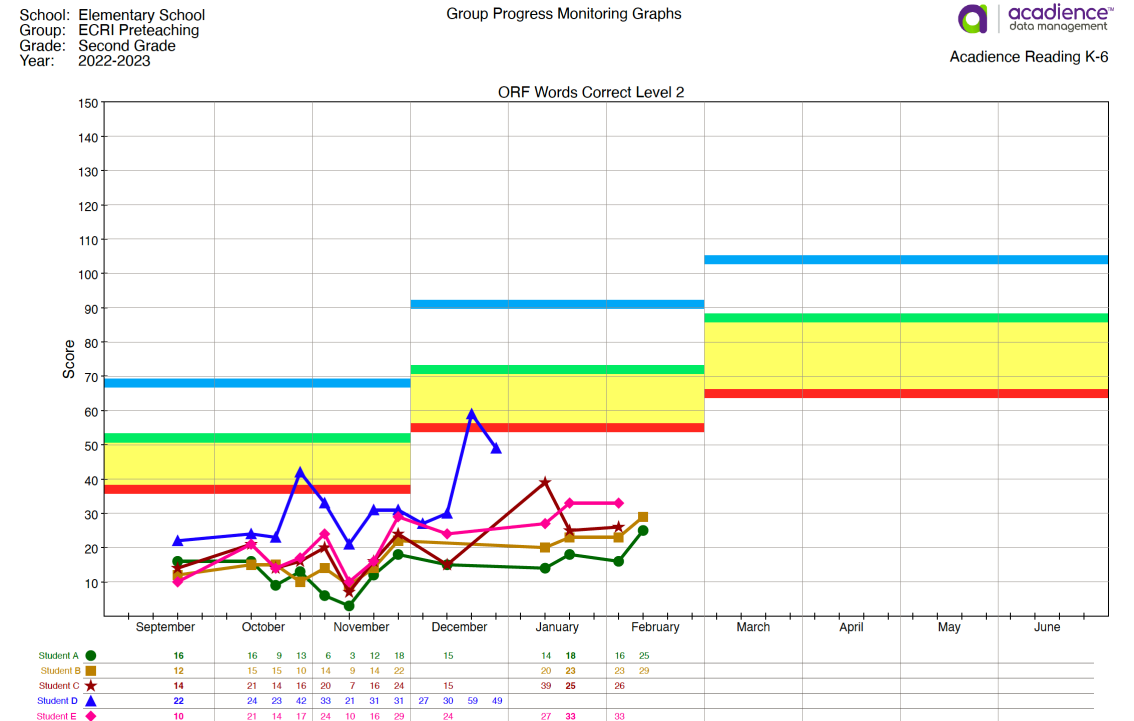
2nd Grade Example, Enhanced Core Reading Instruction
(ECRI) Intervention

Begin with Data – Example #1

Nonsense Word Fluency: Whole Words Read (WWR)



Oral Reading Fluency (ORF)



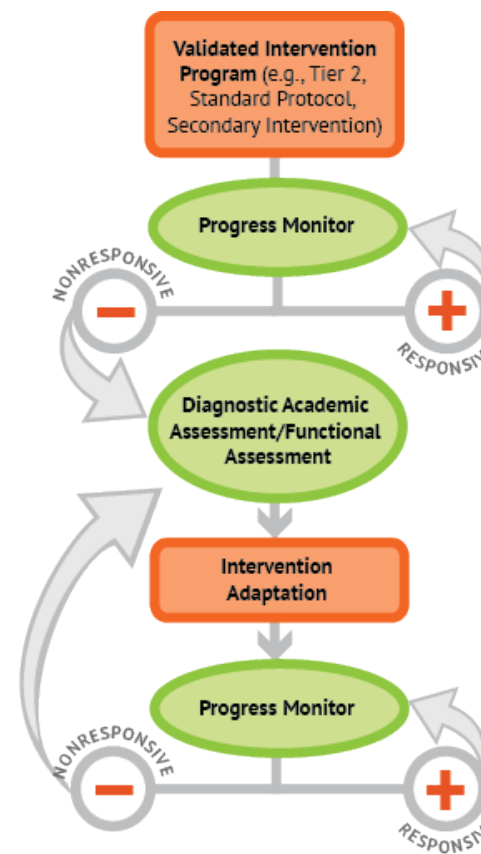


Activity 4.1

- Review the sample data on the previous slide
- Write down what you notice from the data on the [Jamboard](#) for Example #1
- Five students in the intervention group
- All students started the year ‘well-below benchmark’
- Student D (blue) seems to have left the group (the family moved)
- Not all students in the intervention group appear to be responding to the instruction... why?

Why might a student (or group of students) not respond as expected?

- Hypothesis #1: They did not receive adequate instruction
- Hypothesis #2: The instruction was not sufficiently intense



Hypothesis #1: Inadequate Instruction

Possible contributing factors:

1. **Logistical challenges:** Inadequate intervention instruction was due to logistical challenges
2. **Insufficient fidelity:** Inadequate intervention instruction was due to a lack of intervention fidelity (using the intervention curriculum as intended)

Data Examined When Considering Hypothesis #1

- **Implementation Records:** Interventionist supplied data that will help identify possible logistical challenges
 - Implementation: doing what we planned
 - Dosage: doing the amount we planned
 - Receipt: getting what we planned
 - Engagement: students are getting the amount we planned
- **Fidelity Observations:** Instructional Coach supplied data
 - Adherence: delivered as designed
 - Quality: good instructional practice

ECRI Specific Implementation Record

- Interventionists complete the Google Form for each of their groups daily
- Absenteeism, engagement, ECRI lesson components that were completed for the day are noted by clicking the radio button
- Lesson number is typed, and additional notes can be added by the interventionists

Session End Time				
Time				
: AM				
Student Attendance				
	Absent	Not Engaged (Does not meet behavioral expectations)	Partially Engaged	Engaged (Ready, Respectful, Interdependent, Organized, Responsible)
Michael C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trent B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emmerik H	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marley C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lesson Components Completed	
	Completed
Irregular Word Reading	<input type="radio"/>
Phonemic Awareness (Blending and Segmenting)	<input type="radio"/>
Sound-Spelling Introduction and Practice	<input type="radio"/>
Blending Sounds	<input type="radio"/>
Regular Word Reading	<input type="radio"/>
Decodable	<input type="radio"/>
Spelling	<input type="radio"/>

Lesson Number

Your answer

Notes

ECRI Fidelity Observation Tool

- Instructional coach completes this tool when observing live or recorded intervention sessions
- Instructional coach debriefs with interventionist
- Instructional coach can look for common themes across observations to plan additional professional learning or develop additional resources

ECRI Implementation Data: Name: _____ School: _____ Grade: ____ Date: _____

	1 = Delivered Correctly		0 = Not Delivered Correctly, or, Not Delivered										“-” = Not Required, or, Delivered at a Different Time				
Instructional Components:	Irregular Word Reading		PA Blending	S-S Cards	Letter Names	Sound Review	Affixes		Blending	Regular Words	Contractions		Text Accuracy and Fluency		PA Segmenting	Dictation	Average
	P1	P2					IN	RE			IN	RE	AC	FL			
Teacher Explanations (short and succinct): Teacher explanations are used to state the objective of the routine. When first learning the routine, the actions of the explanation are demonstrated.																	
Teacher Models (show or demonstrate task): A model should be repeated before the task <i>until</i> students are successful with the routine.																	
Appropriate Signals: #1 Focus The focus is provided by touching to the left of an item, or pinching the left of a card.																	
Appropriate Signals: #2 Cue The cue is stated quickly and clearly before <i>every</i> practice item without droning.																	
Appropriate Signals: #3 Think Time The teacher follows the think time per routine and is consistent between each item.																	
Appropriate Signals: #4 Signal for Students to Respond The teacher follows the routine signal providing a narrow window of response opportunity.																	
Appropriate Signals: Pacing The lesson flows smoothly and without interruptions, using a lively and rhythmic pace.																	
Student Practice: All students are participating in the practice regardless of performance level.																	
Checks for Understanding (individual turns): At the end of each routine, the teacher randomly calls on 2-3 individuals to respond to a practice item after each instructional routine.																	
Error Corrections (my turn/your turn): Errors are immediately corrected with the whole group. The teacher models the correct response (e.g., My turn...that sound is /m/). Then all students practice the correct response (e.g., Your turn...Sound? Students respond with /m/).																	
Error Part-Firming (go back and represent): Immediately following an error correction, the teacher takes the item out of short-term memory (e.g., backtracks two sounds previously practiced), and then re-presents the missed item (e.g., Sound? Students respond with /m/).																	
Average																	

NOTES: _____

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Implementation and Fidelity Data Summary

Implementation Record Data Summary:

- The intervention group only met about 60% of the time in December due to scheduling conflicts (assembly, school events, holiday celebration and interventionist absenteeism)
- Student attendance is not an issue
- Teacher reports students are engaged in the instruction
- Teacher inconsistently gets to the “text accuracy and fluency” intervention component
- Teacher does not get to the “dictation” intervention component

Fidelity Observation Data Summary:

- The average ECRI fidelity score is in the “low-mid” range



Activity 4.2

- Given the data summarized on the previous slide, what are some possible contributing factors for the inadequate instruction?
- What would your next steps be if you were a multidisciplinary team member reviewing the data with the interventionist?

Contributing Factor: Logistics & Fidelity

Which possible logistical challenges led to the inadequate instruction (Hypothesis #1)?

- Insufficient materials
- Location of the intervention is distracting
- Scheduling and logistics concerns cut into intervention time
- Instructor attendance due to unforeseen circumstances (e.g., illness)
- Multiple interventionists are experiencing difficulty with the same intervention component
- Individual interventionists would benefit from support to implement effectively

Intervention Group Documentation

Group Intensive Intervention Plan

Student(s) ECRI Preteach				
Grade	Second Grade			
>70% Sessions Completed	Y N	Y N	Y N	Y N
>80-90% attendance	Y N	Y N	Y N	Y N
Sufficient data indicates need for change*	Y N - Daily Mastery data needs to start being collected.	Y N	Y N	Y N
Teacher(s)	Mr. Teacher (classroom), Mrs. Tuft (interventionist)			

*Students must have a minimum of three points since the last instructional change. If all of last 3 data points are below the goal line, the student or group of students needs an instructional change.

Initial Plan

Program:	ECRI	Interventionist:	Mrs. Tuft
Location:	Room 103	Group Size:	5
Start Time:	10:35	End Time:	11:10

*If students are receiving more than one intervention (e.g., small group during Tier 1, special education, etc.) list all interventions.

Intervention Group Intensification Decisions

Intensification #1

Date: February 24, 2023

Try not to adjust more than 1 dimension at a time (2 at the most).

Work sequentially.

Dimension	Data Collection	Needs Adjustment	Plan
Fidelity	Avg. % of components completed: about 65-70% Fidelity Score: low-mid range Notes:	Y N	Phase line will be dropped in the Acadience Data Management System noting the focus on fidelity (getting to text accuracy/fluency and dictation). Co-planning with the instructional coach will occur. The coach will model teaching those components. The teacher will practice the next day's lesson with the coach (coach will be the student). Coach will observe and be prepared to co-teach aspects of those two components if needed. The coach will also work with the teacher to start collecting Daily Mastery data. Modeling recording and watching the teacher record (with feedback) will be provided.

Program Mastery Progress Monitoring Data

- Fidelity to the intervention components and the built-in mastery assessments is important
- The mastery assessment data will be used during the prompt to assess instructional response and in DBI step 3
- The information will help determine if an adaptation to the instruction is warranted and to inform what adaptation to make

Daily Mastery Data Table, Part 1: Errors

Monitor students during *Check for Understanding* for each part of the lesson. → Record errors made by putting the individual student's initials next to the item they missed in the cell for the current day's lesson. → At the end of each day's lesson, record errors made on the *Needs More Practice Chart*, and provide additional practice for students. → *At the end of 5 lessons, summarize this data and determine Instructional Adjustments.

		Lesson	Lesson	Lesson	Lesson	Lesson *
Part 1: Irregular Words						
Part 2: Phonological Awareness	Blending					
	Segmenting					
	Other PA Task					
Part 3: Sounds						
Part 4: Blending/Regular Word Reading	Reading (or decoding) of Words: (NOTE: write student initials and the error made)					
	Writing (or encoding) of words: (NOTE: write student initials and the error made)					

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.

Program Mastery Progress Monitoring Data (cont.)

Daily Mastery Data Table, Part 2: Accuracy and Fluency Log

While ALL students are whisper reading during Decodable Text Fluency Routine practice, listen to each individual student read a minimum of 2 sentences of text.

Following the scoring rubric, record accuracy and fluency scores for each individual.

If a student makes an error, immediately use the error correction (my turn...your turn...go back to the beginning of the sentence).

If a student makes more than one error, use positive encouragement for continued practice and record a "-" score on the log. Make sure to go back and check the student again after the student has practiced (do not change the score after the second read).

*At the end of 5 lessons, summarize this data and determine Instructional Adjustments.

Scoring Rubric		
Area	Score	Criteria
Accuracy	+	1 error or less per 2 sentences of text.
	-	More than 1 error per 2 sentences of text.
Fluency	-	Student received a "-" score for accuracy.
	+	3 seconds or less per word AND received a "+" score for accuracy.
	-	More than 3 seconds per word.

Student Initials:	Lesson _____		Lesson _____		Lesson _____		Lesson _____		Lesson _____*	
	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency

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Daily Remedy: Needs More Practice Chart

Record student errors after each daily lesson (using the mastery checklist data).

At the end of each daily lesson, provide additional practice for each item recorded on this chart.

At the beginning of the next day's lesson, provide additional practice for each item again.

Remove items from the chart once students have responded correctly to that item 4 times in a row.

Irregular Words (provide practice using say-it, spell-it, say-it for all words before providing word reading practice):

Phonological Awareness:

Sound-Spelling Review:

Blending and Regular Word Reading (provide blending practice for all words before providing word reading practice):

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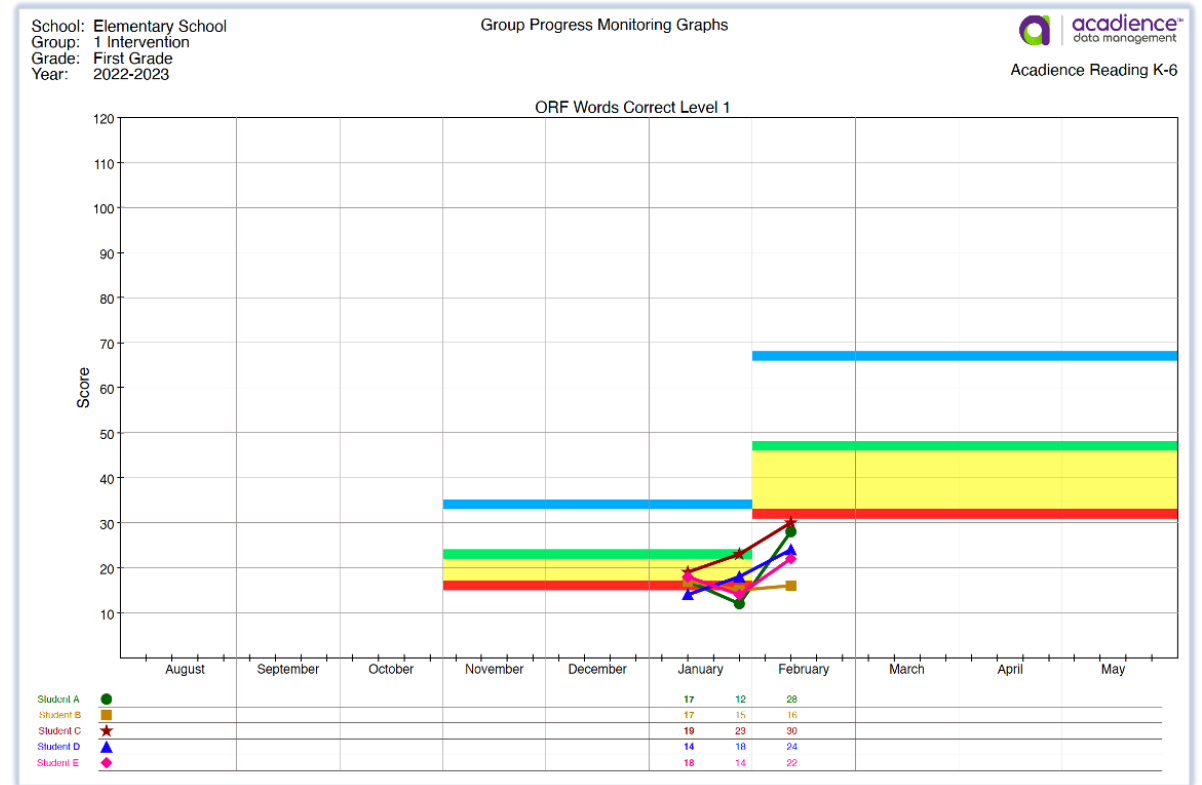
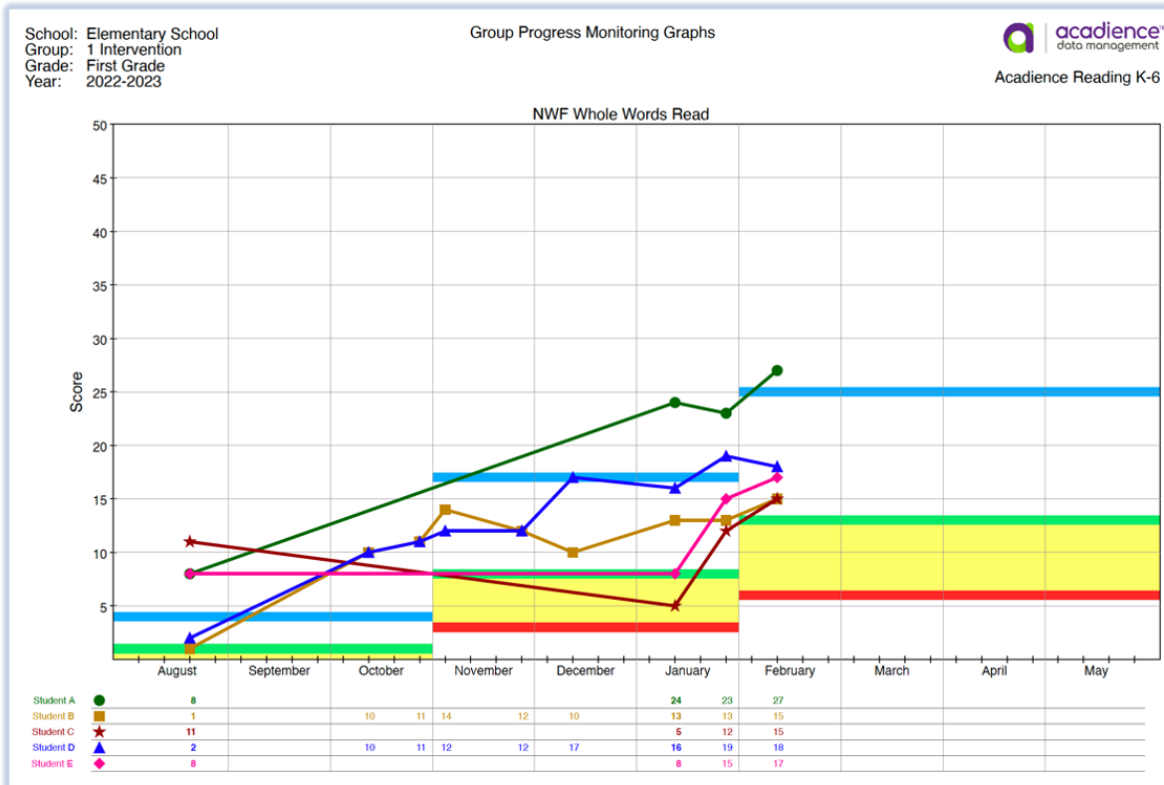
Activity 4.3

- Do you agree or disagree with this statement?
 - Intervention program mastery assessment data is an important data source.
 - Why or why not? Explain

5.0 Example 2: Analyzing Instructional Response

Grade 1 Phonics for Reading Intervention

Begin with Data – Example #2

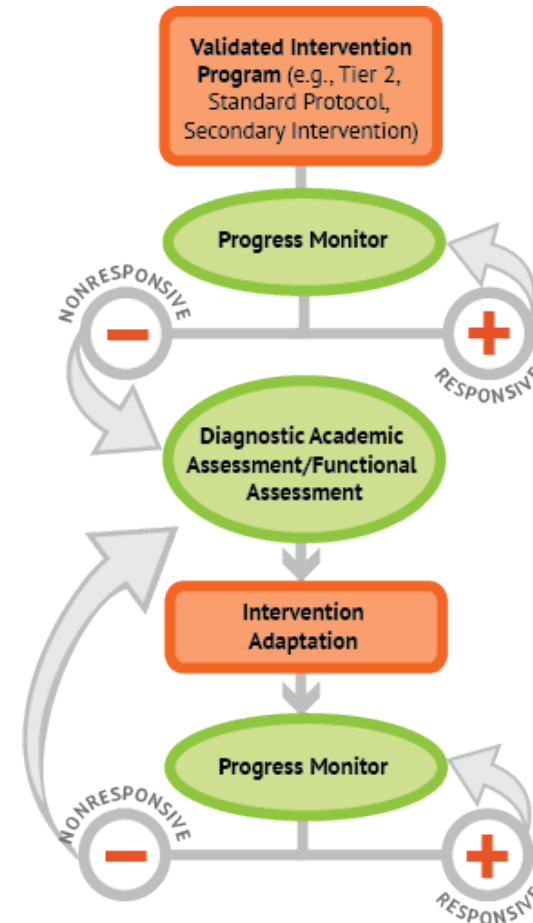


Activity 5.1

- Review the sample data on the previous slide
- Write down what you notice from the data on the [Jamboard](#) for example 2
 - Five students are in the intervention group
 - All 5 students are above benchmark for NWF, WWR
 - 3 of the 5 students are well-below the winter ORF benchmark
 - 2 of the 5 are below the benchmark (close to well-below)
 - Progress monitoring frequency appears every other week for all students, including those who are well-below benchmark
 - **One student (B) in the intervention group does not appear to be responding to the instruction like the others....why?**

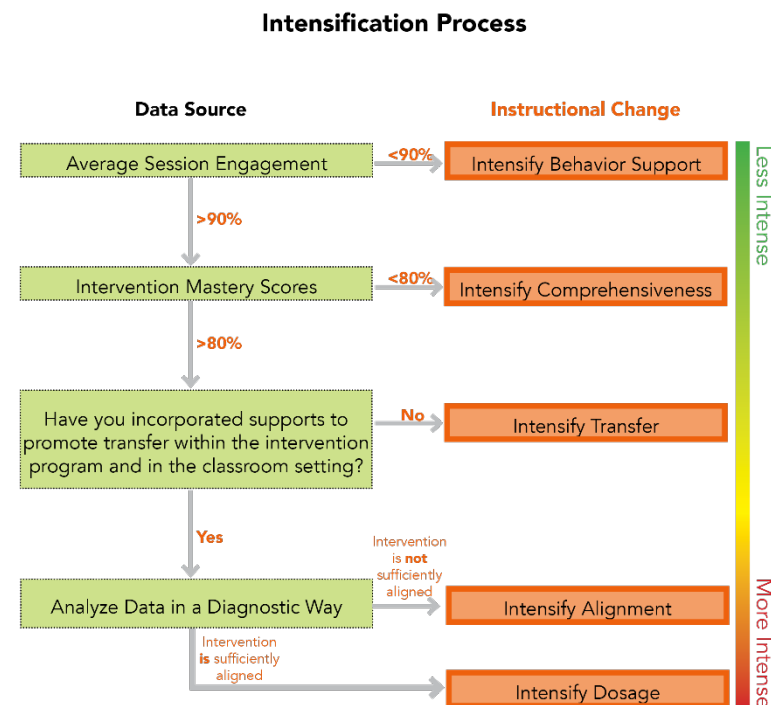
Recall: Two Hypotheses

- Hypothesis #1: They did not receive adequate instruction
- Hypothesis #2: The instruction was not sufficiently intense



Recall the Intensification Process

- Based on the data, the multidisciplinary team will use the Individual Intensification Process chart
- The instructional changes on the right side begin with the taxonomy of intervention intensity dimensions



Hypothesis #2: Instruction was not sufficient enough

Data Examined...

- **Implementation Records:** Interventionist supplied data that will help identify possible logistical challenges
 - Engagement: students are getting the amount we planned
- **Program mastery progress monitoring assessment data:** Interventionist supplied data
 - Understanding the skills or concepts that were the focus of instruction

Phonics for Reading Specific Implementation Record

- Interventionists complete the Google Form for each of their groups daily
- Absenteeism, engagement, Phonics for Reading lesson components that were completed for the day are noted by clicking the radio button
- Lesson number is typed with any additional notes from the interventionists

<p>Session End Time</p> <p>Time <input type="text"/></p>																																																	
<p>Lesson Number</p> <p>Short answer text <input type="text"/></p>																																																	
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Implementation Program Mastery Data Summary

Implementation Record Data Summary:

- Student B has been less engaged during the intervention instruction over the past 4 weeks
- Over the past 4 weeks, the interventionist reports Student B is either “not engaged” or “partially engaged” during the instruction (about half of the time)



Activity 5.2

- Given the data summarized on the previous slide, what would your next steps be if you were a multidisciplinary team member reviewing the implementation record data with the interventionist?
- Add your next steps to the chat

Intervention Documentation


Individual Intensive Intervention Plan

Student	Alex (Student B)		Grade	First Grade
Date of Plan Adjustment				
>70% Sessions Completed	Y N	Y N	Y N	Y N
>80-90% attendance	Y N	Y N	Y N	Y N
Sufficient data indicates need for change*	Y N Have behavioral observation data too.	Y N	Y N	Y N
Teacher	Mr. Thomas (classroom teacher), Ms. Harris (Interventionist)			
Family Member/ Caregiver(s)	Paula Smith and Tom Smith			

Initial Plan

Program:	Phonics for Reading	Interventionist:	Ms. Harris
Location:	Room 105	Group Size:	5
Start Time:	9:05	End Time:	9:25

Student Behavior Observation Data (2 of 3 Interval Recording Data Displayed)



Interval Recording Form

Student: Student B **Date:** February 17, 2023 **Time:** 9:05 to 9:25 a.m.
Class/Teacher: Phonics for Reading (Harris) **Observer:** School Psychologist
Length of observation: 30 minutes **Length of interval:** 1 minutes
Target Behavior/Operational Definition: Off-Task Behavior which includes students interrupting teacher or peer by blurting out comments or questions during instruction, seeing & hearing students talking to each other during instruction, and/or

Interval	Did Target Behavior Occur?	
1	yes	no
2	yes	no
3	yes	no
4	yes	no
5	yes	no
6	yes	no
7	yes	no
8	yes	no
9	yes	no
10	yes	no
11	yes	no
12	yes	no
13	yes	no
14	yes	no
15	yes	no
16	yes	no
17	yes	no
18	yes	no
19	yes	no
20	yes	no

Total intervals during which target behavior occurred:	8
Total intervals coded:	20
Percentage of intervals during which target behavior occurred:	40%


This student displayed the target/problem behavior:

- During all intervals observed
- During most intervals observed
- During half of the intervals observed
- During some of the intervals observed
- During none of the intervals observed

Check all that apply:

- The target/problem behavior interferes with the student's learning
- The target/problem behavior interferes with the learning of others
- The target/problem behavior occurs in multiple settings
- The target/problem behavior occurs only in certain settings

Notes:
 Alex's behavior was observed to be off-task during 40% of the intervals during observation. His peers did not demonstrate these same off-task behaviors as frequently.



Interval Recording Form

Student: Student B **Date:** February 20, 2023 **Time:** 9:05 to 9:25 a.m.
Class/Teacher: Phonics for Reading (Harris) **Observer:** School Psychologist
Length of observation: 30 minutes **Length of interval:** 1 minutes
Target Behavior/Operational Definition: Off-Task Behavior which includes students interrupting teacher or peer by blurting out comments or questions during instruction, seeing & hearing students talking to each other during instruction, and/or

Interval	Did Target Behavior Occur?	
1	yes	no
2	yes	no
3	yes	no
4	yes	no
5	yes	no
6	yes	no
7	yes	no
8	yes	no
9	yes	no
10	yes	no
11	yes	no
12	yes	no
13	yes	no
14	yes	no
15	yes	no
16	yes	no
17	yes	no
18	yes	no
19	yes	no
20	yes	no

Total intervals during which target behavior occurred:	10
Total intervals coded:	20
Percentage of intervals during which target behavior occurred:	50%

This student displayed the target/problem behavior:

- During all intervals observed
- During most intervals observed
- During half of the intervals observed
- During some of the intervals observed
- During none of the intervals observed

Check all that apply:

- The target/problem behavior interferes with the student's learning
- The target/problem behavior interferes with the learning of others
- The target/problem behavior occurs in multiple settings
- The target/problem behavior occurs only in certain settings

Notes:
 Alex's behavior was observed to be off-task 50% of the intervals during observation. While formal data were not collected on the other students in the intervention group, it appears that Alex's percentage of off-task intervals was much higher than peers. Most often, Alex was blurting out comments and questions not related to the lesson. When it was his turn to respond/participate, his responses were on-topic (but often wrong).

Individual Student Intensification Decisions

Intensification #1

Date: February 27, 2023

Do not adjust more than 1-2 dimensions at a time.

Work sequentially.

Dimension	Data Collection	Plan
Behavioral Support Adjustment? Y N	Average % Engagement: 40%-50% Behavioral Observation: Three interval recording forms (see attached). FBA: Notes: Percentage of off task behaviors is higher than peers. Alex was blurting out comments and questions not related to the lesson. When it was his turn to respond/participate, his responses were on-topic (but often wrong). Alex's blurting out appeared to happen most often during group responses or when other students had individual turns	Prevention Strategy: Teaching Strategy: Response Strategy:
Comprehensiveness Adjustment? Y N	Average Lesson Mastery: Notes:	
Progress Monitoring Adjustment? Y N	Survey Results:	
Transfer	Notes on student performance outside of intervention:	



Activity 5.3

Do you agree or disagree with this statement?

- **A multidisciplinary team does not need people with academic, social, emotional, and behavioral expertise to inform individualized, intensive intervention plans.**
 - Why or why not? Explain

Intervention Adaptation Resource

When Hypothesis #2 is the area of focus, we developed a resource in part 5, p. 27 of the Intervention System example to help multidisciplinary teams choose intervention adaptations for the taxonomy dimensions

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 <i>*Select only 1-2 at a time</i>
<p>2a. Instruction is not sufficiently comprehensive (i.e., explicit).</p> <p>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.)</p>	<p>Aggregated Mastery Data:</p> <ul style="list-style-type: none"> • Average % correct on mastery assessments • Student Work samples • Anecdotal evidence from lesson notes 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide explicit instruction for pre-requisite skills. <input type="checkbox"/> Re-teach yet to be mastered skills. <input type="checkbox"/> Modify the sequence of instruction. <input type="checkbox"/> Break steps into smaller, simpler chunks. <input type="checkbox"/> Use an advance organizer or visual aide to support strategy acquisition. <input type="checkbox"/> Provide additional guided practice ("we do") <input type="checkbox"/> Increase the amount of teacher feedback. <input type="checkbox"/> Incorporate additional independent practice ("you do") <input type="checkbox"/> Provide concrete learning opportunities, manipulatives and visual aids (e.g., sound walls (phonics instruction), mirrors, sound phones, rubber bands (phonemic awareness), <u>elkonin</u> boxes (writing, segmenting), graphic organizers (comprehension, writing), strategy posters, etc.). <input type="checkbox"/> Incorporate more opportunities for review. <input type="checkbox"/> 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).
<p>2b. Students are not able to transfer skills taught in intervention to other contexts.</p> <p>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</p>	<p>Observation in other contexts (e.g., general education classroom, content area instruction)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Help students recognize the connections between taught skills and previously mastered skills. <input type="checkbox"/> Practice instructional strategies from intervention in other settings. <input type="checkbox"/> Vary instructional materials (e.g., layout, type of text, etc.). <input type="checkbox"/> Use memory aides (e.g., visual aides, mnemonics, prompts) to remind students to apply taught strategies and skills in other contexts. <input type="checkbox"/> Teach students to self-regulate strategy use

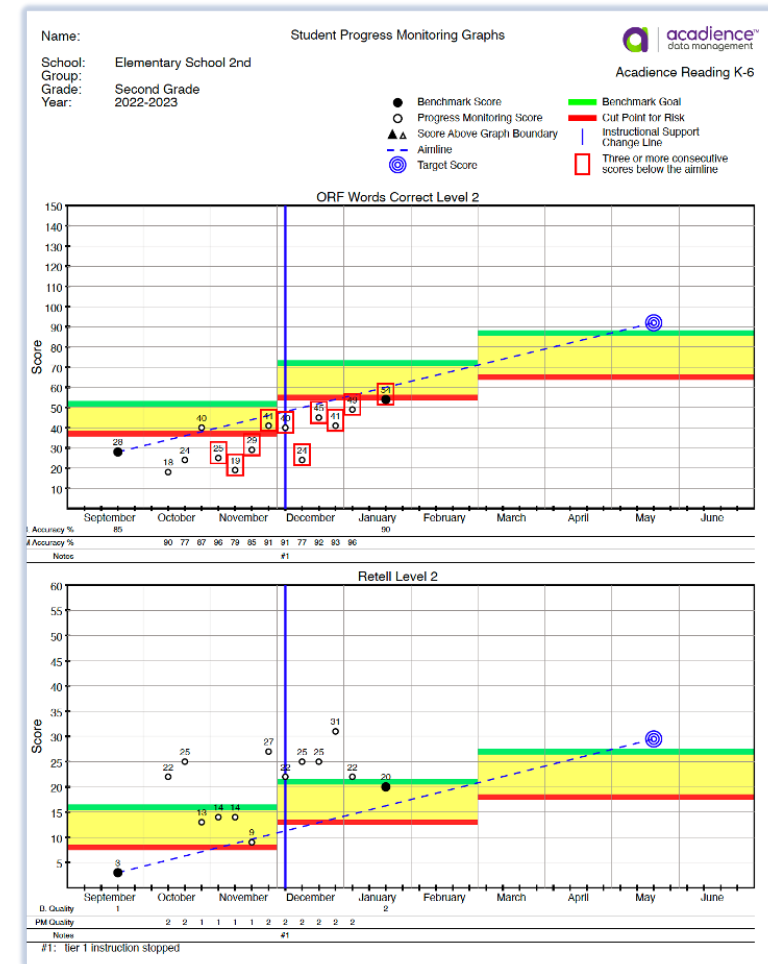


Activity 5.4

- Access your Intervention System worked example
- Turn to page 27 and independently read the instructional changes for each taxonomy dimension (1st and 3rd columns)
- How can you use this resource (and others shared throughout the series) to strengthen your advanced tiers supports?

Sample Progress Monitoring Data (cont.)

- Intensifying intervention instruction requires learning, a steadfast focus, and time to implement
- In this case, the phase line represents when Tier 1 instruction stopped
- The adaptations on these three sample student graphs speak to the learning needed (and some of the challenges outlined earlier – when to make a change, what kind of change, etc.)





Activity 5.5

- What is your top take-away about intensifying literacy instruction?
- Add it to the chat