



# Secondary Intensifying Literacy Instruction

## Session #3

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

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

- National Center on Intensive Intervention (NCII)
- Michigan's MTSS TA Center Intensifying Literacy Model Demonstration Partners
- Promoting Adolescent Reading Success (PARS) Model Demonstration Schools

# Focus for the Series

- Building an Intervention System
  - Establishing a Multidisciplinary Team
  - Intensifying Literacy Instruction Using Data-Based Individualization
  - Implementing One Intervention Program
  - Get Started & Get Better

# Outcomes for Today

Gain an understanding of what it means to intensify instruction and what tools & strategies are available to support educators

# Agenda

1.0 Interactive Review

2.0 Taxonomy of Intervention Intensity

3.0 Intensification Process & Practice

4.0 Supports & Status Update

# Acronyms to Remember!

MDT = Multidisciplinary Team

DBI = Data-Based Individualization

ILI = Intensifying Literacy Instruction

GIP = Group Intensification Plan

IIP = Individualized Intensive Intervention Plan

IEP = Individualized Education Plan/Program

MTSS = Multi-Tiered Systems of Support

# Assignment: Check-In Reminder



Michigan's Multi-Tiered System of Supports Technical Assistance Center  
July 2024 – Version 1.1

## Multidisciplinary Team Implementation Plan

### Goal:

By May 20XX, the Multidisciplinary Team (MDT) will complete XX% of the installation checklist items from the MDT training series.

### Activities

During the MDT meetings, record the date and status of each activity until it is complete.

Activity	By Whom	By When	Date and Status

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

Remember to add any action items to your implementation plan during our time today!

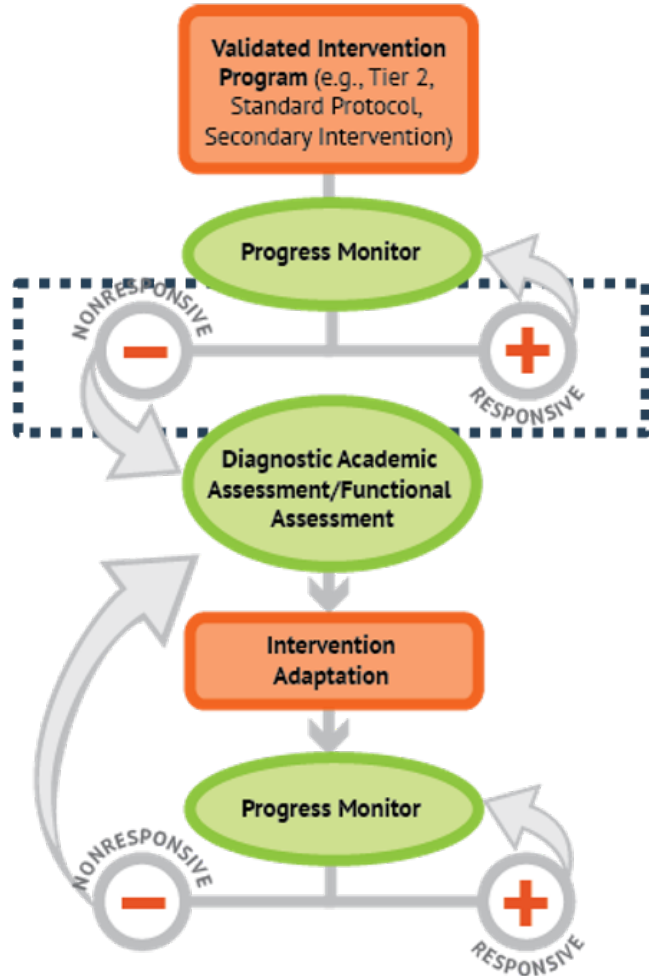
# 1.0 Interactive Review

## Component #5 of the Intervention System

1. Teaming structure
2. Intervention platform, placement, and grouping
3. Assessment and data analysis for the advanced tiers
4. Supports to interventionists
5. **Individualized intensive intervention supports (Tier 3)**

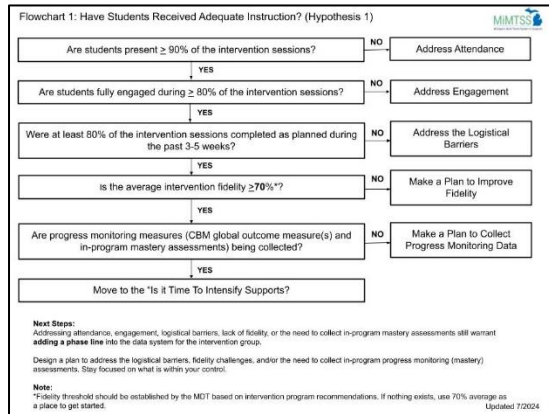
R-TFI Item 2.17, 2.18, 2.19, & 2.20

# Why might a student not respond as expected?

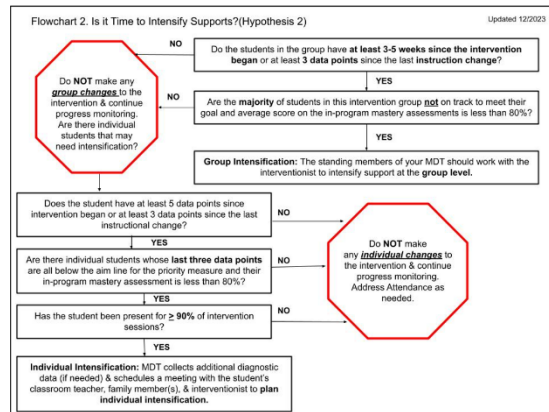


- Hypothesis #1: The instruction was inadequate
- Hypothesis #2: The instruction was insufficiently intense

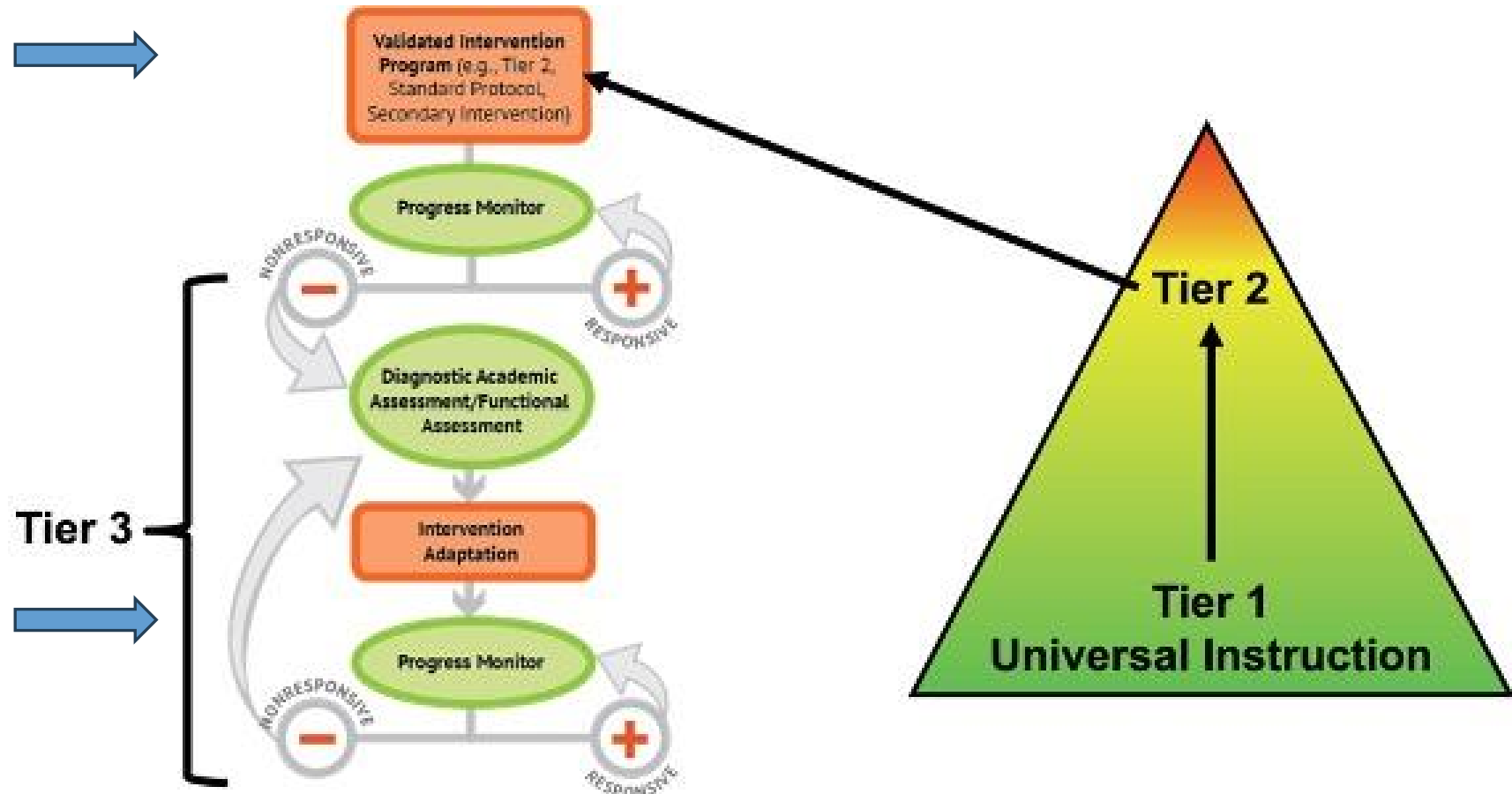
# (Recall) DBI: A Process for Intensifying Instruction



Hypothesis #1



Hypothesis #2



## 2.0 Taxonomy of Intervention Intensity

# Taxonomy of Intervention Intensity

“Seven principles for evaluating and building intervention intensity based upon research”

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

# Taxonomy Dimensions

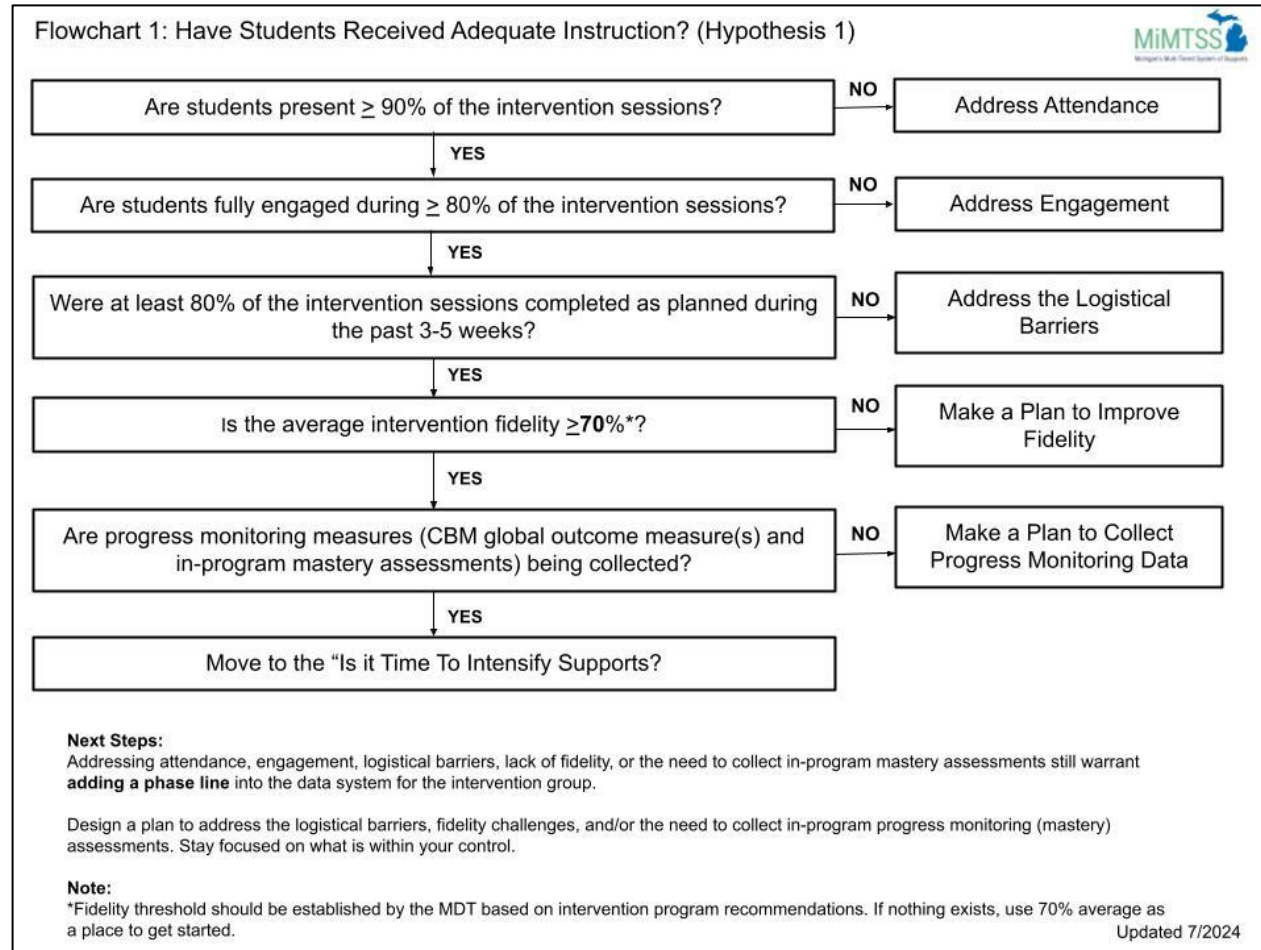
- Strength
- **Behavioral support**
- **Comprehensiveness**
- **Attention to transfer**
- **Alignment**
- **Dosage**
- Individualization



## Activity 2.1

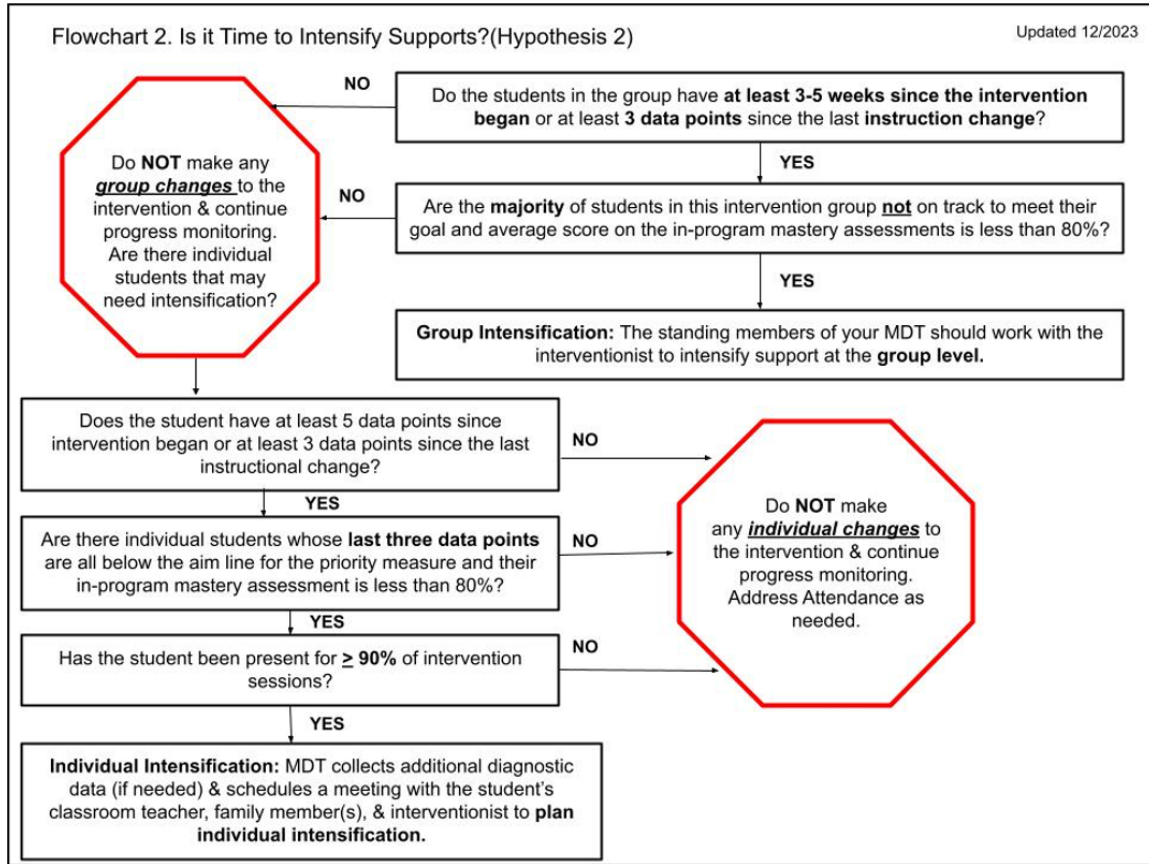
- Read the “[Taxonomy of Intervention Intensity](#)” document, both the Academic and Behavior pages
- When you have finished, consider sharing by adding to the chat or opening your mic:
  - Something that reinforced your thinking about intensifying intervention supports -or-
  - Something you had not 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

# First: Rule Out Hypothesis #1



**Students have received adequate instruction**


# Second: Look to Hypothesis #2



## If so, head to the Taxonomy!

National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research

**Taxonomy of Intervention  
Intensity: Academics**



The *Taxonomy of Intervention Intensity\** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

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

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WANT TO LEARN MORE?
Visit us at [www.intensiveintervention.org](http://www.intensiveintervention.org).

**Determine if a group or individual intensification is warranted**

# 1. Strength

How well does the intervention work for students with intensive intervention needs (students below the 20th percentile)?

Considerations:

1. Has this intervention been evaluated empirically using scientifically sound, rigorous methodology?
2. What were the effects of the study?
  - For *group design studies*: What is the reported standardized mean effect size for this intervention, and what does it look like for students with intensive needs (<20th percentile)?
  - For *single-case design studies*: Is it identified as a promising or effective program by a reputable source (e.g., NCII Tools Charts)?

## Strength (continued)

Strength is a dimension that is considered when selecting interventions for the intervention platform

Strength is *not* something that is “intensified” through the work of the Multidisciplinary Team

## 2. Behavioral Supports in Academic Interventions

Behavioral support refers to the extent to which interventions incorporate

### a) Methods to promote self-regulation and executive function

- **Self-Regulation:** Understand and control your personal learning environment (e.g., goal setting, self-monitoring, self-instruction, self-reinforcement)
- **Executive Functioning:** Set of processes needed to manage oneself and resources to achieve an outcome or goal (e.g., planning/organizing, inhibition, shift, emotional control, initiation, working memory)

(Arden, 2021)

# Behavioral Supports in Academic Interventions (continued)

Behavioral support refers to the extent to which interventions incorporate

## **b) Behavioral principles to minimize non-productive behavior**

- Clear rules/expectations
- Behavior contracts
- Reinforcement systems
- Checklists
- Timers
- Time management strategies

(Arden, 2021)

### 3. Comprehensiveness = Explicit Instruction

- Explicit instruction is “a way of teaching where the teacher selects an important objective, models the skills being taught, and provides scaffolded practice to help a student achieve mastery” (Kearns, 2018)
- Explicit instruction has long been the gold standard when intervening with students with and at risk for learning disabilities (Ciullo, Sabrina Lo, Wanzek, & Reed, 2016; Scammacca, Roberts, Vaughn, & Stuebing, 2015)

(Arden, 2021)

# Comprehensiveness: Academics

Reflects the number of explicit instruction principles that the intervention incorporates.

Examples:

1. Provides explanations in simple, direct language
2. Models efficient strategies (e.g., decoding unknown words) instead of expecting students to discover strategies on their own
3. Increase opportunities to respond with feedback/error correction
4. Ensures that students have the necessary background knowledge and skills to succeed with these strategies
5. Gradually fades support for students' correct execution of these strategies
6. Provides practice so that students use the strategies to generate many correct responses
7. Incorporates systematic cumulative review

## 4. Attention to Transfer (Generalization)

To what extent is an intervention *systematically designed* to

- Help students transfer skills they learn to other formats and contexts?
- Help students realize the connection between mastered and related skills?
- Demonstrate efficacy on standardized measures or measures of generalization?

(Arden, 2021)

## 5. Alignment: Academics

To what extent does the intervention:

- Address the full set of a specific student's academic deficits?
- Not address skills the student has already mastered?
- Incorporate a focus on grade level standards?

(Arden, 2021)

## 6. Dosage

### Variables that Impact Dosage:

- Number of practice problems provided
- Number of sessions (frequency of sessions)
- Duration of sessions
- Student-teacher ratio

(Arden, 2021)

## 7. Individualization

### Data-Based Individualization (DBI) **IS**:

- A validated, data-based process for individualizing intervention
- Making systematic adjustments to the intervention over time (if needed)
- Used in response to ongoing progress monitoring data
- Addressing the complex learning needs of students

By using DBI, we are naturally incorporating the dimension of *Individualization*, and therefore is not something that is “intensified” through the work of the MDT.

## Start Small!

- 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

Using the Taxonomy to Intensify 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 to support and identify potential avenues for intensification

## Activity 2.2

- Respond to the following questions in the Chat:
  - Which dimension of intervention intensity for literacy do you see being addressed the most often in schools?
  - Which dimension of intervention intensity for literacy do you see being addressed the least often in schools?

### Taxonomy Dimensions


- Strength
- **Behavioral support**
- **Comprehensiveness**
- **Attention to transfer**
- **Alignment**
- **Dosage**
- Individualization



## 3.0 Intensification Process & Practice

# Activity 3.1: Intensification Process Big Picture

- Individually read [Part 5: Individualized Intensive Intervention Supports](#) located in the Google Drive *Intervention System*
  - What was already familiar to you?
  - What was new learning?



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### Secondary Intervention System

#### Part 5: Individualized Intensive Intervention Supports (Tier 3)

General Intensification Process

The following procedures and resources should be used to determine if Tier 3 intensification supports should be layered onto the current Tier 2 standard treatment protocol intervention for a group of students or an individual student. The specifics of the intensification process will need to be contextualized to each school site.

**Rule Out Fidelity Concerns:**

1. Review [Flowchart 1](#) decision rules and the [Data Routines for Hypothesis #1](#) to determine if Hypothesis #1 (*Have Students Received Adequate Instruction?*) can be ruled out for a group and/or an individual:
  - Does attendance average 90% or higher?
  - Does engagement average 80% or higher?
  - Has the intervention been occurring at least 80% of the time? (Dosage)
  - Is the interventionist minimally scoring 70% or higher on fidelity checks? (Fidelity)
  - Are in-program and general outcome progress monitoring data being collected?


\*If the above requirements have not been met, the Multidisciplinary Team (MDT) should problem-solve around the logistical challenges and/or address fidelity concerns

\*If the above requirements have been met, move onto decision rules for Hypothesis #2

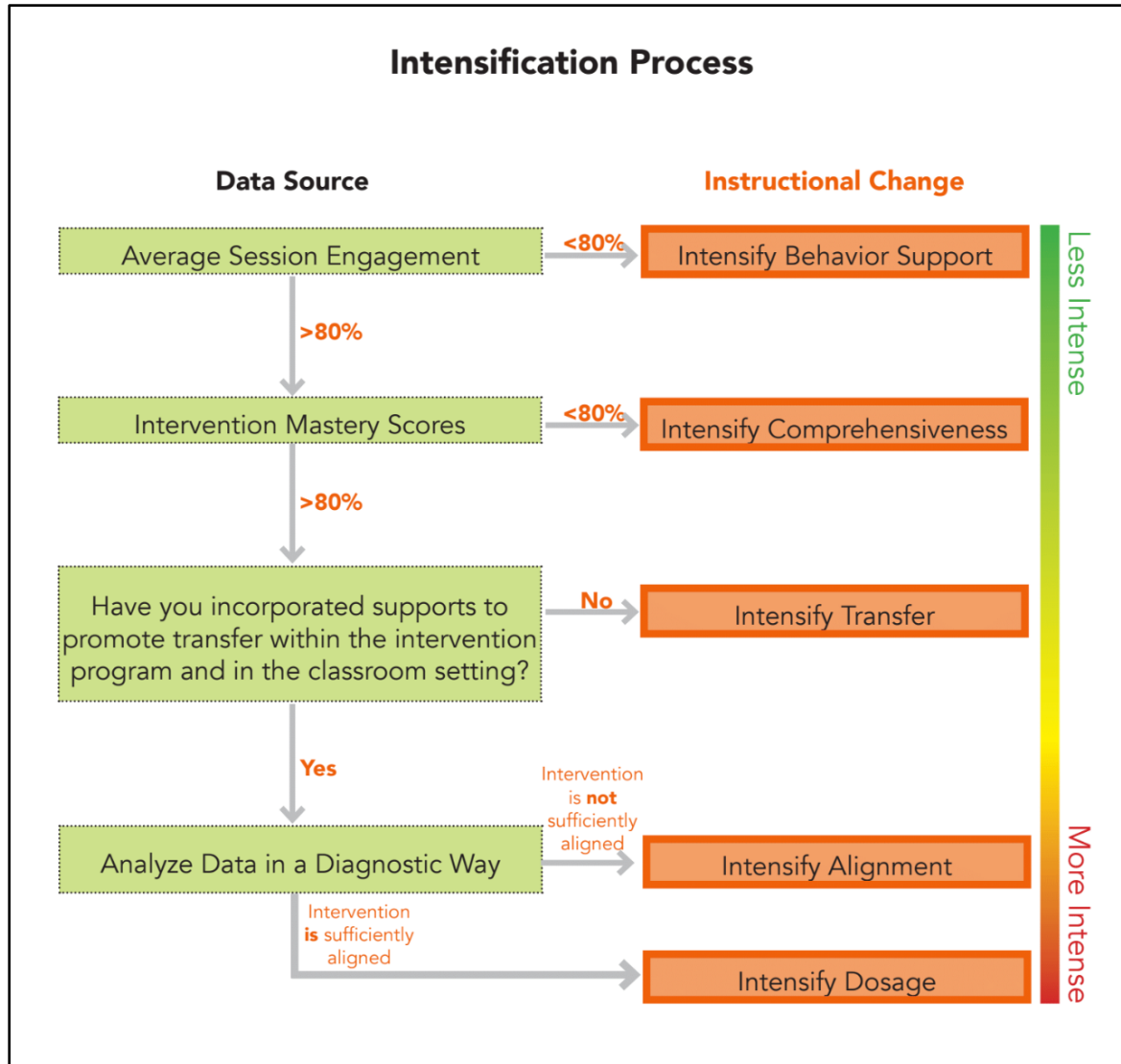
**Determine if it is Time to Intensify:**

2. Review [Flowchart 2](#) decision rules and the [Data Routines for Hypothesis #2](#) to determine if Hypothesis #2 (*Is it Time to Intensify Supports?*) can be ruled out for a group and/or an individual:
  - **Consider Group Intensification First:** This can support multiple students who might be struggling with the same concept and maximize the use of resources. The MDT should answer the following questions in the order they are presented to determine if a group intensification plan is warranted:
    - Has it been at least 3-5 weeks since the intervention began?
    - Do all students in the group have at least 3 data points since a previous instructional change (group size adjustment, new teacher, additional support/change added, new medication, etc. – Anything that would have required a phase line to be added in the data system)?
    - Are the majority of students in the group not on track to meet their goals (3+ data points below the aimline) and the average score on in-program assessments is less than 80%?

1



# Intensification Process Flowchart



- The left-hand side indicates the data source to consider
- The right-hand side indicates the instructional change that may be warranted based on the data
- The changes get more involved as you move down the page



## Activity 3.2: Time to Document! (Group)

- Locate the blank Group Intensification Plan (GIP)
- As we walk through the example, fill in the plan
- Stop and ask questions as we go

# Group Intensification Plan (GIP)



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## Group Intensive Intervention Plan - Secondary

### Initial Intervention Plan

Teacher/Interventionist: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Class Period: \_\_\_\_\_  
 Intervention Program: \_\_\_\_\_  
 Start & End Time: \_\_\_\_\_ Location: \_\_\_\_\_  
 Group Size: \_\_\_\_\_

Have the students received adequate instruction? (Hypothesis #1)	Yes	No*
Attendance: Present $\geq$ 90% of the intervention sessions? List anyone with attendance concerns:		
Engagement: Students engaged $\geq$ 80% of the intervention sessions? List anyone with engagement concerns:		
Dosage: $\geq$ 80% of intervention sessions completed as planned during the past 3-5 weeks? Average Dosage %: _____		
Fidelity: $\geq$ 70% intervention fidelity? Number of Observations: _____ Average Fidelity %: _____		
Progress monitoring measures collected (CBM global outcome measure(s) and in-program mastery assessments)?		

\*If the answer is no, the MDT should make a plan to address, attendance, engagement, logistical barriers, fidelity, or data collection as needed.



Group Intensive Intervention Plan - Secondary

### Group Intensification Plan #1

Date: \_\_\_\_\_

Do not adjust more than one dimension at a time and work sequentially through the dimensions.

Dimension	Data	Plan
<b>Behavioral Support</b> Needs Adjustment? YES NO	Average % engagement Notes:	
<b>Comprehensiveness</b> Needs Adjustment? YES NO	Intervention Mastery Scores Notes:	
<b>Attention to Transfer</b> Needs Adjustment? YES NO	Supports to promote transfer within the intervention program and in the classroom setting Notes:	
<b>Alignment</b> Needs Adjustment? YES NO	Diagnostic Academic Data Analysis Notes:	
<b>Dosage</b> Needs Adjustment? YES NO	Notes:	

Date intensification will take effect: \_\_\_\_\_

Who will collect fidelity data on the change? \_\_\_\_\_

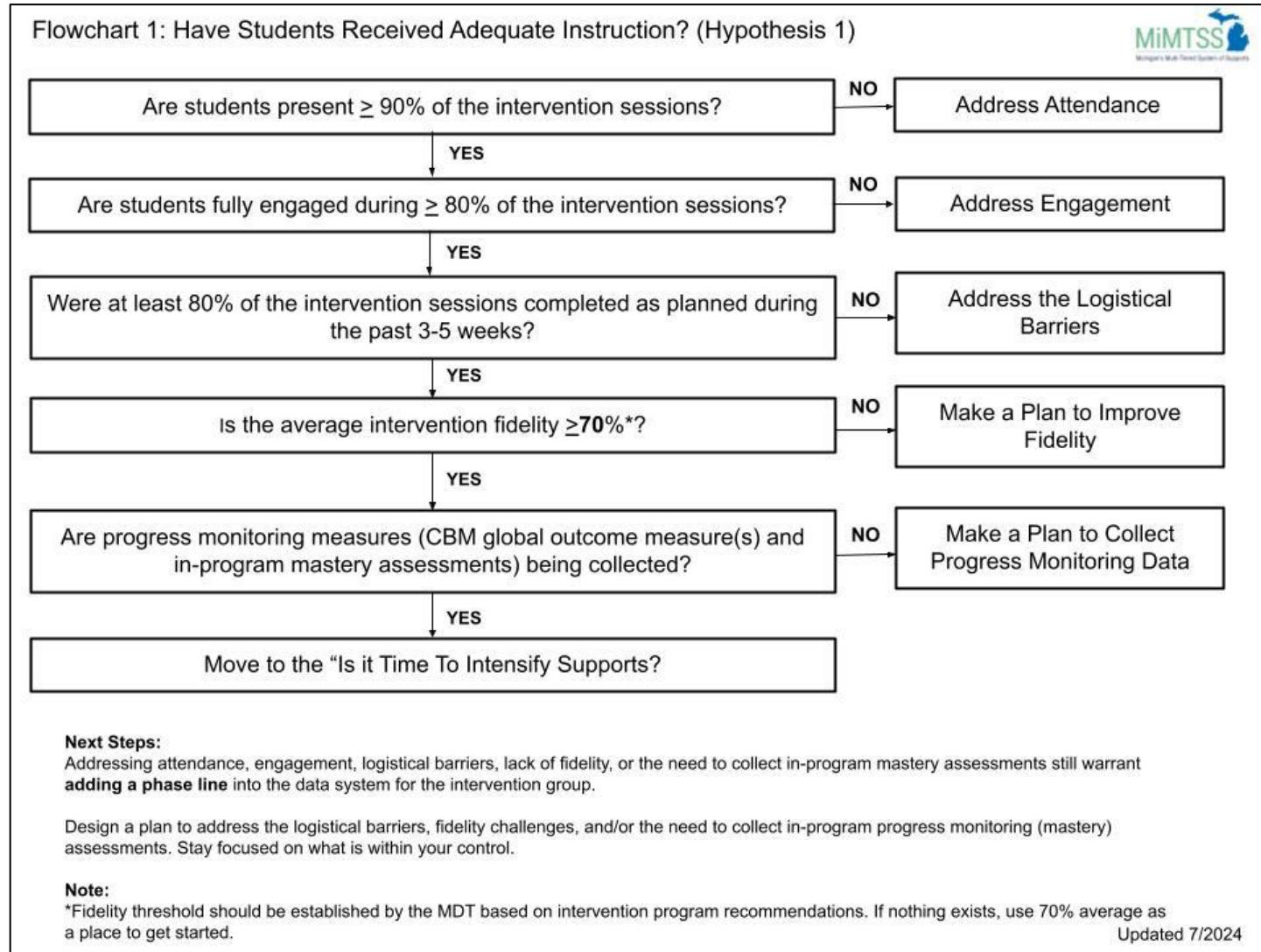
Date to re-convene and evaluate this intensification: \_\_\_\_\_



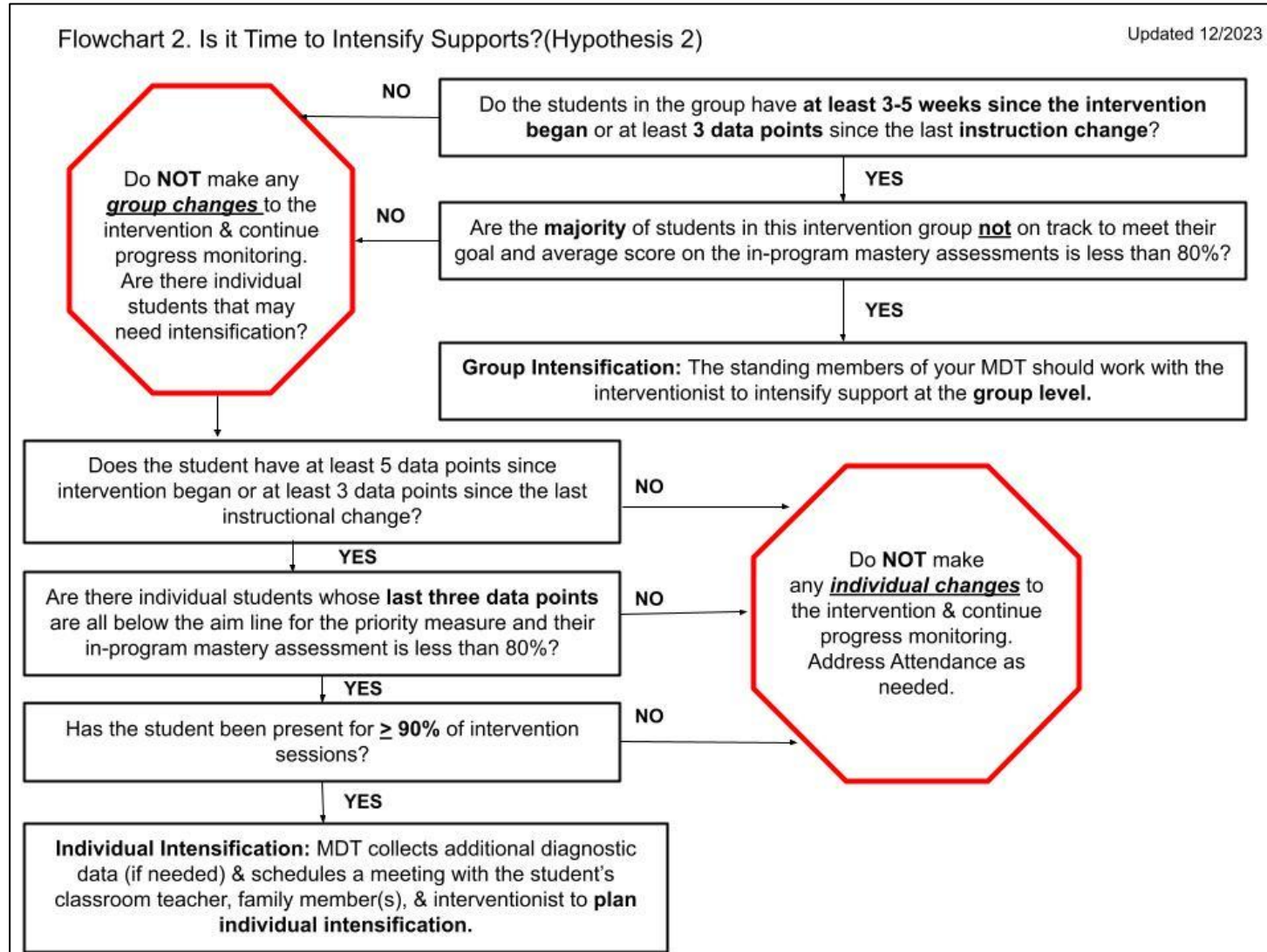
# About the Intervention Group – Group Intensification Example

- **Interventionist:** Special Education Teacher
- **Grade Level:** 6<sup>th</sup>
- **Group Size:** 12 students
- **Benchmark Assessment:** All students below the local 20<sup>th</sup> percentile on Acadience Reading in the Spring of 5<sup>th</sup> grade
- **Placement Test:** All students in the group placed in REWARDS Secondary (Scores  $\geq$  60 wcpm at the 3<sup>rd</sup> grade level minimum)
- **Intervention:** 5 days a week for 50 minutes

# Ruled Out Hypothesis #1: Students Have Received Adequate Instruction



# Examined Hypothesis #2: Determined it was Time for Group Intensification





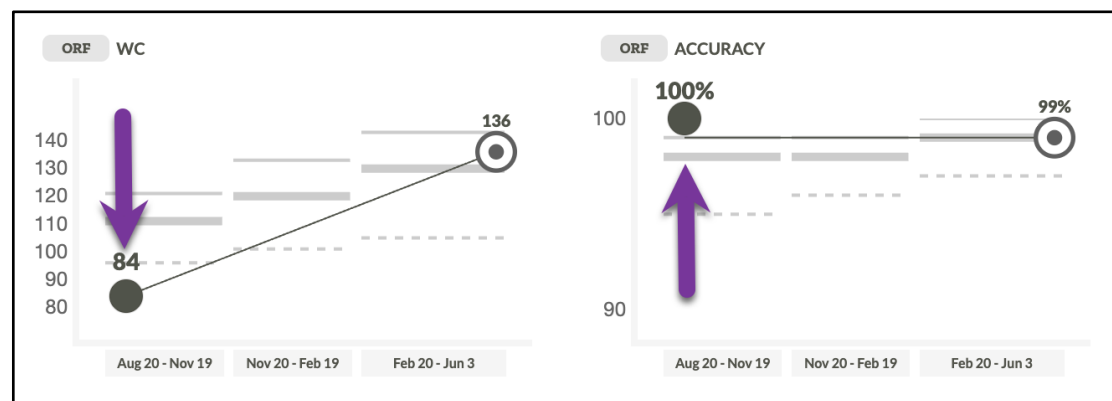
# Consider Comprehensiveness

REWARDS Secondary					
Unit	Part 1 Word Reading	Part 2 Vocabulary	Part 3 Prefixes and Suffixes	Part 4 Spelling	Unit Mastery
1	98%	85%	91%	84%	75%
2	96%	86%	89%	93%	88%
3	92%	91%	91%	86%	80%
4	87%	89%	85%	89%	82%

- REWARDS Secondary is an explicit instruction program with frequent opportunities for group and individual responses throughout
- Students are averaging  $\geq 80\%$  accuracy on in-program mastery assessments
- Intensifying Comprehensiveness is **NOT** warranted

# Consider Attention to Transfer

- In-program mastery assessments: Students are doing well
- General Outcome Progress Monitoring Measures: Accuracy on ORF was “good” but fluency progress is slow (wcpm)
- 8 out of the 12 students are having a difficult time generalizing learned concepts from intervention into their general classes based on teacher feedback and grades
- Intensifying *Attention to Transfer* **IS** warranted



## Attention to Transfer Plan

- The team decides to share the *Strategies for Reading Long Words* from the REWARDS program with teachers at a weekly staff meeting
- Content teachers will be taught how to use the strategy, strategy posters will be hung in classrooms, & teachers will start to embed the strategy into their content vocabulary lessons to support generalization

## Monitor Fidelity of Group Intensification Plan

- Continue collecting Daily Implementation Record data
- Continue collecting Fidelity Observations by the literacy coach
- Continue to collect & monitor the Acadience ORF scores
- Support content teachers in the new strategy and follow-up during PLCs & staff meetings

# Completed Group Intensification Plan



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## Group Intensive Intervention Plan - Secondary

### Initial Intervention Plan

Date: 12-17-25

Teacher/Interventionist: Kate Smith  
Intervention Program: REWARDS Secondary  
Start & End Time: 8:30-9:20  
Group Size: 12 students

Grade Level: 6th

Class Period: 2nd Hour

Location: Classroom 201

Have the students received adequate instruction? (Hypothesis #1)	Yes	No*
Attendance: Present $\geq$ 90% of the intervention sessions? List anyone with attendance concerns: <b>Jacob K (84% - last 5 weeks)</b>	<b>X</b>	
Engagement: Students engaged $\geq$ 80% of the intervention sessions? List anyone with engagement concerns: <b>NA</b>	<b>X</b>	
Dosage: $\geq$ 80% of intervention sessions completed as planned during the past 3-5 weeks? Average Dosage %: <b>92%</b>	<b>X</b>	
Fidelity: $\geq$ 70% intervention fidelity? Number of Observations: <b>3</b> Average Fidelity %: <b>78%</b> (70%, 85%, 80%)	<b>X</b>	
Progress monitoring measures collected (CBM global outcome measure(s) and in-program mastery assessments)?	<b>X</b>	

\*If the answer is no, the MDT should make a plan to address attendance, engagement, logistical barriers, fidelity, or data collection as needed.



Group Intensive Intervention Plan - Secondary

### Group Intensification Plan #1

Date: 12-17-25

Do not adjust more than one dimension at a time and work sequentially through the dimensions.

Dimension	Data	Plan
<b>Behavioral Support</b> Needs Adjustment? YES <b>NO</b>	Average % engagement: 88% Notes: *Jacob K averaging 84% attendance over the past 5 weeks	[Check on previous attendance for Jacob K to determine if there is a pattern - Mrs. Lehman will do this]
<b>Comprehensiveness</b> Needs Adjustment? YES <b>NO</b>	Intervention Mastery Scores: 78%, 88%, 80%, 82% Notes: *All students maintaining individual scores of 80% or higher	
<b>Attention to Transfer</b> Needs Adjustment? <b>YES</b> NO	Supports to promote transfer within the intervention program and in the classroom setting Notes: *Acadience Scores: ORF Accuracy of all students ranges between 97-99% (6th grade goal is 98% accuracy) ORF wcpm ranges between 82-114 (6th grade goal is 120 wcpm) *Teacher Feedback: Gen ed teachers continue to see difficulty with decoding multisyllabic content words 8 out of 12 students in the group are struggling with content assessments due to decoding difficulties	<ol style="list-style-type: none"> <li>REWARDS <a href="#">Strategies for Reading Long Words</a> will be introduced                             <ol style="list-style-type: none"> <li>To Department Heads on 12-16-25</li> <li>At the all staff meeting on 01-07-26</li> <li>Classroom posters will be ordered (Mr. Medd)</li> </ol> </li> <li>Department teams will embed this strategy (and terminology) into vocabulary lessons within their content</li> <li>Strategy Support:                             <ol style="list-style-type: none"> <li>Instructional coaches will reach out to support content teachers with this strategy before the end of January</li> <li>Teacher share out at staff meeting on 02-11-26</li> </ol> </li> <li>Interventionists will continue to collect and monitor Acadience data to look for improvements in wcpm</li> </ol>

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## Activity 3.3: Time to Document! (Individual)

- Locate the blank Individual Intensive Intervention Plan (IIP)
- As we walk through the example, fill in the plan
- Stop and ask questions as we go

# Individual Intensive Intervention Plan (IIP)



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## Individual Intensive Intervention Plan - Secondary

### Multidisciplinary Team Members

Teacher:  
Family Members/Caregivers:  
Additional Staff:

### Initial Intervention Plan

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Class Period: \_\_\_\_\_  
Teacher/Interventionist: \_\_\_\_\_  
Intervention Program: \_\_\_\_\_  
Start & End Time: \_\_\_\_\_ Location: \_\_\_\_\_  
Group Size: \_\_\_\_\_

Has the student received adequate instruction? (Hypothesis #1)	Yes	No*
At least 5 data points since intervention began or at least 3 data points since the last instructional change?		
Last three data points all below the aimline and/or in-program mastery assessment is <80%?		
Present ≥ 90% of the intervention sessions?		

\*If the answer is no, the MDT should make a plan to address attendance or data collection as needed.



Individual Intensive Intervention Plan – Secondary

### Individual Intensification Plan #1

Date: \_\_\_\_\_

Do not adjust more than one dimension at a time; work sequentially through the dimensions.

Dimension	Data	Plan
<b>Behavioral Support</b> Needs Adjustment? YES NO	Average % engagement Notes:	
<b>Comprehensiveness</b> Needs Adjustment? YES NO	Intervention Mastery Scores Notes:	
<b>Attention to Transfer</b> Needs Adjustment? YES NO	Supports to promote transfer within the intervention program and in the classroom setting Notes:	
<b>Alignment</b> Needs Adjustment? YES NO	Diagnostic Academic Data Analysis Notes:	
<b>Dosage</b> Needs Adjustment? YES NO	Notes:	

Date intensification will take effect: \_\_\_\_\_ (Add a Phase Line in the Data System when the intensification starts!)

Who will collect fidelity data on the change? \_\_\_\_\_

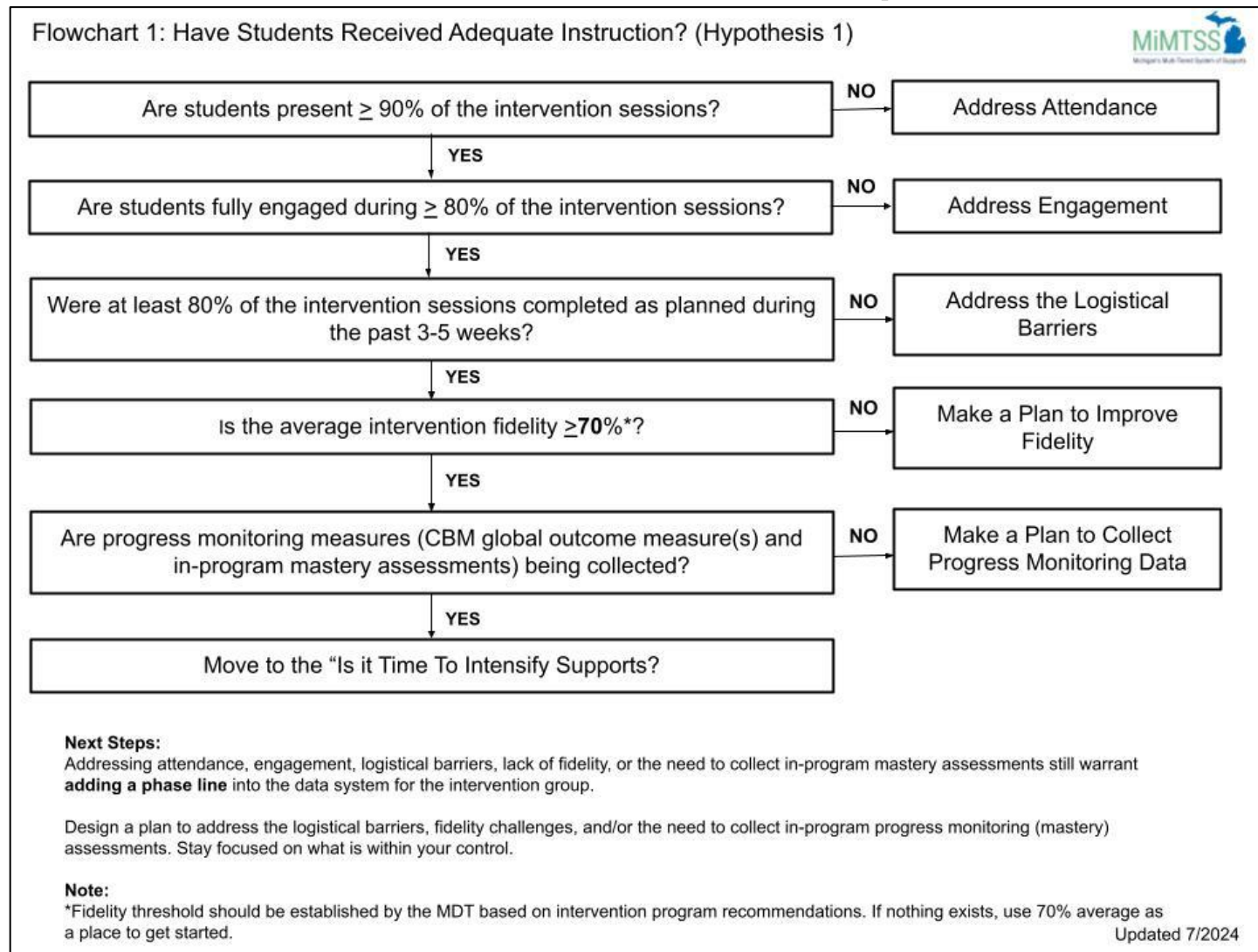
Date to re-convene and evaluate this intensification: \_\_\_\_\_



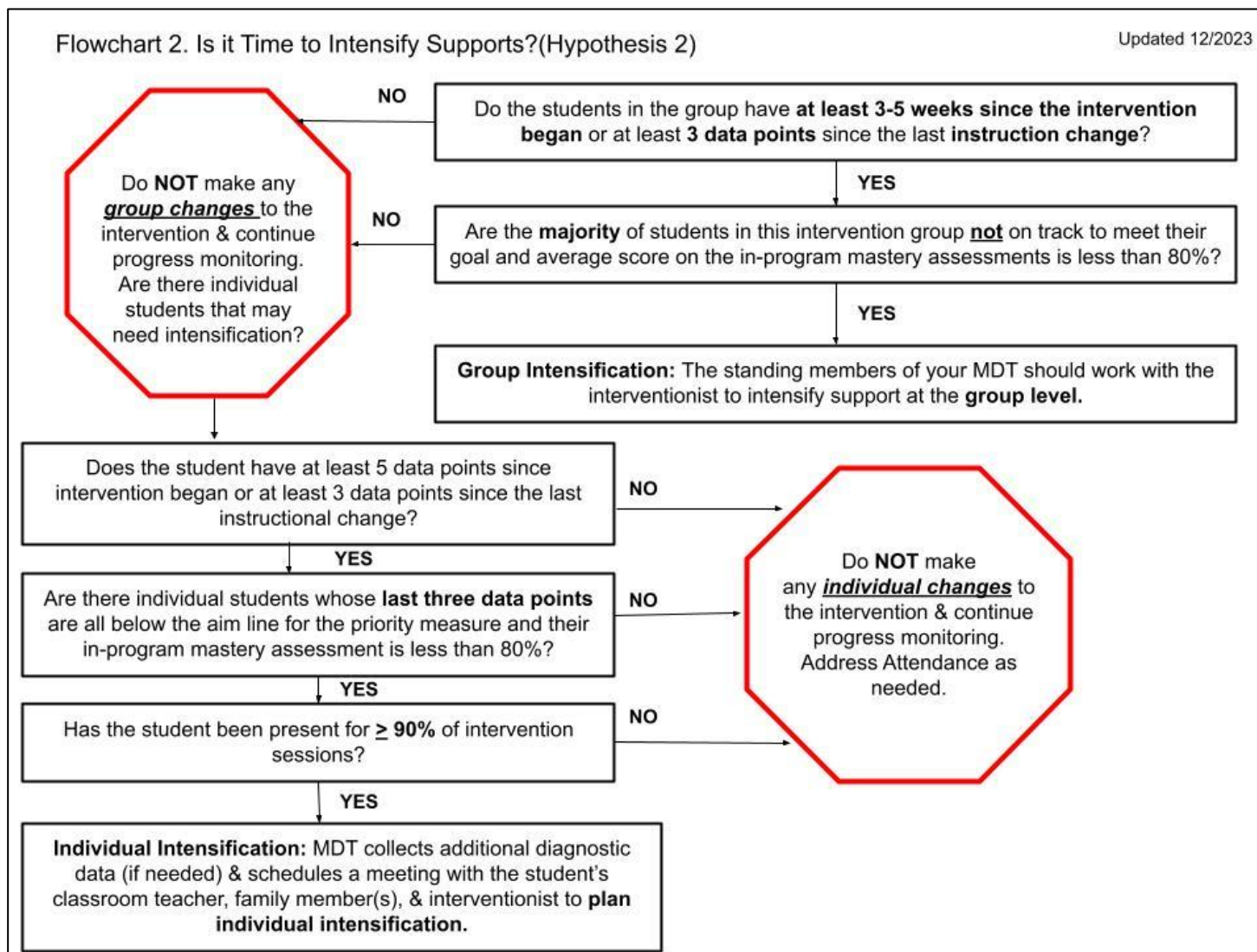
# About the Intervention Group – Individual Intensification Example

- **Interventionist:** Paraprofessional
- **Grade Level:** 9<sup>th</sup> & 10<sup>th</sup>
- **Group Size:** 10 Students
- **Fall Benchmark Assessment:** Used incoming Spring Fastbridge data from MS for 9<sup>th</sup> graders & Freshman grades/teacher feedback for 10<sup>th</sup> graders
- **Placement Test:** San Diego Quick and Reading CBM
  - All students reading at 5<sup>th</sup> grade level or higher
  - Students placed in REWARDS Plus Social Studies
- **Intervention:** 5 days a week for 70 minutes

# Ruled Out Hypothesis 1: Students Have Received Adequate Instruction



# Examined Hypothesis 2: Determined it was Time for Individual Intensification



## Implementation Record Data for “Alex” for the last Month

- Attendance: 100%
- Engagement: 50% (decreased over the past month; either “not engaged” or “partially engaged” during instruction)
- Dosage: 95% of sessions have taken place (the interventionist was absent once and there was no substitute available)
- Fidelity: Past 3 teacher fidelity scores were 80%, 85%, 85%
- Progress-Monitoring Data Collection: Reading CBM (paper/pencil) and in-program mastery assessments are being collected


## Consider Behavior Supports

- Attendance: No concerns
- Engagement: 50% fully engaged according to implementation records
- MDT (with the classroom teacher, interventionist, and family) agrees more information about behavior **IS** warranted to support planning
- Agrees to have the Behavior Specialist observe 3 intervention sessions and record data on engagement and other behaviors

# Student Behavior Observation Data

## (2 of 3 Interval Recording Data Displayed)

**Interval Recording Form**



**Student:** Alex B. **Date:** November 7, 2025 **Time:** 7:20-7:50am

**Class/Teacher:** Mrs. Baker **Observer:** Ms. Wilson

**Length of observation:** 30 minutes **Length of interval:** 1 minute

**Target/Problem Behavior:** Off-task behavior which includes student interrupting teacher or peer by blurting out comments or questions during instruction.

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:	9
Total intervals coded:	20
Percentage of intervals during which target behavior occurred:	45%

**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 45% of the intervals during observation. His peers did not demonstrate these same off-task behaviors.

**Interval Recording Form**



**Student:** Alex B **Date:** November 11, 2025 **Time:** 7:40-8:10am

**Class/Teacher:** Mrs. Baker **Observer:** Ms. Wilson

**Length of observation:** 30 minutes **Length of interval:** 1 minute

**Target/Problem Behavior:** Off-task behavior which includes student interrupting teacher or peer by blurting out comments or questions during instruction.

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 the 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, his answers were on topic, but often incorrect.

# Observation Results

- Off-task 45-50% of intervals
- Behaviors:
  - Interrupting the teacher or peer by blurting out comments or questions during instruction
  - Talking with peers during instruction
- Perceived function is gain adult attention

# Developing an Individual Intensive Intervention Plan

- “Get Them on Task” - Teach the “on task” behaviors of responding only when prompted to answer questions/responses related to the instruction
  - Practice with examples and non-examples
- Use the Be+App at 5 minute intervals to give Alex a + or – for on-task behavior based on behavior at that moment on his monitoring sheet
  - Initial goal is set for at least 4+’s out of 7 – When this is met five times in a row, the goal will increase to 5+’s, etc.
  - Then the interval will be increased to 10 minutes and then 20 minutes as goals are met and maintained
- Each time Alex meets his goal he has 10 minutes with Mrs. Baker and a friend at lunch

# Monitoring Fidelity of the Individual Intensive Intervention

- Continue with existing plans to monitor the fidelity of the REWARDS Plus Social Studies
- Add the self-report of the individual intervention fidelity checklist
- Observations by the coach will also include data collected on the individual intervention plan

Step	Completed? (Y, N, or NA)	Comments
1. Remind students of the target behavior(s) expected to be demonstrated in order to earn a point when the signal sounds.		
2. Start the audible signal at the determined interval.		
3. When the signal sounds, give immediate and specific verbal praise to target students/class who were on task and record points.		
4. Continue through the specified time period.		
5. When the goal is met, students/class earn the reinforcer.		
6. Graph the number of points earned and compare to the goal.		
7. As students/class increase their on-task behavior, set the signaling schedule with longer intervals and fewer signals.		

# Completed Individual Intensive Intervention Plan



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## Individual Intensive Intervention Plan - Secondary

### Multidisciplinary Team Members

Teacher: Mrs. Smith  
Family Members/Caregivers: Mrs. B  
Additional Staff: Ms. Wilson, Mr. Medd

Date: 10-29-25

### Initial Intervention Plan

Student Name: Alex B.  
Teacher/Interventionist: Mrs. Baker  
Intervention Program: REWARDS Plus Social Studies  
Start & End Time: 7:20-8:40  
Group Size: 10 Students

Grade Level: 9th  
Class Period: 1st Hour  
Location: Room 104

Has the student received adequate instruction? (Hypothesis #1)	Yes	No*
At least 5 data points since intervention began or at least 3 data points since the last instructional change?	X	
Last three data points all below the aimline and/or in-program mastery assessment is <80%?	X	
Present ≥ 90% of the intervention sessions?	X	

\*If the answer is no, the MDT should make a plan to address attendance or data collection as needed.



Individual Intensive Intervention Plan – Secondary

### Individual Intensification Plan #1

Date: \_10-29-25, 11-19-25\_

Do not adjust more than one dimension at a time and work sequentially through the dimensions.

Dimension	Data	Plan
<b>Behavioral Support</b> Needs Adjustment? <b>YES</b> NO	Average % engagement: 50%  Notes: Alex B. has been present 100% of the time in the past 4 weeks, but only engaged 50% of the time. Off-task behaviors include blurting out comments and/or questions in the middle of class to teachers and students. This is impacting his ability to focus and has been a distraction to his peers.  <b>11-19-25 Updates:</b> *Alex was observed on 11/7, 11/11, & 11/18 using an interval recording observation form. He was off-task 45%, 50%, & 50% when observed during reading intervention. **Perceived function is adult attendance *Email responses from content area teachers in Math, Science, and SS indicate that Alex is on-task in those classes. Still waiting to hear back from the ELA teacher.	1. Ms. Wilson will conduct 3 time interval observations during reading intervention a. Additional information from other teachers might be considered if off-task behavior is also occurring in other classrooms 2. Reconvene to discuss the results of the observations by Ms. Wilson on November 19, 2025 a. Mrs. B plans to dial in via Zoom  <b>11-19-25 Plan:</b> 1. Molly V (behavior specialist) will work with Mrs. Baker & Alex to introduce the "Get Them on Task" strategy (responding on topic to learning with examples and non-examples; opportunities for modeling, role playing, & practice) 2. Mrs. Baker will review group expectations at the beginning of each intervention time 3. Mrs. Baker will use the Be+ Positive App (set to 5 minute intervals) during intervention to mark down on-task/off-task behaviors on Alex's sheet a. Initial goal: 4 out of 7 intervals on-task b. Once goal is met x5 in a row, goal will be increased to 5 out of 7 intervals on-task c. Once 5 out of 7 intervals on-task are met, the intervals will be adjusted to 10 minutes, 20 minutes, etc. d. Reward: On days that goal is met, Alex can earn 10 minutes with Mrs. Baker and a friend at lunch e. Long-term goal: Teach Alex how to self-monitor his on-task behavior

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Michigan's MTSS Technical Assistance Center



## 4.0 Supports & Status Update

# General Intensification Process



- Determine if Group or Individual Intensification is warranted
- Collect additional data, as needed
- Identify which taxonomy dimension to address
  - For individual intensification, consider behavioral supports first
- Make a plan to intensify supports and document your plan
  - 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
- Collect fidelity data for the plan that is made

# NCII Intensification Checklist

- The National Center on Intensive Intervention offers ideas on how teams can intensify instruction for students based on the Taxonomy of Intervention Intensity
- These ideas are starting points for MDTs, not a comprehensive list

(NCII, 2019)

National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research

### Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, [www.intensiveintervention.org](http://www.intensiveintervention.org). Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.

**Strength:** Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

**Dosage**  
Increase opportunities for practice and corrective feedback.

- € Increase the length of intervention sessions.
- € Increase the number of intervention sessions per week.
- € Decrease the group size.
- € Increase the total number of sessions.
- € Decrease the heterogeneity of the groups (group students with similar performance levels).
- € Consider an intervention setting with fewer distractions.
- € Embed additional practice and feedback sessions throughout the day.
- € \_\_\_\_\_

**Alignment**

- € Increase instructional time for the target skill.\*
- € Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- € Focus on discrete skill instruction within the target skill.
- € \_\_\_\_\_


**Attention to Transfer**

- € Align instructional routines and language with core instruction and the environment.

National Center on Intensive Intervention Intensification Strategy Checklist—1  
September 2019

# Intensification Strategy Checklists

- Program specific intensification ideas have been created for some common secondary interventions:
  - REWARDS Intermediate & Secondary
  - REWARDS Plus SS & Science
  - Read to Achieve
  - Phonics for Reading



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### Rewards Secondary Intensification Strategy Checklist


The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic data and REWARDS Secondary in-program mastery assessment data to determine which dimension of intervention intensity to target. Make no more than one change at a time.

**Behavior, Engagement, and Motivation Support**

*Provide individualized behavior support to help the student attend to and engage in instruction.*

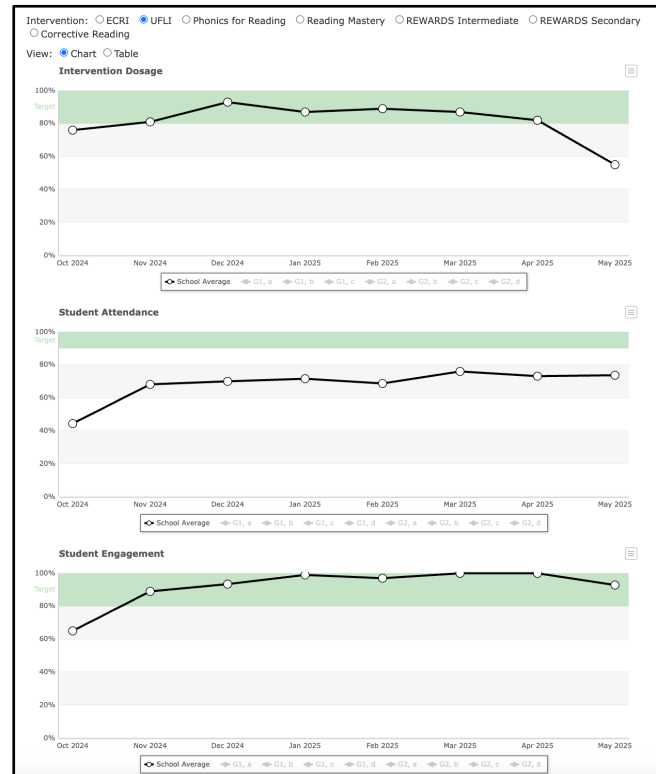
- Adjust room structure to reduce distractions, to increase proximity to instruction, and to encourage partner work (Small group intervention classes work better when students are closer to each other and to the instruction)
- Introduce, post, and review [Classroom Expectations/Remote Behavior Expectations](#)
- Explain the 'whys' behind the 'whats' ([Reading IS Rocket Science](#), [Why Reading is Important w/Goals](#))
- Provide explicit directions (verbally and visually) (Ex. [Daily Class Directions](#), [Cold Read Expectations](#))
- Student Engagement in [Creating Classroom Expectations](#)
- 'How Ya Doing' Sticks - Students can share how their day is going when they walk in the classroom by putting their stick in the jar that matches their mood (Great Day, Just Fine, Rough Day, etc.)
- Randomize Calling by pulling sticks and providing think time (at times allow for partner picking)
- Keep the flow of the instruction at a brisk pace to maintain engagement
- Sticker Charts for individual/group progress
- Individual [Check-In/Check-Out](#) charts to monitor student behavior
- Student vs. Teacher tally marks on the board for on-task behavior challenge
- Accuracy Races (groups/individuals compete for accuracy in reading)
- Students [graph progress](#)
- Brain Breaks (< 1 minute)
- Post, discuss, and help students set measurable reading goals (Ex. [Reading Goals for Students](#))
- Review expectations and goals for independent work time (Ex. [Progress Monitoring Explicit Directions](#))
- Make front/back copies of the [Prefix/Suffix/Vowel Sound](#) and Strategies for Reading Long Words charts in the back of the student Rewards workbooks and put them on cardstock to use as bookmarks
- Provide [Exit Criteria](#) for students to know what they are working towards

1



# MiMTSS Data System Features at Your Fingertips!

- Intervention Implementation
  - Attendance, Engagement, Dosage, & Fidelity Data
- Installation Checklists
- Benchmark Data
- RTFI Data
- Student Outcome Data
- SEBH Data



### Secondary Intensifying Literacy Instruction Summer Series - MDT Installation Checklist [Print](#)

**Summary:** Not Started: 100% In Progress: 0% Completed: 0%

**Checklist 1 :** Not Started: 100% In Progress: 0% Completed: 0%

Task/Activity	Current Status	New Status	8/25/2025
1. Select staff members to serve on the Multidisciplinary Team, including individuals with expertise in literacy, social, emotional, behavioral support, and special education.	Not Started	<input type="text"/>	<input type="text"/>
2. Develop the MDT Operating Procedures for the MDT (e.g., team meeting norms, meeting roles, implementation plan decisions, team responsibilities, and decision-making authority).	Not Started	<input type="text"/>	<input type="text"/>
3. Establish a biweekly meeting schedule for the current school year.	Not Started	<input type="text"/>	<input type="text"/>
4. Set up an Implementation Plan for the work of the MDT.	Not Started	<input type="text"/>	<input type="text"/>
5. Develop your school's Intervention Platform for the selected reading standard treatment protocol intervention.	Not Started	<input type="text"/>	<input type="text"/>
6. Develop an implementation record for the standard treatment protocol intervention for each intervention group.	Not Started	<input type="text"/>	<input type="text"/>
7. Identify a primary global outcome measure for progress monitoring students in the selected standard treatment protocol intervention (ORF, MAZE, etc.).	Not Started	<input type="text"/>	<input type="text"/>
8. Develop a biweekly/monthly schedule for collecting progress monitoring data using the identified primary global outcome measure.	Not Started	<input type="text"/>	<input type="text"/>

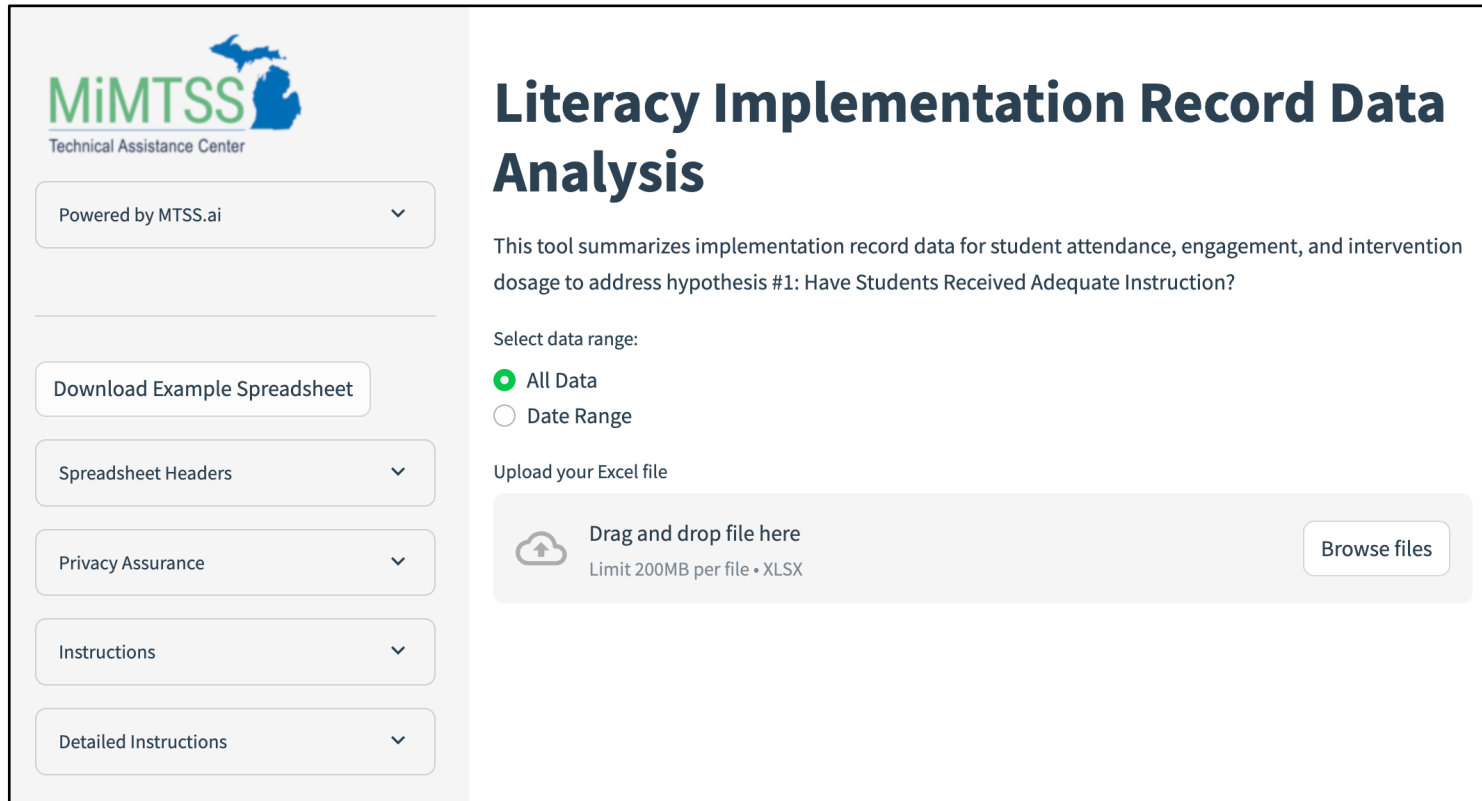
[Return to Main Data Entry Menu](#)

### Enter Intervention Implementation

Grade 1  
Intervention University of Florida Literacy Intervention (UFLI) Foundations  
Month February

Group	Students in group	Scheduled sessions	Held sessions	Changes since last month	Attendance Average	Engaged Average	Fidelity observation score
a	<input type="text" value="2"/>	<input type="text" value="20"/>	<input type="text" value="19"/>	<input type="checkbox"/> Students Changed <input type="checkbox"/> Interventionist Changed	<input type="text" value="71"/>	<input type="text" value="100"/>	<input type="text" value="100"/>
b	<input type="text" value="2"/>	<input type="text" value="18"/>	<input type="text" value="18"/>	<input type="checkbox"/> Students Changed <input type="checkbox"/> Interventionist Changed	<input type="text" value="75"/>	<input type="text" value="100"/>	<input type="text" value=""/>
c	<input type="text" value="1"/>	<input type="text" value="17"/>	<input type="text" value="11"/>	<input type="checkbox"/> Students Changed <input type="checkbox"/> Interventionist Changed	<input type="text" value="50"/>	<input type="text" value="100"/>	<input type="text" value=""/>

# Don't Forget About the Implementation Record AI Tool



The screenshot shows the user interface for the 'Literacy Implementation Record Data Analysis' tool. On the left is a sidebar with the MiMTSS logo and several menu items: 'Powered by MTSS.ai', 'Download Example Spreadsheet', 'Spreadsheet Headers', 'Privacy Assurance', 'Instructions', and 'Detailed Instructions'. The main content area features the title 'Literacy Implementation Record Data Analysis' and a description: 'This tool summarizes implementation record data for student attendance, engagement, and intervention dosage to address hypothesis #1: Have Students Received Adequate Instruction?'. Below this, there are radio buttons for 'All Data' (selected) and 'Date Range'. An 'Upload your Excel file' section includes a drag-and-drop area with a cloud icon, the text 'Drag and drop file here', 'Limit 200MB per file • XLSX', and a 'Browse files' button.

Access our AI Tool that was created to support data analysis of MDT Implementation Records for Hypothesis #1!!!

Visit: [lir.mtss.ai](https://lir.mtss.ai)

## Quick Recap Review!

1. T/F: The Taxonomy of Intervention Intensity dimensions are considered once it is determined that a group or individual intensification is needed.
2. T/F: Data drives the entire intensification process.
3. T/F: One person should be in charge of writing a group or individual intensification plan.
4. T/F: For individual intensification, behavioral supports should be considered first.
5. T/F: It is important to document intensification plans.

# Assignment: Check-In



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## Multidisciplinary Team Implementation Plan

**Goal:**

By May 20XX, the Multidisciplinary Team (MDT) will complete XX% of the installation checklist items from the MDT training series.

**Activities**

During the MDT meetings, record the date and status of each activity until it is complete.

Activity	By Whom	By When	Date and Status

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

What items need to be added to your implementation plan?

# Activity 4.1: Status Update on Installation Checklist

- Log into the [MiMTSS Data System](#) & update your installation checklist status

-or-

- Locate your team's [installation checklist](#) in the Part 1: Teaming Structure folder to update your status
  - Be sure to update Checklists 1 and 2

**Login with access to dashboards, reports, and data entry**


Email  (case sensitive)

Password

[I forgot my password](#)

Add or update your contact information, roles, and affiliated schools, district, or ISD on the [registration portal](#). No login needed.

For a series of informational videos, please access the [MiMTSS Data System Playlist](#) on YouTube. Check it out and consider subscribing.

  
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**Secondary Intensifying Literacy Instruction Summer Series  
MDT Installation Checklist**

The following items comprise the Multidisciplinary Team (MDT) Installation Checklist for the Secondary Level in the MiMTSS Data System.

Checklist 1:

1. Select staff members to serve on the Multidisciplinary Team, including individuals with expertise in literacy, social, emotional, behavioral support, and special education.
2. Develop the MDT Operating Procedures for the MDT (e.g., team meeting norms, meeting roles, implementation plan decisions, team responsibilities, and decision-making authority).
3. Establish a biweekly meeting schedule for the current school year.
4. Set up an Implementation Plan for the work of the MDT.
5. Develop your school's Intervention Platform for the selected reading standard treatment protocol intervention.
6. Develop an implementation record for the standard treatment protocol intervention for each intervention group.
7. Identify a primary global outcome measure for progress monitoring students in the selected standard treatment protocol intervention (ORF, MAZE, etc.)
8. Develop a biweekly/monthly schedule for collecting progress monitoring data using the identified primary global outcome measure.

# References

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