



Intensifying Literacy Instruction Summer Series

mimtsstac.org



Acknowledgments

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

- National Center on Intensive Intervention
- Michigan's MTSS TA Center Intensifying Literacy Model
Demonstration Partners

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Partner work, table discussions
 - Ask questions

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Intended Outcomes

By the end of today's session, teams will:

1. Identify the steps of the Data-Based Individualization (DBI) process
2. Define a standard-treatment protocol intervention
3. Describe the roles and responsibilities of the Multidisciplinary Team (MDT)
4. Establish effective meeting protocols for MDT meetings
5. Begin developing or refining the school's intervention system

Agenda

1.0 Welcome & Getting Started

2.0 Intensifying Literacy Instruction & Data-Based Individualization (DBI)

3.0 Setting Up Your MDT for Success

4.0 Intervention System

5.0 Next Steps, Preview, & Wrap-Up

Milestones Goal Chart



FINAL GOAL:

Complete 100% of the MDT Installation Checklist Items to prepare for successful 2023-2024 school year addressing the advanced tiers

1.0 Welcome & Getting Started

Activity 1.1

- Navigate to the [Data-Based Individualization Knowledge and Skills Survey](https://tinyurl.com/PreDBI) (https://tinyurl.com/PreDBI)
- The survey asks for your name, but all identifying information will be removed when reviewing responses to protect confidentiality
- Please work on your own – do not look up answers or ask others what they think
- Information from this survey will be used to:
 - Plan for future training
 - Evaluate training effectiveness
- The survey should take approximately 30 minutes to complete



Acronym Introduction

- DBI = Data-Based Individualization
- ILI = Intensifying Literacy Instruction
- IIP = Individualized Intensive Intervention Plan
- IEP = Individualized Education Plan/Program
- MDT = Multidisciplinary Team
- GLT = Grade Level Team
- MTSS = Multi-Tiered Systems of Support
- SEB = Social Emotional Behavioral

Focus for the Series

- Establishing a Multidisciplinary Team
- Intensifying Literacy Instruction and Data-Based Individualization
- One Intervention Program
- Get Started & Get Better

Tools to Support the Multidisciplinary Team (MDT)

- MDT Compact & Operating Procedures
- MDT Sample Agendas
- MDT Implementation Plan
- Intervention System
- Assessment System

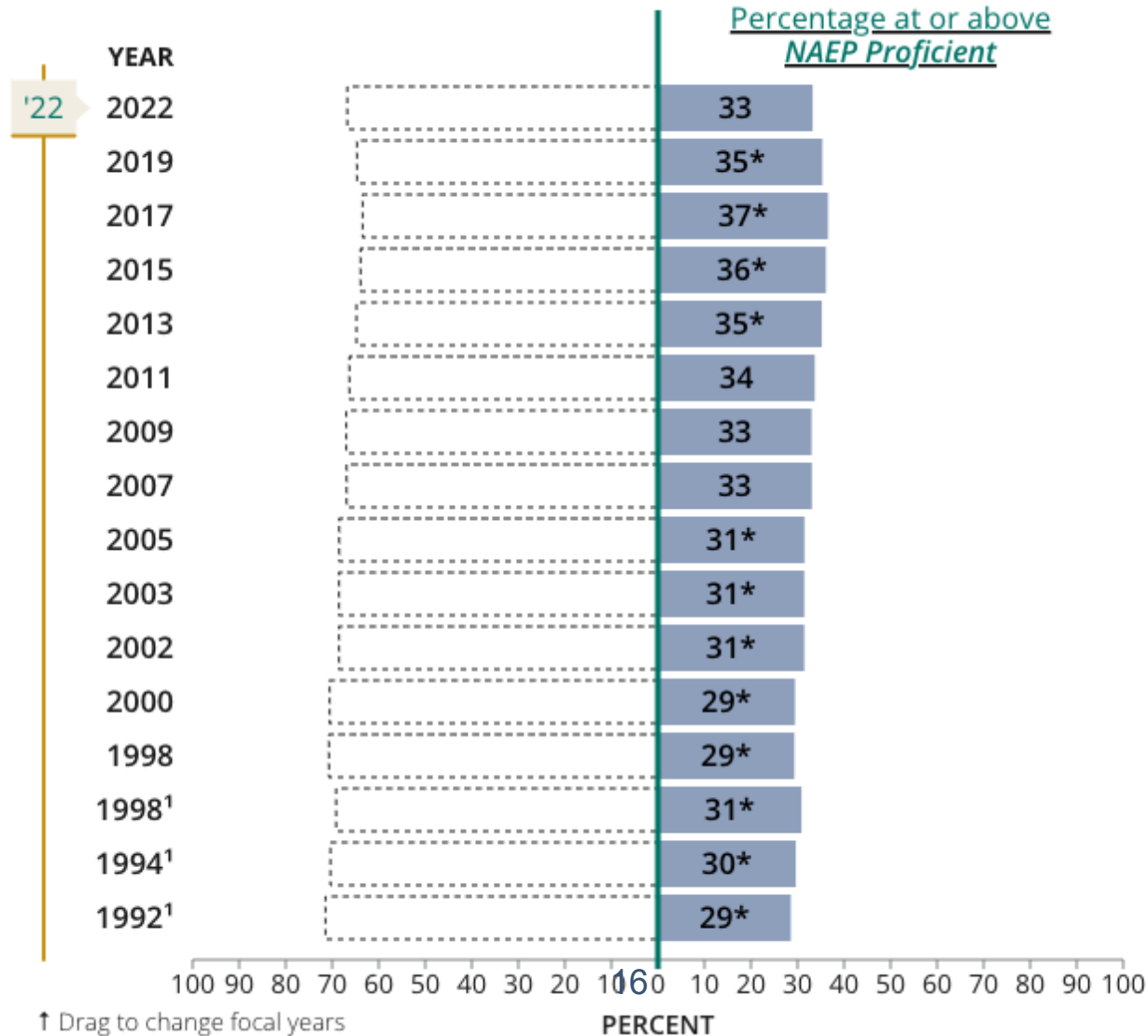
Activity 1.2

- Locate the Google Folder shared with you via email before today's session
- Access the materials in the folder and discuss and decide on the following:
 - Who will be responsible for managing the folder for your MDT?
 - Who else should you share this folder with (e.g., other MDT members unable to attend; interventionists not on the team)?
 - Does your team have an existing system (e.g., agenda templates, action plans) that your MDT should consider throughout this professional learning series?

Creating a Sense of Urgency

- Outcomes
- Available Time
- “All Hands on Deck” Approach

2022 NAEP National Data – Fourth Grade Reading



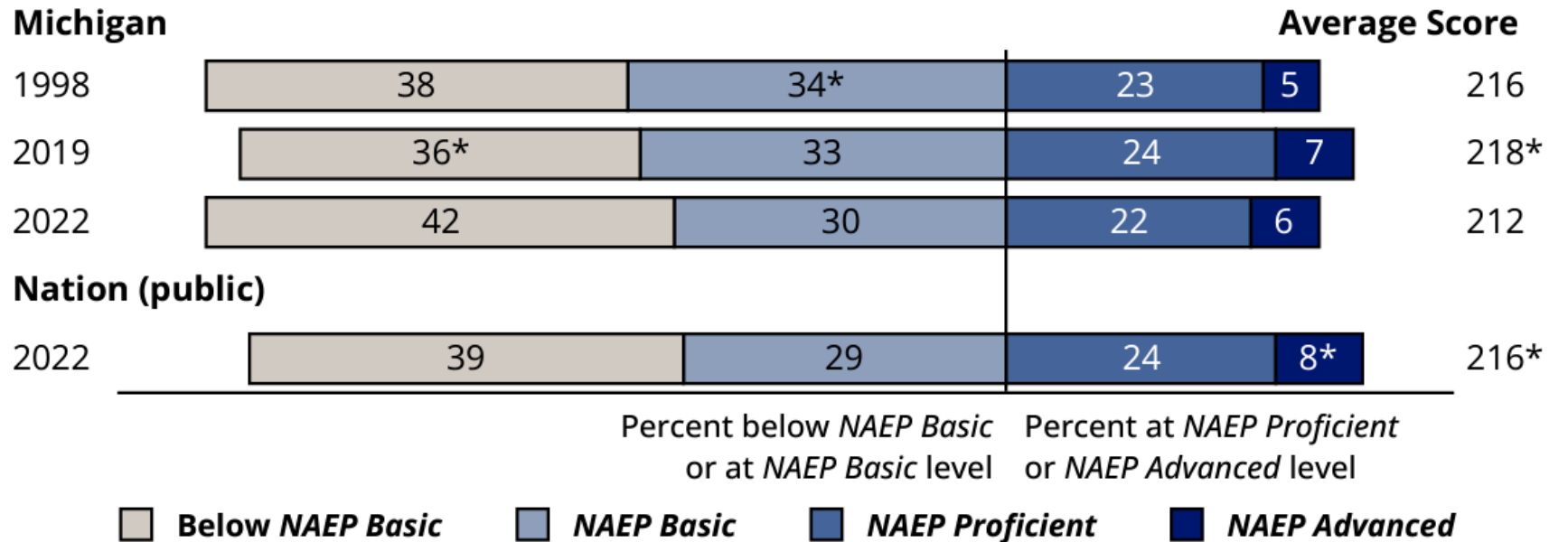
[The Nation's Report Card](https://www.nationsreportcard.gov/reading/?grade=4)

<https://www.nationsreportcard.gov/reading/?grade=4>

2022 NAEP Michigan Data – Fourth Grade Reading

2022 READING STATE SNAPSHOT REPORT MICHIGAN ■ GRADE 4 ■ PUBLIC SCHOOLS

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



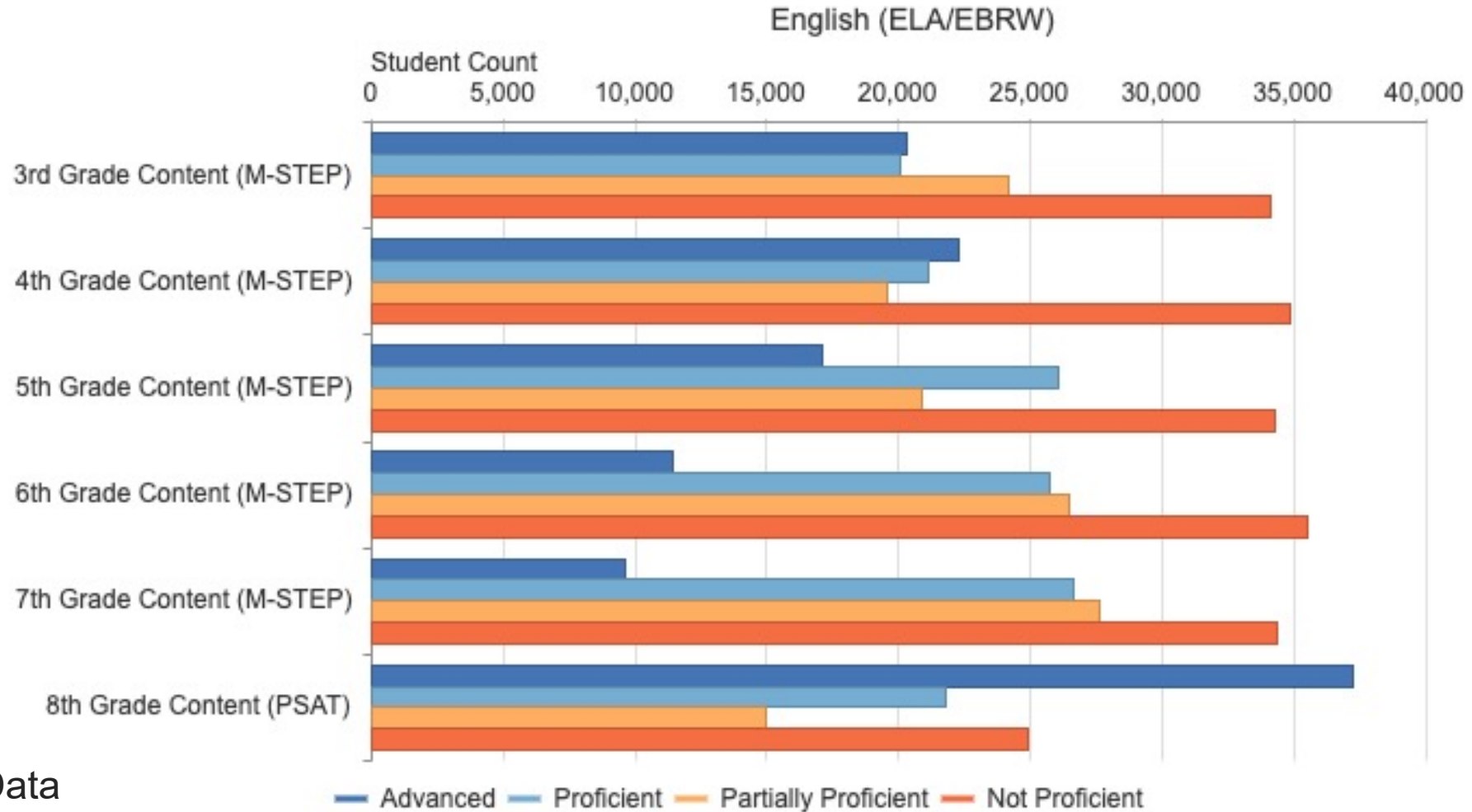
[The Nation's Report Card](https://www.nationsreportcard.gov/reading/?grade=4)

<https://www.nationsreportcard.gov/reading/?grade=4>

* Significantly different ($p < .05$) from the state's results in 2022. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

2022-2023 M-STEP Reading Data for Michigan



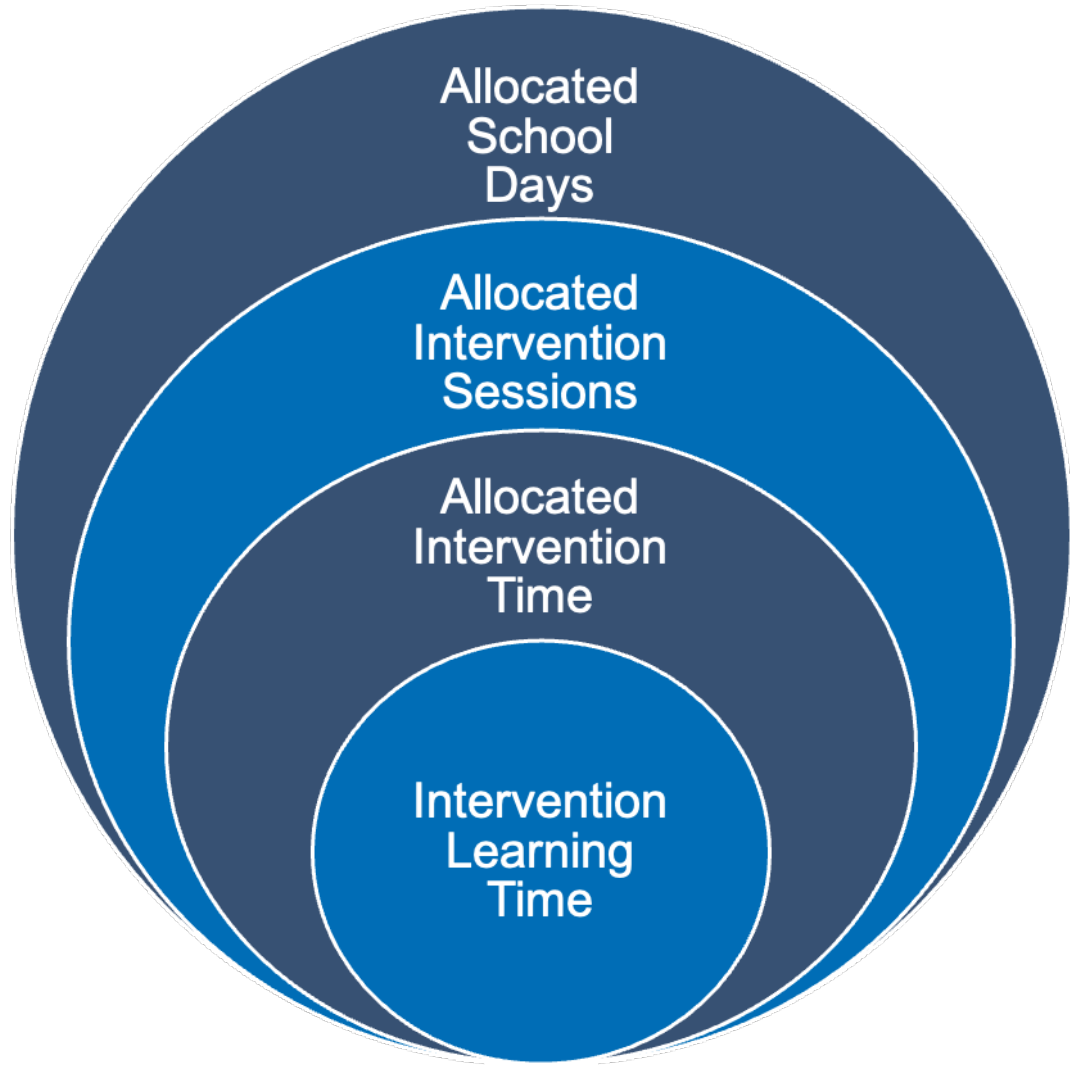
Mi School Data



Activity 1.3

- Review your aggregated universal screening data for first and/or second grade from the Spring of 2024
- Identify the number and percent of students who are below and well below grade level expectations
- As a team, discuss how this information, in addition to other data just shared, will be used to create a sense of urgency within your team and school for this work

Maximizing Learning Time in Intervention



- **Allocated School Days:** Total time in school
- **Allocated Intervention Sessions:** Total number of intervention sessions
- **Allocated Intervention Time:** Time devoted to each intervention session
- **Intervention Learning Time:** Time students engage during instruction

Activity 1.4

- Locate your school calendar
- For one grade level (e.g., first or second grade), from the total number of days in the school year, cross off any days that intervention will not happen throughout the year, including:
 - Days at the start of the school year when intervention groups have not been formed or are not yet meeting
 - Class field trips (anticipated number)
 - Assemblies
 - Testing windows (if intervention groups typically do not take place)
 - Half days
- How many possible intervention sessions are available for students during the 2024-2025 school year?

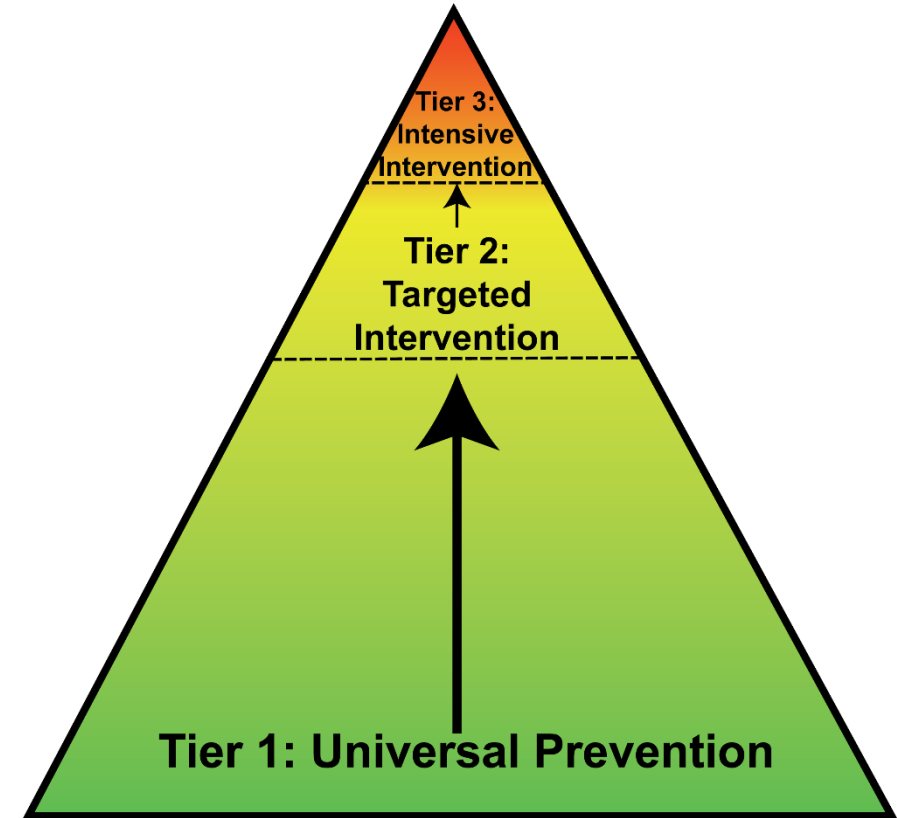
“All Hands-On Deck”

- The scope of the need of students who need more literacy supports to become skilled readers and writers is broad
- Students receiving these supports spend the majority of their time in the general education classroom
- Involves multiple individuals with multiple areas of expertise, including:
 - Teachers (general education and special education)
 - Interventionists
 - Families
 - Leaders (district and school administrators)
 - Itinerant staff (e.g., school psychologists, social workers)

2.0 Intensifying Literacy Instruction & Data-Based Individualization (DBI)

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



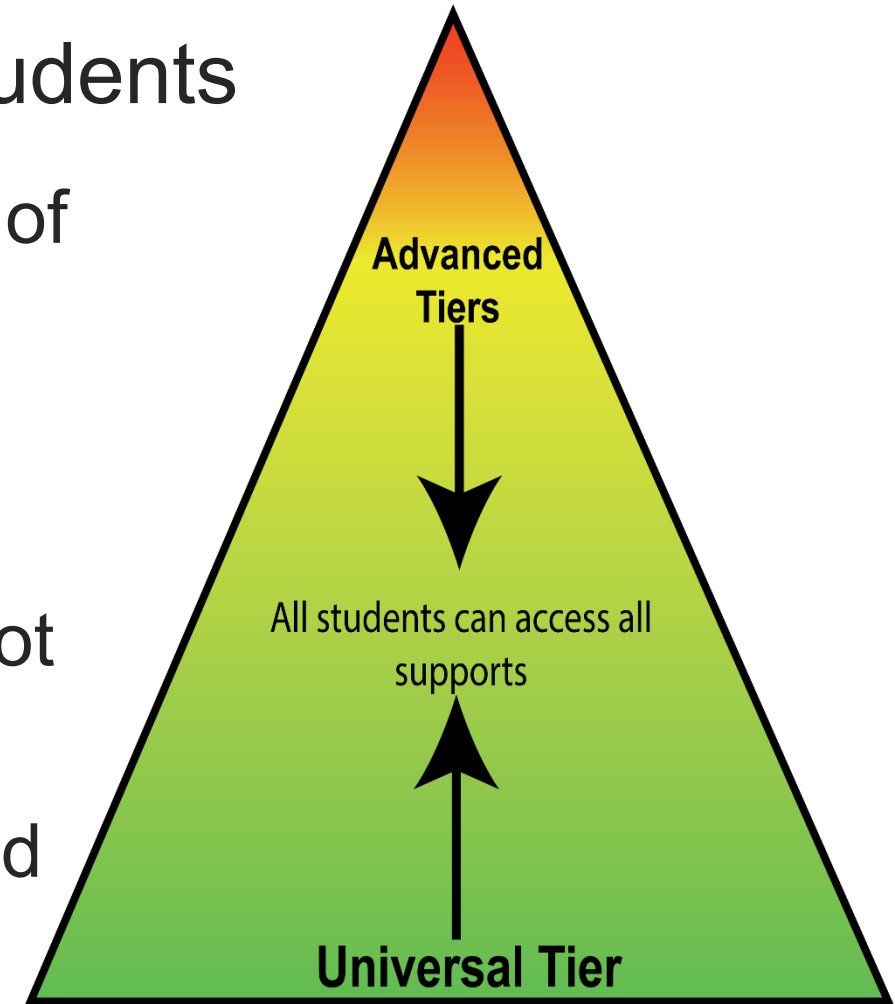
Problems with the Traditional Approach

- The “Tier 1 Problem” is never solved
- Students are not their tier
- Student problem solving approach is deficit-based
- Special Education (staff, students, instruction) is excluded
- No team-based leadership in the advanced tiers
- Indistinct implementation of Tier 2

(Fuchs & Fuchs, 2017)

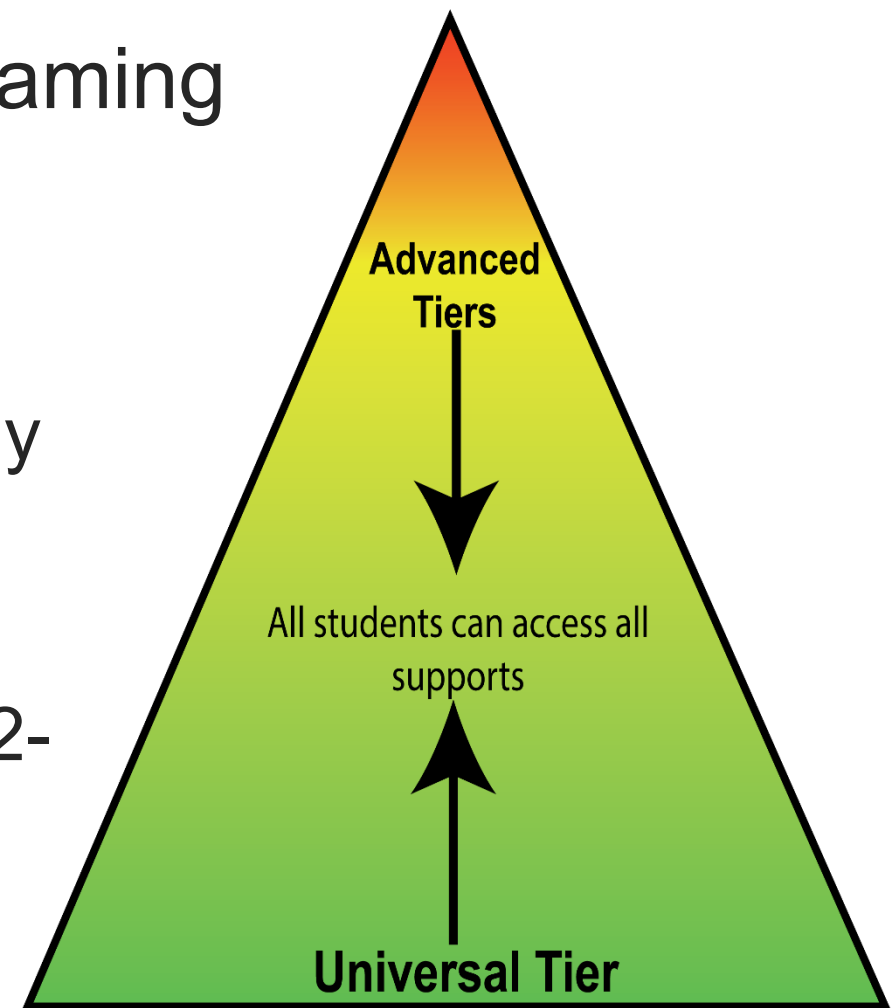
An alternate approach...students

- Students **flexibly move** within varying levels of instructional support
- All students access the supports they need when they need them
- **Focus on instructional problem solving**, not student problem solving
- **Students with disabilities** are fully integrated



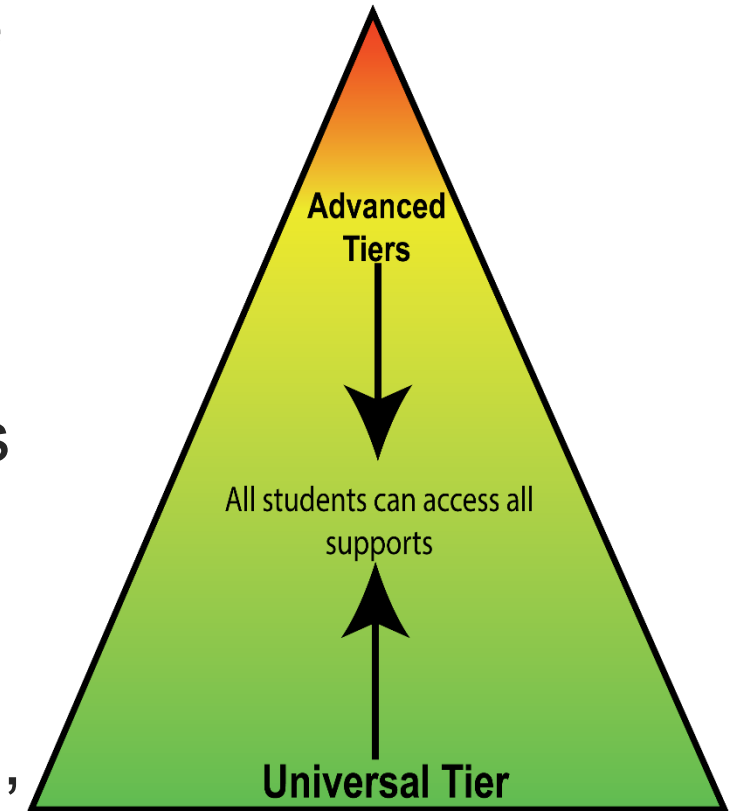
An alternate approach...teaming

- Schools work to improve both the Advanced and Universal Tiers **simultaneously**
- **Grade Level Teams** (GLTs) focus their energy on the Universal Tier (Tier 1)
- A team is developed (**the MDT**) to focus on implementation of the Advanced Tiers (Tiers 2-3)
- The teams coordinate supports
- **Neither team is more important than the other**

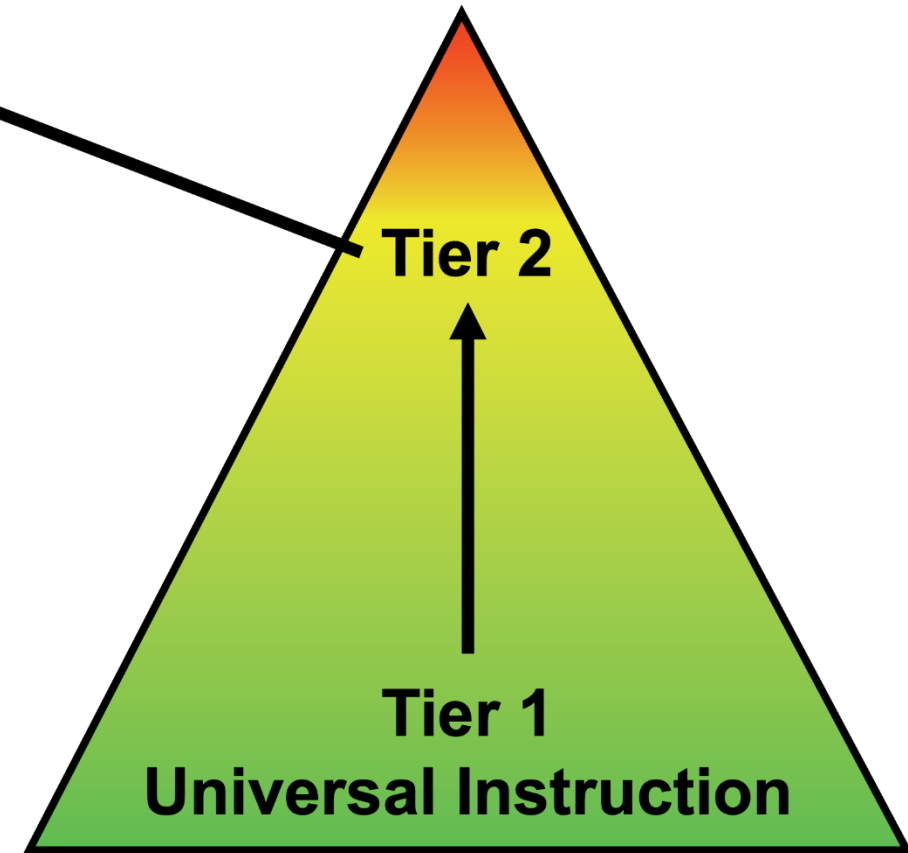
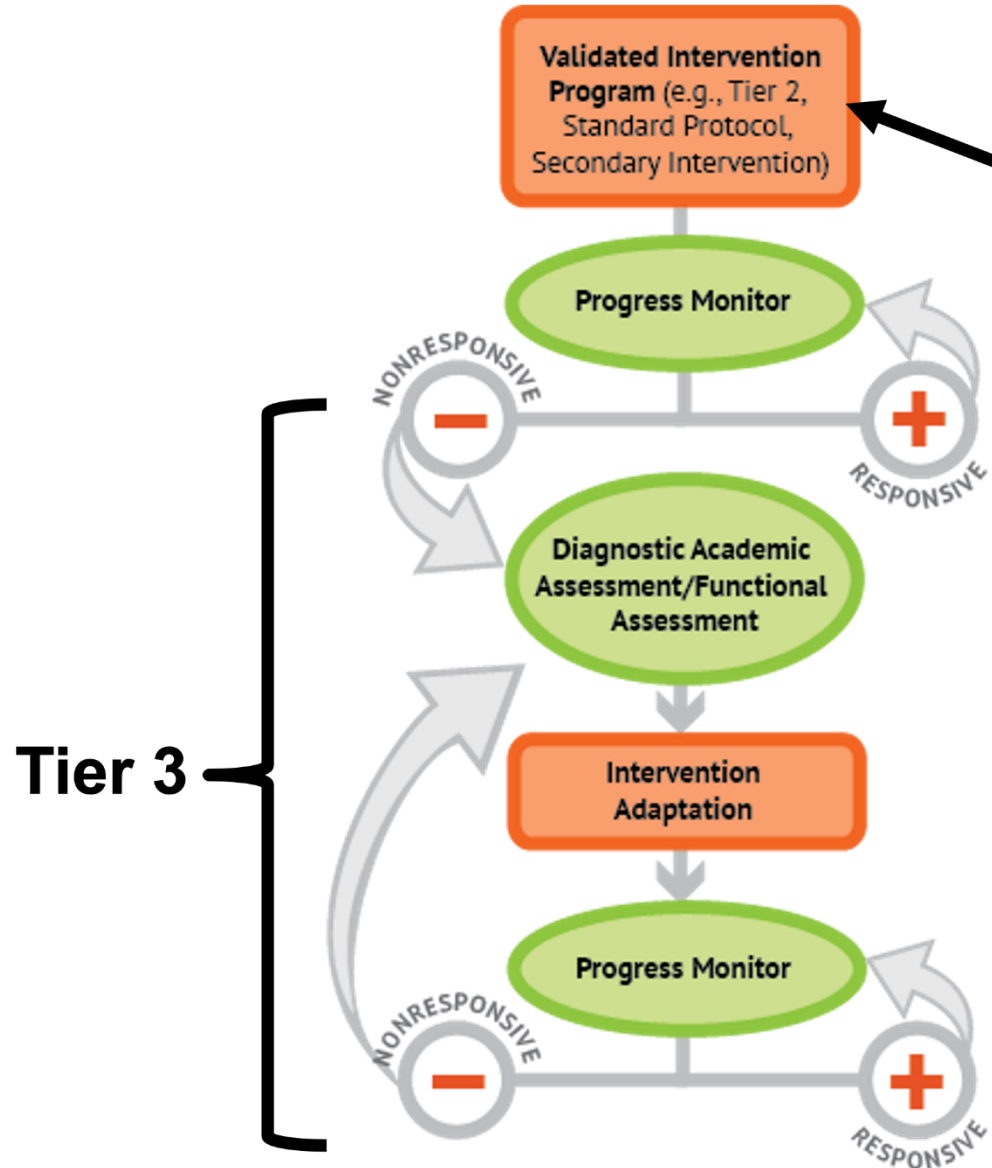


An alternate approach...resources

- All students receive **high-quality Tier 1** (GLTs are focused on this)
- All students who need it participate in a **validated standard treatment protocol intervention**
- **Validated assessments** monitor student progress
- **Decision rules** are used to guide teams in the process of intensifying selected interventions
- An **Intervention System Document** is developed, which guides teams in the implementation of the Advanced Tiers



DBI, a Process for Providing Support in the Advanced Tiers



Standard Treatment Protocol Interventions

What it is:

- A standardized, evidence-based effective intervention chosen to address the most common student needs within the school (Shores, 2008)
- Includes teacher language for modeling skills or processes, carefully designed guided practice, language for how to affirm student understanding and correct any misunderstandings, independent practice opportunities with ways for teachers to ensure students are learning the skills/processes

Standard Treatment Protocol Interventions (cont.)

What it is (continued):

- Includes content that is taught systematically with the sequencing of skills or processes done in such a way as to begin with easier, high-utility skills and then increase in complexity
- Often includes a placement test

What it is not:

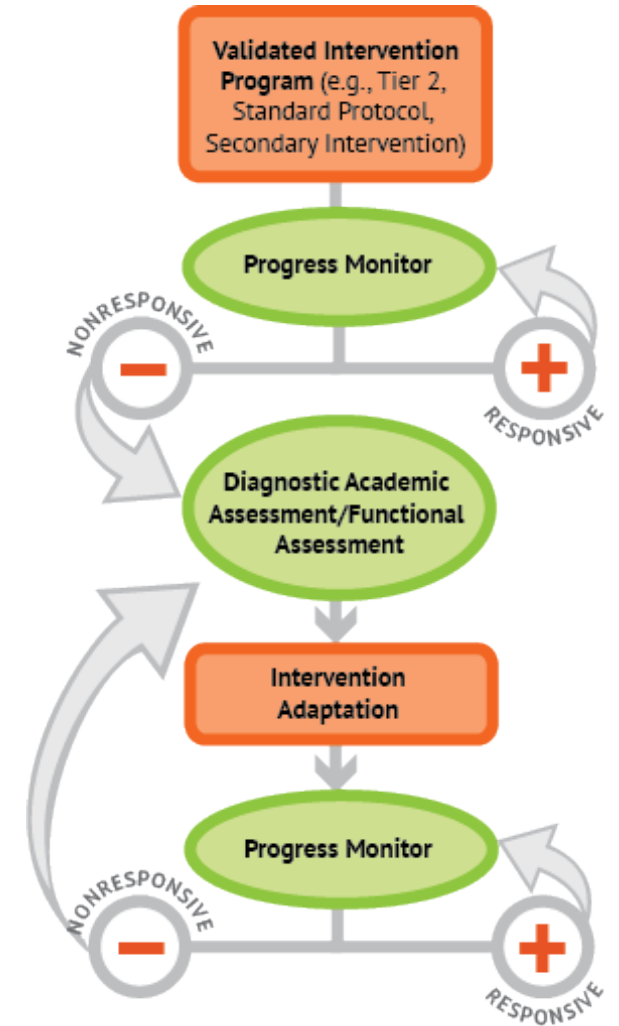
- Expecting teachers to design daily lessons, pulling from a range of resources without carefully attending to the sequencing of skills/processes

Different Names...Same Process

- Data-based Individualization
- Data-based Instruction
- Data-Based Intensification
- DBI
- Intensive/Intensifying Intervention

(Deno & Mirkin, 1977)

(National Center for Intensive Intervention, 2018)

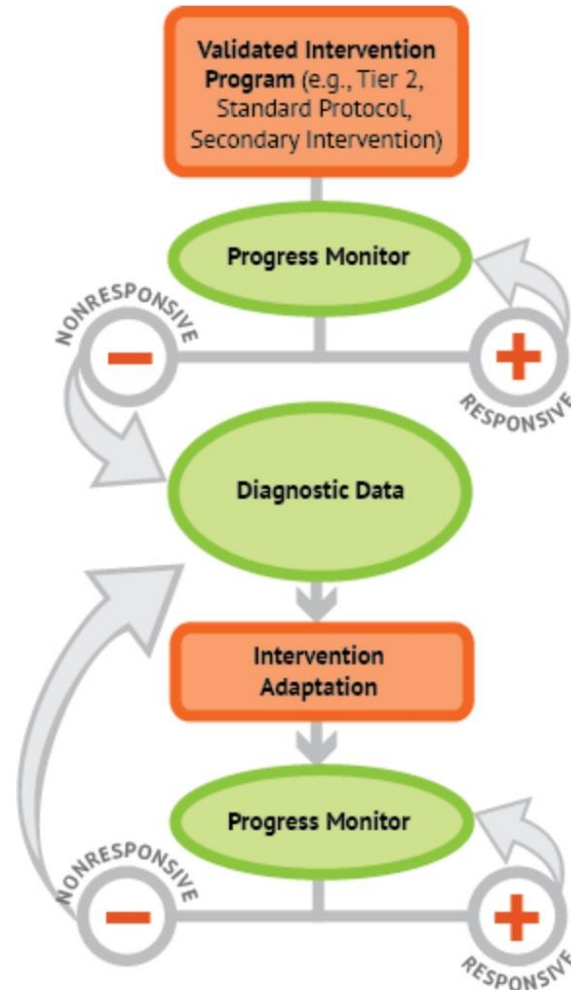




Activity 2.1

- Locate the laminated “Breaking Down the DBI Process: Questions & Considerations” document
- Read through each step and the questions associated with the step
- Individually, craft a 90-second or less “elevator speech” describing what DBI is and is not using the laminated graphic as a visual support
- Be ready to share your “elevator speech” with someone else

Data-Based Individualization Process



3.0 Setting Up Your Multidisciplinary Team (MDT) for Success



Activity 3.1

- Individually read "Part 1: Teaming Structures" in the Intervention System Document (pages 4-7)
- As you read, make a note of
 - Key information that aligns with your understanding of the role of a Multidisciplinary Team
 - Information you have questions about
- When everyone is finished reading, discuss the information you noted with your team

Team-Based Leadership is an Essential Component of MTSS

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



(MDE, 2020)

Benefits of an MDT Supporting Instructional Intensification

- Students experiencing significant and persistent challenges in learning to read generally require:
 - **Wrap-around services** (support for other areas such as behavior, social/emotional, fine motor, attention, speech and language, etc.)
 - **Innovative approaches** (when standard, validated methods fail)
 - **Continual Problem-solving**
 - **Significant time and resources**
- No single teacher can possess all the necessary knowledge and skills
- “**Multidisciplinary**” suggests a broad range of skills and expertise
- Think of an MDT as a **panel of experts** working together to solve the most significant and persistent learning challenges faced by your students

MDT Team Responsibilities

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

MDT Member Time Commitments

- Systems Level Meetings (4-8 hours/month)
- Group and Individual Intensification Planning Meetings (4-8 hours/month)
- Ongoing (daily/weekly) duties as assigned (varies by team member):
 - Assessment (progress monitoring, diagnostic academic assessments, functional behavior observation)
 - Fidelity observation
 - Delivering intervention
 - Data analysis





Activity 3.2

- Locate your team's copy of the MDT Compact & Operating Procedures
 - As a team, work your way through the following sections:
 - MDT Members
 - Establishing a Meeting Schedule
 - Decision Making (read and discuss)
 - MDT Member Roles
 - Team Agreements/Norms
 - MDT Implementation Plan Decisions
 - MDT Document Storage
-

4.0 Intervention System

Defining an Intervention System

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

Intervention System Components

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

Defining an Intervention Platform

Intervention Platform:

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

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

Table 1. Reading Intervention Platform

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

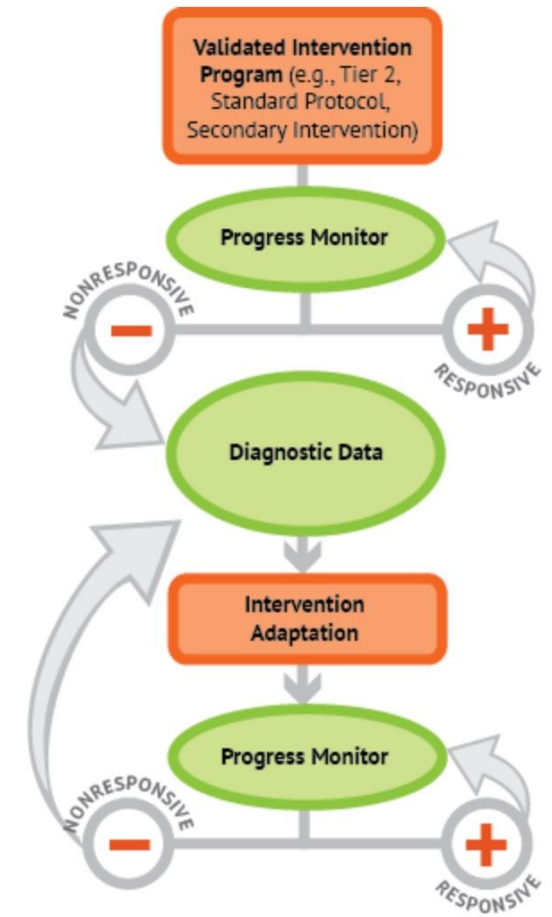
Defining an Intervention Platform:

Dr. Sharon Vaughn

An intervention platform is a collection of standard treatment protocol interventions

Intervention Platform: Key Elements to Document

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



Defining an Intervention Platform (cont.)

- “Collection of practices or programs that have been intentionally reviewed and selected to be used as the foundation, or building blocks, for customizing intervention” (p. 13)
- Intervention platform resources are not intended to be developed by individual teachers
 - “Designing effective reading and writing intervention materials requires significant expertise in the content area, instructional design principles, and learning science. It also requires a significant amount of time.” (p.13)

(St. Martin, et al., 2021; p.13)

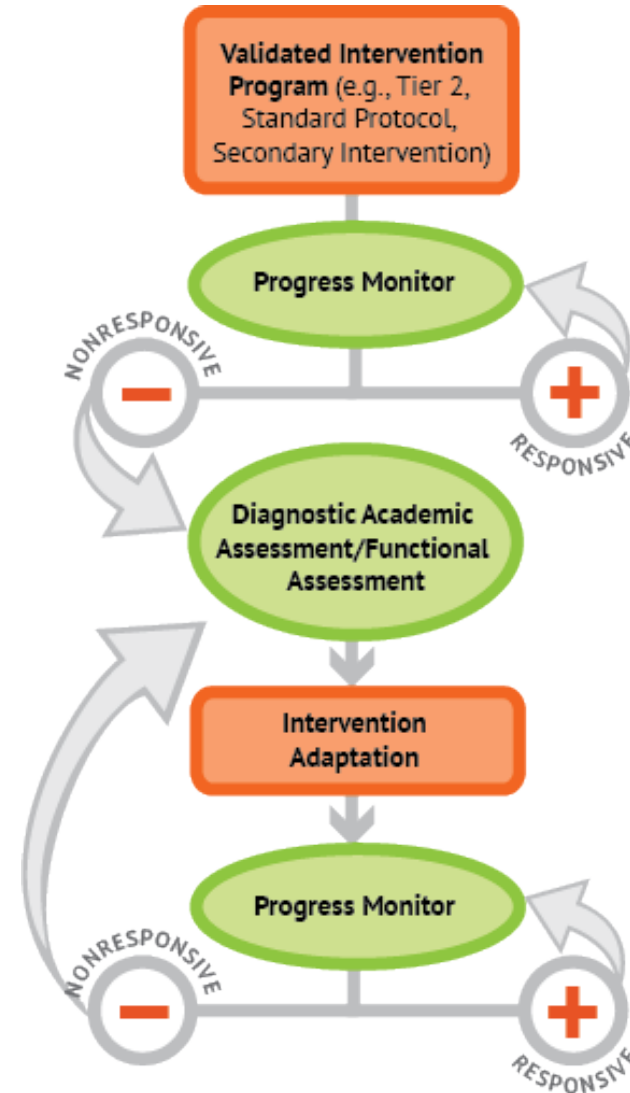


Activity 4.1

- Locate the handout titled “Example Intervention Platform”
- Individually read through the example
- With your team, discuss the benefits of documenting intervention information within the intervention platform

4 Types of Data Fuel the Intensification Process

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



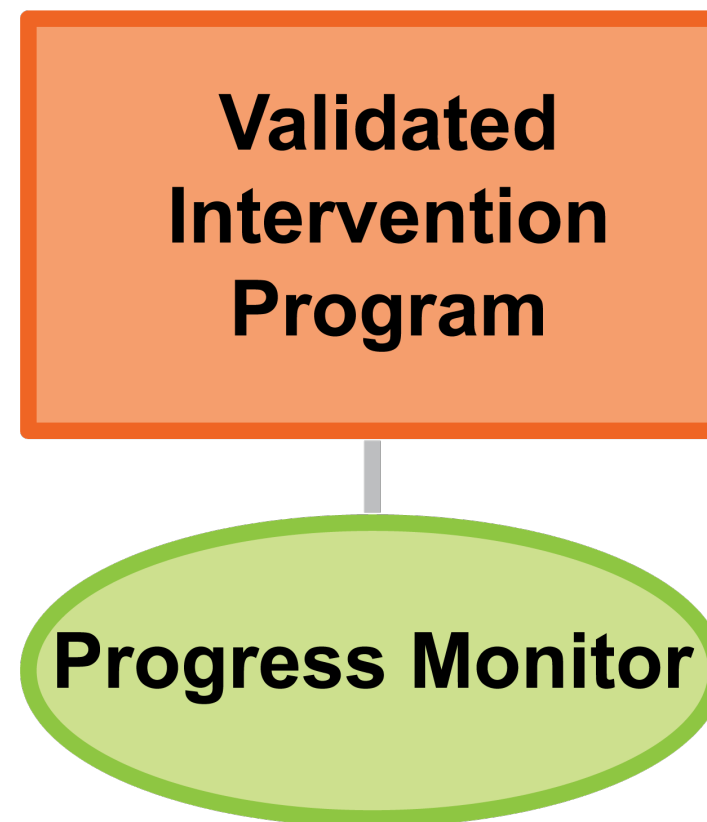
Purpose of Universal Screening Data

- Goal #1: Determine adjustments to Tier 1 Instruction to ensure at least 80% of students are successful with Tier 1 only
- Goal #2: **Efficient and accurate** identification of students in need of intervention
 - Standard Treatment Protocol Intervention (Tier 2)
 - Intensive Interventions for students with **significant and persistent needs** (Tier 3)



Purpose of Fidelity Data

- Measure the degree to which we implement intervention instruction as designed
 - Implementation
 - Adherence
 - Quality
 - Dosage
- Measure the degree to which students are accessing the intervention as planned
 - Receipt
 - Engagement



Fidelity/Child Improvement Myth

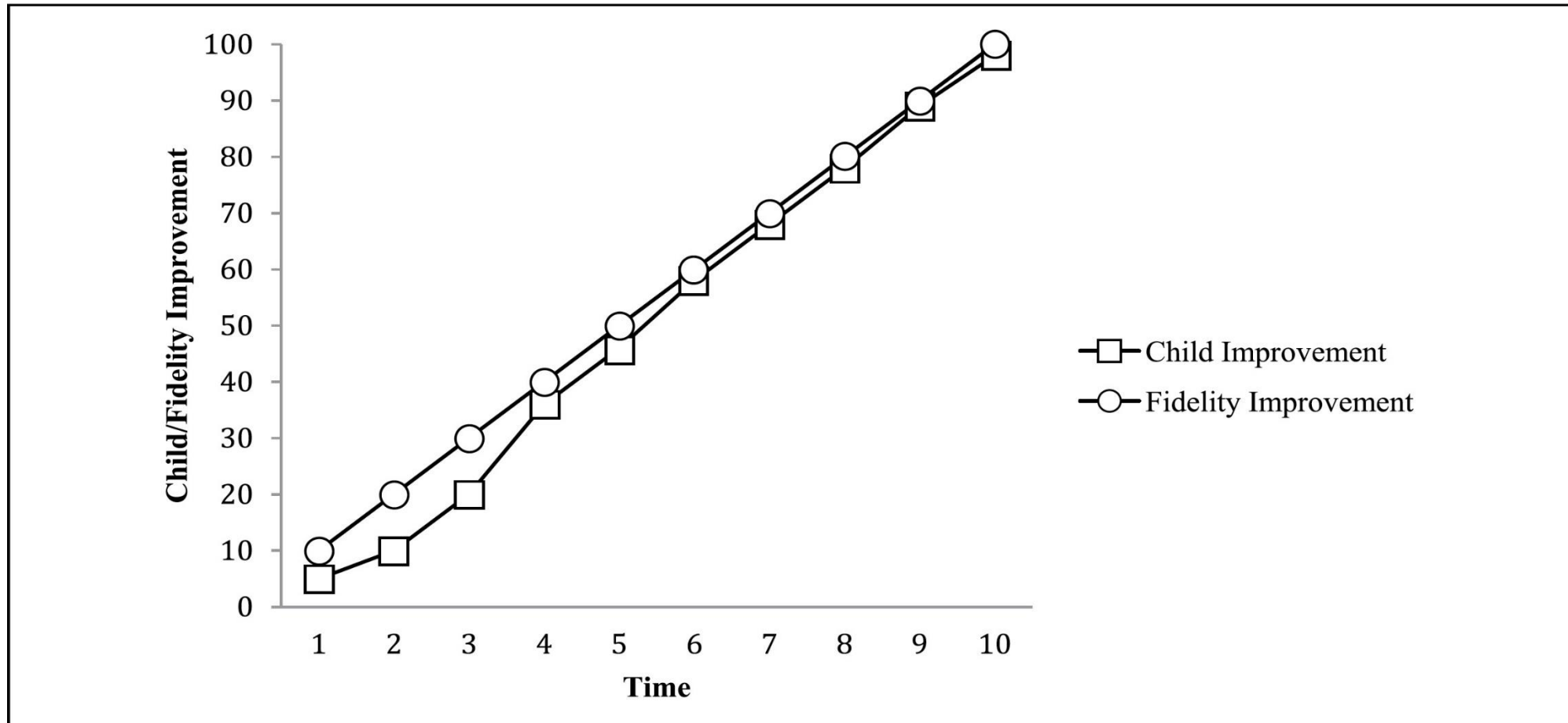


Figure I. Mythological relationship between fidelity and child behavior change.

Fidelity/Child Improvement Actual

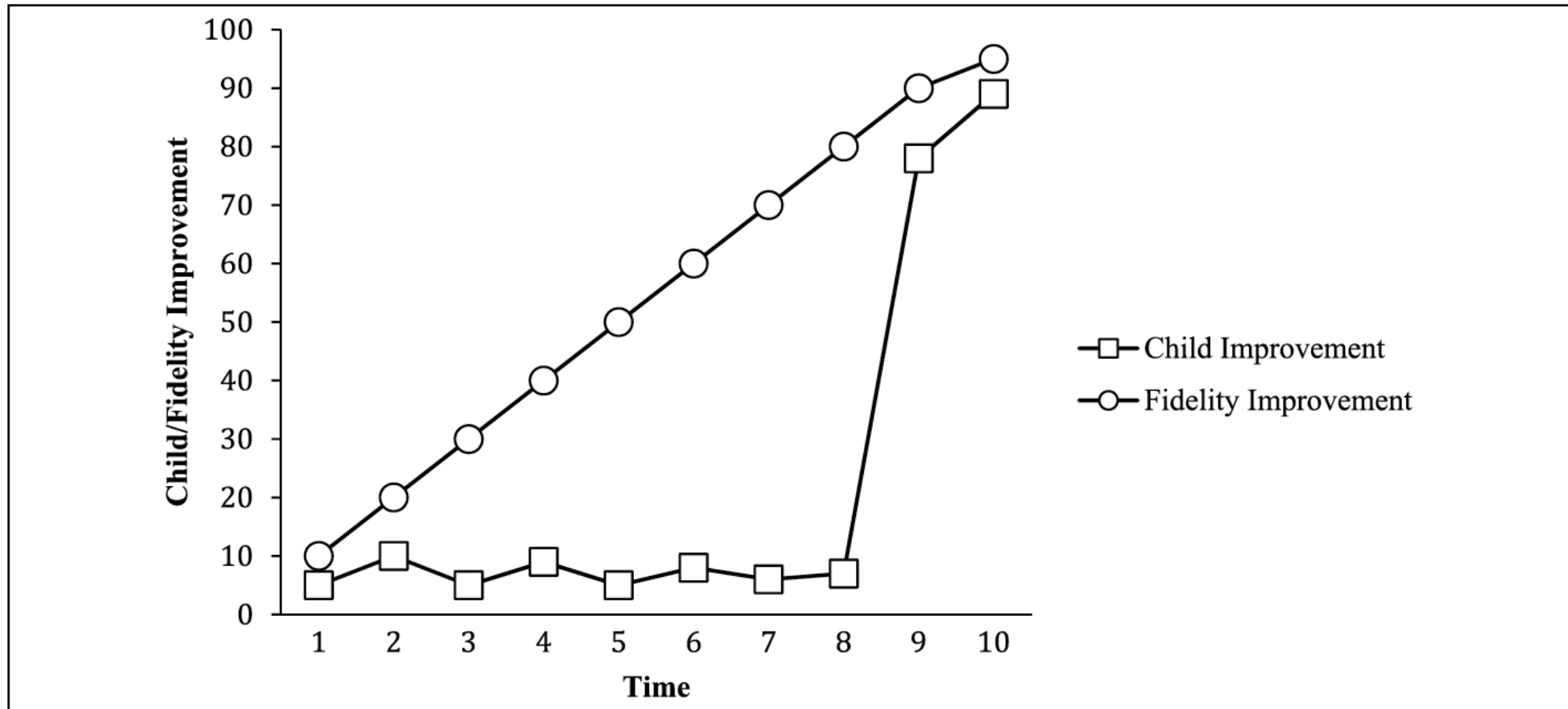
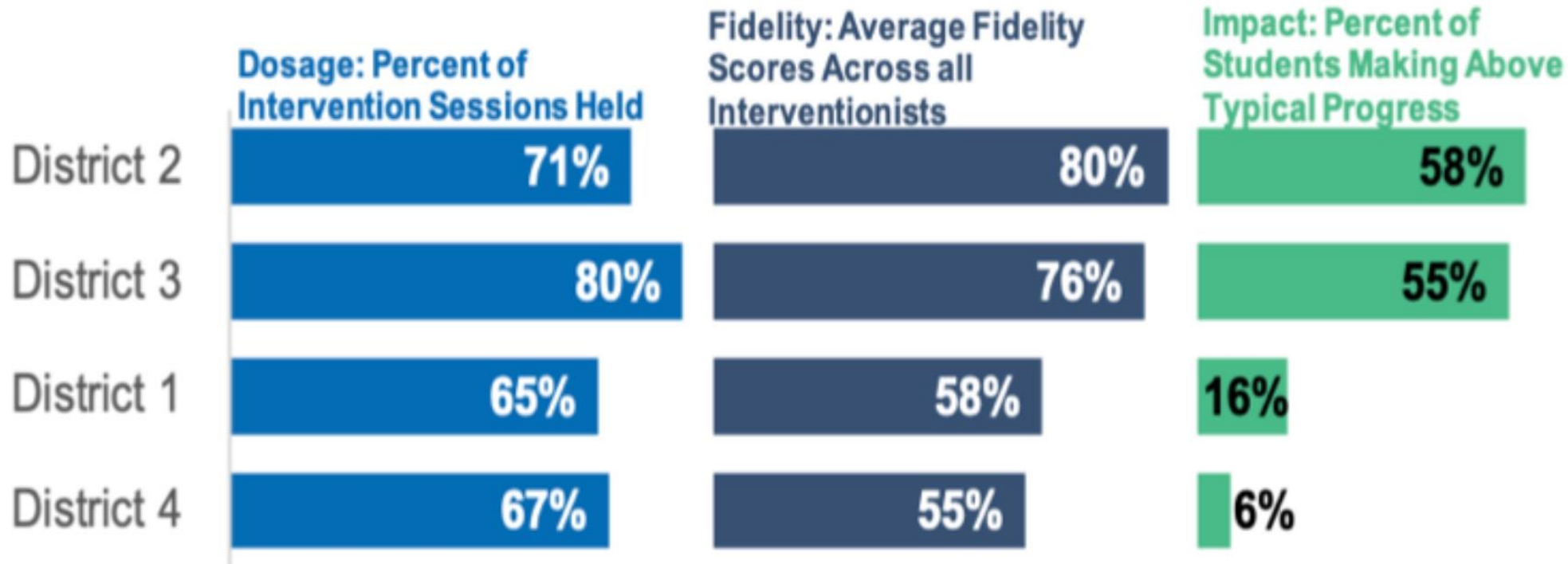


Figure 2. Actual relationship between fidelity and child behavior change.

Fall 2023 Implementation and Impact

Districts with Higher Fall 2023 Dosage and Fidelity Achieved Greater Fall to Winter Student Progress



How are we measuring fidelity?

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

(Dane & Schneider, 1998; Gresham, Gansle, & Noell, 1993; O'Donnell, 2008)



Activity 4.2

- With your table/team, discuss what you anticipate the role intervention fidelity will play in determining if intensifying intervention instruction is needed
- Be prepared to share out

Purpose of Progress Monitoring Data

- Ensure students are on track to meet their goals
- Allow the team to identify when changes are needed efficiently



Types of Progress Monitoring Data

- **General Outcome Progress Monitoring:** standardized administrative and scoring protocols; the focus is long-term (e.g., end-of-year outcome)
 - Acadience Reading
 - aimsweb+
 - DIBELS 8th Edition
- **Content Mastery Progress Monitoring:** provides information about students' understanding of a carefully sequenced hierarchy of skills that are taught in the standard treatment protocol intervention

Activity 4.3: Option #1

- Use the materials from your selected standard treatment protocol reading intervention to draft the following:
 - Intervention Platform (in your Intervention System document)
 - Implementation Record
 - Intervention Fidelity Measure
 - Identify Primary General Outcome Measure for Progress Monitoring
 - Schedule for Collecting General Outcome Measure and Content Mastery Progress Monitoring data
- Record any next steps in your MDT's Implementation Plan

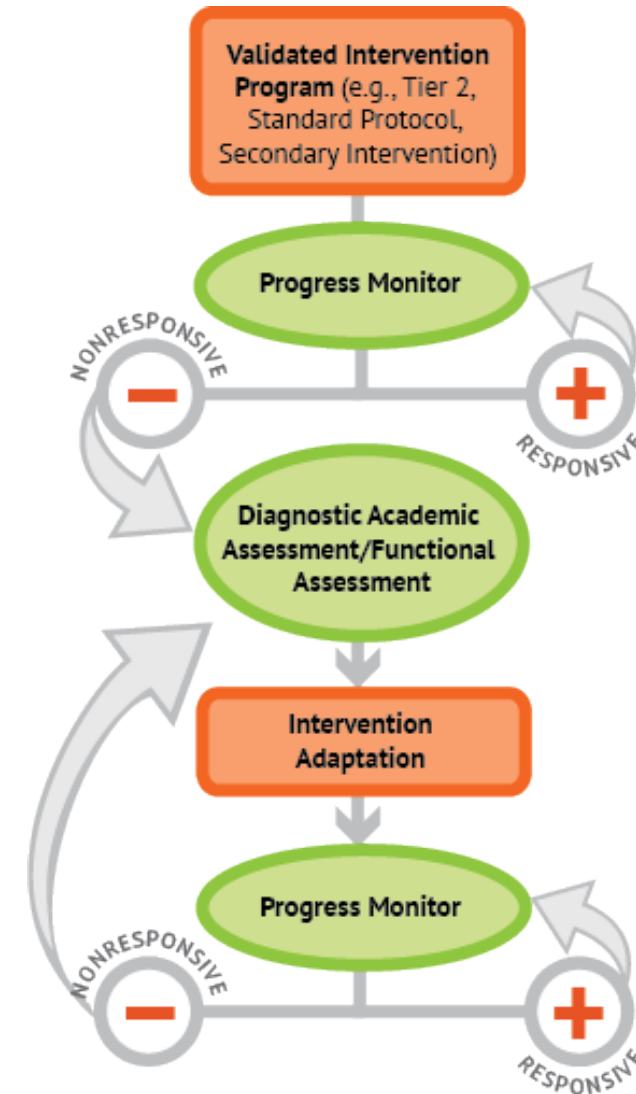


Activity 4.3: Option #2

- Review your aggregated universal screening data for first or second grade from the Spring of 2024
- Identify the critical reading skill(s) students will need via intervention for the upcoming school year
- Determine the next steps for the review and selection of a standard treatment protocol intervention that will address the identified skill area(s)
- Record any next steps in your MDT's Implementation Plan

Recall: 4 Types of Data Fuel the Intensification Process

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



Intervention Placement & Grouping

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

Preparing for Placement & Grouping

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

Grouping

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

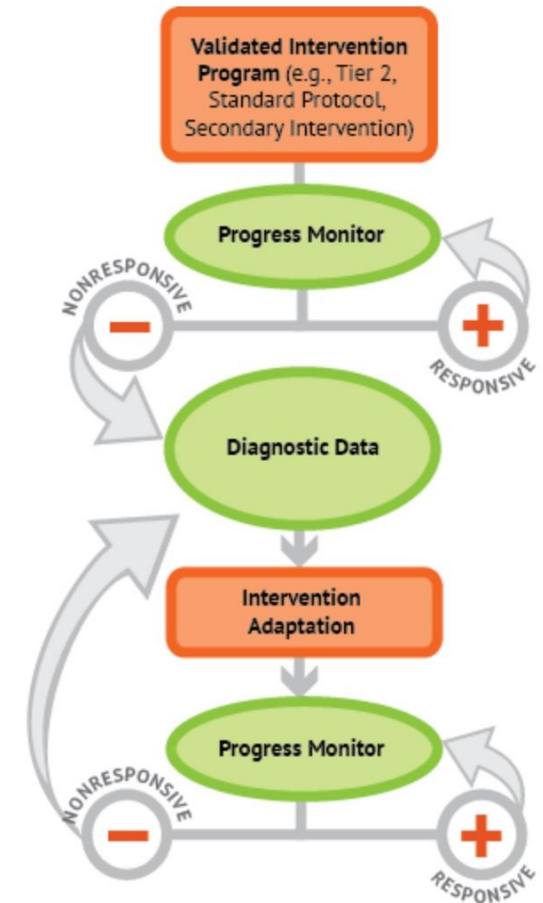


Activity 4.4

- Review the Example Reading Intervention Placement Flowchart and the Intervention Grouping Flowchart in the Intervention System
- Develop your school's Intervention Placement Flowchart & Intervention Grouping Flowchart for your initial reading standard treatment protocol intervention
- Record any next steps in your MDT's Implementation Plan

Prioritizing Assessment and Data Analysis Expertise

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



Unpacking Component 3 of the Intervention System

- Assessment and Data Analysis for the Advanced Tiers includes:
 - Assessment system
 - Universal screening data (for new and existing students)
 - Intervention fidelity
 - Progress monitoring fidelity
 - MTSS systems fidelity
 - Data analysis questions

Assessment System

- Provides information and clarity about the assessment used to inform MTSS related decisions
- Benefits:
 - Helps to develop common language and understanding (e.g., purpose of assessment measures, roles, responsibilities)
 - Increases the confidence that the data are efficiently collected, accurate, and comply with guidelines for student confidentiality
 - Ensures data are accessible when needed for data-based problem solving at multiple levels: school-level, grade-level, district-level
 - Assists in ensuring there is sufficient assessment capacity to increase sustainability of efforts

Assessment System Components

- List of all assessments used to inform intervention access and the need to intensify instruction
- Purpose of each assessment
- Roles and names of people who are responsible for:
 - Data collection
 - Data entry
 - Accuracy checking
 - Using the results to make instructional decisions
- Dates when the data are collected
- Dates when the data are used by teams

Which Data Do The MDT Use?

- **Universal Screening Data**
 - Used for placement and grouping for interventions
- **Fidelity Data**
 - Used to support instructional decision-making for groups and individual students
- **Progress Monitoring Data**
 - Used to support instructional decision-making regarding a student's responsiveness to the intervention and the overall progress of intervention groups
- **Diagnostic Data**
 - Used to help make decisions regarding intensification needs and next steps

Activity 4.5

- Review the Assessment System Google Sheet shared with your team
- As you navigate through each tab:
 - Make a note of the information being requested
 - Consider who may already be collecting the data and who might need to be included
 - Consider if anyone needs training
- Discuss with your team and decide who will be responsible for working with the appropriate people to make the necessary decisions and, once the decisions are made, who will fill in the Assessment System Google Sheet
- Record this as an action item in your MTSS Implementation Plan

5.0 Next Steps, Preview, & Wrap-Up

Activity 5.1

- Take 45 seconds to write down one big “take-away” message from today’s session
- When prompted, get up and find someone from another table to:
 - Give your one “take-away” message to your partner
 - Get one “take-away” message from your partner
- When prompted, find another partner to complete another “Give One, Get One”
- Return to your seat

Between Now & September Session

- Work on any activities added to your MDT Implementation Plan that your team did not complete today
- Notify us if anyone's attendance for September changes (e.g., add new team members)
- Enjoy the end of summer and start of your next school year!

September Session

- Interactive Review
- Installation Checklist Update in MiMTSS Data System
- Using Data to Inform Instruction
- Taxonomy of Intervention Intensification
- Applying Learning to Case Scenarios
- Previewing September's Session

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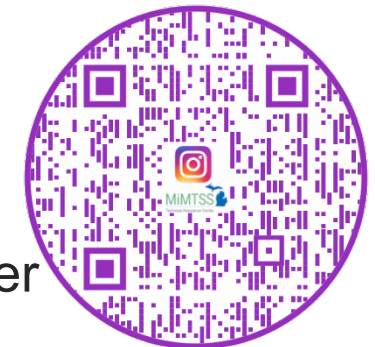
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SCECHs

To apply for SCECHs for this session, please complete the application.

Note: Credits can be applied for any amount of time before the session occurs but must be received [no later than 7 days](#) of completion of the session.

- Include the session title and date on the application. Multiple sessions in a series can be included on one application.
- Please make sure to include the title and date of each session (e.g., Title Session 1 - 9/12/23, Title Session 2 - 9/18/23, Title Session 3 - 9/26/23).
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