Example Elementary Intervention System

June 2023

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Elementary Intervention System

Introduction

Our School is committed to ensuring efficient, effective, and equitable access to Tier 2 and Tier 3 intervention for academic and social-emotional behavioral supports to meet the whole child's needs.

Figure 1. Shows the steps in the Data-Based Individualization (DBI) process that our school will use to intensify support.
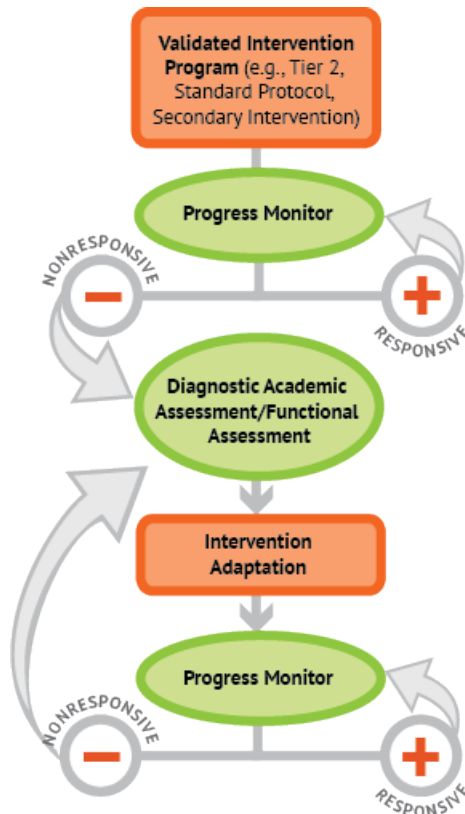
 Figure 1. Data-Based Individualization process from the National Center on Intensive Intervention (NCII).

This document outlines the following:

Part 1: Teaming Structures:

- Multi-Disciplinary Team supports the Advanced Tiers (Tiers 2 and 3) within an MTSS framework.
- Shared responsibility for MTSS efforts across school teaming structures

Part 2: Intervention Platform, Placement, and Grouping

- Range of interventions accessible to students
- Intervention placement and grouping guidelines

Part 3: Assessments and Data Analysis for the Advanced Tiers:

- Assessment data are used to determine if intervention supports are needed, to monitor student progress, and to try to understand why intervention support was not effective
- Monitoring intervention fidelity
- Data analysis procedures for determining Tier 2 intervention response

Part 4: Supports for Interventionists

- Implementation supports for individuals delivering intervention instruction (e.g., professional learning and coaching)

Part 5: Individualized Intensive Intervention Supports:

- Accessing Tier 3, individualized intensive intervention supports
- Individualized Intensive Intervention Planning

Part 1: Teaming Structures

Multi-Disciplinary Team (MDT)

The Multi-Disciplinary Team is one part of the school's MTSS framework. Its unique contribution is the focus on Tier 2 and Tier 3 intervention supports. The Multi-Disciplinary Team attends to, coordinates, and is accountable to students' access to intervention supports (Tier 2 and Tier 3) by:

- Using district processes and procedures for the selection and use of interventions.
- Planning and coordinating intervention efforts within the school (groupings, scheduling, intervention provider supports).
- Analyzing data to determine students' response to intervention instruction and when more intensive supports are needed (immediate access or because of the level of Tier 2 response).
- Ensuring collaboration and communication amongst different groups/ teams within and across the district (School Leadership Team, Grade-Level Teams, Interventionist Team, District Implementation Team).

Individual team members should have specified knowledge in one or more of the following areas:

- Assessment (e.g., diagnostic assessments, Functional Behavior Assessment, behavior intervention planning)
- Subject area/content area expertise (e.g., reading acquisition, speech and language development, behavior expertise, mental and physical health, and wellness)
- Special education determination and eligibility guidelines
- District processes and procedures (e.g., intervention review and selection, assessment guidelines, communication protocols to and from the District Implementation Team (DIT) and other school groups and teams, the process for supporting individuals in coaching roles for individuals on teams and practitioners)

Collaborating with other Teaming Structures

The School Leadership Team, Grade Level Teams, and an Interventionist Team uniquely contribute to the school's MTSS framework. There are instances when the Multi-Disciplinary Team will collaborate with these teaming structures to support intervention effectiveness.

Multi-Disciplinary Team and School Leadership Team (SLT):

- Establish procedures for PD, coaching, and ongoing collaboration. The MDT ensures:
    - Procedures are developed that fit the context of training and coaching for interventionists to implement interventions as intended and who will adhere to what is listed in students' Individualized Intensive Intervention Plans.
    - Collaboration occurs with (1) interventionists who will meet as a team to review and plan around program mastery progress monitoring data; (2) Grade Level Teams that include interventionists supporting students in the grade level to discuss the overall percentage of students in the grade level responding to Tier 2 intervention supports.
- Design and then oversee the use of an assessment plan. The MDT ensures:
    - Students receiving intervention are identified in the data system (e.g., Acadience Learning Online, aimsweb+) for progress monitoring.
    - Individual goal setting occurs, and out-of-grade level progress monitoring is determined when appropriate.
    - Individuals are identified (and trained) to collect progress monitoring data accurately and enter it into the data system.
    - Progress monitoring materials are ordered and disseminated to individuals responsible for progress monitoring.
    - Dates are scheduled with grade-level teachers to review Tier 2 intervention response.
    - When adaptations to intervention occur, individuals responsible for progress monitoring insert a phase line noting the adaptation that will happen.
- Analyze aggregated student and implementation fidelity data to determine the overall health of the school-wide supports for all learners. The MDT:
    - Determines the frequency of collecting intervention fidelity data and Individualized Intensive Intervention Plan fidelity data.
    - Organizes the fidelity data (e.g., entered into a spreadsheet) for easy access and use of the data.
    - Outlines methods for using the fidelity data to inform coaching and ongoing training.
    - Annually administers and scores the Advanced Tiers portion of the Reading Tiered Fidelity Inventory (R-TFI) (with the SLT or by ensuring there is SLT cross-level representation on the MDT for continuity of scoring and communication).
- Establish a family-school collaboration plan for bi-directional learning and feedback. The MDT:
    - Collaborates with families/caregivers and students to meaningfully inform Tier 2 intervention supports.
    - Meaningfully involves families/caregivers and students in Individualized Intensive Intervention Planning and adaptions needed for the plan.

Multi-Disciplinary Team and Grade-Level Teams:

- Organizing the reading curriculum resources and instructional methods/routines to teach foundational word reading skills to be used during whole group, small group, and to differentiate instruction. The MDT:
  - Provides guidance about prioritizing specific class-wide curriculum resources for small group, differentiated instruction given the type of intervention instructional routines and materials used with students in the grade level.
- Organizing the reading curriculum resources to teach comprehension skills to be used during whole and small groups and differentiate instruction. The MDT:
  - Provides guidance about prioritizing specific class-wide curriculum resources, strategies, and skills given the type of intervention instructional routines and materials used with students in the grade level (e.g., word reading skills are a primary need, so more teaching time should be spent focusing on those skills).
- Designing a daily teaching schedule that considers time allocation recommendations from curriculum resource developers and minimizes disruptions. The MDT:
  - Coordinates intervention instruction with Grade-Level Teams to ensure students will not miss class-wide reading instruction aligned to their needs and complement the intervention approach.
- Documenting the intervention instructional methods/routines students receiving Tier 2 or Tier 3 reading supports are learning to be successfully used in the classroom setting. The MDT:
  - Facilitates meetings with grade-level teachers and interventionists to ensure teachers understand intervention routines.
  - Helps determine how intervention instructional routines can be infused into class-wide reading instruction or other classroom lessons to promote generalizing the intervention strategies (attention to the transfer of intervention skills to another context in the classroom).
  - Gathers information from grade-level teachers about curriculum resources and lessons that can be meaningfully incorporated into intervention lessons to promote generalization.
- Engaging in data-analysis meetings every six weeks with interventionists (facilitated by a member of the Multidisciplinary Team) to determine how students receiving Tier 2 reading intervention supports are responding to the more intensive instruction. The MDT:
  - Prepares information to be discussed during these meetings:
    - Percentage of students in the grade level who are accessing intervention
    - Percentage of students who are responding as expected
    - Percentage of students who are not responding as expected
    - Intervention attendance
    - Behavior data
    - Methods to collectively review the "Clarifying Questions to Create a Hypothesis to Guide Intervention Changes" for Intervention Design and Intervention Delivery / Fidelity
    - Methods to document actions that will be taken by MDT members, interventionists, and grade-level teachers
    - Communication protocol to provide an overall summary to the SLT, DIT, and other groups/teams as needed.

Part 2: Intervention Platform, Placement, and Grouping

Intervention Platform:

An "intervention platform" is a collection of programs or practices intentionally reviewed and selected 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 Multi-Disciplinary Team supported the Curriculum Director in the intervention review and selection process. The following information is documented for the collection of programs or practices referred to as the "intervention platform."

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

Table 1. Example Reading Intervention Platform

Critical Reading Skills	Intervention Program or Practice Name	Entrance Criteria	Progress Monitoring Guidelines	Family/Caregiver, Student Voice and Permissions
Phonemic Awareness	Phonological Awareness Training	Kindergarten or First Grade student performing below benchmark expectations on First Sound Fluency or Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	insert the relevant school/district permission if needed.)
Basic Phonics	Phonics for Reading 1-2	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	(insert the relevant school/district permission if needed.)

Critical Reading Skills	Intervention Program or Practice Name	Entrance Criteria	Progress Monitoring Guidelines	Family/Caregiver, Student Voice and Permissions
			for students receiving Tier 3 intervention)	
Multi-Syllabic Decoding	REWARDS Intermediate	Passed the Phonics for Reading Level 3 Placement Test	Content Mastery: REWARDS Unit 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.)
Word Reading Automaticity (Fluency)	Repeated Reading	Student scores on Phonics for Reading and Rewards Placement test indicate that student has mastered foundational decoding skills—but ORF score is still below grade level expectations	Grade Level ORF	(insert the relevant school/district permission if needed.)
Vocabulary	Semantic Mapping	Adjusted MAZE score and retell are below expectations on-track fluency -and vocabulary diagnostic indicates need related to vocabulary	Informal mastery assessment e.g., Teacher created vocabulary assessment from words included in semantic maps.	(insert the relevant school/district permission if needed.)

Critical Reading Skills	Intervention Program or Practice Name	Entrance Criteria	Progress Monitoring Guidelines	Family/Caregiver, Student Voice and Permissions
Comprehension	Strategy Instruction	Adjusted MAZE score and retell are below expectations on-track fluency -Strategy use inventory	Informal mastery measures e.g., idea units in student's written or oral summary; student work samples; teacher created assessments; student generated questions, etc.	(insert the relevant school/district permission if needed.)

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┌─────────────────────────────────────────────────────┐
│   Acadience Reading Composite Score is below or well-below │
│   benchmark. The need for intervention support is a valid need. │
└─────────────────────────────────────────────────────┘
                            │
                            ▼
                     ◇ Have we ruled ◇          ┌──────────────────┐
                     ◇ out hearing,  ◇   No     │  Review records   │
                     ◇ vision, and/or◇ ───────▶ │  and if issues are│
                     ◇ attendance?   ◇          │  noted, plan to   │
                            │                    │  address.         │
                           Yes                   └──────────────────┘
                            ▼
┌─────────────────────────────────────────────────────┐
│   Review scores for each Acadience Reading measure to identify the │
│   foundational word-reading or comprehension skills that need to │
│   be prioritized. │
└─────────────────────────────────────────────────────┘
                            │
                            ▼
┌─────────────────────────────────────────────────────┐
│ Refer to the Intervention Platform to identify possible interventions that address the prioritized │
│ skills. Consider the entrance criteria and when applicable, administer intervention placement │
│ tests. If there is uncertainty about the primary skill the intervention needs to address, │
│ consider collecting additional informal assessment data to inform accurately aligning the │
│ intervention to student need. │
└─────────────────────────────────────────────────────┘
                            │
                            ▼
┌─────────────────────────────────────────────────────┐
│ Apply intervention grouping guidelines so students with similar needs │
│ are grouped together (to the best extent possible). │
└─────────────────────────────────────────────────────┘
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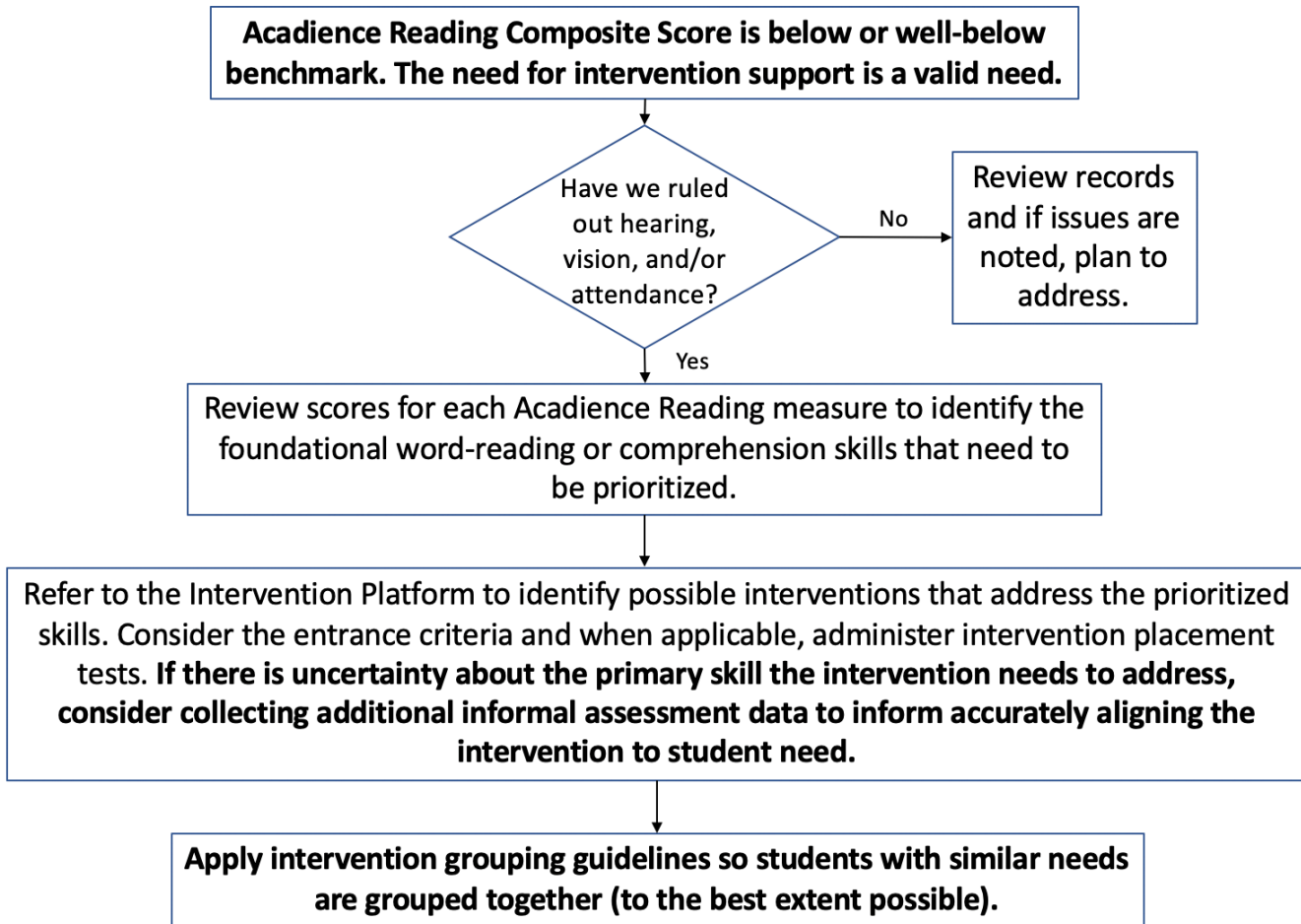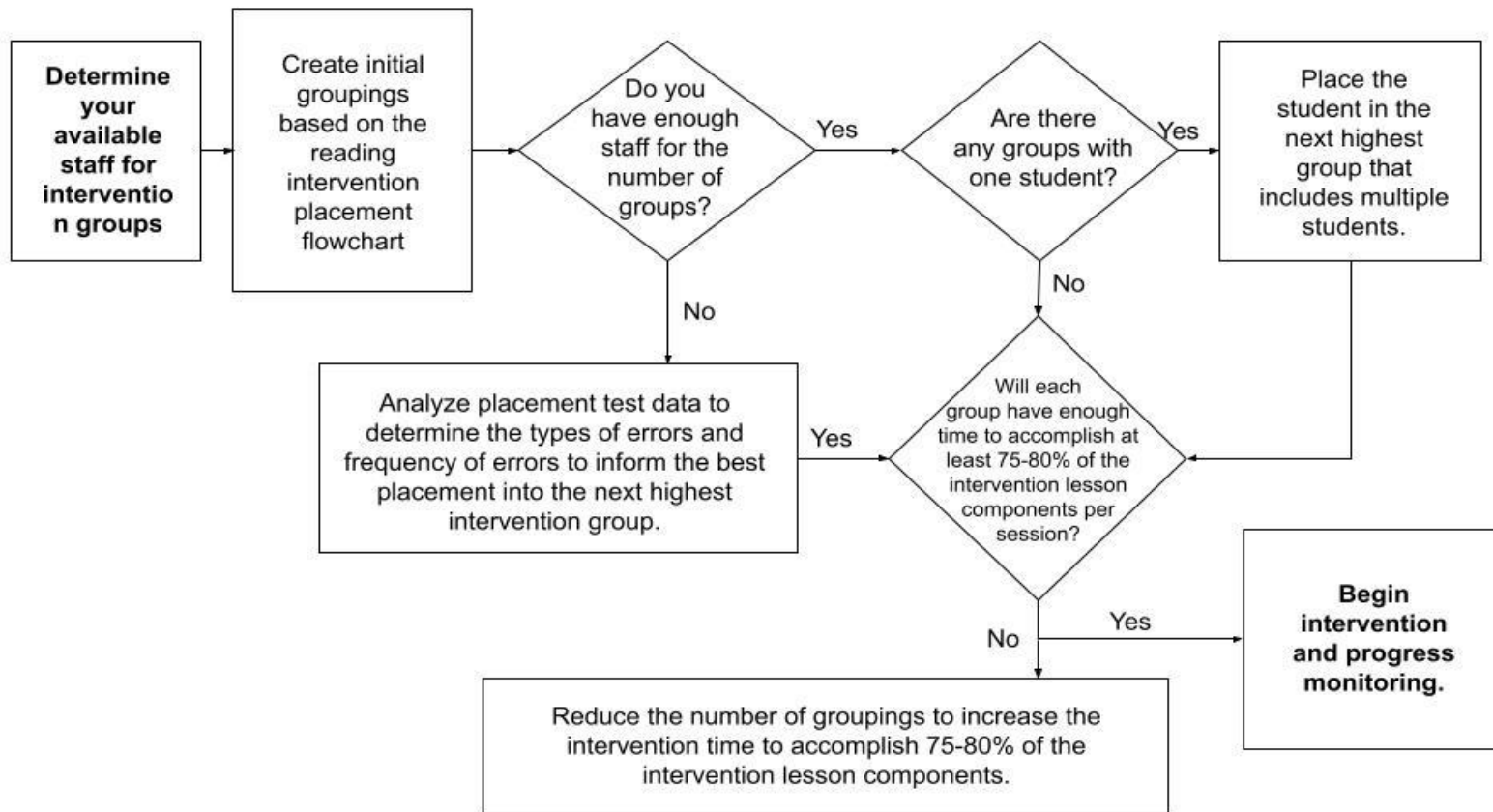
Figure 2. Example reading intervention placement flowchart.

Figure 3. Example reading intervention grouping flowchart.

Part 3: Assessment and Data Analysis for the Advanced Tiers

Assessment System

Provides information and clarity about each assessment, including:

- Name of the student outcome measure.
- Who completes the assessment (e.g., all students K-6).
- How data are used for decision making.
- Criterion score (i.e., benchmark, goal).
- Data collection and analysis decisions are made and supported at the school and district (school data analysis should happen first and inform the district analysis).
- Name of the fidelity measures (R-TFI and other intervention-specific fidelity data tools).
- Name of the individual(s) responsible for administering the measure, entering the data into a data system, printing reports and/or summarizing data for teams.
- Dates for when the fidelity data will be aggregated for school-wide analysis, grade-level analysis, and individual student analysis.

Example elementary has documented the information bulleted above and it can be found **(insert the link or the person/role who is responsible for maintaining the information.)**

Universal Screening Data

Data Collection for Existing Students

Reading:

- Recommendations for intervention supports to begin right away in the fall based on reading spring assessment data (benchmark and ongoing progress monitoring)
  - Spring assessment data provides individuals with enough information to determine which intervention placement tests to administer. Administering the placement tests and grouping students can occur in the fall; however, for secondary, if intervention is a class period, then it would need to be done prior to the new school year.
- Adjustments made to intervention access are based on each benchmark assessment as well as during grade level team meetings and any additional placement testing that takes place following the established procedures outlined by the district and in this intervention system document:
  - Determine if additional students would benefit from intervention supports (can be done by reviewing data during grade-level meetings and following a benchmark assessment.
- Multi-Disciplinary Team membership facilitate Grade Level Teams and routinely review data to identify students in need of additional support through intervention

Behavior:

- Any student who ended the previous school year with 6 or more Office Discipline Referrals should be receiving an intervention by October ("October Catch")

- Identify students with 2 or more referrals in October, November, and December and determine if these students have an intervention in place

Data Collection for New Students

Keeping in mind any decisions made by your district identify what should happen from the time a student is newly enrolled in your district and assigned to your school to when people would know if the student would benefit from intervention supports. Be sure to include parameters such as:

- The number of days from when the student arrives to when s/he is assessed
- Person responsible for administering the assessment(s)
- Person responsible for entering data into data system(s)
- Person(s) responsible for analyzing the assessment data and determine if intervention is needed
- Number of days from when intervention placement tests will be administered, analyzed, to when the decision is made about the appropriate intervention program the student needs to be placed

Intervention Fidelity

Fidelity data is used to determine if students (including students with disabilities) are receiving designated interventions. **You cannot determine that instruction is insufficient if it has not been delivered with adequate fidelity.** Intensifying instruction without establishing fidelity will undermine the quality of instructional decision-making, lead to further reductions in fidelity, and unnecessarily stretch available resources. Some of the types of fidelity data that should be considered:

Implementation Record (brief lesson record completed daily) (see figure 4 for example)

- Was session completed?
- How long was the session?
- For each student in the group indicate, if the student was absent, fully engaged, partially engaged, or not engaged in the lesson.
- Indicate which lesson components were completed during that session
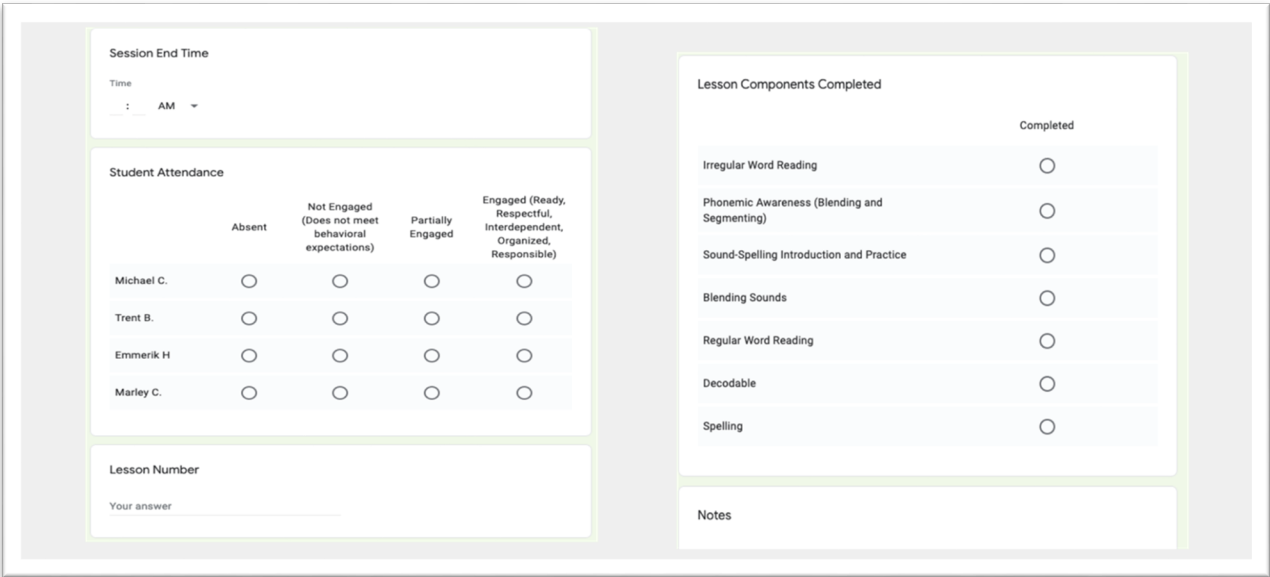
Figure 4. Screenshots of Google Form implementation record.

Fidelity Observations

Using district-approved and intervention-provided checklist (at least once every 3-4 weeks). See the examples linked below

- ECRI
- Phonics for Reading

Address Barriers to Collecting Fidelity Data

- Do all groups have a way to record daily lesson completion and attendance?
    - Consider creating an online form emailed daily or printing a daily checklist for interventionists to complete.
- Is someone responsible for collecting and synthesizing intervention record data?
    - Assign a member of the MDT to collect and enter paper forms or review data collected in online spreadsheets (see Figure 5 below).

Sessions Compl	Sessions Possib	average engage	Irregular Words	Phonemic Aware	Sound-spelling	Blending	Regular Words	Decodable	Encoding
13	13	46%	100.00%	100.00%	84.62%	61.54%	53.85%	0.00%	0.00%
11	13	93%	63.64%	63.64%	63.64%	63.64%	63.64%	63.64%	63.64%
13	13	73%	61.54%	61.54%	61.54%	61.54%	15.38%	7.69%	38.46%
12	13	89%	66.67%	66.67%	58.33%	66.67%	66.67%	66.67%	58.33%
10	13	70%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
3	13	100.00%	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%
13	13	69%	61.54%	61.54%	61.54%	46.15%	38.46%	7.69%	15.38%
10	13	58%	50.00%	50.00%	50.00%	50.00%	40.00%	10.00%	10.00%
11	13	65%	90.91%	81.82%	90.91%	81.82%	100.00%	63.64%	100.00%
10.66666667	13	74%	66.03%	76.13%	63.40%	70.15%	64.22%	46.59%	42.87%
	0.8205128205								

Figure 5. Sample implementation record summary data for 9 first grade groups.

- Do any interventionists have difficulty completing daily records?
    - Make sure that they can access online forms

- o   Make sure that they understand how to complete the forms
- o   Ensure that they understand the importance of collecting this data.
- Schedule fidelity observations (see Figure 6 for an example).
  - o   Assign a member or members of your team to complete fidelity observations for all intervention groups.
  - o   Communicate the schedule with interventionists
  - o   Schedule coaching follow-up meetings to review fidelity observations

Group	Interventionist	Group Obs. #1	Coaching Feedback	Group Obs. #2	Coaching Feedback	Group Obs. #3	Coaching Feedback
K ECRI 1	Borodychuk	10/12	10/13	1/4	1/5		
1st ECRI 1	Scully	10/13	10/14	1/5	1/6		
2nd ECRI 1	Allen	10/14	10/15	1/6	1/7		
3rd/4th P4F 1	Hughes	10/15	10/18	1/7	1/10		
K ECRI 2	Pasch	10/18	10/19	1/10	1/11		
1st ECRI 2	Clark	10/19	10/20	1/11	1/12		
2nd ECRI 2	Suman	10/20	10/21	1/12	1/13		
3rd/4th P4F2	Grover	10/21	10/25	1/13	1/18		
K ECRI 3	Losey	10/25	10/26	1/18	1/19		
1st ECRI 3	Wernette	10/26	10/27	1/19	1/20		
2nd ECRI 3	Livermore	10/27	10/28	1/20	1/21		
3rd/4th P4F 3	Thomas	10/28	11/1	1/21	1/24		
K ECRI 4	Sellers	11/1	11/2	1/24	1/25		
1st ECRI 4	Claybaugh	11/2	11/3	1/25	1/26		
2nd ECRI 4	Yektafard	11/3	11/4	1/26	1/27		
3rd/4th P4F 4	Wauldron	11/4	11/5	1/27	1/28		
K ECRI 5	Lange	11/5	11/8	1/28	1/31		
1st ECRI 5	Ontis	10/5	10/11	1/31	2/1		
1st ECRI 6	Hatfield	11/8	11/9	2/1	2/2		

Figure 6. Sample intervention observation and coaching feedback schedule.

Progress Monitoring Data

All students receiving intervention should be progress monitored weekly using the progress monitoring measure(s) outlined in the intervention platform. You may use multiple measures for any student, but it is important that your team identifies a primary measure (e.g., 1st grade: Nonsense Word Fluency Correct Letter Sequence and Whole Words Read; 2nd grade: 2nd grade ORF etc.) that is aligned to the intervention and sensitive to student growth which will serve as the primary indicator of intervention response. The MDE identifies team members to check weekly to ensure that the primary measure was administered, the data were entered in the data management system, and address any data collection issues that may arise (e.g., clarify who is responsible for administering progress monitoring, make a checklist to help teachers/interventionists keep track of which students should be progress monitored using which measures, when). **It is important to select a primary measure to simplify the decision-making process.**

Remove Barriers to Collecting Progress Monitoring Data

- **Failure to progress monitor students with disabilities:** You may choose to monitor students with disabilities using out-of-level measures, but the important thing is that the measures are aligned to the intervention supports the student is receiving and will allow the team to monitor if the support is resulting in improved performance for that student relative to their peers.
  - Select a valid progress monitoring tool (i.e., a tool that has established technical adequacy).
  - The progress monitoring tool should be one level above the student's independent level. You may choose to use a formal instrument such as *Acadience Survey* to identify this level.
  - The measure should be aligned to the students IEP/instructional goals (e.g., if a student has a goal related to phonemic awareness, they should be monitored with a measure such as phoneme segmentation fluency)
- **Failure to clarify who is responsible for progress monitoring students with disabilities:** Clarify whether this is to be completed by a para-professional, the special education teacher, the general education teacher, or someone else. Follow-up to make sure that the individual assigned completes progress monitoring as planned.
- **No data entered in the data management system:** Provide additional support to help individuals with data entry.
- **Administering too many measures:**
  - Clarify the measure that is most aligned to the intervention and most likely to show growth.
  - Prioritize the primary measure during weekly assessments
  - Eliminate measures on which the student would not be expected to show growth (e.g., MAZE). Inclusion of measures that are not aligned to the intervention or on which a student would not be expected to show growth will complicate data analysis. These data will continually trigger your team to make unnecessary instructional adjustments.
  - Discontinue measures when student has scored above the end of year benchmark for that measure 3 consecutive times.
- **Student absences are interfering with progress monitoring:** Address attendance concerns. Change the day you plan to progress monitor if the student is consistently absent on that day (e.g., assess on Wednesday rather than Monday or Friday)
- **Interventionists don't know how to collect Progress Monitoring and/or Mastery Measures:** provide additional training, make copies of resources, and place them somewhere where all interventionists can easily access them.
- **No system has been set up to gather data from Progress Monitoring Mastery Measures:** Work with interventionists to design a spreadsheet or form to collect data such as the one shown below.

Summarize Fidelity and Progress Monitoring Data Prior to Reviewing Student Response.

Assign a member(s) of your team to create tables that summarizes the following for each intervention group (see figure 3 above). *Fidelity needs to be reestablished anytime the intervention introduces a new routine.*

1. Average % of sessions completed as planned
2. Average session duration
3. Average student engagement
4. Average lesson components completed
5. Average adherence fidelity

Assign a member(s) of your team to review the progress monitoring data management system to identify the following for each student: (You may wish to create a table like the one shown in Figure 8 below to help team members quickly access this information.)

1. The number of points above the goal line on the primary measure since the last instructional change.
2. Average session attendance and engagement.

Group	SSIP	ORF (2) WC	ORF (2) accurac	NWF CLS	NWF WWR	Sessions fully engaged	Sessions Not Engaged	Absences
Hailey		2 below	77%	1 below	1 below	5	15	4
Hailey		3 below	84%	no data	3 above	17	5	2
Hailey		1 below	89%	no data	3 below	24	0	0
Hailey		3 below	86%	2 below	3 below	18	6	0
Huffman	X	3 below	73%	2 below	3 below	9	5	0
Huffman	X	3 below	69%	1 below	3 above	8	2	5
Huffman	X	3 below	41%	3 below	3 below	8	4	3
Huffman	X	3 below	45%	2 below	1 below	10	4	1
Kerley		2 below	54%	3 above	3 above	12	0	0
Kerley		3 below	47%	3 above	3 above	9	3	0
Kerley		3 below	54%	2 below	3 above	6	2	4
Kerley		2 below	56%	3 above	3 above	12	0	0
Kozitizki		3 below	71%	1 below	3 below	6	0	7
Kozitizki		2 below	65%	3 above	3 above	9	2	2
Kozitizki		2 below	83%	3 above	2 below	13	0	0
Kozitizki		1 below	88%	3 above	3 above	11	1	1
Lienhart	X	3 below	46%	2 below	1 below	22	1	0
Linehart	X	3 below	50%	1 below	1 below	6	11	1
Lienhart	X	3 below	62%	3 above	3 below	17	0	0

Figure 7. Sample student progress monitoring and fidelity summary.

System Fidelity

The Multi-Disciplinary Team, with representation from the School Leadership Team, will assess the fidelity of the Advanced Tiers twice yearly until the criterion score of 80% is met. Once the criterion score has been met, the Multi-Disciplinary Team, with representation from the School Leadership Team, can assess fidelity once per year preferably in the spring. The purpose of assessing fidelity is to answer the question, "Are we doing what we said we would do?" as a system. Measures that allow the system to assess fidelity of implementation include:

- School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI)
- Reading Tiered Fidelity Inventory (R-TFI)
  - Elementary-Level,
  - K-8 Level, or
  - Secondary-Level

Data Analysis Questions

Intervention Access

The Multi-Disciplinary Team will take the lead in analyzing intervention access. The data are used during Grade-Level Team meetings facilitated by MDT membership. A summary is provided to the School Leadership Team.

- How many students at each grade level were identified as needing intervention supports based on the universal screening data?
- How many of those students are currently receiving intervention supports?
- What percentages of students need intervention supports are receiving intervention supports?
- If less than 100% of students in need of intervention supports are receiving supports, raise this challenge to your District Implementation Team (DIT)

Intervention Effectiveness

MDT will follow a systematic process to determine if the intervention is effective.

Part 4: Supports for Interventionists

Intervention Program Initial Professional Learning

All individuals providing intervention must receive high-quality professional learning in each intervention program they are going to be using with students. The following professional learning guidelines should be followed:

- Overview of the program (e.g., contents, organization, program components, placement test, program assessment, decision rules).
- Modeling each program component for the first lesson and lessons where new program components are introduced. This includes instructional routines, methods for cueing student responses, error correction procedures, strategies for intensifying the instruction during lessons, and pacing considerations.
- Practice opportunities in using the instructional routines and error correction procedures for each program component for the first lesson and lessons where new program components are introduced.
- Overview of the intervention program fidelity checklist. This includes practice opportunities in using the tool with the presenter and with a partner.

Professional learning is organized and documented as a part of the district-wide or school-wide professional learning plan. Documentation should include the names of individuals who need access to training and a way to document who has received training. **Hyperlink to the documentation for your school.**

Intervention Lesson Implementation Support

- Interventionists will receive all the resources needed to successfully use intervention programs for at least two weeks. This includes documents such as, teacher displays, supplemental resources, and student copies.
- Interventionists should be given opportunities to co-facilitate program lessons and / or program components with an individual that is knowledgeable of the intervention program and has successfully used the program until they are able to implement independently.
- Areas of need will inform re-teaching, coaching, and further implementation supports.

Part 5: Individualized Intensive Intervention Supports (Tier 3)

Preparing to Review Intervention Data

To enable instructional decision-making, MDT's need to obtain accurate and timely fidelity and progress monitoring data. The MDT should meet on a weekly basis to ensure that this data is being collected as planned and address any barriers to data collection that arise.

Address Fidelity Concerns Immediately

- **Insufficient materials:** Ensure that every interventionist has the materials necessary to conduct the session (e.g., lesson displays, sound cards, manuals etc.) and that all student group members are able to participate fully (e.g., purchase books, make additional copies, provide whiteboards, etc.)
- **Location of intervention is distracting** (too loud, not enough room, etc.): Consider finding alternate locations for interventions to occur
- **Address scheduling and logistic concerns** that cut into intervention time:
  - o Plan for staff and student absences (e.g., train an alternate interventionist to cover absent staff, send home a laptop and connection information so students can join the group remotely).
  - o Adjust the schedule so that intervention does not occur during a time of day that is likely to be interrupted (i.e., beginning or end of day/after lunch).
  - o If bathroom breaks interrupt intervention time, schedule a bathroom break to occur before intervention.
  - o If students frequently need materials unrelated to intervention (e.g., Band-aids, snacks, Kleenex, hand sanitizer, pencil sharpener, eraser), consider stockpiling these items near the intervention area.
- **Provide additional targeted professional learning to address universal concerns:**
  - o If multiple interventionists are experiencing difficulty with the same concept (e.g., a specific intervention routine/component, behavior management, etc.)
    - ▪ Plan time during scheduled professional learning 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
  - Teachers may do this during grade level planning
  - If para-educators are implementing intervention, you may need to establish a weekly time for them to meet with a member of your MDT to practice intervention routines, ask questions, share ideas/challenges, and review concepts.
- **Provide additional coaching and modeling for individual interventionists struggling to implement effectively.** The process should be collaborative and supportive, not punitive.
- **Make adjustments to promote student engagement:** *(The following is a partial list.)*

  > Establish and teach behavioral expectation for intervention. (Post the expectations using student friendly language and graphics. See Figure 9 for example)

Figure 8. Sample student-friendly behavior matrix for ECRI intervention group.

- Establish and teach clear routines and procedures
- Increase the amount of behavior specific praise that each student receives during each session.
- Use a point or token system to award students for effort and following expectations/routines/procedures. (See Figure 10 for sample point card.)

Figure 9. Sample student point card aligned to behavior expectations.

- Allow students to trade points or tokens for rewards.
- Use a timer to remind you to review student behavior and award points regularly.
- Increase the number of points/prizes being awarded
- Ensure that the intervention is delivered with fidelity; reduce unnecessary pauses.
- Move students who need additional attention so that they are closer to the interventionist or away from distracting peers.
- Remove distractions from the environment (e.g., if working in a gym, make sure equipment is put away; close computer screens/turn off computers, store items that aren't being used out of sight, etc.).

Evaluating Student Response to Instruction

Have Students Received Adequate Instruction?

Before considering if it is time to intensify instruction, the MDT must ensure that students have received adequate instruction. To this end, they must examine implementation dosage, fidelity, and attendance data.

The decision rules identified below are illustrated in the flowchart provided in Figure 10.

1. **How many intervention sessions were completed within the past 3-5 weeks?** At least 80% of the possible intervention session should have taken place. If not, the MDT must address logistical barriers preventing the intervention from happening.

2. **What is the minimum acceptable intervention fidelity?** 100% fidelity is unrealistic. Your team should set a practical fidelity goal based on the intervention program recommendations. If nothing exists, use at least 70% average as a place to get started. If

the average intervention fidelity is not at or above the established goal, the MDT must make a plan to improve fidelity.

3. **Are in-program progress monitoring (mastery) assessments being collected, if available?** These assessments measure what has been taught within the intervention program. Coupled with the general outcome measures, these data are needed to inform the MDT regarding students' progress within the Data-Based Individualization process. If the in-program progress monitoring (Mastery) assessments are not being collected, the MDT must make a plan to ensure these data are collected following the guidelines outlined in the intervention program.

Flowchart 1: Have Students Received Adequate Instruction? (Hypothesis 1)
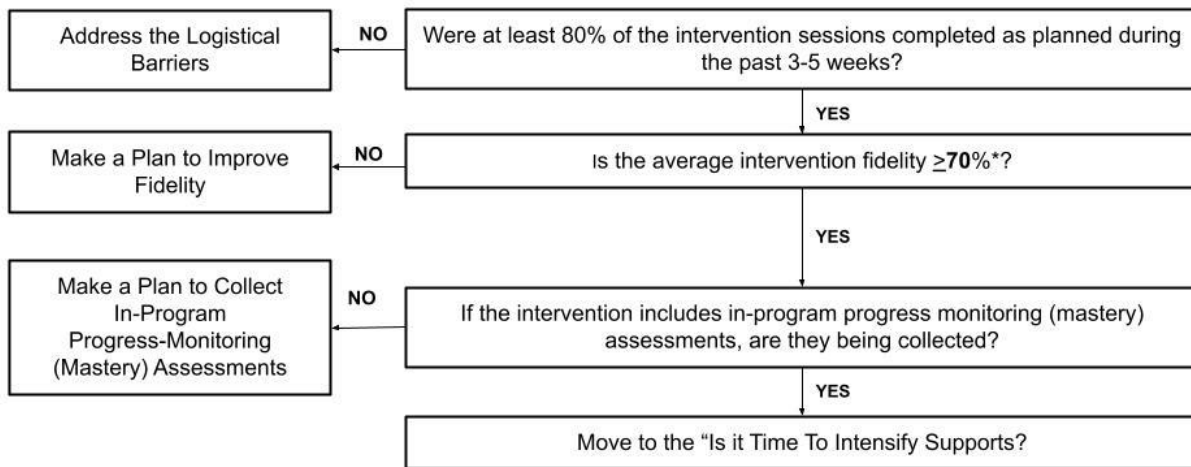
Next Steps:
Addressing logistical barriers, lack of fidelity, or the need to collect in-program mastery assessments still warrant **adding a phase line** into the data system for the intervention group.

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.

Figure 10. Have Students Received Adequate Instruction?

Is it Time to Intensify Supports?

The decision rules identified below are illustrated in the flow chart provided in Figure 11.

1. **How many data points are needed for valid decision-making?** A good rule of thumb is 4-8. These points must all have been collected **after** the most recent instructional change.
   - Example (Acadience decision rule): Must have 3 data points since the most recent instructional change. If no instructional changes have been made, consider points since the initiation of the intervention.

- If fewer than 3 data points have been collected—your team should continue with intervention and, if necessary, plan to [address barriers to progress monitoring data collection](#) or student attendance.
- If more than 3 data points have been collected, continue to the next step of data evaluation.

2. **What data condition (i.e., number of points on or above the aim line) indicates that the student is likely on track to meet their intervention goal?**
   - Example: Any of the last 3 data points on or above the aim line.
     - If any of the last 3 data points are on or above the aim line, the student is on track to meet their goal. There is not sufficient justification for an instructional change.
     - If all of the last 3 data points fall below the aim line it is time to make an instructional change.

Group vs. Individualized Intensification

If it is determined that an instructional change is needed (step 3 above), consider whether the change should only be made for the individual student or for all the students in the group. Consider the performance pattern for all students in the intervention group before proceeding with individualized intensification. These decisions are illustrated by a flow chart (figure 11) and described below.

- If most students in the intervention group have been attending and are engaged but have **not** made adequate progress, this suggests that the intervention, as currently provided, is ineffective. Individualized planning is likely to waste time and resources. Instead, your team should approach instructional decision-making with the whole group in mind, paying particular attention to intervention fidelity and student behavior. The standing members of the MDT should work with the interventionist to gather additional data and adjust instruction accordingly using the [group intensification process.](#)
- If most students in the group are making adequate progress, but an individual student is not, despite adequate attendance and engagement, the student in question is likely to need individualized intensification. That is, the instruction is generally effective as demonstrated by the performance of the rest of the group, but it is not meeting this student's needs. Collect additional data and convene a meeting with all stakeholders including the student's classroom teacher and family members to plan for [individual intensification](#).

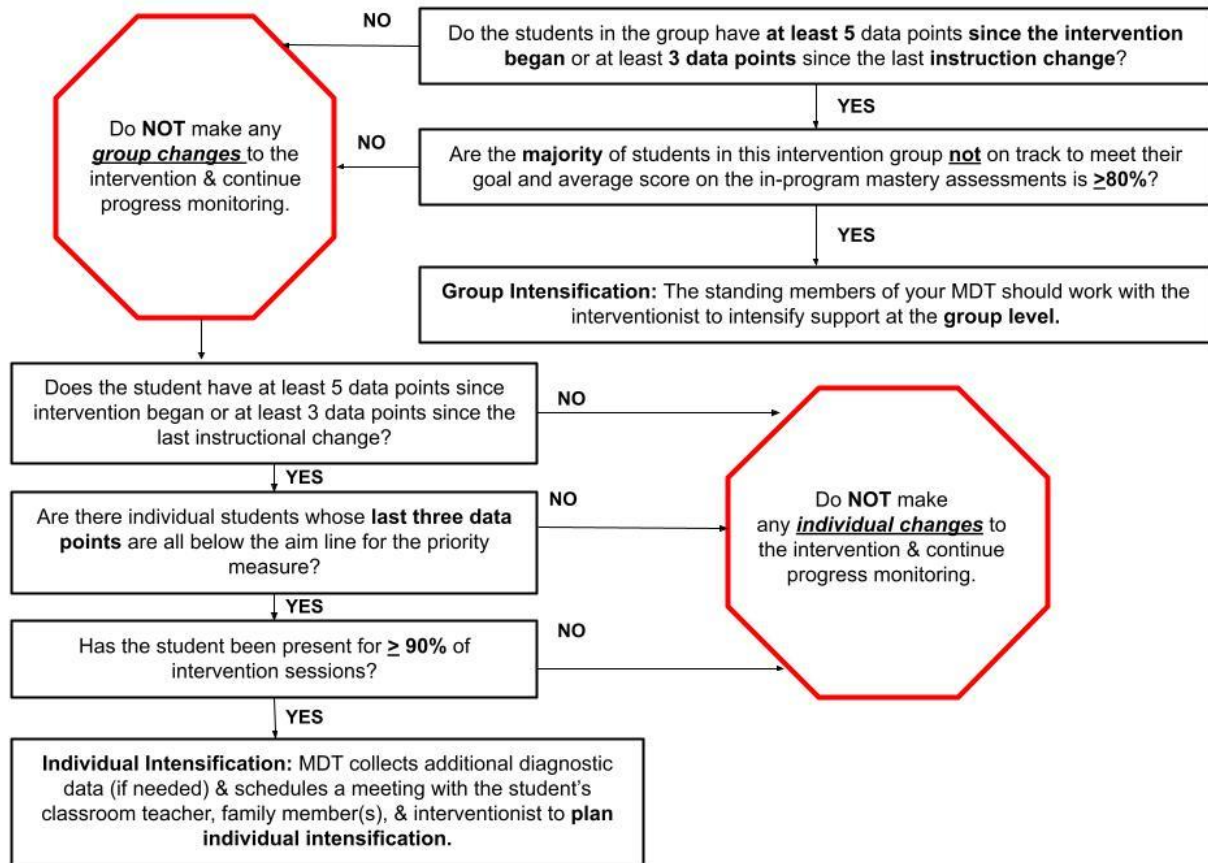Flowchart 2. Is it Time to Intensify Supports?

Figure 11. Decision tree for determining if an instructional change is needed.

Designing an Intervention Adaptation

Your team will need to use a variety of data sources to formulate an instructional change. There are several dimensions of instruction that can be adjusted to intensify instruction. These dimensions (as defined by the Taxonomy of Intervention Intensity, Fuchs, Fuchs, & Malone, 2017) are:

- **Strength:** The effect research suggests this intervention is likely to have on students with similar needs. ***Your team cannot adjust the strength***.
- **Behavioral Support:** The degree to which the intervention promotes self-regulation and executive function and minimizes non-productive behavior. If a student is struggling with behavior, making additional instructional adjustments without addressing this dimension is likely to yield minimal results.
- **Comprehensiveness:** The degree to which the intervention incorporates the principals of explicit instruction (i.e., support for background knowledge, child friendly instructional language, modeling of efficient solution strategies, scaffolded teacher support for correct exaction of skills/strategies, sufficient independent practice, and embedded cumulative review).

- **Support for Transfer:** The degree to which 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 plan): The degree to which the progress monitoring measures and instruction are aligned and allow for individualized decision-making.
- **Alignment:** The degree to which the intervention addresses all the student's needs, avoids over-emphasizing mastered skills and aligns with core instructional content.
- **Dosage:** The number of opportunities to respond.

You should make only 1-2 changes at a time. This will allow your team to isolate the impact of the instructional change. Your goal is to find the "just right" combination of instructional supports that will result in the greatest acceleration of progress. Making too many changes, too quickly is likely to result in instructional plans that are difficult to implement with fidelity and impossible to sustain over the long-term. Students who require intensive individualized support are likely to require this support for a long time, so it is important to identify the support that works and that your team can commit to providing for months or even years. If possible, you should try to make the least costly/intense changes first. Intensifying one dimension may have a reciprocal effect on another dimension. For example, intensifying behavior support might intensify alignment for that student by addressing needed behavioral skills and intensify dosage by ensuring that the student is able to take full advantage of the opportunities to respond to intervention instruction during the lesson.

Group Intensification

Your team should work through a systematic process to develop a hypothesis about why instruction is not having the desired effect (i.e., the root cause) and how instruction can be adjusted. Your hypotheses will largely fall into 2 categories: 1) Instruction is not being delivered with adequate fidelity or 2) Instruction is not sufficiently intense. The hypothesis should lead you to an actionable change. Progress monitoring data after the change will be used to determine if the hypothesis was correct.

Figure 12 displays the group intensification process. In the diagram, green boxes on the left indicate the data source needed for each step, gray arrows indicate the decision rules associated with the data source, and orange boxes indicate the suggested instructional changes ranging from least intense to most intense. When considering group level intensification, you should consider aggregated data for all students in the instructional group(s).

Hypothesis 1: Intervention is not being delivered with sufficient fidelity

Adjustments made to improve fidelity are technically not instructional changes, but fidelity is necessary for intensification. You can't evaluate the student's response to instruction that has not been delivered as planned. You do not need to wait for the group of students to demonstrate limited growth before you address gaps in fidelity. See the fidelity section above for ongoing strategies to address these gaps.

If most students in an intervention group(s) are making inadequate progress, your team might hypothesize that the intervention is not being delivered as planned. Collect data from your implementation records and fidelity observations to disprove this hypothesis.

1. **Dosage Fidelity:** The students are not receiving the planned dose of intervention (e.g., frequency, duration, group size):
   a. If >80% of intervention sessions have been delivered as planned (>80% of scheduled instructional minutes), logistical considerations are likely **not** interfering with intervention efficacy. Proceed to the next step.
   b. If, for example, you review records and fidelity observations and find that the intervention is generally delivered in 20 minutes rather than the scheduled 30 (i.e., less than <70% of intervention is being delivered) you should begin by addressing logistic concerns.
2. **Adherence Fidelity & Quality of Implementation:** The individual components of the intervention are not being delivered as planned:
   a. If intervention is being delivered as planned (>80% of scheduled minutes), your next fidelity related hypothesis should be that another aspect of fidelity is lacking (i.e., quality of instructional practices, adherence to procedures, etc.) Review data from fidelity observations to disprove this hypothesis.
   b. If the interventionist is not able to complete all lesson activities as designed or could incorporate additional evidence-based instructional practices, make a plan to provide additional support for the interventionist.
3. **Student Engagement and Intervention Receipt:** Student engagement and intervention receipt are additional aspects of fidelity that must be considered during group intensification.
   a. If the interventionist is delivering the intervention as planned, but students are not engaged—fidelity is still low. The MDT member with behavioral expertise should check to make sure that general behavior supports (e.g., teaching/posting expectations and routines, 4-1 ratio, behavior specific praise) are in place before implementing more intense behavior supports (e.g., token economy, timers, motivational interventions).
   b. If additional data collected demonstrates the general behavior supports are in place and routinely used, then develop a more intense behavior support strategy with the interventionist.

Hypothesis 2: Intervention instruction is not sufficiently intense.

If you have ruled out lack of fidelity (including lack of group engagement) as the probable cause of limited student performance, you will need to consider the second hypothesis: Intervention is not sufficiently intense. Proceed through a process of collecting and analyzing additional data sources to determine which dimension of intensity might need to be adjusted.

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

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

Hypothesis and Decision rule	Description of Data Source	Possible Instructional Change *Select only 1-2 at a time*
other contexts (e.g., classroom, independent reading, writing).		Increase the amount of reading students are doing with high quality connected texts to provide additional opportunities to transfer taught skills
2c Progress monitoring measures are not aligned with instruction and sensitive to growth. The student is mastering taught content and implementing the taught skills in other contexts, but this is not resulting in growth on progress monitoring measures	*Survey Level Assessment* or similar tool used to identify the most appropriate progress monitoring measure.	Identify a more appropriate progress monitoring measure (more likely to show growth and aligned with instruction) Establish baseline performance. Set an instructional goal and establish a timeline when you would expect the student to meet the goal. If needed adjust your plan for data collection and data evaluation.

2d Instruction is not aligned to the student's needs. Diagnostic Data indicate that the intervention is not aligned to the student's needs	Diagnostic Data (collect only those measures which MDT feels will be helpful in making an alignment adjustment)
	• Phonemic Awareness Screener
	• Phonics Screener
	• Spelling Inventory
	• Metacognition inventory
	• Comprehension assessment
	• Vocabulary diagnostic
		Incorporate additional instructional strategies to address components of developing skilled readers and writers that are not currently addressed in the intervention package
		  o Incorporate phonemic awareness instruction
		  o Incorporate support for pre-requisite print concepts (identifying letters)
		  o Use a lower-level program that addresses pre-requisite word reading skills
		  o Use a more advanced program that skips over skills the student has already mastered
		  o Incorporate vocabulary instruction
		    ▪ Explicit vocabulary instruction
		    ▪ Semantic mapping
		    ▪ Multiple meaning practice
		    ▪ Morphology instruction

Hypothesis and Decision rule	Description of Data Source	Possible Instructional Change *Select only 1-2 at a time*

	• Student writing samples
	• Intervention Placement Test
		o Teach additional comprehension strategies
		  ▪ Summarizing
		  ▪ Clarifying
		  ▪ Making connections
		  ▪ Inference Making
		  ▪ Answering questions with evidence
		o Teach students about text structure
		  ▪ Teach clue words for identifying structure
		  ▪ Use graphic organizers
		  ▪ Use texture-specific guiding questions to help students identify big ideas in the text
		  ▪ Teach students to utilize text features
		o Incorporate strategies to support fluency building
		  ▪ Repeated reading
		  ▪ Vary reading routine (unison choral reading, peer reading)
		  ▪ Self-monitoring fluency
		o Increase time in high-quality text, especially nonfiction text
		o Provide supports for gaps in background knowledge
		o Increase the amount of student discussion
		  ▪ Embed discussion questions
		  ▪ Use peer mediation
		o Provide support for syntax
		  ▪ Provide explicit syntax instruction
		  ▪ Preview difficult sentences prior to reading text
		Switch to a curriculum that is more aligned to the general education curriculum (i.e., incorporates key vocabulary, addresses all skills, etc.)

Hypothesis and Decision rule	Description of Data Source	Possible Instructional Change *Select only 1-2 at a time*
2e. Students do not have sufficient opportunities to respond and receive corrective feedback during intervention. Diagnostic data reveal that the intervention is sufficiently aligned	Diagnostic data (see above)	Increase the number of sessions Increase the length of sessions Decrease the group size Switch to a more experienced interventionist.

Individual Intensification

Figure 13 shows the individual intensification process. It is very similar to the group process, the only difference being that it does not include considerations for fidelity. If most of the students in the intervention group are making good/adequate progress, your team might feel confident rejecting the first hypothesis (Instruction is not being delivered with adequate fidelity). Group data suggest that the intervention is being implemented with sufficient fidelity to accelerate progress. The standing members of the MDT, classroom teacher, and student family must determine which intensity dimension to adjust to individualized supports.

<u>Individualized Behavior Supports</u>

During group individualization, behavior support is considered as an aspect of fidelity. However, when making individual student adjustments, it should be considered as a separate dimension of instructional intensity.

Collect Additional Behavioral Data
Your team will likely want to collect additional data on student behavior.

1. <u>Interval Observation</u>: Use this behavioral observation method if you are concerned about the amount of off-task behavior or other behavior of concern during the intervention period.
2. <u>Frequency Observation</u>: Use this behavioral observation method to identify the occurrences of high-frequency, low-intensity behaviors (e.g., talking out of turn, out of seat, tapping a pencil, touching peers, etc.). These data can be converted to a rate per minute if the length of the obversion is recorded.
3. <u>Functional Behavior Assessment</u> (FBA): Use this method to operationally define the target behavior, identify a hypothesis related to the function of the behavior (e.g., attention or avoidance), and develop a comprehensive plan to address the behavior.

Make a plan to intensify Behavioral Support:
     If data indicate that the student would benefit from support for attention/engagement:
- Teach students to self-monitor engagement
- Support student persistence
  - Create a motivation plan
  - Individualize incentives
  - Have students track progress with a specific skill and set goals

     If data indicate that student frequently engages in off-task, distracting behaviors
- Set a goal to reduce frequency
  - Use a timer
  - Track the frequency
- Individualize incentives

     Develop a behavior plan based on information derived from FBA.
- Ensure the behavior plan includes components to prevent the behavior of concern from happening, teach a replacement behavior, and provide reinforcement for the replacement behavior.

<u>Develop an individualized Intensive Intervention Plan IIIP</u>

After you have developed a hypothesis, reviewed additional student data and identified the dimension of intensity you want to target for intensification, your team should work with other important individuals in the child's life to create an Individualized Intensive Intervention Plan (IIIP). An IIIP is a formal document that describes each instructional intensification and specifies logistic information about implementation, monitoring plan fidelity, and evaluating progress. A phase change line should be added to the progress monitoring data system to indicate the instructional change

Once a plan has been developed for an individual student, the team should make a plan to reconvene regularly (e.g., every 4-6 weeks) to review the student's progress and design additional instructional adjustments. Fidelity data must be collected related to the plan modification. The team should anticipate that additional changes to the IIIP will need to be made. Both fidelity and progress monitoring data should be considered when determining if additional changes are necessary. If the modification was implemented with fidelity, the team should select a different dimension of intensity to target for intensification.

If a student already has an Individualize Education Plan (IEP), the IIIP should reinforce and supplement existing supports. It should not replace or contradict that document. The goals and the data source used to monitor progress should be the same for both the IIIP and IEP. Also, the same individuals will likely be involved in planning. While an IEP is developed to protect parent's and the student's rights to a free and appropriate education in the least restrictive environment, An IIIP is not legally binding and is expected to change regularly (i.e., more than once/year). Instructional support specified in the IIIP can and should be provided by the special education teacher. Instruction provided in the special education setting should be included as part of the student's current intervention plan. The members of the MDT and the members of the IEP should be the same.
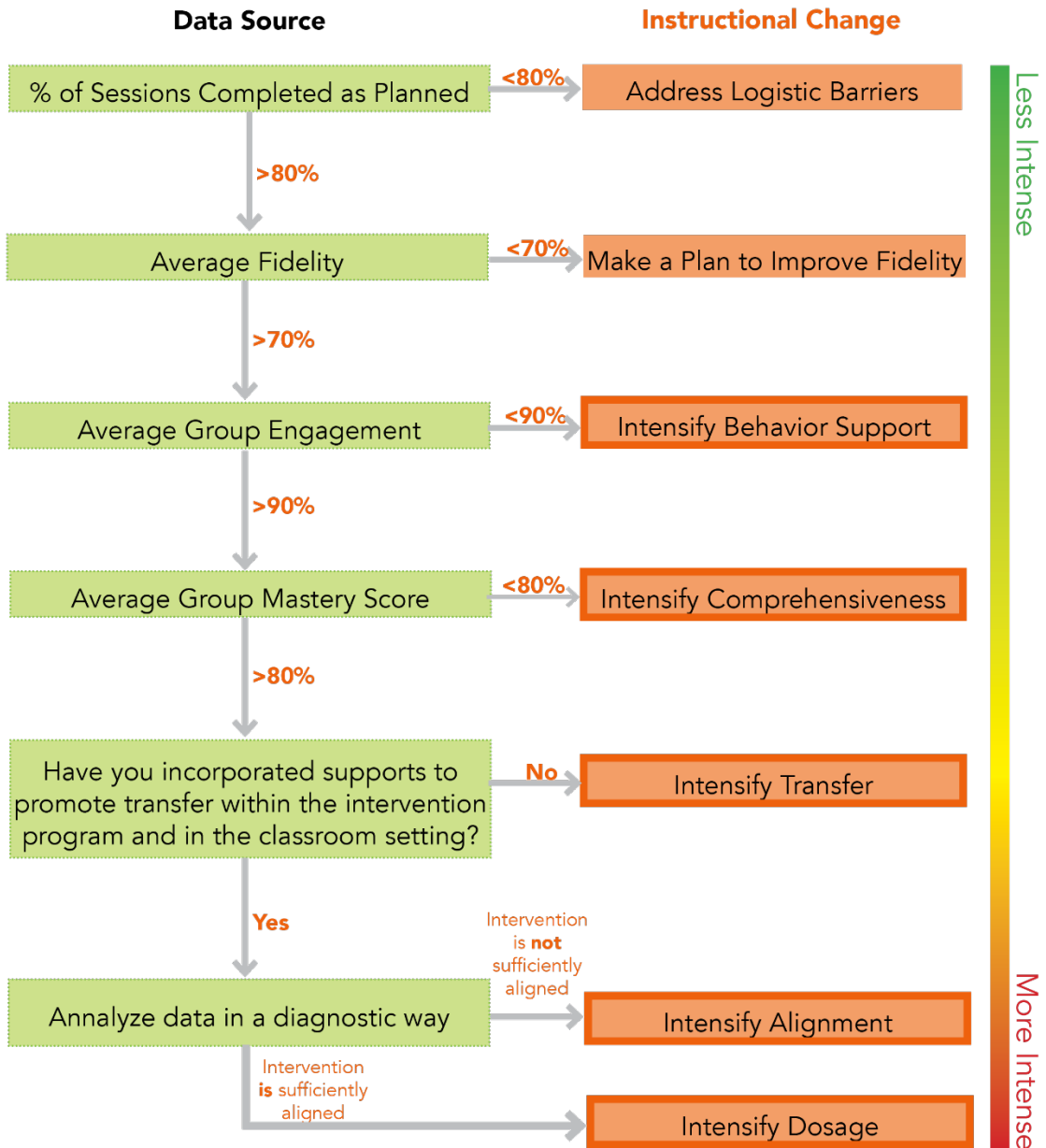
Group Intensification Process

Data Source **Instructional Change**

| % of Sessions Completed as Planned | **<80%** → | Address Logistic Barriers |

>80%

| Average Fidelity | **<70%** → | Make a Plan to Improve Fidelity |

>70%

| Average Group Engagement | **<90%** → | Intensify Behavior Support |

>90%

| Average Group Mastery Score | **<80%** → | Intensify Comprehensiveness |

>80%

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

Yes

Intervention is **not** sufficiently aligned

| Annalyze data in a diagnostic way | → | Intensify Alignment |

Intervention **is** sufficiently aligned → | Intensify Dosage |

Less Intense / More Intense

Figure 12. Group intensification decision tree.

Individual Intensification Process
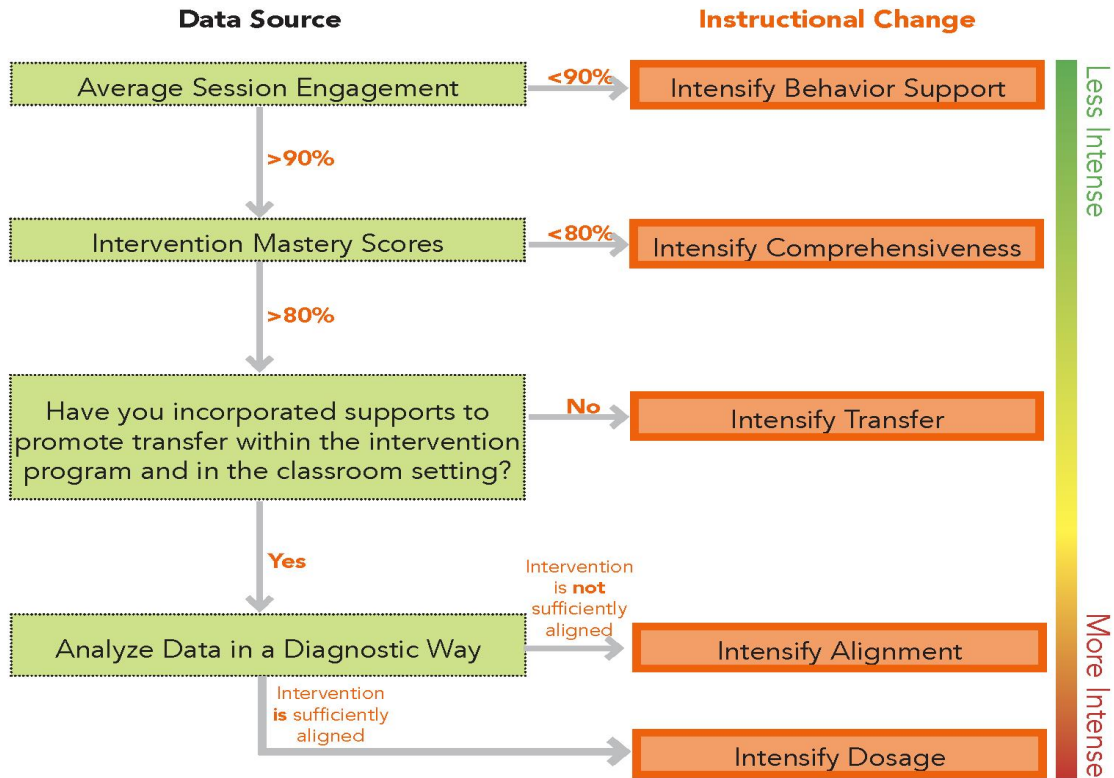
Figure 13. Individual intensification decision tree.