

Example Intervention Platform

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. 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

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 students performing below benchmark expectations on First Sound Fluency or Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	(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
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 for students receiving Tier 3 intervention)	(insert the relevant school/district permission if needed.)
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 Repeated Reading Activities	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.)

Critical Reading Skills	Intervention Program or Practice Name	Entrance Criteria	Progress Monitoring Guidelines	Family/Caregiver, Student Voice and Permissions
Vocabulary	Semantic Mapping Additional Word Building Activities	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.)
Comprehension	Strategy Instruction Comprehension Practices	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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