
Michigan's Multi-Tiered System of Supports Technical Assistance Center
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Intervention Placement Flowchart

The purpose of this document is to guide Multidisciplinary Teams through the decision-making process when a student is identified as meeting the established intervention inclusion criteria.

1. The universal screening reading score is at or below the 20th percentile locally (or whatever percentile cut-off is supported by staffing capacity).
 - a. Based on this information, the student has met the pre-determined inclusion criteria, and intervention support is a valid need.
2. Have we ruled out a hearing, vision, and/or attendance issue?
 - a. Yes: Review universal screening data to identify the foundational word-reading or comprehension skills that need to be prioritized. Continue to step 3.
 - b. No: Review student records; if issues are noted, develop a plan to address them. Discontinue flowchart until issues are addressed.
3. If “yes” to step 2:
 - a. Refer to the Intervention Platform to identify possible interventions available that address the prioritized skill(s).
 - i. Consider the intervention’s entrance criteria, and when applicable, administer intervention placement tests.
 - ii. **If there is uncertainty about the primary skill the intervention needs to address, consider collecting additional information/assessment data to accurately inform the alignment of the intervention to student need(s).**
4. Apply the intervention grouping guidelines so students with similar needs are grouped together to the extent possible.
5. Begin intervention
 - a. Ensure implementation records are collected
 - b. Progress monitor weekly
 - c. Analyze progress-monitoring data after five consecutive weeks of intervention to determine whether the student's response is sufficient to close achievement gaps.

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