



Overview of Intervention Systems

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Acknowledgments

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

- National Center on Positive Behavioral Interventions and Supports
- National Center on Intensive Interventions

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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
 - Chat, breakout rooms, polls, reactions, unmute
 - 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)

Purpose

Supporting the academic and behavioral needs of students beyond Tier 1 is critical. This training provides an overview of intervention systems, including the data, systems, and practices necessary for implementation. Participants will also be provided with readiness activities to help determine their next steps.

Intended Outcomes

- Describe the components of an intervention system
- Determine what interventions are in place in your school(s) and what additional interventions might be needed
- Explore readiness activities for implementing an intervention system for Literacy or Social, Emotional, and Behavioral supports

Agenda

1.0 Intervention System Benefits

2.0 Components of an Intervention System

3.0 Readiness Activities

4.0 Wrap Up & Next Steps

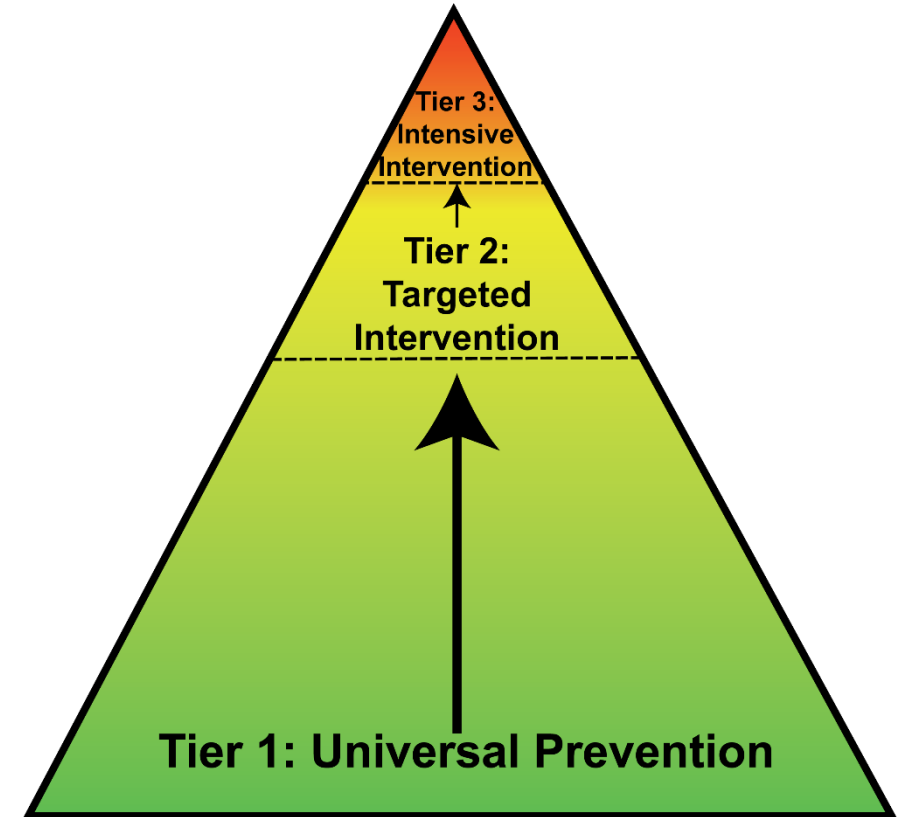
1.0 Intervention System Benefits

Goal

- **Effective decisions** – matching students to intervention based on their identified need(s) in critical skill area(s)
- **Efficient decisions** – quickly matching students to the right intervention at the right place in the intervention in order to maximize time and outcomes
- **Equitable decisions** – all students will have access to interventions because all staff will know what is available, how entrance criteria are applied, and how to match a student to an intervention

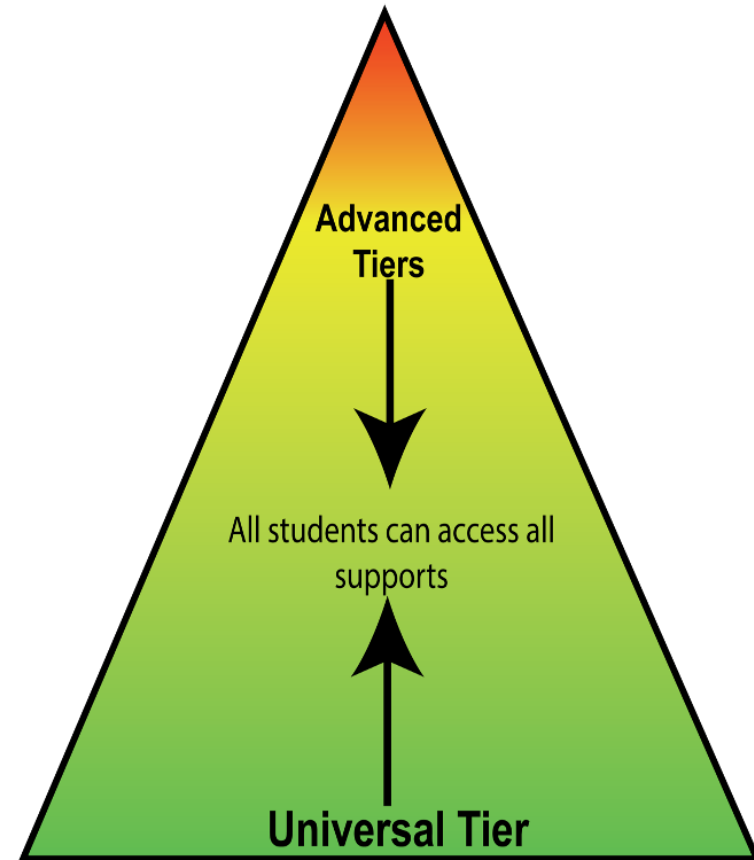
A Traditional Approach to MTSS

- 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 Mental Health services are outside of the MTSS system



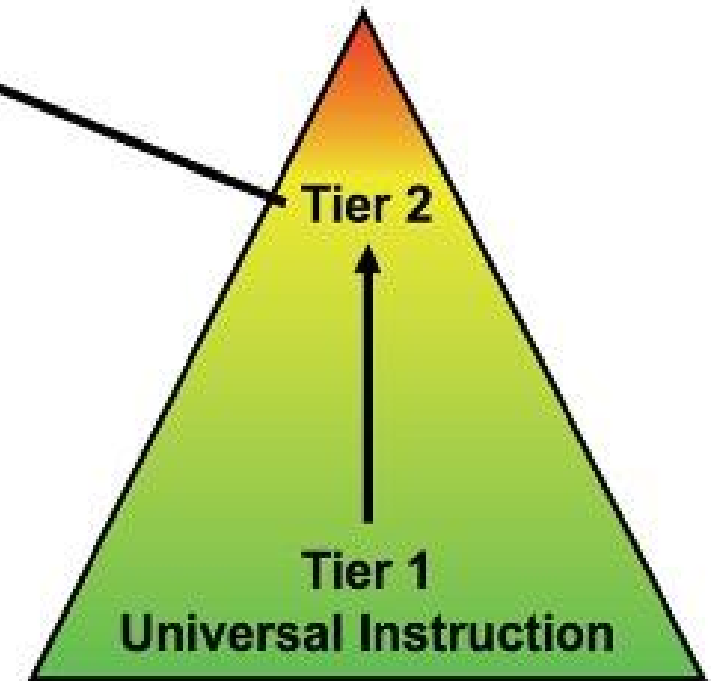
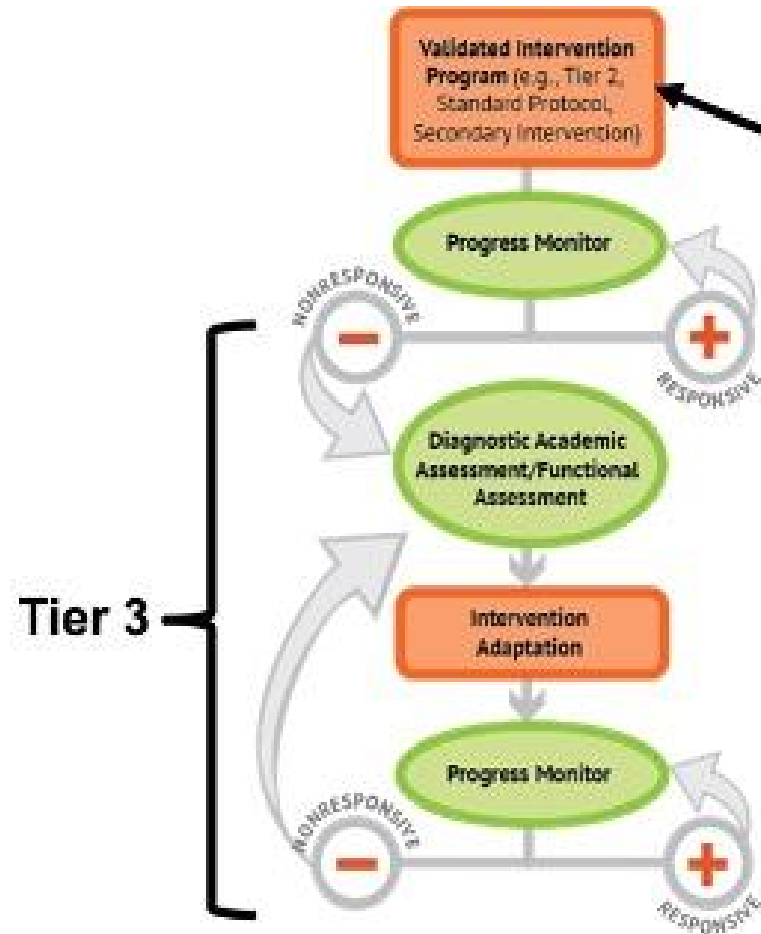
An Alternate Approach

- **Students** - flexibly move within varying levels of instructional support
- **Teams** - Schools work to improve both the Advanced and Universal Tiers simultaneously
- **Resources** - All students receive high quality Tier 1 students who need it, participate in a validated intervention platform



DBI, a Process for Intensifying Instruction

- Data-based Individualization (DBI)
- Also referred to as **Intensifying Intervention Instruction**





Activity 1.1

- Go to www.menti.com
- Enter the code or scan QR code
- Submit words or phrases that describe Tier 2 and Tier 3 features or examples

Defining Tier 2

- Focus on students performing below grade-level expectations
- Interventionists deliver Tier 2 interventions chosen from the **Intervention Platform**
- Interventions include specialized instructional procedures, duration, and frequency
- The selected intervention may be enhanced with the addition of evidence-based practices that are also listed in the intervention platform
- Quick access to interventions that are matched to student
- Increased intensity of data collection to adjust our intervention
- A Multi-Disciplinary Team oversees the development and use of the infrastructures to support effective intervention instruction

Defining Tier 3

- Most intensive level of intervention support for general education and special education learners
- Defining features include:
 - ⑩ Student individual year-end goals are established (visible on progress monitoring graphs)
 - ⑩ Instructional materials and practices are matched to student's needs
 - ⑩ **Validated interventions** are still implemented with individualized adjustments (sometimes made even before intensive intervention begins)
 - ⑩ Progress monitoring data are used over the course of the intensive intervention to formatively evaluate and individualize the instruction

2.0 Components of an 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 Parts

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 Support

MDT Team Responsibilities

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

Example MDT Team Membership

- Administrator
- Individuals with behavioral expertise
- Individuals with academic expertise
- Intervention coach (Instructional Coach)
- Mental health clinician
- Occupational therapist
- Team leader/Facilitator (Systems Coach)
- School psychologist
- Speech and language pathologist
- Special educator



Activity 2.1

- Review the description and responsibilities of the MDT
- Do you have a team that currently fulfills this role?
- Which responsibilities are they already doing? What do they not do yet?

Intervention Platform Example

Appendix C: Intervention Platform

Table 2: Example of an Intervention Platform

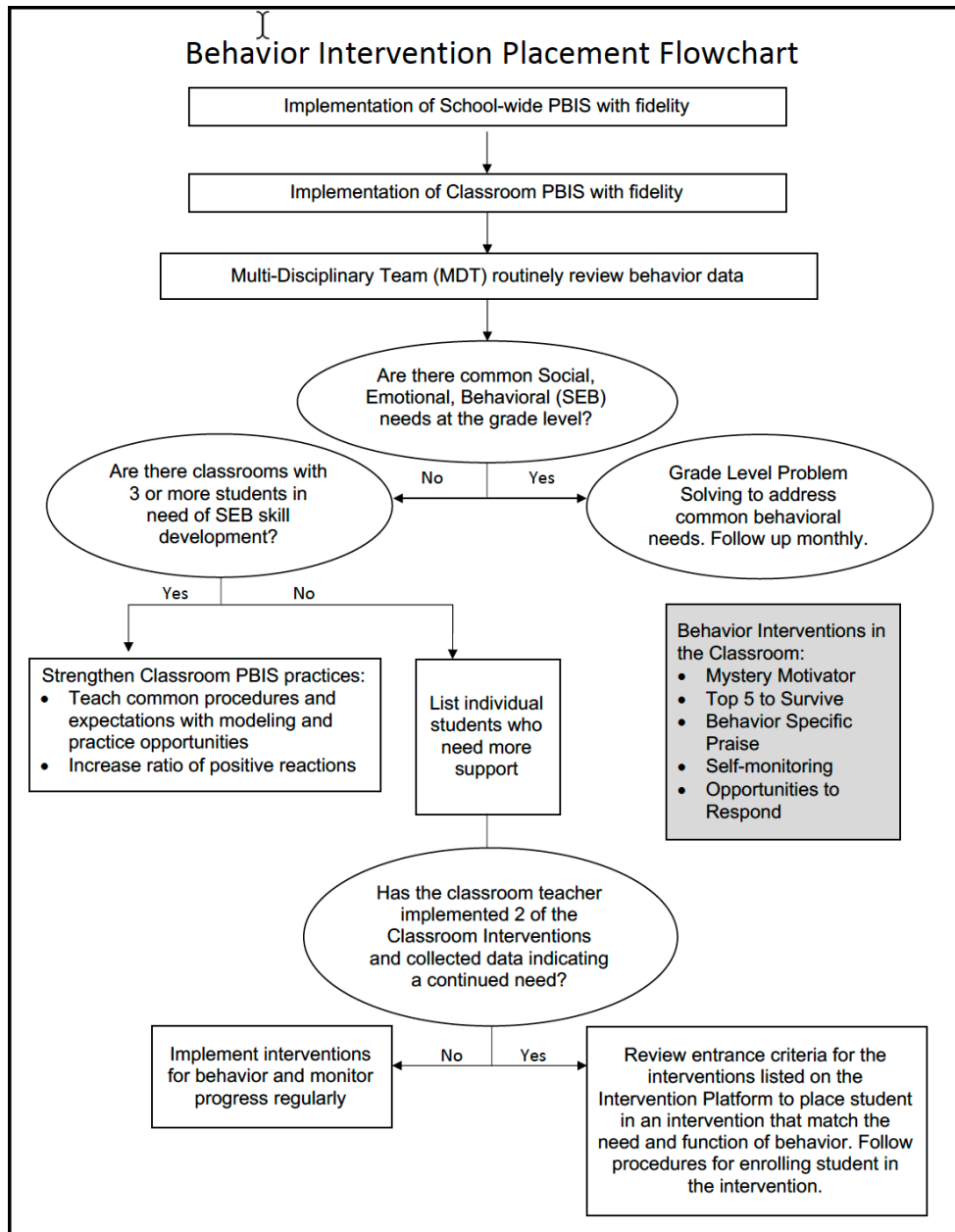
Intervention Support	Check-In, Check-Out
Description	<p>Designed for students with persistent behavior concerns that are not dangerous; provides more immediate feedback on behavior through use of a daily progress report and additional opportunities for positive adult interactions</p> <p>Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily</p>
Entrance Criteria	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> • More than 3 ODRs and student seeks adult attention • Identified as needing additional support on the Social-Emotional Behavior Screener <p>Academics:</p> <p>Report Card marked "N" on study skills or organization</p>
Permission	Parent permission is sent home by the identified CICO Facilitator
Progress Monitoring Guidelines	<p>Fidelity Data:</p> <p>CICO checklist completed bi-weekly by self-monitoring and monthly by observation</p> <p>Student Data:</p> <p>Daily progress reports collected by CICO facilitator and viewed by parent/guardian</p> <p>Data are graphed using CICO-SWIS</p>
Decision Rules	<p>Maintain:</p> <p>Data points at or above aim line but goal has not yet been met</p> <p>Fade:</p> <p>Meets goal on the daily progress report for 4 consecutive weeks – student is moved to self-monitoring phase</p> <p>Self-monitoring phase is exited at the end of the next marking period as long as student continues to maintain behavior</p>

Provides an “**at-a-glance**” view of interventions accessible to students within the school

- Intervention Support
- Description
- Entrance Criteria
- Permission
- Progress Monitoring Guidelines
- Decision Rules

Intervention Placement & Grouping Procedures

- It is critical to appropriately:
 1. Place students in intervention programs
 2. Group students into intervention groups
- Failure to appropriately place and group students will lead to minimal or no gains in supporting skill development
- Intervention placement and grouping decisions require multiple steps using specific information and materials
- Each school will contextualize this guidance to support implementation.



Intervention Placement

- A flowchart is often used to guide teams in equitable and efficient placement of students in intervention
- Ensure fidelity of classroom SEB supports and interventions
- Use entrance criteria to select appropriate interventions for students

Placement and Grouping Considerations

- The MDT is responsible for placing students in interventions
- How will the group size be considered (i.e., number of students per coordinator)?
- How will new students access interventions if needed?
- What is the timeline for getting students started on the intervention after the need is identified?
- How will families/caregivers receive communication?

Data Supports Equity

- To be effective, interventions must be effective for all student groups
- Providing students with appropriate interventions results in a reduction of risk for exclusionary discipline for students based on individual characteristics such as race, ethnicity, or special education status
- Implementing interventions with fidelity ensures more equitable student outcomes

Data Sources for Intervention Placement

- Social-Emotional Behavior screener
- Discipline referrals
- Attendance
- Grades
- Course completion
- Time out of Class
- Teacher or family referral

Clear criteria increases the likelihood of equitable access to Tier 2 supports for ALL students

Monitoring Fidelity

- Monitored regularly through self-report and/or observation
- Identifies what components need training and ongoing support
- Always verify fidelity before making decisions of effectiveness for students

Check-In/Check-Out Fidelity Checklist

School: _____
 Date: _____
 Student: _____

Table 1. For each component record fidelity status.

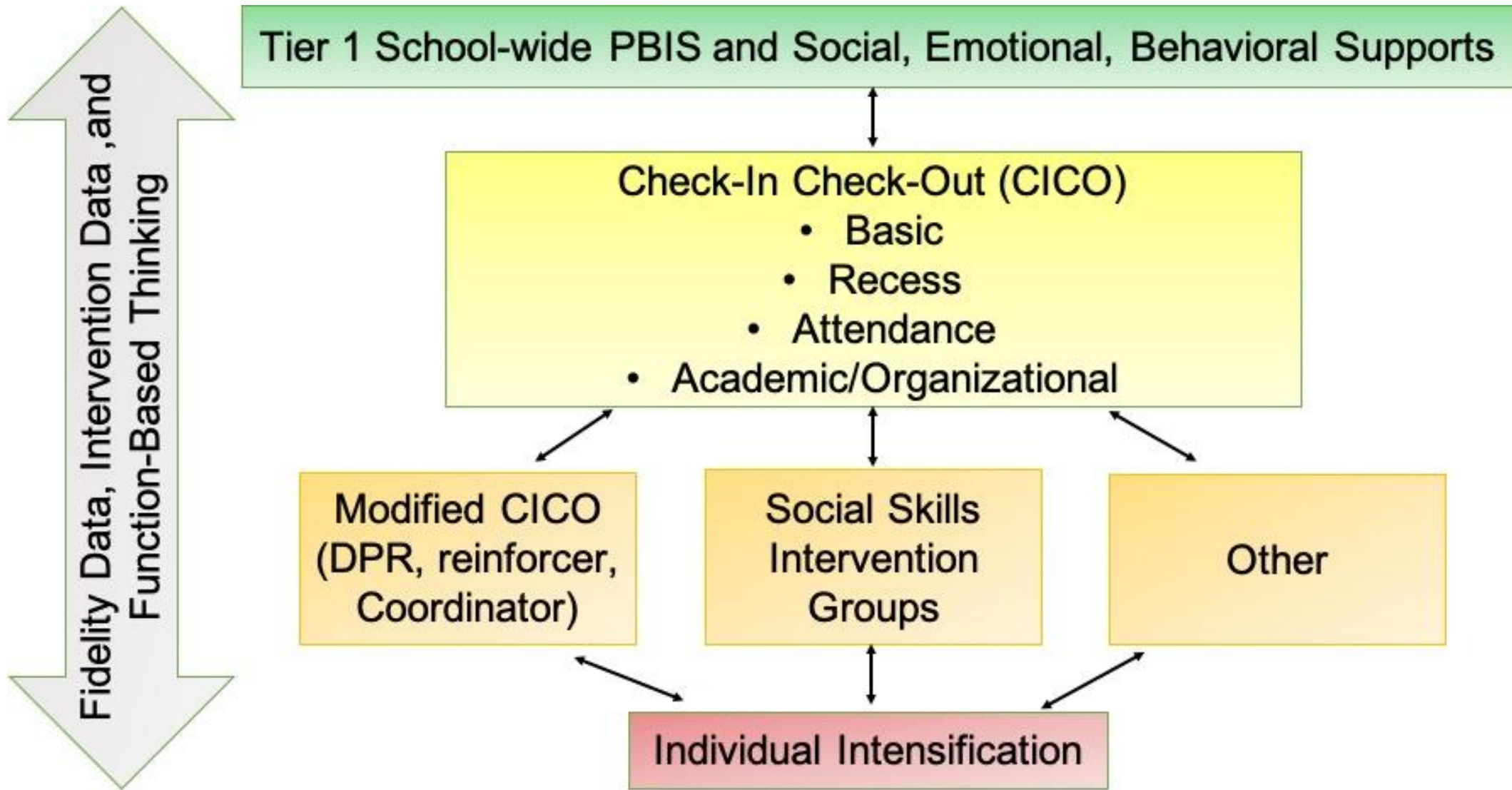
Fidelity Component	Status
1. Student checked in with a designated staff member before school started.	Yes No Did Not Observe
2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes No Did Not Observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes No Did Not Observe
4. Teacher positively acknowledged student when given daily progress report.	Yes No Did Not Observe
5. Teachers provided contingent feedback at end of class period.	Yes No Did Not Observe
6. Student checked out with designated staff member at the end of the day.	Yes No Did Not Observe
7. Student took daily report home to get parent signature.	Yes No Did Not Observe
8. Student CICO points are recorded daily.	Yes No Did Not Observe
9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes No Did Not Observe
10. Process in place for CICO to be (a) faded to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes No Did Not Observe

Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004

Interventionist Training & Implementation Supports for Fidelity

The MDT ensures:

- High-quality professional learning for staff in each intervention program they are going to be using with students
- Implementation supports for interventionists
 - Intervention program fidelity checklist
 - Ready-to-go materials
 - Communication with Facilitator or MDT for troubleshooting



3.0 Readiness Activities

Assess Team Structures

- Do you have a team to address Tier 2 and Tier 3?
- Is the team membership a diverse group and able to assist with the intensification process?
- Does the team meet regularly to support students and staff?
- Are roles and responsibilities clear?

Initiative Inventory Example

Name of Initiative	Description	Personnel	Expected outcome	Evidence of outcomes	Financial commitment	Fidelity measure	PD and coaching support
PBIS	Tiered framework for supporting <i>students'</i> behavioral, academic, social, emotional, and mental health	All staff 31N providers	*increased time in <u>classroom</u> *improved social behavior *improved academics	*SWIS-reduction in BIF *School climate data	*31N *Schedule B stipend for system facilitators	SWPBIS TFI	*SLT meeting supports
Second Step	Social skill lessons for all students K-8	Teachers Social Workers	*increased social-emotional skills *improved academics *increased time in <u>classroom</u>	*SWIS-reduction in BIF	Funding Source = 31a budget Elementary: physical materials	Unsure	<u>Trainings</u> available through area ISD's Second Step website
Emotional Regulation Zones	Tier 2 support for students K-2 with persistent behavioral concerns, display high aggression and inability to maintain strong emotions.	Social Workers and 31N Staff	Improved emotional regulation skills, <u>pro social</u> behavior, and increased time in the classroom setting.	*SWIS-reduction in BIF	Initial cost of books and materials	Zones fidelity checklist	PD available

Example Behavior Intervention System

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.

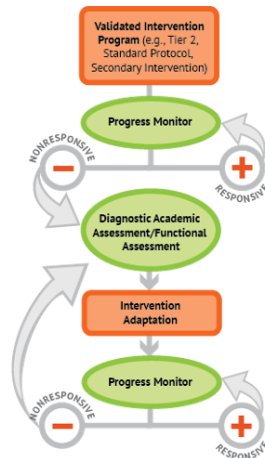


Figure 1. Data-Based Individualization process from the National Center on Intensive Intervention (NCII).

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:

Review the example with your team and determine what is in place and what is not

Questions



4.0 Wrap Up and Next Steps

TA Center Trainings

- Check-In Check-Out
- Social Skills Intervention Groups
- Intensifying SEB Interventions
- Intensifying Literacy Instruction Introduction Series
- Secondary Literacy Intervention: Readiness Series

Closing Review

One Minute Action Plan

- Write down the next few actions
- Who might be involved
- What is the timeline



References

Cooper, J. O., Heron, T. E., Heward, W. L.,(2020). *Applied Behavior Analysis* (3rd Edition). Pearson.

Hawken, L.S., Crone, D.A., Bundock, K., & Horner, R.H. (2021). *Responding to problem behavior in schools: The check-in, check-out intervention*. (3rd Ed). The Guilford Press.

Michigan Department of Education (2020). *Michigan Department of Education Multi-Tiered System of Supports Practice Profile v.5.0*, Lansing, Michigan.

National Center on Intensive Intervention. (2018). *Breaking down the DBI process: Questions & considerations*. Washington DC: Author, Office of Special Education Programs, U.S. Department of Education.