

Secondary Intervention System 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 will use 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 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.

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 who is knowledgeable of the intervention program and has successfully used the program until they can implement it independently.
- Areas of need will inform re-teaching, coaching, and further implementation support.

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