

Secondary Intervention System

Part 5: Individualized Intensive Intervention Supports (Tier 3)

General Intensification Process

The following procedures and resources should be used to determine if Tier 3 intensification supports should be layered onto the current Tier 2 standard treatment protocol intervention for a group of students or an individual student. The specifics of the intensification process will need to be contextualized to each school site.

Rule Out Fidelity Concerns:

1. Review [Flowchart 1](#) decision rules and the [Data Routines for Hypothesis #1](#) to determine if Hypothesis #1 (*Have Students Received Adequate Instruction?*) can be ruled out for a group and/or an individual (:
 - o Does attendance average 90% or higher?
 - o Does engagement average 80% or higher?
 - o Has the intervention been occurring at least 80% of the time? (Dosage)
 - o Is the interventionist minimally scoring 70% or higher on fidelity checks? (Fidelity)
 - o Are in-program and general outcome progress monitoring data being collected?

*If the above requirements have not been met, the Multidisciplinary Team (MDT) should problem-solve around the logistical challenges and/or address fidelity concerns

*If the above requirements have been met, move onto decision rules for Hypothesis #2

Determine if it is Time to Intensify:

2. Review [Flowchart 2](#) decision rules and the [Data Routines for Hypothesis #2](#) to determine if Hypothesis #2 (*Is it Time to Intensify Supports?*) can be ruled out for a group and/or an individual:
 - o ***Consider Group Intensification First:*** This can support multiple students who might be struggling with the same concept and maximize the use of resources. The MDT should answer the following questions in the order they are presented to determine if a group intensification plan is warranted:
 - Has it been at least 3-5 weeks since the intervention began?
 - Do all students in the group have at least 3 data points since a previous instructional change (group size adjustment, new teacher, additional support/change added, new medication, etc. – Anything that would have required a phase line to be added in the data system)?
 - Are the majority of students in the group not on track to meet their goals (3+ data points below the aimline) and the average score on in-program assessments is less than 80%?

*If all of the answers to the above questions are YES, it is time to intensify for the group
*If any of the answers are NO, do not make any group changes and continue collecting progress monitoring data; Individual student intensification might be warranted, however.

- ***Consider Individual Intensification Second:*** If an individual student is being considered for intensification, answer the following questions in the order they are presented:
 - Does the student have at least 5 data points since the intervention began or at least 3 data points since the last instructional change?
 - Are the last three individual data points below the aim line for the priority measure and are the in-program mastery assessment scores less than 80%?
 - Has the individual student been present for at least 90% of the intervention sessions?

*If all of the answers to the above questions are YES, it is time to intensify for the individual student

*If any of the answers are NO, do not make any changes and continue collecting progress monitoring data for the student

Steps for Intensification:

3. Follow the procedures below for a group or an individual intensive intervention plan:
 - Collect additional diagnostic data if more information is needed (time on task data collection, phonemic awareness assessment, spelling inventory, etc.)
 - Use the [Taxonomy of Intervention Intensity](#) to determine which dimension to address for the group or individual
 - Use the applicable intensification plan to document the Tier 3 adaptation:
 - [Group Intensification Plan](#) (GIP)
 - The MDT in conjunction with the interventionist should create this plan
 - [Individualized Intensive Intervention Plan](#) (IIIP)
 - The MDT, interventionist, classroom teacher, & family members should create this plan
 - Determine how fidelity data for the Tier 3 intensification adaptation will be noted (add another section on the Implementation Record, create a checklist, etc.)
 - Drop a Phase Line in the data system when the Tier 3 intensification will begin
 - Make a plan to reconvene as a team to review progress and design additional instructional adjustments; Meeting should take place 4-6 weeks after intensification for group or individual has started

A Few Additional Notes:

- *Behavior Supports* are often considered first when intensifying and *Dosage* is usually considered last as it tends to burden resources – Use the [Intensification Process Flowchart](#) to move from least intensive to most intensive instructional changes
- Only adjust 1 (at most 2) dimension(s) of the taxonomy at a time

- Ongoing data collection and analysis prior to and during the intensification phase of intervention will be critical

URLs Used in Document

Flowchart 1 & 2

([https://www.dropbox.com/scl/fi/p9yrxuwtl2q6ufriag88k/Flowcharts for Hypothesis 1 - 2.pdf?rlkey=3hk9gecibtbg2suh6ltkj0fm&dl=0](https://www.dropbox.com/scl/fi/p9yrxuwtl2q6ufriag88k/Flowcharts%20for%20Hypothesis%201%20-%202.pdf?rlkey=3hk9gecibtbg2suh6ltkj0fm&dl=0))

Data Routines for Hypothesis #1

([https://www.dropbox.com/scl/fi/jo554aib6winkqws2ue6/Data Analysis Routines for Hypothesis -1.docx?rlkey=oa41942nd9wfljojm40x2wphgd&dl=0](https://www.dropbox.com/scl/fi/jo554aib6winkqws2ue6/Data%20Analysis%20Routines%20for%20Hypothesis%20-%201.docx?rlkey=oa41942nd9wfljojm40x2wphgd&dl=0))

Data Routines for Hypothesis #2

([https://www.dropbox.com/scl/fi/rem4jiv75b4drzdjpscqz/Data Analysis Routines for Hypothesis -2.docx?rlkey=15k071t1s3f2d1971woj51w1m&dl=0](https://www.dropbox.com/scl/fi/rem4jiv75b4drzdjpscqz/Data%20Analysis%20Routines%20for%20Hypothesis%20-%202.docx?rlkey=15k071t1s3f2d1971woj51w1m&dl=0))

Taxonomy of Intervention Intensity

(<https://www.dropbox.com/scl/fi/3xony2142yrr14qmu5e6m/Taxonomy-Overview.pdf?rlkey=id0x4eiwtx90qufinoq5acqck&dl=0>)

Group Intensification Plan

([https://www.dropbox.com/scl/fi/p3z1cwgg8zbd4v728wjpw/01 Group Intensive Intervention Plan Template.docx?rlkey=1ep0jds0rjc6oneoz71rjyqwu&dl=0](https://www.dropbox.com/scl/fi/p3z1cwgg8zbd4v728wjpw/01%20Group%20Intensive%20Intervention%20Plan%20Template.docx?rlkey=1ep0jds0rjc6oneoz71rjyqwu&dl=0))

Individualized Intensive Intervention Plan

([https://www.dropbox.com/scl/fi/2aa4r08w9z88i4pn4wvyg/Individual Intensive Intervention Plan Template.docx?rlkey=bwt7f8geccqkk88l84ihmoun3&dl=0](https://www.dropbox.com/scl/fi/2aa4r08w9z88i4pn4wvyg/Individual%20Intensive%20Intervention%20Plan%20Template.docx?rlkey=bwt7f8geccqkk88l84ihmoun3&dl=0))

Intensification Process Flowchart

([https://www.dropbox.com/scl/fi/wyido0utckuadp6b4xwht/Intensification Flowchart.pdf?rlkey=cpo73gzp14253b0043y1fek&dl=0](https://www.dropbox.com/scl/fi/wyido0utckuadp6b4xwht/Intensification%20Flowchart.pdf?rlkey=cpo73gzp14253b0043y1fek&dl=0))

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