



Secondary Intensifying Literacy Instruction

Session #1

mimtsstac.org

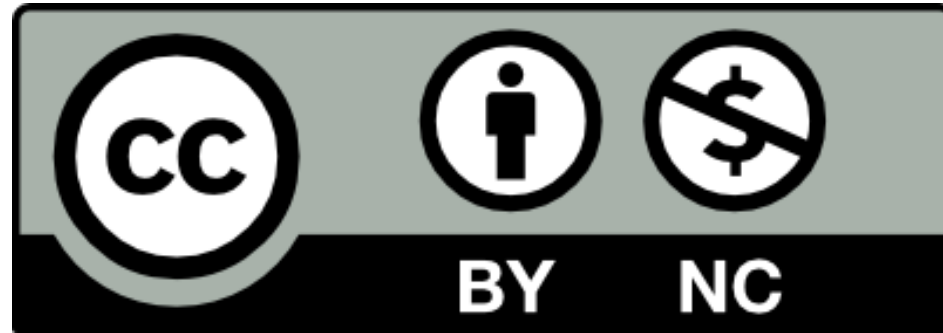


Acknowledgments

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

- National Center on Intensive Intervention (NCII)
- Michigan's MTSS TA Center Intensifying Literacy Model Demonstration & SPDG Partners
- Promoting Adolescent Reading Success (PARS) Model Demonstration Schools

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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
 - Partner work, table discussions
 - Training activities
 - 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)

Team Roles

- **Facilitator:**
 - Lead discussions and activities to keep the team moving forward
- **Recorder:**
 - Keep written documentation of key discussion points, decisions, and next steps
- **Time-Keeper:**
 - Keep track of time and bring the team back together



Series Purpose

To provide school teams with the skills and tools necessary to develop and maintain an infrastructure that supports the Advanced Tiers at the Secondary level

Intended Outcomes for Today

1. Identify the 5 Steps of the DBI Process
2. Define a Standard Treatment Protocol
3. Describe the Roles & Responsibilities of the MDT
4. Establish Effective MDT Meeting Protocols
5. Develop Intervention System Components

Agenda

- 1.0 Getting Started
- 2.0 Understanding the Advanced Tiers & DBI
- 3.0 Setting Up the MDT
- 4.0 Getting Intervention Up & Running
- 5.0 Next Steps, Preview, & Wrap-Up

1.0 Getting Started

Activity 1.1: DBI Pre-Test

- Navigate to the [Data-Based Individualization Knowledge and Skills Survey](https://mimtssta.qualtrics.com/jfe/form/SV_aVOdC8tqeNqZ3Cu) (https://mimtssta.qualtrics.com/jfe/form/SV_aVOdC8tqeNqZ3Cu)
- The survey asks for your name, but all identifying information will be removed when reviewing responses to protect confidentiality
- Please work on your own – do not look up answers or ask others what they think
- Information from this survey will be used to:
 - Plan for future training
 - Evaluate training effectiveness
- The survey should take approximately 30 minutes to complete



Acronym Introduction

MTSS = Multi-Tiered Systems of Support

MDT = Multidisciplinary Team

ILI = Intensifying Literacy Instruction

DBI = Data-Based Individualization

GIP = Group Intensification Plan

IIP = Individualized Intensive Intervention Plan

Focus for the Series

- Building an Intervention System
 - Establishing a Multidisciplinary Team
 - Intensifying Literacy Instruction Using Data-Based Individualization
 - Implementing One Intervention Program
 - Get Started & Get Better

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

The Components of an Intervention System

1. Teaming structure
2. Intervention platform, placement, and grouping
3. Assessment and data analysis for the advanced tiers
4. Supports to interventionists
5. Individualized intensive intervention supports (Tier 3)

Connecting Our Work to the R-TFI

- The Reading Tiered Fidelity Inventory (R-TFI) will be our roadmap to implementing the reading components of the MTSS Framework
- Several of the R-TFI items will be noted on slides throughout the series to connect us back to this fidelity tool

Reading Tiered Fidelity Inventory Secondary-Level Edition



October 2023

St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2023)

Activity 1.2: MDT Google Organization

- Locate your school's shared Google Folder for this series
- Access the materials in the folder and discuss the following:
 - Who will be responsible for managing the folder for your MDT?
 - Who else should you share this folder with (e.g., other MDT members unable to attend; interventionists not on the team)?
 - Does your team have an existing system (e.g., agenda templates, action plans) that your MDT should consider throughout this professional learning series?

MDT Implementation Plan



Michigan's Multi-Tiered System of Supports Technical Assistance Center
July 2024 – Version 1.1

Multidisciplinary Team Implementation Plan

Goal:

By May 20XX, the Multidisciplinary Team (MDT) will complete XX% of the installation checklist items from the MDT training series.

Activities

During the MDT meetings, record the date and status of each activity until it is complete.

Activity	By Whom	By When	Date and Status

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

- The MDT Implementation Plan will be the running record of activities that have occurred or need to occur throughout the year to keep the work of the MDT moving forward
- Your team will add action items to the implementation plan throughout today as a starting point

Helpful Tools

Session Notes & Key Takeaways

Secondary Intensifying Intervention Instruction Session #1 - Notes & Key Takeaways

Section 1.0 Getting Started

- An intervention system is an infrastructure that provides a means to ensure **efficient, effective, & equitable** access to Tier ____ & Tier ____ academic and social, emotional, and behavioral intervention supports.
- The 5 components of the intervention system are:
 - _____ structure
 - Intervention _____, placement, & grouping
 - Assessment and _____ analysis for the advanced tiers
 - Supports to _____
 - _____ intensive intervention supports (Tier 3)
- The _____ is a fidelity tool that can be used as a roadmap to determine a school's next steps in implementing reading components within the MTSS Framework
- Our team's job isn't perfection. It is to get started and get _____!
- Other Notes:

Section 2.0 Understanding the Advanced Tiers & DBI

- The _____ Tiers support both Tier 2 & Tier 3
- Tier 2 has trained interventionists using _____ curriculum resources to provide intervention to students
- Tier 3 is an additional layer of support that provides the most _____ level of intervention to students, across both general and special education
- A Standard Treatment Protocol is an _____-based effective intervention that uses specific scripted teacher _____, provides ample opportunities to practice with the teacher as well as independently, is taught _____ using a scope and sequence that builds on skills, and includes in-program mastery assessments to guide instruction

Checklist of Activities

Checklist for Intensifying Literacy Instruction - Session 1

Check off each item upon team completion!

- DBI Knowledge & Skills Pretest (Activity 1.1)
- MDT Google Organization (Activity 1.2)
- Tier 2 & Tier 3 Definition (Activity 2.1)
- Standard Treatment Protocol Quick Sort (Activity 2.2)
- Read 'Breaking Down the DBI Process' (Activity 2.3)
- Discuss the Role of Fidelity Data (Activity 2.4)
- Reflect, Rethink, Revise (Activity 2.5)
- Read 'Part 1: Teaming Structures' (Activity 3.1)
- Complete the MDT Operating Procedures Document (Activity 3.2)
- Revise/Draft an MDT Meeting Agenda (Activity 3.3)
- Review the 'Secondary Reading Intervention Platform' (Activity 4.1)
- Revise/Draft an Intervention Platform (Activity 4.2)
- Revise/Draft an 'Opt Out Form/Permission Letter' (Activity 4.2)
- Read 'Part 3: Assessment System' (Activity 4.3)
- Review & Discuss the Assessment System Google Sheet (Activity 4.4)
- Create/Revise a Daily Implementation Record (Activity 4.5)
- Create/Revise a Documentation System for Program Assessments (Activity 4.5)
- Create a Schedule for Collecting General Outcome Measure Data (Activity 4.5)
- Discuss the Preparation Steps in Supporting Interventionists (Activity 5.1)
- Add any final 'to-do's to the MDT Implementation Plan
- Add Key Takeaways & Questions to the chart paper (Activity 5.2)
- Complete the End of Session Evaluation
- Enjoy your summer!



2.0 Understanding the Advanced Tiers & DBI

Activity 2.1: What Do You Think?

- Write down your definition of Tier 2 and Tier 3



What Do We Mean by *Advanced Tiers*?

- Increasingly intensive instructional and behavioral supports for learners who have not yet made grade-level expectations
- Distinction between Tiers 2 and 3
- **Tier 2:** Interventionists delivering intervention instruction using standard treatment protocol curriculum resources with specialized instructional procedures and parameters
- **Tier 3:** Most intensive level of intervention for students receiving general education and special education services leveraging group or individualized intensive intervention plan(s) building upon the Tier 2 standard treatment protocol intervention in place

Common Intervention Features in the Advanced Tiers

- Additional instruction targeting specific need(s) that are matched to students' need(s)
- Deliberate practice in the target area(s) of need
- Increased structure
- More frequent and specific feedback on the targeted area(s)
- Increased intensity of data collection and review to adjust intervention support
- Increased family support

Standard Treatment Protocol (STP) Intervention

What it is:

- A standardized, evidence-based effective intervention chosen to address the most common student needs within the school (Shores, 2008)
- Includes teacher language for modeling skills or processes, carefully designed guided practice, language for how to affirm student understanding and correct any misunderstandings, independent practice opportunities with ways for teachers to ensure students are learning the skills/processes

Standard Treatment Protocol Interventions (continued)

What it is (continued):

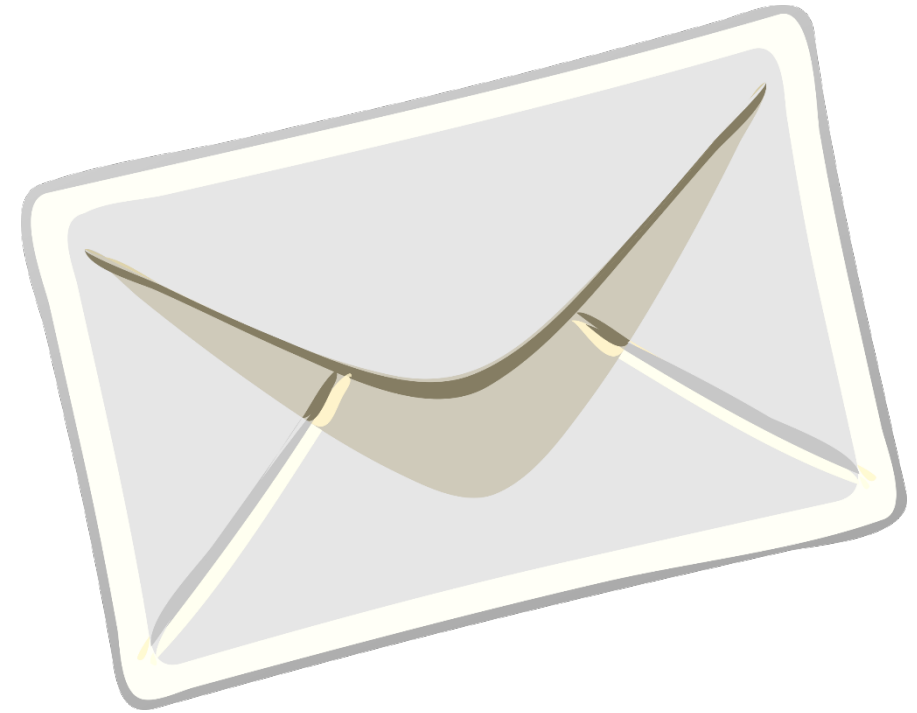
- Includes content that is taught systematically with the sequencing of skills or processes done in such a way as to begin with easier, high-utility skills and then increase in complexity
- Often includes a placement test

What it is not:

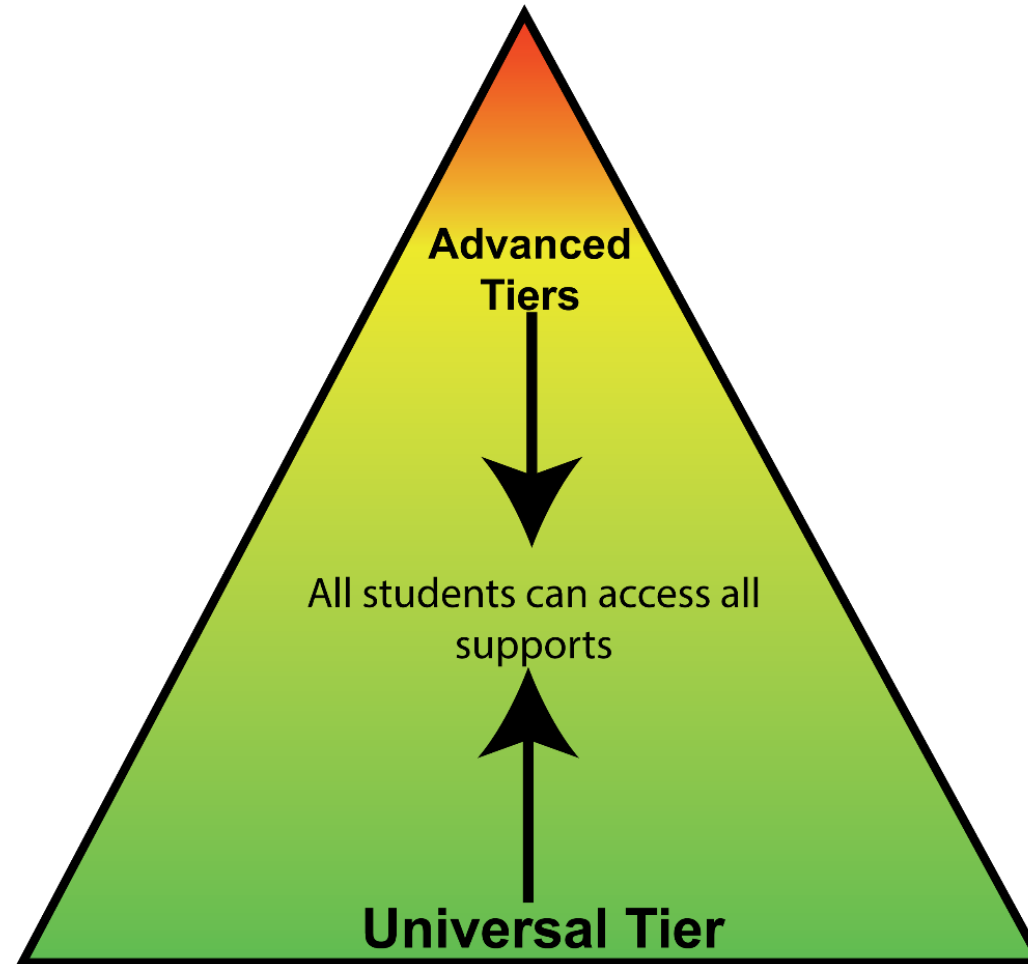
- Expecting teachers to design daily lessons, pulling from a range of resources without carefully attending to the sequencing of skills/processes

Activity 2.2: STP Quick Sort

- Locate the envelope at your table & empty the items out
- With your team, sort the concepts under ‘Standard Treatment Protocol’ or ‘NOT Standard Treatment Protocol’
- Discuss the placement of the items with your team as you work through this activity



Tiered Delivery System



Activity 2.3 Preview

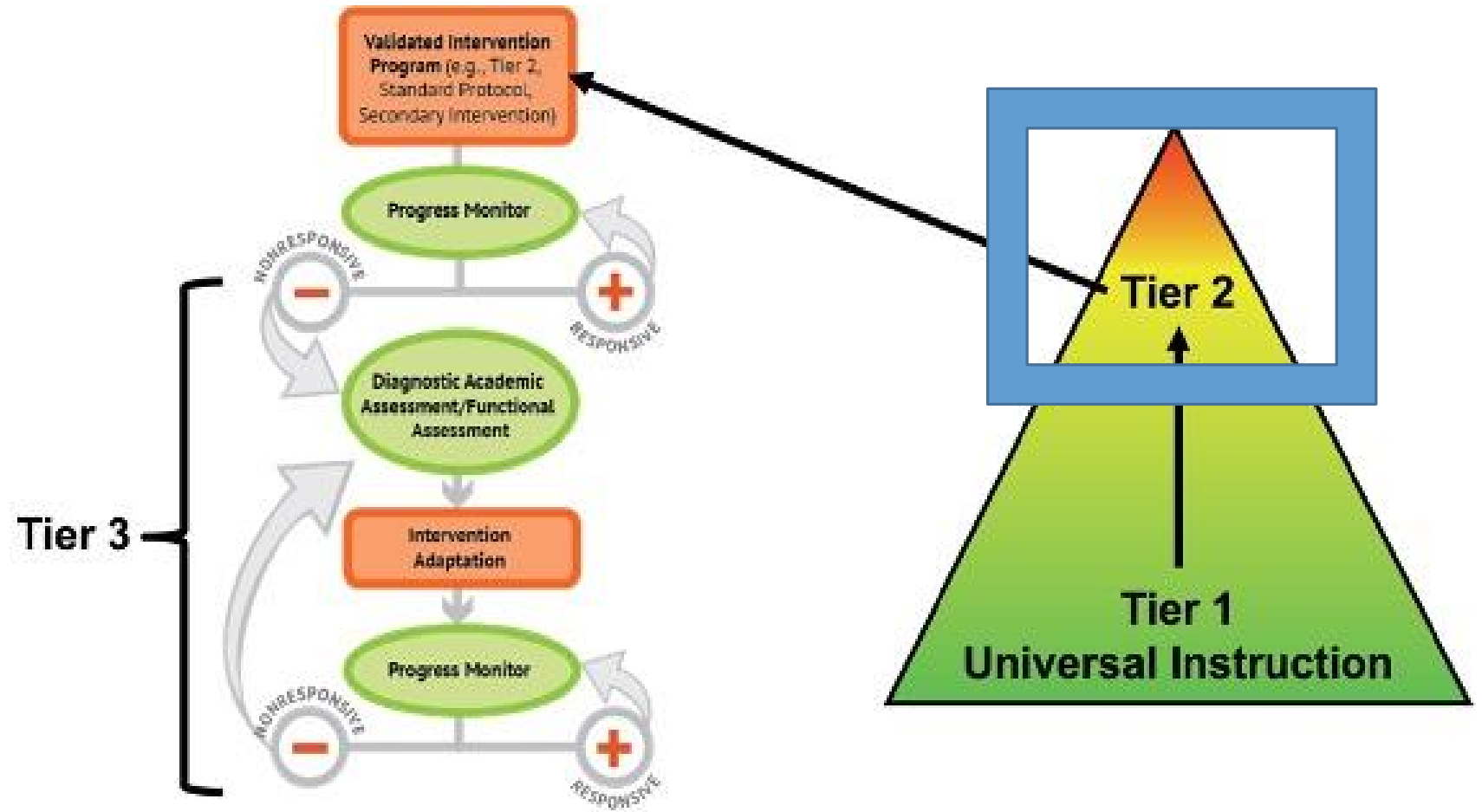
- **Materials Needed:**
 - DBI Process Graphic
 - Breaking Down the DBI Process
 - Describing the DBI Process Skills Sheet
- **Process:**
 - Participants will engage in performance-based supportive and corrective feedback with peers
- **Goal:**
 - Participants will accurately describe the five steps of the DBI process two times in a row

What is DBI?

Describing the Data-Based Individualization (DBI) Process	Y/N
Identify DBI as a systematic process for using data to determine when and how to intensify intervention	
Name each of the five steps of the DBI Process	
Identify that three of the five steps focus on using data (green ovals)	
Describe the responsive/non-responsive symbols as points when the team uses the data to determine if a group of students or individual students are responding to the intervention	
State that the DBI process is part of the Multi-Tiered System of Supports (MTSS) framework and intended for students with severe and persistent learning and/or behavioral needs	

DBI: A Process for Intensifying Instruction

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



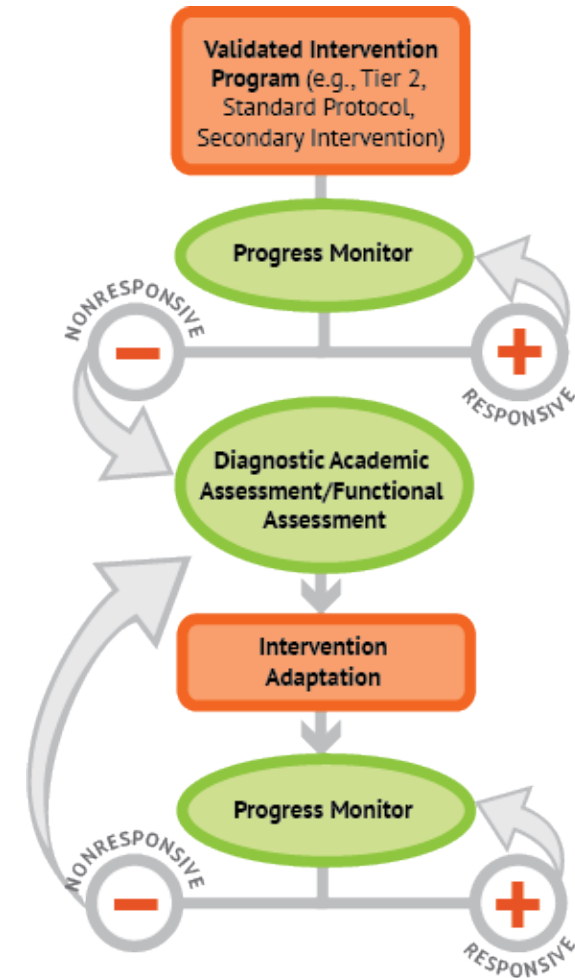
5 Steps in the DBI Process

1. Implement a Validated Intervention Program
2. Monitor Progress

If students don't respond...

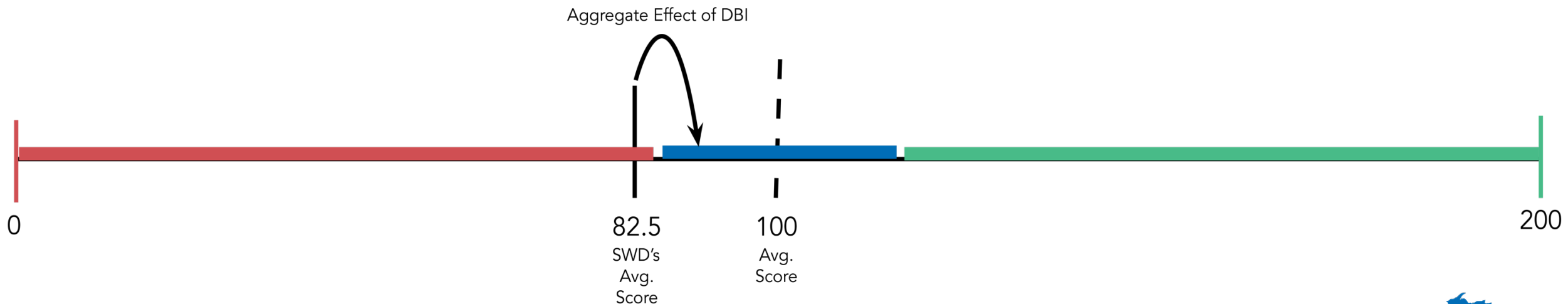
3. Collect diagnostic academic or functional behavior data
4. Design and implement an intervention adaptation
5. Monitor progress in the adapted intervention

Repeat steps 3-5 until the student responds (is on track to meet grade level benchmark)



Why Prioritize DBI?

- “No method or system of individualized programming now available is adequate for all children, in all classroom settings, and under all circumstances.” (Deno & Mirkin, 1977)
- DBI is a systematic, evidence-based process for **intensifying** intervention until we find what works for an **individual** student.



Jung, et al. (2018)

Why is DBI Important?

- Directly tied to all five of the Intensifying Literacy Instruction Essential Practices
- Linked to the MDE MTSS Practice Profile Essential Component 2: Tiered Delivery System
- Connects to the Michigan Dyslexia Handbook (see Chapter 5)
- Embedded within PA 146/147 MI Literacy & Dyslexia Legislation
- Alignment with the Advanced Tiers items on the R-TFI 2.2
- It's the right thing for schools to do in order to improve literacy outcomes for students with the most significant and persistent literacy needs!

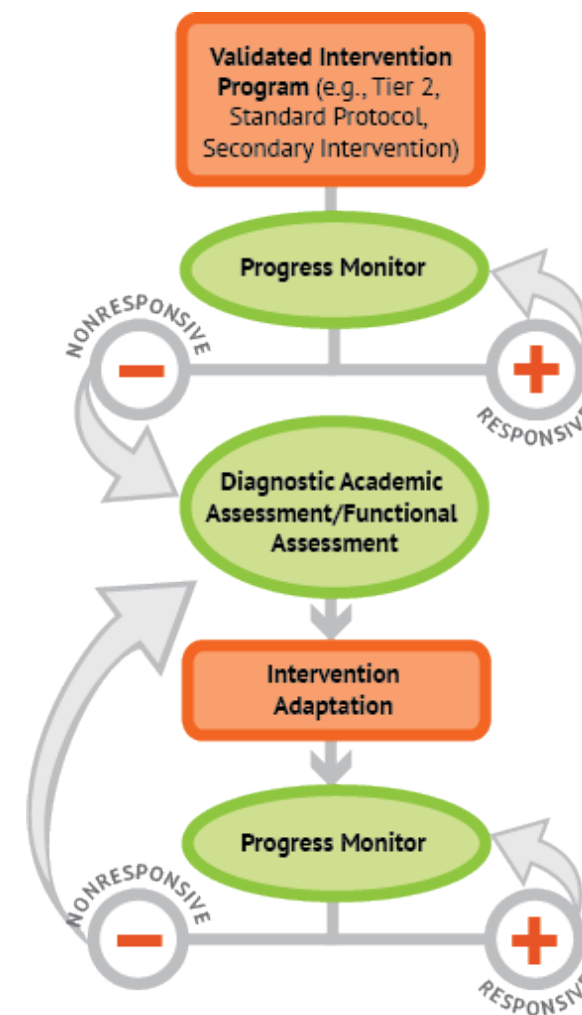


Activity 2.3: The DBI Process (Part 1)

- Access the PDF, “[Breaking Down the DBI Process](#)”
- Independently read the five steps
- Add any information to your Session #1 Notes page

Activity 2.3: The DBI Process (Part 2)

- Locate the 'Describing the DBI Process' performance feedback ½ sheet
- Review the ½ sheet and the DBI graphic in order to draft your own description of DBI that includes key talking points from the performance feedback sheet
- Rehearse your description to prepare to describe DBI without using your notes



Modeling the Process for Rehearsal and Feedback

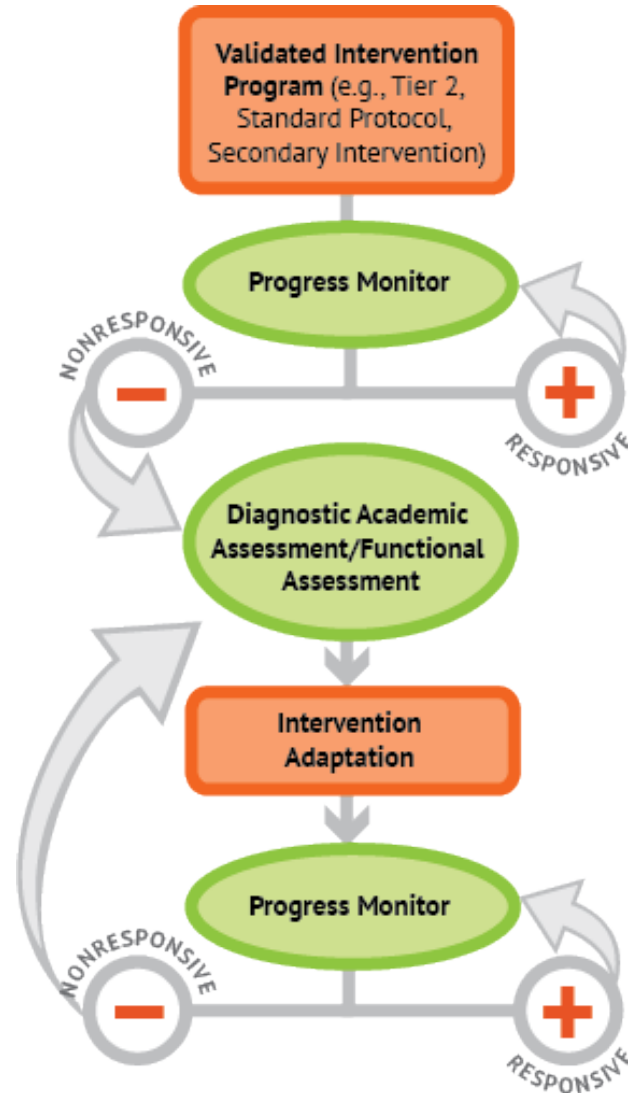
Describing the Data-Based Individualization (DBI) Process	Y/N
Identify DBI as a systematic process for using data to determine when and how to intensify intervention	
Name each of the five steps of the DBI Process	
Identify that three of the five steps focus on using data (green ovals)	
Describe the responsive/non-responsive symbols as points when the team uses the data to determine if a group of students or individual students are responding to the intervention	
State that the DBI process is part of the Multi-Tiered System of Supports (MTSS) framework and intended for students with severe and persistent learning and/or behavioral needs	

Activity 2.3: The DBI Process (Part 3)

1. Take your DBI Process graphic and the “Describing the DBI Process” performance feedback sheet
2. Find a partner and exchange performance feedback sheets
3. Take turns describing the DBI Process without looking at the performance feedback sheet or notes. You can use the DBI graphic!
4. Use the performance feedback sheets to provide feedback (check off Y or N based on the description provided) and return the sheets to each other
5. Continue to find new partners until you’ve successfully included all the steps correctly at least two times in a row – then return to your seat!

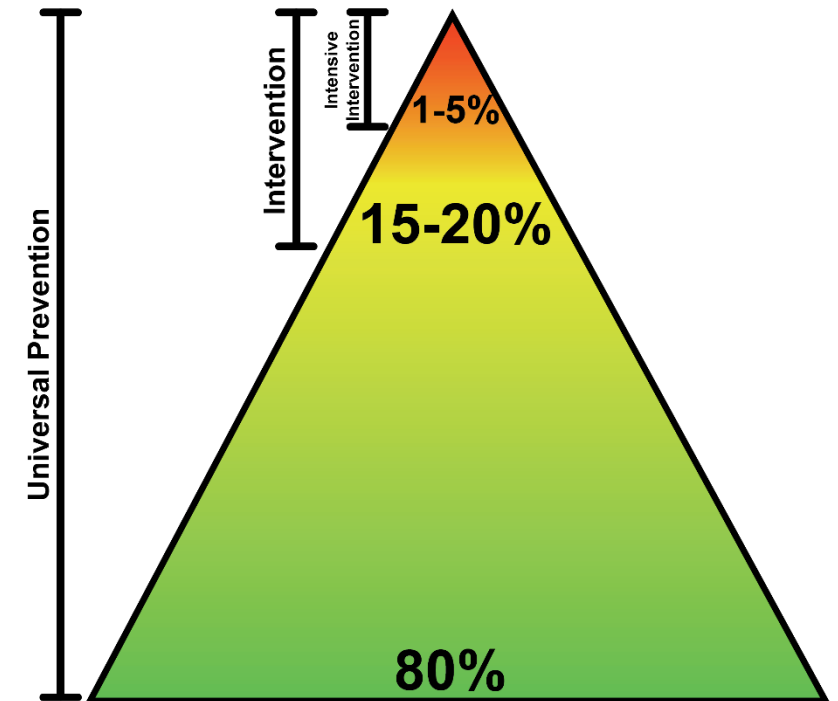
4 Types of Data Fuel the Intensification Process

1. Universal/Placement Data
2. Fidelity Data
3. Progress Monitoring Data
4. Diagnostic Data



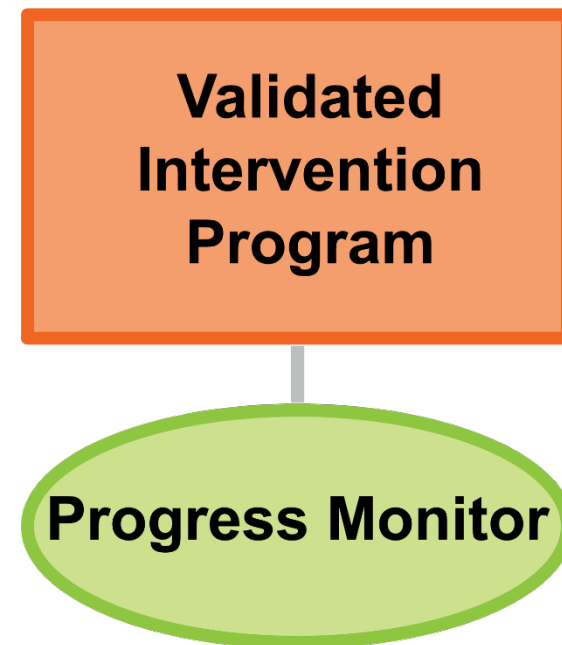
Purpose of Universal/Placement Data

- Goal #1: Determine adjustments to Tier 1 Instruction to ensure at least 80% of students are successful with Tier 1 only
- Goal #2: **Efficient** and **accurate** identification of students in need of intervention
 - Tier 2: Standard Treatment Protocol Intervention
 - Tier 3: Intensification of the Intervention for students with **significant and persistent needs**



Purpose of Fidelity Data

- Measure the degree to which we implement intervention instruction as designed
 - Implementation
 - Adherence
 - Quality
 - Dosage
- Measure the degree to which students are accessing the intervention as planned
 - Receipt
 - Engagement



Fidelity/Child Improvement Myth

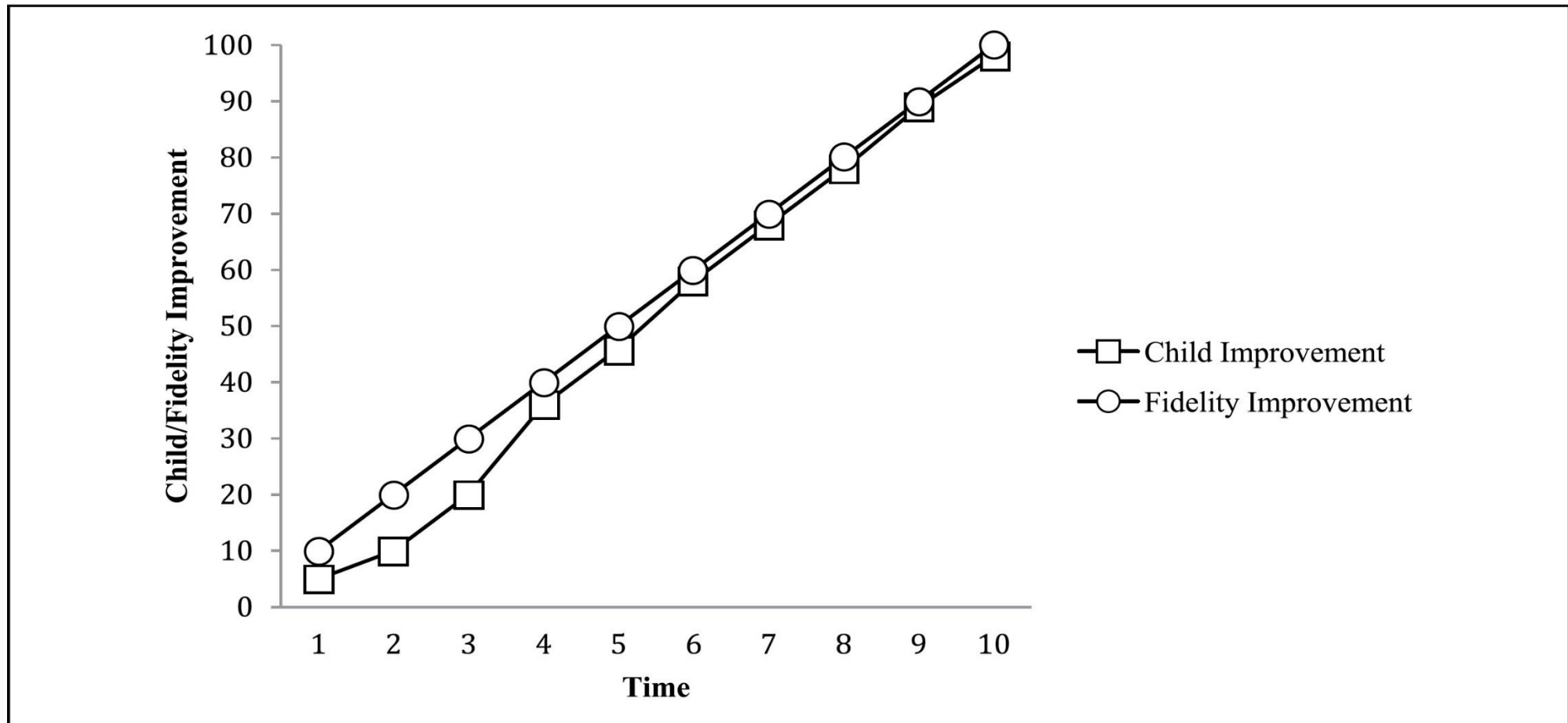


Figure I. Mythological relationship between fidelity and child behavior change.

Fidelity/Child Improvement Actual

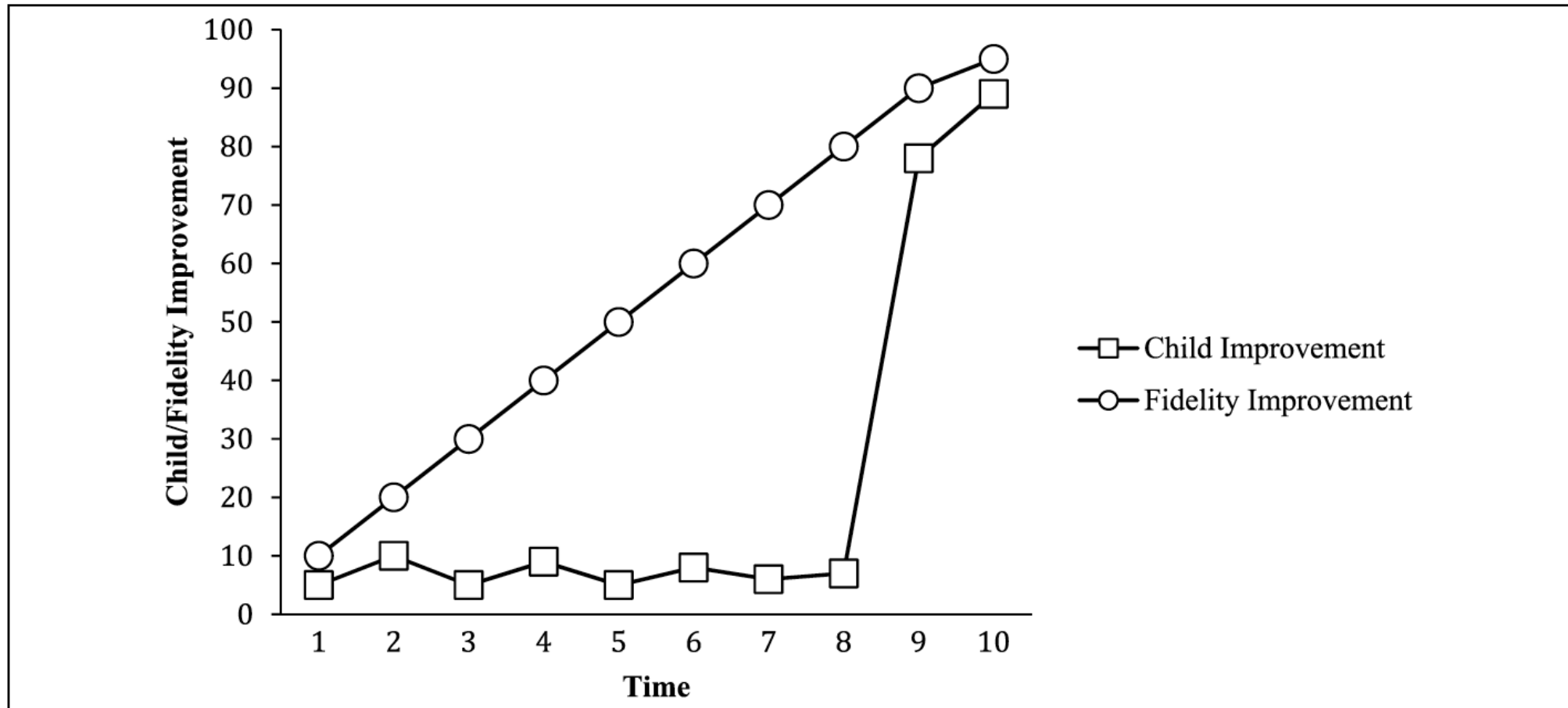
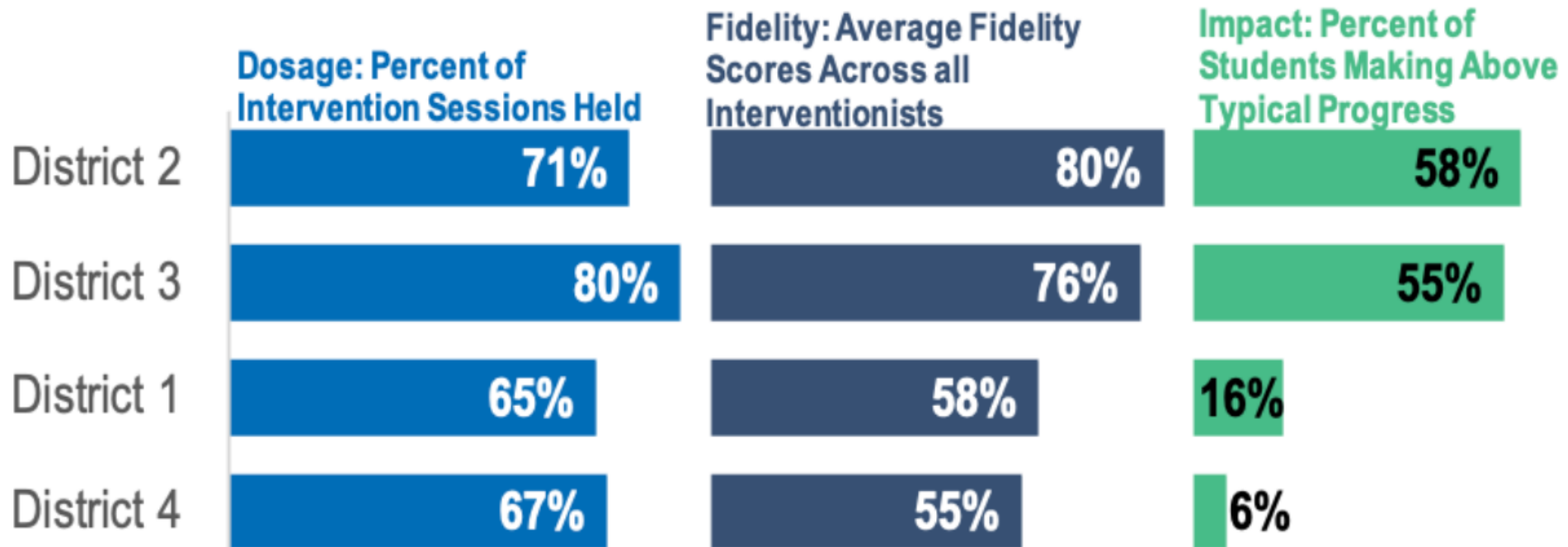


Figure 2. Actual relationship between fidelity and child behavior change.

Fall 2023 Implementation & Impact

Districts with Higher Fall 2023 Dosage and Fidelity Achieved Greater Fall to Winter Student Progress



Activity 2.4: The Role of Fidelity Data

- With your table/team, discuss what you anticipate the role intervention fidelity will play in determining if intensifying intervention instruction is needed
 - Be prepared to share out

Purpose of Progress Monitoring Data

- Ensure students are on track to meet their goals
- Allow the team to efficiently identify when changes are needed

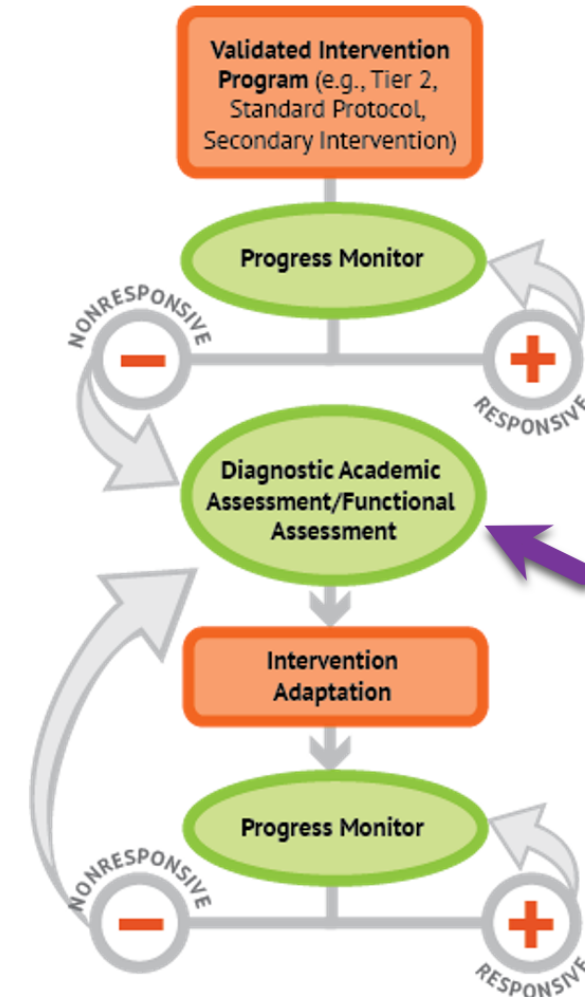


Types of Progress Monitoring Data

- **In Program Mastery Progress Monitoring:**
 - Provides information about students' understanding of a carefully sequenced hierarchy of skills that are taught in the standard treatment protocol intervention
- **General Outcome Progress Monitoring:**
 - Standardized administrative and scoring protocols; the focus is long-term (e.g., end-of-year outcome)
 - Acadience
 - aimsweb+
 - DIBELS 8th Edition
 - Fastbridge

Purpose of Diagnostic Data

- When fidelity data is strong, yet students are still not making progress in the Tier 2 standard treatment protocol intervention...
 - Dig deeper into behavioral or academic areas **as needed**
 - When there is enough data to move forward with an informed intervention adaptation, spend the time focused on intensifying the instruction rather than administering unnecessary assessments
 - REMEMBER TO DOCUMENT!



DBI Notes

- Wash. Rinse. Repeat.
- For students with the most significant and persistent needs the process will take time
- At some point, for some students, instructional changes* will need to be made
- Students are not problems to solve—our instruction is

Activity 2.5: Reflect, Rethink, Revise

- What adjustments would you make to your original definitions of Tier 2 and Tier 3?



3.0 Setting Up the MDT

Component #1 of the Intervention System

1. **Teaming structure**
2. Intervention platform, placement, and grouping
3. Assessment and data analysis for the advanced tiers
4. Supports to interventionists
5. Individualized intensive intervention supports (Tier 3)

Team-Based Leadership is an Essential Component of MTSS

- **School Leadership Team (SLT)** oversees the overall MTSS implementation:
 - Aggregated fidelity and outcome data across tiers
- **Department Team** is responsible for Tier 1:
 - Universal Planning
- **Multidisciplinary Team (MDT)** is responsible for the Advanced Tiers:
 - Tier 2: Evidenced-Based Standard Treatment Protocol Intervention
 - Tier 3: Intensifying Intervention Support (applying the Taxonomy of Intervention Intensity to the Tier 2 intervention)



What is a Multidisciplinary Team?

- The Multidisciplinary Team, or MDT, is a group of individuals that supports the Advanced Tiers work
 - No single person can possess all the necessary knowledge and skills to take on this work alone (nor should they!)
 - “Multidisciplinary” suggests a broad range of skills and expertise
 - Think of an MDT as a **panel of experts** working together to solve the most significant and persistent learning challenges faced by your students



Activity 3.1: Teaming Structures

- Individually read “[Part 1: Teaming Structures](#)”
- As you read, make a note of
 - Key information that aligns with your understanding of the role of an MDT
 - Information you have questions about
 - Any similar teaming structures you might currently have in place
- When everyone is finished reading, discuss the information you noted with your team

Dual Lens of the MDT



Infrastructure Development &
Maintenance



Using Data to Make Decisions
and Support Student Outcomes

MDT Team Responsibilities

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

System-Level Coaching Concepts

- System-level coaching includes activities to develop the capacity of individuals and teams to:
 - Analyze data to prioritize school-wide needs
 - Manage school-wide assessment system and data coordination
 - Determine professional learning opportunities and coaching opportunities needed
 - Develop a plan to implement the reading components of an MTSS Framework
 - Communication with other school and district teams

Instructional Coaching Concepts

- Nonevaluative instructional coaching support is accessible for all staff and includes the following:
 - Prompting/reminding
 - Observing and collecting student data and implementation data to guide next steps
 - Fluency building opportunities
 - Providing feedback
 - Assisting with adaptations to the classroom context



Activity 3.2: Operating Procedures

- Locate your team's copy of the [MDT Operating Procedures](#)
- As a team, work your way through the following sections:
 - MDT Members
 - Establishing a Meeting Schedule
 - Team Meeting Norms
 - Team Meeting Roles
 - Decision-Making (read and discuss)
 - Communication

Activity 3.3: MDT Meeting Agenda

- Review current options that you have from your building or see the examples provided below to draft a running agenda for your MDT meetings
 - [MDT Meeting Agenda Examples](#)

Assignment: Check-In #1



Michigan's Multi-Tiered System of Supports Technical Assistance Center
July 2024 – Version 1.1

Multidisciplinary Team Implementation Plan

Goal:

By May 20XX, the Multidisciplinary Team (MDT) will complete XX% of the installation checklist items from the MDT training series.

Activities

During the MDT meetings, record the date and status of each activity until it is complete.

Activity	By Whom	By When	Date and Status

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

- What items from the *Operating Procedures* or *Meeting Agendas* activities still need to be completed?
 - Add any action items to your implementation plan!

4.0 Getting Intervention Up & Running

Component #2 of the Intervention System

1. Teaming structure
2. **Intervention platform, placement, and grouping**
3. Assessment and data analysis for the advanced tiers
4. Supports to interventionists
5. Individualized intensive intervention supports (Tier 3)

R-TFI Item 2.3, 2.4, 2.5, 2.6, 2.7, & 2.9

Defining an Intervention Platform

- “Collection of practices or programs that have been intentionally reviewed and selected to be used as the foundation, or building blocks, for customizing intervention” (p. 13)
- Intervention platform resources are not intended to be developed by individual teachers
 - “Designing effective reading and writing intervention materials requires significant expertise in the content area, instructional design principles, and learning science. It also requires a significant amount of time.” (p.13)

(St. Martin, et al., 2024; *Intensifying Literacy Instruction: Essential Practices* p.13)

Intervention Platform Components

The intervention platform provides an “at-a-glance” view of standard treatment protocol interventions accessible to students within the school. The platform outlines critical information for each intervention within a school and is used to match a student to an intervention. This information includes:

- Description of Critical Reading Skills
- Entrance Criteria
- Family/Caregiver/Student Voice Permissions
- Progress Monitoring Guidelines
- Decision Rules



Activity 4.1: Getting Familiar with the Platform

- Locate the handout titled “[Secondary Reading Intervention Platform](#)”
- Individually read through the example
- With your team, discuss the benefits of documenting intervention information within the intervention platform

Activity 4.2: Platform Creation/Adaptation

- Use the materials from your selected standard treatment protocol reading intervention or the example provided to draft the following:
 - Intervention Platform for your selected intervention
and
 - [Opt Out Form/Permission Letter](#)

Assignment: Check-In #2



Michigan's Multi-Tiered System of Supports Technical Assistance Center
July 2024 – Version 1.1

Multidisciplinary Team Implementation Plan

Goal:

By May 20XX, the Multidisciplinary Team (MDT) will complete XX% of the installation checklist items from the MDT training series.

Activities

During the MDT meetings, record the date and status of each activity until it is complete.

Activity	By Whom	By When	Date and Status

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

- What items still need to be completed for your *Intervention Platform*?
 - Add any action items to your implementation plan!

Component #3 of the Intervention System

1. Teaming structure
2. Intervention platform, placement, and grouping
3. **Assessment and data analysis for the advanced tiers**
4. Supports to interventionists
5. Individualized intensive intervention supports (Tier 3)

R-TFI Item 2.11, 2.13, 2.14, 2.15, 2.16, & 2.22

Assessment System

- Provides information and clarity about the assessments used to inform MTSS related decisions
- Benefits:
 - Helps to develop common language and understanding (e.g., purpose of assessment measures, roles, responsibilities)
 - Increases the confidence that the data are efficiently collected, accurate, and comply with guidelines for student confidentiality
 - Ensures data are accessible when needed for data-based problem solving at multiple levels: classroom-level, school-level, district-level
 - Assists in ensuring there is sufficient assessment capacity to increase sustainability of efforts

Activity 4.3: The Assessment System

- Individually read “[Part 3: Assessment System](#)”
- As you read, make a note of
 - Any questions you have
 - Ideas of how an Assessment System supports the MTSS framework
- Share out any thoughts/ideas with your team

Activity 4.4: Assessment System Google Sheet

- Review the [Assessment System Google Sheet](#) shared with your team
- As you navigate through each tab:
 - Make a note of the information being requested
 - Consider who may already be collecting the data and who might need to be included
 - Consider if anyone needs training
- Discuss with your team and decide who will be responsible for working with the appropriate people to make the necessary decisions and, once the decisions are made, who will fill in the Assessment System Google Sheet

Ongoing Data Collection, Use, and Analysis

- The MDT team will collect and review data on a regular basis. Initial data collection can address the following questions:
 - Is the intervention being provided as initially planned?
 - Are students attending the class?
 - Are there any initial concerns with the instructional delivery of the intervention?
- Ongoing data sources include:
 1. Intervention implementation record data
 2. In program mastery data
 3. General outcome measure data

1. Intervention Implementation Record Data

- Daily data collection by the interventionist focusing on:
 - Student Attendance
 - Student Engagement
 - Dosage
 - Lesson Components Completed

Smith REWARDS Secondary 2nd Hour Implementation Record

ksmith@mimtsa.org [Switch account](#)

Not shared Draft saved

* Indicates required question

Date of Session *

Date

04/14/2025

Did the intervention occur today? *

Yes

No

NA

Student Attendance

	Absent	Not Engaged (less than 50%)	Partially Engaged (about 50%)	Engaged (Respect, Responsibility, Effort)
Kate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Lisa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Melissa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Jen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Justin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Julian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Liam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Sawyer	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Clear selection

[Next](#) [Clear form](#)

Preskill or Strategy Lesson

Complete the Preskill Lesson Components section if your lesson was between Lessons 1-12.
Complete the Strategy Lesson Components section if you lesson was between Lessons 13-20.

Which kind of lesson was taught?

Preskill Lesson (1-12)

Strategy Lesson (13-20)

Other: Unit Check-Up

Clear selection

Lesson Number

3

Preskill Lesson Components Completed - Lessons 1-12
****Only complete this section if you taught a lesson between 1-12.**

	Completed	Not Applicable
A: Oral Activity - Blending Word Parts into Words	<input checked="" type="radio"/>	<input type="radio"/>
B: Vowel Combinations	<input checked="" type="radio"/>	<input type="radio"/>
C: Vowel Conversions	<input checked="" type="radio"/>	<input type="radio"/>
D: Reading Parts of Real Words	<input checked="" type="radio"/>	<input type="radio"/>
E: Underlining Vowels in Words	<input checked="" type="radio"/>	<input type="radio"/>
F: Oral Activity - Correcting Close Approximations Using Context	<input checked="" type="radio"/>	<input type="radio"/>
G: Prefixes and Suffixes	<input type="radio"/>	<input checked="" type="radio"/>
H: Circling Prefixes and Suffixes	<input type="radio"/>	<input checked="" type="radio"/>
I: Meanings of Prefixes and Suffixes	<input type="radio"/>	<input checked="" type="radio"/>
J: Spelling Dictation	<input type="radio"/>	<input checked="" type="radio"/>
K: Illustrative Academic Vocabulary	<input type="radio"/>	<input checked="" type="radio"/>

Clear selection

Example Implementation Record Data

G	H	I	J	K
Student Attendance [Lisa]	Student Attendance [Melissa]	Student Attendance [Jen]	Student Attendance [Justin]	Student Attendance [Julian]
Engaged (Respect, Responsibility)	Partially Engaged (about 50%)	Engaged (Respect, Responsibility)	Not Engaged (less than 50%)	Engaged (Respect, Responsibility)
Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility, Engagement)	Engaged (Respect, Responsibility)	Not Engaged (less than 50%)	Engaged (Respect, Responsibility)
Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility, Engagement)	Engaged (Respect, Responsibility)	Not Engaged (less than 50%)	Engaged (Respect, Responsibility)
Engaged (Respect, Responsibility)	Partially Engaged (about 50%)	Engaged (Respect, Responsibility)	Partially Engaged (about 50%)	Engaged (Respect, Responsibility)
Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility, Engagement)	Engaged (Respect, Responsibility)	Not Engaged (less than 50%)	Engaged (Respect, Responsibility)
Absent	Engaged (Respect, Responsibility, Engagement)	Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility)
Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility, Engagement)	Engaged (Respect, Responsibility)	Partially Engaged (about 50%)	Engaged (Respect, Responsibility)
Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility, Engagement)	Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility)
Engaged (Respect, Responsibility)	Absent	Engaged (Respect, Responsibility)	Engaged (Respect, Responsibility)	Partially Engaged (about 50%)

2. In Program Mastery Data

- Included in the selected STP intervention curriculum
- Should be administered per intervention guidelines
- Document scores in a sheet accessible to MDT members
- This data will provide insight into how students are performing on the relevant intervention curriculum tasks at a specific point in time
 - Does the program set out a minimum score of proficiency?
 - Does your team need to determine a minimum score of proficiency?

Example In Program Mastery Data – Student Level

Student	Multisyllabic Words (25 points)	Vocabulary (30 points)	Prefixes and Suffixes (30 points)	Spelling (15 points)	Total	DIBELS Progress Monitoring
1	25	12	24	13	74	Below Aimline
2	25	30	28	15	98	At or Above
3	20	27	21	15	83	Below Aimline
4	25	24	18	14	81	Below Aimline
5	25	30	30	14	99	At or Above
6	23	24	30	14	91	At or Above
7	25	27	30	14	96	At or Above
8	23	27	27	11	88	At or Above

Archer, A.L., Gleason, M.M., & Vachon, V.L. (2014)

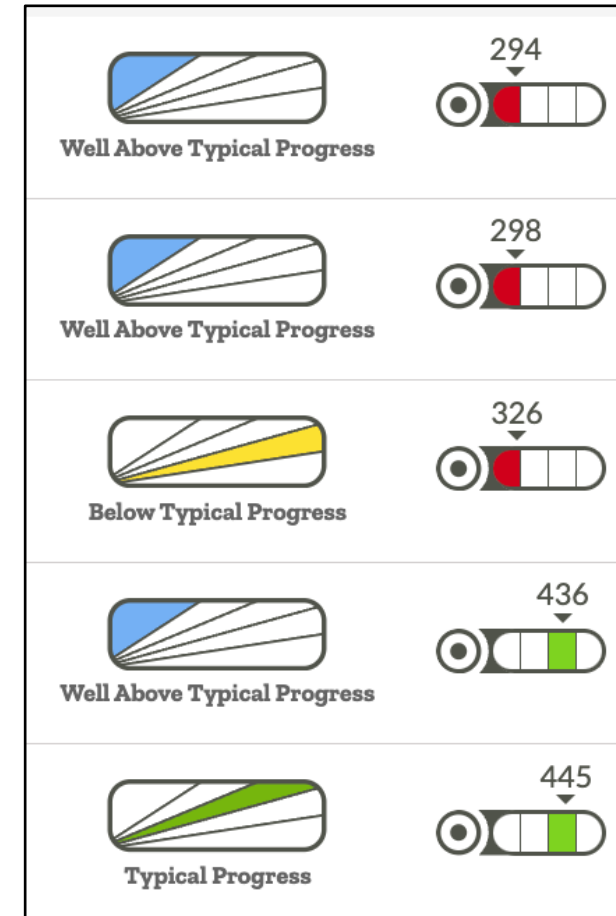
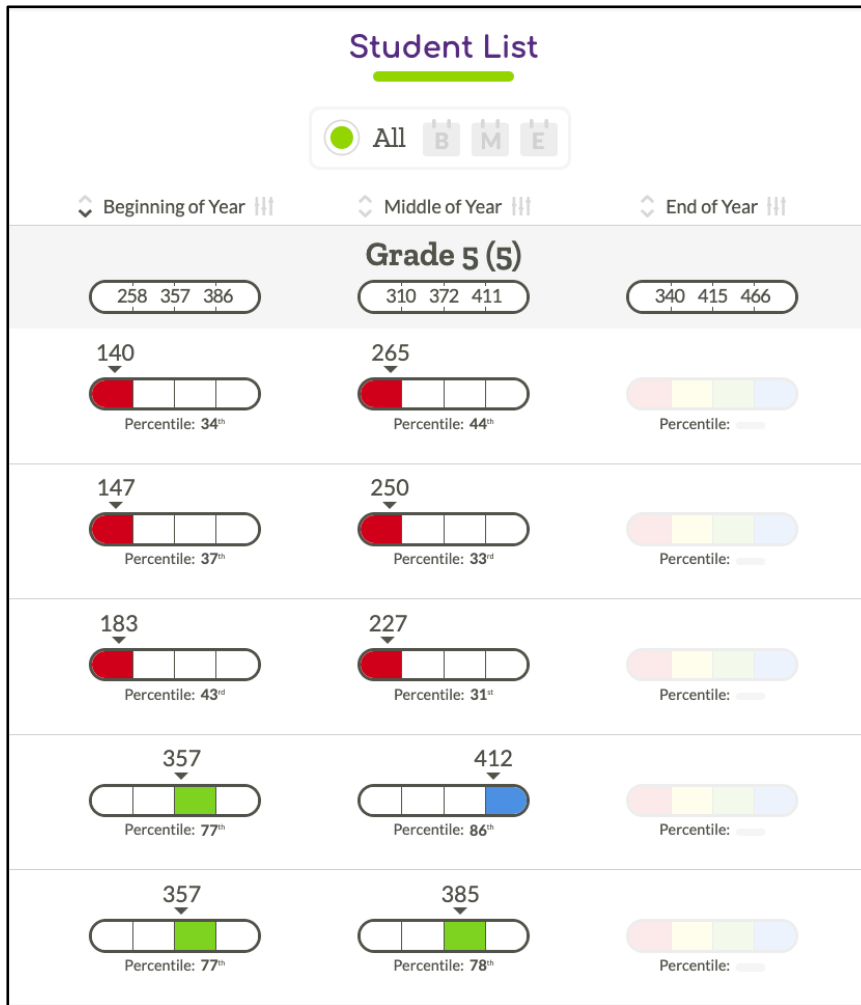
Example In Program Mastery Data – Group Level

REWARDS Secondary						
Intervention Group Name	Unit	Part 1 Multisyllabic Words	Part 2 Vocabulary	Part 3 Prefixes and Suffixes	Part 4 Spelling	Unit Mastery
T1 G11	1	98%	84%	89%	88%	75%
Start Date	2	93%	73%	77%	81%	38%
September 10	3					
End Date	4					
Date 2	5					
T2 G12	1	100%	70%	60%	97%	20%
Start Date	2	92%	70%	74%	91%	40%
Sept. 10	3					
End Date	4					
Date 4	5					
T3 G13	1	89%	70%	81%	86%	43%
Start Date	2	90%	72%	67%	74%	33%

3. General Outcome Measure Data

- Provides a snapshot of student performance on essential reading skills over time
- Used to monitor student progress and make data-driven decisions
 - ORF (x1-2 times/month)
 - MAZE (x1/month)
- Acadience Reading
- aimsweb+
- Dibels 8th Edition
- Fastbridge

Example #1 General Outcome Measure Data



Example #2 General Outcome Measure Data



Activity 4.5: Data Collection Tools

- Locate the following documents in the Google Drive:
 - Implementation Record Examples
 - Intervention Mastery Check-Up Example Spreadsheet
- Use the materials from your selected intervention and the examples provided to draft the following:
 1. Daily Implementation Record
 2. Documentation System for In Program Mastery Assessments
 3. Schedule for Collecting General Outcome Measure Data

Assignment: Check-In #3



Michigan's Multi-Tiered System of Supports Technical Assistance Center
July 2024 – Version 1.1

Multidisciplinary Team Implementation Plan

Goal:

By May 20XX, the Multidisciplinary Team (MDT) will complete XX% of the installation checklist items from the MDT training series.

Activities

During the MDT meetings, record the date and status of each activity until it is complete.

Activity	By Whom	By When	Date and Status

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

- What items still need to be completed related to the *Assessment System*?
 - Add any action items to your implementation plan!

5.0 Next Steps, Preview, & Wrap-Up

Thinking Ahead

Component #4 of the Intervention System

1. Teaming structure
2. Intervention platform, placement, and grouping
3. Assessment and data analysis for the advanced tiers
4. **Supports to interventionists**
5. Individualized intensive intervention supports (Tier 3)

- Training
- Materials
- Schedule

Activity 5.1: Preparing to Support Interventionists

- As a table group review the following questions with your team:
 - Training
 - Has program training already occurred for the interventionist?
 - Is the training date on the horizon? Is a refresher needed?
 - Who is trained and ready to administer progress monitoring measures?
 - Materials
 - Have program materials been ordered?
 - Are necessary tools/technology available in the classroom?
 - Schedule
 - Is the intervention on the master schedule?

Assignment: Check-In #4



Michigan's Multi-Tiered System of Supports Technical Assistance Center
July 2024 – Version 1.1

Multidisciplinary Team Implementation Plan

Goal:

By May 20XX, the Multidisciplinary Team (MDT) will complete XX% of the installation checklist items from the MDT training series.

Activities

During the MDT meetings, record the date and status of each activity until it is complete.

Activity	By Whom	By When	Date and Status

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

Anything else need to be added here??

August Session

- Interactive Review
- Installation Checklist Status Update
- Supports for Interventionists (Intervention System Component #4)
- Intensive Intervention Supports (Intervention System Component #5)
 - Using Data to Inform Instruction
 - Applying Learning to Case Scenarios

Between Now & August Session

- Determine which activities added to your [MDT Implementation Plan](#) need to be taken care of before the next session
- Notify us if anyone's attendance for August changes (e.g., add new team members)

Activity 5.2: Key Takeaways & Questions

Reflect on the information shared today:

- What is your Key Takeaway?
 - Share it with someone from another table
 - Add your sticky note to the chart paper
- What questions do you have?
 - Add your sticky note to the chart paper



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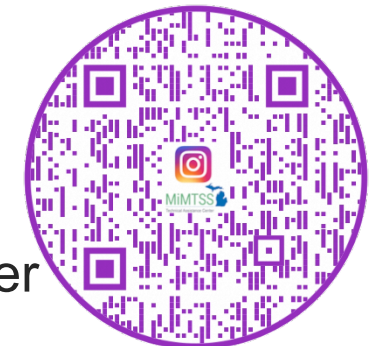
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- Please make sure to include your PIC or ID number

