



**Installing a Comprehensive Literacy Intervention System In your School: Who, What, How**  
Michigan Association Of School Psychologists 2022 Annual Meeting

Dr. Meagan Walsh,  
Western Michigan University  
10/21/22

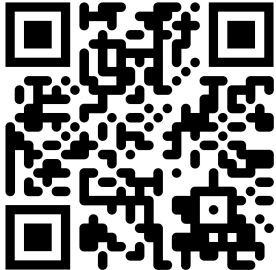
mimtsstac.org



1

### Resources

- PowerPoint Handouts
- Intervention System Worked Example
- MDT review and selection guidance
- MDT team compact
- Sample MDT meeting schedule
- MDT meeting norms
- Coach position descriptions
- Sample Implementation Record
- Individualized Intensive Intervention Plan Worksheet
- Group Intensive Intervention Plan Worksheet



2




2

### Acknowledgments

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

- Chippewa Hills School District
- MiMTSS/MDE Intensifying Literacy Instruction Implementation Team
- National Center for Intensive Intervention

3




3

### Purpose

Establishing a comprehensive intervention system in your building ensures efficient, effective, and equitable access to Tier 2 and Tier 3 intervention to meet the academic, social-emotional, and behavioral needs of all students, including students with disabilities. A comprehensive intervention system defines teaming structures to support the advanced tiers, provides guidelines for assessment and data analysis, lays out a detailed intervention platform, describes how supports will be intensified and individualized via data-based individualization (DBI), and plans for supporting interventionists. The more detailed the intervention system, the better prepared your team will be to install and implement the advanced tiers of your building's MTSS framework.

4



4

### Intended Outcomes

- Participants will be able to identify and define the key aspects of a comprehensive intervention system.
- Participants will evaluate their buildings teaming structures and make/refine plans to establish a team to oversee implementation of the advanced tiers.
- Participants will organize their intervention supports and identify gaps in their building literacy intervention platform.
- Participants will examine their available assessments and data analysis procedures for evaluating intervention supports and outcomes.
- Participants will explore example decision rules for evaluating student intervention data and intensifying support.

5



5

### Agenda

- 1.0 Introduction: MTSS and the Intervention System
- 2.0 Chippewa Hills Intervention System Implementation Story
- 3.0 Who: Establishing your Multi-Disciplinary Team
- 4.0 What: Interventions and Data Sources
- 5.0 How: Intensifying support within a comprehensive Intervention System

6



6

### 1.0 Introduction: MTSS and the Intervention System

7



7

### Acronym Introduction

- DBI= Data Based Individualization
- ILI=Intensifying Literacy Instruction
- IIIP= Individualized Intensive Intervention Plan
- IEP= Individualized Education Plan/Program
- MDT= Multi-Disciplinary Team
- GLT= Grade Level Team
- MTSS=Multi-Tiered Systems of Support
- SLT= School/Building Leadership Team

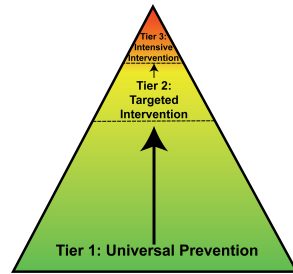
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### A Traditional Approach to MTSS

- 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 special education staff) are outside of the MTSS system



9

9

### Problems with the Traditional Approach

- The “Tier 1 Problem” is never solved
- Students are not their tier
- Special Education (staff, students, instruction) is excluded
- Student problem solving approach is deficit-based
- No team-based leadership in the advanced tiers
- Indistinct implementation of Tier 2

Fuchs & Fuchs, 2017

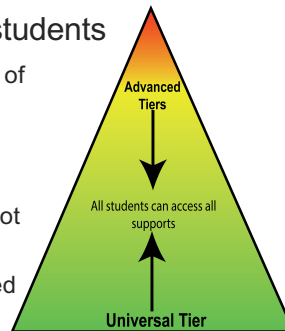


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### An alternate approach...students

- Students **flexibly move** within varying levels of instructional support
- All students access the supports they need when they need them
- **Focus on instructional problem solving**, not student problem solving
- **Students with disabilities** are fully integrated

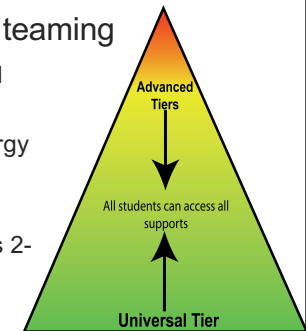


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11

### An alternate approach...teaming

- Schools work to improve both the Advanced and Universal Tiers **simultaneously**
- **Grade Level Teams** (GLTs) focus their energy on the Universal Tier (Tier 1)
- A team is developed (**the MDT**) to focus on implementation of the Advanced Tiers (Tiers 2-3)
- The teams coordinate supports
- **Neither team is more important than the other**



12

12

### An alternate approach...resources

- All students receive **high quality Tier 1** (GLTs are focused on this)
- All students who need it, participate in a **validated intervention platform.**
- **Validated assessments** monitor student progress
- **Decision rules** are used to guide teams in the process of intensifying selected interventions
- An **Intervention System** Document is developed which guides teams in the implementation of the Advanced Tiers

13

### What is an Intervention System?

- Guidance/Plan used by MDTs to ensure efficient, effective, and equitable access to Tier 2 and Tier 3 intervention that outlines each of the following:
- 5 sections:
  1. Teaming structures
  2. Intervention Platform, Placement, and Grouping
  3. Assessments and Data Analysis for the Advanced tiers
  4. Individualized Intensive Intervention Supports (DBI Procedures)
  5. Supports for Interventionists

14

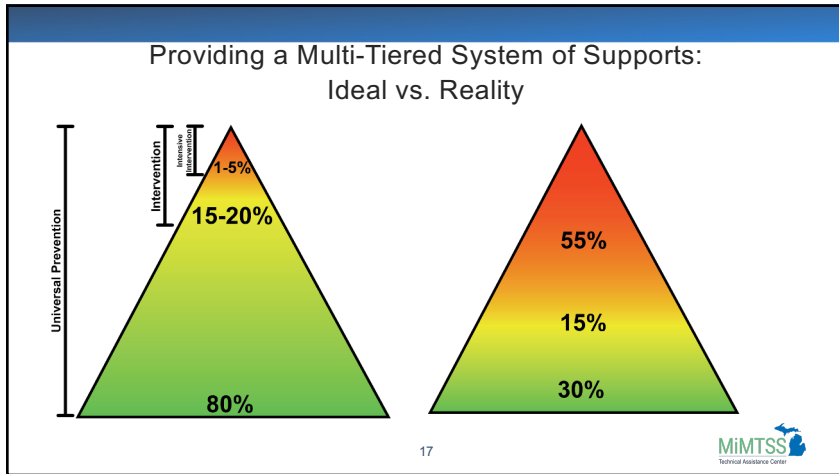
## 2.0 Chippewa Hills Intervention System Implementation Story

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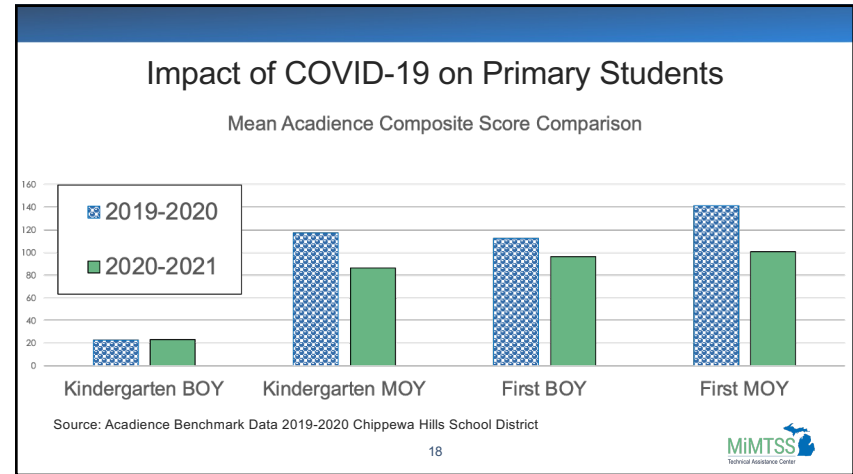
### Setting the Stage: Chippewa Hills School District

- Large geographic district in Central Michigan
- Total enrollment: 1,846
  - Barryton Elementary: 194
  - Mecosta Elementary: 236
  - Weidman Elementary: 281
  - CH Intermediate School: 559
  - CH High School: 465
  - Mosaic School: 111
- Recipient of State Personnel Development Grant (2016)
- MiBLSI Partner District since 2016

16



17



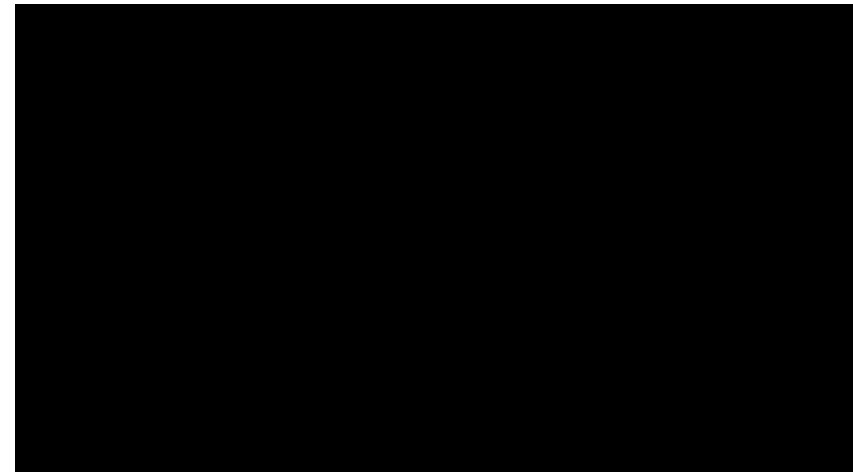
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### MiMTSS DBI Model Demonstration Project Goals

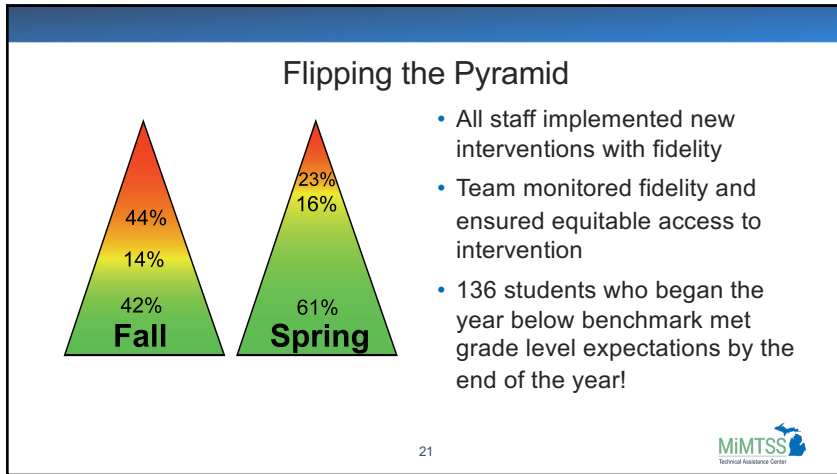
- Collect **feasibility information** on Implementation of Intensifying Literacy Instruction in authentic settings
  - Can it be implemented with fidelity?
  - What barriers need to be removed?
  - What resources are needed to support the work?
- Develop **training/coaching/resources** for teachers Intensifying Literacy Instruction
- Collect **outcome data** on students participating in Intensifying Literacy Instruction<sup>9</sup>

19

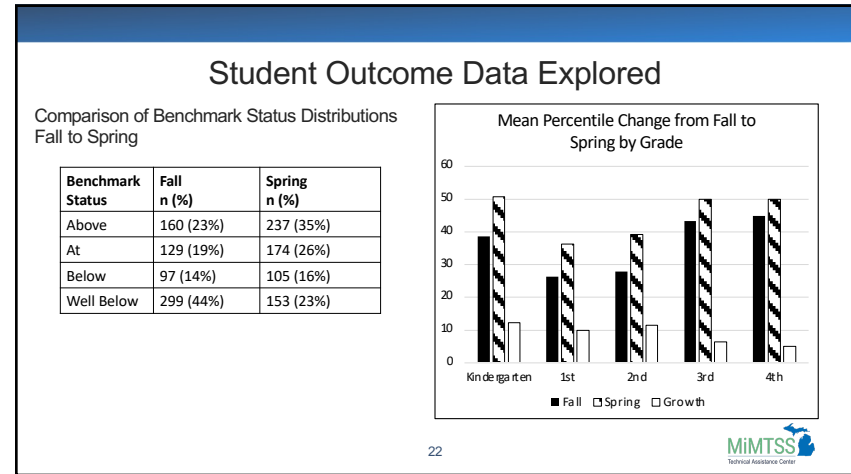
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21



22

## 3.0 Who: Establishing Your Multi-Disciplinary Team

MiMTSS  
Tennessee Assistance Center

23

### Team-Based Leadership is an Essential Component of MTSS

- School or Building Leadership Team** oversees the overall MTSS implementation
- Grade Level Teams** are responsible for Tier 1/Universal instruction
- Multi-disciplinary team** is responsible for the Advanced Tiers:
  - Tier 2 intervention
  - Intensifying Support (DBI)


MDE MTSS Practice Profile, 5.0 (2020)

MiMTSS  
Tennessee Assistance Center

24

### Benefits of an MDT supporting Intensifying


- Students experiencing significant and persistent challenges in learning to read generally require:
  - **Wrap-around services** (support for other areas such as behavior, social/emotional, fine motor, attention, speech and language, etc.)
  - **Innovative approaches** (when standard, validated methods fail)
  - **Continual Problem-solving**
  - **Significant time and resources**
- No single teacher can possess all the necessary knowledge and skills
- **“Multi-Disciplinary”** 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

25 

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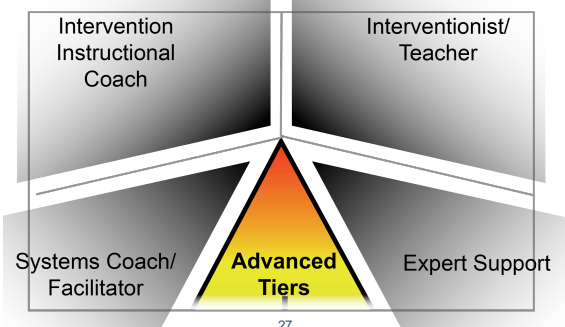
### MDT Team Responsibilities


- 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

26 

26

### Building a Strong MDT: Who





27 

27

### MDT Member Time Commitments

- Systems Level Meetings(4-8 hours/month)
- Individual/Group Intensification Planning Meetings (4-8 hours/month)
- Ongoing (daily/weekly) duties as assigned (varies by team member):
  - Assessment (progress monitoring, diagnostic academic assessments, functional behavior observation)
  - Fidelity observation
  - Delivering Intervention
  - Data analysis



28 

28

## Installing your MDT

1. Set-up your file system
2. Select team members
3. Define team purpose and responsibilities (coordinate with other teaming structures)
4. Define member roles and responsibilities
5. Establish a preliminary schedule for team meetings

29



29

## Key Documents

### Reference Documents

- MDT Selection and Recruitment Guidance
- Instructional Coach for Interventions Position Description
- Systems Coach for the MDT Position Description
- Sample Norms document

### Working Documents

- Intervention System
- Team Compact
- Preliminary Schedule
- Implementation Plan

30



30

## Prepare

- Establish a team folder
- Save a **copy** of each of the key documents to the folder
- Create the following sub-folders:
  - Team agendas/operating procedures
  - Intervention Resources
  - Fidelity
  - Data Summaries
  - Individual Plans
- Assign someone to manage to folder; provide access to all other MDT members

31



31

## Select Team Members

- Read the MDT selection and recruitment [guidance](#).
- Think about it:
  - Why did your administrator select **you** to be part of your school's Multidisciplinary Team?
  - **Why** is intensifying literacy instruction supported by a team?
  - Who else might you need to recruit to be part of your MDT?

32




32



## Define Your Team's Responsibilities


- Read Part 1 of the [Intervention System Document](#)
- What initial edits would you like to Part 1?
- Review the Team Purpose, Team is responsible for, Decision Making, and Limits to Decision Making portions of the [team compact](#) (make adjustments as necessary)
- You may want to make a table like the one on the following slide to help your team complete this activity.
- Who will communicate the MDTs role/responsibilities with other building teams?

33 

33

### Example Teaming Structure Snapshot


Descriptor	SLT	GLT	MDT
Data Used in Decision Making	System Level: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• M-Step</li> <li>• Acadience Benchmark</li> <li>• SWIS</li> <li>• R-TFI</li> </ul>	Classroom Level: <ul style="list-style-type: none"> <li>• Acadience Benchmark</li> <li>• Curriculum Based Assessment (unit/chapter test, lesson assessment, work samples)</li> <li>• Informal Reading Assessment</li> <li>• SWIS</li> </ul>	Group/Student level: <ul style="list-style-type: none"> <li>• Acadience Benchmark</li> <li>• Intervention Placement Tests</li> <li>• Progress monitoring</li> <li>• Diagnostic Assessment</li> <li>• Functional Behavior Assessment</li> <li>• Fidelity</li> </ul>
Meeting Frequency	3 x's/year	Weekly	Weekly
Membership	Principal Grade-Level Representatives Special Education Representative	Classroom Teacher + Principal	Principal Reading Specialist Special Ed Teacher School Psych SLP Counselor
Authority	School-wide PBIS, School climate, new initiatives, master schedule	Tier 1 Instruction and Behavior Support, curriculum plan	Tier 2 Intervention, Intensification, Special Education Support, intervention grouping/scheduling, para responsibilities

34 

34


## Define Team Member Roles and Responsibilities

- Review the position description documents
- Work with your team to assign members to complete each of the roles
  - Interventionist
  - Instructional Coach for Interventions
- Do you foresee any barriers (e.g., schedule conflicts, lack of training/resources, time limits, caseload, other responsibilities) that might prevent staff from fulfilling their roles?

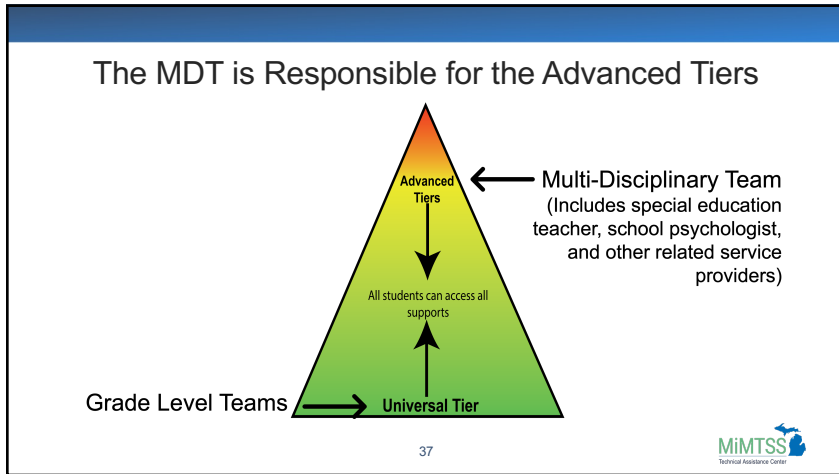
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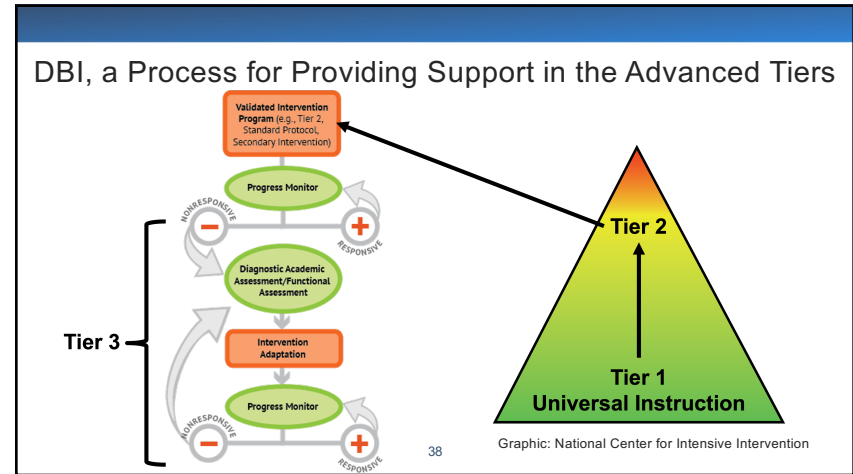
## 4.0 What: Interventions and Data

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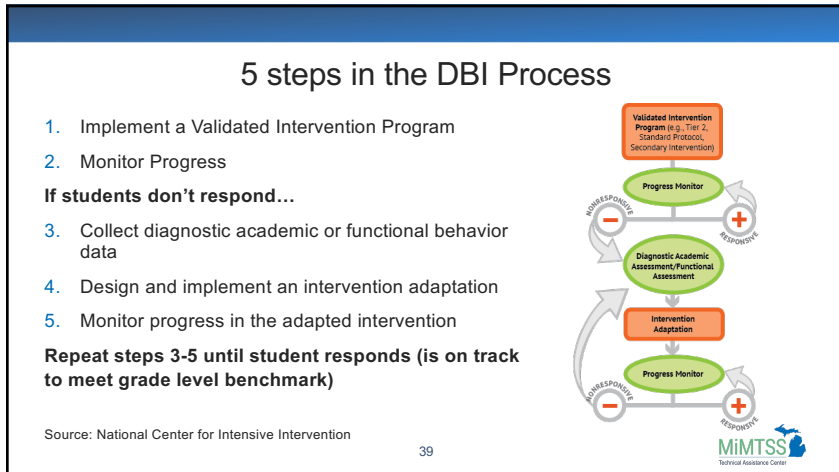
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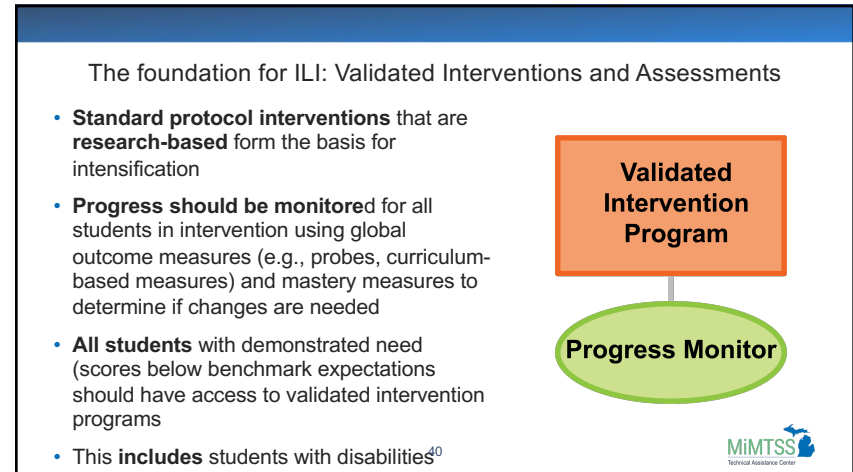
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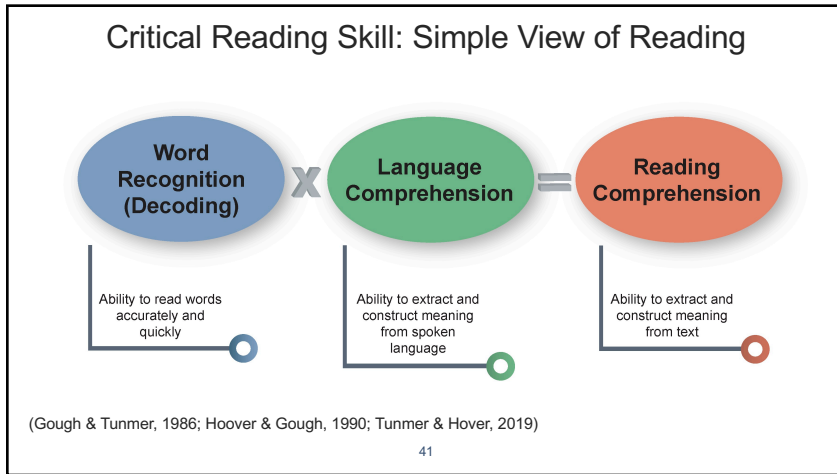
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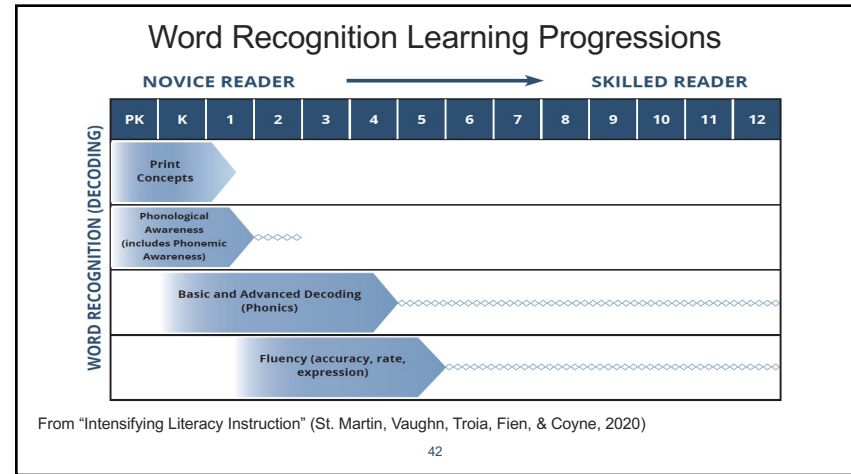
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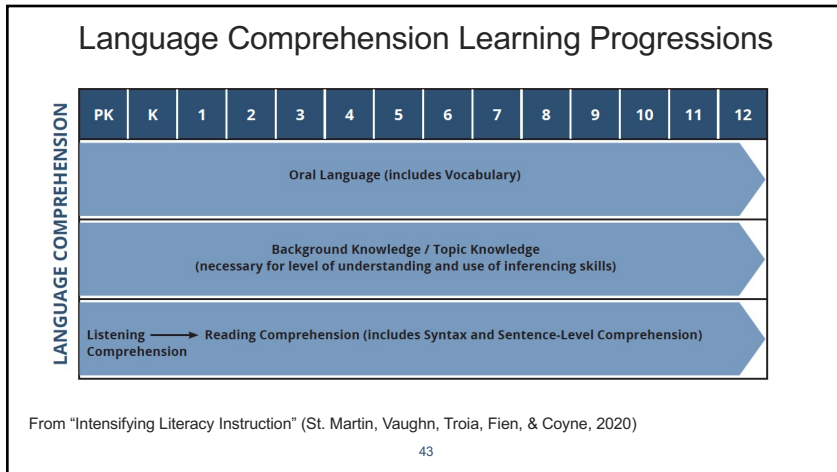
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42



43

### Selected Intervention Programs/Practices (Example)

Grade	Word Reading	Comprehension
K	Intensive Phonological Awareness ECRI Tier 2	X
1	Intensive Phonological Awareness Kinder. ECRI Fast Track ECRI Tier 2	X
2	Intensive Phonological Awareness 1 <sup>st</sup> ECRI Fast Track ECRI Tier 2	X
3	Phonics for Reading Quick Reads	Reading PI Intervention
4	Phonics for Reading, Rewards Quick Reads	Reading PI Intervention
5	Phonics for Reading, Rewards Quick Reads <sup>†</sup>	Reading PI Intervention

44

### Selected Intervention Programs/Practices (Example 2)

Grade	Word Reading	Comprehension
K	Intensive Phonological Awareness Reading Mastery	Language for Learning
1	Intensive Phonological Awareness Reading Mastery	Language for Learning
2	Intensive Phonological Awareness Reading Mastery	Language for Learning
3	Corrective Reading Quick Reads	Reading PI
4	Corrective Reading Quick Reads	Reading PI
5	Corrective Reading Quick Reads	Reading PI

45



45

### An Intervention Platform

Outlines the resources available, how students access those resources, and how students are grouped:

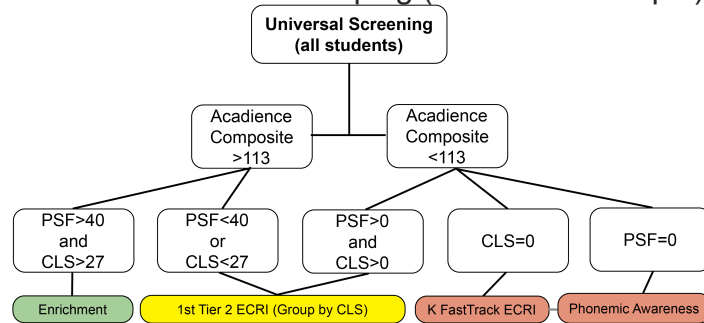
Critical Reading Skill Grade Level	Intervention Program or Practice Name	Entrance Criteria/Grouping	Progress Monitoring Guidelines/Exit Criteria	Family/Caregiver, Student Voice and Permissions
Word Reading Grade 1	1 <sup>st</sup> Grade ECRI Tier 2	Benchmark PSF, CLS, or WWR below benchmark, CLS>0	CLS >58 & WWR>13 on 3 consecutive dates	Parent Letter Student Contract
Word Reading Grade 1	Kindergarten Fast Track	CLS=0	ECRI Mastery checks, completion of Fast Track, CLS/PSF scores on track	Parent Letter Student Contract

46



46

### Entrance Criteria and Grouping (1<sup>st</sup> Grade Example)



47



47

### Work Break 4.1: Intervention platform

- Read Part 2 of the intervention system document
- Identify the Intervention programs that your district has selected for each grade level and reading domain (phonemic awareness, decoding, fluency, comprehension).
- Discuss:
  - Are there gaps in your intervention platform that need to be filled?
  - Are the available interventions evidence based?

48



48

### 4 Types of Data Fuel the Intensification Process

1. Universal Screening Data
2. Progress Monitoring Data
3. Fidelity Data
4. Diagnostic Data

Source: National Center on Intensifying Intervention

49

49

### Purpose of Universal Screening 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
  - Standard Treatment Protocol Intervention (Tier 2)
  - Intensive Interventions for students with **significant and persistent needs** (Tier 3)

50

50

### Work Break 4.2: Universal Screening

- What Measure does your school/district use for universal screening?
- What is the criteria for determining the need for Intervention?
- Are all students assessed, including students with disabilities?
- How is that data used to determine which intervention a student receives?
- Establish entrance and exit criteria for each intervention in your intervention platform

51

51

### Purpose of Progress Monitoring Data

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

52

52

### Components of Progress Monitoring Plan

- Measure selected that is
  - Valid/reliable
  - Sensitive to growth
  - Efficient to administer
  - Aligned to the intervention
- **Goal:** ensure goals are ambitious and attainable
- **Goal Line:** Line from student baseline score to goal, progress monitoring data is evaluated in relation to this line

The graph shows a blue line representing the goal line, starting from a red dot on the y-axis and sloping upwards. A vertical dashed line indicates an 'Instructional Change'. Data points are plotted as black dots, with a green circle highlighting a cluster of points below the goal line after the instructional change.

53

53

### Work break 4.3: Progress Monitoring

- Do you have rules guiding which measures are used to monitor progress for which students?
  - Which on-level measures will be used?
  - When and how will below-level measures be used?
- Do all students have **goals** set for the selected measure?
- Do you have a plan to ensure all students are being progress monitored?
  - Who will administer measures
  - When will measures be administered
  - Who will monitor progress monitoring data collection

54

54

### You must have Sufficient Data

- Students need time to respond to the intervention instruction
- 1-2 progress monitoring data points is not enough for a trend
- Acadience rule: 3 points are required since the last instructional change
- General recommendation: 4-8 data points
- **Are there data collection issues that need to be addressed?**

Do Not  
Make Any  
Changes to  
the  
Intervention

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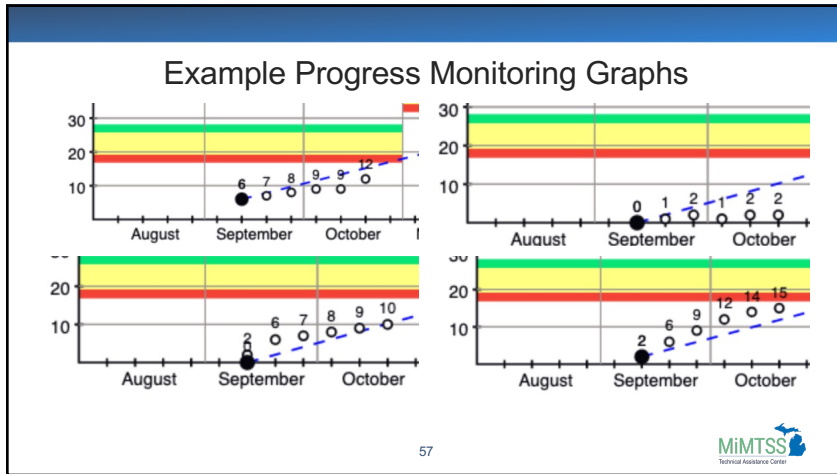
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### Insufficient Data Example

The graph shows a dashed blue line with data points labeled 0, 6, and 12. The x-axis is labeled with months: August, September, October, and November. The y-axis ranges from 0 to 50. A shaded area with horizontal bands (red, yellow, green, blue) is shown on the right side of the graph, representing a target range.

56

56



57

### Why might a student not meet expectations?

- They did not receive adequate instruction (i.e., instruction was not delivered with adequate fidelity).
- The instruction was not sufficiently intense

A horizontal line with a minus sign (-) on the left and a plus sign (+) on the right. Above the minus sign is the word 'NONRESPONSIVE' and above the plus sign is the word 'RESPONSIVE'.

Source: National Center on Intensive Intervention

58

### Focus on Fidelity First

- When we focus exclusively on student outcomes and ignore teacher fidelity data, we can unknowingly adopt a student problem solving approach that is often deficit-based.
- Students are not problems to solve, instruction is.
- Focus on what teachers ARE doing, so you can figure out what they CAN do differently to support students.
- Fidelity data tells us what a teacher is doing.

59

### Defining Intervention “Fidelity”

**The extent to which we do what was intended**

- Are we doing what we planned to do? **Program Specificity, Exposure/Duration**
- Are we doing what the intervention developer/researcher/publisher planned for us to do? **Adherence**
- Is the student receiving the instruction as intended: **Quality of Delivery, Student Engagement**

A close-up photograph showing a person's hands holding a red ruler against a white surface, likely a piece of paper or a board, to measure something.

Source: National Center on Intensifying Intervention. 5 Elements of Fidelity.

60

### Fidelity Data Source 1: Implementation Records

The screenshot shows a web-based interface for recording implementation data. It is divided into three main sections:

- Exposure/Duration:** Includes fields for Date of Session, Session Start Time, and Session End Time.
- Student Engagement:** A table with columns for Absent, Not Engaged (Does not meet behavioral expectations), Partially Engaged, and Fully Engaged (Meets, Exceeds, Interdependent, Organized, Responsible). Each cell contains a radio button.
- Program Specificity:** A list of lesson components with checkboxes for completion: Irregular Word Reading, Phonemic Awareness (Blending and Segmenting), Sound Spelling Introduction and Practice, Blending Sounds, Regular Word Reading, Reading in Connected Text, and Encoding Practice.

61

### Summarizing Implementation Record Data: Exposure/Duration

Date	Start Time	End Time	Duration
12/1/22			
12/2/22	10:48 AM	11:15 AM	27 minutes
12/3/22	SNOW DAY		
12/6/22	SNOW DAY		
12/7/22	SNOW DAY		
12/8/22			
12/9/22			
12/10/22	10:48 AM	11:15 AM	27 minutes
12/13/22	10:48 AM	11:15 AM	27 minutes
12/14/22			
12/15/22	10:50 AM	11:15 AM	25 minutes
12/16/22	10:48 AM	11:15 AM	27 minutes

**Planned dosage: Daily, 30 minutes/day**

*Note: On one of the days this group was combined with another group.*

- How many days did this group receive intervention in December?
- How many days should they have received intervention in December?
- What was the average duration of sessions?

62

### Summarizing Implementation Record Data: Student Engagement

Date	S1	S2	S3	S3	S4
12/2	Engaged	Engaged	Absent	Engaged	Engaged
12/10	Engaged	Engaged	Absent	Engaged	NE
12/13	Engaged	Engaged	Absent	Absent	Absent
12/15	Engaged	Engaged	Absent	Engaged	Engaged
12/16	Engaged	Engaged	Absent	Absent	NE
S Avg	100%	100%	0%	60%	40%

- What is the group average?
- Are there attendance concerns?
- Are there group behavior concerns (need for universal behavior support)?
- Are there individual behavior concerns? (need for behavioral intensification)

63

### Summarizing Implementation Record Data: Program Specificity

Date	IR	SS	BL	RW	Dec	Sp
12/2	C	C	C	C		
12/10	C	C	C	C	C	C
12/13	C	C	C	C	C	
12/15	C	C	C	C	C	
12/16	C	C	C	C	C	
S Avg	100%	100%	100%	100%	80%	20%

IR=Irregular Words  
SS=Sound Spellings  
BL=Blending  
RW=Regular Words  
Dec=Decodables  
Sp=Spelling

**Is this interventionist consistently completing all lesson components?**

64



### Fidelity Data Source 2: Observation

Routine	Explanation	Modeling	Signaling	Student Practice	CFU	Error Correction	Part-Firming	Routine Average
Irregular words Part 1	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	3
Irregular words Part 2	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	2.43
PA Blending	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	3
PA Segmenting	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	3
Sound Spelling Cards	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	3
Sound Spelling Review	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	3
Blending	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	3
Regular Word Reading	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	3
Decodable Text	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	2.14
Encoding Practice	NA 0 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	NA 0 3	NA 0 1 2 3	NA 0 1 2 3	2.25
Component Average	3	2.63	2.11	3	3	2.5	3	Routine AVG: 2.76 Component AVG: 2.75

65

### Fidelity Observation: Quality

Evidence-Based Practice	Rating
Community of Positive Learning	0 1 2 3
Organization of Instructional Materials	0 1 2 3
Classroom Management	0 1 2 3
Student Participation and Engagement	0 1 2 3
Use of Motivational Strategies	0 1 2 3

66

### Work break 4.4

- Is fidelity monitored in your school/district?
- How is fidelity monitored? (measure, who collects, frequency)
  - For Exposure and Duration?
  - For Student Engagement?
  - For Program Specificity?
  - For Adherence?

67


### Making Changes to Support Students

- It is “teacher-nature” to help kids and make changes when something isn’t working
  - Sometimes we unintentionally to blame the curriculum or the student
  - Great teachers often make many changes (sometimes in the course of a single day)
- **Encourage your teachers to consider their own fidelity of practice first.**
  - You don’t need to wait until student data shows a need!
  - Improving fidelity will improve outcomes for many students!
- When group level data suggest lack of growth...look to fidelity first!

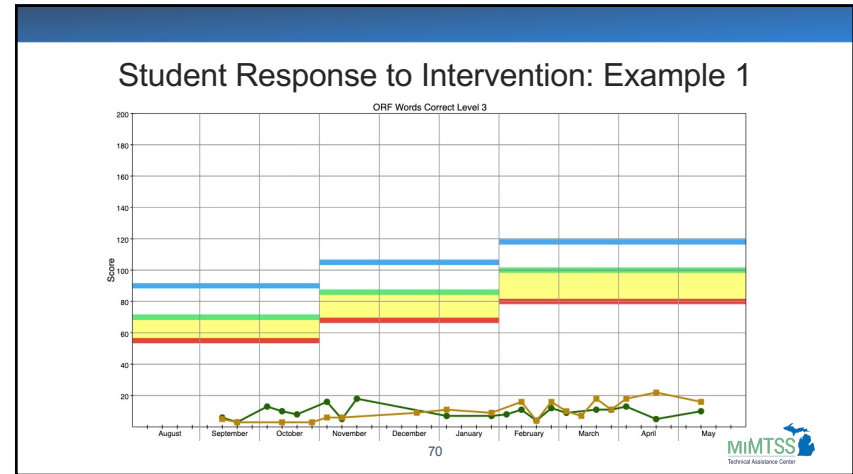
68

## 5.0 How: Intensifying support within a comprehensive Intervention System

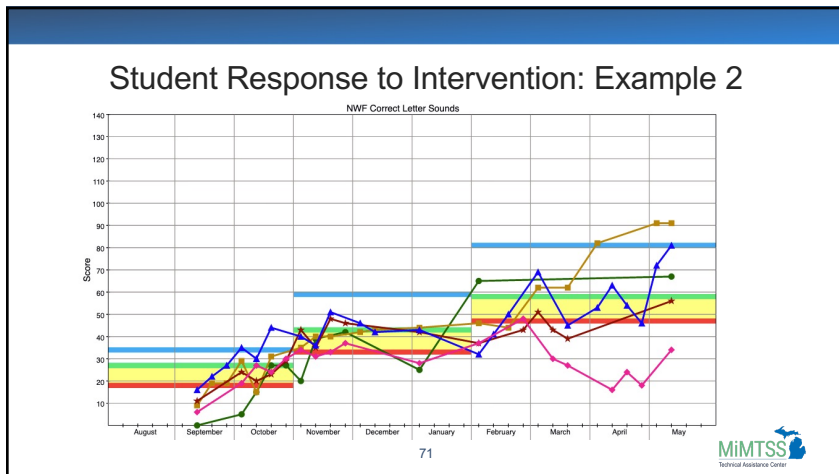
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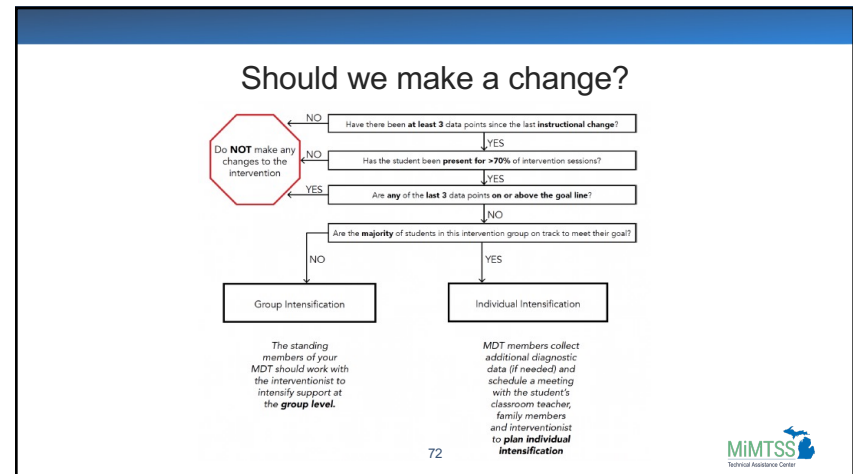
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72

### Develop a Hypothesis

- **Students are not problems to solve—instruction is**
- We need to develop a hypothesis about what is preventing a student from meeting their goal (i.e., root cause)
- A good hypothesis **leads to action** (i.e., an instructional change) tied to desired results
- **2 possible hypotheses:**
  1. The student did not receive adequate instruction (e.g., poor fidelity)
  2. The intervention is not sufficiently intense

[National Center for Intensive Intervention, "Clarifying Questions to Create a Hypothesis Question Bank"](#)


73


73

### Dimensions of Instructional Intensity

- Strength
- Behavioral support
- Comprehensiveness
- Attention to transfer
- Individualization
- Alignment
- Dosage

Source: Fuchs, Fuchs, & Malone 2017


74



74

### Dimension 1: Strength

How well the intervention works for students with intensive intervention needs **(Standardized Effect Sizes)**.

- Look for interventions that report sizes specifically for students who require intensive intervention (**students who score in the 20<sup>th</sup> percentile or below**)



75


75

### Dimension 2: Behavioral Support

The extent to which interventions incorporate

- a) Methods to **promote self-regulation and executive function.**
- b) Behavioral principles to **minimize nonproductive behavior.**



76



76

### Dimension 3: Comprehensiveness

The number of **explicit instruction principles** the intervention incorporates.

- Examine sample lessons and note the use of explicit instruction principles.

- Provides directions in clear direct language
- Models efficient solution strategies
- Ensures students have adequate background knowledge and skills
- Gradually fades support for correct execution of strategies
- Provides adequate student practice
- Incorporates systematic cumulative review

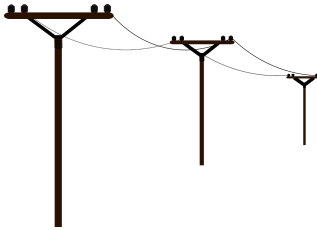



77

### Dimension 4: Attention to Transfer

The extent to which an intervention is designed to help students

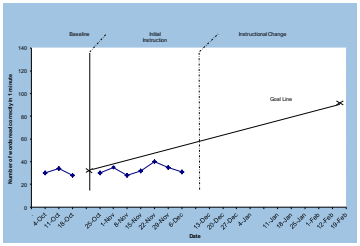

- Transfer the skills they learn to **other formats and contexts**.
- Realize connections** between mastered and related skills.

78

### Dimension 5: Individualization

A **validated, data-based process for individualizing intervention**, in which the special educator or interventionist systematically adjusts the intervention over time, in response to **ongoing progress-monitoring data**, to address the student's complex learning needs.






79

### Dimension 6: Alignment

The extent to which the program:

- Addresses the student's **full set of academic needs**.
- Does not** address skills the student has already mastered.
- Also incorporates a focus on **grade-appropriate curricular standards**.





80


## Dimension 7: Dosage

The **number of opportunities a student has to respond** and receive corrective feedback during the intervention's lessons.

- If this information is not provided in the manual, review selected lessons from the intervention.



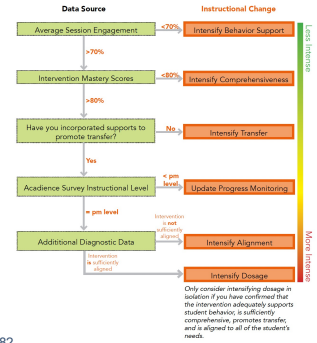
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## Need Guidance to help you Determine which Dimension to Intensify

- Group vs. individual
- Consider diagnostic Data source (fidelity measures, behavior observations, FBA, masey measures, other academic diagnostics, etc.)
- Provide data thresholds for considering each dimension
- Provide a sequential process to prevent teams from making too many changes at once.



82




82

## Designing an intensification

- Set a meeting to make a hypothesis and develop a plan
  - Group changes: Meet with interventionist/classroom teacher
  - Individual changes: Meet with caregivers, interventionist, classroom teacher
- Design an intensification based on the dimension of intensity selected and potential intensification options
- Make only 1-2 changes at a time
- Determine how you will fidelity data related to the plan
- Implement the plan

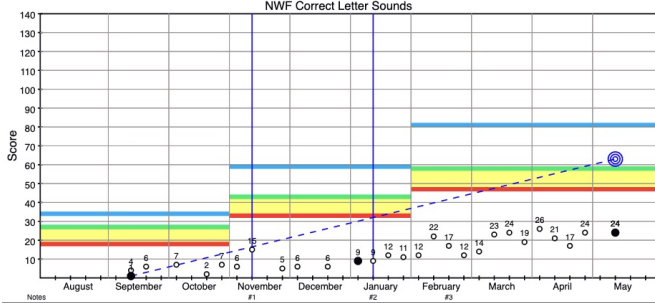
83



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## Did it work?

NWF Correct Letter Sounds



Source: Acadience Data Management

84



84

### Closing Review

- To effectively implement MTSS you need an intervention system to guide supports in the Advanced Tiers.
- Establish a multi-disciplinary team to oversee the intervention system.
- Develop an intervention platform to guide intervention placement decisions and ensure fast, equitable access to intervention
- Develop guidance to support your teams use of data
  - Universal screening data to determine who can access intervention
  - Progress monitoring data to determine if interventions are working
  - Fidelity data to determine if interventions are being implemented as designed
- Decision rules can help guide your team determine when and how to make instructional changes.

85



85

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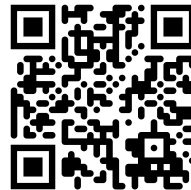
86



86

### Questions/Contact

Dr. Meagan Walsh  
 Assistant Professor  
 Department of Special Education and Literacy Studies  
 College of Education and Human Development  
 Western Michigan University  
 Email: [Meagan.walsh@wmich.edu](mailto:Meagan.walsh@wmich.edu)  
 Phone: 269.387.5947



87



87