

# MODULE 10

## Tier 3: Intensive Intervention

Participant Workbook

---

# ARKANSAS RESPONSE TO INTERVENTION MODULE SERIES

---

## Module 10: Tier 3 Intensive Intervention

### Activity 1: Self-Evaluation of Tier 3 System

**Directions:** Read the descriptions to determine a self-rating for each measure. As you reflect, use the guiding questions to support your decision.

<b>Multilevel Instruction:</b> The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).			
Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
<b>Intensive Intervention</b> - Individualized to address the academic and behavior needs of students significantly below grade level (Tier III)			
<b>Data-Based Interventions Adapted Based on Student Need</b>	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.
Guiding Questions: How are evidence-based interventions intensified or individualized at the intensive level? What literacy and behavior program(s) does your school use for Tier 3 intervention?			
<b>Instructional Characteristics</b>	None of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.
Guiding Questions: Who provides intensive intervention? Can you describe their background and level of training in providing data-based individualized instruction? Does the group size allow for the interventionist to adjust and individualize instruction to address the needs of each student?			
<b>Relationship to Primary</b>	Neither of the following conditions is met: (1)	Only one of the following conditions is met: (1)	Both of the following conditions are met: (1)

	<p>decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.</p>	<p>decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.</p>	<p>decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.</p>
<p>Guiding Questions: Are intensive interventions always implemented as supplements to the core curriculum? If not, please explain. How do you ensure meaningful connections between intensive intervention and the general education curriculum (e.g., the Common Core)?</p>			

## Activity 2: Intervention Evaluation and Alignment Chart Protocol

**Directions:** With your team, review the “Intervention Evaluation and Alignment Chart Protocol” from Solution Tree. Discuss how this tool might be used by a Student Intervention Team. After the discussion, read the scenarios located on page 7. Determine which of the six characteristics of an effective intervention fit each scenario.

REPRODUCIBLE

### Intervention Evaluation and Alignment Chart Protocol

Use the following protocol to guide team discussions as team members complete the “Intervention Evaluation and Alignment Chart.”

This leadership team or site intervention team can use this activity to evaluate schoolwide interventions, or the teacher team can use it to evaluate teacher-led interventions. We recommend completing this activity twice per year—prior to the start of the school year and at the midpoint of each school year.

First, brainstorm your current site interventions in the left column—one intervention per box. For each intervention, ask the following questions.

1. **Targeted:** What exactly is the intervention’s purpose? What specific skill, content, or behavior should students learn by the end of the intervention? If you can’t specify this, it’s a clear indication that the intervention is not targeted enough. To remedy this problem, make the intervention more focused.
2. **Systematic:** Is there a systematic process to identify every student who needs help in the intervention’s targeted area? Once identified, can all the students that need the intervention actually receive the intervention? If the team answers no to either of these questions, what steps can you take to make the intervention more systematic?
3. **Research based:** What research or evidence validates that the intervention has a high likelihood of working? If you can’t cite any, then discontinue the practice and study better practices to reteach the targeted outcome.
4. **Administered by a trained professional:** Who is currently administering the intervention? Are they properly trained and competent at this task? If not, does the school have staff who are better trained, or can the school provide the staff member additional training and support to become more effective?
5. **Timely:** How long does it take to identify and place students in the intervention? We suggest it should not take longer than three weeks.
6. **Directive:** Are targeted students required to attend? If not, what steps can you take to ensure students needing help are present for the intervention?
7. **Alignment steps:** This is the most important step! Because all the characteristics are essential to an intervention’s effectiveness, any X on the chart must be addressed. For example, if a particular intervention has an X under Directive, then the team should discuss and determine how the staff will require students to attend. Fix the X, and the intervention becomes more effective.

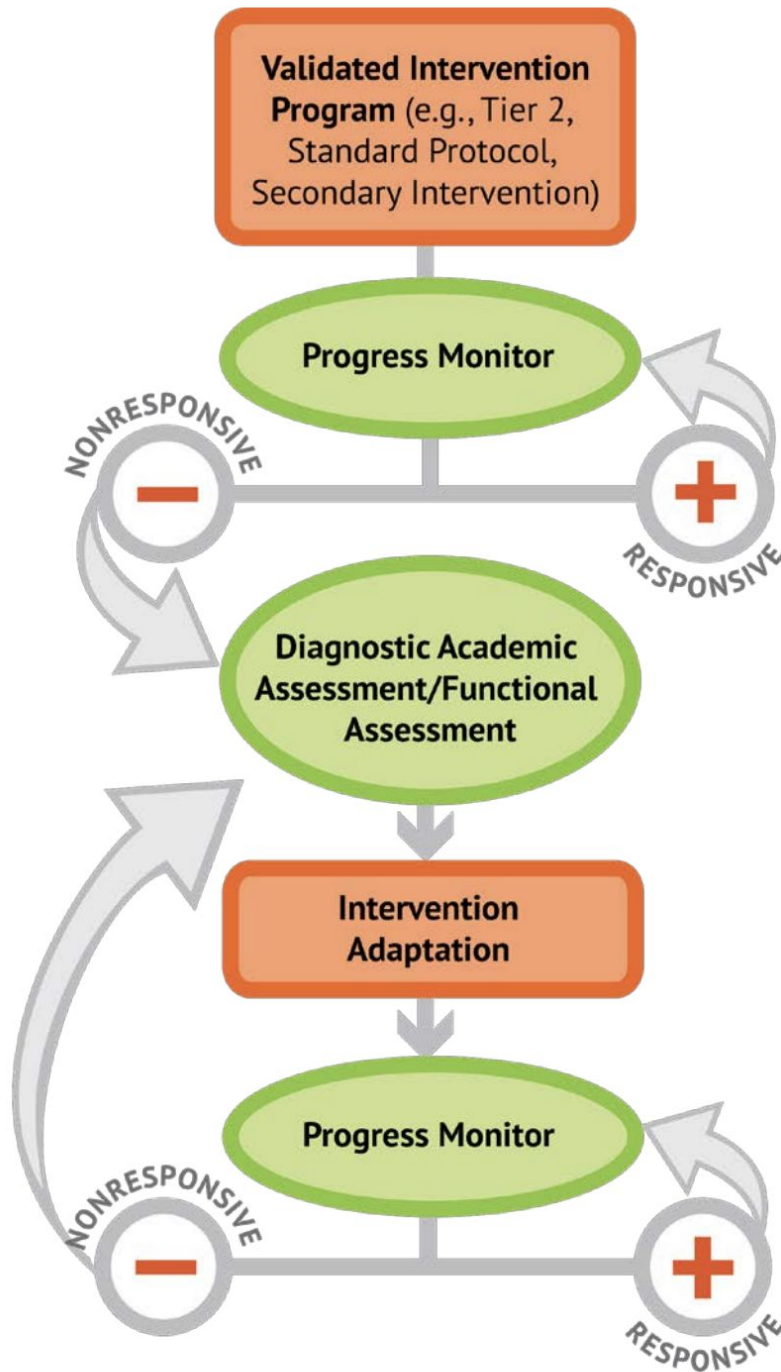


**Directions:** Determine which of the six characteristics of an effective intervention fit each scenario.

	<b>Scenario</b>	<b>Characteristic</b>
1.	The 9th-grade English teachers discuss evidence-based instructional practices that proved to be effective while teaching the specific skills and essential standards during the school year. This information is discussed with the Critical Reading teachers.	
2.	The high school identifies the teachers who are most qualified to teach Critical Reading and encourages them to teach the school course.	
3.	At the start of the school year, the school assigns students to the Critical Reading course and to a grade-level English class. Taking both classes concurrently allows the Critical Reading teachers to provide students with the needed essential skills in order to be successful in their grade-level English class.	
4.	Using multiple data points (course proficiency, grade-level and state assessments, attendance, etc.), teachers place students in a Critical Reading course. The Critical Reading teachers collaborate to determine the specific skills students must learn to master the essential 9th-grade English standards.	
5.	The school decides to make Critical Reading a year-long course in which students take concurrently with their grade-level English class. This approach allows teachers to create data-based individualized plans and prepares students for immediate success.	
6.	The Critical Reading team provides the 9th-grade English teachers with a list of the identified skills and essential standards. At the end of the year, the 9th-grade English teachers identify students who would benefit from the extra teaching and practice on the specific skills.	



## Resource: Introduction to Data-Based Individualization



### Data-Based Individualization

Data-based individualization (DBI) is a *systematic method* for using data to determine *when and how* to provide more intensive intervention. Throughout the DBI process, we use progress-monitoring data to evaluate a student's response to intervention, moving to the next component as needed.

### Five Steps to DBI

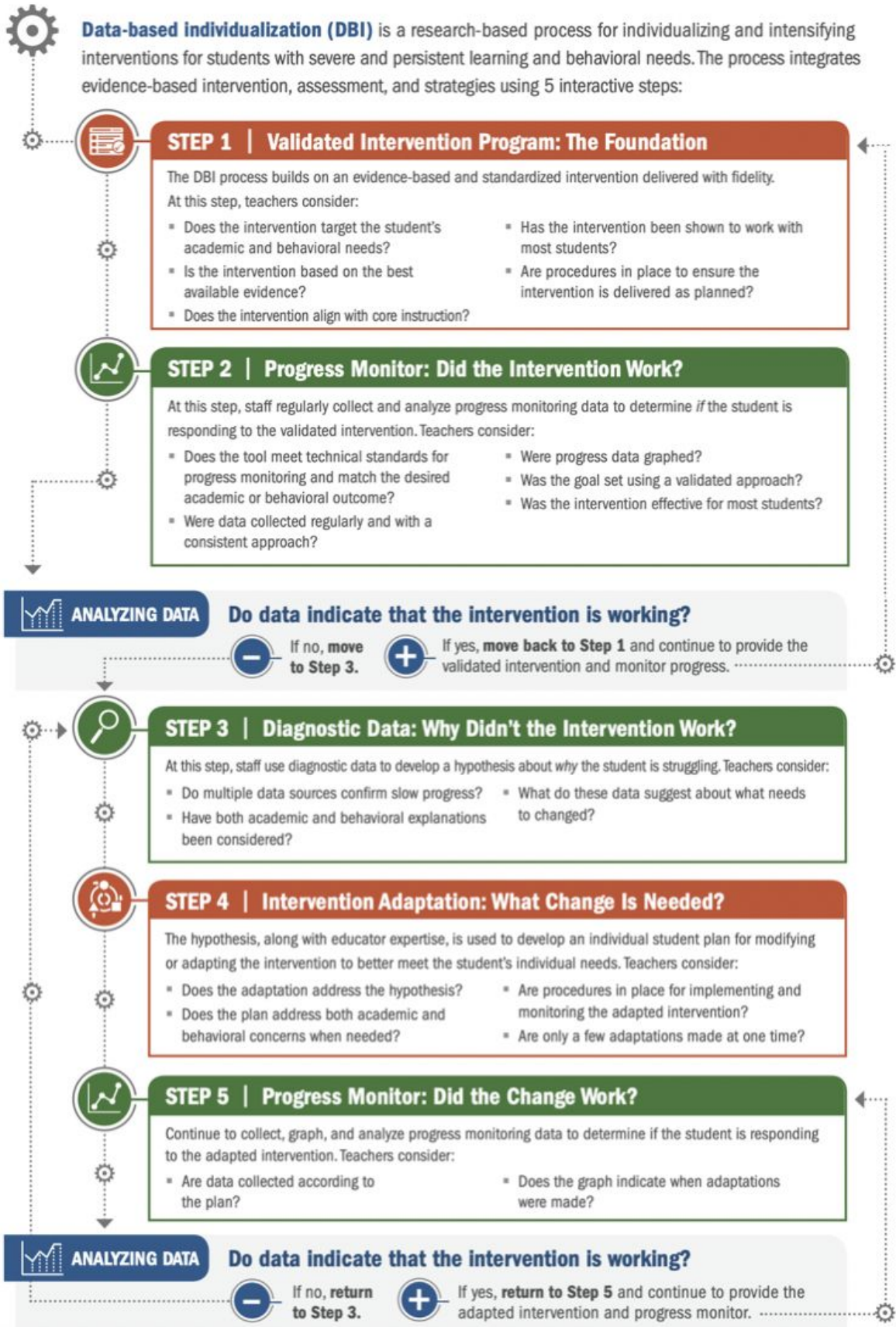
1. Validated intervention program, delivered with greater intensity
2. Progress monitoring
3. Informal diagnostic/functional assessment
4. Adaptation
5. Continued progress monitoring

### Key Points to Remember

- DBI is a validated *process* and not a single intervention program or strategy.
- DBI is *not* a one-time fix. It is not a single static intervention program.

For more information about DBI, visit [www.intensiveintervention.org](http://www.intensiveintervention.org).

## Resource: Breaking Down the DBI Process: Questions and Considerations





## Activity 3: Ensuring Proper Intensity for Tier 3 Interventions

**Directions:** Using the provided 3-point scale, work with your team to self-assess the current reality and identify challenges/obstacles for the critical Tier 3 criteria.

REPRODUCIBLE

### Ensuring Proper Intensity for Tier 3 Interventions

To assess the current reality, use a 3-point scale:  
1 point = not in place 2 points = partially in place 3 points = 100 percent in place

Critical Criteria to Consider	Current Reality	Challenges or Obstacles	What are our next steps to effectively meet these criteria?
<b>Frequency</b> <input type="checkbox"/> Daily: Five times per week			
<b>Duration</b> <input type="checkbox"/> Fifty minutes per day			
<b>Group Size</b> <input type="checkbox"/> As small as possible <input type="checkbox"/> All students require the same intervention for the same cause.			
<b>Targeting</b> <input type="checkbox"/> Focused on cause, not symptoms			
<b>Training</b> <input type="checkbox"/> The staff member with the best training provides the intervention matched to his or her training.			

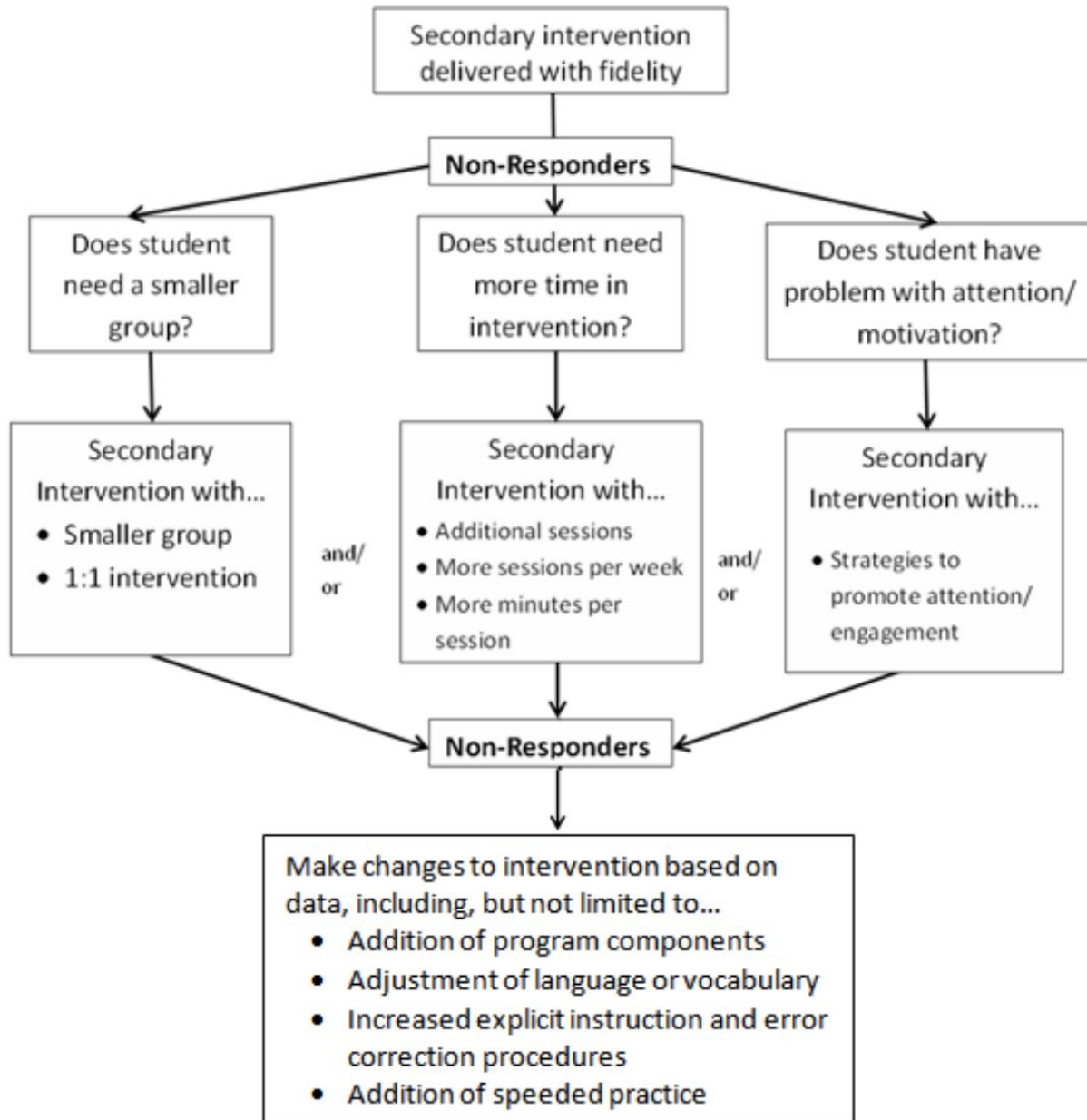
## Activity 4: Developing a Student Intervention Team

**Directions:** Write down names of staff that you should consider asking to be a member of the team. Spend some time assigning possible roles to the list of team members you have, and give reasons for these choices (expertise, qualities, leadership, etc.). Consider other staff that might be willing to act in an auxiliary role with your team and explain what expertise or quality they would add.

The following individuals will serve on the School Intervention Team: (one person may serve multiple roles)

<b>Essential Role</b>	<b>Title/Position</b>	<b>Staff Members Best Trained to Meet This Need</b>
Administration	Principal <i>example</i>	
English Language Arts	Reading Specialist <i>example</i>	
Mathematics		
English Language		
Special Education		
Teacher Differentiation		
Behavior		
Social-Family		
Instructional Resources		
Community Resources		

## Resource: Academic Progression for Intensifying Tier 3



## Resource: Arkansas Problem Solving Worksheet

<b>Date:</b>	<b>School:</b>
<b>Team Members:</b>	
<b>Meeting Purpose:</b>	

### Step 1: Define the Problem and Set the Goal

*The team will analyze primary data sources to identify problem areas and set a goal.*

1. What is the benchmark or expected level of performance?
2. What is the students' current level of performance?
3. What is the comparison peer level of performance (e.g., district, school, national)?

*Conduct a gap analysis.*

Benchmark and Students	
Benchmark and Peers	
Peers and Students	

*Identify the replacement behavior and set a goal (time frame, measure, target population).*

--

## Step 2: Analyze the Problem and Hypothesize

The team will develop root cause hypotheses using the ICEL by RIOT Framework and activities with secondary data to validate or invalidate hypotheses. Below, record each hypothesis for why the replacement behavior is not occurring, along with its matched prediction statement. Provide any data used to validate or refute each hypothesis, and check Yes to indicate that the data supported the hypothesis or No to indicate that they did not.

**Hypothesis:** What are the most likely reasons this problem is occurring? Address potential domains of curriculum, instruction, curriculum, environment, and learner.

**Prediction Statement:** Based upon what we've learned, what must be changed about the instruction, curriculum, and/or environment in order to enable the student(s) to meet the expectation?

**Hypothesis 1: The problem is occurring because \_\_\_\_\_.**

*Prediction Statement: If \_\_\_\_\_ would occur, then \_\_\_\_\_.*

*Relevant Supporting Data:*

Validated (circle): YES NO

**Hypothesis 2: The problem is occurring because \_\_\_\_\_.**

*Prediction Statement: If \_\_\_\_\_ would occur, then \_\_\_\_\_.*

*Relevant Supporting Data:*

Validated (circle): YES NO

**Hypothesis 3: The problem is occurring because \_\_\_\_\_.**

*Prediction Statement: If \_\_\_\_\_ would occur, then \_\_\_\_\_.*

*Relevant Supporting Data:*

Validated (circle): YES NO



### Step 3: Develop and Implement the Plan

Teams will select the intervention and or strategy that will address the problem and meet the goal. Next, they will develop a plan to implement the strategy.

Expected outcome of intervention or strategy (see goal from Step 1):

Verified hypotheses (copy from Step 2):

Develop an action plan:

<u>Description of Strategy or Intervention:</u>	<u>Tier Focus:</u> 1    2    3
<u>Implementation:</u> <ul style="list-style-type: none"><li>● Frequency (how often)</li><li>● Duration (amount of time)</li><li>● When (timeline)</li><li>● Who</li></ul>	
<u>Support:</u> <ul style="list-style-type: none"><li>● Who</li><li>● How often</li><li>● Description/type</li></ul>	
<u>Data Collection:</u> <ul style="list-style-type: none"><li>● Type</li><li>● Frequency</li><li>● Review dates performance expectations</li><li>● Responsible party</li></ul>	

## Step 4: Evaluate the Plan (Arkansas Problem Solving Worksheet)

Review date(s).

--

Evaluate impact of action plan.

Circle one and complete the related section below:                      *Positive*                      *Questionable*                      *Poor*

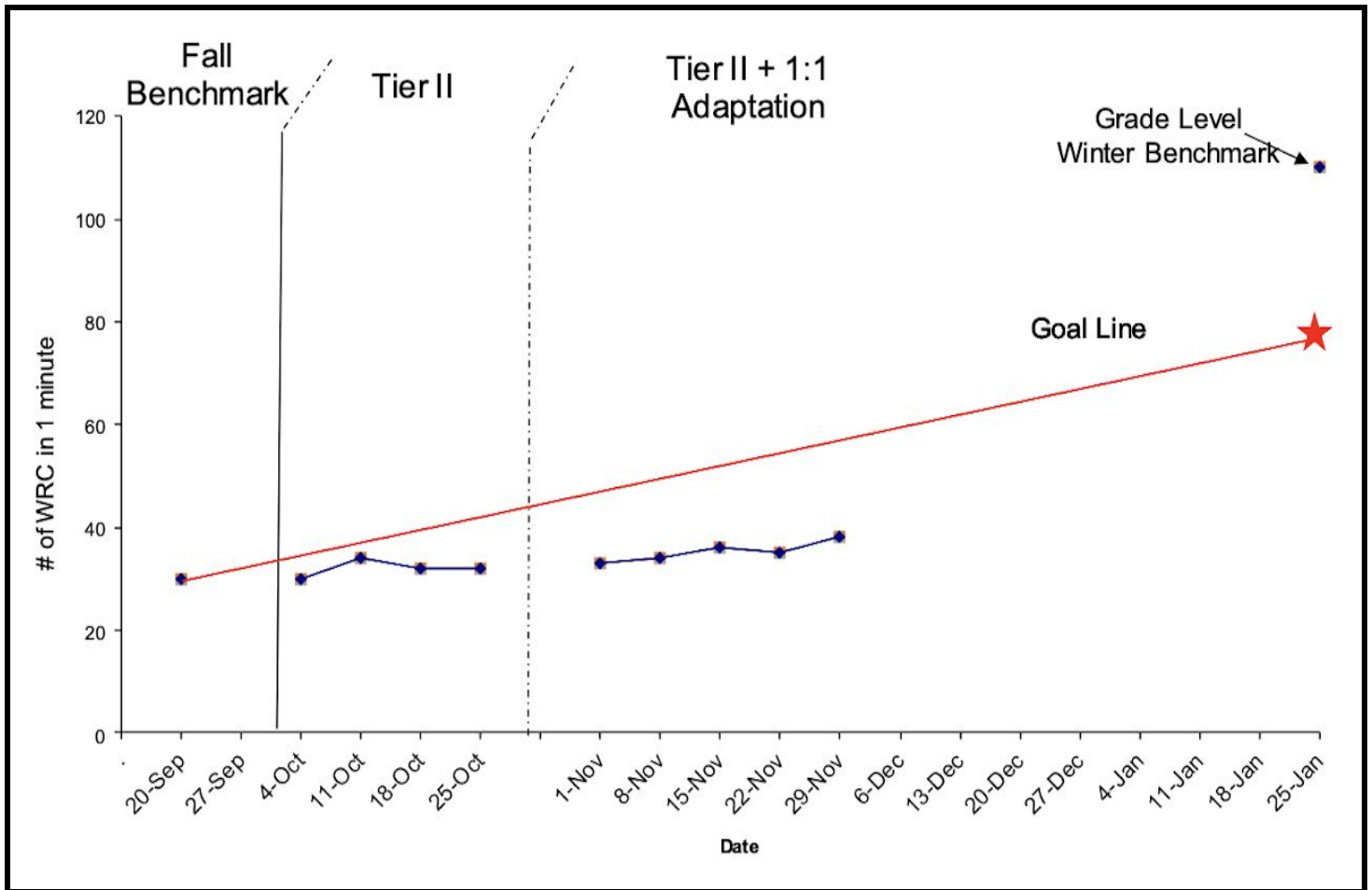
Positive	
<p><i>Next Steps (circle):</i></p> <ol style="list-style-type: none"> <li>1. Continue with strategy or intervention.</li> <li>2. Increase goal.</li> <li>3. Fade strategy or intervention.</li> <li>4. Other: Please describe.</li> </ol>	<p><i>Comments/Actions/Evidence</i></p>

Questionable	
<p><i>Next Steps (circle):</i></p> <ol style="list-style-type: none"> <li>1. Evaluate fidelity of implementation.</li> <li>2. Continue strategy or intervention.</li> <li>3. Refine strategy or intervention.</li> <li>4. Other: Please describe.</li> </ol>	<p><i>Comments/Actions/Evidence</i></p>

Poor	
<p><i>Next Steps (circle):</i></p> <ol style="list-style-type: none"> <li>1. Evaluate fidelity of implementation.</li> <li>2. Evaluate alignment of strategy or intervention with hypothesis.</li> <li>3. Consider other hypothesis (return to Step 2).</li> <li>4. Evaluate validity of data.</li> <li>5. Consider revising problem statement (return to Step 1).</li> <li>6. Other: Please describe.</li> </ol>	<p><i>Comments/Actions/Evidence</i></p>

## Activity 5: Evaluating Response to Tier 3 Interventions

**Directions:** With your team, use Jane's progress monitoring data to evaluate the effectiveness of the intensified intervention and record your decision in Step 4: Evaluate the Plan of the Arkansas Problem Solving Worksheet. Use the data-based individualization flowchart, to determine the team's next steps.



## Action Plan

Action Steps/Tasks	Person(s) Responsible	Resources and/or Internal/External Partners	Communication	Projected Completion Date