

MODULE 9
Tier 2: Supplemental Intervention
Participant Workbook

ARKANSAS
RESPONSE TO INTERVENTION
MODULE SERIES

Module 9: Tier 2 Supplemental Intervention

Activity 1: Self-Evaluation of Tier 2 System

Directions: Read the descriptors in each column. With your team, determine which descriptor best describes your current Tier 2 system.

Criteria	1	3	5
a. Evidence-Based Intervention	Tier II-level interventions are not evidence based in content areas and grade levels where they are available.	Some Tier II- level interventions are evidence based in content areas and grade levels where they are available.	All Tier II-level interventions are evidence based in content areas and grade levels where they are available.
b. Complements Core Instruction	Tier II-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Tier II-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Tier II-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.
c. Instructional Characteristics	One or none of the following conditions is met: (1) interventions are standardized; (2) Tier II-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) Tier II-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) Tier II-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
d. Addition to Tier 1	Tier II-level interventions replace core instruction.	Tier II-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Tier II-level interventions supplement core instruction.

Activity 2: Intervention Program Menu

Directions: In teams, complete the intervention program menu. Then reflect on what interventions you have and what areas might you need to explore additional interventions.

What intervention programs do we have available in our building?	What grade levels are these interventions appropriate for?	What content components are addressed?	Who is trained in teaching this program?	How does this program support our data? (i.e. high/low need)

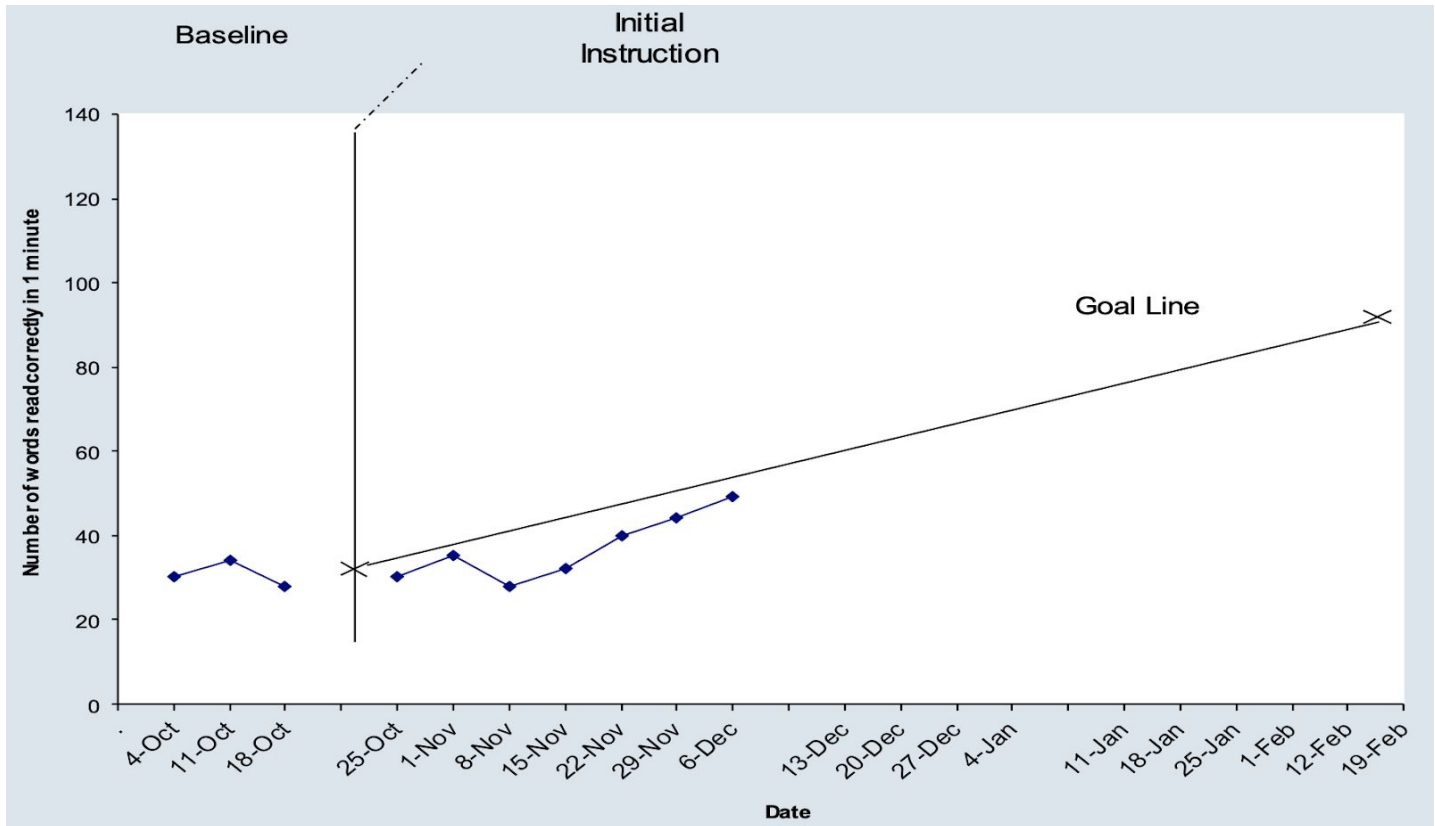
Activity 3: Five Elements of Fidelity

Directions: Review the five elements of fidelity. In teams, answer the questions to complete the chart.

Element	Considerations	What would this look like? Examples in action.	How will I know it is happening? Possible data sources.
Student Engagement	How engaged and involved are the students in this intervention or activity?		
Program Specificity	How well is the intervention defined and different from other interventions?		
Adherence	How well do we stick to the plan, curriculum, or assessment?		
Exposure/ Duration	How often does a student receive an intervention? How long does an intervention last?		
Quality of Delivery	How well is the intervention, assessment, or instruction delivered? Do you deliver instruction using high leverage practices?		

Activity 4: Evaluating Response to Tier 2 Interventions - Academic

Directions: Examine the student progress monitoring data presented and determine the student's response to the Tier II intervention.



Tier II Intervention Dimensions

- Group size: six students
- Session length: 30 minutes per session
- Frequency: three sessions per week
- Program duration: seven weeks
- Instructional content and delivery: explicit instruction covering all components laid out in the instruction manual

Tier II Progress Monitoring Plan

- Passage Reading Fluency (PRF)
- Collected and graphed weekly

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

Review date(s).

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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"> 1. Continue with strategy or intervention. 2. Increase goal. 3. Fade strategy or intervention. 4. Other: Please describe. 	<p><i>Comments/Actions/Evidence</i></p>

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

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