Supplemental and Intensive Tiers

v1.0

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SUPPLEMENTAL AND INTENSIVE TIERS

This *Supplemental and Intensive Tiers* (formerly the Intervention System) guide was developed to support implementation of a Multi-Tiered System of Supports (MTSS) framework to address both system-level and individual learner-level needs. An early literacy-focused guide was initially developed by a statewide task team, vetted, and piloted during the 2015-2016 school year. The guide's Steps, Actions and Appendices were revised and updated during the subsequent years to expand beyond early literacy to include additional learning domains, grades and student group needs. Inclusion of a resource in the guide does not imply "approved" status or an unconditional endorsement, but rather options and consideration for local teams. Due to space limitations and the volume of educational resources that exist, some quality resources are likely absent.

While periodic updates are made, the intent and purpose of the Supplemental and Intensive Tiers guide are unchanged, and that is to increase all learner outcomes through a well-organized, efficient, and well-delivered system. Many statewide Area Education Agency (AEA) and local public school district partners contributed their experience and expertise to the original and subsequent versions of this guide. Their time and commitment to the work and their contributions to Iowa learners is invaluable and recognized.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Acquiring the Iowa Academic Standards, Iowa Early Learning Standards, Iowa English Language Proficiency Standards and local behavioral expectations can be accomplished by most learners through successful implementation of quality universal tier instruction. Some learners, however, will require additional support to be successful. The *Supplemental and Intensive Tiers* guide is intended for use by schools, districts, preschool community partners, Area Education Agencies, and the Iowa Department of Education to align resources for those preschool through Grade 8 learners who need more than is provided in the universal tier.

The guide supports local teams as they work to increase outcomes for their learners. It serves as a component of Iowa's Continuous Improvement work and Iowa's approved Every Student Succeeds Act (ESSA) plan, both of which are based on the five components of a Multi-Tiered System of Supports (MTSS). The five core components of Iowa's MTSS framework include:

1. Leadership
2. Assessment & Data-Based Decision-Making
3. Universal Tier
4. Supplemental and Intensive Tiers
5. Infrastructure

The practices of an MTSS framework and the steps and actions contained within this *Supplemental and Intensive Tiers* guide may largely be used across literacy, mathematics and Social-Emotional-Behavioral-Health (SEBH). MTSS is a framework that uses data-based decision-making for continuous improvement to enhance academic and social-emotional-behavioral health outcomes for all learners, in order to prepare them for their future at every step of their educational journey. This tiered framework seeks to focus resources where they are most needed, remove barriers, use evidence-based practices to support all learners, and target supplemental and intensive interventions - all based on data. MTSS is also a critical framework for systems, using continuous improvement processes to identify system-level needs at the educator, classroom, school, and/or district levels.

COLLABORATIVE INQUIRY

The *Collaborative Inquiry Questions* help structure team thinking by posing questions teams should consider in order to better align resources to achieve intended outcomes. Whereas the *Universal Tier Guide* focuses on the strength and quality of the overall instructional system, the Collaborative Inquiry Questions tied to intervention and found within this guide support intensifying instruction for smaller groups and individual learners.

INTERVENTIONS AND INSTRUCTIONAL PRACTICES

This guide is intended to support teams as they identify learner needs, assign and evaluate interventions.

- *Supplemental Tier* is based on learners accessing Universal Tier instruction, services and supports - but focused on learners who need additional resources to be successful. Around 10-15% of learners will need supplemental support.

- *Intensive Tier* instructional service is based on learners accessing Universal Tier instruction, services and supports - but focused on learners who need more intensive support. Around 1-5% of learners will need intensive support.

These definitions are provided only as a starting point for local discussion, not a requirement for local practice as local terminology and practices will vary. Teams are encouraged to focus on what learners need to make adequate growth rather than the precise language or subtle differences in definitions. As learners require additional support, those supports and instruction will become more increasingly individualized, intensified and closely monitored. The factors considered during the intensification of intervention and instructional practices will include Organizational Factors (e.g., time, group size, duration), Assessment Factors (e.g., type and amount of diagnostic information, intensity of progress monitoring) and Instructional Factors (e.g., opportunities to respond, student success rates, structure of review and repetition and correction). Descriptions of the factors are summarized by the RtI Action Network.

Reference to commercially available "boxed" programs, materials, groupings, specific numbered "tiers" of instruction, minutes/day, and instructional staff are intentionally absent from the *Supplemental and Intensive Tiers* guide. Interventions do not need to be purchased, as learner needs can be met with off-the-shelf programs or locally developed and delivered supports. The guide focuses on the work and processes that should be common across schools, not specific terminology for the work as this will vary amongst settings. Specific student group "Think Abouts" are provided for Preschool, English Learners and Advanced Learners when additional, relevant information may prove helpful.

Preschool	English Learner (EL)	Advanced Learner
In preschool settings "instructional practices" is used similarly with the word, "intervention." Within this guide, both will refer to the intentional, targeted, and embedded instruction designed and delivered with the intent to address struggling learner needs. For clarity and simplicity in language, "intervention" is used throughout this guide, and also refers to these evidence-based instructional practices.	EL services, when provided appropriately, are considered universal/core instruction (i.e., not intervention). "Intervention" consideration for EL is appropriate when English Learners have had appropriate opportunities to learn through language instruction, and continue to not show progress, and when receiving the same language supports, continue to not make progress when compared to their *EL True Peers* (later defined in Learner Step 1).	For Advanced Learners, quality core instruction is necessary, but not always sufficient. Interventions for Advanced Learners should become more intensive and individualized as they move through the tiers, providing the depth and complexity needed to progress.

Throughout this guide *supplemental, intensive,* and more generally, *intervention,* are used to describe a continuum of focused and tailored supports designed to meet learners' needs. Some have suggested that this work is better described as *instructional intensification*, to avoid the perception that some learners need an intervention to "fix" something that is "broken" but rather find the instruction and level of intensity needed to meet individual needs. The use of "intervention" will provide consistent language, often heard in the field, to describe the work of finding the correct instructional match, intensification, and quality delivery to meet learners' needs.

DIAGNOSE, DESIGN, DELIVER

The Steps and Actions in this guide were developed to support local systems to meet the needs of learners. Although not intended only for learners receiving special education services, this guide supports aspects of the Specially Designed Instruction (SDI) Framework. The three critical features of the SDI framework found within this guide are:

Diagnose	…the analysis and determination (diagnosis) of student need for the purpose of designing instruction
Design	…the intentional planning (design) of instruction in consideration of learner needs
Deliver	…the use and monitoring of evidence-based instructional practices (delivery) in a way that maximizes learner engagement

GUIDE ORGANIZATION

The guide is organized into four major sections:

- Data Protocol - Serves as a tool to help teams organize and analyze Supplemental and Intensive intervention system-related data
- System Steps - Help leadership and grade-level teams identify beliefs and current intervention practices
- Learner Steps - Contain specific actions to organize and focus decision-making related to groups and individual learners
- Appendices - Tools and resources used to implement the System and Learner Steps

Data Protocol

The Data Protocol serve as a tool to help teams organize and analyze intervention system-related data. These tools will help organize data around the two healthy indicators from a broad system level to a classroom level.

Data Protocol Electronic Versions: Google Doc or Google Sheet

Healthy Indicator #5: Percent of learners who are below one or more risk criteria for two consecutive screening periods and are receiving intervention.

District

Number of Learners Receiving Intervention		**Percent** of Learners Receiving Intervention		Target	Meeting?
				≥95%	Y / N
Optional: Student groups (SpEd, EL, ethnicities, etc.)		**Optional:** Student groups (SpEd, EL, ethnicities, etc.)		≥95%	Y / N

Building

	Building:					
	Number Receiving					
	Percent Receiving					
	≥95%?	Y / N	Y / N	Y / N	Y / N	Y / N
Optional: Student groups (SpEd, EL, ethnicities, etc.)	Number Receiving					
	Percent Receiving					
	≥95%?	Y / N	Y / N	Y / N	Y / N	Y / N

Grade (Building: _____)

Grade:	PS	K	1	2	3	4	5	6	7	8
Number Receiving										
Percent Receiving										
≥95%?	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N

Classroom (Grade: _____)

Classroom:						
Number Receiving						
Percent Receiving						
≥95%?	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N

Healthy Indicator #6: Percent of learners below one or more risk criteria in the fall who are then above risk criteria during a subsequent period.

District

Number not meeting benchmark in the Fall who are then above risk criteria		**Percent** not meeting benchmark in the Fall who are then above risk criteria		Target	Meeting?
				≥65%*	Y / N
Optional: Student groups (SpEd, EL, ethnicities, etc.)		**Optional:** Student groups (SpEd, EL, ethnicities, etc.)		≥65%*	Y / N

Building

Building:							
❑ Fall to Winter ❑ Winter to Spring ❑ Fall to Spring	Number						
	Percent						
	≥65%*?	Y / N	Y / N	Y / N	Y / N	Y / N	
Optional: Student groups (SpEd, EL, ethnicities, etc.)							
❑ Fall to Winter ❑ Winter to Spring ❑ Fall to Spring	Number						
	Percent						
	≥65%*?	Y/ N	Y / N	Y / N	Y / N	Y / N	

Grade (Building: _____)

Grade:		PS	K	1	2	3	4	5	6	7	8
❑ Fall to Winter ❑ Winter to Spring ❑ Fall to Spring	Number										
	Percent										
	≥65%*?	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N

Classroom (Grade: _____)

Classroom:							
❑ Fall to Winter ❑ Winter to Spring ❑ Fall to Spring	Number						
	Percent						
	≥65%*?	Y / N	Y / N	Y / N	Y / N	Y / N	Y / N

* An effectiveness target of ≥70% is used in some programs (e.g., Check-In, Check-Out). Teams should attend to having interventions work for the majority of learners.

System Step 1: Assess beliefs and consensus

System Step 2: Document current interventions

A. Inventory available interventions
B. Identify indicators of successful implementation
C. Select and record priority interventions

System Step 3: Determine intervention effectiveness

A. Evaluate intervention effectiveness
B. Evaluate implementation fidelity of less effective interventions

Learner Step 1: Identify learners needing additional support

A. Examine data
B. Examine current intervention rosters
C. Make decisions based on learners' needs

Learner Step 2: Assign interventions

A. Match Intervention to Learners
B. Establish progress monitoring procedures
C. Establish intervention implementation monitoring procedures

Learner Step 3: Implement intervention

A. Implement intervention as designed
B. Collect progress data
C. Collect implementation data

Learner Step 4: Data Analysis

A. Analyze progress and implementation data
B. Determine and document next steps

Learner Step 5: Make initial changes to intervention

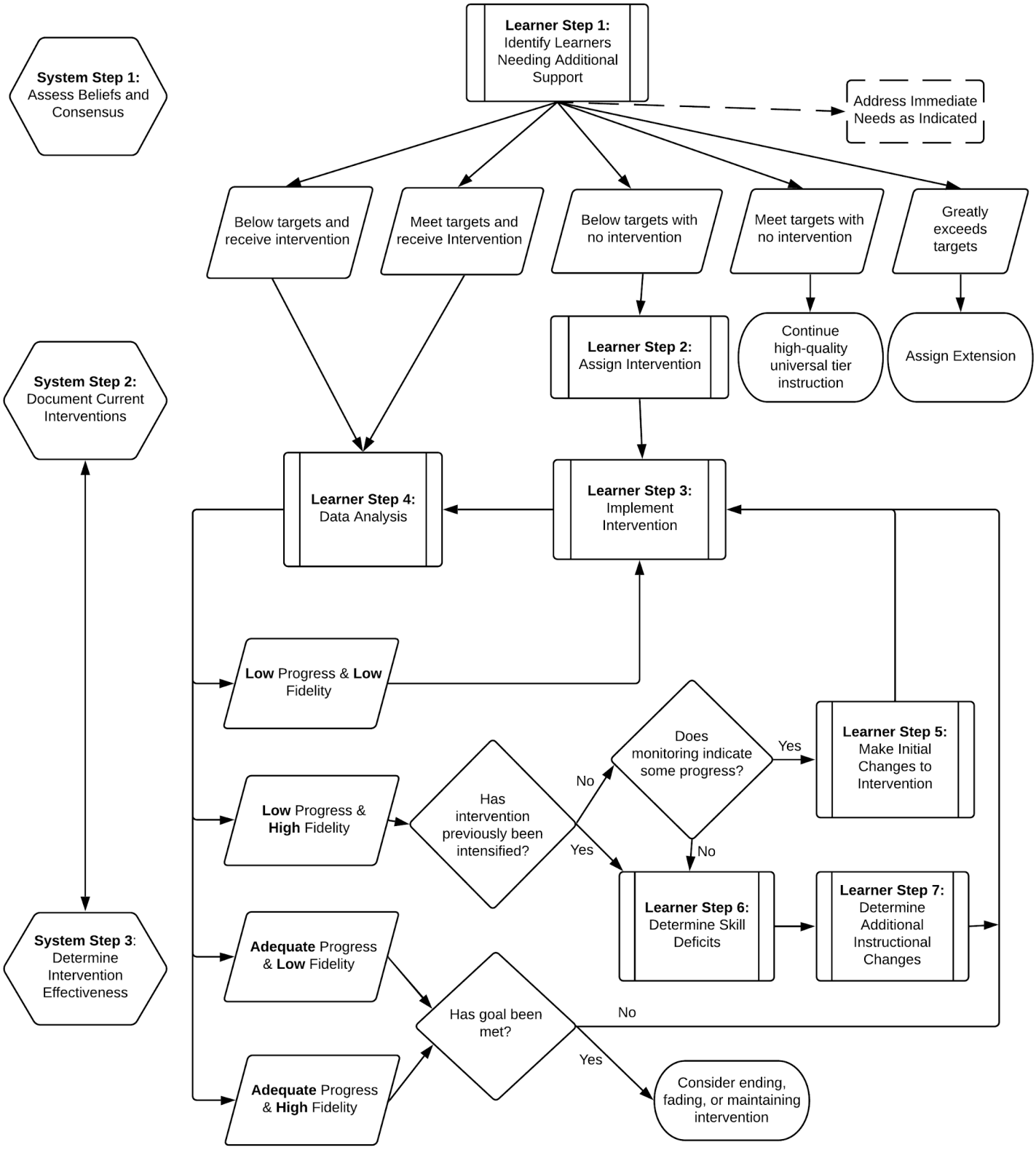
A. Consider potential changes
B. Identify and implement initial change

Learner Step 6: Determine skill deficits

A. Describe the concern
B. Develop assumed causes (i.e., generate hypotheses)
C. Collect and analyze additional data

Learner Step 7: Determine additional instructional changes

A. Identify resources to target
B. Decide how to intensify the current intervention
C. Implement intensification targets


System Step 1: Assess Beliefs and Consensus
Learner Step 1: Identify Learners Needing Additional Support
Address Immediate Needs as Indicated
Below targets and receive intervention
Meet targets and receive Intervention
Below targets with no intervention
Meet targets with no intervention
Greatly exceeds targets
System Step 2: Document Current Interventions
Learner Step 2: Assign Intervention
Continue high-quality universal tier instruction
Assign Extension
Learner Step 4: Data Analysis
Learner Step 3: Implement Intervention
Low Progress & Low Fidelity
Low Progress & High Fidelity
Has intervention previously been intensified?
No
Yes
Does monitoring indicate some progress?
Yes
No
Learner Step 5: Make Initial Changes to Intervention
Learner Step 6: Determine Skill Deficits
Learner Step 7: Determine Additional Instructional Changes
System Step 3: Determine Intervention Effectiveness
Adequate Progress & Low Fidelity
Adequate Progress & High Fidelity
Has goal been met?
No
Yes
Consider ending, fading, or maintaining intervention

System Steps

System Steps are designed to help a district, school or grade-level team to identify and deliver quality interventions. In these System Steps, teams will first assess staff beliefs, then identify available interventions and measure intervention effectiveness. This system-level work is vital. It is aimed at making student-specific decisions and work proceed more smoothly and efficiently.

Leadership Teams:
Return to System Steps 1, 2 and 3 regularly. Make updates and distribute resources to teachers as they prepare to support learners. These System Steps are iterative and should take place on an ongoing basis to improve at a systems level and to support the Learner Steps.

SYSTEM STEP 1: ASSESS BELIEFS AND CONSENSUS

The Supplemental and Intensive Tiers guide and Iowa's MTSS framework are based on the following Beliefs and Guiding Principles:

1. Believing that some learners need and will benefit from receiving additional supports.
2. Believing that all children can learn and achieve grade-level standards, local behavioral expectations and skills for learning.
3. Using existing data efficiently to inform intervention decisions (e.g., including identification, monitoring and adjusting).
4. Focusing student learning on the Iowa Academic Standards, local behavioral expectations, skills for learning and developmentally appropriate goals that promote independence.
5. Prioritizing evidence-based practices and fidelity of implementation.
6. Collaborating amongst a team of educators, administrators, families/caregivers and the learner is essential.
7. Believing that all learners, regardless of student group or status, are general education students first.

Purpose: System Step 1 is about identifying staff beliefs related to these principles which will allow systems to be flexible as resources change, yet remain true to the overall purpose of the work. The table below provides a tool to support System Step 1.

Tip: Local leadership teams should work to build Supplemental and Intensive Tiers in order for teachers to be able to efficiently identify and implement interventions. Team configuration should be based on areas of expertise aligned with student need (e.g., gifted, preschool, English Learners, SEBH, special education, content specialists, at-risk, etc.).

Tools	Purpose
Appendix 1 (Assess Beliefs and Consensus)	Helps building teams assess staff beliefs related to the assignment, delivery and monitoring of interventions

Steps:

1. Ensure the appropriate staff roles and functions are positioned within the leadership teams (building and grade-level) for system discussion.
2. Complete a beliefs survey within leadership teams (building and grade-level) such as Appendix 1 (Assess Beliefs and Consensus) which provides high-leverage questions to help teams start the conversation.
3. Share results and facilitate discussions stemming from the survey. As conversations point and areas surface, determine which teams may want to engage further in consensus work.
4. Determine if local leadership teams would benefit from additional learning around SEL. AIR: Creating a Well-Rounded Educational Experience or Consensus Tools and Resources may be needed.

SYSTEM STEP 2: DOCUMENT CURRENT INTERVENTIONS

In order to engage in effective intervention work, it is recommended that teams set up their system to be successful. Doing so will allow for more effective and efficient resource allocation for learners who require intervention. This step allows teams to identify current intervention resources. System Step 2 has three actions:

A. Inventory available interventions
B. Identify indicators of successful implementation
C. Select and record priority intervention

ACTION A: INVENTORY AVAILABLE INTERVENTIONS

Purpose: This action is about identifying current interventions available at each grade level and/or across grade levels. The following appendices may assist with Action A:

Tip: An intervention does not need to be an off-the-shelf, purchased program. It may be a set of locally developed, effective, evidence-based practices developed by local teams *or* a purchased program.

Tools	Purpose
Appendix 2A (Intervention Inventory) Appendix 2B (Preschool Inventory)	Identifies available interventions and key features of each.
Appendix 3 (Evidence-Based Intervention Resources)	Identifies sound, evidence-based practices.

Steps:

1. Gather all interventions that are available for students at each grade level that support struggling and advanced learners. Be sure to consider interventions that extend beyond the classroom and that include community/family/child care providers.
2. Record the interventions per grade-level on an inventory tool such as Appendix 2A. If preschool, use Appendix 2B.
    a. Review recorded intervention inventory for evidence-based practices that are known to support outcomes for children who are delayed, needing supports and advanced.
    b. Use Appendix 3 as support to help identify what constitutes evidence-based practices.

ACTION B: IDENTIFY INDICATORS OF SUCCESSFUL IMPLEMENTATION

Purpose: In this action, teams will determine the indicators of successful implementation (i.e., critical components) for each intervention. By identifying each intervention's critical components, teams will be able to develop fidelity checklists to allow for efficient data collection when the intervention is implemented.

Tip: This action applies to both off-the-shelf "packaged" interventions and those locally designed. Regardless of the origin of an instructional support, it is essential to identify the critical components that make each successful.

Tools	Purpose
Appendix 4A (Intervention Critical Components) Appendix 4B (Intervention Component Considerations: EL)	Identifies intervention's critical components
Appendix 5 (Sample Implementation Fidelity Protocol)	Monitors fidelity of implementation

Steps:

1. Enlist team members or others with content or student group expertise to assist with identifying the critical components of interventions within the documented interventions.
2. Identify the critical components for successful implementation for each identified intervention listed.
    a. Use Appendix 4A to record critical components.
    b. Use Appendix 4B to record critical components specific for English Learners.
    c. Create a Fidelity Protocol of each identified intervention by using Appendix 5 and retrieving the critical components.

Key Learning: Implementation Fidelity

Implementation fidelity is the extent to which an intervention is delivered as designed and intended. It has two features:

1. *Session Fidelity*: Frequency and duration as intended. (i.e., Structural Fidelity)
2. *Component Fidelity*: Routines and instructional steps as intended. (i.e., Procedural Fidelity)

If a team decides to implement a program in a manner that is not consistent with the program manual's recommendations, this should be noted during fidelity monitoring. Although adequate progress may be achieved with less than ideal implementation, if the intervention is not as successful as intended, implementation fidelity should be the first consideration for improvement.

Tools to support fidelity work to consider:

- General: Example Fidelity Rubric Iowa Reading Research Center
- Literacy: RTI Action Network fidelity checklists
- Mathematics: Innovation Configuration Map for intervention
- Preschool: Early Childhood Tech. Assistance Center Div. for EC Recommended Practice checklists
- SEBH: Implementation Fidelity Tools

ACTION C: SELECT AND RECORD PRIORITY INTERVENTION

Purpose: This action allows school teams to identify priority interventions within Appendix 2A or Appendix 2B so that they can be accurately and quickly matched to student needs.

Tip: Prioritize interventions that:

- have demonstrated to be effective, and
- can be readily matched to learner needs.

SYSTEM STEP 3: DETERMINE INTERVENTION EFFECTIVENESS

The goal of this step is to examine the effectiveness of interventions at a broader system level to support local prioritization. This work will allow teams to identify and use impactful interventions, avoid ineffective interventions, and identify those interventions needing more support to be implemented well. System Step 3 has two actions:

A. Evaluate intervention effectiveness
B. Evaluate implementation fidelity of less effective interventions

ACTION A: EVALUATE INTERVENTION EFFECTIVENESS

Purpose: This action is about evaluating the effectiveness of delivered interventions and identifying the percentage of learners in each intervention making notable gains.

Tip: If interventions are effective, teams should expect accelerated rates of progress for all learners, including those with disabilities, learning English or who were already at or above benchmark.

Tools	Purpose
Appendix 6A (Intervention Effectiveness Across Student Groups)	Identifies intervention effectiveness
Appendix 6B (Intervention Effectiveness Over Time)	

Steps:

1. Identify the effectiveness of interventions across student groups by using Appendix 6A and over time by using Appendix 6B.
2. Determine the percentage of learners in each intervention that make notable gains over time and across student groups.
3. Examine outcomes of interventions at the system level and determine if changes (e.g., more staff trained, different resources) are needed.

ACTION B: EVALUATE IMPLEMENTATION FIDELITY OF LESS EFFECTIVE INTERVENTIONS

Purpose: This action is about using data to identify interventions that are less effective and either address fidelity or discontinue/select more effective interventions.

Tip: The three system steps are ongoing. After determining intervention effectiveness, teams may revisit System Step 2 to update or revise inventory.

Steps:

1. Review implementation fidelity data of less effective interventions using Appendix 4A and/or Appendix 5 from System Step 2. Identify interventions that are less than 65-70% effective.
2. If fidelity is a concern, plan training or coaching support around critical components of practice and/or delivery and continue to monitor fidelity.
3. If fidelity is not a concern, consider replacing the intervention.

Learner Steps 1-5

Learner Steps 1 through 5 will help teams use existing data sources to identify students needing supports, make quick instructional matches, and deliver, monitor and evaluate implementation. During these steps, data analysis, decision-making and intervention remain at the grade and small group level.

LEARNER STEP 1: IDENTIFY LEARNERS NEEDING ADDITIONAL SUPPORT

In this step, teams will identify those learners who need resources beyond the universal tier to be successful. It utilizes available data sources and can be completed any time of year and revisited when additional data are available. Learner Step 1 has three actions:

A. Examine Data
B. Examine current intervention rosters
C. Make decisions based on learners' needs

ACTION A: EXAMINE DATA

Purpose: This action is about examining available data to identify learners needing support. This is sometimes referred to as an Early Warning System (EWS).

Tip: It is important to recognize this screening-level decision is a process, rather than a specific tool.

Key Learning: Early Warning System (EWS)

An Early Warning System (EWS) is a process for pulling together data sources to identify system and student needs. EWS work might take into account the following data sources:

❏ Attendance history
❏ Universal screener data
❏ Teacher or parent obs.
❏ Student request
❏ Environmental factors
❏ Behavioral history
❏ Current intervention status
❏ Course performance
❏ Formative assessments
❏ Request for assistance form

Data useful for screening decisions may come from a combination of multiple sources, based on the learner's grade and available school data. Depending on local practices, helpful data may exist in multiple data management systems.

Tools	Purpose
Appendix 7 (Learners Needing Support)	Organizes learner screening results and current intervention status
Appendix 8 (Advanced Learner Considerations)	Provides consideration for learners who need academic extensions to meet their needs

Steps:

1. Gather screening-level data from available sources for all learners. Depending on local practices, helpful data may exist in various data management systems.
2. Organize learners' screening results and current intervention status by using Appendix 7.
   a. Categorize learner performance into *Well Exceeds, Meets,* and *Does Not Meet*.
   b. Use Appendix 8 as support for learners who need academic extensions to meet their needs.
3. Examine the organized screening results and current intervention status and identify learners needing additional support.
4. Repeat this process regularly, typically following a universal screening window.

English Learner

For English learners who are still developing literacy in the English language, the screener may list the student as "At Risk", reflecting their current English development rather than accurate overall literacy development.

To gain a better understanding of EL academic development, monitor the individual learner growth observed over time for each EL student and compare screening data with EL True Peers* to identify discrepancies or lack of growth.

* *EL True Peer* refers to students who have similar language proficiency, culture, and experiential background (i.e., age, time in the United States and acculturation in adapting to a new environment, use of L1 and L2 at home, socioeconomic status, and educational programming or language instruction) who can be used for comparison to the target student. It is possible that some schools will have few, if any, EL True Peers for comparison.

Preschool	**Advanced Learner**
Timing of this step can vary as may the data sources used. Data sources may include formal screening data, home visit information, family surveys, and GOLD data.	When examining student data, consider those learners who well exceed expectations for academic extension. Timed screeners can be an obstacle for some students. There will be times when additional data sources need to be considered, not just a cut-score, for extension opportunities. Teams should also attend to the social-emotional needs the Advanced Learners may have; learners may be advanced academically and also have social-emotional needs.

ACTION B: EXAMINE CURRENT INTERVENTION ROSTERS

Purpose: This action is about identifying those learners who already receive some type of intervention. If a learner needs additional support at any time of the year, those supports are provided.

Steps:

1. Identify all learners who receive some type of intervention. Learners receiving intervention include those:
    a. receiving targeted instruction, regardless of screening status
    b. participating in advanced or enriched programming
    c. receiving IEP services
2. Examine the available data and screening data with intervention status to make sound decisions.

ACTION C: MAKE DECISIONS BASED ON LEARNERS' NEEDS

Purpose: This action is intended to assist teachers and teams with analyzing needs.

Tip: In situations when there is immediate threat of harm toward self or others or the learner is engaging in chronic, high-risk, or intense behaviors of concern (ie. self-harm, substance use, possession of weapons, suicidal expressions) that will require immediate action, move immediately to Learner Step 6.

Steps:

1. Analyze information collected in Appendix 7. Determine which learners are **not meeting, meeting** and **well exceeding** age or grade-level standards, competencies and expectations.
2. Make data-based decisions for learners who are:

	Not Meeting…	Meeting…	Well Exceeding…
Not Receiving Intervention	Go to Learner Step 2 (Assign Interventions).	Continue high-quality universal tier instruction.	Assign extension and go to Appendix 8 (Advanced Learner Considerations).
Receiving Intervention	Continue intervention and go to Learner Step 4 (Data Analysis).	Continue intervention and go to Learner Step 4 (Data Analysis).	

3. Universal Tier Consideration: If more than 20% of learners require additional resources to be successful, ensure that the building leadership team is considering the use of the *Universal Tier Tools*. This guide offers tools to assist teams in examining their Universal Tier, as well as tools teams may want to consider regarding classwide intervention if <60% of learners are at or above expectations. Teams may want to consider classwide intervention for SEBH if <80% of learners are demonstrating local behavioral expectations by improving day-to-day classroom strategies, for example, using the 6 Effective Classroom Management Strategies.

Preschool	**English Learner**
Teams may use available data (e.g., GOLD and universal screening data) to determine if additional supports or a change in instructional focus is needed in universal instruction.	Before teams implement interventions for ELs, ask two important questions: 1. Have ELs received appropriate opportunities to learn, including appropriate Language Instruction Educational Programs (LIEPs) instruction and EL supports and accommodations? 2. Are ELs discrepant from EL True Peers (i.e., in comparison of language and cultural background to other English learners, language proficiency progress, and academic progress)? If teams answer "yes" to both of these questions, proceed to Learner Step 2. If not, provide high-quality LIEP instruction and ensure that universal instruction meets the needs of all ELs. Additional resources for ELs, which may support teams in meeting the needs of ELs, have been developed and can be found in the *Universal Tier Guide*.

LEARNER STEP 2: ASSIGN INTERVENTIONS

The purpose of this step is to efficiently and accurately assign interventions for those learners for whom universal instruction alone has not been sufficient. Initial interventions are intended to meet the needs of the majority of learners receiving that intervention. Learner Step 2 has three actions:

A. Match interventions to learners
B. Establish progress monitoring procedures
C. Establish intervention implementation monitoring procedures

ACTION A: MATCH INTERVENTION TO LEARNERS

Purpose: This action is about identifying learner needs and quickly making a match with an intervention that has a high probability of meeting those needs.

Tip: Initial targeted interventions should:

- Require little or no additional assessment information
- Use existing known data to make an instructional match
- Have evidence of effectiveness
- Be accessible to any learner in a grade who needs it
- Be able to be implemented quickly and by more than one person

Tools	Purpose
Appendix 9 (Instructional Sorts)	Helps teams use existing screening data to make an initial intervention instructional match.

Use existing data (e.g., classroom observations, staff interviews, screening or formative assessment results) to find quick, effective instructional matches with a high probability of meeting student needs. Consider when common (i.e., standard) interventions are/are not appropriate to meet learner needs.

1. Create a method of instructional sorting (Appendix 9) to use existing data to make quick instructional matches. Comparable sorts can be completed with screening data from other sources or intervention programs. Complete the basic instructional sort process:
    a. After the screening period, sort all learners based on sort directions.
    b. Using these sorts, identify initial instructional needs.
    c. Assign intervention (remember your work from Appendix 2A and Appendix 2B).

Important

Go directly to Learner Step 6 (Determine Skill Deficits) when the learner's skills and concepts are far below other learners in intervention groups or if the learner is engaging in chronic, high-risk, or intense behaviors of concern. The learner will need more individualized interventions immediately.

Preschool	English Learner	Advanced Learner
Early childhood teams will want to use their data to determine common needs across domains. Young children will respond best when instructional strategies and frequent opportunities to learn and practice skills are embedded throughout the natural routines and activities of the day. It is important to match interventions to family needs so the intervention is provided in all of the child's natural environments.	English Learners may require more time to process, which could result in students needing extended intervention sessions to see meaningful growth. Consider the Literacy and English Language Instruction for ELs flowchart resource to match instructional recommendations.	Advanced Learners may require less time to process or may have met grade-level standards, which could result in students needing extended opportunities in depth, complexity or pace in core standards. *Different work*, not more work, should guide the extension.

ACTION B: ESTABLISH PROGRESS MONITORING PROCEDURES

Purpose: This action involves establishing progress monitoring for learners who fall below targets on screening assessments or other indicator thresholds.

Tips: When considering progress monitoring strategies, remember:

- For the majority of learners, progress monitoring will align with grade-level/grade span expectations.
- It is important that the data collected for progress monitoring matches the instructional goals and objectives of the intervention.

Steps:

1. Establish reliable baselines for all learners who fall below targets on screening assessments or other indicator thresholds.
2. Set ambitious yet attainable goals with the following considerations:
    a. Aim to reduce the gap or extend learning opportunities.
    b. Assess current, typical, and expected rate of progress.
    c. Factor using group goals if used within a program, if available.
    d. For EL students, align goals to appropriate ELPA Achievement Level Indicators.
3. Use a specific measurement strategy. Teams may use:
    a. CBM-type tools (similar to those often used for screening),
    b. skill mastery monitoring,
    c. locally-developed checklists,
    d. task analysis data,
    e. frequency counts,
    f. rate of responding, or
    g. event duration recording.
4. Use adequate, but not overly-detailed, graphs.

Preschool	English Learner
Frequency of monitoring the progress of the intervention will vary depending on the length of the preschool program. Local teams should determine how monitoring information will be collected. For reference, Preschool Progress-Monitoring Tool samples are provided.	Frequency of progress monitoring may vary depending on the language proficiency level of the EL. Students in emerging or progressing stages of development require more time to process academic English, which may result in extended intervention sessions and time required before seeing progress relative to native English speakers.

ACTION C: ESTABLISH INTERVENTION IMPLEMENTATION MONITORING PROCEDURES

Purpose: This action is about using the implementation indicator information gathered in System Step 2, Action B to determine how implementation data will be collected.

Tip: When the intervention is delivered and supported by multiple adults, it is important to gather implementation data across adults to ensure consistency.

Steps:

1. Retrieve implementation indicator information gathered in System Step 2, Action B. To increase efficiency, monitoring may be completed for groups, as opposed to each individual learner.
2. Determine how fidelity data will be collected. Possibilities could include:
    a. interventions logs,
    b. direct observations,
    c. fidelity interview, survey, or checklist, and/or
    d. learner products.
3. Establish who will gather the implementation data and how often it will be collected.
4. Teams may document the established and agreed-upon intervention monitoring procedures and student progress monitoring plan. Please note that for the purposes of Iowa Code 279.68 (i.e., ELI) and 41.312 (General Education interventions) the intervention and progress monitoring requirements remain.

LEARNER STEP 3: IMPLEMENT INTERVENTION

The purpose of this step is to deliver intervention to learners who require additional resources beyond the Universal Tier. During intervention, implementation and learner outcome data are collected; both are required for subsequent decision-making. Learner Step 3 has three actions:

A. Implement intervention as designed
B. Collect progress data
C. Collect implementation data

This Supplemental and Intensive Tiers guide does not set forth requirements for the duration an intervention should be implemented before reviewing progress data to determine effectiveness. There are, though, "Best Practices" which vary. For example,

- For learners receiving special education supports, the IEP team should make appropriate decisions based on learner need.
- Some SEBH-oriented interventions typically run for one or more 4- to 6-week cycles with regular data reviews, while other supports may be implemented for lengthier periods of time.

In general, it is important that the intervention:

- Be given enough time to impact learner skills and concepts,
- Be implemented for enough time to have sufficient monitoring data to make sound decisions, and
- Be implemented for enough time or across enough settings to support generalization.

ACTION A: IMPLEMENT INTERVENTION AS DESIGNED

Purpose: Interventions must be implemented as designed to increase the likelihood of success.

Tip: Fidelity checks shouldn't involve simply asking "How is it going?" since the answer is almost always, "Fine." The critical components identified in Appendix 4A can provide structure and data for this process..

Steps:

1. Create a fidelity check plan for each intervention.
2. Check in frequently to support teachers in staying on track and recognize that keeping plans on track may be difficult.
3. Provide specific feedback on the critical components or materials of the intervention, especially ones that are most challenging to implement.

ACTION B: COLLECT PROGRESS DATA

Purpose: Progress monitoring data are collected for each learner receiving intervention.

Tips: Data are collected regularly because it allows:

- Teams to accurately determine the need for interventions to be maintained, faded, intensified, changed, or discontinued more quickly,
- Appropriate allocation of valuable resources based on learner need, and
- Schools to look at the overall effectiveness of group interventions.

Steps:

1. Collect progress monitoring data for each learner receiving intervention, as well as group interventions.
2. Determine when interventions may need to be maintained, faded, intensified, fundamentally changed, or discontinued based on student progress needs.
3. Identify appropriate allocation of valuable resources based on learner needs.

ACTION C: COLLECT IMPLEMENTATION DATA

Purpose: This action is concerned with monitoring adult behaviors (i.e., implementation fidelity) aligned to the intervention.

Tip: Work completed previously in System Step 2 sets the stage for efficient fidelity monitoring. Implementation fidelity data may be collected for individual or group interventions.

Steps:

1. Identify which monitoring tools will be used to identify how well an intervention is being delivered (implementation fidelity). Possible tools include: implementation logs, surveys, interviews and observations.
2. Use the work completed in System Step 2 (Document Current Interventions) for efficient fidelity monitoring.
3. Determine the individuals that will collect monitoring data and when the collection will take place for gathering implementation fidelity data.
4. If a team is struggling with the concept of monitoring fidelity of implementation, they might want to read and discuss additional resources. Below are four possibilities, but other resources exist.
   a. Fidelity Tools, National Center on Intensive Intervention
   b. Monitoring Fidelity of Implementation, Center on Innovation & Improvement
   c. Evidence-Based Practices: Implementing a Practice or Program with Fidelity, The IRIS Center
   d. The Importance of Fidelity When Implementing..., Iowa Reading Research Center

The collection of student progress and implementation fidelity are vital. Prior to moving on to later steps, these data must be collected. This is required to enable sound decision-making and effective responses that lead to increased learner outcomes.

Once collected, go to Learner Step 4.

LEARNER STEP 4: DATA ANALYSIS

The purpose of this step is to analyze progress and implementation data to identify appropriate next steps. This occurs only when a team has both data sources to analyze. Learner Step 4 includes two actions:

A. Analyze progress and implementation data
B. Determine and document next steps

Data Sources:

- ❏ Progress Monitoring Data
- ❏ Ongoing Formative Assessment Data
- ❏ Implementation Data (e.g., logs, checklists, learner products, colleague observations)

ACTION A: ANALYZE PROGRESS AND IMPLEMENTATION DATA

Purpose: The purpose of this action is to analyze both learner progress and implementation data to drive instructional decision making.

Tip: Although this action uses primarily formal progress monitoring data, also consider additional data sources appropriate for the decisions being made. Multiple sources of data will be important to ensure the student is progressing through broader expectations.

Tools	Purpose
Appendix 10 (Analyzing Learner Progress)	Analyzes and organizes learner progress for decision making

Key Learning: Learner Progress Decision-Making

Accurate data interpretation and sound decisions can be made when a team has:

- A well-established, appropriate goal
- A sensitive measure for monitoring
- Regular and ongoing data collection
- Reliable data trend

When analyzing a learner's graph, teams should attend to three aspects:

- Level: Performance compared to a target
- Trend (i.e., slope): The direction and "steepness" of data over time
- Variability: The consistency of data over time

Additional learning on student progress decision-making and graph interpretation is available in the Student Success Knowledge Base (Panorama Academy).

Steps:

1. Identify the extent to which the learner is making gains towards a well-established goal.
2. Identify the extent to which the intervention has been delivered as designed and intended. Recall, Appendix 5 or a similar checklist will help teams track this. Local teams may decide what's "adequate," but a recommendation of >80% fidelity may be used as a starting point.
3. Using answers from Step 1 and 2, examine progress and fidelity for the appropriate next steps. Use the following table to identify next steps. A second way to make the decision following the same logic is the Fidelity and Monitoring Decision-Making visual.

		Implementation Fidelity	
		Low (i.e., < 80%)	*High (i.e., ≥ 80%)*
Learner Progress	Adequate	• If goal is met, consider ending, fading, or maintaining intervention. • If the goal is not met, improve delivery and return to Learner Step 3 (Implement Intervention).	• If goal is met, consider ending, fading, or maintaining intervention. • If the goal is not met, maintain high fidelity and return (i.e., repeat) to Learner Step 3 (Implement Intervention).
	Low	• Improve intervention delivery and return to Learner Step 3 (Implement Intervention).	• If the intervention has not previously been intensified, go to Learner Step 4, Action B. • If the intervention has previously been intensified, go to Learner Step 6 (Determine Skill Deficit).

4. [Optional] Appendix 10 is available to help a team analyze and organize students.
5. If teams are seeing low learner progress for an intervention with high fidelity, teams might want to consider revisiting the critical components identified in System Step 2.

ACTION B: DETERMINE AND DOCUMENT NEXT STEPS

Purpose: The purpose of this action is to determine if current student progress warrants ending, continuing or intensifying a current intervention.

Tip: When interpreting learner growth data, consider the learner's history in responding to instruction and a comparison to peer's performance.

This action is important because when a learner is making *some* progress with current instruction, it may be that the instruction is, in fact, targeting the appropriate skills and concepts. In these cases, intensifying the current instruction may also be effective.

Tools	Purpose
Appendix 11A (Intensification Summary: Option 1) Appendix 11B (Intensification Summary: Option 2)	Helps record and organize team decisions

Steps:

1. Ask, "Is the learner making *some* discernible progress toward the established goal?
   - ❏ Yes. Go to Learner Step 5 (Make Initial Changes to Intervention). SEBH Consideration: Teams may *consider* simply repeating the intervention and going to Learner Step 3.
   - ❏ No. If data show minimal or no progress, go to Learner Step 6 (Determine Skill Deficits).
2. From this point forward teams may want to document data reviews and decision making. Appendix 11A or Appendix 11B are not required, yet available if helpful.

LEARNER STEP 5: MAKE INITIAL CHANGES TO INTERVENTION

The purpose of this step is to intensify an intervention that is showing some positive impact, but at a lower trajectory than necessary. These initial changes may quickly influence learning with no additional diagnostic information and can include increasing session frequency, increasing session duration, and decreasing group size. Preschool educators may also consider increasing child engagement and increasing embedded learning opportunities. Learner Step 5 has two actions:

A. Consider potential changes
B. Identify and implement initial change

Potential Data Sources:

- ❑ Intervention materials (including critical components from Appendix 4A or similar tools)
- ❑ Attendance records (i.e., intervention attendance)
- ❑ Intervention session observations

ACTION A: CONSIDER POTENTIAL CHANGES

Purpose: To check the intervention's critical components and recommendations for intensification of interventions.

Steps:

1. Consider intervention-specific ways to intensify:
   a. For purchased intervention programs, does the program recommend steps for initial intensification (i.e., duration, frequency, group size)?
   b. For locally developed interventions, revisit Appendix 4A and ask, "In what ways can the intervention be intensified to better match critical components?"
2. Review the general initial intensification methods that fit student needs.
   a. The Intensification Considerations on the following page help teams identify what and how to intensify current interventions.
   b. The Additional Intensification Considerations that follow are intended primarily for preschool learnings and SEBH needs, but may be helpful for more learners, depending on the need.

ACTION B: IDENTIFY AND IMPLEMENT INITIAL CHANGE

Purpose: To identify initial changes to meet learner needs.

Tip: Remember that fidelity of implementation *continues* to be important if one wants to see learner gains.

Steps:

1. Identify and implement identified initial changes
2. Teams may document changes to be made to the intervention in Appendix 11A or Appendix 11B an. proceed to Learner Step 3.

Intensification Considerations

When	Consider	By
• Session frequency is less than recommended. • Attendance is poor. • Intervention session replaced by progress monitoring. • Learner benefits from short bursts of high-intensity practice distributed throughout the day. • Intervention time frequently interrupted by non-instructional activities. • Learner is not able to sustain attention for the entire lesson, even with reinforcement in place. • Times during the day are identified that the learner requires increased feedback.	Increasing Frequency	• Consider adding before and after school interventions when able to be scheduled regularly. • Provide daily sessions rather than every other day, or multiple sessions daily. • Add another intervention at a different time (go to more than one grade level's intervention time). • Distributed practice during transitions and wait time (e.g., waiting in line). • Split intervention times or Mentor meetings (e.g., instead of one 30 min, do two 15-minute sessions). • Conduct progress monitoring outside of the intervention time (e.g. before/after school). • Increase frequency of feedback from classroom teacher, Facilitator or staff member.
• Intervention session duration is less than recommended. • An entire lesson cannot be completed during a session. • Learner needs more time to ensure completion of a lesson and/or achieve skill mastery. • Learner requires multiple opportunities to respond over time to ensure learning. • Learner processes information more slowly and needs additional time.	Increasing Duration	• Ensure learners arrive at sessions at time scheduled. • Combine small intervention groups and extend overall session length. • Improve use of entry and exit routines to minimize transition and instructional time lost to inefficiencies. • Address bathroom, water fountain, pencil sharpening, etc. needs before/after scheduled intervention times. • Have teaching materials readily available and easy to access. • Conduct progress monitoring outside of the intervention time (e.g. before/after school). • Provide reinforcement outside of the intervention time (e.g. before/after school/during free time).
• Learner doesn't keep pace with the current group. • Learner is easily distracted by peers in the current group. • Learner needs additional practice or additional checks for mastery. • Learner needs more adult attention to monitor behavior.	Decreasing Group Size	• Exit peers whose performance meets grade-level expectations. • Shift support staff from other, less needy, intervention group to provide a lower learner-teacher ratio. • Divide intervention group into two, smaller groups. • Add additional support personnel to decrease group size.
• Learner is not connecting with Instructor • Learner is not fully engaged in intervention practices and procedures	Increasing Quality Interactions	• Use of relationship building strategies (ie. increasing ratio of interaction, greeting learner at door, using learner name) • Use student voice and choice in materials • Completing a preference assessment with student and/or family and adjust reinforcement accordingly • Change Facilitator or Mentor of intervention. • Increase reinforcement practices for engagement

Additional Intensification Considerations:

Initially developed for preschool learners, the following considerations may also be helpful for early elementary, or older learners as well as for learners with SEBH needs.

When	Consider	By
● Learner does not participate or complete embedded learning opportunity ● Learner exhibits challenging behaviors right before or during intervention/embedded learning opportunity ● Learner has a performance concern rather than a skill or concept deficit	Increasing Engagement	● Considering child interests and preferences such as reinforcers, preferred materials, and preferred peers (may need to complete a preference assessment with family input) ● Considering embedding the instruction practice during highly preferred routines and activities ● Considering multiple modes to learn and practice the skill ● Consider using peers to deliver and support the embedded learning opportunity (peer-mediated intervention)
● Learner requires multiple opportunities to practice the skill ● Learner struggles with generalizing the skill to multiple settings and people ● Learner does not want to leave activities to attend isolated intervention opportunities away from the class/peers	Increasing Embedded Learning Opportunities	● Embedding the instructional practice and opportunities during naturally-occurring routines and activities ● Embedded opportunities for skills to be regularly modeled and reinforced in general classroom setting ● Working with the family and/or caregivers to support opportunities to learn and practice the skill outside of the classroom (home, daycare, etc.)

Learner Steps 6-7

In Learner Steps 6 and 7, focus shifts from class and group needs to individual learners. At this point, the Supplemental and Intensive Tiers guide moves toward using existing data, as well as collecting additional data, to identify specific skills and content areas for focus and intensification relative to the individual learner.

LEARNER STEP 6: DETERMINE SKILL DEFICITS

The Iowa Academic Standards, local behavioral expectations and skills for learning have essential foundational skills, concepts, and content standards required for success. This step will support teams as they determine the specific needs of a learner who is not successful with current intervention(s) or when there is data that indicates a higher level/unique need surpasses those of a group intervention. While it is helpful for teams to consider parent and guardian communication and involvement all along the way, involvement at this step would provide educators with personal learner connections, as well as meet the obligation to keep parents and guardians informed. Be aware that teams may already have much of the information needed to make these decisions. Learner Step 6 has three actions:

A. Describe the concern
B. Develop assumed cause(s)
C. Collect and analyze additional data

Key Learning: Gathering Data through RIOT

During Learner Step 6 and Learner Step 7, there are multiple ways to gather the information needed. Data can be obtained by: reviewing existing information, interviewing those who know the learner well, observing instruction and environment, and direct testing of the learner. These collection methods are often remembered as RIOT.

Review	Existing data (work samples, cumulative file, outside reports, screening data)
Interview	People familiar with the learner (teachers, parents, the learner him/herself)
Observe	The setting, instruction, learner, and learning opportunities
Test/Task/Tool	When needed (additional direct assessment of learner skills)

ACTION A: DESCRIBE THE CONCERN

Purpose: This action is about defining the concern in clear, observable, and measurable terms.

Tip: Teams use data from RIOT to help in this description of the concern.

Tools	Purpose
Appendix 12 (Verify Skills Need)	Helps teams ask questions and organize answers to determine skill areas needing instruction.

After reviewing information from RIOT, ask: "Based on the definition, known information, and age/grade-level standards, competencies and/or local behavioral expectations, is there a well-defined (clear, observable and measurable) and confirmable problem?"

- Yes. Document in Appendix 12 (Verify Skill Need) and go to Action B.
- No. Consider:
  - The learner may not have a significant concern.
  - The definition of the concern may not be specific or clear.
  - The information used to validate the problem may be insufficient.

ACTION B: DEVELOP ASSUMED CAUSE (I.E., GENERATE HYPOTHESES)

Purpose: This step is about identifying and verifying the learner's specific instructional needs in order to ensure that the intervention targets appropriate skills and concepts.	**Tip:** A diagnostic assessment is a flexible process that helps pinpoint which skills and concepts need to be instructed, practiced, and mastered. This process may or may not include testing information.

The following resources may help a team identify assumed causes:

- Building the Foundations, Center on Instruction (literacy)
- Coherence Map, Student Achievement Partners (math)
- Practical Guidelines for the Education of English Language Learners, Center on Instruction

Steps:

1. Considering the description of the concern identified in Action A, keep in mind the following *Five Keys to Generating an Assumed Cause* (Adapted from Hosp et al., 2014):
   a. Focus only on alterable skills: The assumed cause must identify a teachable concept or skill.
   b. Stick to essential tasks: The Iowa Academic Standards and local behavioral expectations.
   c. Prioritize: Attend to skills and concepts that will support future development.
   d. Pick the most likely target first: Common things happen commonly.
   e. Use skill sequences: Prioritize earlier developing skills and concepts.
2. Enter assumed causes in Appendix 12 and identify how the team will determine if their hypotheses regarding needs are correct.
3. **Ask:** Can we verify the assumed cause by reviewing existing data?

❏ Yes. Since additional information is not needed, the team may pinpoint the need and develop a plan to deliver this instruction and go to Learner Step 7 (Determine Additional Instructional Changes).

❏ No. Since additional information is needed, go to Action C.

ACTION C: COLLECT AND ANALYZE ADDITIONAL DATA

Purpose: This action is about gathering/reviewing data to verify the assumed causes.

Tip: These assessment steps and tools may or may not include published tests and should include whatever formal or informal methods are useful to confidently identify learner needs.

Tools	Purpose
Appendix 13A (Literacy) Appendix 13B (Mathematics) Appendix 13C (SEBH)	Assessment flowcharts to guide the diagnostic process
Diagnostic Assessment Tools	Lists of assessment tools to support the work.

Steps:

1. Use flowcharts and assessment tools aligned to the concern to verify the assumed causes.
2. Ask: Were the assumed causes verified?

❏ Yes. Indicate needs in Appendix 12 and go to Learner Step 7.

❏ No. Return to Action B.

LEARNER STEP 7: DETERMINE ADDITIONAL INSTRUCTIONAL CHANGES

In addition to a strong instructional match, attending to other alterable variables is an important instructional consideration. This step will help in the identification of alterable intervention components that may be beneficial. Learner Step 7 has three actions:

A. Identify resources to target
B. Decide how to intensify the current intervention
C. Implement intensification targets

Through time with and knowledge of a learner, teams may already know which aspects, beyond specific skill deficits, need to be addressed. If so, skip Action A and Action B, and return to Learner Step 3. If, however, teams need additional tools to help to identify and prioritize alterable instructional variables, proceed to Action A.

Key Learning: Gathering Information from SCIL

While it is common to collect information about what skills a learner lacks, this step will help teams consider information beyond learner deficits. Specifically, it is vital to collect data on the setting, instruction and curriculum, as well as the learner. Together, these assessment areas may be referred to as SCIL, representing:

Setting	Context and environment in which the learning is to occur
Curriculum	The material and skills being taught
Instruction	How skills are taught, practiced, corrected, and reinforced
Learner	Skill strengths and deficits of the learner

Assess SCIL areas using RIOT data gathering methods. RIOT represents:

Review	Review of existing work samples, cumulative file, outside reports, etc.
Interview	Gather information from teachers, parents and the learner
Observations	Observe the setting, instruction, learner and learning opportunities
Test/**T**ask/**T**ool	Directly gather data from the learner through formal or informal testing

Note: School-based teams may already have much of the information needed to make these decisions.

ACTION A: IDENTIFY RESOURCES TO TARGET

Purpose: This action is about identifying and prioritizing learner-specific variables worth addressing through instructional modification or intensification

Tip: Staff who know the learner well should objectively and honestly complete Appendix 14.

Tools	Purpose
Appendix 14 (Identifying Alterable Variable Priorities)	Identifies priority areas to address with individual learners.

ACTION B: DECIDE HOW TO INTENSIFY THE CURRENT INTERVENTION

Purpose: This action is about identifying the specific change(s) that are expected to result in improved outcomes.

Tip: It is important to recognize this screening-level decision is a process, rather than a specific tool.

Tools	Purpose
Appendix 15A (Intervention Intensification Strategies)	For K-8: List of ideas to help teams consider how to intensify interventions.
Appendix 15B (EL Alterable Variable Considerations)	For EL: Learner behaviors noted in Appendix 14 may have alternate explanations for English Learners. Some of these behaviors may be characteristic of students learning the English language. Additional explanations and recommendations are provided in Appendix 15B.
Additional Intensification Considerations	For Preschool: Learner behaviors noted in Appendix 14 do not extend to preschool learners. This table provides a number of best practices related to increasing child engagement and embedded learning opportunities for preschool learners.

Steps:

1. Identify the key area(s) of need identified from completion of Action A, Appendix 14 (Identifying Alterable Variable Priorities). Areas can include:
    a. Instructional Delivery
    b. Learner Characteristics
    c. Environment & Setting
    d. Instructional Time
2. Use the tools noted above to identify specific areas to target. These tools are designed to prompt team thinking and conversation to identify what a learner might need to be successful.

ACTION C: IMPLEMENT INTENSIFICATION TARGETS

Purpose: This action is about planning and documenting changes that will occur with intervention implementation.

Steps:

1. Plan and document changes that will occur. Appendix 11A and Appendix 11B are available, but not required, to document changes. Proceed to Learner Step 3 for continued implementation.
2. Plan a means of regularly collecting and reviewing student progress and fidelity of implementation.

Appendices

The appendices that follow were developed to support the *Supplemental and Intensive Tiers* guide. These were designed to be general tools, yet tied to a specific purpose within the steps. Local teams may have existing tools that accomplish these tasks. If so, there is no need to use these appendices. If, however, teams do not have tools or processes to do the essential work within the steps, the following appendices may be used. These may be customized to meet local needs.

One will find an electronic version linked for most of the appendices provided. Teams may make a copy and locally edit and share these tools within local teams. Additionally, for each of the appendices for which it is appropriate, one will also find a completed sample of the appendix linked at the bottom of the page. These samples *are not* intended as models to copy, but rather as samples modeling how a team might complete each tool. Local team's work should be unique to its system.

Electronic Doc Version, Survey Version

1=Strongly Disagree
4=Strongly Agree

	Is This Important?				Is This Attainable?			
1. Providing intervention to 95% of learners below benchmarks, standards or expectations for two consecutive screening windows.	1	2	3	4	1	2	3	4
2. Having at least 65% of learners receiving intervention meet standards/expectations in a subsequent screening period.	1	2	3	4	1	2	3	4
3. Believing that some learners need and will benefit from receiving additional supports.	1	2	3	4	1	2	3	4
4. Believing that all children can achieve grade-level academic standards and demonstrate local behavioral expectation and skills for learning.	1	2	3	4	1	2	3	4
5. Using existing data efficiently to inform intervention decisions (e.g., including identification, monitoring and adjusting).	1	2	3	4	1	2	3	4
6. Focusing student learning on the Iowa Academic Standards, local behavioral expectations, skills for learning, and developmentally appropriate goals that promote independence.	1	2	3	4	1	2	3	4
7. Prioritizing evidence-based practices and fidelity of implementation.	1	2	3	4	1	2	3	4
8. Collaborating amongst a team of educators, administrators, families/caregivers and learner is essential	1	2	3	4	1	2	3	4
9. Believing that all learners, regardless of student group or status, are general education students first	1	2	3	4	1	2	3	4
10. *[Preschool]* Intervention should focus on developmentally appropriate goals to promote independence.	1	2	3	4	1	2	3	4
11. *[Preschool]* Intervention must take a "whole child" approach that supports development across domains and early academic areas	1	2	3	4	1	2	3	4

2A: INTERVENTION INVENTORY

Used in System Step 2, Appendix 2A Electronic Version

Intervention Title, Instructional Strategy, or Routine	Student group Consider-ations	Instruct-ional Focus	Entrance Criteria/ Data Indicating Need	Mater-ials	Session Freq-uency	Session Duration	Who is train-ed	Implement-ation Fidelity Tool Available	Priority Intervent-ion Y / N ?
	Y / N							Y / N	Y / N
	Y / N							Y / N	Y / N
	Y / N							Y / N	Y / N

Appendix 2A: Intervention Inventory Samples: Literacy, Mathematics, and SEBH

2B: PRESCHOOL INVENTORY

Used in System Step 2, Electronic Version
Consider accessing the DEC Recommended Practices for guidance with Early Childhood Practices

Intervention or Instructional Practice	Instructional Focus/ Outcomes	Materials and Resources Needed	Who is trained	Comments/ Notes	Priority Intervention Y / N ?
					Y / N
					Y / N
					Y / N

Appendix 2B: Preschool Inventory, Preschool Sample

It is beyond the scope of this guide to recommend or approve specific programs. Local teams will want to ensure their system is implementing evidence-based practices. Teams will want to attend to the intended population, intervention target, resource demand, delivery and available fidelity monitoring resources. Resources that support identifying evidence-based practices include:

Multi-domain resources include:

- What Works Clearinghouse - IES What Works Clearinghouse
- Levels of Intervention & Evidence - National Center on Intensive Intervention
- High-Leverage Practices in Special Education, Council for Exceptional Children & CEEDAR Center
- Best Evidence Encyclopedia, John Hopkins
- Evidence-Based Practices, Iris Center

Literacy

- What Makes a Literacy Practice Evidence-Based? Iowa Reading Research Center
- Assisting Students Struggling with Reading: Response to…, IES What Works Clearinghouse

Math

- Principles for Designing Intervention in Mathematics, National Center on Intensive Intervention
- Assisting Students Struggling with Mathematics: Response to…, IES What Works Clearinghouse
- Assisting Students Struggling with Mathematics: Intervention… IES What Works Clearinghouse

Social-Emotional Behavioral Health (SEBH)

- Positive Behavioral Intervention & Supports, Center on Positive Beh. Interventions & Supports
- Evidence-Based Practices Resource Center, Substance Abuse and Mental Health Services Admin.

Special Education

- Structured Literacy, International Dyslexia Association
- High-Leverage Practices in Special Education, Council for Exceptional Children
- National Technical Assistance Center on Transition
- National Professional Development Center on Autism
- Autism Focused Intervention Resources & Modules (AFIRM), Nat'l Professional Development Center

Early Childhood

- Division for Early Childhood Recommended Practices, Division for Early Childhood
- Matrix of Evidence-based Practices by Outcome and Age, Nat'l Professional Development Center

English Learners

- Research-Based Recommendations for Instruction and Academic Interventions, Center on Instruction
- Teaching Academic Content and Literacy to English Learners in… Institute of Education Sciences

Advanced Learner

- Best Practices in Gifted Education: An Evidence-Based Guide. Robinson, A. (2007). Prufrock Press

Used in System Step 2, Appendix 4A Electronic Version

When developing the implementation fidelity check to be used for a specific intervention, identify each intervention's critical components. Teams should ensure that someone with content or student group expertise is involved, when appropriate.

Critical Components

1. How often does the intervention take place (i.e., frequency)?
2. How long is each session (i.e., duration)?
3. What materials are used?
4. What is the recommended size of intervention groups?
5. What are the specific instructional strategies or routines? For example, what is prescribed in terms of instructing, modeling, learner responses, error correction, learner practice, and/or generalization?
    A.
    B.
    C.
    D.
    E.
    F.
    G.

SEBH Think Abouts: Consider the 10 Critical Components of an Evidence-Based Intervention from the Individual Student System Evaluation Tool (ISSET):

1) Intervention is linked directly to school-wide expectations or school-wide academic goals.
2) Intervention is continuously available for student participation.
3) Intervention is implemented within 3 school days of determination of need.
4) Intervention can be modified based on assessment and/or outcome data.
5) Intervention includes structured prompts for "what to do" in relevant situations.
6) Intervention results in student receiving positive feedback from staff.
7) Intervention includes a school-home communication exchange system at least weekly.
8) Orientation materials provide information for a student to get started on the intervention.
9) Orientation materials provide information for staff who have students using the intervention.
10) Opportunities to practice new skills are provided daily.

If a specific purchased program is used, access the publisher's intervention manual to identify the critical components related to both *Session Fidelity* and *Component Fidelity*.

Intervention Name:	Frequency	Duration	Learners in group	Materials

Appendix 4A: Intervention Critical Components, Literacy Sample, and Mathematics Sample

4B: INTERVENTION COMPONENT CONSIDERATIONS FOR ENGLISH LEARNERS

Used in System Step 2

When developing the implementation fidelity check to be used for a specific EL intervention, identify each intervention's critical components appropriate for the situation. Teams should ensure that someone with EL background be involved with planning and delivery of EL interventions. Additional information on considerations for English Learners can be found at the RTI Action Network.

Component Considerations For English Learners

1. How often does the intervention take place (i.e., frequency)?
    a. Language Instruction Educational Program (LIEP) services provided by an ESL endorsed educator and differentiation are **not** considered interventions. Additional supports, such as explicit instruction, are beneficial for EL academic growth and considered an element of differentiated instruction for English learners.
    b. Intervention duration may need to be increased for ELs.

2. How long is each session (i.e., duration)?
    a. ELs may need a longer session to account for pre-teaching vocabulary, think time for language transfer, building background knowledge, etc.

3. What materials are used?
    a. Does the student have sufficient background knowledge for the content?
    b. Does the student have adequate levels of proficiency to understand and perform the task?
    c. Are the materials culturally relevant?
    d. Is a majority of the vocabulary familiar to the student?
    e. Are materials at the student's instructional level?

4. What is the recommended size of intervention groups?

5. What are the specific EL appropriate instructional strategies or practices incorporated when delivering interventions? For example, what is prescribed in terms of instructing, modeling, learner responses, error correction, learner practice, and/or generalization? Consider using ELPA21 results and achievement indicators when designing interventions, as well as:
    a. increase wait time/processing time
    b. build background needed for task
    c. directly teach sounds in the English language which are not found in the student's native language
    d. incorporate native language when possible
    e. teach phonics/phonemic awareness in context familiar to student
    f. Research-Based Recommendations for Instruction and Academic Interventions
    g. Consider how English language proficiency level of the student in each language domain may impact progress: Literacy and English Language Instruction for ELs flowchart

Used in System Step 3, Appendix 5 Electronic Version

Intervention Name:
Learner Group:
Teacher/Facilitator:
Week of: _____ to _____

Session Fidelity	As prescribed? Y/N M	Tu	W	Th	F
Session occurred as intended? (i.e., frequency)					
Session duration as intended?					
Correct materials used?					

Component Fidelity Critical Components:		Present? Y/N M	Tu	W	Th	F
A.						
B.						
C.						
D.						
E.						
F.						
G.						
Observed ÷ Total =						
Learner Engagement (High/Low)						

FIDELITY SUMMARY: %

Component Fidelity	

Appendix 5: Implementation Fidelity Protocol, Academic Sample, and SEBH Sample

6A: INTERVENTION EFFECTIVENESS ACROSS STUDENT GROUPS

Used in System Step 3, Appendix 6A Electronic Version

Grade: Review Date:

Intervention	Total # of Learners Receiving Intervention		Column A (% Responding)				Column B		Did at least 65% of learners receiving this intervention fall in Column A?	
			% Meeting Benchmark/ Goal		% Closing Gap		% Insufficient Progress			
	All Learners	Student group	All Learners	Student group	All Learners	Student group	All Learners	Student group	All Learners	Student group
									Y / N	Y / N
									Y / N	Y / N
									Y / N	Y / N
									Y / N	Y / N
									Y / N	Y / N

Student group examples: EL, Special Education, Advanced Learners, White, Hispanic, Asian, etc.

Supplemental and Intensive Tiers Considerations:

- What evidence do we have regarding the success of our interventions?
- What are next steps to ensure we have successful interventions that address the needed concepts in the area of focus (literacy, mathematics, SEBH)?
- What are the next steps to ensure we have successful interventions available to any learner who might need them?

Appendix 6A: Intervention Effectiveness Across Student groups, Literacy Sample

6B: INTERVENTION EFFECTIVENESS OVER TIME

Used in System Step 3, Appendix 6B Electronic Version

School Name: _____ Grade: _____ Review Date: _____

	Intervention (or Group)							
	#Meeting / # Receiving	% Responding	#Meeting / # Receiving	% Responding	#Meeting / # Receiving	% Responding	#Meeting / # Receiving	% Responding
Aug								
Sept								
Oct								
Nov								
Dec								
Jan								
Feb								
Mar								
Apr								
May								
Jun								

Supplemental and Intensive Tiers Considerations:

- What evidence do we have regarding the success of our interventions?
- What are next steps to ensure we have successful interventions that address the Iowa Academic Standards, and local behavioral expectations and skills for learning?
- What are the next steps to ensure we have successful interventions available to any learner who might need them?

Appendix 6B: Intervention Effectiveness Over Time, SEBH Sample

7: LEARNERS NEEDING SUPPORT

Used in Learner Step 1, Appendix 7 Electronic Version

Season: Fall / Winter / Spring Grade: _____ # in class: _____

Teacher: _____ # needing support: _____

Learner	Data Source 1: _____ Benchmark/ Target : ____	Data Source 2: _____ Benchmark/ Target : ____	Outcome Status			Does learner receive an intervention?
			Well Exceeds	Meets	Does Not Meet	

Appendix 7: Learners Needing Support Academic Sample

8: ADVANCED LEARNER CONSIDERATIONS

Used in Learner Step 1

Provided here are considerations and recommendations for learners who need academic extension to meet their needs. The table below indicates the major steps in the intervention process and describes how they are implemented for students below peers and above peers.

The intervention process for Advanced Learners mirrors the process for learners who are at-risk. This includes universal screening three times per year with grade-level teams examining data and providing supports as warranted. Using screening data, learners who well exceed benchmark or grade level expectations should similarly be provided academic supports in the form of extensions.

	Existing "At-Risk" Work	Advanced Learner
Screening	Students scoring below established criteria receive additional resources	Students scoring above established criteria receive differentiated and advanced instruction.
Tiered System of Interventions	The more intense the needs, the more intense the interventions. The student receives instruction to meet her/his academic needs.	
Implement the Intervention	Deliver intervention to learners who require additional resources beyond the universal tier. Monitor learner progress and implementation fidelity.	
Examine the Data	Monitor student progress with the goal to move the student to less intensive tier of intervention with a rise in student achievement.	Monitor student progress with a goal to move the student to a more intensive tier of extension with evidence of deeper learning.
Design changes geared toward student need	Intensify an intervention that is showing some positive impact, but at a lower growth trajectory than necessary.	Intensify an intervention through depth, complexity and pace if it is showing some positive impact, but at a higher growth trajectory.

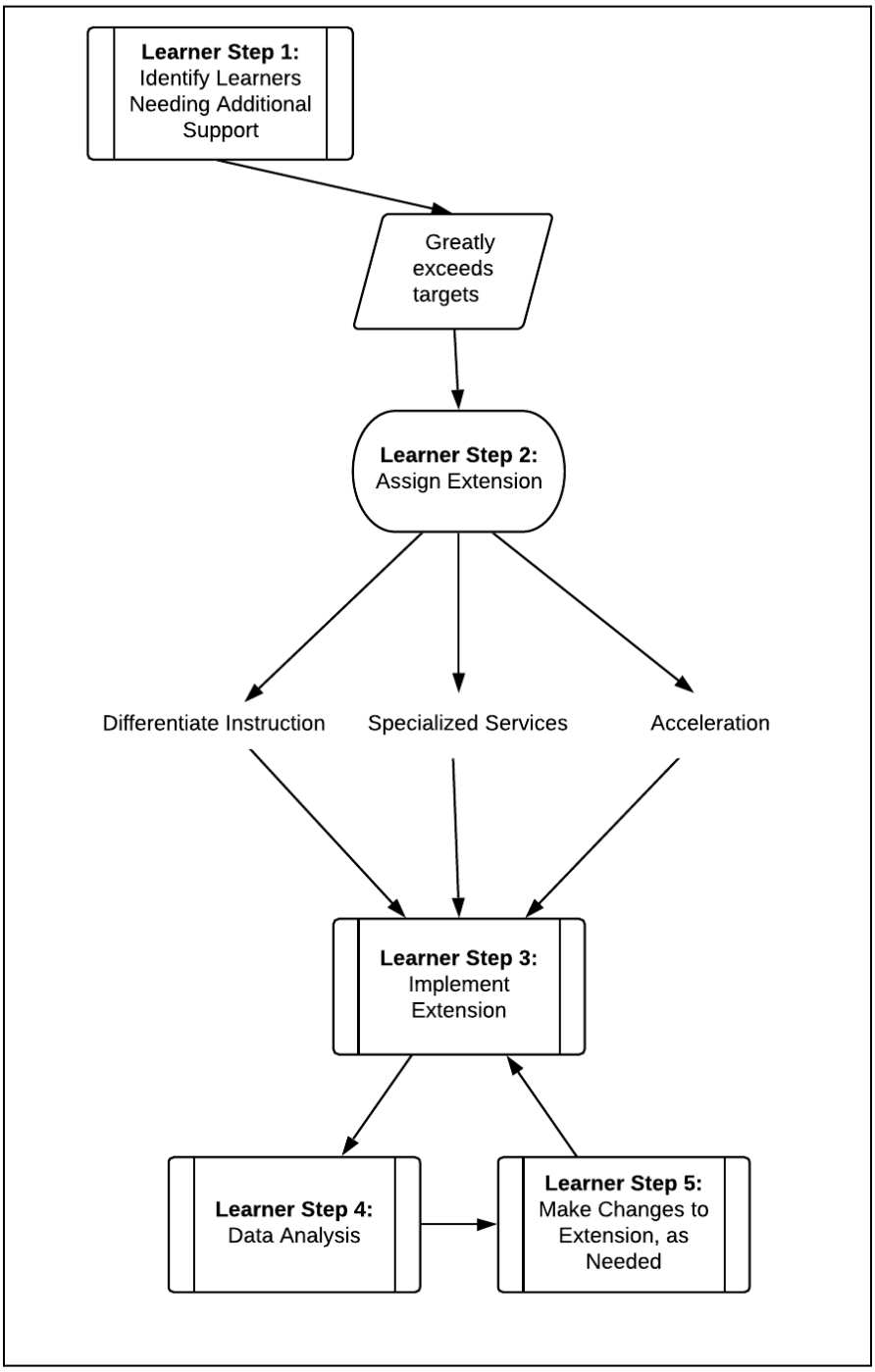
Interventions for Advanced Learners (who may already have mastery of the general curriculum) should be carefully planned to include additional intensification that both challenges and addresses high interest learning topics through depth, complexity and pace. This can be accomplished in a *tiered system* that focuses on classroom differentiation, specialized services and acceleration. At this time the team may include the advanced learner staff in the extension planning.

Progress monitoring is important for advanced learners. Regular monitoring determines how much a student's level has changed over time, and ensures fluidity of movement through the tiers as data indicates. Students can participate in the monitoring and evaluation by determining growth and learning goals.

Sometimes Advanced Learners choose not to demonstrate progress because they do not see the value of "extra" work. In this instance, speak with the student, focus on high interest learning areas and be watchful of underachievement. Providing choice or an authentic task is often a motivator. When possible, provide an authentic audience for the Advanced Learner to gain extra feedback for further self-evaluation and reflection.

The intervention flowchart on p. 12 can be expanded to address the decision-making needs of Advanced Learners. When teams find learners who greatly exceed targets, an appropriate Learner Step 2 entails assigning the academic extension. Then, similar to the flowchart, Learner Step 3 is implementation of that extension with Learner Step 4 being analysis of data and Learner Step 5 changing the extension, if needed . This expansion is visually presented here with local teams deciding how the logic, flow and decision-making of the guide also applies to Advanced Learners.

Remember, MTSS applies to <u>all</u> learners! It is about utilizing data to make decisions about aligning resources to improve outcomes for *each and every Iowa learner*.



9: INSTRUCTIONAL SORTS

Used in Learner Step 2

Samples of the sorts described can be found in: Literacy Sorts, Mathematics Sorts, SEBH Sorts

Subtest Sorts may be used for a set of individual assessments that *may* also be part of a larger composite. *Examples* of these include FAST earlyReading and earlyMath, AIMSWeb Test of Early Literacy and Test of Early Numeracy, DIBELS, and myIGDIs. There are others. This sort may be used to group learners with similar needs, as determined by performance on concepts or skills represented in respective subtests. A Completed Subtest Sort is available to serve as an example.

Subtest 1	
Doesn't Meet (< ___)	Meets (≥ ___)

Subtest 2	
Doesn't Meet (< ___)	Meets (≥ ___)

Subtest 3	
Doesn't Meet (< ___)	Meets (≥ ___)

Subtest 4	
Doesn't Meet (< ___)	Meets (≥ ___)

Accuracy	Fluency: Below benchmark (< ___)	Fluency: Above benchmark (≥ ___)
Above Criteria (≥ ___)	Accurate and Slow	Accurate and Fluent
Below Criteria (< ___)	Inaccurate and Slow	Inaccurate and Fluent

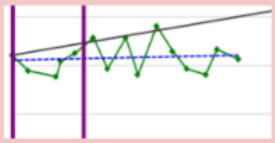
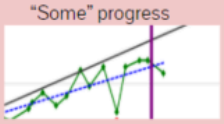
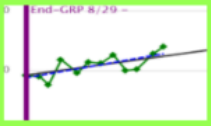
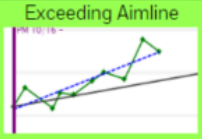
Accuracy/Fluency Sorts may be used with assessments that provide accuracy and fluency (rate) data. The accuracy and fluency data are used to place learners in one of four quadrants that provide initial recommendations and guidance related to instructional need to develop student accuracy, fluency, both or neither. A Completed Accuracy/Fluency Sort is available to serve as an example. Also available are basic Literacy Instructional Recommendations based on literacy accuracy/fluency sorts.

Score Band Sorts may be used with assessments that provide a standard score (or similar) combined with a skills report that indicates the typical skills that a student has mastered and those that still need to be learned. Examples include FAST aReading and aMath or STAR Reading and Math. There are others. Learners with similar needs may be initially identified by placing learners into similar groupings based upon the score bands or score ranges identified by the leadership team. These groupings are based on the **inference** of mastered and developing skills and are not a precise (i.e., diagnostic) identification of specific instructional need for each learner. This process is intended to be a quick and efficient sort based on existing data and not a comprehensive diagnostic assessment of all learners. Please note, teams may want to develop similar sorts using existing data, wherever those data originate. A Completed Score Band Sort is available to serve as an example.

Score Band	Learners

10: ANALYZING LEARNER PROGRESS

Used in Learner Step 4, Appendix 10 Electronic Version

Learner Progress →	Low			Adequate	
Sample Graph	Flat or Low Trendline 		"Some" progress 	Near Aimline 	Exceeding Aimline 
Implementation Fidelity *(Goal: 80%)* →	Low	High		High or Low	
To help with System Step 3, consider organizing your learners by intervention below	Improve intervention delivery. Return to **Learner Step 3.**	If the intervention has not previously been intensified and learner shows "some" progress (example above), go to **Learner Step 5.**	If the intervention has previously been intensified, or learner does not show "some" progress, go to **Learner Step 6.**	If goal is met, consider ending intervention. If the goal is not met, ensure high implementation fidelity. Return to **Learner Step 3.**	

Note: The sample monitoring charts here illustrate an *ascending* goal line where the goal may be to increase or improve academic performance. Please note, there will be situations where the goal will be to reduce a problem behavior and monitoring charts will have *descending* goal lines.

Appendix 10: Analyzing Learner Progress, Sample

Used in Learner Step 4 and Learner Step 5, Appendix 11A Electronic Version

Learner: Teacher: Grade:

Intervention Name -

Session frequency	Session duration
Lessons/week	Number of learners in group
Materials used	Instructional strategies or routines used
Date Started	Provider

Intervention and Progress Review

Implementation Fidelity

Review Date	Review Method	Implementation Fidelity	Changes to Support Implementation
		High Low	
		High Low	
		High Low	

Learner Progress

Review Date	Learner Attendance	Progress Status	Changes to Intervention
		Some None	
		Some None	
		Some None	

Appendix 11A: Intensification Summary, Sample

11B: INTENSIFICATION SUMMARY: OPTION 2

Used in Learner Step 4 and Learner Step 5, Appendix 11B Electronic Version

Learner: Teacher:
Grade:

Intervention Name		Date started	Provider
Session frequency	Session duration	Lessons/week	# of learners in group
Materials used		Instructional strategies or practices used	

Intervention and Progress Review

Review Date	Learner Attendance	Implementation Fidelity	Progress Status	Changes to Support Implementation, and/or Changes to Intervention
		High Low	Some None	
		High Low	Some None	
		High Low	Some None	
		High Low	Some None	
		High Low	Some None	

12: VERIFY SKILL NEEDS

Used in Learner Step 6, Appendix 12 Electronic Version

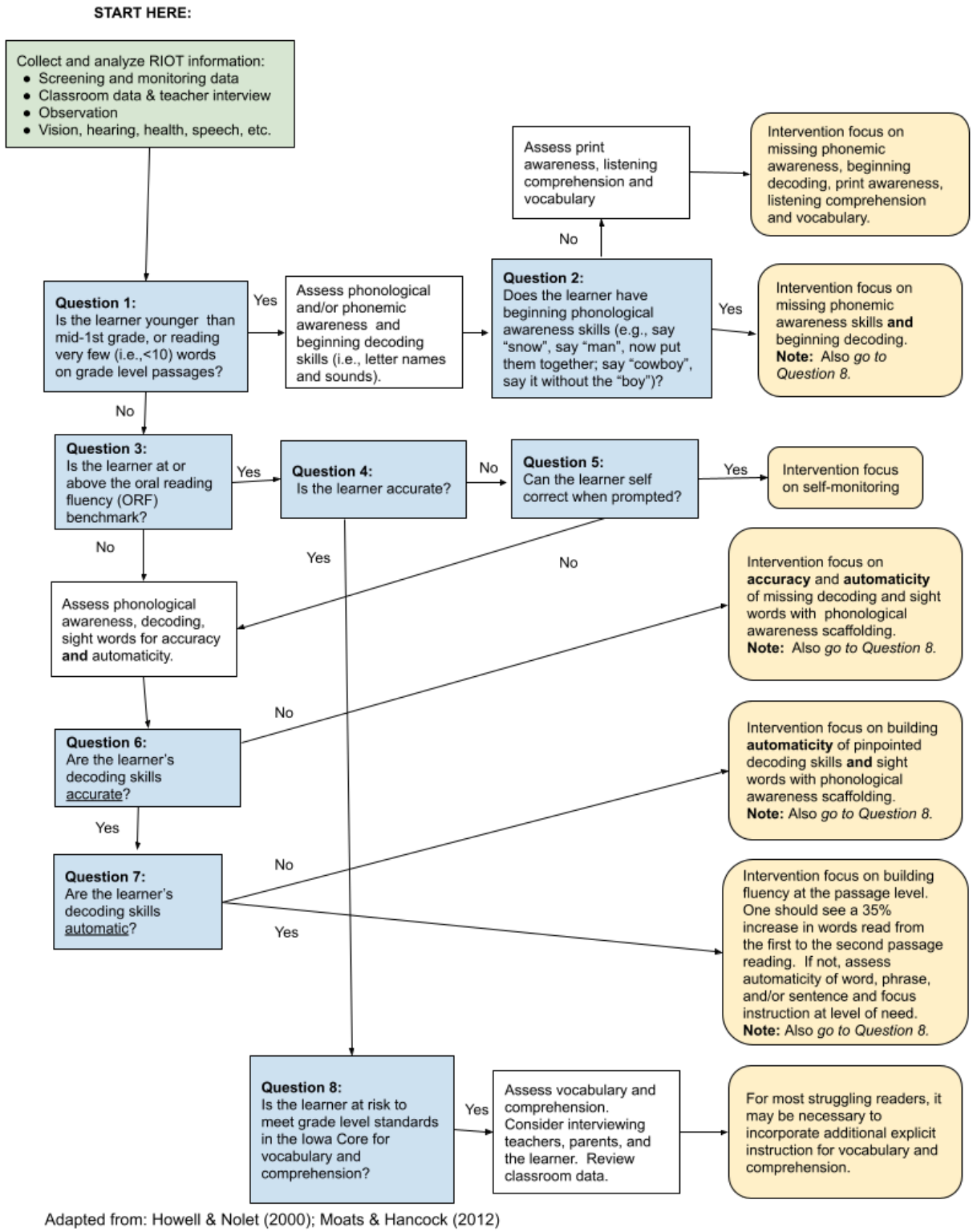
Learner: Date:

Description of the Confirmed Concern	What has the team identified as the assumed cause of the skill gaps?	How will you verify the cause of the concern?	Was the assumed cause(s) verified? Summarize findings.
From: Learner Step 6, Action A	*From: Learner Step 6, Action B*	*From: Learner Step 6, Action B*	*From: Learner Step 6, Action C*

Adapted from: Hosp, Hosp, Howell, and Allison. (2014). *The ABCs of Curriculum-Based Evaluation*

Appendix 12: Verify Skill Needs Samples: Literacy, Mathematics, and SEBH

Used in Learner Step 6

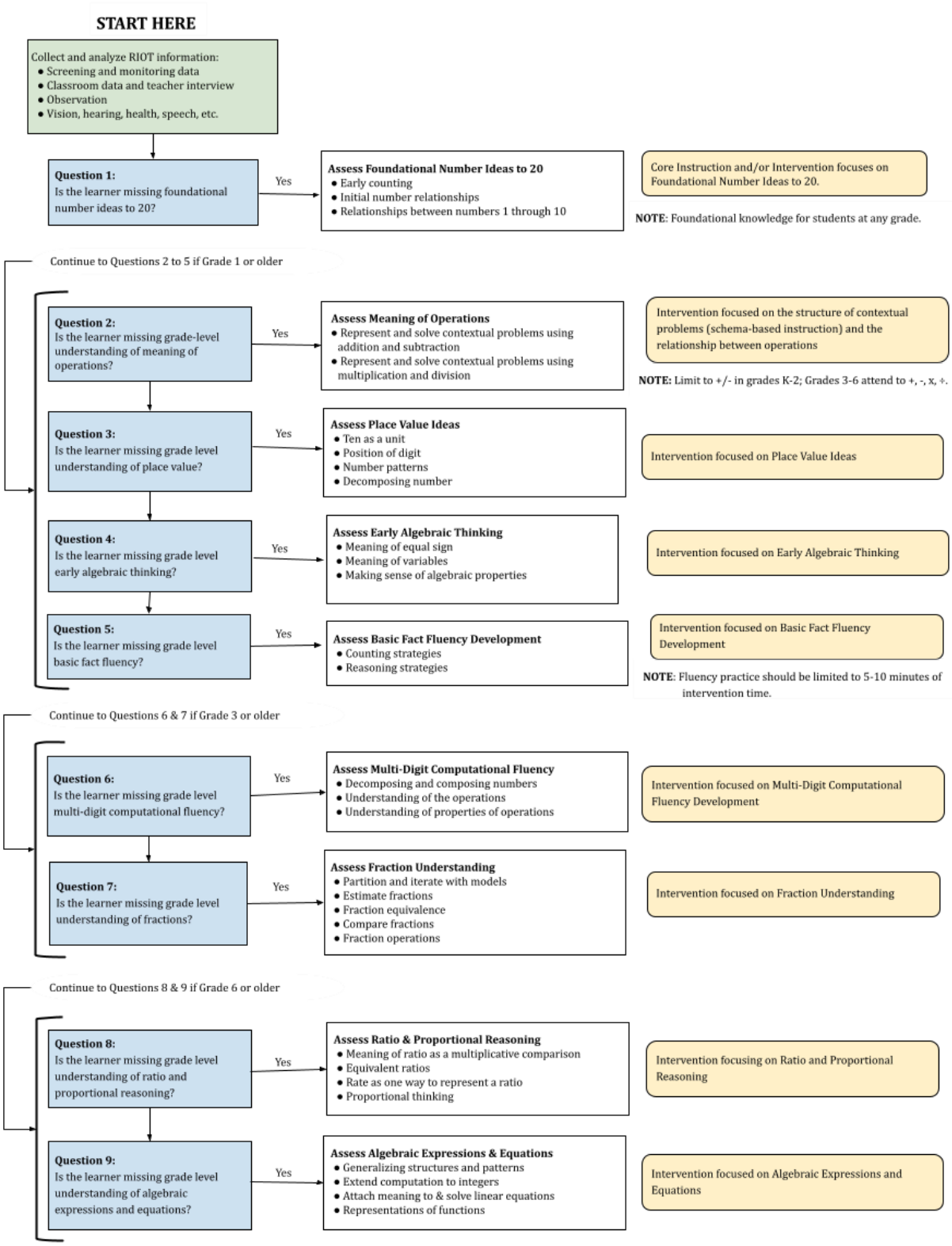


Adapted from: Howell & Nolet (2000); Moats & Hancock (2012)

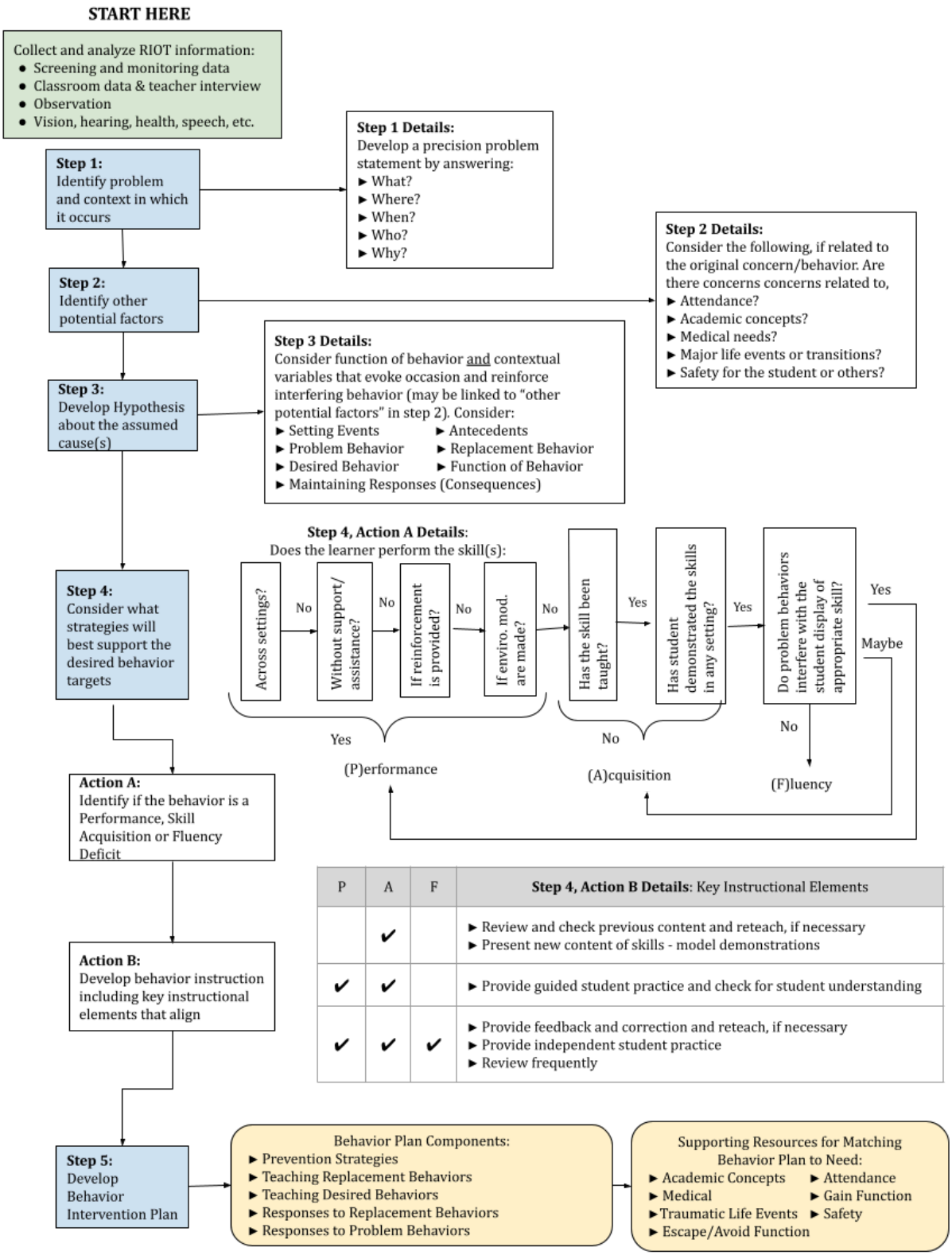
Note: Consider accessible materials for learners who are unable to independently read grade-level print with sufficient rate and comprehension to complete academic tasks with success relative to same-age peers (Determining Supports for Learning and Performance).

Used in Learner Step 6

NOTE: Provided here are the Iowa Core Standards linked to each Question within the flowchart.



Used in Learner Step 6. For a more complete and detailed SEBH diagnostic flowchart, teams may use Expanded Flowchart that has additional resources and links to support each of these steps.



Used in Learner Step 7, Appendix 14 Electronic Version

Directions: For each **Learner Behavior** listed below, circle the number that identifies the frequency the behaviors are observed. In rows with more than one set of numbers present, circle the number in each box. Then sum each column and transfer to the appropriate row on the second page.

0 = Rarely or Never 1 = Sometimes 2 = Always

Learner:_____

Learner Behavior	A	B	C	D
Forgets how to complete tasks.		0 1 2		
Is acquiring a new skill (learner is not yet accurate).	0 1 2			
Current intervention is implemented with a lesser duration than recommended in the program materials.				0 1 2
Is not accurate during instruction/practice.	0 1 2			
Needs a significant amount of practice to reach fluency.				0 1 2
Poor attendance.				0 1 2
Engagement is low.	0 1 2		0 1 2	
Struggles finding new ways to reach a goal or complete task.		0 1 2		
Has difficulty generalizing learning to a new situation.	0 1 2	0 1 2		
Pacing of instruction seems too slow for the learner.	0 1 2			
Pacing of instruction seems too fast for the learner.			0 1 2	
Has difficulty paying attention to details.		0 1 2		
Seems to forget more than expected between sessions.		0 1 2		0 1 2
Needs more frequent checking of mastery and ongoing review.	0 1 2			0 1 2
Has trouble attending to task or lesson.	0 1 2	0 1 2	0 1 2	
Column Totals (transfer to following page)→	( )	( )	( )	( )

Learner Behavior	A	B	C	D
Current intervention is implemented with a lesser frequency than recommended in the program materials.				0 1 2
Does not learn well from mistakes.		0 1 2		
Has difficulty organizing work or finding a strategy that works.		0 1 2		
Learner behavior is of concern and interferes with instruction or practice.	0 1 2		0 1 2	
Has difficulty monitoring own understanding.		0 1 2		
Instruction time is often supplanted by non-instructional activities.				0 1 2
Needs significant amounts of scaffolding.	0 1 2			
Has difficulty learning alongside classmates.			0 1 2	
An entire lesson cannot be completed during the duration of the intervention session.				0 1 2
Current Page Column Totals →				
Previous Page Column Totals →	+( )	+( )	+( )	+( )
TOTAL (sum previous and current page column totals) →				

Directions: Transfer the totals for each of the four columns to the table below. Circle the range for each total, then transfer to the right to identify "Priority Areas."

		Total	Low Need	Some Need	High Need
A	Instructional Delivery		0-4	5-9	10-18
B	Learner Characteristics		0-5	6-11	12-18
C	Environment and Setting		0-3	4-6	7-10
D	Instructional Time		0-4	5-9	10-16

Priority Areas

Low Need	Some Need	High Need
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

Completed Sample

15A: INTERVENTION INTENSIFICATION STRATEGIES

[Used in Learner Step 7]

This appendix provides intervention intensification ideas. These strategies and actions are grouped into four categories:

1. Instructional Delivery	Delivery of quality instruction is at the core of a learner's educational experience and success. This is a broad and complex variable. Below are its major components.
2. Learner Characteristics	While some of these learner characteristics may initially be considered to be unalterable, it is important to identify these characteristics and structure the instruction and environment to support success for a particular learner's needs.
3. Environment and Setting	The environment and setting in which a learner is taught contain many alterable variables. These include peer interaction and the physical setting. This also includes the teacher and the relationship amongst all learners and the instructional staff.
4. Instructional Time	Instructional time (i.e., frequency and duration) is an area that may have been previously addressed through the intensification work. It remains a high-leverage variable, especially if not previously considered and addressed.

Each category is subdivided into more specific areas. These lists are not an exhaustive inventory of strategies, but rather a starting point at which teams may begin to plan for more intensified interventions to increase learner outcomes.

Instructional Delivery

When	Consider	By
• There is need to ensure instructional alignment with learner needs • There is a hierarchy of skills and concepts and a clear order in which the learner should acquire these	Instructional Match	• Prioritize targeted skills and concepts during intervention. Consider using Building the Foundations from the Center on Instruction (literacy) and Mathematics Strategies to Support Intensifying Interventions from the National Central on Intensive Intervention (mathematics) and Response to Intervention in Reading for English Language Learners, Mathematics Sample Lessons to Support Intensifying Intervention • Ensure instructional routine aligns with needs and targeted skills (refer to Learner Step 6 findings) • Re-examine learning progression to ensure appropriately applied scope and sequence of skills and concepts • Break down skill and concept instruction into smaller, potentially more manageable chunks of sub-skills
• Learner behavior is of concern and interfering with instruction or practice • Learner engagement is low • Learner has trouble attending to the task or lesson	Motivation and Engagement	• Learner graphs their own data • State the purpose or objective in kid-friendly language • Use highly interactive, positive, reinforcing instruction • Present appropriately challenging learning and practice tasks • Use workshop model/rotations • Choose materials of interest and appropriate level for learners considering age and skill • Select activities that engage multiple modalities • Monitor teacher talk vs. learner talk • Increase use of choral responding, response cards, partner response, brief written response, rapid rate of response, think-pair-share, and/or wait time • Implement errorless learning procedures (i.e., increase success ratio) • Use least to most cueing • Apply appropriate use of technology
• There is an increased need to closely monitor learner responses for accuracy • Learner likely to improve by opportunities to have errors corrected • Learner engagement is low • Learner attention and engagement fades during instruction • Learner demonstrates inappropriate behaviors during instruction	Opportunities to Respond	• Monitor teacher talk vs. learner talk • Provide increased practice with generalization, explicit skill and concept transfer • Increase use of peer learning, volunteers, home supports, parent practice, and/or technology • Increase use of choral responding, response cards, partner response, brief written response, rapid rate of response, think-pair-share, and/or wait time • Implement brief practice opportunities strategically throughout the day • Provide opportunities for application of specific skills and concepts across all content areas • Use peer mediated practice

Instructional Delivery...cont'd

When	Consider	By
• Learner frequently practices skills and concepts inaccurately • Learner is not accurate during instruction • There is a significant need to increase the rate of mastery	Instructional Feedback	• Increase use of peer mediated practice • Increase use of choral responding, response cards, partner response, brief written response, rapid rate of response, think-pair-share, and/or wait time • Implement errorless learning procedures (i.e., increase success ratio) • Apply appropriate use of technology • Increase use of visual cues and system of responding • Increase use of timely, clear and specific performance feedback • Acknowledge and reinforce transfer and application of target skills and concepts • Reinforce growth-oriented behavior • Ensure appropriate match of feedback to the instructional goal/task • Increase use of least to most cueing, visual cues and system of responding
• New learning will likely require frequent opportunities to respond • Clear learning progression exists for target skills and concepts • Learner is learning to apply a skill or concept to a new setting • Learner is acquiring a new skill or concept	Explicit Instruction	• Break down skill and concept instruction into smaller, more manageable chunks of sub-skills • Employ gradual release model of instruction • Specifically identify where learners are in the learning progression (acquisition, fluency, generalization, adaptation) and instruct accordingly • Simplify and clarify precision of instructional language • Increase scaffolding • Apply appropriate use of technology
	Systematic Instruction	• Provide increased practice with generalization, explicit skill and concept transfer. • Simplify and clarify precision of instructional language • Implement errorless learning procedures (i.e., increase success ratio) • Increase amount of teacher modeling • Use a more consistent and clear "I do, we do, you do" protocol • Increase intentional overt over-teaching • Provide advanced organizer to prime background knowledge

Learner Characteristics

When	Consider	By
● Has difficulty manipulating information mentally ● Needs directions repeated ● Has poor retention and retrieval of learned facts/information	Memory	● Increase frequency of review of previously learned skills and concepts ● Have learner frequently paraphrase/restate directions to check recall and understanding ● Use songs, rhymes, mnemonics and/or body movements to increase learning or recall of skills and concepts ● Visually represent new information (graphic organizers, anchor charts, physical manipulatives, drawings) ● "Warm-up" with rapid recall of easy information prior to working with new skills and concepts ● Increased use of graphic organizers ● Intermittent rehearsal
● Experiences difficulty switching between approaches ● Struggles looking at information in a new way ● Gets upset with changes in routine	Shifting & Flexibility	● Explicitly model flexible thinking and problem solving ● Provide and verbalize teacher thinking about examples and non-examples ● Use schedules (visual/picture/word) ● Set a visual timer ● Pre-correct for changes in learner's routine
● Is easily distracted during instruction and independent practice ● Experiences difficulty sustaining during tasks ● Does not recognize when things are unclear and makes careless errors	Self-Monitoring & Attention	● Set a visual timer ● Increase use of visual cueing ● Have learner verbalize self-check strategies (e.g., "How did I read this?" ; "Did this make sense?"; "How did I decide which operation to use?"), Model and guide this thinking ● Learner compares performance of his/her work against an expected standard or rubric ● Encourage learners to reflect and create their own self-monitoring routine through metacognitive reflection (e.g., "What are the 1, 2, or 3 reminders I need to keep in mind today to help me be successful?") ● Increase clarity of directions and expectations ● Have learner create and use personalized "learning checklist" ● Use schedules (visual/picture/word) ● Reduce classroom distractions and increase use of proximity control
● Has difficulty following timelines ● Has messy desk and notebook ● Is unable to complete task in order or as indicated	Planning & Organization	● Increase clarity of directions and expectations ● Have learner create and use personalized "learning checklist" ● Visually represent information or task order (organizers) ● Use schedules (visual/picture/word) ● Learner compares performance of his/her work against an expected standard or rubric ● Teach and allow think aloud strategies to organize learner's thinking ● Break large tasks into shorter term "due dates" that build to a larger outcome

Environment & Setting

When	Consider	By
• Need to increase opportunities for learner response; engaged opportunities between learner and teacher • Need close monitoring of on-task behavior and engagement • Different classmates might have a positive impact on learner's skill and concept acquisition and mastery	Social Setting	• Increase group similarity to be sure similar learning goals exist to increase focus (i.e., instructional homogeneity) • Improve intervention group behavior with group behavior plan, or similar • Increase proximity to the student • Change location of learner (quieter setting, louder setting, proximity to teacher or study cube) • Move desks/tables around
• Surroundings (e.g., room, lights, and noises) seem to have a negative impact on learning • Learner demonstrates boredom with or dislike of classroom	Physical Setting	• Allow adaptive equipment • Change location of learner (quieter setting, louder setting, proximity to teacher or study cube) • Move desks/tables around • Consider temperature control • Change physical environment (like auditory and visual surroundings) • Remove distractions (move learner from a window/door)
• Current instructional staff have had minimal success in accelerating learner progress • Current staff have persistent difficulty providing meaningful instruction and practice opportunities	Instructional Setting	• Remove distractions (e.g., move learner from a window/door) • Keep pace moving at a reasonable rate to keep learners engaged • Include engagement structures to ensure equal participation and individual accountability • Use technology to enhance the engagement in small group or individual setting • Increase use of visuals (visual cue cards on desk) • Increase efficiency and efficacy of instructional routines • Maximize management of time and materials • Change teachers
• Learner doesn't keep pace with the current group • Learner is easily distracted by peers in the current group • Learner needs additional practice opportunities or additional checks for mastery • Significant need to monitor learner's behavior	Decrease Group Size	• Exit peers whose performance meets grade-level expectations • Shift support staff from other, less needy, intervention group to provide a lower student-teacher ratio • Divide intervention group into two, smaller groups • Add additional support personnel to decrease group size • Consider the use of a reinforcement plan

Instructional Time

When	Consider	By
● An entire lesson cannot be completed during a session ● Learner needs more time to ensure completion of a lesson and/or achieve skill or concept mastery ● Learner requires multiple opportunities to respond over time to ensure learning ● Current intervention is implemented with a lesser duration than recommended in the program materials	Increase Session Duration	● Work with staff to ensure learners arrive at sessions on time ● Combine small intervention groups and extend overall session length ● Improve use of entry and exit routines to minimize transition and instructional time lost to inefficiencies ● Address bathroom, water fountain, pencil sharpening, etc. needs before/after scheduled intervention times ● Have teacher/learner materials readily available and easy to access ● Conduct progress monitoring outside of the intervention time (e.g. before/after school)
● Attendance is poor ● Learner is not able to sustain attention for the entire lesson, even with known reinforcement in place or learner seems to forget learning between sessions ● Learner benefits from short bursts of high-intensity practice distributed throughout the day ● Current intervention is implemented with a lesser frequency than recommended in materials ● Intervention time frequently interrupted or trumped by non-instructional activities	Increase Session Frequency	● Consider before and after school interventions when able to be scheduled regularly ● Provide daily sessions rather than every other day. ● Provide multiple sessions daily ● Add another intervention at a different time (go to more than one grade level's intervention time) ● Plan distributed practice during transitions and wait time (e.g., waiting in line). NOTE: In order for this to be considered as an intervention, it needs to be scheduled into the day and fidelity needs to be monitored. ● Split intervention times (e.g., instead of one 30-minute, do two 15-minute sessions)

Used in Learner Step 7

This appendix provides a list of behaviors that are typically exhibited by English Learners still in the process of developing their academic English language. A language-based rationale for the behaviors are provided, as well as EL instructional actions that may be effective in addressing these language-acquisition-based behaviors. Similar to Appendix 16A, the behaviors and actions are categorized into four categories:

1. Instructional Delivery
2. Learner Characteristics
3. Environment and Setting
4. Instructional Time

These considerations and actions are not an exhaustive list, but rather a starting point at which teams may begin to plan for more intensified interventions to increase learner outcomes.

A - Instructional Delivery		
Observable Learner Behaviors	**English Learner Considerations**	**Actions to Address English Learner Needs**
Is acquiring a new skill (learner is not yet accurate)	● Lack of prior schooling ● Lack of background knowledge and/or vocabulary ● May need additional time to acquire new skill ● Unfamiliarity with sounds or alphabet	● Match sounds in letter/sound correspondence work with sounds from the native language when possible. ● Include visuals that are familiar or are explicitly taught and reviewed ● Build background or identify culturally relevant materials
Engagement is low	● Cultural context may be unknown ● Exhaustion ● Lack of connection to background knowledge ● Afraid of making mistakes	● Provide frequent breaks ● Provide scaffolds and/or modeling to make content comprehensible in order for student to feel successful ● Get to know student's cultural background in order to create cultural and linguistic connections ● Provide encouragement ● Set small attainable goals
Has difficulty generalizing learning to a new situation	● Background knowledge may not match topics of study ● Teacher may need to make connections between content and background knowledge, to build new knowledge	● Build background around cultural concepts ● Ask students to explain their current understanding rather than assume they understand what may seem "obvious" ● Incorporate diverse cultural texts
Is not accurate during instruction/practice	● May miss inferences and nuances ● Learns from watching, not listening ● First language interference	● Provide multiple ways for student to respond *(showing, choosing, matching vs. oral/written response)* ● Support student practice in reading words accurately and with prosody, as well as reading for meaning and learning ● Incorporate listening comprehension practice to aid in reading accuracy ● Model expected behavior

Instructional Delivery...cont'd		
Observable Learner Behaviors	**English Learner Considerations**	**Actions to Address English Learner Needs**
Pacing of instruction seems too fast for the learner	• Student may be cognitively transferring concepts first from native language into English and require time for "language transfer".	• Use a slower rate of speech • Provide wait time • Make sure academic language of instruction is commensurate with EL student's proficiency
Needs more frequent checking of mastery and ongoing review	• Decoding a word successfully may not be sufficient to access its meaning	• Identify and explicitly teach vocabulary and background that is unknown and critical • Utilize "comprehension checks" through students verbally sharing their thoughts and encourage a student-driven conversation on the content
Learner behavior is of concern and interferes with instruction or practice	• Student may be experiencing culture shock/silent period	• Use systematic and explicit instruction matched to the student's language proficiency level • Incorporate predictable instructional routines in each intervention session. • Separate learning tasks into discrete single steps and provide a rationale for that learning
Needs a significant amount of scaffolding	• May have gaps in prior school experiences due to immigration time or denied access to school in native country • Student's native culture differs significantly from the U.S. creating confusion about vocabulary, concepts, and context of texts	• Make connections on a regular basis to student's cultural and linguistic environments • Use schema over units of learning so students can learn within connected contexts and develop related vocabulary
Has trouble concentrating or attending to task or lesson	• Learning in a second language is mentally exhausting; English learners may seem to have difficulty concentrating at times	• Provide frequent breaks, even if this means changing the focus of a task • Allow students who speak the same language to discuss and clarify learning with classmates • Provide opportunities for students to demonstrate their understanding through different language modalities; listening, speaking, reading, writing

B - Learner Characteristics		
Observable Behaviors	**English Learner Considerations**	**Actions to Address English Learner Needs**
Forgets how to complete task	● Forgets English words learned orally with no context ● Difficulty following directions *(due to proficiency level in Listening)*	● Teach skills in context *(ie. phonemic awareness - c-a-t with a picture of a cat)* ● Provide visual support to clarify tasks ● Provide directions in native language, if appropriate ● Provide directions in more than one language mode (domain?)...spoken directions, written directions, etc.
Struggles finding new ways to reach a goal or complete a task	● Lack of scaffolding ● Prior schooling considerations	● Use appropriate practices for building oracy and vocabulary along with reading skills ● Use visuals
Has difficulty generalizing learning to a new situation	● Background knowledge may not match topics of study ● Teacher may need to make connections between content and background knowledge and to build new knowledge	● Provide first language support when possible ● Use graphic organizers to support connections ● Identify culturally relevant materials ● Try to identify connections to the student's background
Has difficulty paying attention to details or attending to task or lesson	● Overwhelmed/exhausted ● Does not understand ● Lack of visual/concrete support	● Identify and explicitly teach vocabulary and background that is unknown and critical ● Identify ways to decrease anxiety and build a supportive classroom setting ● Provide opportunities for appropriate peer learning, pairing and small group instruction
Seems to forget more than expected between sessions	● Repeated exposure is necessary for mastery when learning new language skills ● Language development is uneven *(some skills develop more quickly than others)*	● Review past learning and key concepts before introducing new content ● Provide time for repeated practice
Does not learn well from mistakes	● Does not have context or understanding for why an error was made ● Afraid of making mistakes	● Check for language interference with first language ● Explicitly teach through modeling and mini-lessons
Has difficulty organizing work or finding a strategy that works	● Effective strategies for ELs must be used	● Use repetitive teaching, modeling, practice with discussion, paraphrasing,
Has difficulty monitoring own understanding	● Difficulty expressing own understanding orally or in writing	● Provide models ● Give sufficient wait time to process and develop ideas expressively
Has trouble concentrating or attending to task or lesson	● Learning in a second language is mentally exhausting; therefore, ELs may seem to have difficulty concentrating at times.	● Try to identify connections to the student's background ● Provide opportunities for appropriate peer learning, pairing and small group instruction

C - Environment and Settings		
Observable Learner Behaviors	**English Learner Considerations**	**Actions to Address English Learner Needs**
Engagement is low	● Cultural context may be unknown ● Exhaustion ● Lack of connection to background knowledge ● Afraid of making mistakes	● Provide frequent breaks ● Incorporate scaffolds and/or modeling to make content comprehensible ● Get to know student/build background ● Provide encouragement ● Set small attainable goals
Learner behavior is of concern and interferes with instruction or practice	● Student may be experiencing culture shock/silent period ● Student may be suffering from PTSD	● Provide supports for behavioral expectations (visuals, modeling, knowledge of behavioral expectations in home culture) ● Identify additional supports for social-emotional needs
Has difficulty learning alongside classmates	● Lack of appropriate scaffolding ● Cultural differences in connecting with background knowledge	● Set small attainable goals ● Use language accommodations that scaffold the learning for English learner's appropriate language proficiency level
Has trouble concentrating or attending to task or lesson	● Learning in a second language is mentally exhausting; therefore, English learners may seem to have difficulty concentrating at times	● Provide activities that allow for mental breaks ● Try to identify connections to the student's background ● Provide opportunities for appropriate peer learning, pairing and small group instruction

D - Instructional Time		
Observable Learner Behaviors	**English Learner Considerations**	**Actions to Address English Learner Needs**
Current intervention is implemented with a lesser duration than recommended in the program materials	● EL may need additional supports to make instruction meaningful	● Pre-teach vocabulary used in the intervention ● Include opportunities for oral practice and interaction ● Incorporate first language support, modeling, visuals, etc.
Needs a significant amount of practice to reach fluency	● Language difference between L1 and L2 will affect time needed for fluency	● Allow multiple opportunities for use of language modes/domains throughout the school day
Needs more frequent checking of mastery and ongoing review	● Decoding a word successfully may not be sufficient to access its meaning	● Use EL endorsed educators whenever possible to deliver the interventions. ● Have an educator with EL teaching experience do occasional observations of the intervention to provide feedback on EL teaching and learning factors in the intervention.
Seems to forget more than expected between sessions	● Repeated exposure is necessary for mastery when learning new language skills	● Review past learning and key concepts before introducing new content ● Provide time for repeated practice
An entire lesson cannot be completed during the duration of the intervention session	● Duration of intervention session may need to be increased to allow for additional supports for ELs	● Plan an intervention schedule for English learners that includes time for additional instructional supports, as well as learner language processing needs; recommend a minimum of 30 minutes