

Welcome

Please take a few minutes to answer the questions on the pre-test.



https://www.surveymonkey.com/r/Unit5b_Pre

Georgia's Tiered System of Supports for Students

Implementer Series Unit 5: Multi-Level Prevention System Part 2

Session Agenda

- Welcome, Review of Agenda and Planning for the Day
- Georgia's Tiered System of Supports for Students Framework
- What is a Multi-Level Prevention System?
- Secondary Level of Prevention
 - Progress Monitoring at Tier II
- Tertiary Level of Prevention
 - Data-Based Individualization (DBI)
 - Taxonomy of Intervention Intensity
- Wrap-Up, Review, Questions and Next Steps

Participants will be able to:

- Identify characteristics of a multi-level prevention system
- Describe the focus, instruction, setting, and assessments associated with the secondary and tertiary levels of prevention (Tiers II & III)
- Evaluate the effectiveness of secondary level of prevention
- Explain the Data-Based Individualization (DBI) process
- Intensify evidence-based interventions used at the secondary level of prevention to provide Tier III supports

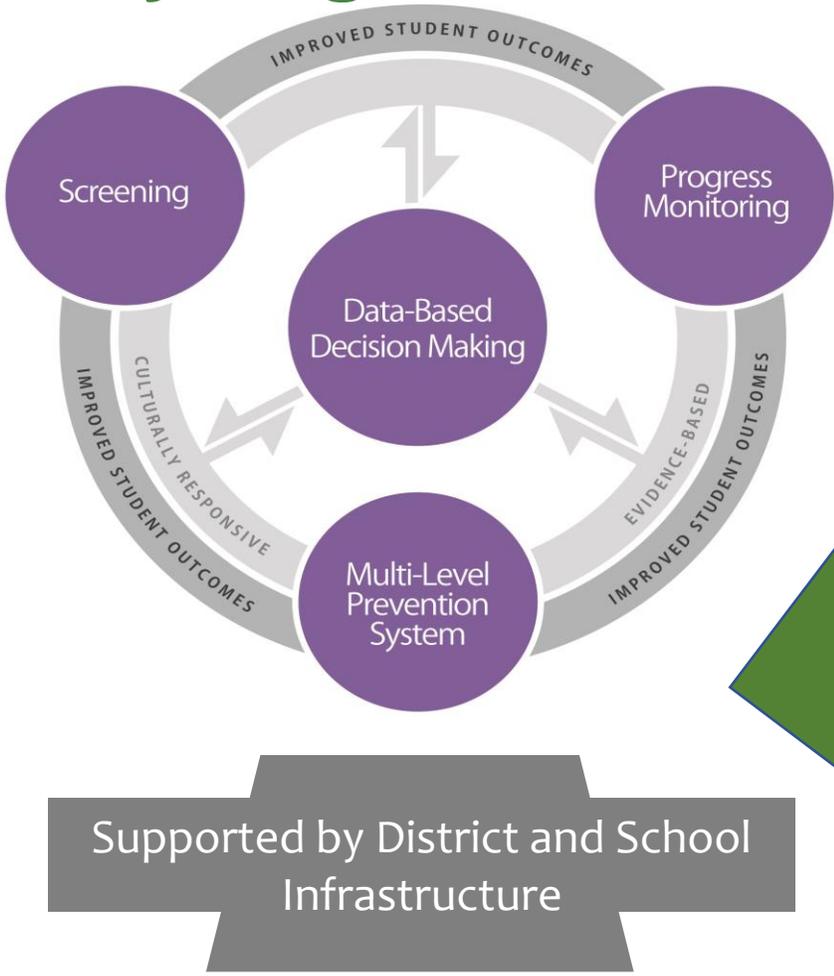
Georgia's Tiered System of Supports for Students

A National Definition

- A tiered system of supports integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.
- Promotes systems alignment to increase efficiency and effectiveness of resources.

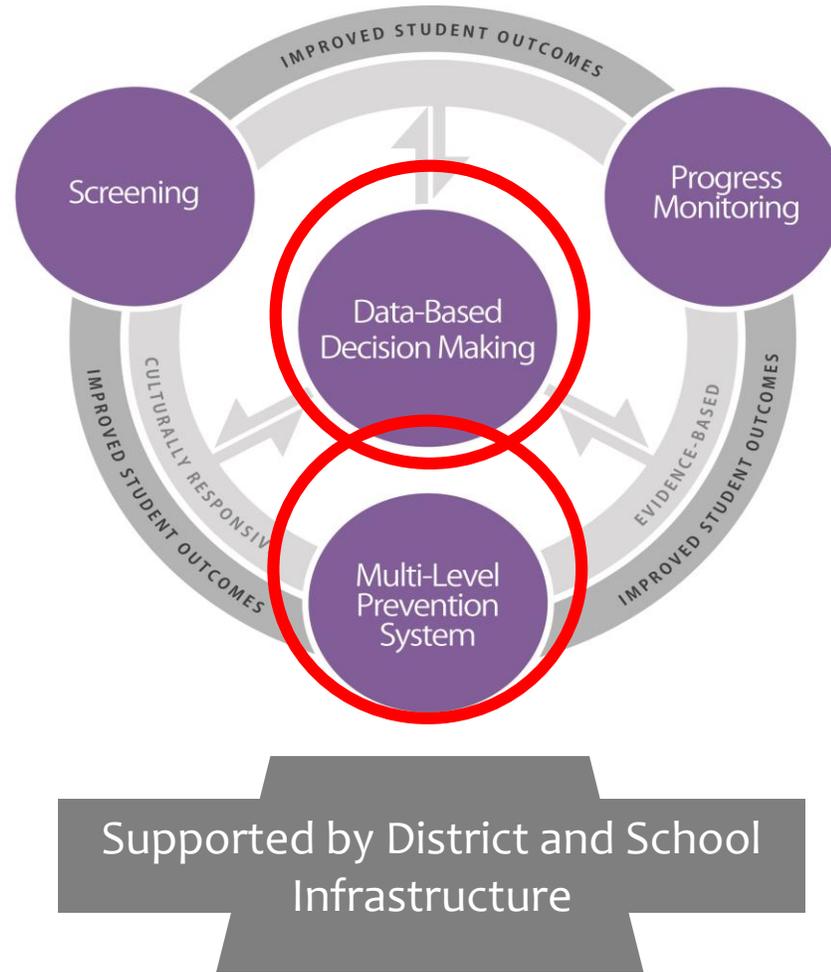
Adopted from the National Center on Response to Intervention (NCRTI), 2010

Essential Components of the Nationally Aligned MTSS Framework



Georgia added the essential component of Infrastructure.

Essential Components of the Nationally Aligned MTSS Framework



Essential Components of Georgia's Tiered System of Supports for Students

- Screening
- Progress Monitoring
- **Multi-Level Prevention System**
 - Tier I: Primary Level – Instruction/Core Curriculum
 - Tier II: Secondary Level - Intervention
 - Tier III: Tertiary Level - Intensive Intervention
- **Data-Based Decision Making**
 - Identify instructional needs for academics and/or behavior
 - Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
 - Determine movement within the multi-level system
- Infrastructure

A Preventive Framework

Georgia's Tiered System of Supports for Students is:

- a multi-level framework aimed at improving outcomes for ALL students.
- preventive and provides immediate support to students who are at risk for poor learning and/or behavior outcomes.

Activity

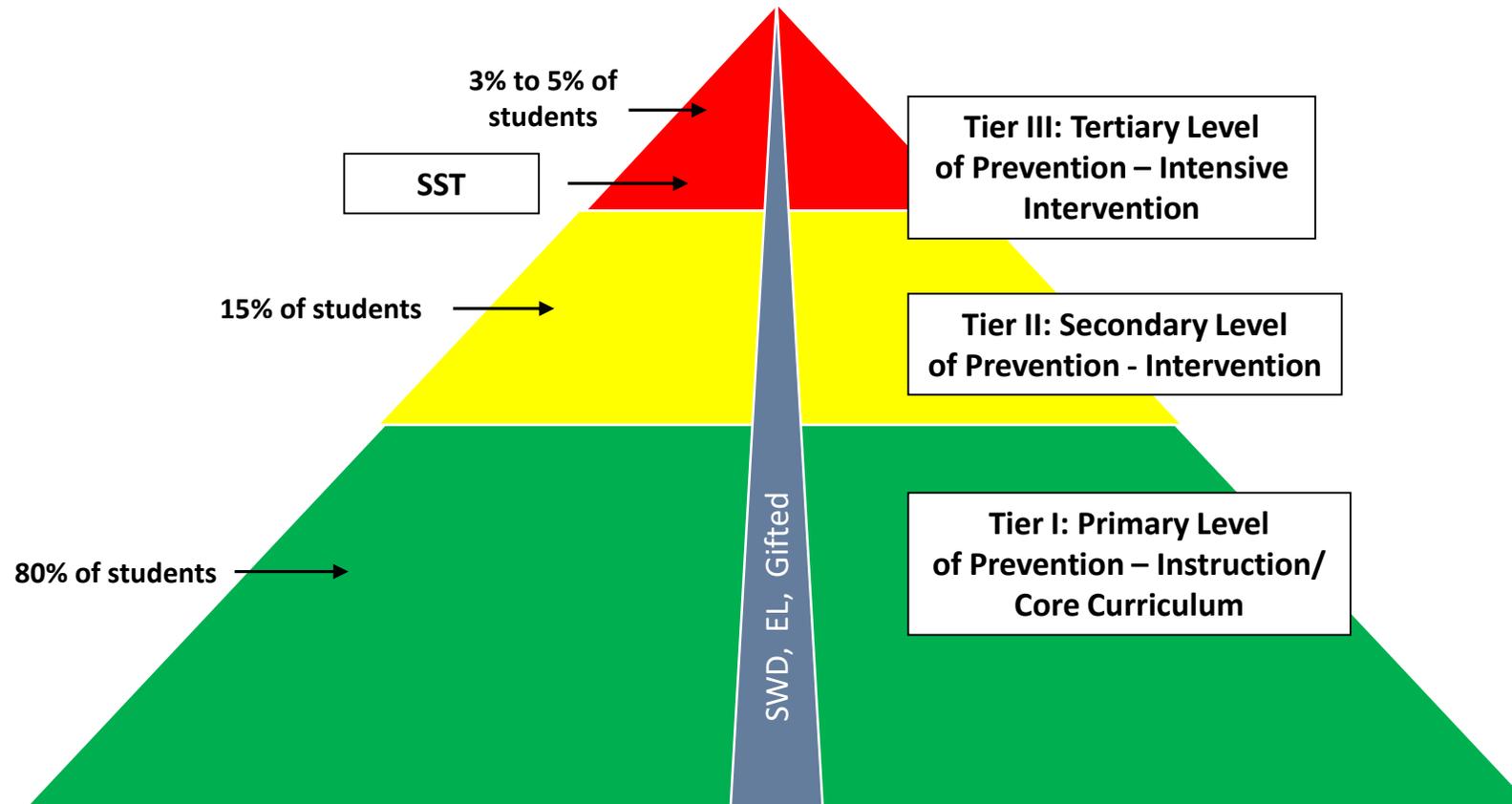
What do you already know about Georgia's multi-level prevention system?



What is a Multi-Level Prevention System?

Let's take a few moments to review.

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

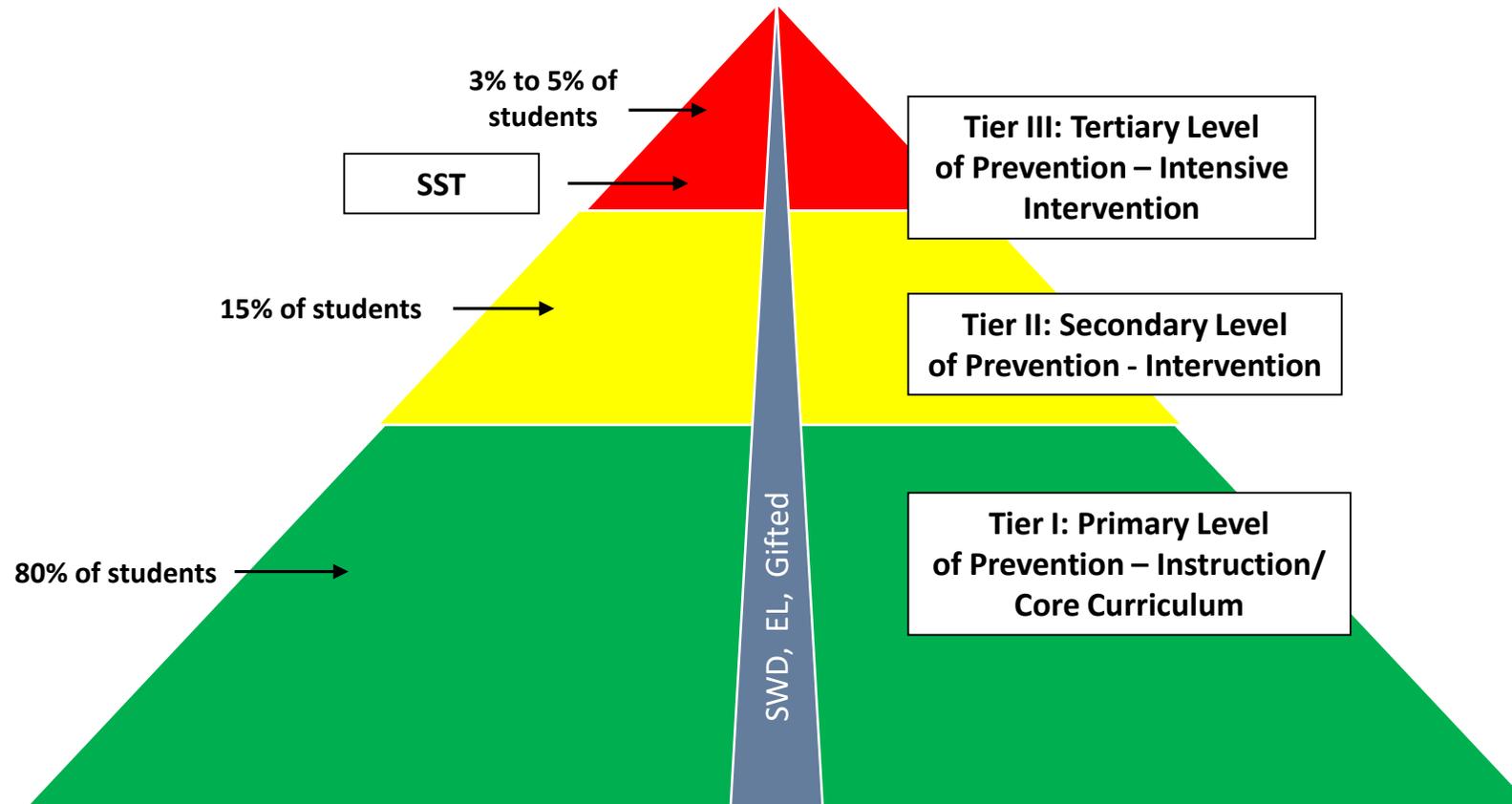


Secondary Prevention Level

Jot It Down

What is your greatest concern about
Tier II?

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Reflection

What percentage of students in your district/school is responding to the evidence-based interventions in Tier II level of prevention?

Secondary Prevention Focus

- Students who need enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes.
- Typically 15%-20% of entire population

Secondary Level Intervention

- Evidence-based
- Supports, **supplements**, and aligns with core instruction
- Implementation fidelity based on developer guidelines
- Delivered by well-trained staff in optimal group sizes
- Decisions are based on valid and reliable data and criteria are implemented accurately

Why start with evidence-based interventions that are standardized?

- When properly aligned to students' needs, they tend to work – teachers do not need to “reinvent the wheel.”
- They are efficient – teachers can plan instruction for groups rather than individual students.
- Many require only a modest amount of training – often, paraeducators can help with delivery.
- Often inexpensive.

Expectations for Successful Evidence-Based Interventions

Evidence-Based Interventions (EBIs) have been shown to have a positive effect on the outcomes of interests (e.g., student literacy, school climate, on-time graduation). Although prior positive findings increase the odds of future success, they don't guarantee it. Evidence-based interventions will be more likely to have a positive effect if you implement them in a context with the fidelity consistent with the original research.

Massachusetts Department of Elementary & Secondary Education

Selecting Evidence-Based Interventions

- Identify needs and priorities
- Select interventions to address needs
- Evaluate evidence claims
- Implement interventions with fidelity
- Evaluate effectiveness

What to Look For When Examining the Published Evidence Base

- **Type/Source**

- Is the source reputable? Can it be trusted?

- **Population**

- Were the students included in the study similar to our students?

- **Desired Outcomes**

- Were the outcomes of interest relevant to our students?

- **Effect Size**

- Does the evidence suggest the intervention can produce the result we expect?

Resources for Evaluating Evidence Base of Practices and Standardized Interventions

NCII
Interventions
Tools Chart

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

What Works
Clearinghouse

<http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>

Best Evidence
Encyclopedia

<http://www.bestevidence.org/>

Evidence for ESSA

<http://www.evidenceforessa.org>

Secondary Prevention Setting

- General education classroom or other education setting within the school
- Adult-led instruction by well-trained staff
- Small group rather than whole class

Secondary Prevention Assessment

- Decisions about responsiveness to intervention are based on
 - Reliable and valid progress monitoring data
 - The slope of improvement or final status at the end of the intervention period
- Decision-making rules are applied accurately and consistently

Secondary Prevention Assessment

- Progress monitoring
 - Monitor student response to secondary intervention
 - Evaluate the efficacy of the secondary system
 - Conduct at least monthly
- Diagnostic assessment
 - Match students' needs to interventions

Secondary Prevention Level

FOCUS	Students identified through screening and other data sources who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
INSTRUCTION	Targeted, supplemental intervention delivered to small groups (evidence-based interventions)
SETTING	General education classroom or other education settings within the school
ASSESSMENTS	Progress monitoring, diagnostic

Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>



Progress Monitoring

Secondary Level of Prevention

Progress Monitoring Process

- Step 1: Identify students in need of progress monitoring and/or intervention through risk verification.
- Step 2: Establish progress monitoring plan: tool, goal, duration and schedule.
- Step 3: Select an intervention that is likely to support students in reaching the goal.
- Step 4: Implement intervention with fidelity and collect progress monitoring data.
- Step 5: Evaluate student's response to validated intervention.

Progress Monitoring Data Within Secondary Prevention

Progress monitoring data

- Determine response to secondary interventions using
 - The four-point rule (decision is made based on whether the 4 most recent data points are above or below the goal line)
 - Trendline analysis (decision is based on whether the trend is above or below the goal line)
- Compare efficacy of secondary interventions

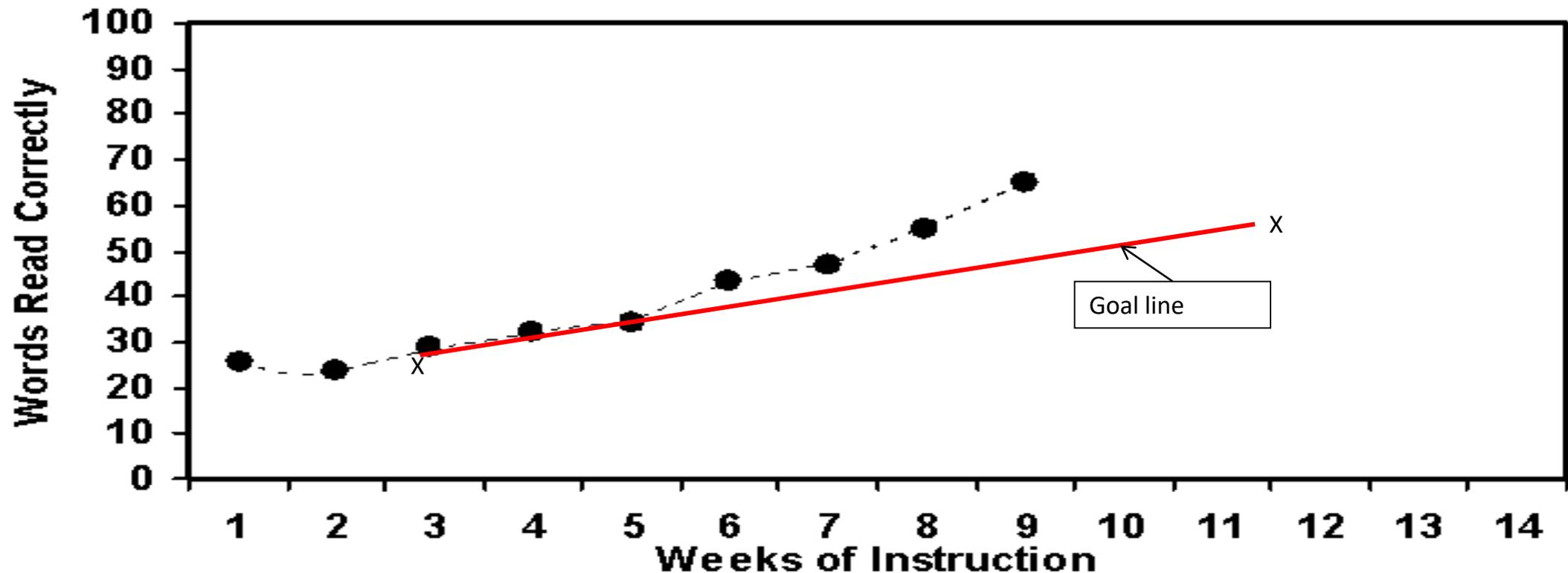
A trendline is a line through the scores that visually represents the performance trend.

Use Progress Monitoring for Goal Setting

- Mid-year and end-of-year trajectory goals
- National norms for weekly rate of improvement (slope)



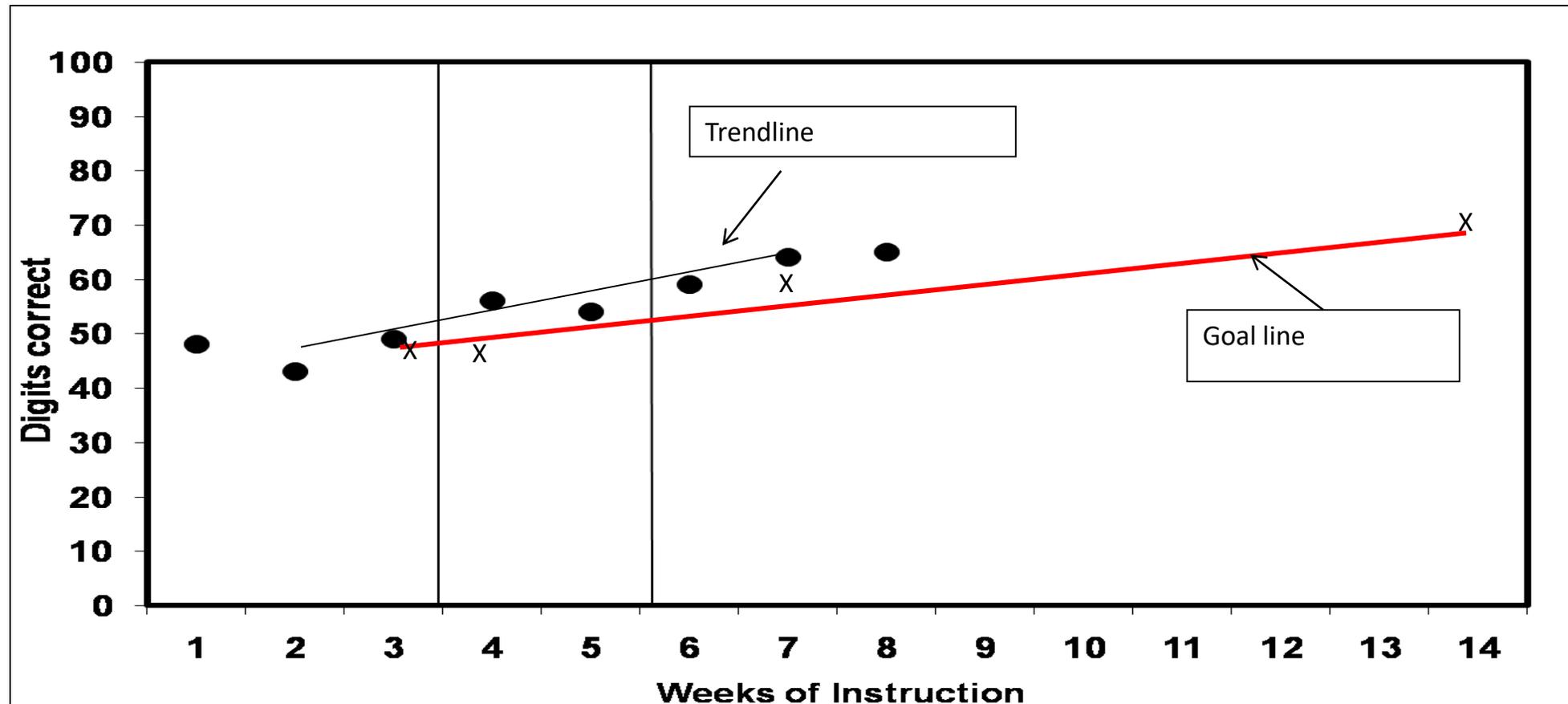
Progress Monitoring: Determining Response Using the Four-Point Rule



Four-Point Rule

Data Points	Action
All 4 data points above the goal line	Increase the goal or discontinue secondary intervention. Continue progress monitoring to ensure adequate progress.
All 4 data points below the goal line	Make an instructional change.
4 data points are both above and below the goal line	Keep collecting data until the trend-line rule or four-point rule can be applied.

Progress Monitoring: Determining Response Using Trendline Analysis





Team Activity: Secondary Level

- Use **Secondary Level Handout** to answer the questions about:
 - Focus
 - Instruction
 - Setting
 - Assessment
 - Data-based decision making
 - Other

Focus Questions

- Who are the target students?
- Are there cut scores or targets for identification of students in need of more support?
- What supports are provided for students who are below the cut score?

Reflect

- On a scale of 1-5, how effective are your Tier II interventions?
 - For the district/school?
 - For subgroups of students (SpEd, EL, Gifted, etc)?
 - For ELA, math, and behavior?
- How do you know?
- How will you improve Tier II interventions in your district/school?
- What will be your initial next steps?

Next Steps

Action Plan/Next Steps	Who?	By When?	Goal



Tertiary Prevention Level

Jot It Down

- What is your greatest concern about Tier III?

Tertiary Prevention: Focus

- Students who present with very low academic achievement and/or high-intensity or high-frequency behavior problems.
- Students in a tiered intervention program who have not responded to secondary intervention delivered with fidelity.
- Students with disabilities who are not making adequate progress in their current instructional program.

Critical Features of Tier III: Intensive Intervention

Tier III or intensive intervention

- 1) Is **more intensive** than Tier II interventions.
- 2) Is **adapted to address individual student needs** in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention).
- 3) Uses **an iterative process** based on student data (Data-Based Individualization – DBI).

Tertiary Prevention: Setting

- General education classroom or other appropriate setting
- Optimal group size is chosen for ages and needs of students

Tertiary Prevention: Assessment

- Decisions about responsiveness to intervention are based on
 - Reliable and valid progress monitoring data
 - The slope of improvement or final status at the end of the intervention period
- Decision making rules are in place and applied accurately

Tertiary Prevention Assessment

- Progress monitoring
 - Frequent progress monitoring (at least weekly) is recommended
 - Continuously monitor progress based on established learning trajectories indicated by the goal line
- Diagnostic
 - Match instruction to needs
 - Inform individualized instructional planning
- Individual student data across academics and behavior (e.g., work samples, anecdotal or observational data)

Tertiary Prevention Level

FOCUS	Students who have not responded to primary or secondary level prevention
INSTRUCTION	Intensive, supplemental intervention delivered to small groups or individually
SETTING	General education classroom or other appropriate setting within the school
ASSESSMENTS	Progress monitoring, diagnostic

Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>

Data-Based Individualization

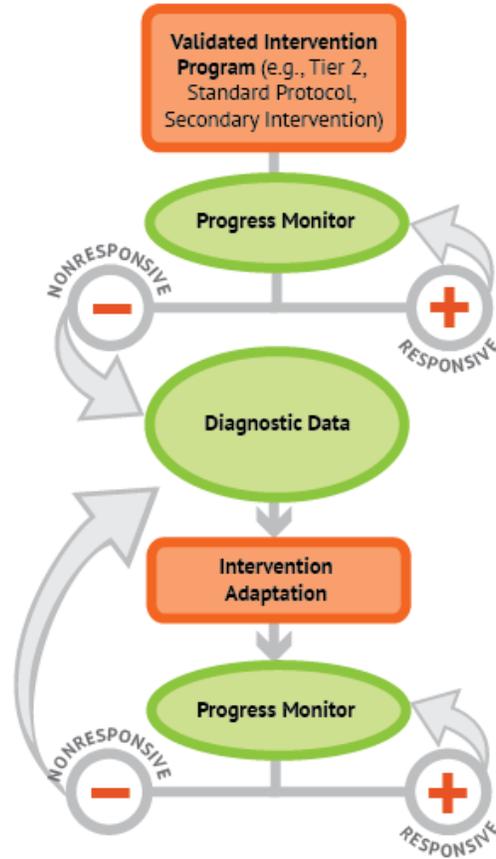
(DBI)



What is Data-Based Individualization (DBI)?



NCII's Approach to Intensive Interventions for Students with Significant and Persistent Learning Challenges



- Systematic method for using data to determine *when and how* to provide more intensive intervention
- NOT A ONE-TIME FIX

Five DBI Steps

Step 1: Validated Intervention Program: The Foundation

Step 2: Progress monitor: Did the Intervention Work?

Step 3: Diagnostic Data: Why Didn't the Intervention Work?

Step 4: Intervention Adaptation: What Change Is Needed?

Step 5: Progress Monitor: Did the Change Work?

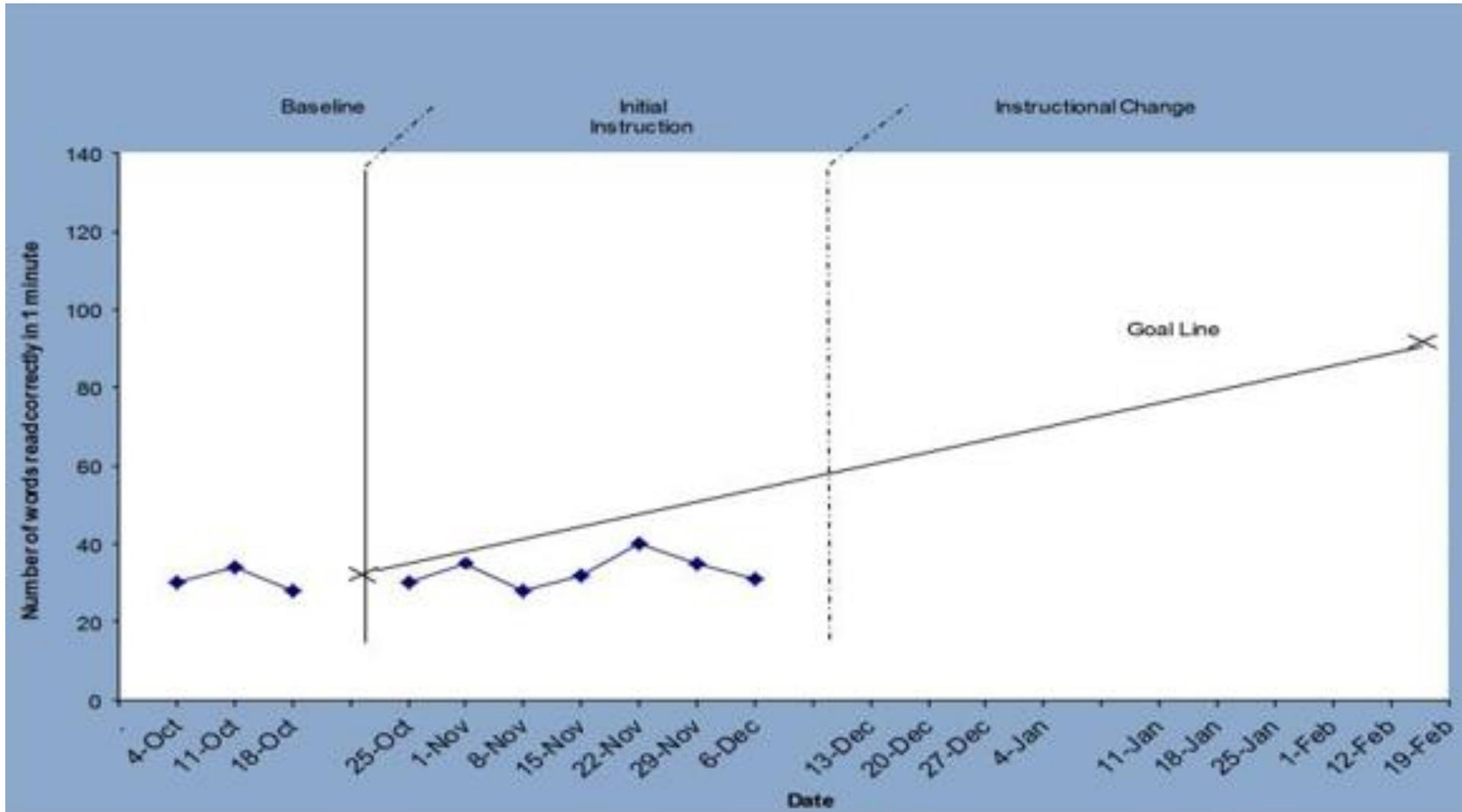
Sample Academic Intervention

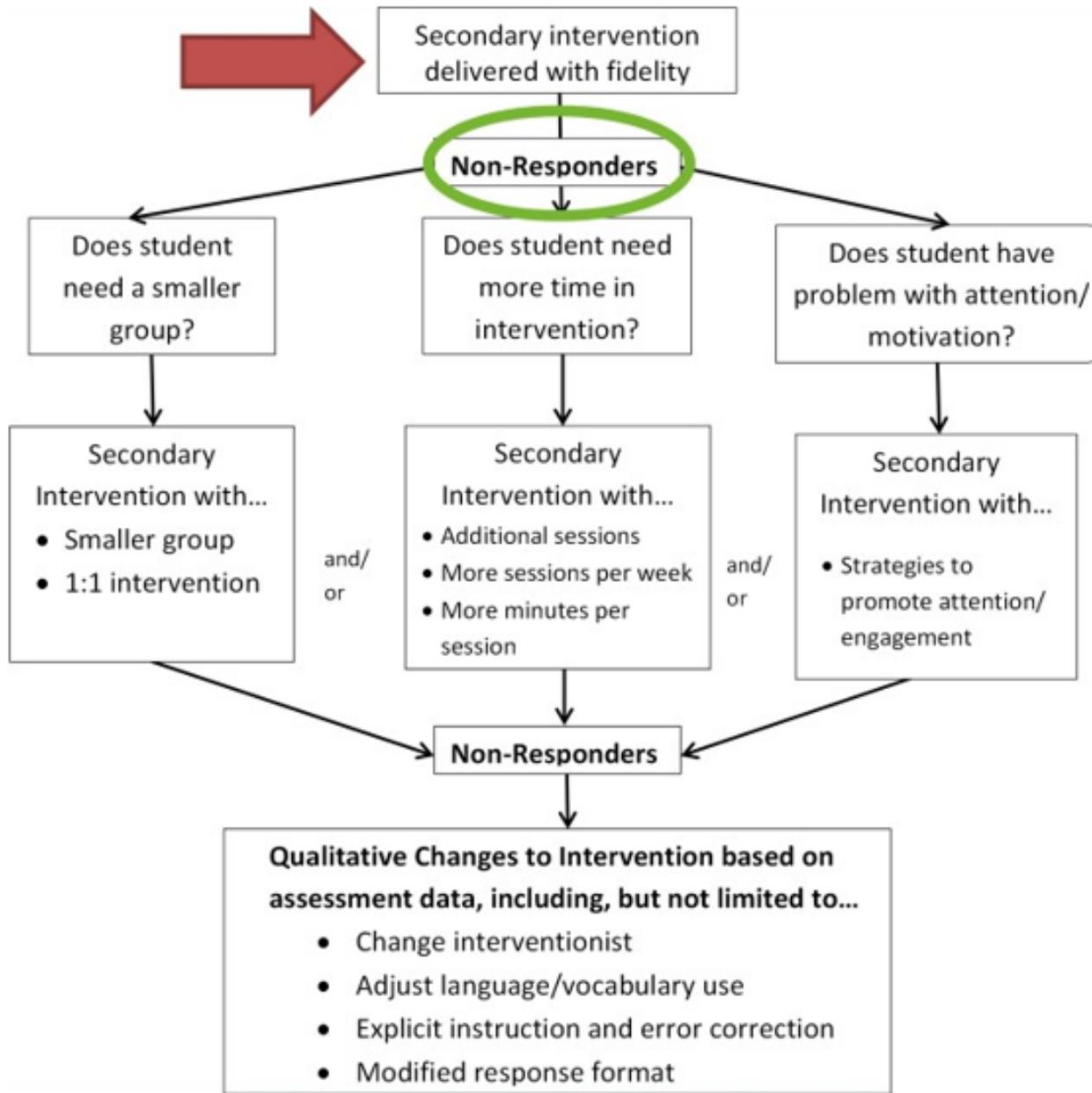
Background: Kelsey presented serious reading problems, reading at an early second-grade level at the beginning of the fourth grade.

Step 1: Kelsey's Validated Intervention Program

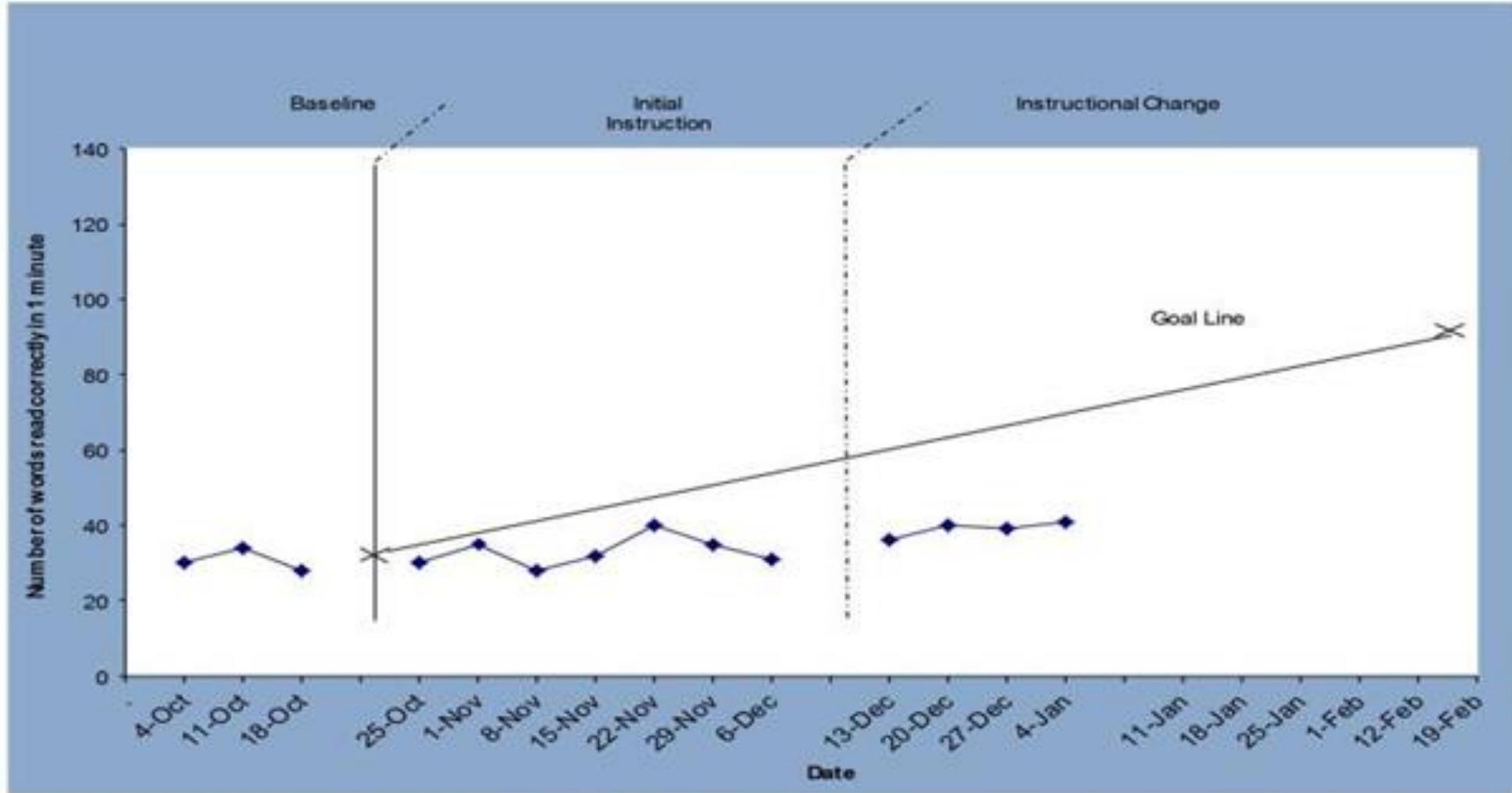
- Intervention Program: Kelsey's teacher selected an evidence-based intervention that addressed phonological awareness, word study, and fluency skills.
- Procedures were in place to ensure the intervention was delivered as planned.

Step Two: Kelsey's Progress Monitoring Graph





Kelsey's Progress Monitoring Graph Continued

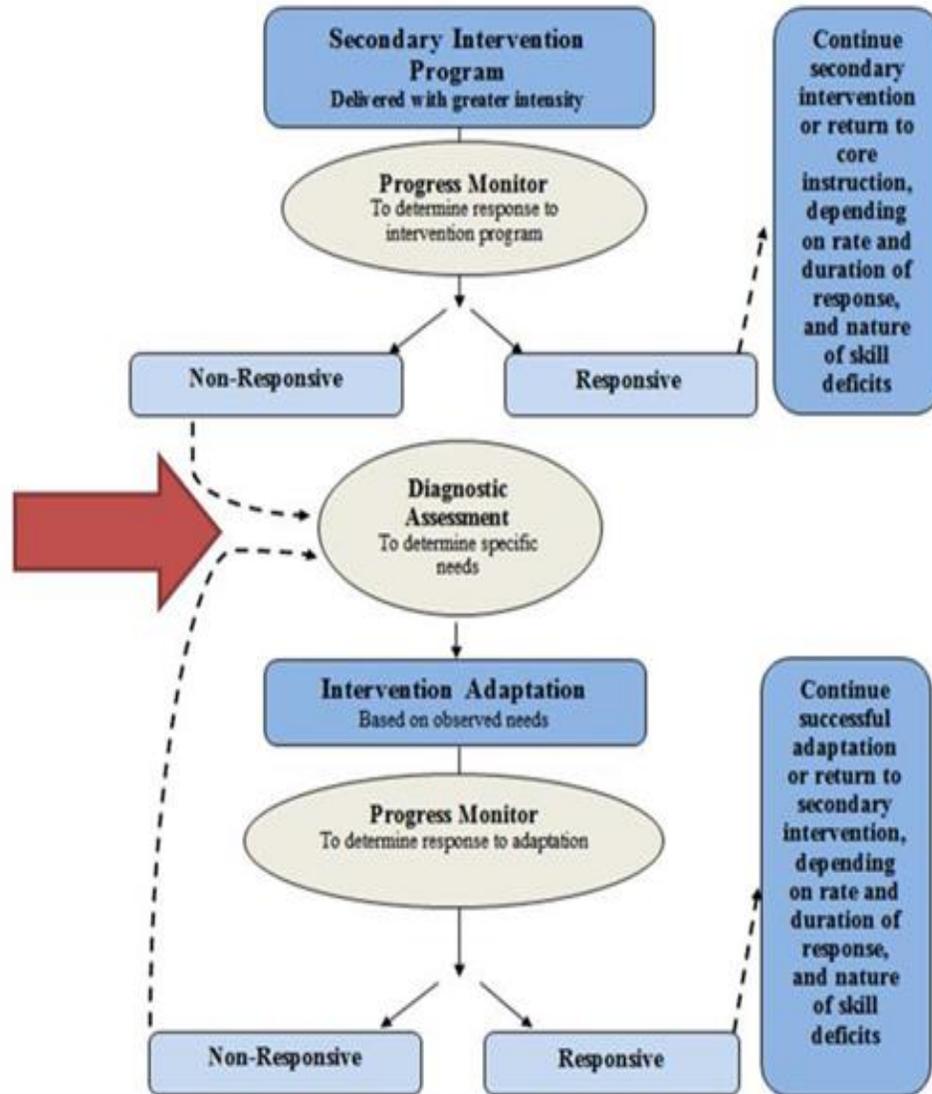


Step 3: Diagnostic Data

- Progress Monitoring Data
 - Error analysis
- Potential Diagnostic Assessment Data Sources
 - Classroom-based assessments
 - Student work samples
 - Standardized measures (if feasible)

Kelsey's Diagnostic Assessment

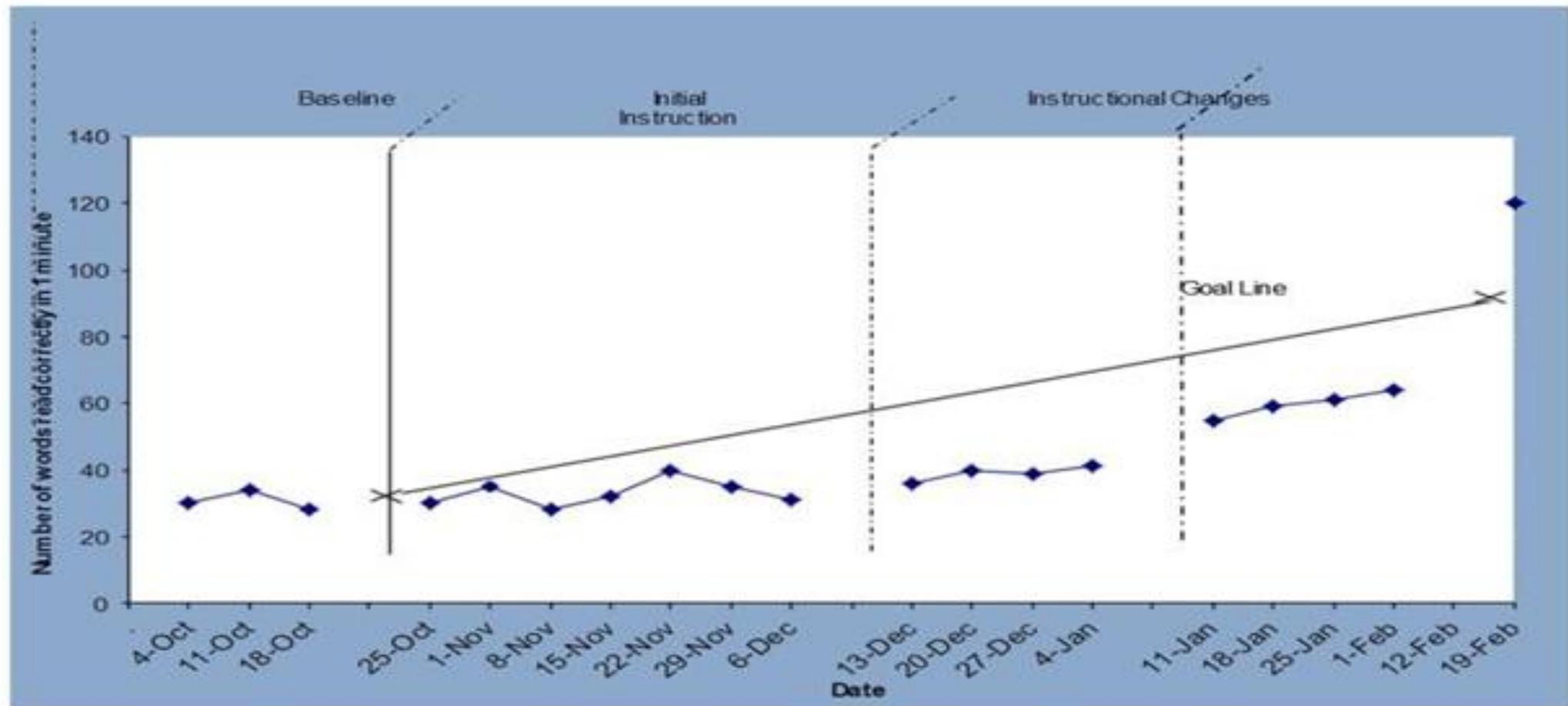
- To determine the nature of the instructional change needed, Kelsey's teacher conducted an error analysis of Kelsey's most recent PRF data.
- She also administered a phonics survey to determine Kelsey's decoding strengths and weaknesses.



Step 4: Kelsey's Intervention Adaptation

- Diagnostic assessment showed that Kelsey had difficulty applying decoding strategies to vowel teams.
- Her teacher applied the following intensive intervention principles to intensify her decoding instruction:
 - Incorporated fluency practice of newly taught vowel teams, with specified mastery criteria
 - Provided explicit instruction and error correction
 - Frequently checked for retention with reteaching as needed

Step 5: Ongoing Progress Monitoring

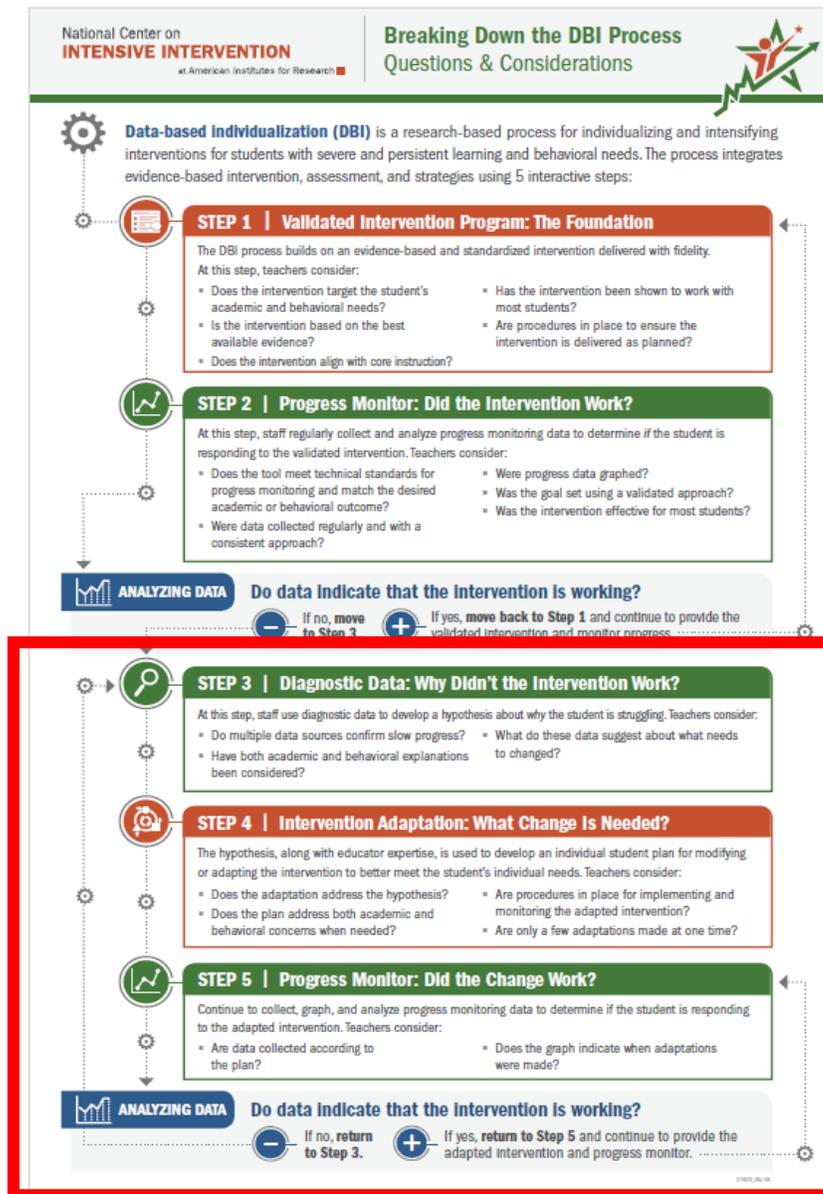


What's next for Kelsey?

- While Kelsey's reading is improving, she is not improving fast enough to achieve her goal. Another instructional change is needed.
- Kelsey's teacher may collect additional diagnostic data, if needed, to make an informed instructional change.
- Kelsey's teacher will continue to collect progress monitoring data and meet with the intervention team to evaluate progress and modify the plan as needed.

Review and Reflect

- Review **STEPS 3-5.**
- How does this align with your Tier III intervention system?
- What percentage of students are identified as progressing in Tier III intervention?

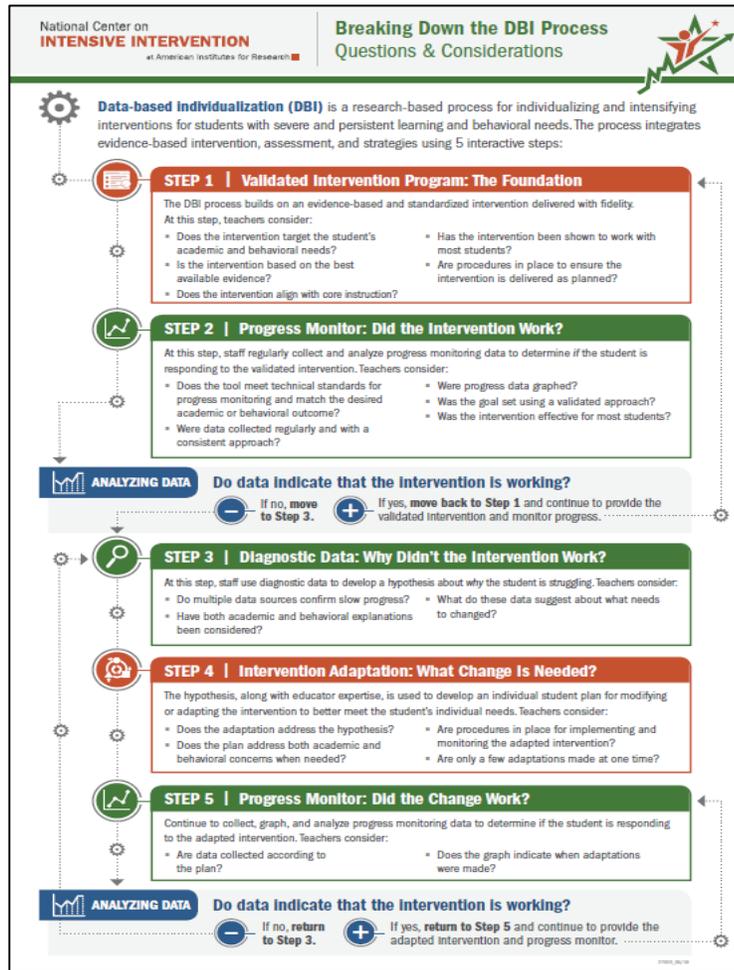




Changing the Intensity and Nature of Intervention

How does your district/school change the intensity and nature of intervention?

Resources: Intensifying and Individualizing Evidence-based Interventions



National Center on INTENSIVE INTERVENTION
at American Institutes for Research

Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

Dosage
Increase opportunities for practice and corrective feedback.

- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.
- Increase the total number of sessions.
- Decrease the heterogeneity of the groups (group students with similar performance levels).
- Consider an intervention setting with fewer distractions.
- Embed additional practice and feedback sessions throughout the day.

Alignment

- Increase instructional time for the target skill.*
- Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- Focus on discrete skill instruction within the target skill.

Attention to Transfer

- Align instructional routines and language with core instruction and the environment.
- Preteach content.
- Embed guided practice on target skills within core instruction and other environments.
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- Explicitly teach connections.

Comprehensiveness or Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- When introducing a concept, provide worked examples and show the steps in writing.
- Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.

National Center on Intensive Intervention
Intensification Strategy Checklist—1
September 2019



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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WANT TO LEARN MORE?

Visit us at www.intensiveintervention.org.



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Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

WANT TO LEARN MORE?

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Intensification Strategy Checklist Activity

- Review the checklist and identify ways in which you can intensify a Tier II intervention that is currently being used by your district/school.

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Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.

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National Center on Intensive Intervention
Intensification Strategy Checklist—1
September 2019

Handout

Characteristics of Tiers/Levels of Prevention

Characteristics	Tier I	Tier II	Tier III
Instruction/ Intervention Approach	Comprehensive research-based curriculum	Standardized, targeted small-group instruction	Individualized, based on student data
Group Size	Class-wide (with some small group instruction)	3–7 students	No more than 3 students
Monitor Progress	1x per term	At least 1x per month	Weekly
Population Served	All students	At-risk students	Significant and persistent learning needs

Dr. Tessie Rose Bailey, American Institutes for Research, Fall 2019

Are you able to:

- Identify characteristics of a multi-level prevention system?
- Describe the focus, instruction, setting, and assessments associated with the secondary and tertiary levels of prevention (Tiers II & III)?
- Evaluate the effectiveness of secondary level of prevention?
- Explain the Data-Based Individualization (DBI) process?
- Intensify evidence-based interventions used at the secondary level of prevention to provide Tier III supports?



Please complete the post test and training evaluation



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Georgia's Tiered System of Supports for Students

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Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Directions to Access Online Modules in SLDS
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events

MTSS Online Courses

The MTSS Overview, Screening, and Progress Monitoring online modules are available in SLDS!

Visit

www.gadoe.org/MTSS

for instructions on how to access the course.

Georgia's Tiered System of Supports for Students: Screening
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Georgia's Tiered System of Supports for Students: Screening
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Introduction	○
SCREENING	
The Essential Components of Georgia's Tiered System of Su...	○
Types of Assessments in Georgia's Tiered System of Suppor...	○
Introduction to Screening	○

Lesson 3 - Types of Assessments in Georgia's Tiered System of Supports for Students

Lesson 4 of 15

Introduction to Screening

The screening process is not unique to education.

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Project Officer, Jennifer Coffey.**





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