**Note Taking Resource. Essential Components of Tiered System of Supports**

<table>
<thead>
<tr>
<th>Essential Component</th>
<th>What do I want to remember?</th>
<th>What questions do I still have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td></td>
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<tr>
<td>Progress Monitoring</td>
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<tr>
<td>Multi-level Prevention System</td>
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<tr>
<td>Data-Based Decision Making</td>
<td></td>
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</tr>
<tr>
<td>Key Questions</td>
<td>Schoolwide (Core/Tier 1)</td>
<td>Targeted (Tier 2)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Is the core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?</td>
<td>-</td>
<td>Are the targeted supports meeting the academic or behavioral needs of students receiving targeted interventions?</td>
</tr>
<tr>
<td>Relevance to Data-Based Individualization</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team Membership</td>
<td>School/building leadership team, with subcommittees focused on academics and behavior (as needed)</td>
<td>Grade-level or problem-solving teams with representatives from school leadership team subcommittees (as needed)</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>Develop plan, support implementation, and monitor the effectiveness of Core/Tier 1 programming</td>
<td>Develop plan, support implementation, and monitor the effectiveness of Targeted/Tier 2 programming</td>
</tr>
<tr>
<td>Data Sources</td>
<td>Benchmark/universal screening assessments, district assessments, state assessments, discipline referrals</td>
<td>Benchmark/universal screening assessments, progress monitoring measures, behavior “point sheets,” discipline referrals</td>
</tr>
<tr>
<td>Frequency of Data Collection/Data Review</td>
<td>Academics and behavior: Three times per year</td>
<td>Academics: One or more times per month</td>
</tr>
</tbody>
</table>
Considerations for Effective Implementation

5 Elements of Fidelity

- **Student Engagement**
  - How attentive and involved are the students in this intervention or activity?

- **Program Specificity**
  - How well is the intervention defined and different from other interventions?

- **Adherence**
  - How well do we stick to the plan, curriculum, or assessment?
  - Are the intervention and assessment delivered consistently across different teachers and settings?

- **Quality of Delivery**
  - Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
  - How well is the intervention, assessment, or instruction delivered?
  - Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

- **Exposure/Duration**
  - Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
  - How often does a student receive an intervention? How long does it last?
  - Is the student regularly attending school?
  - Is the teacher regularly available to support instruction?
  - Did any factors prevent the student from receiving the intervention as intended?

**Why fidelity?** If we don’t implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

**Source:** Dane and Schneider (1998); Gresham, Gansle, and Noell (1993); O'Donnell (2008).
References


This document was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326Q160001. Celia Rosenquist serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this document is intended or should be inferred. Find additional information at www.intensiveintervention.org.
The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity and considering the integrated academic and behavioral supports needed by many students with intensive needs. It includes seven dimensions that help you to answer the following questions:

Does evidence suggest the intervention is expected to lead to improved outcomes (strength)?

Will the group size, duration, structure, and frequency provide sufficient opportunities to respond (dosage)?

Does the intervention match the student’s identified needs (alignment)?

Does it assist the student in generalizing the learned skills to general education or other tasks (attention to transfer)?

Does the intervention include elements of explicit instruction (comprehensiveness)?

Does the student have opportunities to develop the behavior skills necessary to be successful (behavioral support)?

Can the intervention be easily integrated into academic instruction (academic support)?

Can the intervention be individualized with a data-based process to meet student needs (individualization)?

Learn more about the Taxonomy of Intervention Intensity and find resources to support implementation at [https://intensiveintervention.org/taxonomy-intervention-intensity](https://intensiveintervention.org/taxonomy-intervention-intensity)

The Taxonomy of Intervention Intensity* was adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. TEACHING Exceptional Children, 50(1), 35-43. The National Center on Intensive Intervention in coordination with a technical working group of experts has refined and expanded the Taxonomy to incorporate considerations for both academics and behavior and lessons learned from implementation in the field.
When do I use the Taxonomy of Intervention Intensity?

The seven dimensions of the Taxonomy of Intervention Intensity can help educators make informed, systematic decisions in the context of the data-based individualization (DBI) process. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The Taxonomy can help educators:

### Taxonomy Dimensions
1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or Academic Support
7. Individualization

**Evaluate current interventions**

Already have an intervention? Use the dimensions of the Taxonomy to evaluate its strengths and limitations for your target population.

**Select a new intervention**

Looking for a new intervention? Rating the dimensions of potential interventions can help educators compare their strengths and limitations to support selection.

**Intensify the intervention**

Even the best intervention is not effective for every student. Need to intensify your intervention? The dimensions of the Taxonomy in combination with student data and teacher expertise can help guide the adaptations or intensification of the intervention over time.

Interested in learning more about what NCII has to offer? Connect with us!

Visit [www.intensiveintervention.org](http://www.intensiveintervention.org) to learn more

Contact us at [NCII@air.org](mailto:NCII@air.org)

Connect with us at [@TheNCII](https://twitter.com/TheNCII)
Guiding Questions: The FAIR Test

The sum of evidence from the Three Circles’ provides a starting point for evidence-based decision making, but it is also important to examine the intervention using the FAIR test. This document provides guiding questions for each component of the FAIR test as you select the best intervention for your student or group of students. If an intervention does not meet all the FAIR criteria, you may need to revisit one or more of the circles to look for new evidence or consider whether a different practice, strategy, or program would be a better fit.

The FAIR Test

- **Feasible** to implement,
- **Acceptable** to families/students/professionals,
- effective in producing a positive **Impact**, and
- **Relevant** for your identified context.

<table>
<thead>
<tr>
<th>FEASIBILITY</th>
<th>ACCEPTABILITY</th>
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<tbody>
<tr>
<td>Is it possible to implement the intervention as it was designed and researched (e.g., with fidelity)?</td>
<td>What do students, families, and professionals think about the proposed intervention?</td>
</tr>
<tr>
<td>• Are there sufficient staff to implement the intervention and do staff have the requisite knowledge, skills, or credentials to implement the intervention? Or will they need special training?</td>
<td>• Do the outcomes of the intervention align with the goals for the student or students?</td>
</tr>
<tr>
<td>• How will the intervention fit into schedules and educational settings?</td>
<td>• How does the intervention align with the culture, values, and priorities of the student and family?</td>
</tr>
<tr>
<td>• What are additional costs associated with implementing the intervention?</td>
<td>• How does the intervention align with the principles, standards and priorities of the professionals?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>IMPACT</th>
<th>RELEVANCE</th>
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<tbody>
<tr>
<td>Is there evidence of positive results from implementation of the intervention?</td>
<td>Was the intervention used with students who share similar characteristics with those with whom you work?</td>
</tr>
<tr>
<td>• Has scientifically sound, rigorous research shown positive results from the intervention? If so, have positive results been found for your outcomes of interests, with students and context similar to yours (e.g. disability status, race/ethnicity, culture, language)?</td>
<td>• Does the evidence show positive results for students and contexts similar to yours (e.g. disability status, race/ethnicity, culture, language)?</td>
</tr>
<tr>
<td>• Is there any evidence that the intervention may cause harm, be ineffective, or have unintended consequences for certain students or subgroups?</td>
<td>• Does the intervention match the specific needs of a given student or group of students?</td>
</tr>
<tr>
<td>• When rigorous research is not available for an intervention, is there other evidence supporting its consideration (e.g., evidence supporting components or strategies within the intervention)?</td>
<td>• If the students or context are not a direct match for your particular context, is there evidence or reason to suggest that the intervention may work in your context/with your students?</td>
</tr>
<tr>
<td>• Does student data (e.g., progress monitoring data) indicate the intervention is effective for the student?</td>
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</tbody>
</table>
Want to learn more about selecting an intervention?

Example resources to support intervention selection include:

- **IRIS Center Evidence-Based Practices Module 1: Identifying and Selecting a Practice or Program**
  https://iris.peabody.vanderbilt.edu/module/ebp_01/

- **National Center for Systemic Improvement: Pursuing Equity-Equitable Research-Informed Practices**
  https://ncsi.wested.org/resources/pursuing-equity/

- **National Center on Intensive Intervention: Taxonomy of Intervention Intensity**
  https://intensiveintervention.org/taxonomy-intervention-intensity

- **National Implementation Research Network: The Hexagon: An Exploration Tool**
  https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool

- **What Works Clearinghouse: How the WWC Rates a Study**

- **What Works Clearinghouse: Evidence Tiers and WWC Ratings**
  https://ies.ed.gov/ncee/wwc/Resources/Evidence

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1 For more information, see our resource *Three Circles of Evidence-Based Decision-making to Support Students with Disabilities*, available here: https://ncsi-library.wested.org/resources/731

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