

Intensifying Literacy Instruction

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Acknowledgements

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- MiMTSS Technical Assistance Center, Intensifying Literacy Instruction Model Demonstration Implementation Team
- National Center for Intensive Intervention (NCII)


Outcomes

- Define a bidirectional (2-way) MTSS model to support all learners without delay
 - List the things a Multidisciplinary team needs to do in preparation for reviewing intervention data
 - Describe the steps for evaluating student response to intervention instruction
 - Outline the process for a Multidisciplinary team to design intervention adaptations to develop either a Group Intensive Intervention Plan or an Individualized Intensive Intervention Plan
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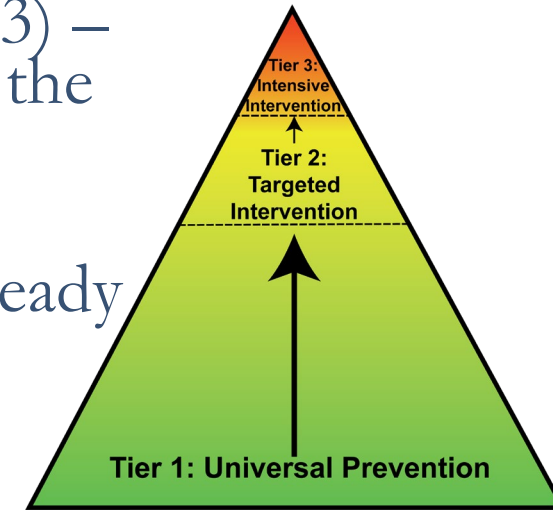
MTSS: Bidirectional Model

Problems with the Traditional MTSS Approach

- The “Tier 1 Problem” is never solved
 - Students are not their tier
 - Special Education (staff, students, instruction) is excluded
 - Student problem solving approach is deficit-based
 - No team-based leadership in the advanced tiers
 - Indistinct implementation of Tier 2
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A Traditional Approach to MTSS

- You must have a strong Tier 1 before you can work on Tier 2 (or 3) – core subject area teachers are incorporating literacy strategies into the disciplines.
- Students are not flexibly moving in varying levels of support (e.g., students wait for intervention supports because the schedule is already set)
- English Language Arts teachers are primarily responsible for the reading components of an MTSS framework.
- A “student problem-solving process” begins when students are failing core subjects.
- Special education (and special education staff) are outside of the MTSS system.

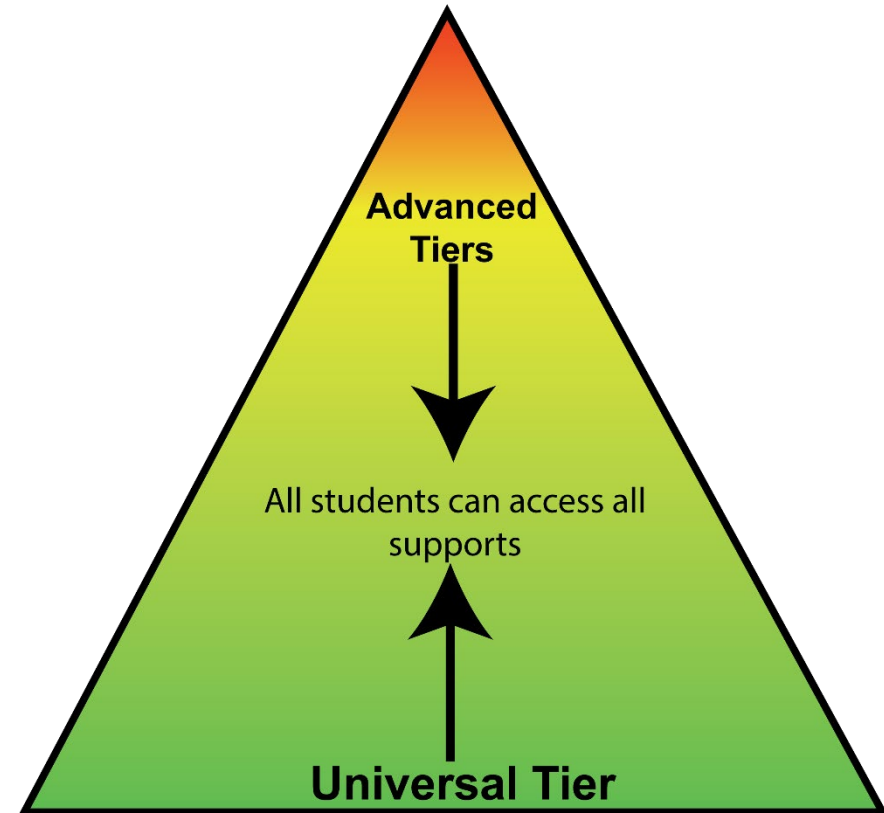


Problems with the Traditional Approach


- You must have a strong Tier 1 before you can work on Tier 2 (or 3)
- Students are placed **IN** Tiers
- Students are not flexibly moving in varying levels of support (e.g., kids begin the year in Tier 2 and remain in Tier 2)
- The general education teacher is responsible for Tier 1 and Tier 2
- If Tier 1 and 2 fail, a “student problem-solving process” begins
- Special education (and special education staff) are outside of the MTSS system

An alternate approach for...

- Students
- Teaming
- Resources



An alternate approach...students

- Students **flexibly move** within varying levels of instructional support regardless if the schedule is set and at the new semester
 - All students access the supports they need when they need them
 - **Focus on instructional problem-solving**, not student problem solving
 - **Students with disabilities** are fully integrated
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An alternate approach...teaming

- Schools work to improve both the Advanced and Universal Tiers **simultaneously**.
- **Department Teams** focus their energy on implementing strategies to enhance students' understanding of written text.
- **Grade Level Teams (GLTs)/Teacher-Based Teams (TBTs)** focus their energy on coordinating the use of strategies and helping kids generalize intervention strategies in their core subjects.

An alternate approach...teaming (cont.)

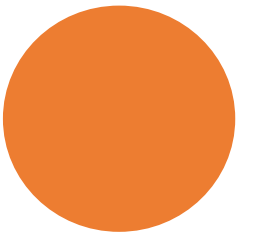
- A **Multidisciplinary team** (MDT) is developed to focus on the implementation of the Advanced Tiers (Tiers 2-3)
- The teams coordinate supports
- **Neither team is more important than the other**

An alternate approach...resources

- All students receive **high-quality Tier 1** (Department Teams are focused on this)
 - All students who need it receive intervention instruction using intervention curriculum resources that have been carefully reviewed and selected to be included in the school's **intervention platform**.
 - Existing district-approved literacy assessments are used to identify the students who need additional assessments to inform intervention.
 - **Validated assessments** screen and monitor student progress
 - **Decision rules** are used to guide teams in the process of intensifying selected interventions
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Activity: Bidirectional MTSS

- Consider your district's MTSS implementation efforts and what was discussed about a bidirectional model.
- What opportunities do you see that could strengthen your MTSS framework to support all learners?





Multidisciplinary Team

Team-Based Leadership Essential for MTSS


- **School or Building Leadership Team** oversees the overall MTSS implementation (e.g., aggregated fidelity and outcome data across tiers)
- **Grade Level Teams** are responsible for Tier 1/Universal instruction
- **Multidisciplinary team** is responsible for the Advanced Tiers:
 - Tier 2, intervention (evidence-based standard protocol intervention curriculum resource)
 - Tier 3, Intensifying Support

MDT Team Responsibilities

- Coordinate/analyze data for the advanced tiers:
 - Placement
 - Diagnostic
 - Progress Monitoring
 - Fidelity
- Group students for intervention
- Monitor academic and behavior interventions
- Design Individualized Intervention supports
- Provide support and coaching for Intervention Providers
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Example MDT Team Membership

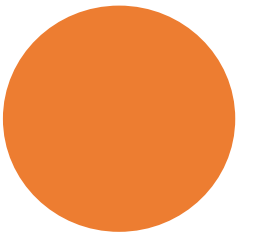
The type and number of MDT members will vary given your district's context (size, resource availability, etc.)

- Administrator
 - Individuals with literacy and behavioral expertise
 - Intervention coach (instructional coach)
 - Mental health clinician
 - Occupational therapist
 - Team leader/Facilitator (supported to serve as the team's coach)
 - School psychologist
 - Speech and language pathologist
 - Special educator
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Activity: Multidisciplinary Team

Consider your context:

- What teaming structures do you have to support MTSS in your school? (e.g., School or building leadership team; grade level teams, multidisciplinary team)
- Do you have a team that is fulfilling multidisciplinary team responsibilities?

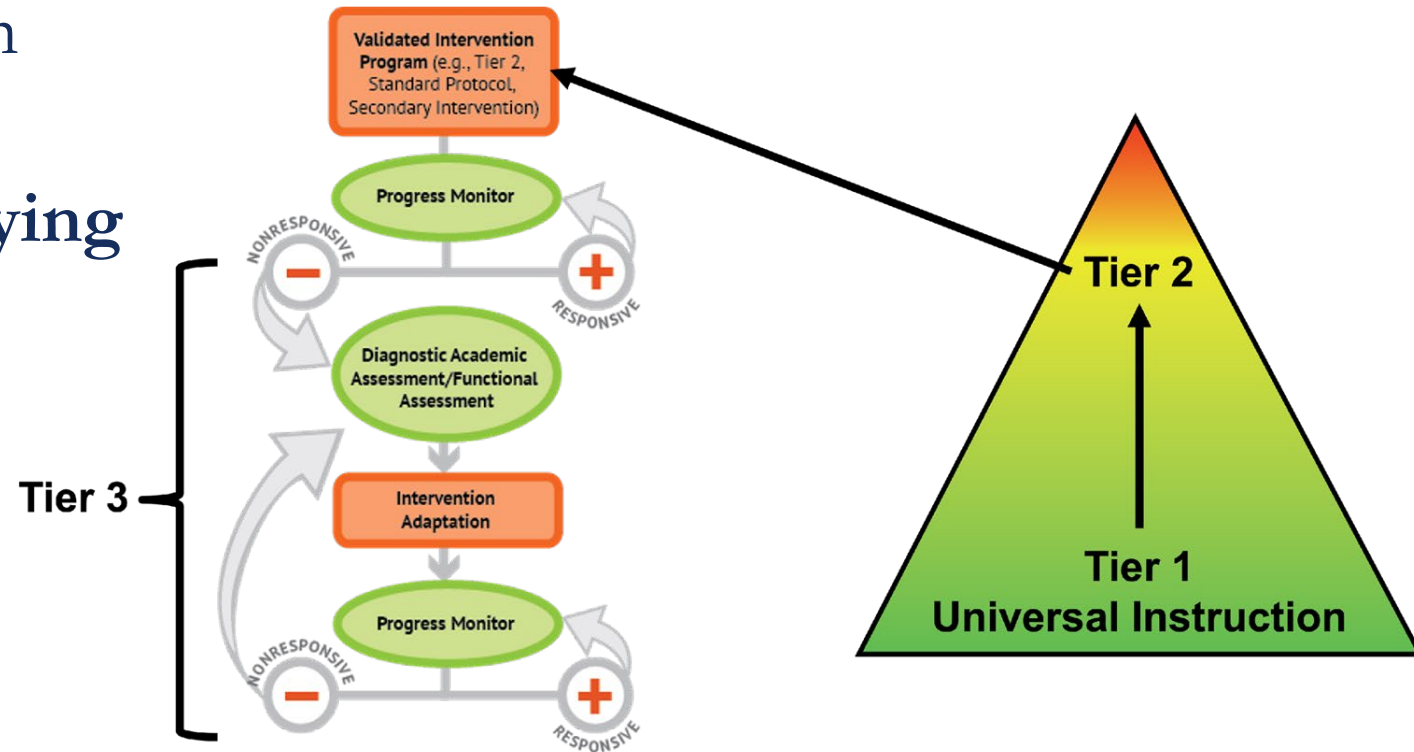




Defining Intensifying Instruction

DBI, a Process for Intensifying Instruction

- Data-based Individualization (DBI)
- Also referred to as **Intensifying Intervention Instruction**



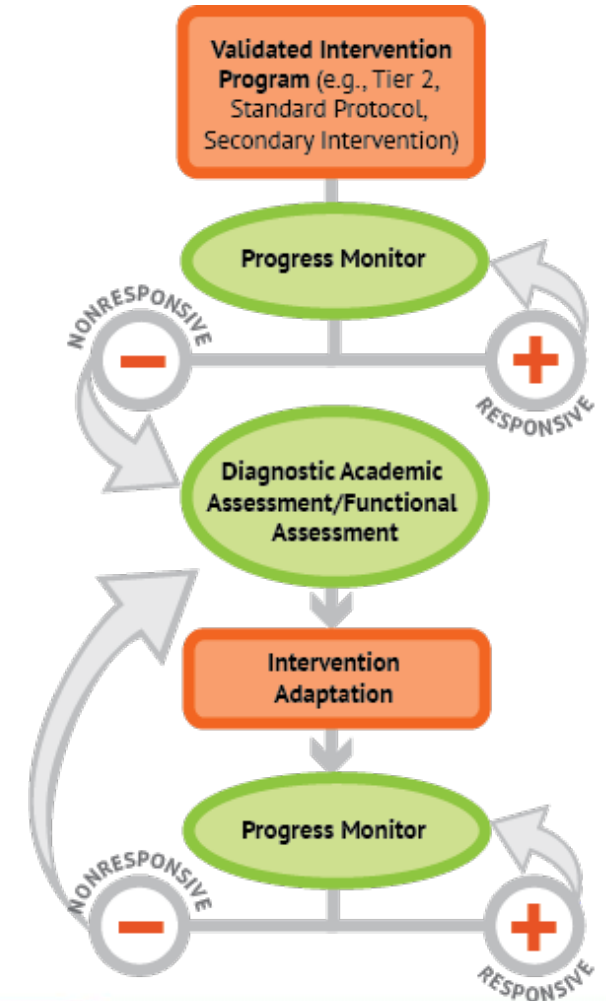
5 Steps in the DBI Process

1. Implement a Validated Intervention Program
2. Monitor Progress

If students don't respond...

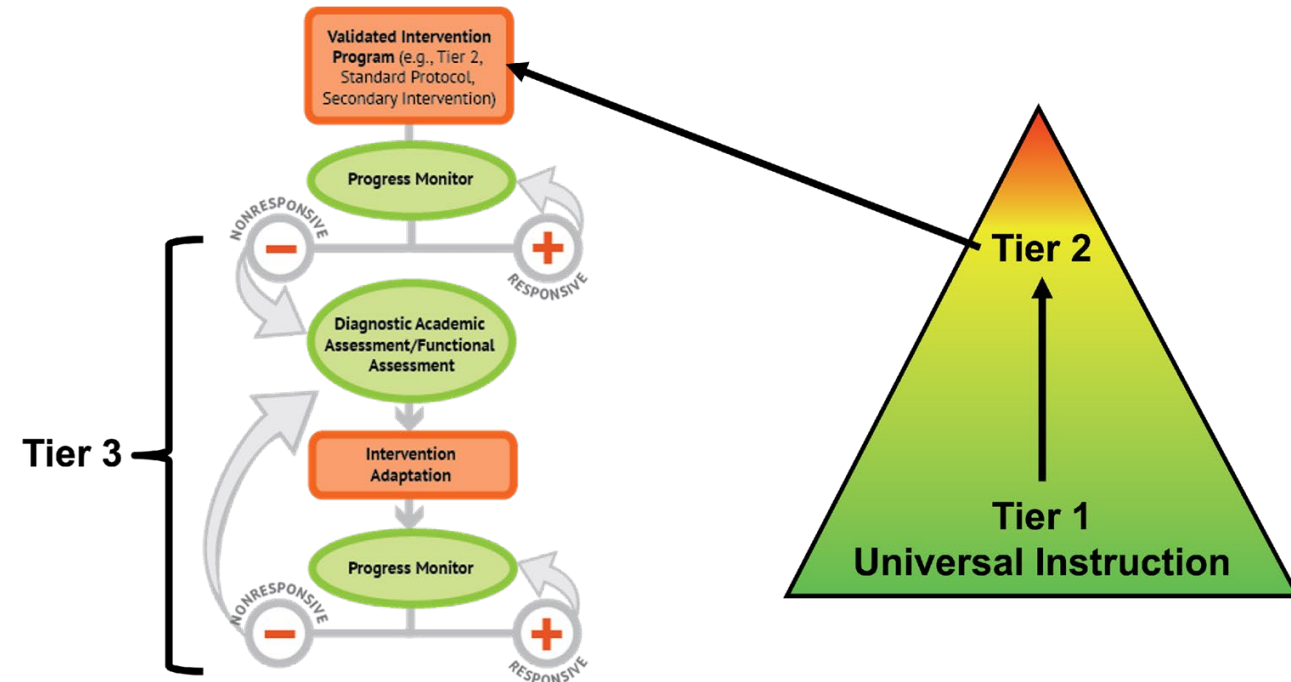
3. Collect diagnostic academic or functional behavior data
4. Design and implement an intervention adaptation
5. Monitor progress in the adapted intervention

Repeat steps 3-5 until student responds (is on track to meet grade level benchmark)



What is Data-Based Individualization?

- A systematic process for using data to determine *when* and *how* to intensify intervention
- An ongoing process—not a single intervention
- Intended for students with *severe* and *persistent* learning and behavioral needs

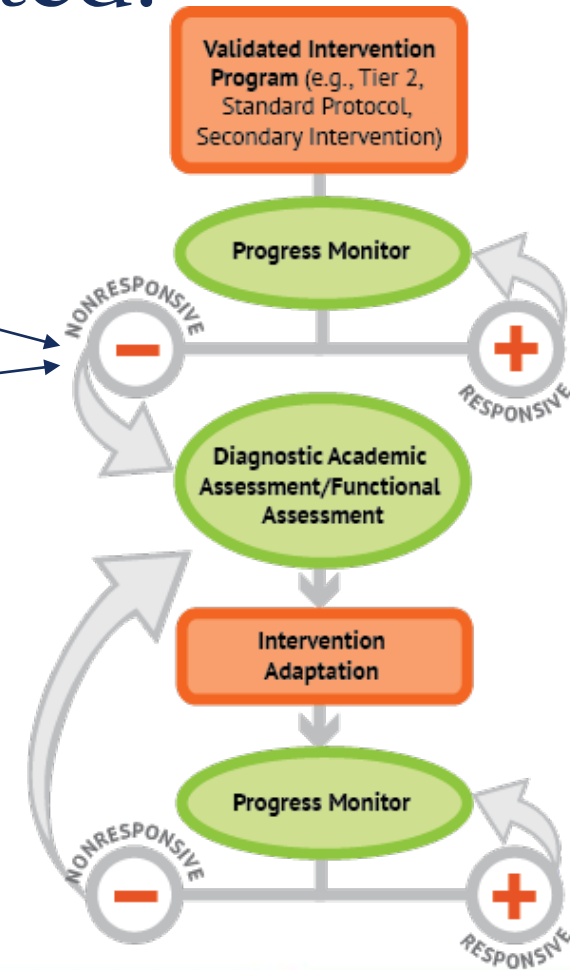



4 Types of Data Fuel the Intensification Process

1. **Universal Screening Data**
2. **Fidelity Data**
3. **Progress Monitoring Data**
4. **Diagnostic Data**

Why might a student (or group of students) not respond as expected?

- Hypothesis #1: They did not receive adequate instruction
- Hypothesis #2: The instruction was not sufficiently intense



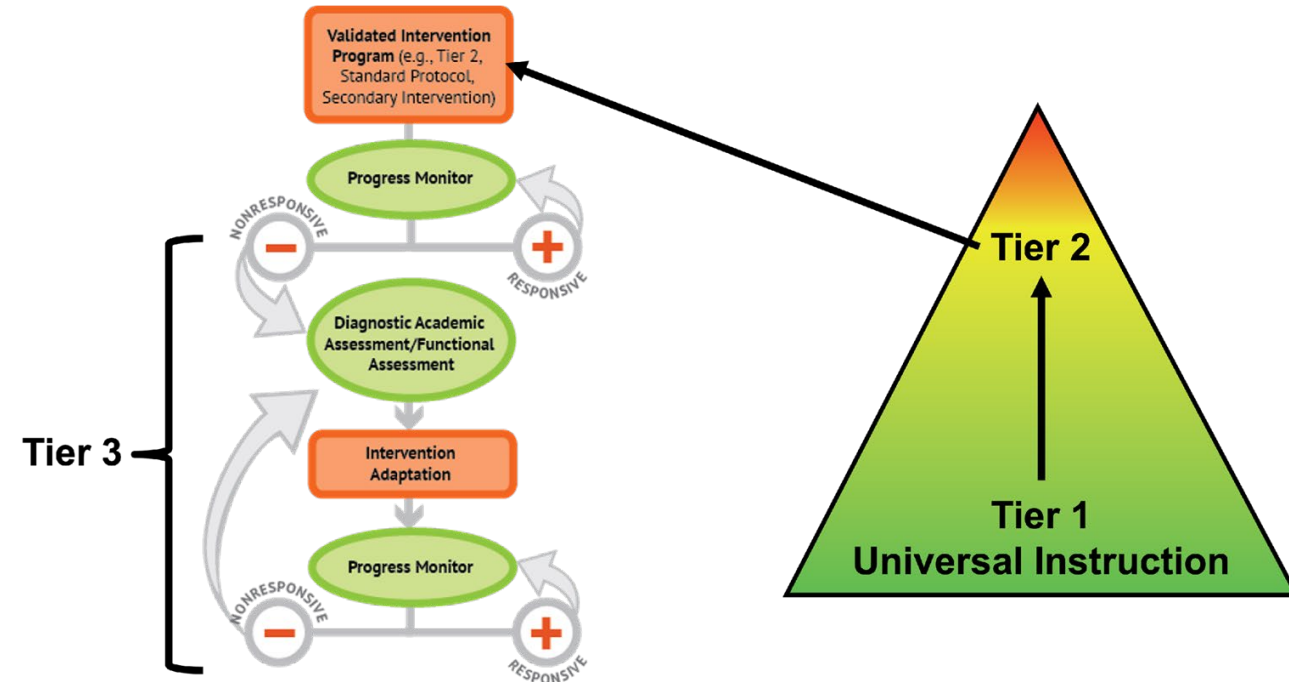


Intervention Adaptation: Introducing the Variables to Consider Adjusting

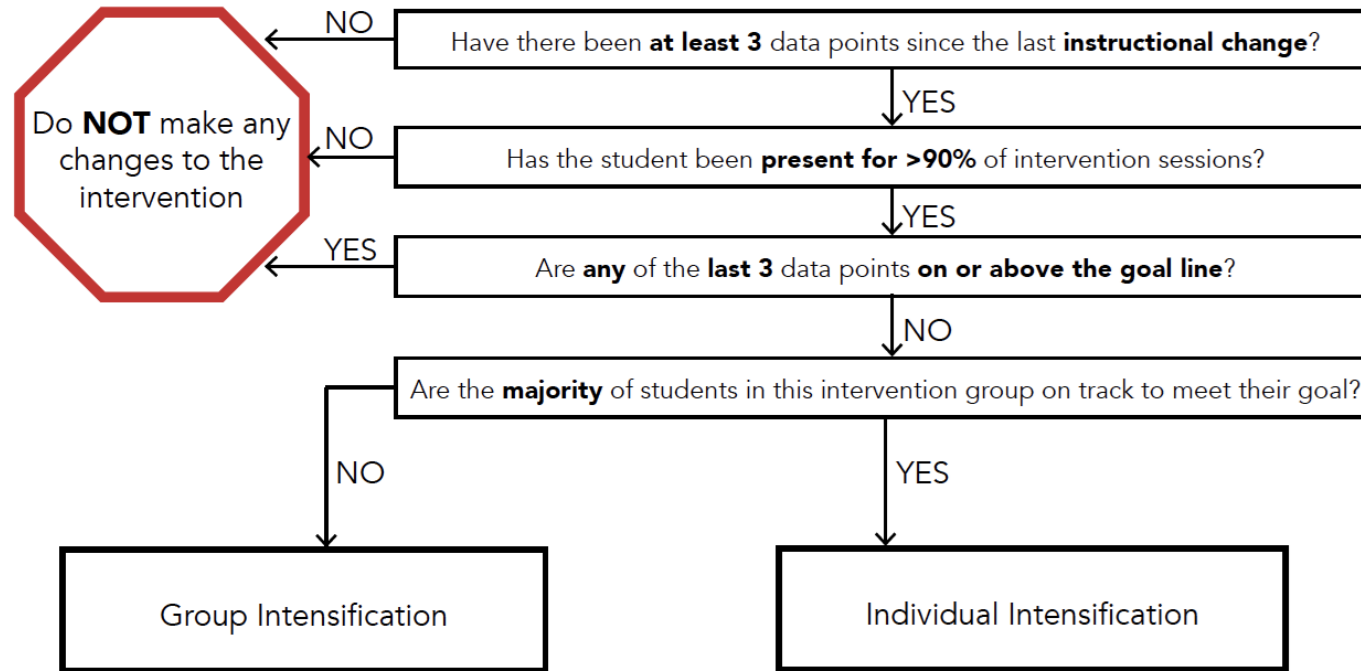
Introduction to the Taxonomy of Intervention Intensity

Tier 3 Components

1. Preparing to review intervention data
2. Evaluating student response to instruction
3. Designing an intervention adaptation



Is it time to intensify intervention supports?



*The standing members of your MDT should work with the interventionist to intensify support at the **group level**.*

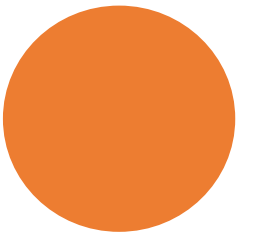
*MDT members collect additional diagnostic data (if needed) and schedule a meeting with the student's classroom teacher, family members and interventionist to **plan individual intensification***

Intensification Process


- Determine if Group Intensification or Individual Intensification is warranted
- Collect additional data, as needed (**DBI step 3**)
- Identify which taxonomy dimension to address (**DBI steps 3 and moving into Step 4**)
 - For individual intensification, study engagement and other behavioral indicators to determine if the “behavioral supports” could be altered first.
- Make a plan to intensify supports and document your plan (**DBI step 4**)
 - For individual intensification, include the learner’s classroom teacher(s) and family members
- Make a plan to reconvene and review progress and design additional instructional adjustments, as needed (**DBI steps 5**)
- Collect fidelity data for the plan that is made

Activity: Taxonomy Overview

- Access the PDF, “Taxonomy of Intervention Intensity.”
- Independently read the document to see how the dimensions of intervention intensity are applied to accelerate academic and behavioral outcomes.
- Note things that resonates with you as you are reading and things that need more explanation.



Taxonomy Dimensions for Adaptation

- **Behavioral support:** promotes self-regulation and executive function and minimizes non-productive behavior
 - **Comprehensiveness:** incorporates the principles of explicit instruction (e.g., modeling, guided practice, feedback)
 - **Attention to transfer:** intervention instruction is designed to help students realize connections between taught and previously mastered skills and to generalize taught skills to other contexts
 - **Individualization:** progress monitoring measures and instruction are aligned and allow for individualized decision making
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Taxonomy Dimensions for Adaptation (cont.)

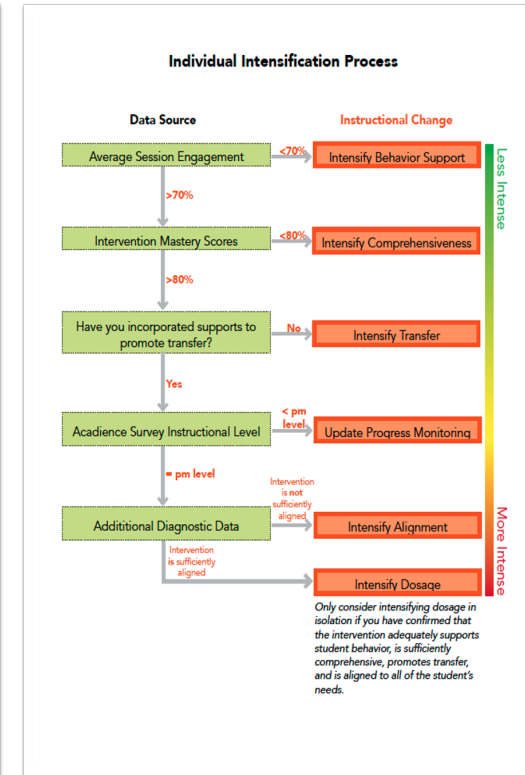
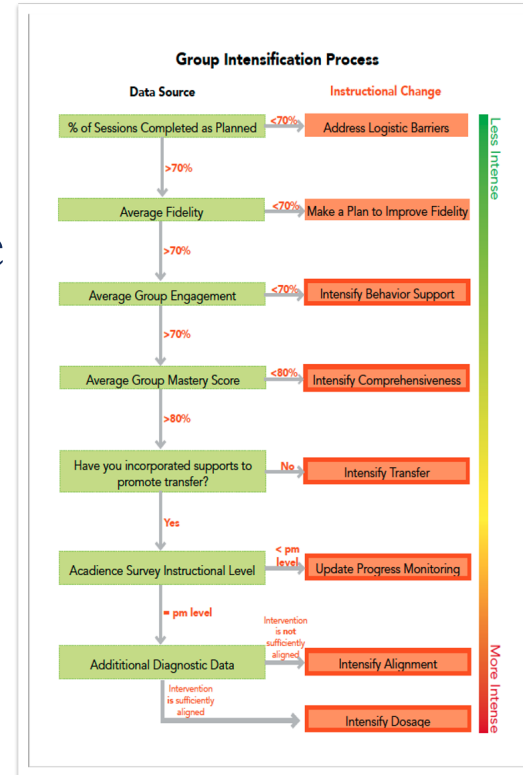
- **Alignment:** intervention addresses all the student's needs, avoids over-emphasizing mastered skills
- **Dosage:** provide more opportunities for the student to continue to receive intervention support (increase time, reduce group size)

What about “strength?”

- **Strength** –not a variable to control unless you look at the Taxonomy Intervention Rating Rubric to proactively enhance areas where the program was lacking

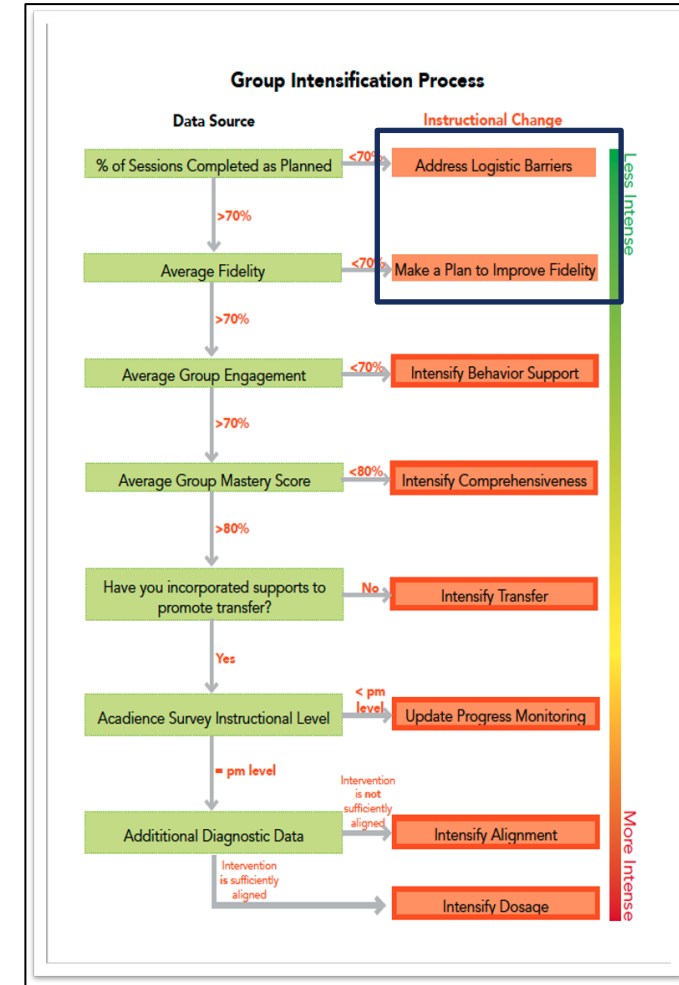
Intensification Decision Trees

- Data sources to consider are on the left.
- The instructional changes are on the right (including the taxonomy dimensions that have a darker orange line around the rectangle)
- The ordering from top to bottom is intentional to help teams prioritize instructional changes from least intensive to most intensive.
- The more intensive the instructional change, the more resources are needed to make the change, and there can be more difficulties associated with making the change.



Taxonomy Dimensions for Adaptation (cont.)

- The Group Intensification chart includes two additional instructional changes that the individualized intensification chart does not (logistic barriers and improving fidelity).



How Might We Address Concerns with Fidelity?

Hypothesis (Contributing Factor)	Possible Action
Insufficient materials	Ensure every interventionist has the materials needed and that all group members are able to participate fully
Location of the intervention is distracting	Consider finding alternate locations for intervention to occur
Scheduling and logistics concerns cut into intervention time	<ul style="list-style-type: none">• Plan for staff and student absences (e.g., train alternate interventionist to cover for absent staff; determine how students can participate remotely in the group)• Adjust schedule so intervention does not occur during times that are likely to be interrupted• Stockpile materials students need unrelated to intervention

How Might We Address Concerns with Fidelity (cont.)?

Hypothesis (Contributing Factor)	Possible Action
Multiple interventionists are experiencing difficulty with the same concept	<ul style="list-style-type: none">• Plan time to provide additional training or practice• Set goals to address the area needing additional support and adjust fidelity observations to monitor the specific area of need• Provide regular time for interventionists to talk about how the intervention is going, share ideas, ask questions, and make plans to improve fidelity
Individual interventionists would benefit from support to implement effectively	Provide additional coaching and modeling to the individual interventionists in a collaborative and supportive manner

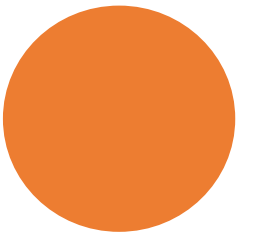
How Might We Address Fidelity Concerns (cont.)?

Hypothesis (Contributing Factor)	Possible Action
Student engagement is low	<ul style="list-style-type: none">• Establish and teach behavioral expectations for the intervention – post the expectations using student friendly language and graphics• Allow students to trade points or tokens for rewards• Use a timer to remind you to review student behavior and award points regularly throughout the intervention• Increase the number of points/tokens being awarded• Move students who need additional attention so that they are closed to the interventionist and/or away from distracting peers• Remove distractions from the environment
Missing data	Ensure interventionists know how to access the implementation record and are prompted/reminded to complete it on a regular basis

Activity: Addressing Fidelity



- Consider your school/district context.
- How is intervention fidelity supported?
- How can the information in the tables help strengthen intervention fidelity?



Start Small

Hypothesis: Instruction is not sufficiently *comprehensive* (i.e., explicit).

Possible adaptations (choose 1 or 2):

- Provide explicit instruction for pre-requisite skills.
- Re-teach yet-to-be-mastered skills.
- Modify the sequence of instruction.
- Break steps into smaller, simpler chunks.
- Use an advance organizer or visual aide to support strategy acquisition.
- Provide additional guided practice (“we do”)
- Increase the amount of teacher feedback.
- Incorporate additional independent practice (“you do”)

Document the Group Decisions



Michigan's Multi-Tiered System of Supports Technical Assistance Center
February 2023 – Version 1.0

Group Intensive Intervention Plan

Student(s)				
Grade				
>70% Sessions Completed	Y N	Y N	Y N	Y N
>80-90% attendance	Y N	Y N	Y N	Y N
Sufficient data indicates need for change*	Y N	Y N	Y N	Y N
Teacher(s)				

*Students must have a minimum of three points since the last instructional change. If all of last 3 data points are below the goal line, the student or group of students needs an instructional change.

Initial Plan

Program:		Interventionist:	
Location:		Group Size:	
Start Time:		End Time:	

*If students are receiving more than one intervention (e.g., small group during Tier 1, special education, etc.) list all interventions.

Intensification #1

Date: _____

Do not adjust more than 1 dimension at a time.

Work sequentially.

Dimension	Data Collection	Needs Adjustment	Plan
Fidelity	Avg. % of components completed: _____ Fidelity Score: Notes:	Y N	
Behavioral Support	Average % Engagement: Notes:	Y N	
Comprehensiveness	Average Lesson Mastery: Notes:	Y N	
Progress Monitoring	Survey Results:	Y N	
Transfer	Notes on student performance outside of intervention:	Y N	
Alignment	Summarize results of academic diagnostics: Print Concepts: PA: Phonics/decoding: Fluency: Vocabulary:	Y N	

Document the Individual Student Decisions



Michigan's Multi-Tiered System of Supports Technical Assistance Center
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Individual Intensive Intervention Plan

Student			Grade	
Date of Plan Adjustment				
>70% Sessions Completed	Y N	Y N	Y N	Y N
>80-90% attendance	Y N	Y N	Y N	Y N
Sufficient data indicates need for change*	Y N	Y N	Y N	Y N
Teacher				
Family Member/ Caregiver(s)				

*Students must have a minimum of three points since the last instructional change. If all of last 3 data points are below the goal line, the student or group of students needs an instructional change.

Initial Plan

Program:		Interventionist:	
Location:		Group Size:	
Start Time:		End Time:	

*If students are receiving more than one intervention (e.g., small group during Tier 1, special education, etc.) list all interventions.

Intensification #1

Date:

Do not adjust more than 1-2 dimensions at a time.

Work sequentially.

Dimension	Data Collection	Plan
Behavioral Support Adjustment? Y N	Average % Engagement: Behavioral Observation: FBA: Notes:	
Comprehensiveness Adjustment? Y N	Average Lesson Mastery: Notes:	
Progress Monitoring Adjustment? Y N	Survey Results:	
Transfer Adjustment? Y N	Notes on student performance outside of intervention:	
Alignment Adjustment? Y N	Summarize results of academic diagnostics: Print Concepts: PA: Phonics/decoding: Fluency:	


Intervention Adaptation Reminders

- Do not address every dimension at once
- Make **1 or 2 changes** at a time
- If data supports it, consider increasing behavioral support first
- This is a team decision - involve every member of the team: the interventionist (para), classroom teacher, and family
- You can't change the strength of the current intervention, but you can incorporate additional evidence-based components




First Year Implementation: Common Pitfalls

First Year Pitfalls

- School does not have standard protocol interventions (DBI Step 1)
 - Multidisciplinary Team does not have time to meet to document the school-wide intervention decisions for each of the Intervention System components
 - Multidisciplinary Team bites off more than they can handle (too many grade levels and intervention groups within the grade levels to apply DBI steps 3-5)
 - Frequent and consistent coaching for interventionists
 - Individual student progress monitoring goal setting (survey level assessment)
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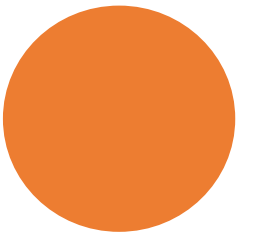
First Year Pitfalls (cont.)

- Progress monitoring data management system responsibilities:
 - Intervention groupings are entered into the data management system
 - Individual student goals are entered into the data system
 - Phase lines noting adaptations/areas of focus for students
 - Adequate FTE to monitor the implementation record data submission and the progress monitoring data collection (program mastery progress monitoring and general outcome progress monitoring data collection)
 - People with time and expertise to analyze the intervention data and organize it for the multidisciplinary team to make decisions (implementation record, intervention fidelity, progress monitoring)
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Closing Activity: Key Take-Aways

- What is your top take-away about intensifying literacy instruction?
- Please share.



Thank You!

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Center

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