

What Are Interventions?

- Targeted assistance based on progress monitoring
- Administered by the classroom teacher, specialized teacher, or external interventionist
- Provides additional instruction
 - Individual
 - Small group
 - May be technology assisted
- Match curricular materials and instructional level
- Cue work habits/organizational skills
- Modify direct instruction time and group size
- Modify guided and independent practice
- Ensure optimal pacing
- Partner read
- Self-correct mistakes
- Increase task structure (e.g., directions, rationale, checks for understanding, feedback)
- Increase task relevant feedback
- Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class, etc.)
- Mini-lesson on skill deficits
- Increase the amount and type of cues and prompts
- Teach additional learning strategies
- Organizational/Metacognitive/Work habits
- Add intensive one to one or small group instruction
- Change scope and sequence of tasks
- Increase guided and independent practice
- Change types and method of corrective feedback

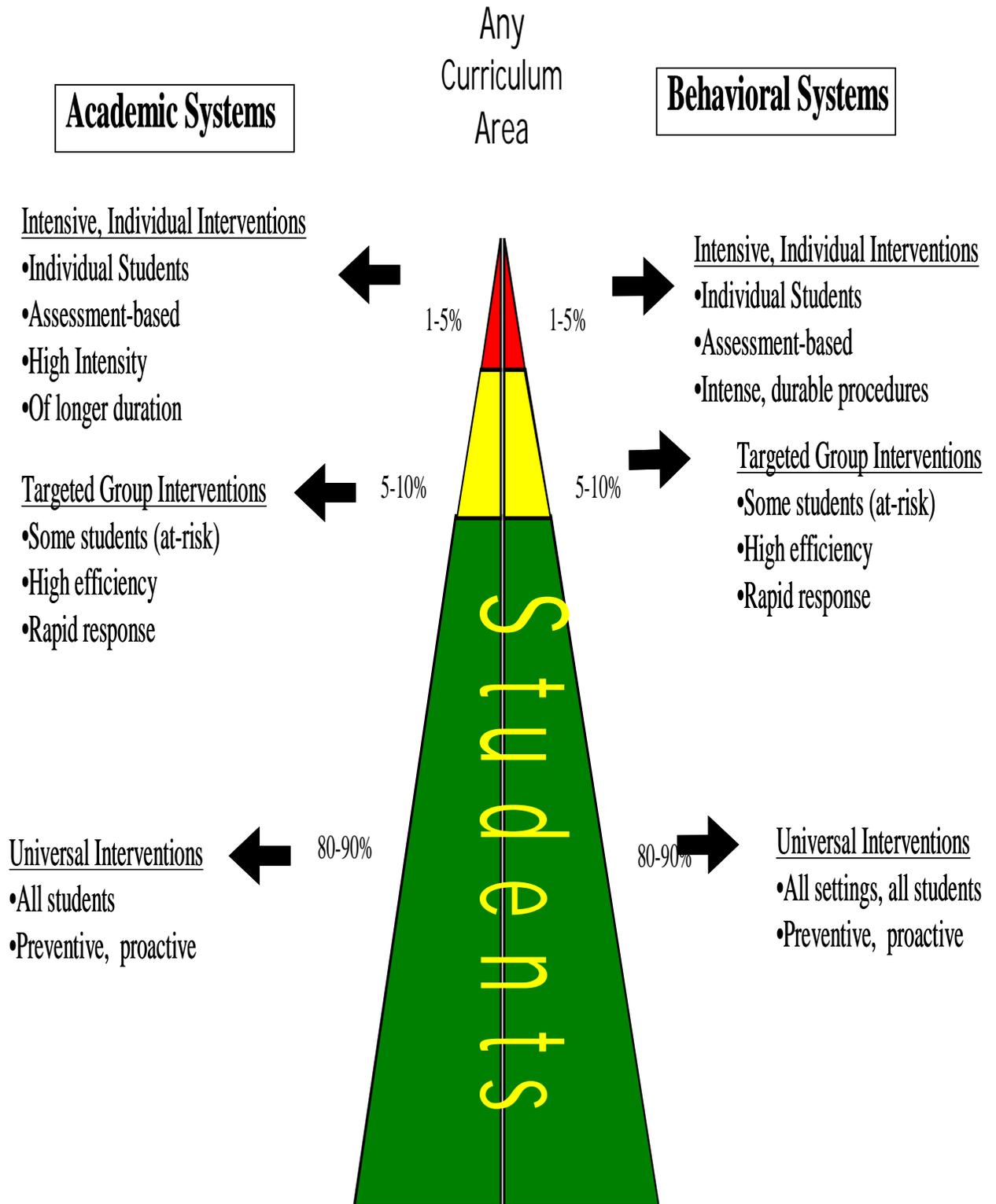
Interventions are **NOT**

- Preferential seating
- Shortened assignments
- Parent contacts
- Classroom observations
- Suspension
- Doing more of the same/general classroom assignments
- Retention
- Peer-tutoring

Accommodation vs. Modification

Accommodations	Modifications
<ul style="list-style-type: none"> • Same Standards – Different Path • Level the “Playing Field” • Testing Procedures (i.e., read aloud, extended time, testing in a separate room, etc.) • Classroom (i.e., seating, note taking, outline/study guides, tape recorder, etc.) 	<ul style="list-style-type: none"> • Change Standards • Change core of programs • Usually associated with IDEA • Creates the “Playing Field”

The Basics



Tier I (Parent-Teacher Consultation)

Essential Elements:

- **Parent/Teacher Consultation and Collaboration**
- **General Curriculum**
- **Universal Preventative Interventions**
- **Scientifically/Research-Based Curriculum**

Instructional Strategies and Implementation of Core Academic Programs in the General Education Setting

- Begin working with the student in the area of concern as you normally would
- Use instructional strategies available to you in the classroom. This should include explicit, systematic instruction with repeated opportunities for practice and review.
- Instruction informed by assessment data.
- Differentiated instruction is critical.
- Flexible grouping is necessary to increase student achievement.
- Keep record of what you are doing with the student.
- Use classroom measures of the student's progress to guide you in how student is doing.

Tier I: Core Instruction

Focus	For all student
Program	Scientifically Based Curricula
Grouping	Multiple grouping formats to meet student needs
Time	60 to 90 minutes per day or more
Assessment	Benchmark assessments at beginning, middle, and end of academic year
Interventionist	General education teacher
Setting	General education classroom

Tier II (Grade Level Teams and/or Consultation with Other Educators)

Essential Elements:

- **Continued Parent Consultation**
- **Skills Deficits Persist Despite Universal Preventative Interventions**
- **Consultation and Collaboration with Grade Level Teams/Other Educators**
- **Targeted Small Group Intervention**
- **Scientifically/Research-Based Programs and Intervention Strategies**

Strategic Small Group Instruction

- Interventions should target specific student weaknesses.
- Provides additional instructional support to students who, according to assessment data, are not making adequate progress in Tier I.
- Teachers may supplement or enhance a curriculum component of the core academic program.
- Creative/flexible scheduling to allocate sufficient time for small group instruction.
- Creative uses of personnel resources, i.e., teaching styles, several people teaching reading groups.
- Specialized instruction should be a minimum of 30 additional minutes per day, 2-3 times per week.
- Lasting from six to eight weeks. Progress monitoring at the minimum of every 2 weeks.
- Tier II is small-group strategic instruction in addition to the time allotted for core instruction
- Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I
- Typically uses a differentiated instruction model to address small group needs.

Targeted Population:

Students who have significantly lower levels of performance than their peers. Students who exhibit significant deviation from their grade level peers in academic or behavioral issues. Students who are learning at a much slower rate than their grade level peers and falling farther behind their classmates.

Tier II: Strategic Instruction

Focus	For students identified with <u>marked</u> difficulties, and who have <u>not responded</u> to Tier I efforts
Program	Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I
Grouping	Homogeneous <u>small group instruction</u> (1:3, 1:4, 1:5, or 1:6)
Time	Minimum of 30 minutes per day 2-5 x per week in small group in addition to the core instruction
Assessment	Progress monitoring twice a month on target skill to ensure adequate progress and learning (preferably weekly)
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist, tutor)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom (e.g., before/during/after school tutoring, Saturday academy, etc.)

The difference between Tier 2 and Tier 3 is the frequency and group size of the intervention treatment. This is the last stage of the intervention model and is the most intensive.

Sample “Red Flags” for Moving to Level III:

- Student moves in from another district or area with interventions/services provided in the past.
- More specialized assessment data is needed to determine the cause of the problem.
- Student has been referred to the SST a number of times and specific strategies or specific instruction has been provided.
- Student has had significant medical trauma
- Below 10th percentile performance on standardized tests
- Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance.
- Student is potentially harmful to self or others.
- Behavior consistently interferes with learning of self or others in the classroom.
- Severe behavior problems have been seen over time.
- Disciplinary/office referrals occur on a regular basis.

Tier III (Intensive Instruction and Formal SST Referral)

Essential Elements:

- **Continued Parent Consultation**
- **Skills Deficits Persist Despite Targeted Small Group Intervention Implementation Utilizing Scientifically/Research-Based Intervention Strategies and Programs.**
- **Formal Consultation with the SST**
- **Targeted Individualized Intervention/Decreased Targeted Group Size (i.e., should not exceed 1:2 or 1:3 ratio)**
- **Scientifically/Research-Based Programs and Intervention Strategies (Intensity and Duration Should Increase).**

Supplemental, Intensive Instruction (Increased Intensity and Frequency)

- Provides intensive instructional support for students who are significantly below grade level and who may have severe academic difficulties.
- Provides customized, intensive, and sustained intervention for students who still have acute academic difficulties despite efforts in Tiers I and II.
- Instructional grouping should be smaller than in Tier I. Students in Tier 3 interventions should receive one thirty-minute session with the selected intervention 4-5 days per week. This is the most intensive phase of the SST model.
- If a student does not make progress with this type of intensity, we can feel fairly confident saying that the curriculum and instruction are sound and the problem may be within the student.
- Progress monitoring should occur no less than once a week.
- As with Tier 2, it is imperative that we can collect data and ensure that the intervention was carried out exactly as specified by the team.

Tier III - Intensive Supplemental Instruction

Focus	For students identified with marked difficulties, and who have not responded to Tier I or Tier II efforts
Program	Sustained, intensive scientifically based interventions
Grouping	Homogeneous small group instruction (1:2 or 1:3)
Time	Minimum of 30 minutes per day 4-5 x per week in small group in addition to the core instruction
Assessment	Progress monitoring at a minimum weekly on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom (e.g., before/during/after school tutoring, Saturday Academy, etc.).