

Developing a Tier III Decision Tree

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Parts of this presentation were adapted from NCH's *Strategies for Intensifying Interventions When Standard Approaches Don't Work* (April 2014). See <http://www.intensiveintervention.org/video-resource/so-what-do-i-do-now-strategies-intensifying-intervention-when-standard-approaches-d-0> for complete webinar.

Purpose

- Provide a template for developing a Tier III decision tree
- Model process of developing a Tier II/Tier III decision tree for intensifying interventions quantitatively and qualitatively.

The **wrong** questions:

- How do we implement Tier III Interventions?
- What interventions work in Tier III?
- How do we stay legal?
- What is wrong with the student?

The **right** questions:

- What do our students need?
- What is our current reality?
- What do we need to do?
- How will we do it?

NCRTI Fidelity Rubric: What is Tier III?

Component	Description
Data-Based Interventions Adapted Based on Student Need	Intensive interventions are more intensive than secondary interventions and are 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) through an iterative manner based on student data.
Instructional Characteristics	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.
Relationship to Primary	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.

What is intensive intervention?

Intensive intervention is designed to address *severe and persistent* learning or behavior difficulties. Intensive interventions should be:

- (a) Driven by data
- (b) Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports

(NCII, 2014)

Background

- **National Center for Intensive Intervention (NCII): Data-Based Individualization (DBI):** 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.

Data-Based Individualization (DBI)

DBI is a systematic method for using data to determine *when and how* to provide more intensive intervention:

- DBI is a process, not a single intervention program or strategy.
- Not a one-time fix—ongoing process comprising intervention and assessment adjusted over time.

(NCII, 2014)

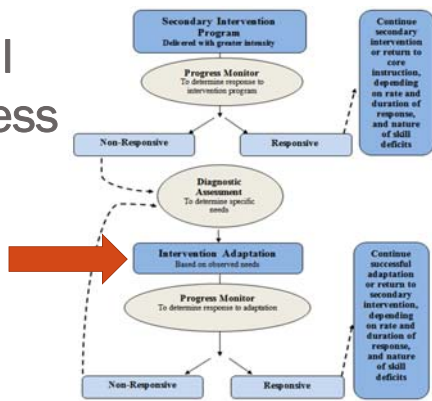
Five DBI Steps

1. Secondary intervention program, delivered with greater intensity
2. Progress monitoring
3. Informal diagnostic assessment
4. **Adaptation**
5. Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress

Assumptions

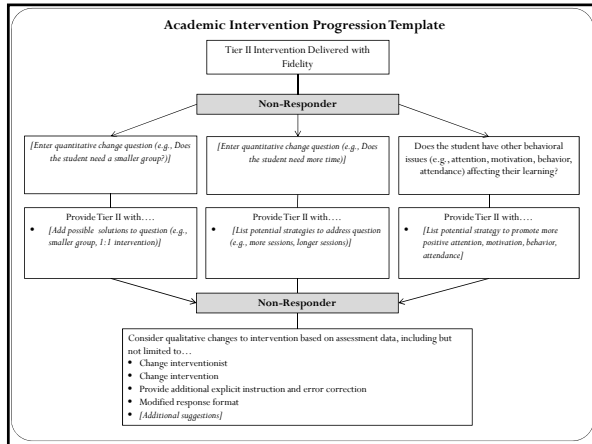
- Students are provided a research-based standardized secondary program (e.g., teacher created program, Check in Check Out, Number Rockets*) delivered with fidelity.
- Valid progress monitoring tools are being used to evaluate the students' response to the secondary intervention.
- Most students adequately respond to Tier II system.

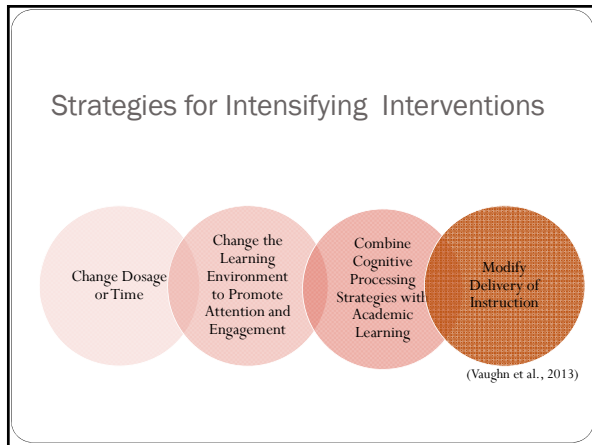
DBI Process



Sample Academic Intervention Progression







Handout: Intensive Intervention Practice Categories Checklist

National Center on INTENSIVE INTERVENTION
at Southern Methodist University

AIR

Intensive Intervention Practice Categories Checklist

The following checklist is intended to help teachers and intervention teams think about practices for intensifying interventions across various dimensions. This list is not exhaustive, and teams may add to it over time.

Intensification Practice Category #1: Change Intervention Dosage or Time


Possible Approaches	Notes
___ Increase daily intervention time.	
___ Increase duration/number of sessions.	
___ Increase frequency of sessions (e.g., twice per day).	
___ Provide extended instruction (e.g. after school).	

**Strategy #1:
Change Dosage
or Time**

Strategy #1: Change Dosage or Time

Methods for increasing quantity of instruction:

- Minutes per day
- Minutes per session
- Sessions per week
- Total number of sessions

 **Strategies for Adding Intervention Time**

- **Double dip:** Rather than a single intervention block, students might receive intervention at different times during the day (e.g., 20 min in the morning and 20 min the afternoon rather than a single 40 min session) (Gersten et al., 2008; Vaughn et al., 2012).
- **Use entry or exit routines:** Provide independent or peer-mediated practice opportunities for students to minimize wait time and allow multiple small groups to run at once.
- **Reinforce** groups for following routines independently.

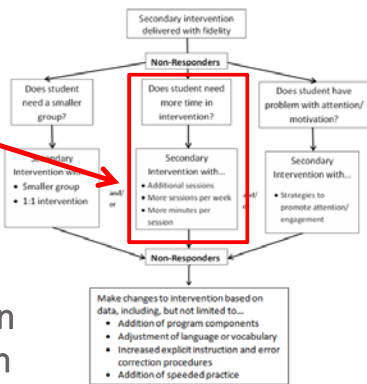


Strategies for Adding Intervention Time (cont).

- **Sample entry routine:**
 - Student comes into the classroom, gets a timer and does practice with math facts, writing down the scores on a recording sheet.
- **Sample exit routine:**
 - Student finished with the lesson does an oral reading fluency practice either alone or with a partner.

See Handout for additional adaptations to add here

Sample Academic Intervention Progression



**Practice #2:
Change the Learning Environment to Promote Attention and Engagement**

Strategy #2: Change the Learning Environment to Promote Attention and Engagement

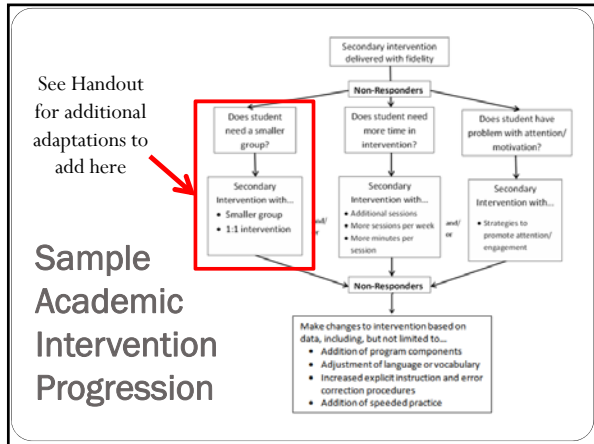
- Reduce group size
- Group students with similar needs
- Change the instructional setting to reduce noise and other distractions and promote academic engagement.

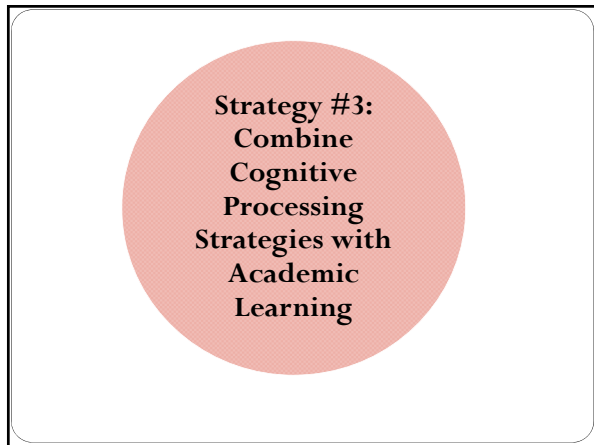
Reducing Group Size with Limited Resources

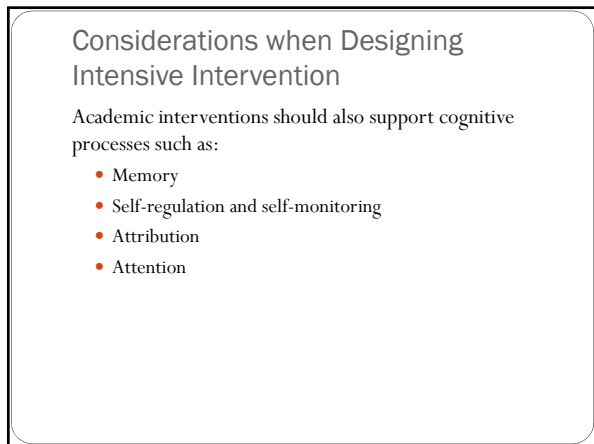
- Develop entry or exit routines that provide independent or peer-mediated practice opportunities for students.
- Reinforce groups for following routines independently.
- Use peers, parent volunteers, paraeducators, or computer programs for practice activities.
- Use teacher time for instruction and assessment of new skills.

Why small homogeneous groups?

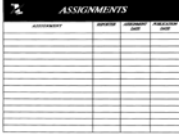
- Increases engaged interaction opportunities between student(s) and teacher
- Provides more opportunities for practice with feedback
- Allows teachers to match instruction to specific student needs
- Better able to monitor on-task behavior and engagement



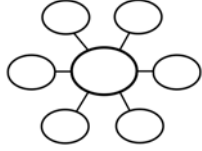




Teach strategies for taking notes and organizing information



Teach students to write down assignments, and include in daily routines



Use graphic organizers and key words and phrases for notes



Teach students to ask for help if they need information repeated

Present information using more than one modality



- Speak and write/draw/project information as you present it
- Repeat important instructions, key words, etc.
- Model procedures to provide students with a visual image of the steps
- Teach students to visualize information in text, including stories, word problems, etc.

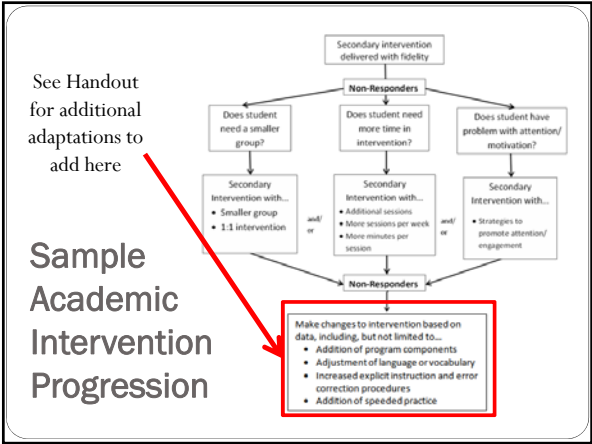
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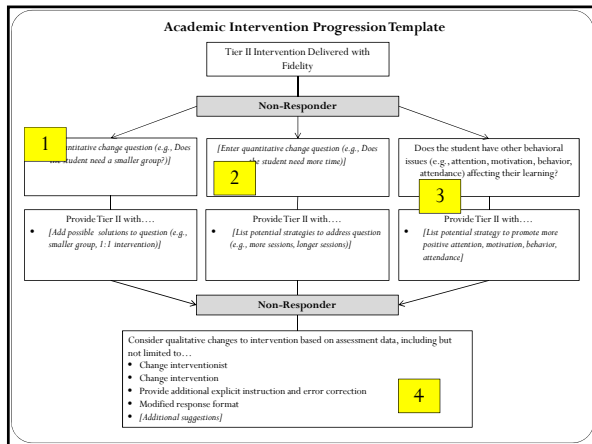
Sample Academic Intervention Progression

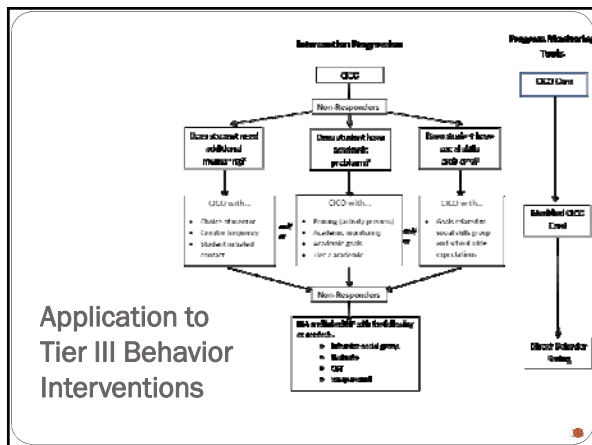


**Strategy #4:
Modify
Delivery of
Instruction**

- ### Modifying Delivery of Instruction
1. Consider the instructional match & prioritize skills to teach
 2. Systematic Instruction
 3. Explicit Instruction
 4. Precise, simple language
 5. Frequent opportunities for student response
 6. Specific feedback and error correction procedures
 7. Opportunities for practice, development of fluency, and review







Summary

- Organizing these decisions into four categories of instructional practice may help you plan intervention and guide the changes you make:
 1. Time/dosage
 2. Learning environment
 3. Combine cognitive strategy instruction with academic learning
 4. Modify instructional delivery
- Make a small number of intervention changes at a time.
- Use data to determine whether your intervention is working for the student.

“It all works out in the end.... If it hasn't worked out, it's not the end yet.”

Rebecca Zumeta, PhD (NCII ,April 2014)

For More Information...

- National Center on Intensive Intervention,
<http://www.intensiveintervention.org/>

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Thank You!!

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