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# WYOMING MTSS INTRODUCTORY MODULE SERIES

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## MODULE 7: MTSS ESSENTIAL COMPONENT— DATA-BASED INDIVIDUALIZATION FOR TIER III

### Participant Workbook

## **About This Workbook**

This participant workbook is intended for use with the following additional resources:

- Module 7: MTSS Essential Component–Data-Based Individualization for Tier III slide presentation
- Module 7: MTSS Essential Component–Data-Based Individualization for Tier III Facilitator’s Guide

Activities found in this workbook can be adapted to reflect state and local context, needs, and priorities.

# Table of Contents

Handout 7.1: Making Connections---Self-Evaluation of Tier III System.....	1
Handout 7.2: Data-Based Individualization Process.....	3
Handout 7.3: Resources for Identifying Validated Intervention Programs.....	4
Handout 7.4: Examples of Informal Diagnostic Assessments .....	5
Handout 7.5: Sample Academic Progression for Intensifying Tier III .....	6
Handout 7.6: Evaluating Response to Tier III Interventions – Academic .....	7
Handout 7.7: Sample Behavior Progression for Intensifying Tier III .....	9
Handout 7.8: Evaluating Response to Tier III Interventions – Behavior.....	10
Module 7 Quiz .....	12
Module 7 Glossary.....	13

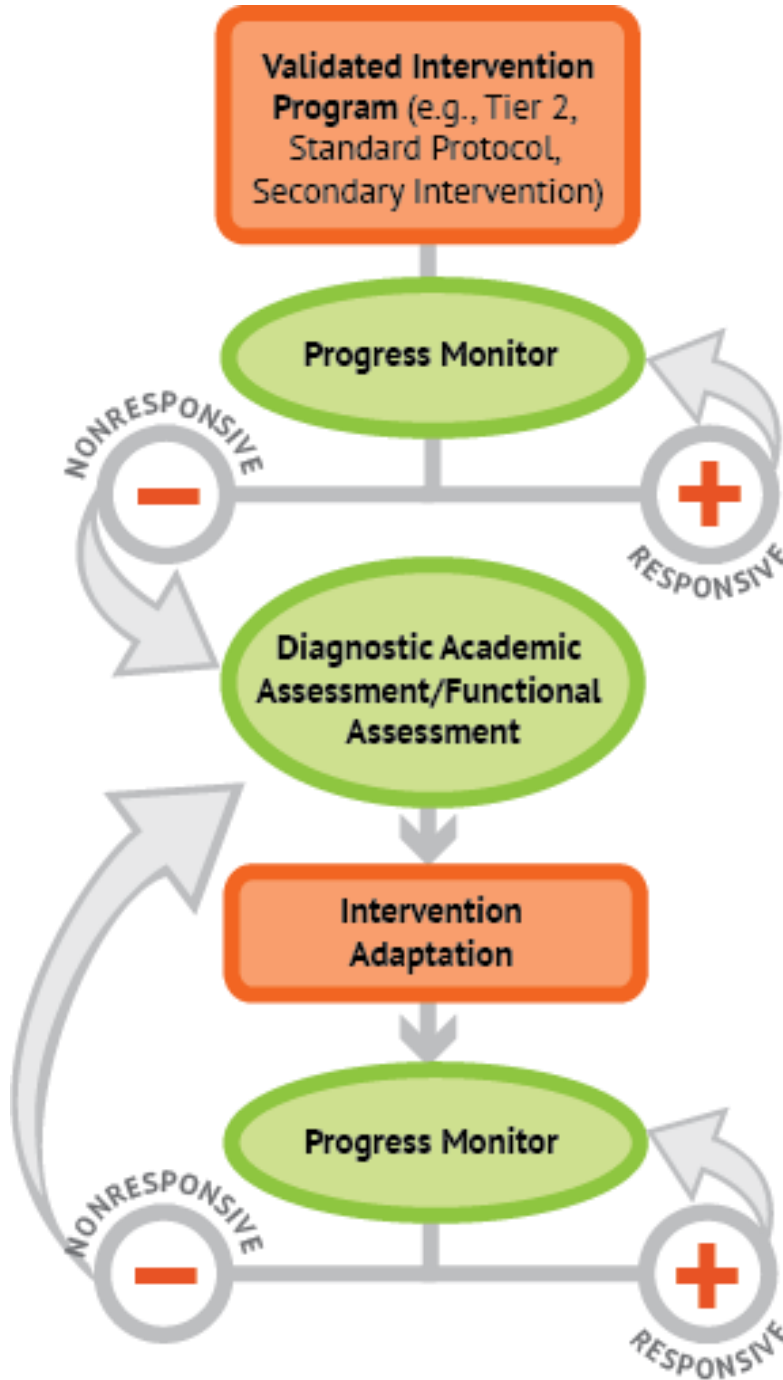
## Handout 7.1: Making Connections---Self-Evaluation of Tier III System

**Directions:** Read the descriptors in each column. With your team, determine which descriptor best describes your current Tier III system.

Criteria	1	3	5
a. Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	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.
b. Instructional Characteristics	None of the following conditions is 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.	Only one or two of the following conditions is 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. What about 2 conditions met?	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.
c. Relationship to Primary	Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student	Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student	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

Criteria	1	3	5
	need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.	need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.

## Handout 7.2: Data-Based Individualization Process



National Center on Intensive Intervention (NCII), <http://www.intensiveintervention.org/>

# Handout 7.3: Resources for Identifying Validated Intervention Programs

## Resources for Identifying Published Interventions

1. NCII Interventions Tools Chart, <http://www.intensiveintervention.org/chart/instructional-intervention-tools>
2. What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>
3. Best Evidence Encyclopedia, <http://www.bestevidence.org/>

## Resources for Identifying Alternatives to Published Interventions

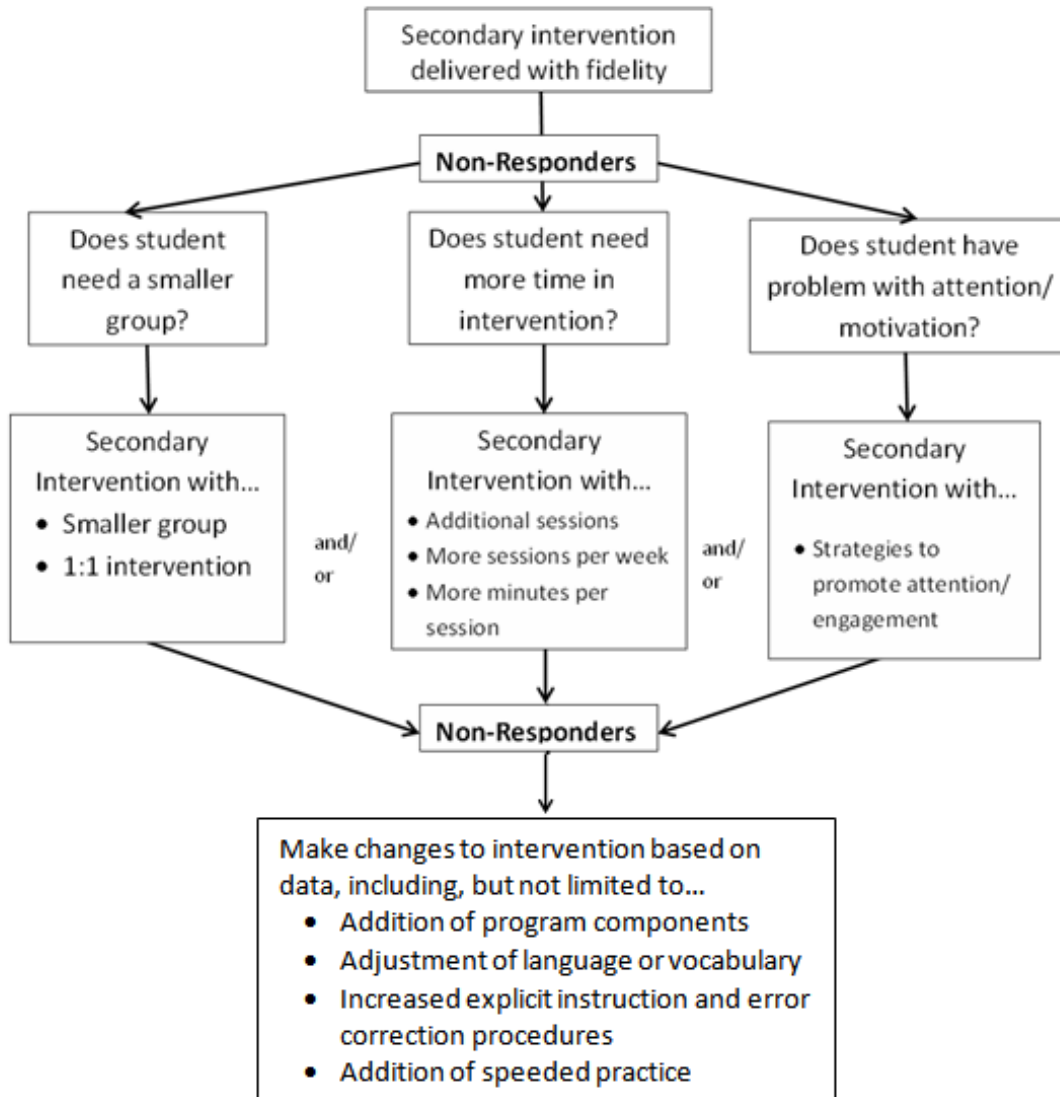
1. The Meadows Center for Creating Educational Risk – Resource Library, <http://www.meadowscenter.org/library>
2. What Works Clearinghouse IES Practice Guides, <http://ies.ed.gov/ncee/wwc/>
3. High-Leverage Practices, <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>
4. Core Curriculum Supplemental Material

## Handout 7.4: Examples of Informal Diagnostic Assessments

Literacy	Mathematics	Behavior
<ul style="list-style-type: none"> <li>• Phonic Inventory*</li> <li>• Error analysis of progress literacy monitoring data**</li> <li>• Running Records</li> <li>• Word list reading – e.g., Dolch, Fry, curriculum sight word lists</li> <li>• Analysis classroom assignments and tests</li> <li>• Results of intervention specific assessment materials</li> <li>• Reading miscue analysis</li> <li>• Diagnostic Reading Assessment (DRA)</li> </ul> <p>Tools accessible at  <a href="http://www.intensiveintervention.org/sites/default/files/Phonics-Inventory_508.pdf">http://www.intensiveintervention.org/sites/default/files/Phonics-Inventory_508.pdf</a>*            and  <a href="http://www.intensiveintervention.org/sites/default/files/Progress-Monitoring-Handouts_508_0.pdf">http://www.intensiveintervention.org/sites/default/files/Progress-Monitoring-Handouts_508_0.pdf</a>**</p>	<ul style="list-style-type: none"> <li>• Error analysis of math progress monitoring data</li> <li>• Analyze classroom assignments</li> <li>• Math Assessment Supplement*</li> <li>• Intervention or core supplemental assessment materials</li> </ul> <p>Tools accessible at  <a href="http://www.intensiveintervention.org/sites/default/files/Math-Assessment-Supplement_508.pdf">http://www.intensiveintervention.org/sites/default/files/Math-Assessment-Supplement_508.pdf</a>*</p>	<ul style="list-style-type: none"> <li>• Duration and Latency Recording*</li> <li>• Frequency and Interval Recording*</li> <li>• Observation and Anecdotal Notes</li> <li>• Parents and Student Interviews or Checklists</li> <li>• Common Problem Behaviors Checklist**</li> <li>• Functional Behavior Assessment Process**</li> <li>• Functional Assessment Interview**</li> <li>• ABC Report Form**</li> <li>• Positive Behavior Support Plan Worksheet**</li> <li>• Behavior rating forms</li> </ul> <p>Tools accessible at  <a href="https://iris.peabody.vanderbilt.edu/iris-resource-locator/">https://iris.peabody.vanderbilt.edu/iris-resource-locator/</a> * and  <a href="http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6">http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6</a>**</p>



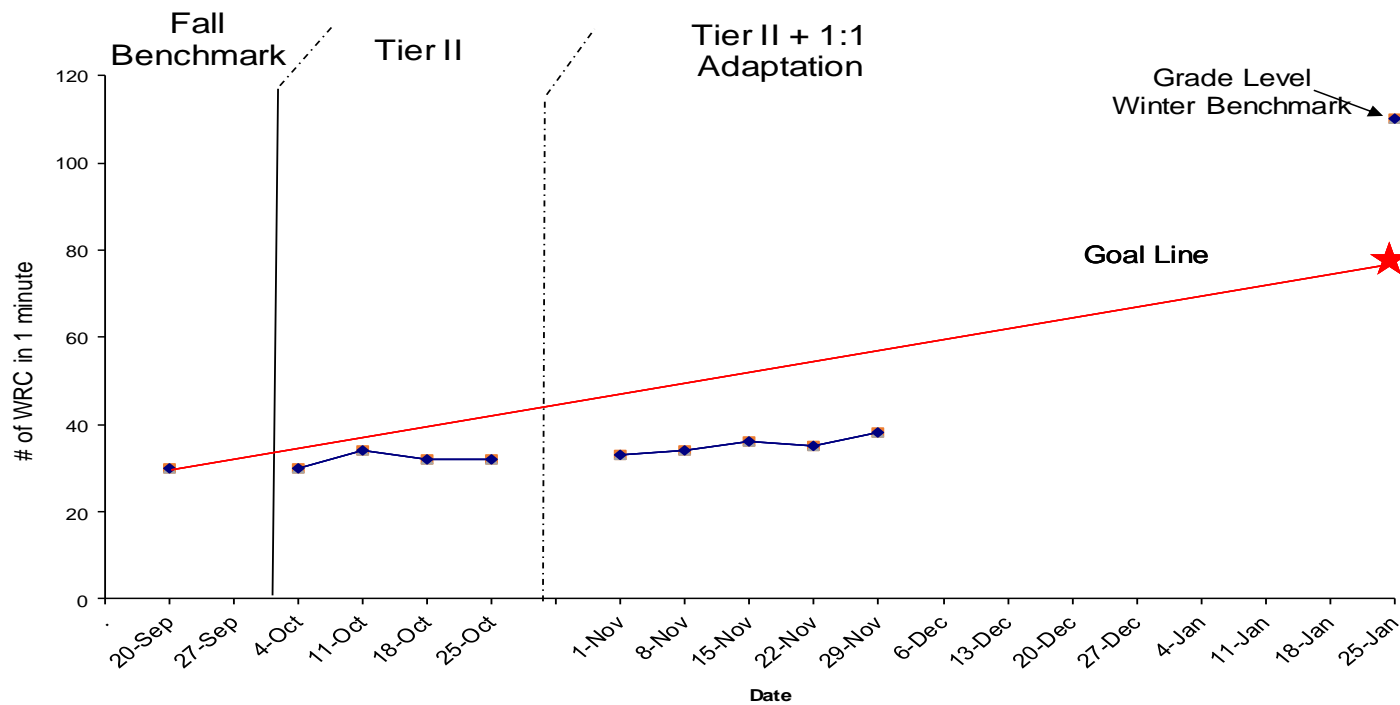
## Handout 7.5: Sample Academic Progression for Intensifying Tier III



National Center on Intensive Intervention (NCII), <http://www.intensiveintervention.org/>

## Handout 7.6: Evaluating Response to Tier III Interventions – Academic

**Directions:** With your partner/team, use Jane’s progress monitoring data to evaluate the effectiveness of the intensified intervention and record your decision in Step 4 of the problem solving process handout. Use the data-based individualization flowchart, Handout 7.3, to determine the team’s next steps.



## STEP 4—Evaluate the Plan

Review date(s).

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Evaluate impact of action plan.

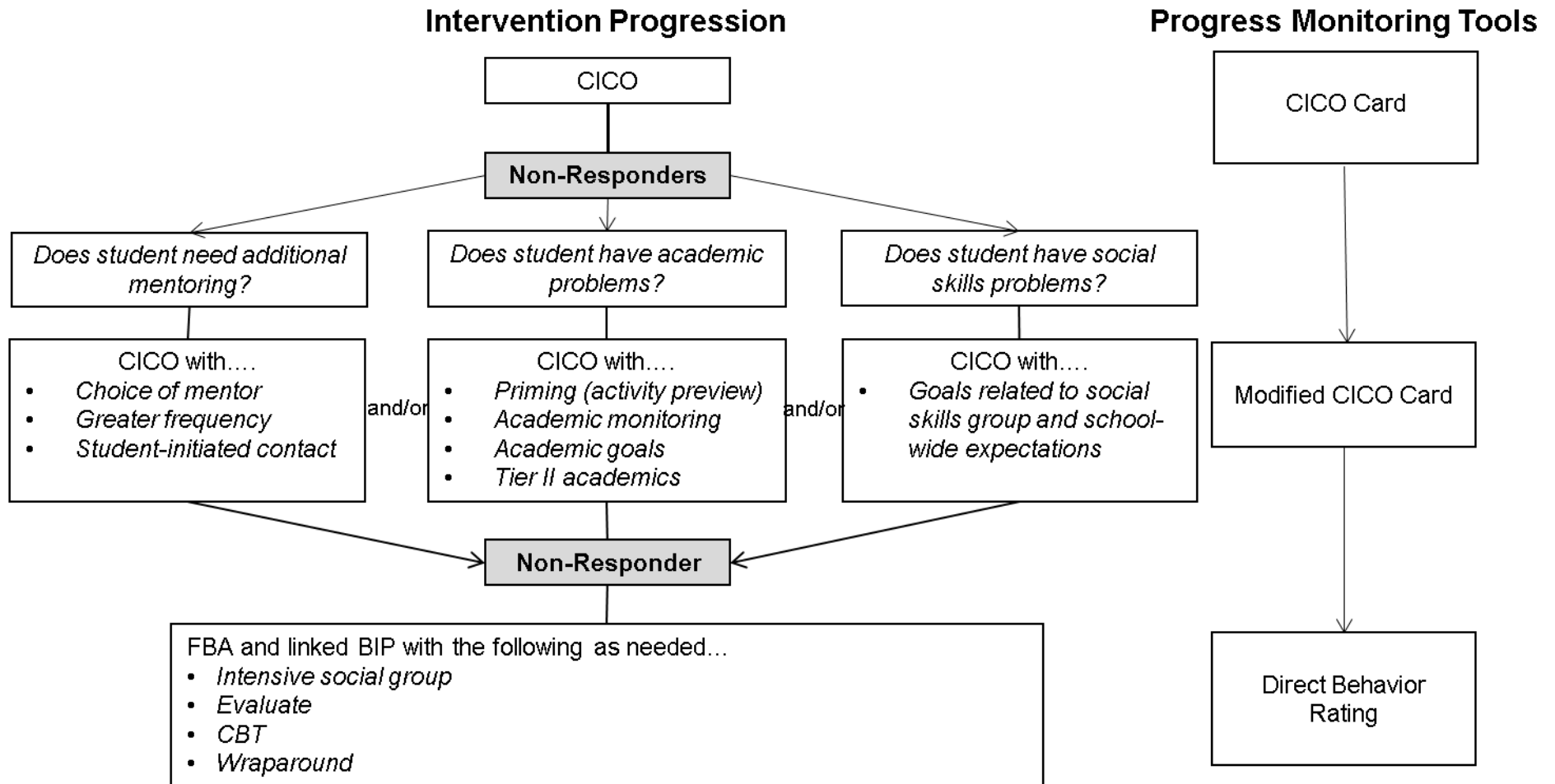
Circle one and complete related section below:      Positive      Questionable      Poor

Positive	
<p><i>Next steps (circle):</i></p> <ol style="list-style-type: none"> <li>1. Continue with strategy or intervention.</li> <li>2. Increase goal.</li> <li>3. Fade strategy or intervention.</li> <li>4. Other: Please describe</li> </ol>	<p><i>Comments/Actions/Evidence</i></p>

Questionable	
<p><i>Next steps (circle):</i></p> <ol style="list-style-type: none"> <li>1. Evaluate fidelity of implementation.</li> <li>2. Continue strategy or intervention.</li> <li>3. Refine strategy or intervention.</li> <li>4. Other: Please describe.</li> </ol>	<p><i>Comments/Actions/Evidence</i></p>

Poor	
<p><i>Next steps (circle):</i></p> <ol style="list-style-type: none"> <li>1. Evaluate fidelity of implementation.</li> <li>2. Evaluate alignment of strategy or intervention with hypotheses.</li> <li>3. Consider other hypotheses (return to Step 2).</li> <li>4. Evaluate validity of data.</li> <li>5. Consider revising problem statement (return to Step 1).</li> <li>6. Other: Please describe.</li> </ol>	<p><i>Comments/Actions/Evidence</i></p>

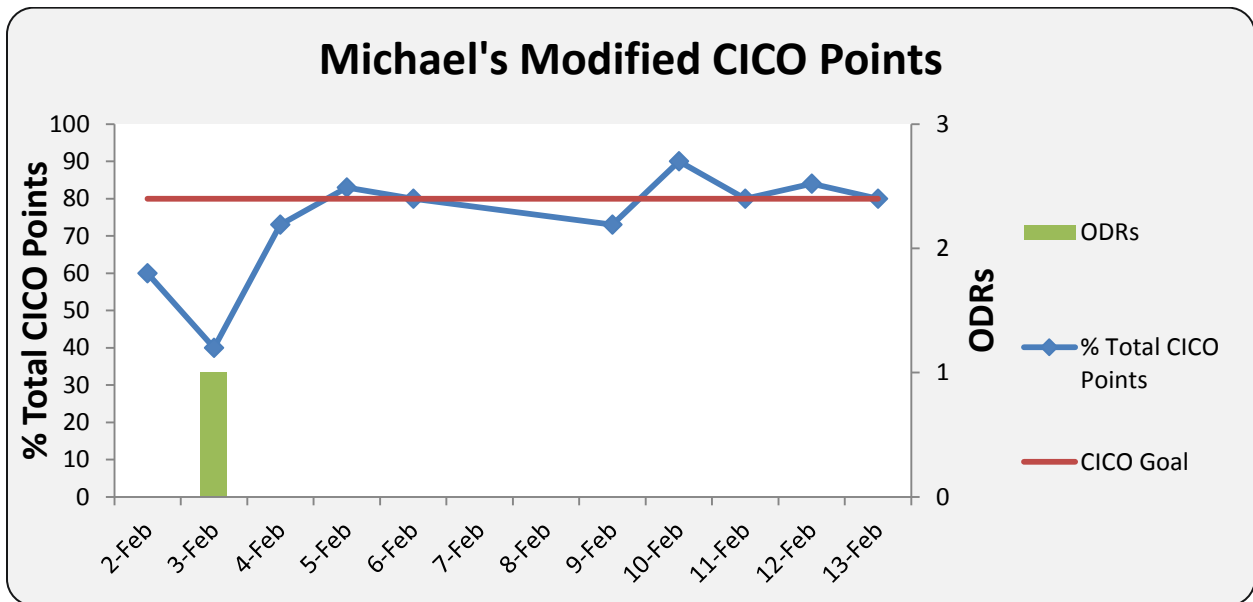
## Handout 7.7: Sample Behavior Progression for Intensifying Tier III



National Center on Intensive Intervention (NCII), <http://www.intensiveintervention.org/>

## Handout 7.8: Evaluating Response to Tier III Interventions – Behavior

**Directions:** With your partner/team, use Michael’s progress monitoring data to evaluate the effectiveness of the intensified intervention and record your decision in Step 4 of the problem solving process handout. Use the data-based individualization flowchart, Handout 7.3, to determine the team’s next steps.



## STEP 4—Evaluate the Plan

Review date(s).

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Evaluate impact of action plan.

Circle one and complete related section below:      Positive      Questionable      Poor

<b>Positive</b>	
<i>Next steps (circle):</i>  5. Continue with strategy or intervention. 6. Increase goal. 7. Fade strategy or intervention. 8. Other: Please describe	<i>Comments/Actions/Evidence</i>

<b>Questionable</b>	
<i>Next steps (circle):</i>  5. Evaluate fidelity of implementation. 6. Continue strategy or intervention. 7. Refine strategy or intervention. 8. Other: Please describe.	<i>Comments/Actions/Evidence</i>

<b>Poor</b>	
<i>Next steps (circle):</i>  7. Evaluate fidelity of implementation. 8. Evaluate alignment of strategy or intervention with hypotheses. 9. Consider other hypotheses (return to Step 2). 10. Evaluate validity of data. 11. Consider revising problem statement (return to Step 1). 12. Other: Please describe.	<i>Comments/Actions/Evidence</i>

## Module 7 Quiz

### Multiple Choice: Select the best answer.

1. What are the features of intensive, Tier III interventions? Select all that apply.
  - a. Individualized
  - b. Based on student data
  - c. Weekly progress monitoring
  - d. Only implemented for students in special education
  - e. No more than three students per intervention group
2. Data-based individualization (DBI) is systematic method for using data to determine
  - a. Special education program placement
  - b. What commercial intervention to purchase
  - c. When and how to provide more intensive intervention
  - d. Individual Education Program (IEP) goals
3. What step of the data-based individualization (DBI) process includes examining additional data sources such as running records to inform instruction?
  - a. Secondary intervention program delivered with greater intensity
  - b. Progress monitoring
  - c. Informal diagnostic assessment
  - d. Adaptation
4. What are examples of quantitative intervention adaptations? Select all that apply.
  - a. Increase in frequency of intervention (e.g., three times per week instead of two)
  - b. Change in intervention program
  - c. Change in interventionist
  - d. Increase in duration of intervention (e.g., 30 minutes instead of 20 minutes)
5. What type of intervention adaptation should you implement first?
  - a. Qualitative
  - b. Quantitative

### True/False: Identify whether the statement is true (T) or false (F).

5. \_\_\_\_ By design, Tier III interventions address severe and persistent learning or behavior difficulties.
6. \_\_\_\_ Students with disabilities who are not making adequate progress in their current instructional program should not receive intensive intervention
7. \_\_\_\_ A change in interventionist or type of intervention is an example of a quantitative adaptation.

## Module 7 Glossary

**Benchmark.** A benchmark is a pre-determined level of performance on a screening or progress monitoring assessment that is considered representative of proficiency or mastery of a certain set of skills.

**Data Point.** A data point is one score on a graph or chart. The data point represents a student's performance at one point in time.

**Data-Based Decision Making.** Data-based decision making is the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

**Evidence-Based Intervention.** An evidence-based intervention is an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention.

**Fidelity of Implementation.** Fidelity of implementation refers to the accurate and consistent delivery of instruction or assessment in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity are adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

**Goal Line.** The goal line, also known as the *aim line*, represents the expected rate of student progress over time. A goal line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The goal line should be compared to the *trend line* to help inform responsiveness to intervention and to tailor a student's instructional program.

**Intervention Adaptation.** Teachers use data (including progress monitoring and diagnostic data) to revise, intensify, or individualize an intervention to target a student's specific needs. Strategies for intensifying an intervention may occur along several dimensions—including but not limited to changes to group size, frequency, or duration; or changes to the instructional principles incorporated within the intervention or in providing feedback.

**Intervention Platform.** An intervention platform is a validated, evidence-based program or instructional practice that provides targeted instruction in a specific skill or set of skills (e.g.,



phonemic awareness, vocabulary, math problem solving). The intervention platform also may be known as a *standard intervention protocol*; in some schools, this approach may be considered a *Tie 2* or an intervention occurring at the *secondary prevention level*. Within a data-based individualization process, the intervention platform serves as the departure point for intensification.

**Progress Monitoring.** Progress monitoring is used to assess a student’s performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student’s instructional program to make it more effective and suited to the student’s needs, and to evaluate the effectiveness of the intervention.

**Trend Line.** A trend line is a line on a graph that presents the line of best fit drawn through a series of data points. The trend line can be compared against the *aim line* or *goal line* to help inform responsiveness to intervention and to tailor a student’s instructional program.