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

# A flow chart that shows a quick overview of the data-based individualization ( D B I) Process. A box on top states Validated Intervention Program, which points to an oval that states Progress Monitor (to determine response to intervention program). That breaks down to a non-responsive and responsive arrow. The responsive arrow points to progress monitoring, and the non-responsive arrow points back to the Diagnostic Assessment/Functional Assessment oval. Handout 2: Data-Based Individualization Process

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

# Handout 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 4: Examples of Informal Diagnostic Assessments

|  |  |  |
| --- | --- | --- |
|  **Literacy** | **Mathematics** | **Behavior** |
| * Phonic Inventory\*
* Error analysis of progress literacy monitoring data\*\*
* Running Records
* Word list reading – e.g., Dolch, Fry, curriculum sight word lists
* Analysis classroom assignments and tests
* Results of intervention specific assessment materials
* Reading miscue analysis
* Diagnostic Reading Assessment (DRA)

Tools accessible at <http://www.intensiveintervention.org/sites/default/files/Phonics-Inventory_508.pdf>\* and <http://www.intensiveintervention.org/sites/default/files/Progress-Monitoring-Handouts_508_0.pdf>\*\*  | * Error analysis of math progress monitoring data
* Analyze classroom assignments
* Math Assessment Supplement\*
* Intervention or core supplemental assessment materials

Tools accessible at <http://www.intensiveintervention.org/sites/default/files/Math-Assess-Supplement_508.pdf>\*  | * Duration and Latency Recording\*
* Frequency and Interval Recording\*
* Observation and Anecdotal Notes
* Parents and Student Interviews or Checklists
* Common Problem Behaviors Checklist\*\*
* Functional Behavior Assessment Process\*\*
* Functional Assessment Interview\*\*
* ABC Report Form\*\*
* Positive Behavior Support Plan Worksheet\*\*
* Behavior rating forms

Tools accessible at <https://iris.peabody.vanderbilt.edu/iris-resource-locator/> \* and <http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6>\*\*  |

# Handout 5: Data-Based Individualization (DBI) Implementation Log: Daily and Weekly Intervention Review

|  |
| --- |
| **A. Student Information** |

1. Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Student Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Student Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Student First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| **B. Intervention and Assessment Plan**  |

1. Goal (duration, behavior, condition):
2. Progress Monitoring Plan:
3. Tool: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Baseline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Frequency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Data Review Schedule: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Intervention Plan:
9. Description of Intervention:
10. Content Focus *(select all that apply)*:
☐ L=Language ☐ PA=Phonemic Awareness ☐ P=Phonics

☐ F=Fluency ☐ V=Vocabulary ☐ C=Comprehension

1. Duration of intervention (in minutes):
2. Frequency per week:
3. Grouping:

|  |
| --- |
| **C. Daily Intervention Log**  |

Fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then mark “N” under the column “Intervention Offered?” and leave the rest of the column blank. On days when the student receives intervention (Student Present? = Y), indicate the duration (minutes) and/or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Day** | **1. Monday** | **2. Tuesday** | **3. Wednesday** | **4. Thursday** | **5. Friday** |
| a. Date |  |  |  |  |  |
| b. Intervention Offered? | ☐N ☐Y | ☐N ☐Y | ☐N ☐Y | ☐N ☐Y | ☐N ☐Y |
| c. Student Present? | ☐N ☐Y | ☐N ☐Y | ☐N ☐Y | ☐N ☐Y | ☐N ☐Y |
| d. Actual Intervention Duration (# minutes) |  |  |  |  |  |
| e. Was the Student Engaged? *(No, Partially, Yes)*i | ☐N ☐P ☐Y | ☐N ☐P ☐Y | ☐N ☐P ☐Y | ☐N ☐P ☐Y | ☐N ☐P ☐Y |
| e1. If partially or NO, explain. Note any relevant info to explain ratings. |  |  |  |  |  |
| f. Was the Intervention Implemented as Planned? *(No, Partially, Yes)* | ☐N ☐P ☐Y | ☐N ☐P ☐Y | ☐N ☐P ☐Y | ☐N ☐P ☐Y | ☐N ☐P ☐Y |
| f1. If partially or NO, explain. Note any relevant info to explain ratings. |  |  |  |  |  |
| g. Progress Monitoring Score |  |  |  |  |  |
| h. Note any relevant info to explain other ratings. |  |  |  |  |  |

**End-of-Week Evaluation**

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| **D. Implementation**  |

Reflecting on your daily ratings, rate overall implementation this week.

|  |  |
| --- | --- |
|  |  **No Partially Yes** |
| 1a. Did you implement the **intervention plan** as intended this week? | ☐1 | ☐2 | ☐3 |
| 1b. If “No” or “Partially,” note what occurred, including any intervention adaptations that were not in the plan. Also, note any additional relevant information: |
| 2. Did you implement the **data collection plan** as intended this week? | ☐1 | ☐2 | ☐3 |
| 2b. If “No” or “Partially,” note what occurred, including any intervention adaptations that were not in the plan. Also, note any additional relevant information: |

|  |
| --- |
| **E. Need for Further Adaptation**  |

1. Do student data indicate the need for an adaptation to the intervention based on predetermined decision rules?

□ No □ Yes

2. Does the plan need to be changed due to barriers to implementation (e.g., the schedule does not allow sufficient time, staff need more training, etc.)?

□ No □ Yes

3. If an adaptation is needed (“Yes” to either question D1 or D2 above), then consider the following: What level of adaptation is needed to improve your plan for next week?

□ Minor □ Major

4. Do you need to meet with the team before moving forward with the adaptation?

□ No □ Yes

|  |
| --- |
| **E. Next Week’s Action Plan**  |

1. Describe any planned adaptations or modifications for next week. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Handout 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. Use the data-based individualization flowchart, Handout 3, to determine the team’s next steps.



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