TN-TAN
TENNESSEE TECHNICAL
ASSISTANCE NETWORK

Implementing Tier II Interventions and Supports

Session 2 | April 2, 2024
Tennessee Tiered Supports Center

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Attendance and TASL for Administrators

- Complete the Attendance and TASL survey using the QR code or this link: *https://tinyurl.com/TASLattendance.*
- You must be present at all sessions to receive TASL credit.
- A TASL certificate will be sent to you via email at the end of the semester.

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Introduction

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Tennessee Technical Assistance Network (TN-TAN)

TN-TAN provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

Assistive Technology

The Assistive Technology Project for Education (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

Family Engagement

The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.

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Learning Objectives

After completing this training, participants will be able to:

1. Refine their Data-Based Decision-Making Team's process to evaluate student need and select appropriate interventions by utilizing multiple data sources.
2. Enhance their skills in selecting and managing tailored interventions to meet diverse student needs and practice and reflect on these processes within their student populations.
3. Identify types of student response to intervention using fidelity monitoring and progress monitoring data.

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Introduction of Presenters

- Vicki Perry, *Technical Assistance Director*
- Tara Lerner, *Education Consultant*
- Mike Morrow, *Education Consultant*

Tell us about your team!

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Schedule

Time	Topic
8:30 a.m.	Welcome and Introductions
8:45 a.m.	Using Drill-Down Assessments to Understand the Problem
9:05 a.m.	Selecting and Managing Interventions
11:30 a.m.	Lunch
12:45 p.m.	Determining Response to Intervention
3:15 p.m.	Wrap Up

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Training Materials

Implementing Tier II Interventions and Supports

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Tennessee Tiered Supports Center

Implementing Tier II Inverventions and Supports Binder

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Roadmaps

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Training Review

Session 1 and Session 2 Pre-work
Collaborative Teaming Session 1 Pre-work
Aligning Tier II Implementation Structures
Characteristics of High-Quality Interventions
Evaluating Student Need Using Multiple Data Sources
Managing Tier II Interventions Session 2 Pre-work

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Using Drill-Down Assessments to Understand the Problem

RTI²-A + RTI²-B School Fidelity Assessment:
Selection of Instructional Practices and Interventions (19)
Tier II Instruction and Intervention (36-37)

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Problem-Solving Process

What do we want students to know and be able to do?

Define

Is it working? — **Evaluate**

Analyze — *Why is this problem occurring?*

Implement

What are we going to do?

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Drill-Down Assessments
(e.g., Diagnostic and Survey-Level Assessments)

Assessments that identify skill-specific strengths, needed skills, and environmental factors that may influence student performance.

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Prerequisite and Related Skills
Academic Skills: Reading Example

Oral language comprehension

Reading comprehension

Vocabulary

Reading fluency

Word recognition and decoding

Spelling

Letter-sound knowledge

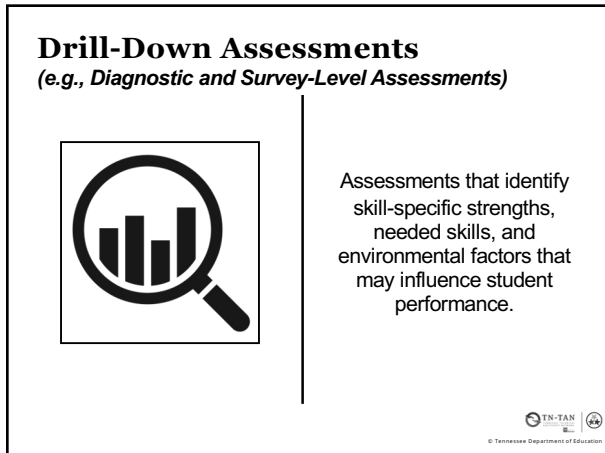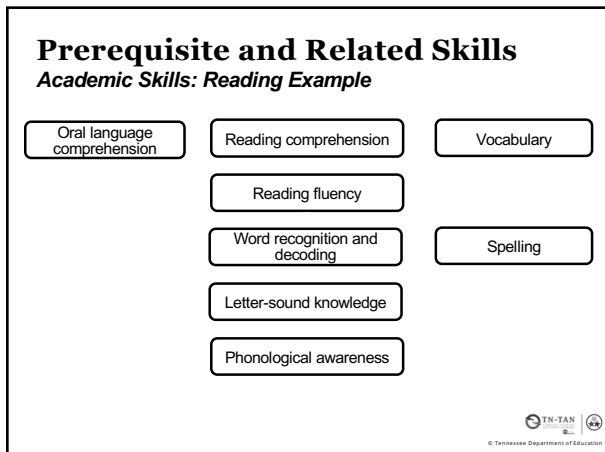Phonological awareness

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Using Screeners to Inform Drill-Down Assessment Selection

Screener: Phoneme Segmentation Fluency

Area of Need: Phonemic Awareness

Drill-Down Assessment:
Phonological Awareness Skills Survey

Specific Skill Deficit: Blending, Segmentation, Deletion

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Characteristics of Dyslexia:
T.C.A. § 49-1-229

- All students K-12 must go through an approved universal screening process.
- LEAs must have the capacity to measure skills in the areas of phonological awareness, phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding.
- **Multiple sources of data should be analyzed to identify students as "at risk."**

(TDOE, 2018)

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Characteristics of Dyslexia:
T.C.A. § 49-1-229

- If a student is identified as having characteristics of dyslexia, he/she must receive a dyslexia-specific intervention.
- Students who are identified as having characteristics of dyslexia, who meet criteria, and whose families consent should receive an Individualized Learning Plan – Dyslexia (ILP-D) per TISA. *If an ILP-D is declined, the student would still receive a dyslexia-specific intervention and be served through a student intervention plan.*

(TDOE, 2018)

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Drill-Down Assessments
Assessing the Function of Behavior

Consider resources–such as time, personnel, materials, and training–required to conduct the assessment.

Less Intensive   More Intensive

Indirect Assessment   Direct Assessment   Functional Analysis

At Tier II, begin with the less resource-intensive options!

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Common Areas of Need and Example Challenging Behaviors

Area of Need	Example Behaviors
Interfering behaviors	Aggression, lying
Self-regulation	Distractibility, difficulty concentrating
Social interactions and problem solving	Arguing, refusing to cooperate
Emotional regulation	Anxiety, withdrawal
Co-occurring academic and behavior skill needs	Disruptive behaviors, off-task behavior

(McDaniel et al., 2024)

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Prioritizing an Area of Need

With Universal Behavior Screening Scores

Universal Behavior Screener

Externalizing Score: 13
Internalizing Score: 4

Item Analysis + Additional Data Sources: Aggression

Area of Need: Interfering Behaviors

Without Universal Behavior Screening Scores

Multiple, Relevant Data Sources (e.g., ODRs, Suspension Records, Attendance Records, Teacher Report)

Aggression

Area of Need: Interfering Behaviors

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What Are Your Needs?

Behavior Needs:

Academic Needs:

Can't Do
Acquisition Skills Deficit

Won't Do
Performance Deficit

- Basic reading skills
- Reading fluency
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving
- Written expression

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Elementary Example – 5th grader
Define

Measure	High Risk ←————→ Low Risk
Unit Reading Assessment	
4th grade ELA TCAP	
Classroom Writing Sample	
Office Discipline Referrals	
Nurse Referrals	

Description of Results

The student received "C's" on the last two reading unit assessments and scored "basic" on the ELA subtest of last year's state assessment. A writing sample scored using a holistic rubric showed performance was below expectations. The student has several nurse referrals for headaches and received 2 office discipline referrals this year for work refusal. Student reported work refusal was due to not being able to see the board.

The team identified deficits in the areas of *reading comprehension*, *writing*, and the student was referred for a *vision exam*.

Where is additional drill down necessary to plan intervention?

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Elementary Example – 5th grader
Analyze

Measure	High Risk ←————→ Low Risk
Unit Reading Assessment	
Classroom Writing Sample	
Vocabulary Assessment	

Additional Drill Down

To gather more information on reading comprehension and writing performance, the data-based decision-making team decided to re-examine the unit reading assessments and writing sample and rubric. The team also decided to administer a vocabulary assessment to consider this related skill and how it impacts both areas.

On the writing sample, the student demonstrated adequate mastery of the conventions of writing but struggled with organization, providing sufficient detail, and using precise language. On the reading assessments, the student showed the most difficulties with comprehension of informational texts. The vocabulary assessment showed the student performance was below grade level in this area.

The parent reported that the student was prescribed glasses after the vision exam.

What skill(s) should be targeted for intervention?

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Slide 25

Secondary Example – 9th grader
Define

Measure	High Risk ◄──────► Low Risk
Course Grade in ELA	
Course Grade in Math	
Office Discipline Referrals	
In-School Suspension	

Description of Results
ELA and Math teachers state student has missed and failed to make up several exams. Review of office discipline referral and in school suspension data reveals the most common offenses include work refusal and leaving class to go to the bathroom and not returning. ELA and Math teachers report this behavior is confined to exams and the student participates actively in classes on non-exam days and does well on daily assignments. They also mentioned the student seems worried on test days.

The team identified *emotional regulation* as the area of need.

Where is additional drill down necessary to plan intervention?

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Slide 26

Secondary Example – 9th grader
Analyze

Measure	High Risk ◄──────► Low Risk
Course Grade in ELA	
Course Grade in Math	
Office Discipline Referrals	
In-School Suspension	

Additional Drill Down
A review of the Early Warning System verified that the student has attended 80% of school days this year and has missed every math exam and several ELA exams. The student averages "B's" on daily assignments in math and ELA and scored proficient on last year's state assessment in both areas. The student transferred from another state, so team members reviewed his past records thoroughly. Although there is no record of an IEP, the mother shared that the student was provided with the accommodation of extended time and usually took exams in the school counselor's office due to test anxiety. The student also reported feeling anxious during exams. The team is considering if a special education or 504 evaluation is warranted.

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What skill(s) should be targeted for intervention? © Tennessee Department of Education

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**Selecting and
Managing Interventions to
Address Student Need**

RTI²-A + RTI²-B School Fidelity Assessment:
Selection of Instructional Practices and
Interventions (19)
Tier II Instruction and Intervention (36-37)

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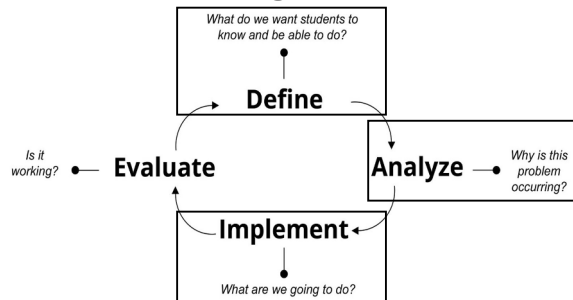## Rolling Hills Scene 4
Discussion Questions

1. Listen to the discussion at Rolling Hills School.
2. Consider these questions and prepare to discuss them during the next activity:
   - Does this sound like a conversation that teams in your building have had when discussing Tier II?
   - How is it different from conversations you have heard?

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Problem-Solving Process

What do we want students to know and be able to do?

Define

Is it working? **Evaluate**   **Analyze** *Why is this problem occurring?*

Implement

What are we going to do?

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Intervention Selection

After determining which students need interventions, the team should consider how to best serve those students including:
- how to select and adapt interventions to meet student need,
- how to support students who exceed grade-level expectations,
- how to support students with multiple academic needs,
- how to support overlapping areas of academic and nonacademic need, and
- which need(s) to target first.

Remember: Academic and behavior needs are often related!

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Steps to Select and Manage Interventions

1. Consider how validated interventions meet student need.
   - Academic interventions: match skill-specific needs to intervention and consider instructional coherence
   - Behavior interventions: match area of need to intervention and adjust environment to support desired behavior
2. Adapt intervention to meet student need.
3. Group students for intervention delivery.
4. Plan for intervention management.

(McDaniel et al., 2024)

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Integrated Academic and Behavior Resource Map

A tool created to help staff identify all available academic interventions and which behavior intervention features can be covered while students receive that intervention.

Tier II Interventions → Features ↓	Open Court	K-PALS	PALS	REWARDS	Passport	Read Naturally
Access to adult attention	X		X	X	X	
Access to peer attention		X	X	X		
Options for avoiding activities						X
Options for avoiding social attention						X

(McIntosh & Goodman, 2016)

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Designing Interventions
Alignment Guide Application Activity: Part 1

1. Turn to *Designing Interventions to Address Student Need* in the Alignment Guide.
2. Review the *List of Students At Risk* in the Tier II Binder.
3. Keep this data available while we continue through the next section and think about the students in the data set.

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Analyze Data to Identify Appropriate Interventions

To match interventions to a student's needs:

1. Use screening data to identify critical areas of need.
2. Match the least intensive interventions to the critical areas of need.
3. Analyze other data sources to make initial adaptations to the interventions to ensure it meets student needs.

Define → Analyze → Implement → Evaluate →

(McDaniel et al.,2024)

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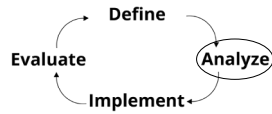
34

Designing Interventions to Meet Need
Academic Drill-Down Assessment Results

The drill-down assessment reveals an academic skill that needs to be taught.

→

The team selects an intervention that teaches the unmastered skill and plans initial adaptations to meet student need.

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Designing Interventions to Meet Need
Behavior Drill-Down Assessment Results

The drill-down assessment reveals a behavioral skill deficit but no underlying academic concerns.

→

The team selects an intervention that addresses the area of need and adjusts the environment to support desired behaviors.

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Designing Interventions to Meet Need
Academic and Behavior Drill-Down Assessment Results

The drill-down assessments reveal academic and behavioral skill deficits.

The team selects interventions that teach unmastered academic skill, addresses the behavioral area of need, adjusts the environment to support desired behaviors, and plans initial adaptations to meet student need.

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Addressing Student Need
Remember!

When academic and behavior needs are present, the student should receive intervention addressing the most pressing academic challenges along with intervention for the behaviors of concern.

(McIntosh & Goodman, 2016)

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Using Drill-Down Assessment to Inform Intervention Selection

Screener: Phoneme Segmentation Fluency

Area of Need: Phonemic Awareness

Drill-Down Assessment:
Phonological Awareness Skills Survey

Specific Skill Deficits: Blending, Segmentation, Deletion

Intervention: Phonological Awareness Training

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Using Drill-Down Assessment to Inform Intervention Selection

Screener: Math Concepts and Application

Area of Need: Math Problem Solving

Drill-Down Assessment: Teacher-Made Assessment of Concepts of the Operations and Word Problems

Specific Skill Deficit: Solving Word Problems

Intervention: Explicit Instruction in Problem-Solving Strategies

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Using Drill-Down Assessment to Inform Intervention Selection

Screener: Writing Fluency, Total Words Written

Area of Need: Written Expression

Drill-Down Assessment: Writing Samples Evaluated with Rubric

Specific Skill Deficit: Writing Quality Across Genres

Intervention: Self-Regulated Strategy Development

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Matching Interventions to Needs

Area of Need	Intervention Options
Interfering behaviors	• Check-in/Check-out (CICO) • Check and Connect • Check, Connect, Expect
Self-regulation	• Goal setting • Self-monitoring • Self-graphing
Social interactions and problem solving	• Behavior contract • Social skills group • Restorative meetings or circles

(McDaniel et al., 2015; McDaniel et al. 2024)

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Matching Interventions to Needs

Area of Need	Intervention Options
Emotional regulation	• Small-group counseling • Individual counseling • Check, Connect, Expect
Co-occurring academic and behavior skill needs	• Intensified academic instruction on needed skills • Breaks Are Better (BRB)

(McDaniel et al., 2015; McDaniel et al. 2024)

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Initial Intervention Adaptations
Academic Examples

Make initial adaptations to ensure the intervention teaches needed skills and supports performance of those skills in the grade-level context

Example adaptations:
• Skills to target
• Entry point
• Sequence of instruction
• Grade-level application of targeted skills

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Initial Intervention Adaptations
Nonacademic Examples

Make initial adaptations to ensure the intervention teaches needed skills and supports desired behavior.

Example adaptations:
• Skills to target
• Context for practicing new skills
• Feedback method
• Feedback schedule
• Goals
• Reward type
• Reward frequency
• Materials
• Group composition

(Majeika et al., 2020; McDaniel et al., 2024)

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Elementary Example – 5th grader
Implement

Measure	High Risk ⟷ Low Risk
Unit Reading Assessment	
Classroom Writing Sample	
Vocabulary Assessment	

Plans for Intervention

The team decides to place the student in two interventions, one targeting reading and one targeting written expression.

The reading intervention the team selects is a multi-level reading comprehension program that includes vocabulary instruction.

The writing intervention the team selects is writing strategy instructional approach.

What initial adaptations should be considered for the interventions to ensure they match the student's needs?

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Secondary Example – 9th grader
Implement

Measure	High Risk ⟷ Low Risk
Course Grade in ELA	
Course Grade in Math	
Office Discipline Referrals	
In-School Suspension	

Plans for Intervention

The team places the student in the counselor's coping strategies group and also provides the parent with information on the math study group that is available to all students and meets after school twice per week as a way to build confidence for exams. The team schedules a meeting with homeroom, math, and ELA teachers, parent, and the student to discuss other classroom supports and ways to help the student build relationships at the new school.

What initial intervention adaptations and adjustments to the environment should be considered to support desired behaviors?

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The Role of Environment

Desired and challenging behaviors are supported by the **environment**.

Effective environments provide**:**

- consistency,
- connection,
- encouragement,
- recognition,
- instruction,
- opportunities to respond, and
- routines to avoid reinforcing behaviors of concern.

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Designing Interventions to Address Student Need
Alignment Guide Application Activity: Part 2

1. Turn to *Designing Interventions to Address Student Need* in the Alignment Guide.
2. Review student data from one grade at your school and consider your List of Students At Risk.
3. Use your school's *Risk Indicator Continuum* and *School Curricula and Interventions Alignment Tool* to identify appropriate interventions for the students in your data set and match students to interventions.
4. If you do not have data from your school or if you have additional time, review the Rolling Hills or Sandy Creek materials to complete step two.

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Grouping Students
Pre-work Review

After schools identify appropriate interventions for each student, teams must consider how to group the students best to optimize effectiveness and efficiency.

- Maximize resources by grouping students with common needs.
- Create group sizes that ensure all students have increased opportunity to practice and receive feedback.
- Consider available resources, in terms of interventionists, time, and space.

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Grouping Students and Allocating Resources
Alignment Guide Application Activity

1. Turn to *Grouping Students and Allocating Resources* in the Alignment Guide.
2. Review your ideas from the session two pre-work and consider all grades at your school.
3. Answer the discussion questions with your group.
4. Complete the *Managing Tier II Interventions Pause and Reflect* chart on the next page.
5. If time, review the *Checklist for Aligning Practices* handout in the Tier II Binder and discuss additional considerations with your group.

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Determining Response to Intervention

RTI²-A + RTI²-B School Fidelity Assessment:
Monitoring Response to Instruction and Intervention (22)
Adapting and Intensifying Instruction and Intervention (24-25)

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Problem-Solving Process

What do we want students to know and be able to do?

Define

Is it working? • **Evaluate** **Analyze** → *Why is this problem occurring?*

Implement

What are we going to do?
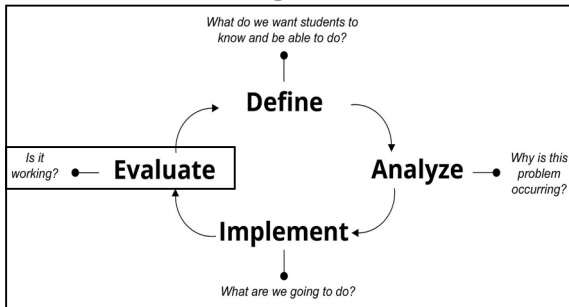
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RTI²-A + RTI²-B

RTI²-A + RTI²-B

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ESSENTIAL COMPONENTS *FOR ALL TIERS*

1 **Leadership**
2 **Assessment**
3 **Data-Based Decision Making**

Define A   B Analyze
Evaluate D   C Implement

4 **Instruction & Intervention**

FEW
SOME
ALL

INCREASED SUPPORT FOR STUDENTS
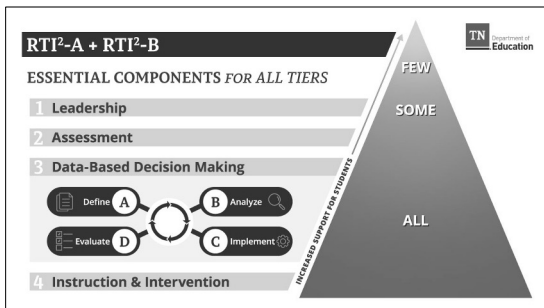
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Determining Response to Intervention

- Meet regularly as a team to analyze data.
- Use multiple sources of data to measure the effectiveness of interventions and monitor student progress towards goals.
- Regularly evaluate student performance to ensure interventions provide appropriate support that meets their needs.
- Use multiple sources of progress monitoring data and consider if adjustments to interventions are necessary.

(Lemons, n.d.; TDOE, 2023)

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Individuals with Disabilities Education Act (IDEA)

IDEA requires local education agencies (LEAs) to:

- identify students at risk for disabilities through child find and parent referrals,
- evaluate students suspected of a disability,
- determine students' eligibility for special education services,
- develop an individualized education program (IEP) for eligible students based on student need, and
- provide a free and appropriate public education (FAPE) for students with disabilities.

(TDOE, 2022)

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Reminder!

A referral for special education evaluation may happen at any time, regardless of the student's current tier of intervention, the number of current data points, or the number of weeks a student has received intervention. There is no cut score to determine appropriate interventions and/or a referral for a special education evaluation.

(TDOE, 2022)

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Determining Response to Intervention: Collecting Progress Monitoring and Fidelity Data

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Assessment Data Needed

Intervention Fidelity
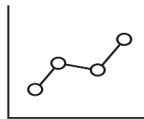
Progress Monitoring

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Monitoring Intervention Fidelity
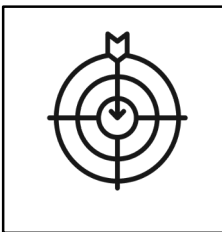
Fidelity monitoring is the systematic monitoring by a responsible instructional leader (e.g., administrator or instructional coach) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed.

(TDOE, 2023)

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Fidelity Monitoring Examples

(Crone et al., 2010; TDOE, 2023)

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Elements of Intervention Fidelity

- Student Engagement
- Adherence
- Program Specificity
- Quality of Delivery
- Exposure/Dosage

Intervention Fidelity
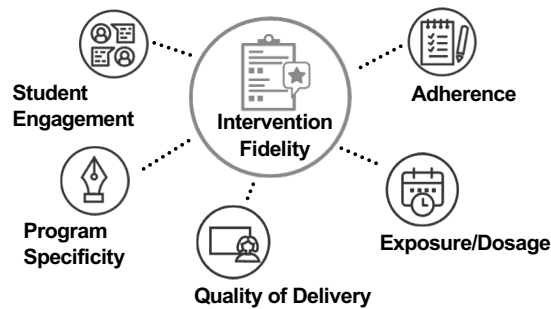
(Graphic adapted from National Center on Intensive Intervention, 2021)

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A Sample of Strategies to Increase Intervention Fidelity

- Retrain school staff.
- Create an implementation team to support interventionists.
- Communicate trust in the intervention and interventionists.
- Plan for continued monitoring.

- Share deidentified fidelity data with stakeholders.
- Provide recognition to staff with high rates of fidelity.
- Check in with staff early after beginning the intervention to identify and resolve any challenges to implementation.

(Johnson et al., 2006)

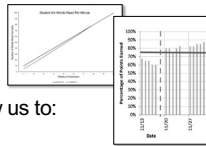© Tennessee Department of Education

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Progress Monitoring
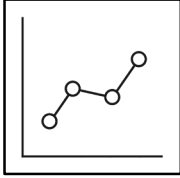
Formative assessment tells us how well students are responding to instruction; it relies on **multiple data sources**.

(National Center for Intensive Intervention, 2022e)

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Progress Monitoring

Formal progress monitoring data allow us to:

- estimate rates of improvement,
- begin to identify students who both are and are not demonstrating adequate progress, and
- begin to determine when an instructional change is needed.

Formal progress monitoring data is necessary *but not sufficient* to determine if an intervention is effective for a student.

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Academic Progress Monitoring
Guidelines

- Gather a variety of measures on both long-term learning goals and specific skills targeted in intervention.
- Consider using:
  - curriculum-based measures,
  - daily formative assessments,
  - post-unit assessments, and
  - classroom assessments and observations.

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Academic Progress Monitoring
Formal Progress Monitoring Measures

- Select and administer probes that measure skills related to the identified skill deficit.
- Progress monitor at least every other week at the student's instructional level.
- In addition, progress monitor monthly at the student's grade level.
- Consider using:
  - o Curriculum Based Measurement (CBM) probes,
  - o assessments from intervention materials/kits, or
  - o computer-based assessments.

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Building a Comprehensive Data Profile
Academic Examples

Weekly Probes   **Post-unit Survey**   **Ongoing Anecdotal Data**

Use multiple types of data to monitor progress.

(NCII, 2023b; Scholastic Red, 2002; Reading Elephant, 2018)

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Elementary Example – 5th grader
Implement

Measure	High Risk ←——————→ Low Risk
Unit Reading Assessment	
Classroom Writing Sample	
Vocabulary Assessment	

Plans for Intervention

The team decides to place the student in two interventions, one targeting reading and one targeting written expression.

The reading intervention the team selects is a multi-level reading comprehension program that includes vocabulary instruction.

The writing intervention the team selects is writing strategy instructional approach.

What types of progress monitoring data should the team gather to build a comprehensive data profile for this student?

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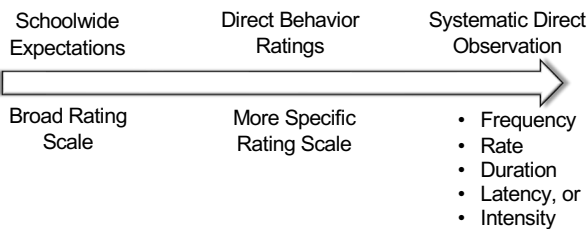© Tennessee Department of Education

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Behavior Progress Monitoring
Guidelines

- Identify skill(s) that will lead to goal attainment.
- Align skill(s) to the schoolwide expectations.
- Identify **multiple data sources** that can inform the targeted skill(s).
- Use formative sources that are sensitive to small changes in the behavior/skill(s).
- Monitor regularly, and consider monitoring more often when:
  - There is a change in the Tier 2 intervention status, and/or
  - Sufficient progress has not been demonstrated

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Behavioral Progress Monitoring Specificity Examples

Schoolwide Expectations   Direct Behavior Ratings   Systematic Direct Observation

Broad Rating Scale   More Specific Rating Scale
- Frequency
- Rate
- Duration
- Latency, or
- Intensity

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Building a Comprehensive Data Profile
Behavior Examples

Behavior Progress Report   **Observation Recording Form**   **Ongoing Anecdotal Data**

Skill	Frequency Count
Appropriate voice volume	
Appropriate taking turns while talking	
Inappropriate communication error	

Use multiple types of data to monitor progress.

(McDaniel et al., 2024)

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Secondary Example – 9th grader
Implement

Measure	High Risk ←——————→ Low Risk
Course Grade in ELA	
Course Grade in Math	
Office Discipline Referrals	
In-School Suspension	

Plans for Intervention
The team places the student in the counselor's coping strategies group and also provides the parent with information on the math study group that is available to all students and meets after school twice per week as a way to build confidence for exams. The team schedules a meeting with homeroom, math, and ELA teachers, parent, and the student to discuss other classroom supports and ways to help the student build relationships at the new school.

What types of progress monitoring data should the team gather to build a comprehensive data profile for this student?

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Building a Comprehensive Data Profile
Alignment Guide Application Activity: Parts 1 & 2

1. Turn to *Building a Comprehensive Data Profile* in the Alignment Guide
2. Part 1: Prepare for the activity by reviewing the example student data and questions and responses.
3. Part 2: Practice applying your knowledge by answering the questions.
4. Be prepared to discuss your responses.

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Determining Response to Intervention

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There are no set requirements for the number of data points, time in intervention, or tier of intervention required to make progress monitoring or instruction and intervention changes.

(TDOE, 2022)

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Determining Response to Intervention: Interpreting Data

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Considering Data

**When we review our intervention data, we need to be sure to look at
each variable in relation to the others.**

"Without context, data is useless, and any visualization you create with it will also be useless."
- Nathan Yau

(Yau, 2013)

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Using Progress Monitoring Data

Define the Gap	Set a Goal	Evaluate
Academic Data from universal screening process determines student's current performance	**Academic** • Benchmarks • Rate of Improvement • Other data	**Positive Response** Adequate progress
		Poor Response Limited or no progress
Behavior Baseline data establishes a student's current performance	**Behavior** • Baseline data • Team, family, student input • Achievable	**Questionable Response** Conflicting or unclear data

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Examples of Methods for Setting Academic Goals

End-of-Year Benchmarks

May be used when student's performance is close to grade level

Rate of Improvement

May be used when end-of-year benchmarks are a poor fit

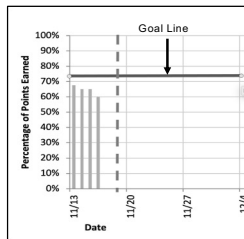Daily and weekly goals may help to motivate students and ensure they stay on track.

When setting academic goals, teams should consider methods that **accelerate** a **student's progress beyond what is typical** to close the gap.

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Setting Behavior Goals

Initial goals should come from baseline data and should be:

- established slightly above or below the student's baseline performance of the expected behavior,
- reviewed regularly to be increased as necessary, and
- relative to peers' expected behavior goals.

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Interpreting Progress Monitoring Data

1. Compare the student's current performance to their goal using **multiple data sources**.
2. Confirm the intervention is being implemented with fidelity.
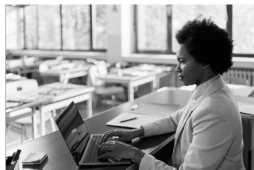
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Response to Intervention
Possible Outcomes

- Positive Response
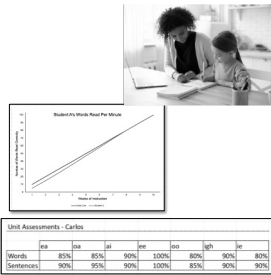- Poor Response
- Questionable Response
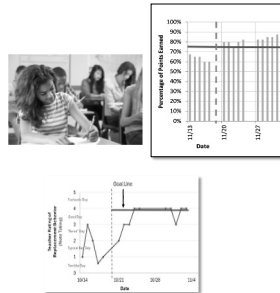

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Positive Response
Adequate Progress

Academic Examples   **Behavior Examples**

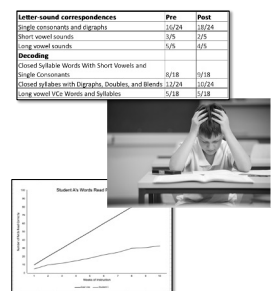(FL PS/RTI, 2021; Lovannone et al., 2013)
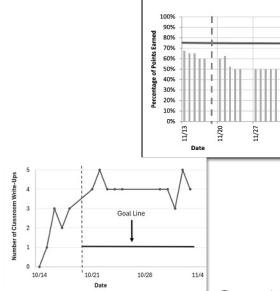
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Poor Response
Limited or No Progress

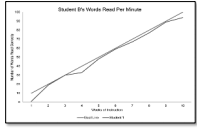**Academic Examples**   **Behavior Examples**

(FL PS/RTI, 2021)

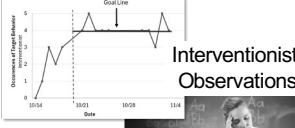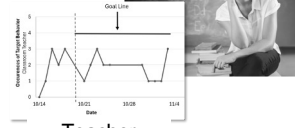© Tennessee Department of Education

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Questionable Response
Conflicting or Unclear Data

Academic Examples

Behavior Examples

Interventionist Observations

Teacher Observations

(FL PS/RTI, 2021)

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Determining Response

When deciding whether student response is positive or poor, **teams** should make decisions **based on a wealth of data** and with consideration given to the unique circumstances of the student.

(Fuchs & Mellard, 2005)

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Guiding Questions

Teams can ask these questions when interpreting the data:

1. Will the student reach the established goal within a reasonable time period?
2. Are there data outliers that should be excluded from our analysis?
3. What do our other data sources tell us?
4. Is the intervention being implemented with fidelity?
5. Are our progress monitoring probes sensitive to change and aligned with skills targeted by the intervention?
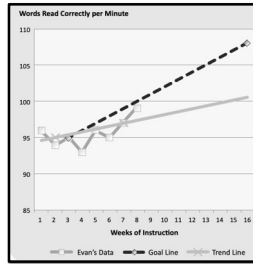
(National Center on Intensive Intervention, 2023)

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Analyzing Data

Formal Progress Monitoring Data

Consider student performance relative to the goal line.

Other Data Sources

Consider evidence (e.g., classroom assessments, work samples, teacher report, observations) that conveys level of skill mastery.

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Analyzing Formal Progress Monitoring Data
Academic Data

- Compare student's performance to the goal line.
- Do these data suggest the student is making progress?
- What other data should be considered?

(National Center on Response to Intervention, 2013)

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Analyzing Formal Progress Monitoring Data
Academic Data

- A trend line has been added. The trend line summarizes the student's data and predicts future performance.
- Now evaluate the student's progress by comparing the trend line to the goal line.
- Has your perception of student progress changed?
- What other data would help your decision?

(National Center on Response to Intervention, 2013)

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Considering a Comprehensive Data Profile
Academic Data

Intervention Lesson Data
Applies multisyllabic word reading strategies across passages included in intervention program.

Intervention Assessments
Earned 90% on last two unit assessments.

Classroom Assessments
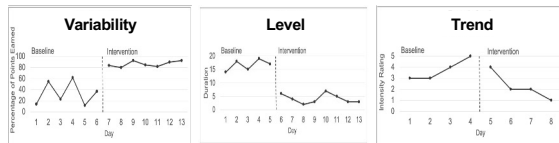Earned 65% on last two English Language Arts assessments.

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Evaluating Progress
Behavior Data

When interpreting a student's behavior data, compare baseline data to intervention data, and consider variability, level, trend and other informative data.

(Cooper et al., 2019)

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Considering a Comprehensive Data Profile
Behavior Data
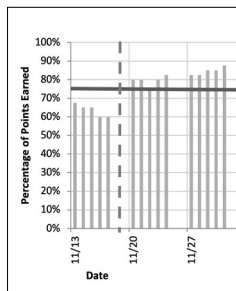
Teacher Report
Student behavior may be improving but student is struggling with daily classroom activities.

Discipline History
No change in the rate of classroom or office-managed referrals.

Family Feedback
Family was happy that student met their goal, but they don't believe their child is doing as well as they could.

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Considering a Comprehensive Data Profile

Teams should consider multiple sources of academic and behavior data together to provide the full picture of the student.

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Connection Activity
Alignment Guide Application Activity

1. Turn to the *Connection Activity* in the Alignment Guide.
2. Discuss the questions with your school team.
3. Be prepared to share your responses.

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Determining Response to Intervention: Intensifying and Fading Interventions

96

Rolling Hills Scene 5
Discussion Questions

1. Listen to the discussion at Rolling Hills School.
2. Consider these questions and prepare to discuss them during the next activity:
   - Does this sound like a conversation that teams in your building have had before?
   - How is it different?

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Purpose of Data Analysis

Data-based decision-making teams review data to inform and maximize instruction.
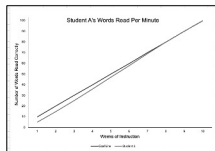
98

Potential Actions When There is a Positive Response

- Continue with the current goal
- Continue intervention with increased goal
- Fade intervention or support

Consider **multiple data sources** when determining response and making decisions about interventions.

(FL PS/RTI, 2021)

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Fading
Academic Interventions

Fading prepares students to exit intervention. Interventions can be faded by adjusting key characteristics of interventions. Adjustments can include:

- **Dosage:** decreasing the opportunities to practice emerging or mastered skills
- **Comprehensiveness:** decreasing support for students' correct execution of skills (e.g., fewer prompts, gradual removal of scaffolds)
- **Alignment:** increasing emphasis on grade-level application of targeted skills

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Fading Example
Behavior Interventions

At the start of the school year, place a copy of the student's daily schedule in the front of the student's planner.

As the year progresses, remove the schedule and only put reminders of elective classes (e.g., art, P.E., choir) or special events (e.g., assembly) that may be more challenging to remember.

Welcome to 6th Grade!	Mon.	Tues.	Wed.	Thurs.	Fri.
Class Circle	X		X		X
Lang. Arts	X	X	X	X	X
Phys. Ed		X		X	
Art	X		X		X
Science	X	X	X	X	X
Lunch	X	X	X	X	X
Intervention		X		X	
History	X	X	X	X	X
Math	X	X	X	X	X

Have a great week!	Mon.	Tues.	Wed.	Thurs.	Fri.
Class Circle	X		X		X
Phys. Ed		X		X	
Art	X		X		X
Intervention		X		X	

(FL PS/RTI, 2021; Crone et al., 2010)

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Potential Actions When There is Questionable or Poor Response

Check fidelity of intervention, and:

- if the intervention **is not being** implemented with fidelity, use strategies to increase fidelity.
- if the intervention **is being** implemented with fidelity, teams must decide whether to:
    a. modify the current intervention;
    b. select a different Tier II intervention;
    c. intensify support through a Tier III intervention; or
    d. refer the student for a special education evaluation alongside a, b, or c listed above.

(FL PS/RTI, 2021)

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Potential Actions When There is a Poor Response

Teams can ask these questions when interpreting the data and considering potential adaptations:

1. Would a greater **dosage** of the same intervention improve progress? Are there ways to increase or improve opportunities to respond and opportunities for feedback?
2. Can we make minor adjustments to the current intervention so that it is more **comprehensive**, or explicit?
3. Is the intervention **aligned** to the skills needed by the student? Would a different intervention target the needed skills more effectively?

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(Fuchs et al., 2017; Walker & Kearns, 2022)

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Choosing the Best Course of Action

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After considering options, the team should choose adaptations that

- respond to the student's specific needs,
- consider the environment and available resources, and
- provide the best opportunity for success.

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Adapting Tier II Interventions

- Use multiple sources of progress monitoring data to drive adaptation decisions.
- Keep intervention adjustments simple!
  - o Make low-effort adjustments that require few additional resources.
  - o If a larger adjustment is needed, consider whether the intervention is appropriately designed or if a Tier III intervention may be more appropriate.
- Review the intervention response of all students in the intervention group and consider whether changes to the intervention would benefit others in the intervention group.

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Whole Group Discussion

1. Share an example of how you have faded or intensified an intervention.
2. How did you determine your adaptations were the best course of action?
3. How did your student(s) respond to it? How did you determine if your adaptations were effective or if more or different adaptations were needed?
4. Reflecting back, what would you have done differently?

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Elementary Example– 5th grader
Evaluate

- Define: The student was identified as at risk in reading comprehension and written expression.
- Analyze: Drill down also revealed difficulties in vocabulary which affected performance in both areas.
- Implement: The team implemented a reading comprehension intervention program and a writing strategy intervention. Both included initial adaptations to meet student needs. The student has been in intervention for 9 weeks.

What should the team consider when evaluating the effectiveness of the intervention and the student's response?

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Secondary Example – 9th grader
Evaluate

- Define: The student was identified as at risk in behavior due to emotional regulation.
- Analyze: Drill down revealed the student skipped class on exam days, particularly in math. Parent and student interviews revealed the student struggles with test anxiety.
- Implement: The team implemented an intervention focused on coping strategies that included initial adaptations to focus on math anxiety. The student also received Tier I supports in math.

What should the team consider when evaluating the effectiveness of the intervention and the student's response?

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Case Study Reflection
Alignment Guide Application Activity

1. Turn to the *Case Study Reflection Activity* in the Alignment Guide.
2. Review the documents and answer the questions as a team.
3. Be prepared to discuss what your team would recommend for this student.

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Wrap Up

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Tier II Wrap Up
Alignment Guide Application Activity

1. Complete the *Four Corners Activity* and *Next Steps After Training* in your Alignment Guide. Then consider the questions below.
2. Does your current Tier II system include all the components discussed during this training?
3. Does your agenda facilitate all aspects of problem-solving shared during this training?
4. What actions does your team need to take to make necessary improvements, and what steps can be added to your SIFA annual implementation plan?
5. What school-based resource mapping tools must be updated to streamline implementation structures better?

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TN-TAN End of Session Survey

Please complete the evaluation survey by using the following link or scanning the QR code:

TESS-Full

https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8I4jZlIC

Project Provider: TSC
Event Title: Tier 2: Day 2
Learning Objectives:

1. Refine their Data-Based Decision-Making Team process to evaluate student need and select appropriate interventions by utilizing multiple data sources.

2. Enhance their skills in selecting and managing tailored interventions to meet diverse student needs and practice and reflect on these processes within their student populations.

3. Identify types of student response to intervention using fidelity monitoring and progress monitoring data.

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