


TN-TAN
TENNESSEE TECHNICAL
ASSISTANCE NETWORK

Implementing Tier II Interventions and Supports

Session 1 | April 1, 2024
Tennessee Tiered Supports Center



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- 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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About Us



- Vanderbilt University - West TN Team
- Vanderbilt University - Middle TN Team
- University of Tennessee, Knoxville - East TN Team



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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:

- Audit current implementation structure to support tiered frameworks for Tier II interventions and supports.
- Understand characteristics of Tier II support and identify evidence-based instruction and intervention practices.
- Recognize how a Data-Based Decision-Making Team uses multiple data sources to evaluate student need and begin to apply this process themselves.

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Introduction of Presenters

- Victoria 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.	Aligning Tier II Implementation Structures
10:45 a.m.	Characteristics of High-quality Interventions
12:00 p.m.	Lunch
1:15 p.m.	Evaluating Student Need Using Multiple Data Sources
3:15 p.m.	Wrap Up

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Training Materials




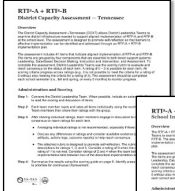






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Roadmaps







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Pre-Work on Collaborative Teaming

Topics Covered
Leadership for Implementing Tiered Supports Systems
Data-Based Decision-Making Teams
A Guide for School-Based Resource Mapping





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Resource Mapping Activity

Revisit Pre-Work Application Activity


1. Open your *Guide for School-Based Resource Mapping*.
2. Update each resource mapping tool within the guide.
3. Remember, your team completed the *School-Based Assessment Alignment Worksheet* as part of the Alignment Guide at Tier I Training.



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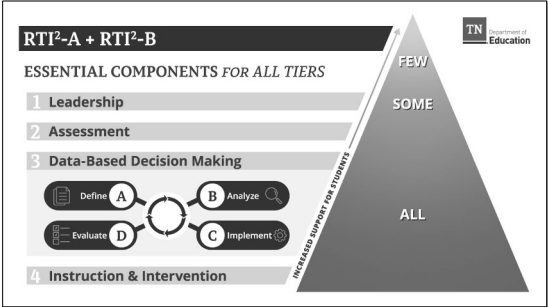
Aligning Tier II Implementation Structures

RTI²-A + RTI²-B School Fidelity Assessment:
Tier II Instruction and Intervention (36-37)



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Aligned Supports



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Tier II

When a data-based assessment process that uses various assessment data from multiple sources indicates that a student is not making adequate gains from Tier I alone, Tier II intervention is implemented **in addition** to Tier I instruction.

(TDOE, 2023)

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Tier II Intervention

Tier II intervention includes explicit and systematic skill-based interventions designed to address the **specific needs** of students and have application opportunities anchored in grade-level content and expectations, whenever possible.

(TDOE, 2023)

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Data for Decision-Making

- Access to the “right” data helps school teams problem solve.
- Access to limited data can narrow a team’s perception of the problem.

Pathways to Academic and Behavior Challenges

Four Pathways

- Behavior challenges reduce as instruction
- Underlying attention deficits cause challenges in both areas
- Early academic challenges increase social rejection
- Inadequate response to academic intervention leads to behavior challenges

Scenario 1

Part A

Tiffany is a first-grade student. According to Tiffany’s winter MAP scores, she is reading slightly below grade level, and also is missing several key skills in mathematics.

Discuss the following questions with your team:

1. What is the problem?
2. Why is the problem occurring?
3. Based on support for

Part B

Tiffany also has access to data that makes her difficult to leave her home. She is frequently tardy or absent. Tiffany has been referred to the RTI team.

Discuss the following questions with your team:

1. How does the additional data change your perspective of the problem and possible solutions?
2. What follow-up questions about the RTI do you have?
3. What are the long- and short-term outcomes of Tiffany’s behavior?
4. How might these behaviors affect Tiffany socially?
5. How might these behaviors affect Tiffany academically?

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Benefits of Collaborative Problem Solving


- More efficient and effective data-based decision-making process
- More opportunities for collaboration between stakeholders
- Facilitates clearer understanding of the problem and shared commitment to the solution
- Allows for planning of interventions that address behavior and academic needs

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Characteristics of High-Quality Interventions

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 1

Discussion Questions

1. Listen to the discussion at Rolling Hills School.
2. Consider these questions and prepare to discuss them during the next activity:
 - a) How is this Tier II conversation similar to conversations your data-based decision-making team has had?
 - b) How is it different than conversations you've heard?



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School and District Curricula and Intervention Alignment Tools



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Inventory of Interventions Alignment Guide Application Activity



1. Turn to the *Inventory of Interventions Activity* in the Alignment Guide.
2. Use the *School Curricula and Interventions Alignment Tool* completed prior to training and refer to the *District Curricula and Interventions Alignment Tool* for your district as you work through the steps.
3. Answer the questions in each step with your team members.
4. Be prepared to share with the whole group.



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Group Discussion



1. How do your interventions for academic needs compare to your interventions for behavior needs?
2. When selecting interventions, how does your team make sure to consider students' needs first instead of merely assigning students to available interventions?
3. Is there a better way for you to utilize your teams and staff?
4. Are there any organizational barriers (e.g., personnel, schedules, professional development) that need to be addressed?



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Characteristics of High-Quality Interventions

High-quality interventions are:

- supported by research,
- standardized,
- delivered by trained interventionists,
- administered at an appropriate dosage,
- comprehensive, and
- aligned with needed skills or behaviors.

Interventions must also be cohesive with Tier I instruction and expectations.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022)



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Supported by Research

- Intervention programs and practices should be based on reliable and valid knowledge gained from scientific research.
 - **Research-validated** interventions are directly shown to have an evidence base through high-quality studies.
 - **Research-based** interventions are based on reliable and trustworthy evidence of effective practices.
- Both provide evidence that the program or practice will lead to student improvement.

(IRIS Center, 2014; National Center on Intensive Intervention, 2022; TDOE, 2023)



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Standardized

- **Standardized** interventions have well-articulated procedures for delivery with step-by-step directions.
- The teacher follows the structure of the lesson accurately and delivers the intervention in the way that it is intended by the creator.
- This standardization ensures fidelity.
- Standardized interventions can be adapted as needed to be responsive to student need.



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Trained Interventionist

- **Trained interventionists** are individuals trained to deliver a prescribed intervention with fidelity.
- Training should include:
 - standardized procedures for intervention delivery,
 - application of fidelity checklists or self-reflection logs,
 - answers to frequently asked questions, and
 - a variety of 'just in time' strategies to respond to student needs as those needs are presented.
- Interventions should be taught by qualified, certified teachers, whenever possible.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022; TDOE, 2023)



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Dosage

- **Dosage** is the number of opportunities a student has to practice needed skills and receive feedback.
- Dosage relates to the:
 - size of the instruction group,
 - number of minutes each session lasts, and
 - number of sessions provided in a week.
- The intervention should provide ample time to practice needed skills after they are clearly explained and modeled.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022)



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Comprehensive

Comprehensiveness is the extent to which the intervention includes elements of explicit instruction, including:

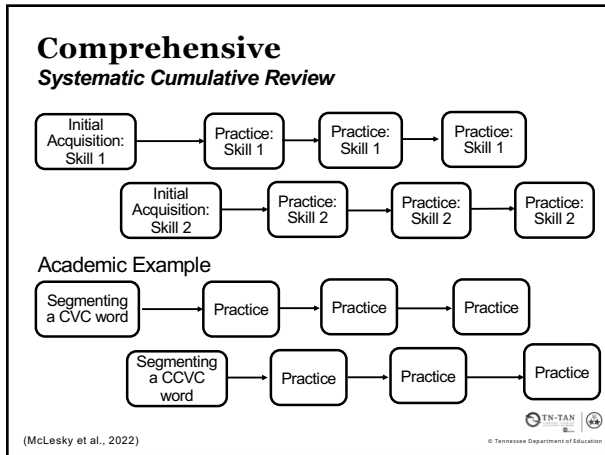
- Systematic cumulative review
- Opportunities for feedback
- Sequence skills logically

(Fuchs et al., 2017)

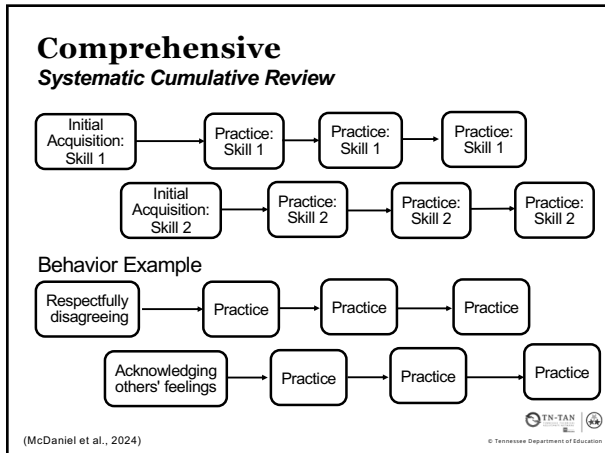


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Comprehensive Opportunities for Feedback

Affirmative Feedback
is timely, genuine, and commensurate with effort; lets a student know exactly why they are being praised.

Example: *Christina, thank you for pushing your chair in when you stood up to walk to the line.*

Corrective Feedback
is timely; meant to prevent future errors by addressing mistakes when they occur so that a student does not practice errors repeatedly.


Example: *Destiny, check your first sentence, and make sure that it begins with a capital letter.*

(McLesky et al., 2022)

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Comprehensive

Sequence Skills Logically



- This considers several variables including teaching simpler skills before more complex skills and teaching high-frequency skills before those used less frequently.
- Lessons should be designed to recognize mastered skills and begin with area of need.

(McLesky et al., 2022; Archer & Hughes, 2016)

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Alignment

Intervention teaches an alternative **behavior** to match the perceived function of the target behavior.

Attention Motivated

- Check-In/Check-Out

Escape Task Demand

- Breaks are Better

Intervention focuses on specific **academic** skills that students need to acquire to provide greater access to and opportunity within Tier I.

Elementary Reading

- Phonics and Fluency
- Comprehension

Secondary Math


- Computation
- Application

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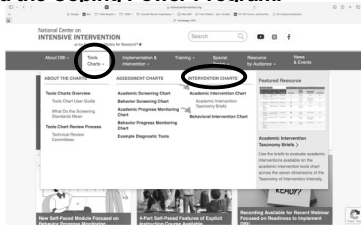
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Intervention Skills Matching

Application Activity



1. Go to intensiveintervention.org and read about the following interventions: **Sound Partners (1-3)**, **ROOTS**, and the **Coping Power Program**.



The resources and opinions shared have not been vetted by the TDOE and are not an endorsement on quality or content of these materials or any vendor.

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Intervention Skills Matching

Application Activity

- With your table group, match each **skill** on the left to an **intervention** on the right.
- Raise your hand and wait to check your answer and receive an acknowledgement.


Externalizing Behavior	Sound Partners (1-3)
Phonics	ROOTS
Calculation	Coping Power Program

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Cohesion with Tier I



Instructional coherence ensures that instructional experiences are connected and skill development is aligned with grade-level learning expectations at all tiers.

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Cohesion with Tier I

Examples

<p>Academics</p> <ul style="list-style-type: none"> Connecting the skills learned in intervention with core instruction For example, pre-teaching academic vocabulary related to selected concepts and skills focused on during core instruction 	<p>Behavior</p> <ul style="list-style-type: none"> Providing opportunities to practice new skills using Tier I behavioral expectations For example, prompting a student before they enter a new setting using language taught during intervention
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Characteristics of High-quality Interventions

Alignment Guide Application Activity

1. Turn to the *Characteristics of High-quality Interventions Activity* in the Alignment Guide.
2. Use the checklist to review a Tier II intervention offered at your school.
3. Complete the Pause and Reflect chart.
4. Be prepared to discuss with the whole group how the interventions used at your school are, or could be, linked to Tier I instruction or expectations.






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Group Discussion

How are you linking your Tier II interventions to core content? Share one example with the group.





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Evaluating Student Need Using Multiple Data Sources

RTI²-A + RTI²-B School Fidelity Assessment:
 Selection of Instructional Practices and Interventions (18-19)
 Monitoring Response to Instruction and Intervention (21)
 Assessment Tools and Administration (26-31)
 Environment for Learning (32-34)
 Tier II Instruction and Intervention (35)




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Rolling Hills Scene 2

Discussion Questions

1. Listen to the discussion at Rolling Hills School.
2. Consider these questions and prepare to discuss them during the next activity:
 - How is this Tier II conversation similar to conversations your data-based decision-making team has had?
 - How is it different than conversations you've heard?






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Assessment




Assessment provides data that are used within a **continuous improvement model** and encompasses **multiple data sources** and data management.



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Determining Need for Intervention



A process of **identifying** and **verifying** risk for academic and behavioral difficulties that involves comparing a student's current performance to expected performance using multiple data sources

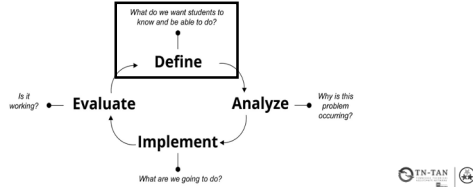
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Screen All Students

How to Identify Risk Using a Universal Screener

- Administer brief **universal screening tools** to all students three times per year, across multiple domains (e.g., reading, written expression, math, and behavior).
- Use this data in combination with other readily available data, administering drill-down assessments if necessary.



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Screen All Students

How to Identify Risk Using an Early Warning System

Early warning systems use existing assessment, attendance, behavior, and academic performance data to:

- identify students at risk,
- inform decisions about students needing support,
- target resources to support these students, and
- identify school climate issues.

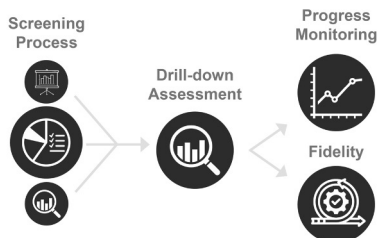
Universal screening should use multiple data sources to identify students at risk of poor outcomes.

(Wisconsin RTI Center, 2022; Balfanz, 2007)



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Assessment Process



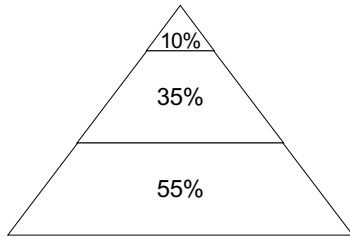
A variety of data sources should be used at all points in the assessment process.



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Pause and Think

What if your school's triangle looks like this?



This is an example of risk distribution and should not be equated to a specific expected percentage of students operating within tiers. Tier I is for all students.



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Addressing a Tier I Problem

If a large proportion of students are identified through the screening process, consider **adjustments to Tier I instruction.**

- Strengthen Tier I practices.
- Provide Tier I support centered on learning acceleration.
- Recommend or change classroom interventions to provide scaffolding and access points.
- Continue to monitor the students' data.



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Tier I Fidelity Monitoring

Review Fidelity of Tier I Instruction to Verify Risk

- Evaluate the fidelity of Tier I instructional delivery to rule out inadequate instruction at Tier I as underlying issue.
- Determine if a lack of fidelity at Tier I has resulted in an overidentification of students needing Tier II support.
- Consider if Tier I interventions should be implemented or revised.



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Supporting Students In Tier I

- High-Quality Instructional Materials
- Flexible Grouping
- Scaffolding

Tier I Intervention Academic Example

Collaborative Strategic Reading (CSR)

Tier I Intervention Behavior Example

Class-wide Function Related Intervention Teams (CW-FIT)

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Evaluating Student Need Using Multiple Data Sources: Risk Indicators and Drill-Down Assessments

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Using Risk Indicators

Purpose

To systematize how we **begin** to identify risk when expectations for academic and non-academic performance aren't met

Goal

To “catch” and respond to as many needs as we can, as soon as we can, including needs that aren't straightforward

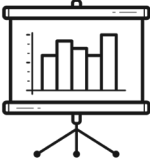
(Brown-Chidsey & Bickford, 2016)

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Risk Indicator Continuum

An Organization Tool



- Highlights a range of risk levels for each indicator that considers national norms, district policy, and local context.
- Assessment scores suggest a certain level of risk but should **not** be considered a "cut off" for additional support.
- Scores should be considered alongside other data to determine a student's instructional needs.




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Analyzing Data

When analyzing data gathered using a risk indicator continuum, consider the following questions.

- In what area(s) did the student flag for risk?
- Is risk evident across multiple data sources?
- Has the student received adequate Tier I instruction in the skill area?
- How does the student's performance compare to grade-level peers in the same context?
- How have we considered prerequisite and related skills to ensure we have identified the root cause?
- What other factors we should consider and what data should we gather?




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Elementary Example

Measure	High Risk ← → Low Risk
Universal Screener for Reading, Math, or Written Expression ¹	
Drill-down Assessments ²	
SRSS-IE Externalizing ³	
SRSS-IE Internalizing ³	
Unexcused Absences ³	
Office Discipline Referrals ³	
Tardy ³	
In-School Suspension ³	
Counseling Referrals ³	
Nurse Referrals ³	

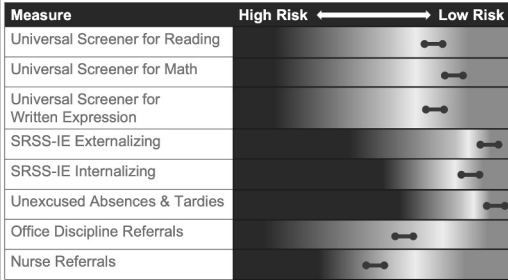
*Determined by district or school guidelines
(¹TDoe, 2021; ²Lane et al., 2015; ³Attendance Works, 2022)



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Elementary Example – 5th grader



Avoid the use of prescriptive cut scores to identify risk and qualify or disqualify students for intervention.



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Elementary Example – 5th grader



Description of Results

The student received "C's" on the last two reading unit assessments focused on comprehension skills 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.

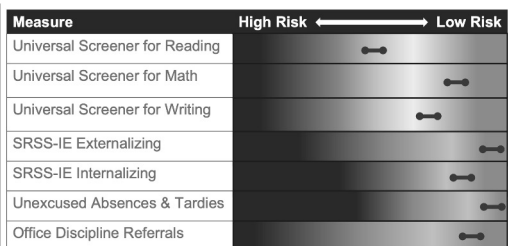
The student has several nurse referrals for headaches and received 2 office discipline referrals this year for work refusal. Student reported work refusal was due to not being able to see the board.

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



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Elementary Example – 2nd grader



Avoid the use of prescriptive cut scores to identify risk and qualify or disqualify students for intervention.



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Elementary Example – 2nd grader

Measure	High Risk ← → Low Risk
Universal Screener for Reading, Oral Reading Fluency (ORF)	
Drill-down Assessments – Phonics and Word Reading Survey (PWRS)	
Drill-down Assessments – Reading Maze Assessment	

Description of Results

The student was identified as at potential risk after the winter screening window.

ORF Accuracy and Rate: 68 words per minute, 96% accuracy

PWRS: The student read almost all grade-appropriate words correctly but read slowly, sounding out many words aloud.

Reading Maze: The student made 7 correct choices and 1 incorrect choice.

The team identified the need for further instruction in the area of *reading fluency* and decided to serve the student through a standards-based intervention since need was covered by grade-level instructional expectations.



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Secondary Example

Measure	High Risk ← → Low Risk
Absences ^a	
SAEBRS ^a	
Math and/or ELA TCAP Score*	
Course Grade in Math, ELA, Science, and/or Social Studies*	
Office Discipline Referrals*	
In-School and/or Out-of-School Suspension*	

*Determined by district or school guidelines

(TTDOE, 2021; ^aAttendance Works, 2022; ³Illuminate Education, 2021)



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Secondary Example – 9th grader

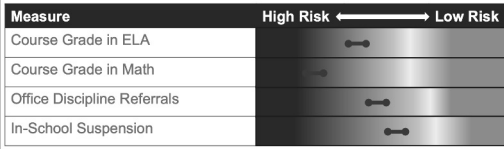
Measure	High Risk ← → Low Risk
Absences (all unexcused)	
ELA TCAP Score	
Math TCAP Score	
Course Grade in ELA	
Course Grade in Math	
Office Discipline Referrals	
In-School Suspension	

Avoid the use of prescriptive cut scores to identify risk and qualify or disqualify students for intervention.



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Secondary Example – 9th grader



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 during exams 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.



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Risk Indicator Continuum

Remember, a risk indicator flags students who **may** need additional support based on *one data source*. Decisions must be made using **multiple data sources**.



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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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Drill-Down Assessments

Academic Examples

Summary Chart					
Student	Grade/Class	Date	Target for Intervention		
			Pre	Post	TOTAL
Foundational Skills					
Letter Naming - Upper/Lower			100	100	200
Letter Naming - Consonants			100	100	200
Letter Sound Correspondence			100	100	200
High Frequency Words			100	100	200
Letter Sound Correspondence			100	100	200
Short and Long Vowels			100	100	200
Decoding Skills					
Onset-Blend Words (10)			100	100	200
Onset-Blend Words (20)			100	100	200
Onset-Blend Words (30)			100	100	200
Onset-Blend Words (40)			100	100	200
Onset-Blend Words (50)			100	100	200
Onset-Blend Words (60)			100	100	200
Onset-Blend Words (70)			100	100	200
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Onset-Blend Words (550)			100	100	200
Onset-Blend Words (560)			100	100	200
Onset-Blend Words (570)			100	100	200
Onset-Blend Words (580)			100	100	200
Onset-Blend Words (590)			100	100	200
Onset-Blend Words (600)			100	100	200
Onset-Blend Words (610)			100	100	200
Onset-Blend Words (620)			100	100	200
Onset-Blend Words (630)			100	100	200
Onset-Blend Words (640)			100	100	200
Onset-Blend Words (650)			100	100	200
Onset-Blend Words (660)			100	100	200
Onset-Blend Words (670)			100	100	200
Onset-Blend Words (680)			100	100	200
Onset-Blend Words (690)			100	100	200
Onset-Blend Words (700)			100	100	200
Onset-Blend Words (710)			100	100	200
Onset-Blend Words (720)			100	100	200
Onset-Blend Words (730)			100	100	200
Onset-Blend Words (740)			100	100	200
Onset-Blend Words (750)			100	100	200
Onset-Blend Words (760)			100	100	200
Onset-Blend Words (770)			100	100	200
Onset-Blend Words (780)			100	100	200
Onset-Blend Words (790)			100	100	200
Onset-Blend Words (800)			100	100	200
Onset-Blend Words (810)			100	100	200
Onset-Blend Words (820)			100	100	200
Onset-Blend Words (830)			100	100	200
Onset-Blend Words (840)			100	100	200
Onset-Blend Words (850)			100	100	200
Onset-Blend Words (860)			100	100	200
Onset-Blend Words (870)			100	100	200
Onset-Blend Words (880)			100	100	200
Onset-Blend Words (890)			100	100	200
Onset-Blend Words (900)			100	100	200
Onset-Blend Words (910)			100	100	200
Onset-Blend Words (920)			100	100	200
Onset-Blend Words (930)			100	100	200
Onset-Blend Words (940)			100	100	200
Onset-Blend Words (950)			100	100	200
Onset-Blend Words (960)			100	100	200
Onset-Blend Words (970)			100	100	200
Onset-Blend Words (980)			100	100	200
Onset-Blend Words (990)			100	100	200
Onset-Blend Words (1000)			100	100	200

(Voyager Sopris Learning, 2018)

- Phonological Awareness Screener
- Phonics and Word Reading Survey
- Developmental Spelling Inventories
- Placement tests
- Teacher made tests
- Benchmark assessments
- Common assessments
- Writing samples
- Error analysis
- Others?



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Drill-Down Assessments

Non-academic Examples

- Office discipline referral data analysis
- Attendance data analysis
- Daily behavior reports review
- Preference assessments
- Informal interviews
- Functional Behavior Assessment
- Teacher Rating Scales
- Others?

(TDOE, 2023)



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Review Additional Data Sources

Verify risk by comparing screening data with other information to confirm that intervention is needed.

- Formative assessments
- Summative assessments
- Drill-down assessments
- Teacher observations
- Attendance records
- Office discipline referrals
- Family concerns
- Additional academic or behavior screener data
- Student record review

(TDOE, 2023)



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Address Academic and Behavior Needs

When making team decisions to identify and verify risk, examine both academic and behavior data **at the same time.**

(McIntosh & Goodman, 2016)



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Identifying Students for Tier II Interventions

Before determining if a student at risk needs Tier II intervention, data-based decision-making teams should ask:

- Have we examined multiple data sources, including drill-down data if needed?
- Have we considered a variety of types of data?
- Have we weighed the intensity of the student's needs and how much support they will need to meet grade-level expectations?



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Using Risk Indicators *Alignment Guide Application Activity*



1. Turn to the *Using Risk Indicators Activity* in the Alignment Guide.
2. Consider the discussion questions as you begin to create a Risk Indicator Continuum for your school.
3. Discuss data sources used at your school to identify and verify risk.
4. Determine guidelines for risk levels using national norms, district policy, and student population considerations.
5. Complete the Pause and Reflect chart.



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Session 2

Determining Response to Intervention

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1. Complete the TESS Evaluation.
2. Plan to attend training on XXXX.
3. Create a reminder to bring student-level data for one or two students at your school receiving Tier II interventions or who you believe will need Tier II support to Session 2.
4. Create a reminder to bring grade-level data for an individual grade of students at your school.

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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:

https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8l4zIIC

Project Provider: TSC
Event Title: Tier 2: Day 1
Learning Objectives:

1. Audit current implementation structures to support tiered support frameworks for Tier II interventions and supports.
2. Understand characteristics of Tier II support and identify evidence-based instruction and intervention practices.
3. Recognize how a Data-Based Decision-Making Team uses multiple data sources to evaluate student need and begin to apply this process themselves.

TESS-Full




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Connect With Us

Connect with us online, over email, or on social media for more information on tiered supports, Tennessee TSC, and TN-TAN.



Website
tennesseetsc.org

Newsletter





Social Media
@tennesseetsc

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