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Managing Tier II Interventions

Preparing for Tier II, Session 2
Tennessee Tiered Supports Center

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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

At the end of the session, participants will be able to:

- Identify strategies to manage Tier II interventions.
- Prepare for Tier II Training by creating a plan to improve intervention management.

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Training Review
Session 1

Collaborative Teaming at Tier II Prework
Aligning Tier II Implementation Structures
Characteristics of High-Quality Interventions
Evaluating Student Need Using Multiple Data Sources

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Managing Tier II Interventions

RTI²-A + RTI²-B School Fidelity Assessment:
Communication and Engagement (10-12)
Data Use (16-17)
Tier II Instruction and Intervention (36-37)

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Intervention Management Strategies

- There are a variety of strategies school teams and interventionists can use to manage Tier II interventions.
- Schools should consider strategies addressing student grouping, scheduling, instructional planning, communication, managing student data, and intervention record keeping.
- Effective strategies allow schools to easily group and identify students receiving each intervention provided.

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Grouping Students

- Maximize resources by grouping students with common needs, such as needed skills and behavior function.
- 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 Options

Consider these options to facilitate the grouping process:
- integrated instructional plans,
- data walls, and
- school-wide display boards.

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Integrated Instructional Plan

A tool that lists all the students requiring support and available programs and practices, as well as the educator responsible, time requirements, intervention frequency, and progress monitoring measures, including frequency.
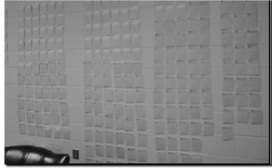

(McIntosh & Goodman, 2016)

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Data Wall

A physical or electronic tool used to organize and display student data.

(Oakland Unified School District, n.d.)

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School-Wide Display Board

A tool used to display academic and behavior interventions and their schedules.

	K	1st	2nd	3rd	4th	5th
8:00-8:40	Specials	Specials	Specials	Writing Lab	Writing Lab	Writing Lab
8:40-9:20	Reading/ELA	Reading/ELA	Reading/ELA	Science	Science	Science
9:20-10:00	Reading Intervention	Reading Intervention	Reading Intervention	Math	Math	Math
10:00-10:40	Science	Science	Science	Math Intervention	Math Intervention	Math Intervention
10:40-11:20	Social Studies	Social Studies	Social Studies	Reading/ELA	Reading/ELA	Reading/ELA
11:20-12:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Reading Intervention	Reading Intervention	Reading Intervention
12:00-12:40	Math	Math	Math	Lunch and Recess	Lunch and Recess	Lunch and Recess
12:40-1:20	Math Intervention	Math Intervention	Math Intervention	Specials	Specials	Specials
1:20-2:00	Writing Lab	Writing Lab	Writing Lab	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention
2:00-2:40	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Social Studies	Social Studies	Social Studies
2:40-3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

(McIntosh & Goodman, 2016)

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Managing Intervention Enrollment

- How do you keep track of all students receiving Tier II intervention?
- How do you keep track of students enrolled in individual interventions?
- Is information about intervention enrollment available during meetings?
- How do you determine the necessary capacity to provide intervention based on student needs?
- How can we tell if students are enrolled in appropriately focused and appropriately intense interventions?

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Managing Data
Integrated Data Management

- Do you use a specific platform to enter and manage student data?
- Does the platform allow you to enter data for all interventions?
  - If it does not, how do you access and manage the excluded data?
- How do you organize and store progress monitoring and fidelity data?
- How do you compile and share all data for an individual student so it can be analyzed together?

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Student Intervention Plan Features

- Date of initial placement
- Tier placement
- Data to support placement
- Defined skill to target to meet grade-level expectations
- Intervention to be delivered
- Progress monitoring information as determined by drill-down assessment
  - Area of deficit
  - Level of instruction
- Brief anecdotal notes regarding student progress
- Documented updates as needed or quarterly at minimum

(TDOE, 2023)

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Grouping Students
Application Activity

1. Review the database for students who receive Tier II interventions in one grade level at your school.
2. Consider your current grouping strategy and how it can be improved or changed.
3. Create a draft of changes that you would make to your current strategy.
4. Plan to share your ideas for improvement with your team at the upcoming training.

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Wrap Up

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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	Newsletter	Social Media
🌐 **Website** tennesseetsc.org	**Newsletter**	**X** **Social Media** @tennesseetsc

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McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of supports: Blending RTI and PBIS.* New York, NY: Guilford Press.

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