



MTSS:
Matching Students to
Intervention

2024 Ohio Department of Education & Workforce
Literacy Academy
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About Your Presenters



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About Northridge Local Elementary School

Northridge Local School District, Montgomery Co., Ohio

One elementary serving grades K - 5

665 students in elementary

100% Economically disadvantaged

12.6% Students with disabilities

30% Black, 51% White, 13% Multiracial, 4.5% Hispanic, 2.4% EL

50 teachers, 18 teacher aides

62% of teachers with at least a Master's degree



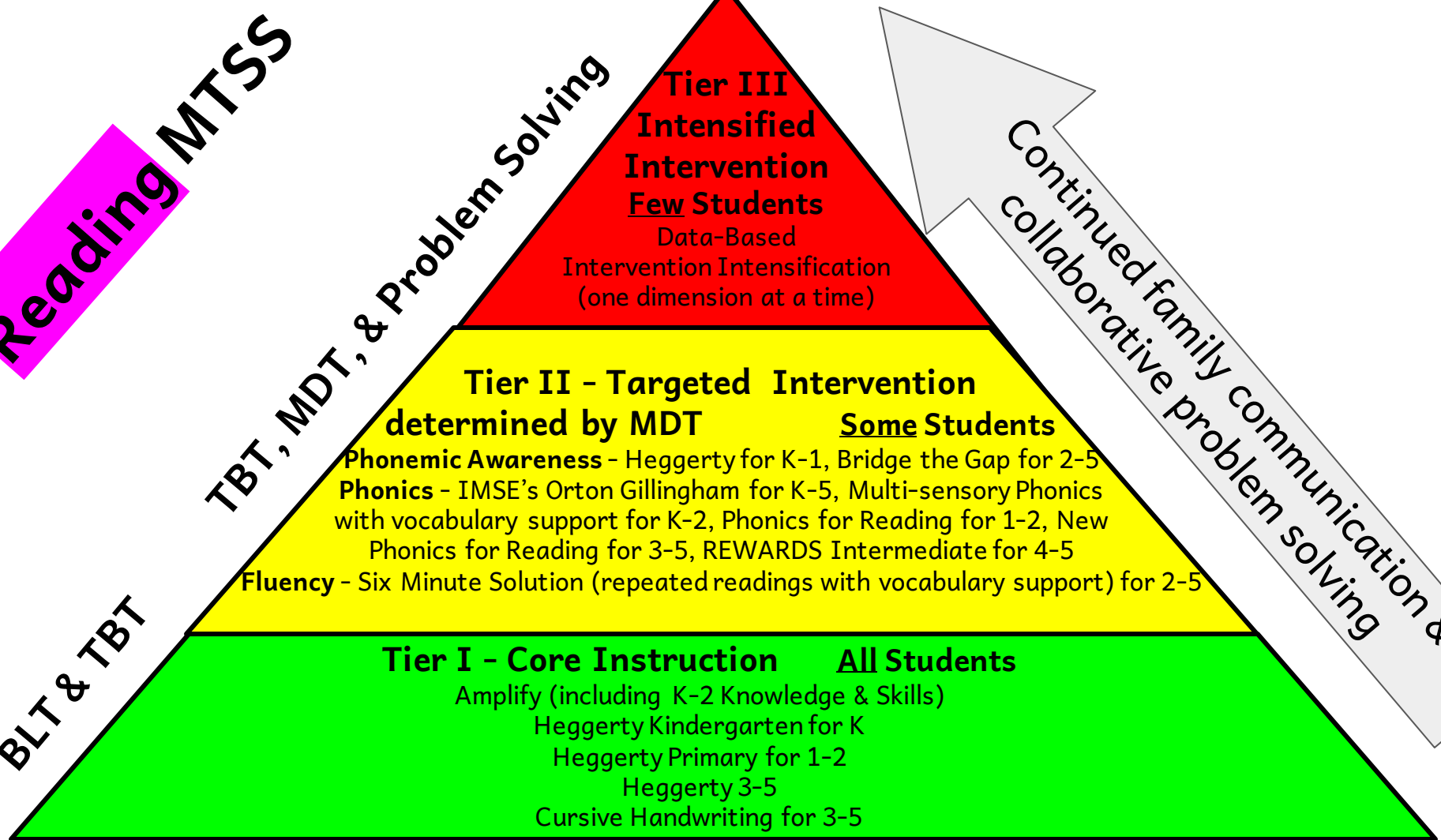
Session Outcomes

1. Identify one takeaway for your own intervention matching process.
1. List the most important aspects when considering intervention intensifications.

Reading MTSS

BLT & TBT

TBT, MDT, & Problem Solving



Tier I - Core Instruction All Students

Amplify (including K-2 Knowledge & Skills)
Heggerty Kindergarten for K
Heggerty Primary for 1-2
Heggerty 3-5
Cursive Handwriting for 3-5

Tier II - Targeted Intervention Some Students
determined by MDT

Phonemic Awareness - Heggerty for K-1, Bridge the Gap for 2-5
Phonics - IMSE's Orton Gillingham for K-5, Multi-sensory Phonics with vocabulary support for K-2, Phonics for Reading for 1-2, New Phonics for Reading for 3-5, REWARDS Intermediate for 4-5
Fluency - Six Minute Solution (repeated readings with vocabulary support) for 2-5

**Tier III
Intensified
Intervention
Few Students**

Data-Based
Intervention Intensification
(one dimension at a time)

Continued family communication & collaborative problem solving

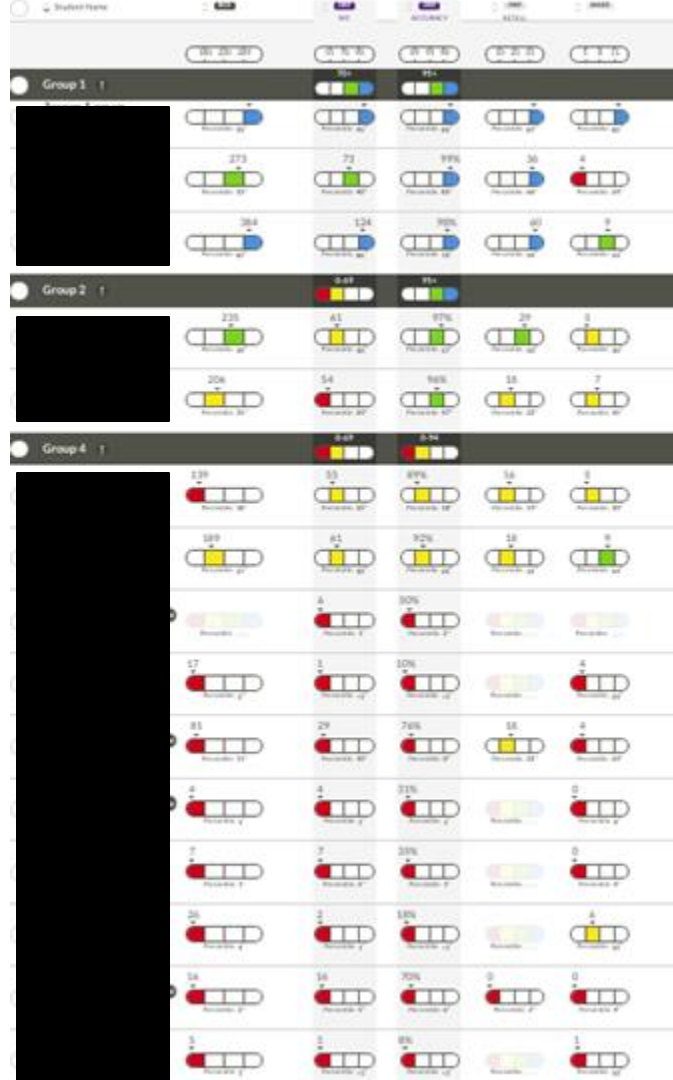
Northridge Elementary Intervention System

- 1. Data-based Intervention Matching**
2. Data-based Intensifications - Group vs. Individual
3. Data-based Intervention Intensification Dimensions
4. Data-based Intervention Intensification Plans

Data Analysis & Intervention Program Matching

- Acadience - Universal screener
 - Training & recalibration of Sweep Team
 - Grade level benchmarks
- Initial Grouping Suggestions
 - Core Support
 - Fluency (depending on grade level)
 - Phonics
 - Phonemic Awareness

Initial Grouping Report



Enrichment

Fluency

Phonics Diagnostic

Acadience Benchmark (Sweep Team)



Acadience Initial Grouping Quadrant Report (Sweep Team & MDT)



Phonemic Awareness / Letter Naming Fluency	Phonemic Awareness	PA/Phonics	Phonics	Fluency	Core
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Kinder - Use K Heggerty 1st Grade - Use Kinder Heggerty 2nd Grade and up - give Bridge the Gap in intervention group	Administer Phonics For Reading Placement Test (Sweep Team)	6 Minute Solution (2nd grade and up)	Amplify Additional Materials
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Acadience Benchmark

◇ RCS III

◇ ORF III

◇ ORF III

◇ ORF III

◇ MAZE III

WC

ACCURACY

RETELL

Grade 3

180 220 289

Percentile: 2nd

55 70 90

Percentile: <1st

89 95 98

Percentile: <1st

10 20 33

Percentile:

5 8 11

Percentile: 24th

81



Percentile: 11th

29



Percentile: 10th

76%



Percentile: 8th

18



Percentile: 23rd

4



Percentile: 24th

Diagnostic

Phonics for Reading—First Level (I)

Lessons 1–13

Subtest A

<u>mix</u>	<u>pad</u>	<u>hit</u>	<u>cab</u>	<u>dot</u>
<u>hut</u>	<u>jet</u>	<u>hum</u>	<u>cod</u>	<u>yet</u>
<u>habit</u> ₂	<u>muffin</u> ₂	<u>rustic</u> ₂	<u>summit</u> ₂	

If the student correctly reads 14 parts, continue with Subtest B.

16 / 18 %

Lessons 14–30

Subtest B

<u>less</u>	<u>dill</u>	<u>moss</u>	<u>rack</u>	<u>bath</u>
<u>wish</u>	<u>lock</u>	<u>mesh</u>	<u>rust</u>	<u>desk</u> ⁺
<u>shed</u>	<u>thud</u> ^f	<u>whip</u>	<u>chat</u>	<u>ship</u>
<u>crib</u>	<u>clam</u>	<u>grip</u>	<u>plum</u> ^p	<u>trim</u>
<u>potluck</u> ₂	<u>dentist</u> ₂	<u>contest</u> ₂	<u>unpack</u> ₂	

If the student correctly reads 22 parts, continue with Subtest C.

12 / 28 %

K-5 Intervention Spreadsheet

3rd Grade Intervention Groups					T-F 11:20-12:00					
Data MDT used to determine these groups: BOY Acadience Initial Grouping Report & Phonics For Reading Screener Data										
Phonics - OG										
KUBIAK LH10 - OG OG BRIDGE ASSESSMENT ADD BRIDGE THE GAP	First Name	Last Name	Homeroom	MDT Note(s)						
Phonics - Phonics For Reading					Phonics - Phonics For Reading					
BRONNER LH10 - PAR Book 1, Lesson 1 ADD BRIDGE THE GAP	First Name	Last Name	Homeroom	MDT Note(s)	FERRELL DC31 - PAR Book 1, Lesson 1 ADD BRIDGE THE GAP	First Name	Last Name	Homeroom	MDT Note(s)	
Phonics Intervention - Phonics For Reading					Phonics Intervention - Phonics For Reading					
SMITH IG2061 - PAR Book 1, Lesson 1 ADD BRIDGE THE GAP	First Name	Last Name	Homeroom	MDT Note(s)	ROTHERT IG2031 - PAR Book 1, Lesson 14 ADD BRIDGE THE GAP	First Name	Last Name	Homeroom	MDT Note(s)	
Phonics Intervention - Phonics For Reading					Phonics Intervention - Phonics For Reading					
CAUDILL DC31 - PAR Book 2, Lesson 1 ADD BRIDGE THE GAP	First Name	Last Name	Homeroom	MDT Note(s)	PRITCHETT DC31 - PAR Book 2, Lesson 1 ADD BRIDGE THE GAP	First Name	Last Name	Homeroom	MDT Note(s)	

	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
	9:55-10:35	10:35-11:15	11:15-11:55	11:55-12:35	12:35-1:15	1:15-1:55	1:55-2:35	2:35-3:15
	Instruction	Instruction	No PK 11:15-12:05		Instruction	1:15-1:45	Instruction	PE
in	Instruction (120 Min)	Instruction	11:15-11:50	Instruction	Specials MS Lunch hour delay 12:28-12:58; 1:14-1:44	Intervention	Math Block	Instruction (Possible 2nd recess)
in	Instruction (120 Min)	Instruction	Specials (HS Lunch 11:16-11:46); Hour delay - 10:56-11:26	Instruction	12:35-1:10	Math Block	Intervention	Instruction (Possible 2nd recess)
in	Instruction (120 min)	10:35 - 11:10	Instruction	Instruction	Intervention	Specials MS Lunch hour delay 12:28-12:58; 1:14-1:44	Math Block	Instruction (Possible 2nd recess)
in	Instruction (Reading/Math/Science)	Instruction (Reading/Math/Science)	Intervention	11:55-12:30	Instruction (Reading/Math/Science)	Instruction (Reading/Math/Science)	Specials HS Dismissal 2:30	Cross Grade Level Intervention
in	Intervention	Specials (HS Lunch) 11:16-11:46; Hour delay - 10:56-11:26	Instruction (Reading/Math/Science)	Instruction (Reading/Math/Science)	Instruction (Reading/Math/Science)	1:15-1:50	Instruction (Reading/Math/Science)	Cross Grade Level Intervention
in	Specials	Instruction (Reading/Math/Science)	Instruction (Reading/Math/Science)	Intervention	Instruction (Reading/Math/Science)	Instruction (Reading/Math/Science)	1:55-2:30	Cross Grade Level Intervention

Guidance Documents

INTERVENTION GUIDANCE DOCUMENT

Intervention Purpose:

Intervention Links:

All Intervention Providers will:

- Print out and/or acquire necessary materials for each lesson prior to the intervention session beginning.
- Deliver the intervention instruction with enthusiasm, carefully monitor responses and provide feedback, and maintain a brisk, perky pace
- Use the first week of intervention (for the school year) to do [Getting to Know You](#), Team Building, and Goal Setting activities.
 - [K-1 Goal Sheet](#)
 - [2-5 Goal Sheet](#)
 - [Team Nickname Procedure \(Behavioral Leadership\)](#) – optional
 - [Team Handshake \(Behavioral Leadership\)](#) – optional
 - [Getting Started](#) activities with Interest Surveys – optional
 - All About Me sheets – share with/present to teammates after complete – optional
- Deliver 30 minutes of structured, uninterrupted intervention (restroom breaks are limited to emergencies and should occur before or after the intervention block)

Intervention Materials & Technology:

Lesson Objective/Purpose:

Lesson Plan Template(s) OR Lesson Components/Day

Mastery Check: Checking Up

Sharing Data & Goal-Setting with Students:

Extra Time:

MDT Processes - Implementation Forms

P4R Level 2 Implementation Record

P4R Level 2 Implementation Record

jcaudill@northridgeschools.org [Switch account](#)



* Required

Email *

Your email

Date of Session

Date

mm/dd/yyyy 

MDT Processes - Implementation Forms

Lesson Number

Your answer

Student Attendance

	Absent	Not Engaged (less than 50%)	Partially Engaged (about 50%)	Mostly Engaged (about 75%)	Engaged (Respect, Responsibility, Effort)
Student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MDT Processes - Implementation Forms

Lesson Components Completed

	Completed	Not Applicable
BRIDGE THE GAP	<input type="radio"/>	<input type="radio"/>
New Sounds	<input type="radio"/>	<input type="radio"/>
Sound Drill	<input type="radio"/>	<input type="radio"/>
Blending Sounds	<input type="radio"/>	<input type="radio"/>
New Words	<input type="radio"/>	<input type="radio"/>
Review Words	<input type="radio"/>	<input type="radio"/>
Word Endings	<input type="radio"/>	<input type="radio"/>
Challenge Words	<input type="radio"/>	<input type="radio"/>
Sight Words	<input type="radio"/>	<input type="radio"/>
Sentences and Stories	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>

MDT Processes - Implementation Forms

Notes

Your answer

IF APPLICABLE - Check-Up - Story Reading

	0-2	3+
Student 1	<input type="radio"/>	<input type="radio"/>
Student 2	<input type="radio"/>	<input type="radio"/>
Student 3	<input type="radio"/>	<input type="radio"/>
Student 4	<input type="radio"/>	<input type="radio"/>
Student 5	<input type="radio"/>	<input type="radio"/>

Fidelity Check Rubric

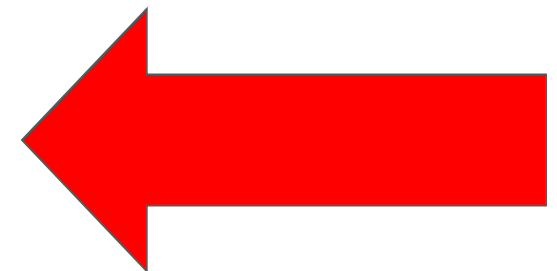
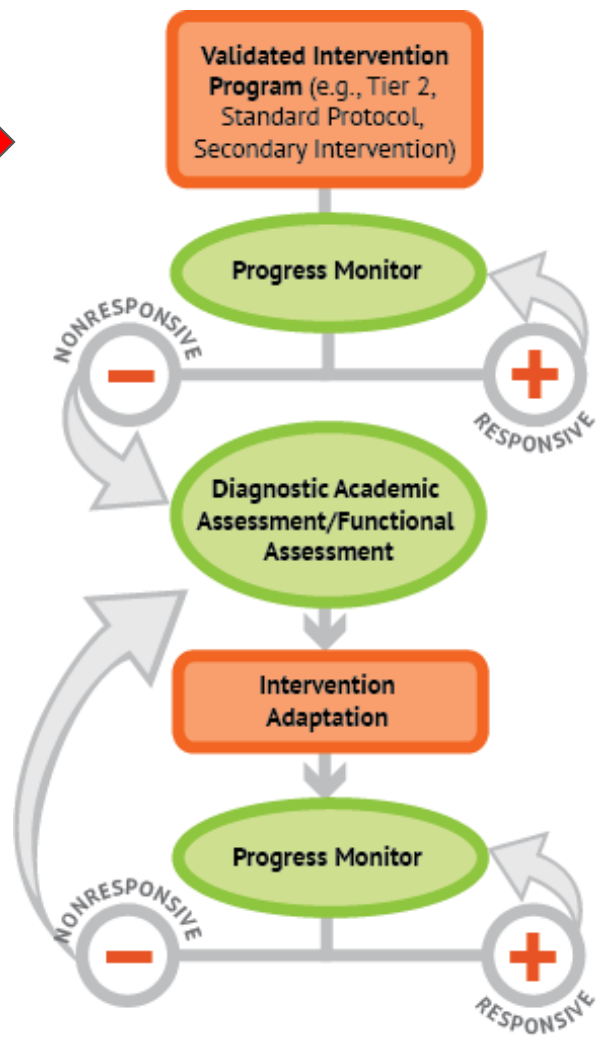
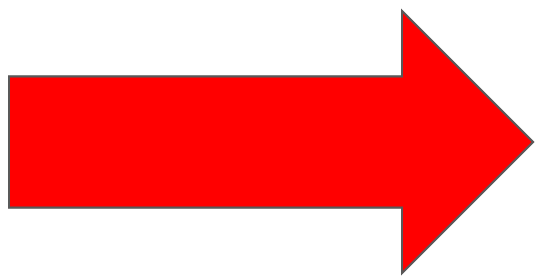
Integrity Check Teacher: _____ Location: _____ Date: _____
 Program: _____ Comments by _____ Time: _____

Teacher Behaviors	Yes	No	NA	Student Behaviors*	Yes	No	NA
1. Provides clear instruction with brisk pace. Yes (2) Sometimes (1) No (0)				1. Actively participate throughout the lesson with accurate responses. Yes (2) Sometimes (1) No (0)			
a. Provides clear task directives.				a. Say answers when requested.			
b. Teaches the activities as designed by the program.				b. Say answers accurately.			
c. Moves quickly between items without sacrificing think time.				c. Work with partners when requested.			
2. Elicits responses throughout the lesson. Yes (2) Sometimes (1) No (0)				d. Read connected text orally when requested.			
a. Uses response procedures that involve all students (e.g., choral, partner, written).				e. Read connected text accurately.			
b. Provides adequate thinking time.				f. Read to self when requested.			
				g. Write answers when requested.			
3. Monitors student performance. Yes (2) Sometimes (1) No (0)				2. Attend appropriately during instruction. Yes (2) Sometimes (1) No (0)			
a. Listens carefully to oral responses.				a. Look at the teacher.			
b. Looks carefully at written responses.				b. Look at the stimulus.			
c. Moves around the room.				Directions: <ul style="list-style-type: none"> • As each teacher or student behavior is observed, make a tally in the Yes box. • As an opportunity for teacher or student behavior is presented, but not observed, make a tally in the No box. • At the end of the observation session, circle 'yes' or 'no' for each behavior based on where the majority of tally marks have been placed • Complete the rating of 'yes,' 'sometimes,' or 'no' for each of the 4 main teacher behaviors and each of the 2 main student behaviors. • Describe the follow-up coaching needed: <ul style="list-style-type: none"> <input type="checkbox"/> Maintenance check-in/observation (4) <input type="checkbox"/> Minimal feedback and follow-up (3) <input type="checkbox"/> Moderate feedback, planning, and follow-up (2) <input type="checkbox"/> Planning, modeling, we do, and follow-up (1) 			
4. Provides feedback, adjusts lesson, and maintains positive environment. Yes (2) Sometimes (1) No (0)							
a. Corrects errors.							
b. Provides additional practice after error correction.							
c. Provides positive feedback for correct responses and/or effort.							
e. Redirects behavior when needed.							
f. Connects with students (e.g., eye contact, greeting them, using their names, smiling)							

Fidelity Data Example

Teacher Behaviors	Yes	No	NA	Student Behaviors*	Yes	No	NA
1. Provides clear instruction with brisk pace. Yes (2) Sometimes (1) No (0)				1. Actively participate throughout the lesson with accurate responses. Yes (2) Sometimes (1) No (0)			
a. Provides clear task directives.				a. Say answers when requested.			
b. Teaches the activities as designed by the program.				b. Say answers accurately.			
c. Moves quickly between items without sacrificing think time.				c. Work with partners when requested.			x
2. Elicits responses throughout the lesson. Yes (2) Sometimes (1) No (0)				d. Read connected text orally when requested.			
a. Uses response procedures that involve all students (e.g., choral, partner, written).				e. Read connected text accurately.			
b. Provides adequate thinking time.				f. Read to self when requested.			
				g. Write answers when requested.			
3. Monitors student performance. Yes (2) Sometimes (1) No (0)				2. Attend appropriately during instruction. Yes (2) Sometimes (1) No (0)			
a. Listens carefully to oral responses.				a. Look at the teacher.			
b. Looks carefully at written responses.				b. Look at the stimulus.			
c. Moves around the room.				Directions: • As each teacher or student behavior is observed, make a tally in the Yes box. • As an opportunity for teacher or student behavior is presented, but not observed, make a tally in the No box. • At the end of the observation session, circle 'yes' or 'no' for each behavior based on where the majority of tally marks have been placed • Complete the rating of 'yes,' 'sometimes,' or 'no' for each of the 4 main teacher behaviors and each of the 2 main student behaviors. • Describe the follow-up coaching needed: Maintenance check-in/observation (4) Minimal feedback and follow-up (3) Moderate feedback, planning, and follow-up (2) Planning, modeling, we do, and follow-up (1)			
4. Provides feedback, adjusts lesson, and maintains positive environment. Yes (2) Sometimes (1) No (0)							
a. Corrects errors.			x				
b. Provides additional practice after error correction.							
c. Provides positive feedback for correct responses and/or effort.							
e. Redirects behavior when needed.							
f. Connects with students (e.g., eye contact, greeting them, using their names, smiling)							





Data Analysis Questions

Are students receiving intervention making expected progress?

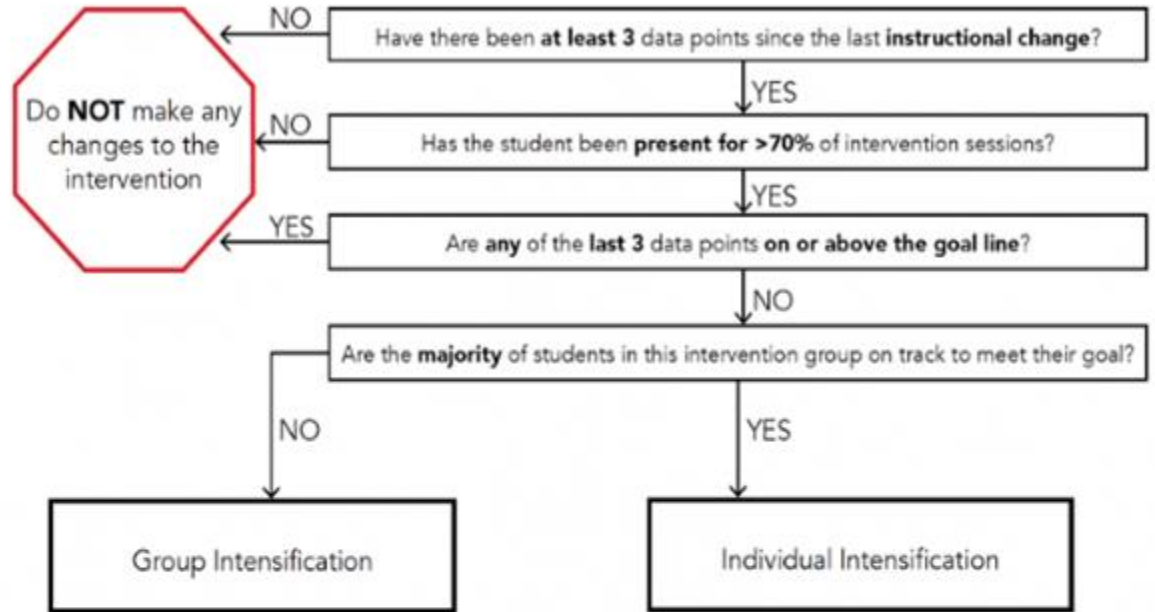
If not, why? MDT checks

- Progress of individual students and intervention groups of students
- Student attendance
- Fidelity of implementation of the intervention

Northridge Elementary Intervention System

1. Data-based Intervention Matching
2. **Data-based Intensifications - Group vs. Individual**
3. Data-based Intervention Intensification Dimensions
4. Data-based Intervention Intensification Plans

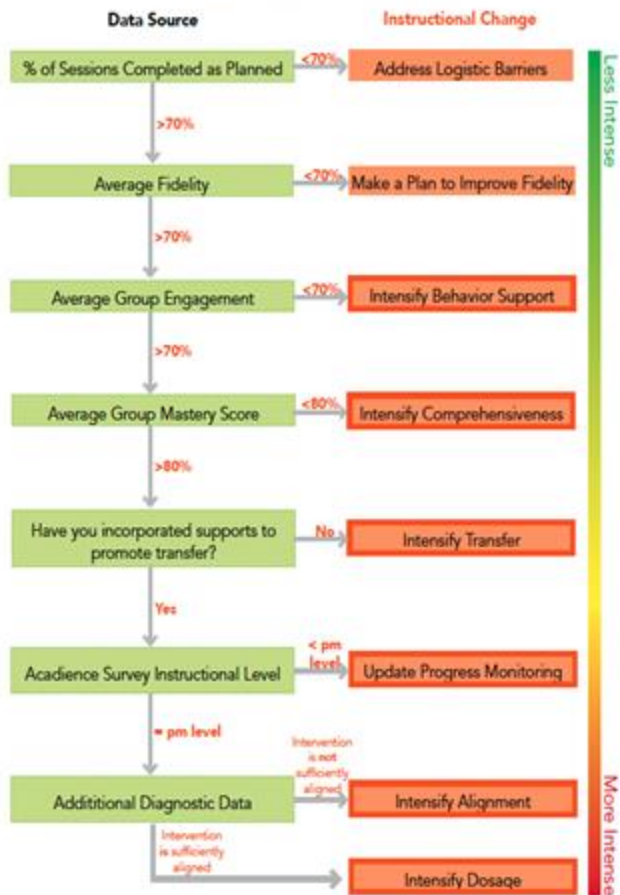
Intensification Flowchart



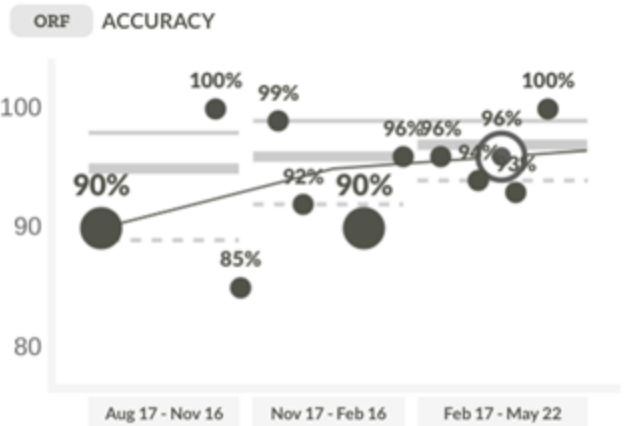
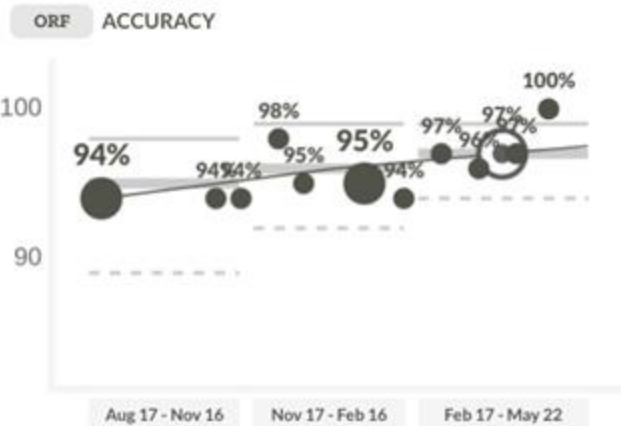
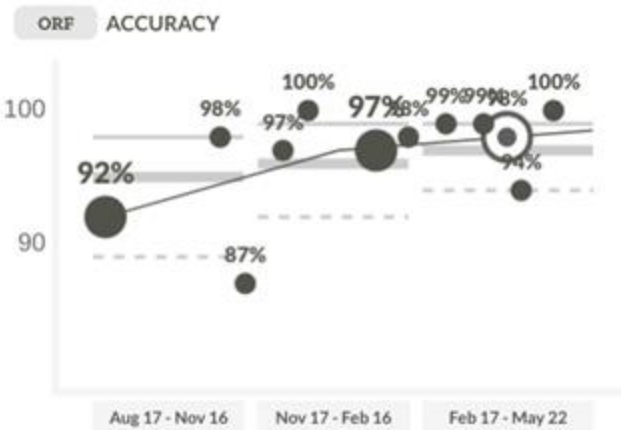
*The standing members of your MDT should work with the interventionist to intensify support at the **group level**.*

*MDT members collect additional diagnostic data (if needed) and schedule a meeting with the student's classroom teacher, family members and interventionist to **plan individual intensification***

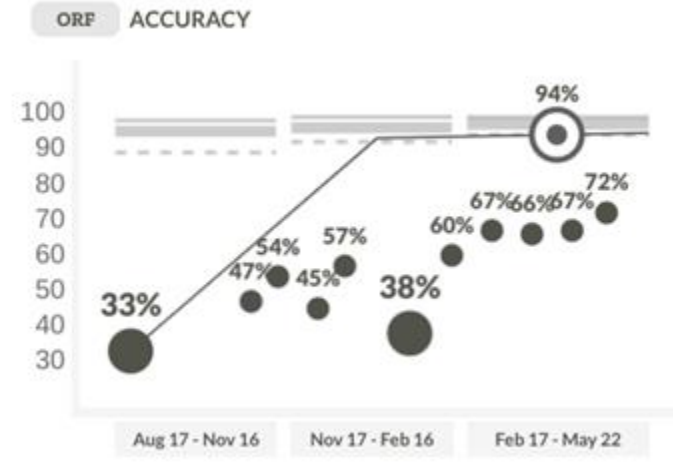
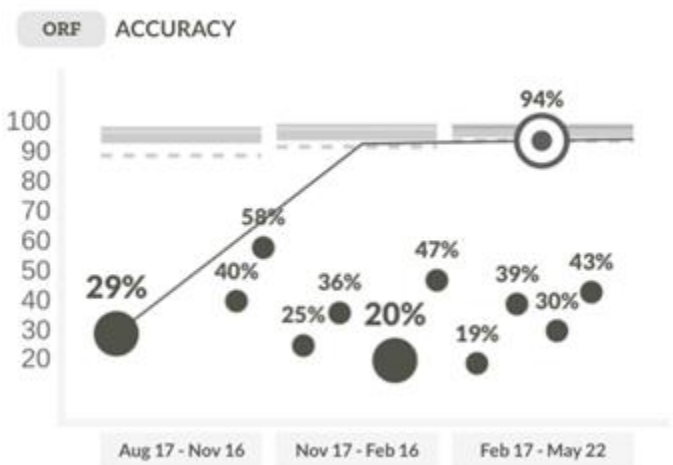
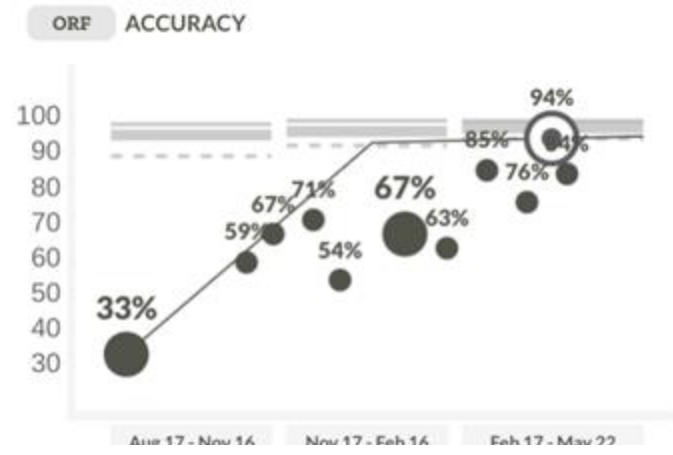
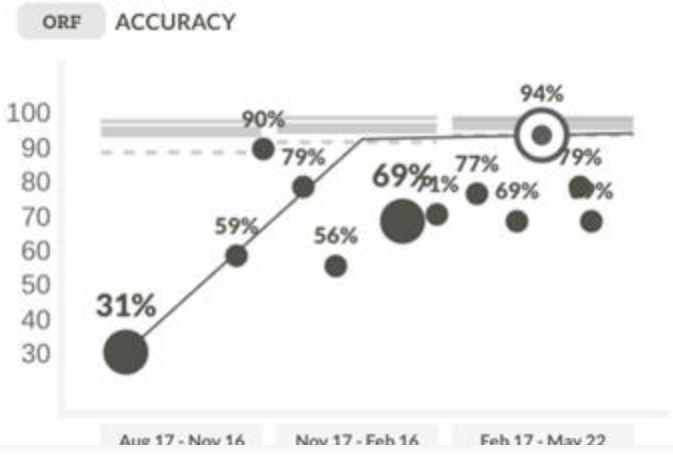
Group Intensification Process



Group Progress Monitoring Data Example

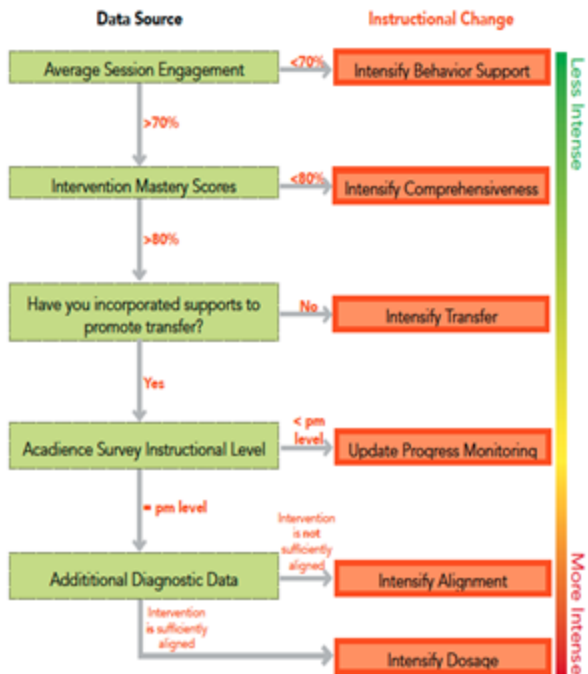


Group Progress Monitoring Data Example

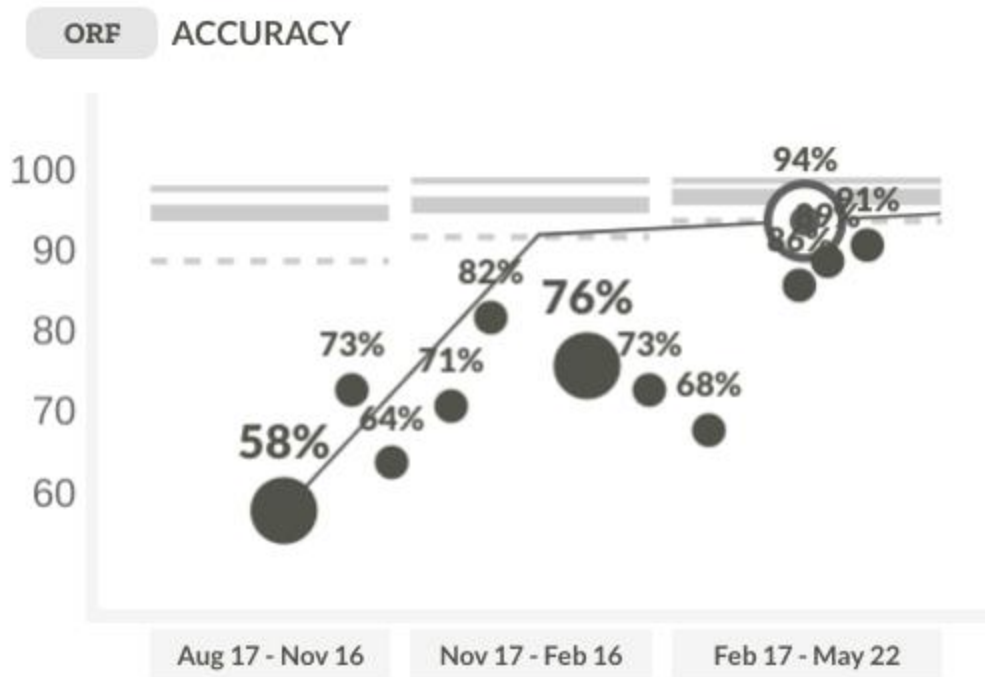


Student Progress Monitoring Data Example

Individual Intensification Process



Only consider intensifying dosage in isolation if you have confirmed that the intervention adequately supports student behavior, is sufficiently comprehensive, promotes transfer, and is aligned to all of the student's needs.



Northridge Elementary Intervention System

1. Data-based Intervention Matching
2. Data-based Intensifications - Group vs. Individual
- 3. Data-based Intervention Intensification Dimensions**
4. Data-based Intervention Intensification Plans

Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. Before adopting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

Dosage

Increase opportunities for practice and corrective feedback.

- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.
- Increase the total number of sessions.
- Decrease the heterogeneity of the groups (group students with similar performance levels).
- Consider an intervention setting with fewer distractions.
- Embed additional practice and feedback sessions throughout the day.
-

Alignment

- Increase instructional time for the target skill.*
- Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- Focus on discrete skill instruction within the target skill.
-

Attention to Transfer

- Align instructional routines and language with core instruction and the environment.
- Preteach content.
- Embed guided practice on target skills within core instruction and other environments.
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- Explicitly teach connections.
-

Comprehensiveness or Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- When introducing a concept provide worked examples and show the steps in writing.
- Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.

- Model new concepts with examples and “think aloud” as you work through steps.
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.
- Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
- Once students can complete entire examples and explain their work, incorporate fluency-building activities to develop automaticity of skills.*
- Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.*
- Increase opportunities for student response and practice through union chorals, responding, peer activities, and opportunities for the student to perform with adult feedback.*
- Break academic or behavior tasks into smaller chunks or steps.
- Provide concrete learning opportunities (including roleplay and use of manipulatives).
- Have students explain new concepts, in their own words, incorporating the important terms you have taught.
- Provide sufficient opportunities for independent practice with feedback.
- Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on. Offer repeated opportunities to correct practice the step.*
- Increase the frequency of error correction and corrective feedback across learning environments.*
-

Behavior, Engagement, and Motivation Support

- Use a timer for intermittent reinforcement of on-task, appropriate behavior.
- Provide differential reinforcement or change the schedule of reinforcement.
- Create a motivation plan based on what you know about the student that provides frequent behavior feedback.
- Use a report card for home communication.
- Add a social skills group.
- Combine or align academic and behavioral supports.
- Convene a functional behavior assessment team to determine the function of the behavior.
- Use group contingencies to promote on-task, appropriate behavior.
- Use peer support to model and encourage desired behavior.
-

Other

- Change to an interventionist with more expertise, such as a reading specialist, behavior specialist, social worker, or special education teacher, depending on the student's needs.
- Change the intervention to better meet the individual needs.
-

*These areas also are important to consider for dosage.

Behavior, Engagement, and Motivation Support

- Provide intermittent reinforcement of on-task, appropriate behavior (behavior-specific praise)
- Create a motivation plan based on what is known about the student that provides frequent behavior feedback
- Use a school/home communication system
- Use group contingencies to promote on-task, appropriate behavior

Interval Recording Form



Student: _____ Date: _____ Time: _____
 Class/Teacher: _____ Observer: _____
 Length of observation: _____ Length of interval: _____
 Target/Problem Behavior: _____

Interval	Did Target Behavior Occur?	
1	yes	no
2	yes	no
3	yes	no
4	yes	no
5	yes	no
6	yes	no
7	yes	no
8	yes	no
9	yes	no
10	yes	no
11	yes	no
12	yes	no
13	yes	no
14	yes	no
15	yes	no
16	yes	no
17	yes	no
18	yes	no
19	yes	no
20	yes	no

Total intervals during which target behavior occurred:	
Total intervals coded:	
Percentage of intervals during which target behavior occurred:	

This student displayed the target/problem behavior:

- During all intervals observed
- During most intervals observed
- During half of the intervals observed
- During some of the intervals observed
- During none of the intervals observed

Check all that apply:

- The target/problem behavior interferes with the student's learning
- The target/problem behavior interferes with the learning of others
- The target/problem behavior occurs in multiple settings
- The target/problem behavior occurs only in certain settings

Notes:

Frequency Recording Form

Student: _____
 Target/Problem Behavior: _____

Date	Observer	Setting	Time Started	Time Ended	Tally	Duration	Rate
						Average Rate:	

In a typical observation, this student displays in the target/problem behavior:

- Much more frequently than same-age peers
- More frequently than same-age peers
- About the same frequency as same-age peers
- Less frequently than same-age peers
- Much less frequently than same-age peers

Check all that apply:

- The target/problem behavior interferes with the student's learning
- The target/problem behavior interferes with the learning of others
- The target/problem behavior occurs in multiple settings
- The target/problem behavior occurs only in certain settings



Comprehensiveness (Elements of Explicit Instruction)

- Provide more demonstration/modeling/repetition of skill/concept
- Increase prompts or scaffolds and plan for gradual fading
- Increase opportunities for fluency building
- Break tasks into smaller chunks or steps
- Have students explain new concepts or vocabulary in their own words
- Provide opportunities for independent practice with feedback
- Provide immediate and explicit error correction when mistakes are made, having the students repeat the correct response before moving on. Offer repeated opportunities to correctly practice.

Attention to Transfer

- Align intervention routines and language with core instruction
- Embed guided practice on target skills within core instruction to maintain the skills acquired in intervention
- Explicitly teach connections

Alignment

- ❑ Focus on discrete skill instruction within the target skill - use content mastery and additional diagnostic data to help pinpoint discrete skills
- ❑ Increase intervention time on a discrete skill

Dosage

- Increase the length of the intervention sessions
- Increase the number of intervention sessions per week
- Decrease the intervention group size
- Embed additional practice and feedback sessions throughout the day

Northridge Elementary Intervention System

1. Data-based Intervention Matching
2. Data-based Intensifications - Group vs. Individual
3. Data-based Intervention Intensification Dimensions
- 4. Data-based Intervention Intensification Plans**

Intervention Intensification



Individual Intensive Intervention Plan

Student			Grade	
Date of Plan Adjustment				
>70% Sessions Completed	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
>70% attendance	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Sufficient data indicates need for change*	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Homeroom Teacher				
Family Member/ Caregiver(s)				

*Students must have a minimum of three points since the last instructional change. If all of last 3 data points are below the goal line, the student or group of students needs an instructional change.

Initial Plan

Program:		Interventionist:	
Location:		Group Size:	
Start Time:		End Time:	

*If students are receiving more than one intervention (e.g., small group during Tier 1, special education, etc.) list all interventions

Group Intensive Intervention Plan

Student						
Grade						
>70% attendance	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Sufficient data indicates need for change*	<input type="checkbox"/> Y <input type="checkbox"/> N					

*Students must have a minimum of three points since the last instructional change. If all of last 3 data points are below the goal line, the student or group of students needs an instructional change.

Initial Plan

Program:		Interventionist:	
Location:		Group Size:	
Start Time:		End Time:	

Intervention Intensification

Intensification #1

Date: _____

Do not adjust more than 1 dimension at a time.

Work sequentially.

Dimension	Data Collection	Plan
Behavioral Support Adjustment? <input type="checkbox"/> Y <input type="checkbox"/> N	Average % Engagement: Behavioral Observation: FBA: Notes:	
Comprehensiveness Adjustment? <input type="checkbox"/> Y <input type="checkbox"/> N	Average Lesson Mastery: Notes:	
Transfer Adjustment? <input type="checkbox"/> Y <input type="checkbox"/> N	Notes on student performance outside of intervention:	
Progress Monitoring Adjustment? <input type="checkbox"/> Y <input type="checkbox"/> N	Survey Results:	
Alignment Adjustment? <input type="checkbox"/> Y <input type="checkbox"/> N	Summarize results of academic diagnostics: Print Concepts: PA: Phonics/decoding:	

Intervention Intensification

	Fluency: Vocabulary: Background Knowledge: Comprehension: Writing (Transcription): Writing (Translation):	
Dosage Adjustment? <input type="checkbox"/> Y <input type="checkbox"/> N	Notes:	

Date intensification will take effect: _____

Who will collect fidelity data on the change? _____

Date to re-convene and evaluate this intensification: _____

Summary

1. Universal screener
2. Intervention Matching
3. Intervention Fidelity
4. Progress Monitoring
5. Group vs. Individual Intensifications
6. Writing the plan

Session Outcomes

1. Identify one takeaway for your own intervention matching process.
1. List the most important aspects when considering intervention intensifications.

Questions?

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