



**THE HEART
OF IT ALL™**

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REFINING TIER 2 INTERVENTIONS

Austintown Elementary's Journey Through the Process

**DENISE
MALKOVITS**

Regional Literacy Specialist, SSTR5

**CATHY
DORBISH**

Austintown Elementary Principal, PreK-2



AUSTINTOWN ELEMENTARY



OUTCOMES



Apply the BLT framework to **make informed decisions** about Tier 2 interventions, ensuring effective implementation.

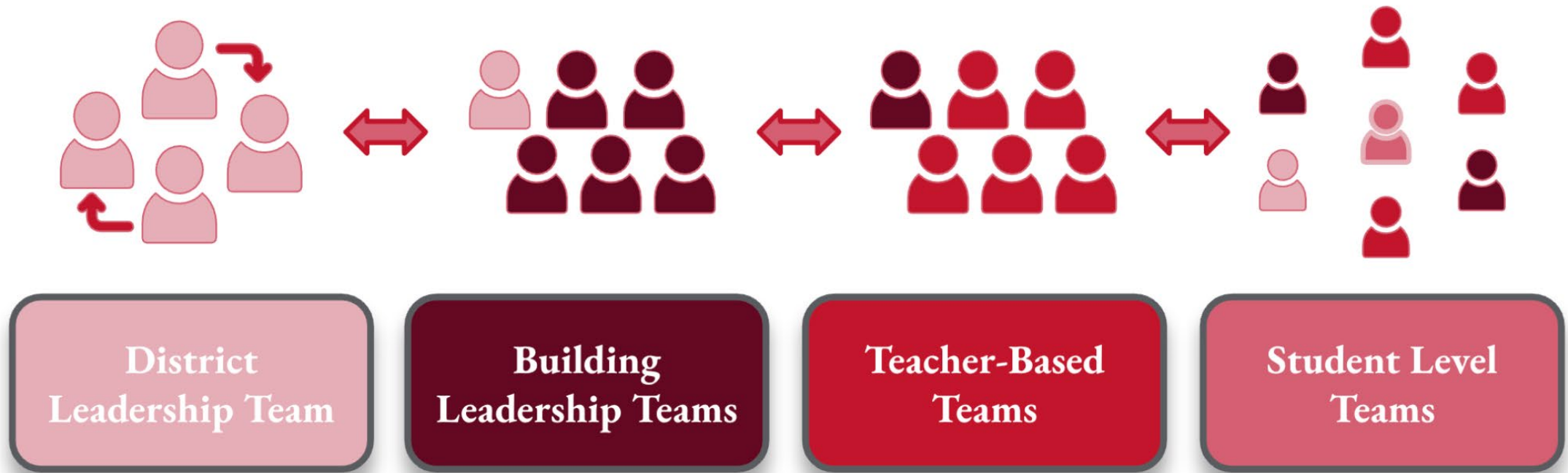


Analyze the Taxonomy of Intervention tool to **identify** areas of strength and need for an intervention platform.



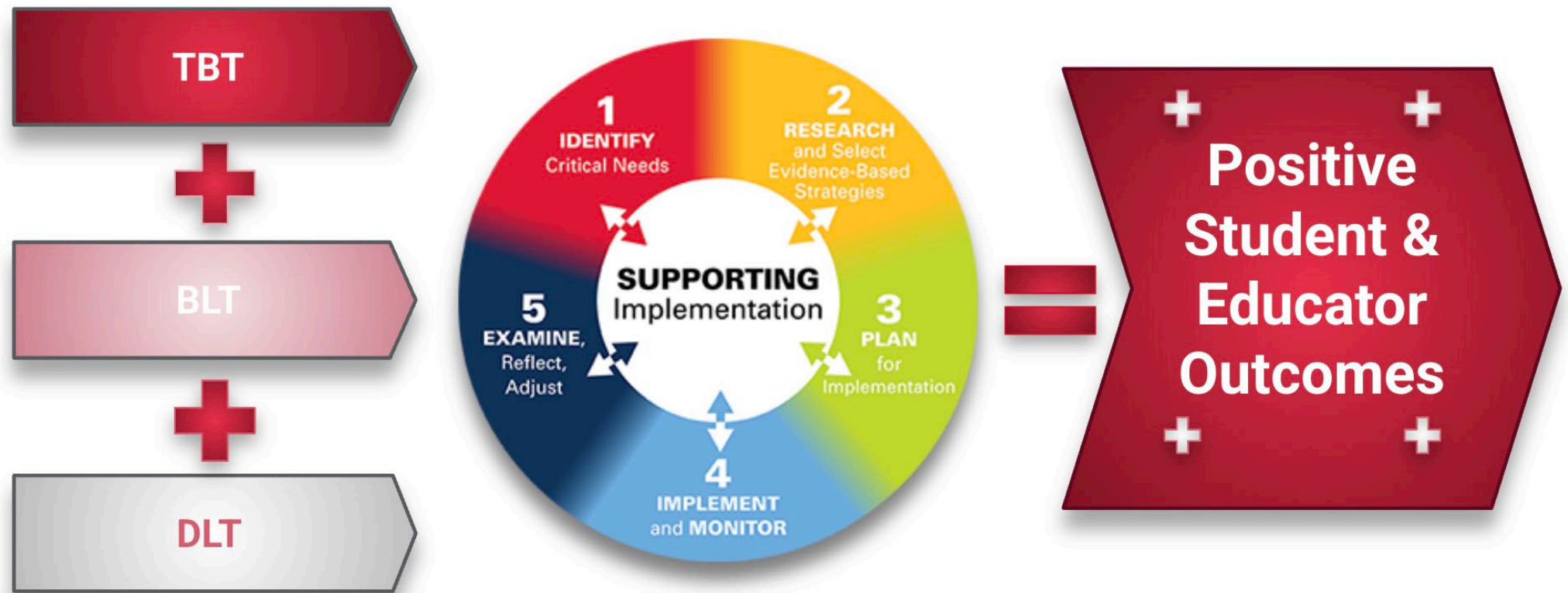
Explain the process of developing Decision Rules and **evaluate** their role in intervention planning.

COLLABORATIVE TEAMING STRUCTURES



AUSTINTOWN ELEMENTARY'S IMPROVEMENT PROCESS

Ohio Improvement Process



PRACTICES THAT LEAD TO TEAM SUCCESS

Prioritizing the
Improvement of
Teaching and
Learning

Building
Capacity
Through
Support and
Accountability

Sustaining and
Open and
Collaborative
Culture

Promoting
Systemwide
Learning

NEEDS ASSESSMENT

LITERACY ANALYSIS PLANNING GUIDE (LAP-G)

Based on the Composite Score What Percentage of Students are.... (2021-22 SY)										
Grade Level	% At/Above Benchmark			Below Benchmark			Well Below Benchmark			Comments
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
Pre-School										
Kindergarten	25%	50%	69%	21%	21%	14%	54%	29%	17%	
1 st Grade	36%	52%	68%	24%	19%	15%	40%	29%	17%	
2 nd Grade	54%	64%	71%	15%	13%	11%	31%	23%	18%	

Based on the Composite Score What Percentage of Students are.... (2022-23 SY)										
Grade Level	% At/Above Benchmark			Below Benchmark			Well Below Benchmark			Comments
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
Pre-School										
Kindergarten	24	63	76	22	15	9	54	22	15	
1 st Grade	46	52	71	23	24	12	31	24	17	
2 nd Grade	55	59	65	16	17	15	29	24	20	

Based on the Composite Score What Percentage of Students are.... (2023-24 SY)										
Grade	% At/Above Benchmark			Below Benchmark			Well Below Benchmark			Comments

	K	1	2	Evidence
1. Instructional content and methods are researched based and thoroughly cover phonological awareness, phonics, spelling, fluency, and handwriting in an integrated manner				Non-verbal Sound cues CKLA warm up Phonics wall See paper Phonics wall cards, Heggerty, sound cards, Kilpatrick drills, mirrors
<input type="checkbox"/> Phonological Awareness is explicitly taught <ul style="list-style-type: none"> <input type="checkbox"/> Brief (5-10 min) lessons for PA, focus on speech sounds before focusing on letters, but quickly move to connection to letters (speech to print) <input type="checkbox"/> Encourage mouth awareness, gestures, body movements, etc. 	3	3	3	
<input type="checkbox"/> Phonics is explicitly taught <ul style="list-style-type: none"> <input type="checkbox"/> Students are taught an explicit strategy to decode words by their individual sounds <input type="checkbox"/> Students are NOT taught to guess, use picture cues, or context clues <input type="checkbox"/> Letter-sounds are taught in isolation, but as soon as children know a few they are connected to reading words, sentences, and decodable text <input type="checkbox"/> Irregular high frequency words are taught using phonetic methods not visual methods <input type="checkbox"/> Phonics and spelling instruction is connected 	3	2	3	CKLA skills Chaining folders W.B. Tricky Words- Picture Readers MS Heidi songs Last 2 bullets Irreg HFW not strong Needs to be done earlier (spelling test) What are phonetic sight words Amplify.mClass lesson, phonics wall, spelling trees/ assessments, heart/ tricky words, LETRS, DIBELS score
<input type="checkbox"/> Fluency is explicitly taught <ul style="list-style-type: none"> <input type="checkbox"/> Fluency instruction includes work at the word, sentence, and passage level (activities for <u>subskill</u> fluency as well as passage reading) (K-3) <input type="checkbox"/> Instruction addresses speed, accuracy, and prosody of passage reading (1-3) <ul style="list-style-type: none"> <input type="checkbox"/> Includes a focus on reading for comprehension (never just for reading speed) (1-3) 	1	1	1	Fluency is practiced Not explicitly taught Rereads are fluency Fluency folders Looking at speed and accuracy mClass does

Tier 1- Summary of Needs for Support from Analysis – Tier 1

Component	Strengths (3)	Concerns (1)
Teacher Knowledge/Prof. Learning		<ul style="list-style-type: none"> Staff knowledge on dyslexia and other reading disabilities
Assessment System	<ul style="list-style-type: none"> DIBELS-8 used 3x/ year Amplify and mClass used 	<ul style="list-style-type: none"> Technology issues signing on Amplify and mClass: don't allow for small group b/c time/ management issues
Word Recognition	<ul style="list-style-type: none"> Phonological Awareness Phonics 	<ul style="list-style-type: none"> Fluency (K,1,2) Handwriting (K,2)
Language Comprehension	<ul style="list-style-type: none"> Vocabulary (1,2) Instructional Delivery of Listening Comprehension (1) 	<ul style="list-style-type: none"> Writing (K,1,2) Comprehension (2) Vocabulary (K)
Implementation	<ul style="list-style-type: none"> Training and coaching in Science of Reading (LETRS) The core program includes specific information about pacing of instruction and outlines time spent on activities with more time allocated to activities related to essential components of reading (i.e., 5 essential components of reading and writing). (K) Tier 1 instruction uses a variety of reading materials (e.g., fiction, nonfiction, magazines, decodable texts) and activities (e.g., peer reading, choral reading) that allow children to actively engage in actual reading with success. (1) 	<ul style="list-style-type: none"> instructional time allocated for <u>whole</u> group, small group, and independent work: Allocated time allows time for other subjects like Social Studies, and Science where key background information is taught. Classroom environment is orderly, includes well planned centers at students' independent level, and supportive of structured literacy approach (e.g., sound wall instead of word wall, no sight word outlines). There is a plan for professional learning & ongoing support in use of the core program and reading research for new staff (e.g. LETRS)- (1)

NEEDS ASSESSMENT

Lead for Literacy

Framework Navigator



The Lead for Literacy (L4L) Framework Navigator is a tool that can be used formatively with school teams to shed light on areas that are strongly implemented and growth areas that school teams might want to move toward. This tool can help inform action planning with school teams. To learn more about the L4L Framework, see <https://leadforliteracy.org/framework>.

How to use this template

- 1 Please **rename your copy** of this document. Use the naming protocol: **OH Cohort 2_Name of District_Name of creator** (Ex. OH Cohort 2_Berryhill)
- 2 Click on the "Share" button to share your document with:
A. Lead for Literacy (leadforliteracy@gmail.com)
B. your school team
- 3 Review the elements of the Framework. Collaboratively complete the checklist for each item on a scale of 0= not yet evident, 1= emerging, 2= established

Explore the tabs listed at the bottom of this sheet and learn more about the L4L individual elements.



[Standards, Priorities, and Goals](https://leadforliteracy.org/framework/standards-priorities-and-goals)

To Learn More: <https://leadforliteracy.org/framework/standards-priorities-and-goals>



[Administration, Organization, and Communication](https://leadforliteracy.org/framework/administration-organization-and-communication)

To Learn More: <https://leadforliteracy.org/framework/administration-organization-and-communication>



[Instruction and Intervention](https://leadforliteracy.org/framework/instruction-and-intervention)

To Learn More: <https://leadforliteracy.org/framework/instruction-and-intervention>



[Assessments](https://leadforliteracy.org/framework/assessments)

To Learn More: <https://leadforliteracy.org/framework/assessments>



[Professional Development and Job-Embedded Collaborative Learning](https://leadforliteracy.org/framework/professional-development-and-job-embedded-collaborative-learning)

To Learn More: <https://leadforliteracy.org/framework/professional-development-and-job-embedded-collaborative-learning>



[Systems Check](#)

Now that you've completed your inventory, it is time to Evaluate and Prioritize.



Literacy Academy
2025

THE FUNCTION OF THE BUILDING LEADERSHIP TEAM (BLT)

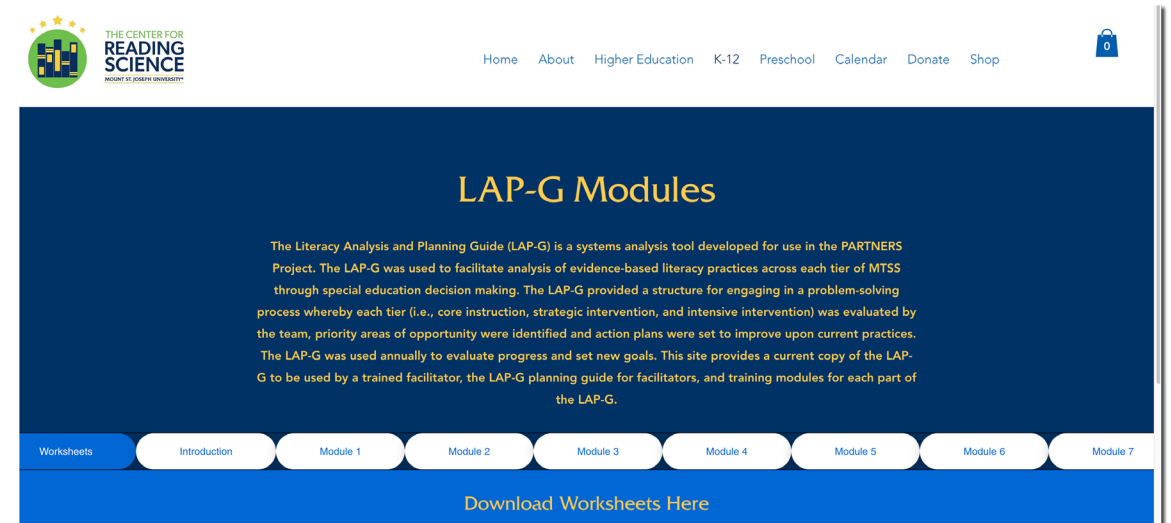
	Building Level Team Members	District MDT	Building IAT	Teacher Based Teams
Members	<ul style="list-style-type: none"> -Principal -Assistant Principal -Lead teachers for K, 1,2 -PBIS coordinator -Curriculum director 	<ul style="list-style-type: none"> -Principal -Curriculum director -Lead teachers K-2 -Certified teachers -School Psych -Tutors 	<ul style="list-style-type: none"> -Principals -PBIS coordinator -Counselors -Lead Special Ed teacher -Speech Path -Psychologist 	<ul style="list-style-type: none"> -Classroom Teachers -Intervention Specialists
Frequency of Meetings	1x/ month	3x/ year	2x/ month	2-3x/ month
Responsibilities	LINK to BLT Agenda 1. Monitors building-level adult implementation and ongoing student performance data to determine the effectiveness of core	LINK to District Agenda 1. Selecting a universal screening assessment (tier 1 dyslexia screening measure) from the list of approved assessments	LINK to sample data sheet 1. Review at risk student academic and behavioral data 2. Meet with teachers to review data and offer strategies and	LINK to TBT Agenda 1. Uses classroom-level data to monitor and evaluate the effectiveness of classroom instruction and intervention

RESOURCES

- [Ohio Leadership Advisory Council](#)

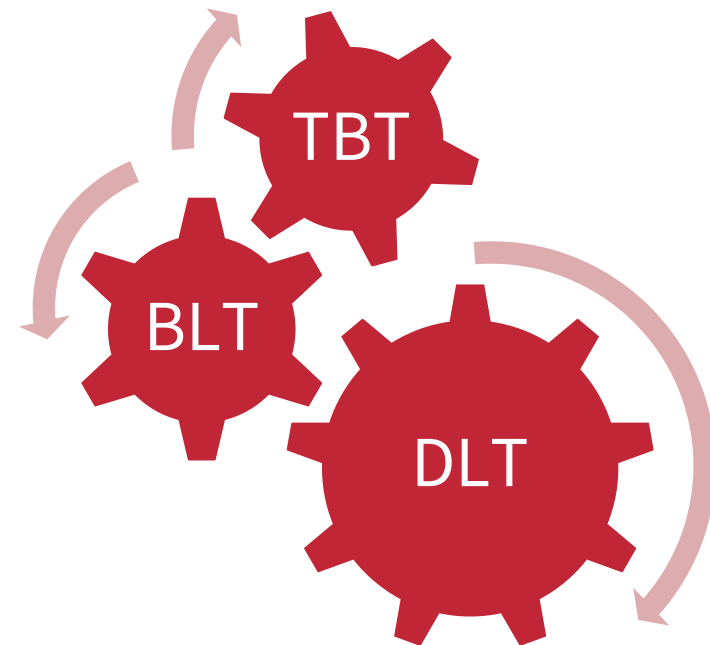


- [The Center for Reading Science](#)



ACTIVITY: TABLE TALK

- Discuss how you are currently leveraging your teams to support continuous improvement.



TAXONOMY OF INTERVENTION RUBRIC

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■



Taxonomy of Intervention Intensity: Academic Rating Rubric

This tool can support teams in selecting and evaluating validated interventions for small groups or individual students. Teams may consider using data available on the [National Center on Intensive Intervention Academic Tools Chart](#) and the publishers' websites as well as results from previous implementation efforts. Each dimension will be rated on a scale of 0– Fails to Address Standard to 3 – Addresses Standard Well. Visit the NCII website for additional information about the dimensions of the [Taxonomy of Intervention Intensity](#) and use the [Intervention Plan \(For Small Groups or Individual Students\)](#) to document ratings and adaptations over time.

	0 Fails to Address Standard	1 Addresses Standard Minimally	2 Addresses Standard Moderately	3 Addresses Standard Well
Strength	<ul style="list-style-type: none"> No validated studies No effect size can be determined Reported effect size is ≤ 0 	0.2 < Effect Size < 0.34 (researcher-designed measure)	Effect size 0.35 - 0.55 (researcher-designed measure) -OR- Effect size 0.20 - 0.3 (standardized measure)	Effect Size > 0.55 (researcher-designed measure) -OR- Effect Size > 0.3 (standardized measure)
Dosage	Same as Tier 1 (opportunities to respond and receive corrective feedback are similar to Tier 1)	Slightly more than Tier 1 (e.g., 2-3x more opportunities to respond and receive corrective feedback)	Same as Tier 2 (e.g., 4-5x more opportunities to respond and receive corrective feedback)	Substantially more than Tier 2 (>5x more opportunities to respond and receive corrective feedback)
Alignment	Does not align to students' or student's needs	Only address some of a students' or student's deficits, overemphasizes already mastered skills, and is not aligned to grade-level standards	Addresses most students' or student deficits, does not overemphasize already mastered skills, and aligns to curriculum standards	Addresses all of students' or student's deficits, does not overemphasize already mastered skills, and aligns to curriculum standards

National Center on Intensive Intervention

Taxonomy of Intervention Intensity
05

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■



Promoting Transfer	Does not promote transfer	Promotes transfer in only one (1) of the following ways: <ul style="list-style-type: none"> Promotes self-regulation and goal setting Cumulative review Varied contexts 	Promotes transfer in 2-3 of the following ways: <ul style="list-style-type: none"> Promotes self-regulation and goal setting Cumulative review Varied contexts 	Promotes transfer in all of the following ways: <ul style="list-style-type: none"> Promotes self-regulation and goal setting Cumulative review Varied contexts Empirical evidence of transfer
Comprehensiveness	Does not incorporate any principles of explicit instruction	Incorporates 1-2 of the following principles of explicit instruction: <ul style="list-style-type: none"> Provides directions in simple, direct language Models efficient strategies Ensures sufficient background knowledge Gradually fades instructional support Provides Sufficient independent practice Incorporates systematic cumulative review 	Incorporates 3-4 of the following principles of explicit instruction: <ul style="list-style-type: none"> Provides directions in simple, direct language Models efficient strategies Ensures sufficient background knowledge Gradually fades instructional support Provides Sufficient independent practice Incorporates systematic cumulative review 	Incorporates 5-6 of the following principles of explicit instruction: <ul style="list-style-type: none"> Provides directions in simple, direct language Models efficient strategies Ensures sufficient background knowledge Gradually fades instructional support Provides Sufficient independent practice Incorporates systematic cumulative review
Behavioral Support	Does not incorporate behavioral supports	Incorporates 1 of the following behavioral supports: <ul style="list-style-type: none"> Strategies to develop perseverance with challenging academic content Methods to promote attention, engagement, and other aspects of executive function Behavioral principles that minimize noncompliant or disruptive behavior 	Incorporates 2 of the following behavioral supports: <ul style="list-style-type: none"> Strategies to develop perseverance with challenging academic content Methods to promote attention, engagement, and other aspects of executive function Behavioral principles that minimize noncompliant or disruptive behavior 	Incorporates all of the following behavioral supports: <ul style="list-style-type: none"> Strategies to develop perseverance with challenging academic content Methods to promote attention, engagement, and other aspects of executive function Behavioral principles that minimize noncompliant or disruptive behavior
Can the intervention be individualized with a data-based process to meet student needs (individualization)? YES or NO				

TAXONOMY OF INTERVENTION

1. Intervention discussion/are they more appropriate Tier 2 or 3?

Intervention resource:	Raters:	Rubric Score:(total)	Area(s) of strength	Area(s) of concern
mClass (10-day BURST) Click here to view chart NCII Efficacy Study Research Support for the Burst	Malkovits	12	<u>Alignment</u> - student data is calculated using an algorithm Lesson activities are arranged from easy to complex Follows a broad scope and sequence	<u>Strength</u> - this is an area that can not be changed. <u>Comprehensiveness</u> - I do, we do, you do is incorporated; however, the interventions are activities; not sure if there are ample opportunities for students to respond Is this a Standard Treatment Intervention Protocol?
UFLI	Cramer <input type="text"/>	14-16	I do, we do, you do Routine Lessons are easy to	materials Behavioral depends on classroom

2. Recommendations: (to be completed during BLT)

Intervention	Recommendation	Tier support (1,2,3)	PA	Phonic
mClass		Tier 1- supports core	X	X
UFLI	Use the data from LETRS and DIBELS to decide where to start. Follow the online piece and the teacher manual. Important to follow the sequence of lesson and hit all the components	Tier 2- if used based on class data/small group	X	X
Heggerty	Tier 1- whole group lesson(daily, 10-15 mins) Tier 2- small group, based on student data/needs of student(4-5x wkly, amount of time varies)	Tier 1 & 2- based on how used with your data	X	
Kilpatrick	Use data from PAST Tier 1- whole group automatic/fluent Tier 2 -quick drills for knowledge Tier 3- multisensory one on one	Tier 1, 2, & 3	X	
Phonics wall	For all Tiers. Follows the LETRS spelling inventory on which child	Tier 1, 2, & 3	X	X

RESOURCES

- [National Center on INTENSIVE INTERVENTION](#)

National Center on
INTENSIVE INTERVENTION
at the American Institutes for Research®

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What is DBI? Learn about NCII's approach to intensive intervention!

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

Progress Monitor

NONRESPONSIVE (minus sign)

RESPONSIVE (plus sign)

2025 Intensive Intervention Institute
June 25-26 in Chicago, IL

Register for the Intensive Intervention Institute 2025

Hear How Lexington District One is Improving Student Outcomes and Educator Collaboration With DBI



3-Part Workshop
Getting "Unstuck": Strategies for responding when an intervention isn't working
April 2, 16, 30 at 3:00 pm ET

Register for Upcoming Workshop Series

ACTIVITY: NOTICE & WONDER

As you review the Taxonomy of Interventions Rubric, what are some notices and wonders you have about this tool?

National Center on
INTENSIVE INTERVENTION
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Taxonomy of Intervention Intensity: Academic Rating Rubric

This tool can support teams in selecting and evaluating validated interventions for small groups or individual students. Teams may consider using data available on the [National Center on Intensive Intervention Academic Tools Chart](#) and the publishers' websites as well as results from previous implementation efforts. Each dimension will be rated on a scale of 0 – Fails to Address Standard to 3 – Addresses Standard Well. Visit the NCII website for additional information about the dimensions of the [Taxonomy of Intervention Intensity](#) and use the [Intervention Plan \(For Small Groups or Individual Students\)](#) to document ratings and adaptations over time.


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National Center on Intensive Intervention

Taxonomy of Intervention Intensity—1
02/2020

INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Academics



The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in building intervention intensity.


Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S., Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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Literacy Academy
2025

17

THE ROLE OF DECISION RULES IN INTERVENTION PLANNING

- The *Literacy Decision Rules Flowchart* is an **instructional tool** to help determine appropriate **data-based interventions** in the domains of **word recognition** and **language comprehension**.

DECISION RULES

An overview of Decision Rules was presented to the BLT (April 2023)

February 9, 2024

UPdate on Goals

1. Clearly define **2nd grade** intervention plan
 - a. Updated decision rules
 - b. *Replaced mClass Tier 3 intervention with Phonics Wall intervention (started end of January)*
2. Create a crosswalk between CKLA skills and the phonics wall
 - a. *Make a crosswalk with UFLI*
 - b. *Complete at March BLT...split the group up into two teams*
3. Complete LAP-G Tier 3
4. Develop a pacing guide: *complete this at February BLT*
 - a. Knowledge
 - b. Skills
5. Include Intervention logs in Data folders and discuss with grade 3 to use info for RIMPS

Lunch and Learn Sessions

- February 29 and March 1- UFLI

TBTs

- February 21- LETRS refresh with grades 1&2

DECISION RULES

Literacy Decision Rules

First Grade/ Second Grade



Nonsense Word Fluency (NWF-CLS)

At or Above
Benchmark

Tier 1

- CKLA skills
- Sound Wall (optional)
- Phonics Wall (optional)

Below/ Well Below
Benchmark

LETRS PHONICS SURVEY
LETRS SPELLING INVENTORY

Tier 2/ 3 Interventions

- mClass intervention/ Bursts lessons
- PALS
- Sound Wall
- CKLA additional resources/ intervention materials
- UFLI
- ECRB
- West Virginia Phonics
- LETRS Transfer to Text Unit 1 (221) strategies
- Explicit instruction in decoding (blending) and practice with fluency; letter-sound correspondence, blending

Literacy Decision Rules

Kindergarten



Word Reading Fluency
(WRF)

At or Above
Benchmark

Tier 1

- CKLA skills
- Amplify Reading

Below/ Well Below
Benchmark

DIBELS (NWF)

Tier 2/ 3 Interventions

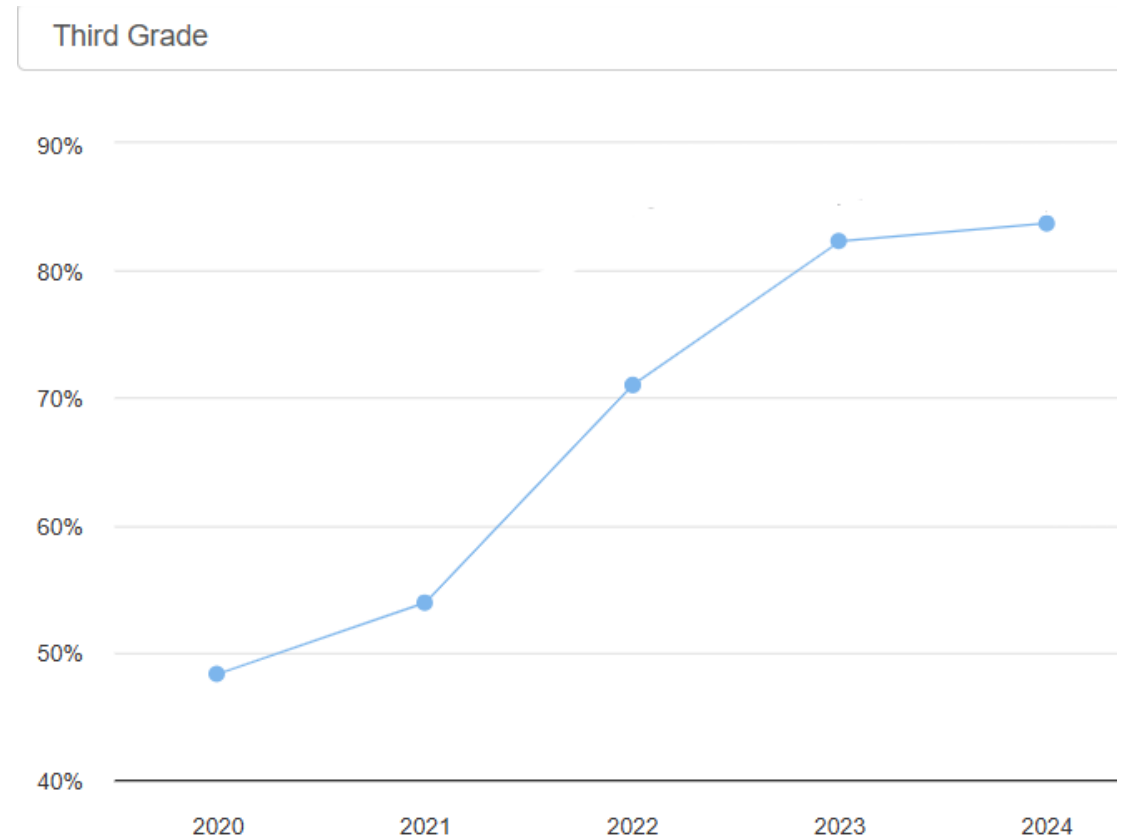
- mClass intervention/ Bursts lessons
- Amplify Reading
- Explicit instruction in decoding (blending) and practice with fluency
- Explicit instruction in letter-sound correspondence

LESSONS LEARNED

- All interventions available for the teachers
- What the intervention tool was used for
- Was it successful in the classroom-teacher finding
- Was it an approved intervention on the list
- Road-map created to guide all teachers

DISTRICT DATA

- Improvement in students' reading proficiency since the implementation of the Science of Reading.
- Grade 3 Ohio English Language Arts test scores have risen from 48.3% proficient or higher in 2020 to 83.7% in 2024.



RESOURCES

- [Ohio Department of Education & Workforce](#) (*Riverside Elementary Case Study*)

The screenshot shows the Ohio Department of Education & Workforce website. At the top, there is a 'Select Language' dropdown and links for 'Login', 'State Agencies', 'Employees', and the 'Ohio.gov' logo. Below this is a navigation bar with a home icon and links for 'ADMINISTRATORS', 'TEACHERS', 'PARENTS', 'TOPICS', 'HOW DO I?', 'ABOUT', 'MEDIA', and 'CONTACT'. A breadcrumb trail reads: 'Home > Learning in Ohio > Literacy > Riverside Elementary Case Study > Structures, Processes and Strategies'. On the left, a 'QUICK LINKS' sidebar lists various resources like 'ReadOhio', 'Dyslexia Supports', and 'Literacy Academy'. The main content area is titled 'Structures, Processes and Strategies' and contains text about staff at Riverside Elementary School identifying key structures and strategies for improvement, such as curriculum adoption, scheduling, and teaming. It also mentions that teachers use research-based instructional strategies and that students in Pre-K through second grade receive daily phonological awareness instruction.

Select Language ▾

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Department of Education & Workforce

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🏠 ADMINISTRATORS ▾ TEACHERS PARENTS TOPICS ▾ HOW DO I? ▾ ABOUT MEDIA CONTACT

Home > Learning in Ohio > Literacy > Riverside Elementary Case Study > Structures, Processes and Strategies

QUICK LINKS

- » [ReadOhio](#)
- » [Dyslexia Supports](#)
- » [Reading Achievement Plans](#)
- » [Third Grade Reading Guarantee](#)
- » [Literacy Research, Grants, and Projects](#)
- » [Literacy Academy](#)
- » [The Science of Reading](#)
- » [Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders](#)
- » [Supporting Local Literacy Efforts with ESSER and ARP Funds](#)
- » [Reading Improvement Plans](#)

Structures, Processes and Strategies

Staff at Riverside Elementary School identified the following structures, processes and strategies as key to their improvement:

- » Curriculum and intervention adoption
- » Scheduling
- » Teaming and collaboration including District, Building and Teacher-Based Teams
- » Assessment and data analysis connected to intervention decisions

Teachers in grades Pre-K through three utilize research-based instructional strategies supporting vocabulary, comprehension, phonics, phonological awareness, fluency, and writing.

Students in Pre-K through second grade have phonological awareness instruction daily using a structured phonological awareness curriculum during core instruction. Based on assessment data, students in Pre-K through third grade who are identified as needing intervention in phonological awareness receive additional instruction. Students in

ACTIVITY: TURN & TALK

- Look at the decision rules presented. What are areas of strengths? What are potential barriers? How might you engage the BLT in conversations centered on decision rules?

AUSTINTOWN ELEMENTARY'S NEXT STEPS



Schedule a time to complete the Reading Tiered Fidelity inventory (R-TFI) and revisit the LAP-G.



Refine decision rules.



Collect fidelity implementation data on our intervention.



Formalize our Comprehensive Assessment System by developing a form which outlines our assessments, purpose, roles, dates for data collection.



Strengthen our family/community partnerships through the collection of perception data to be used to inform decisions.

OUTCOMES



Apply the BLT framework to **make informed decisions** about Tier 2 interventions, ensuring effective implementation.




Analyze the Taxonomy of Intervention tool to **identify** areas of strength and need for an intervention platform.

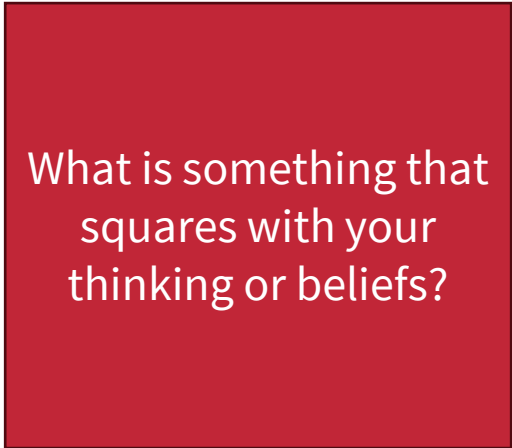


Explain the process of developing Decision Rules and **evaluate** their role in intervention planning.

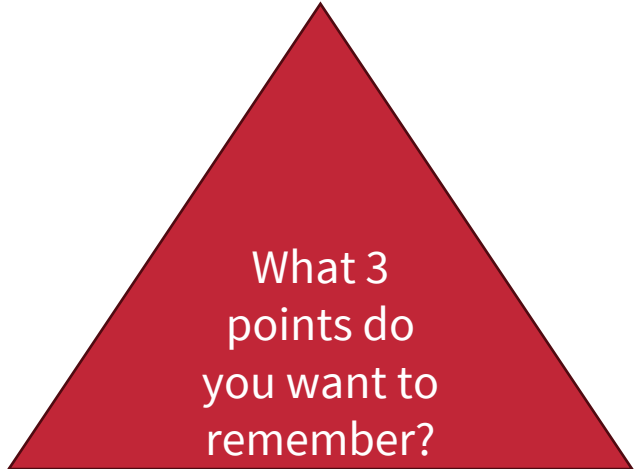
TAKE AWAYS



What is still
circling in your
mind?



What is something that
squares with your
thinking or beliefs?



What 3
points do
you want to
remember?

QUESTIONS?

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QUESTIONS?

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