

Improving Intervention Systems

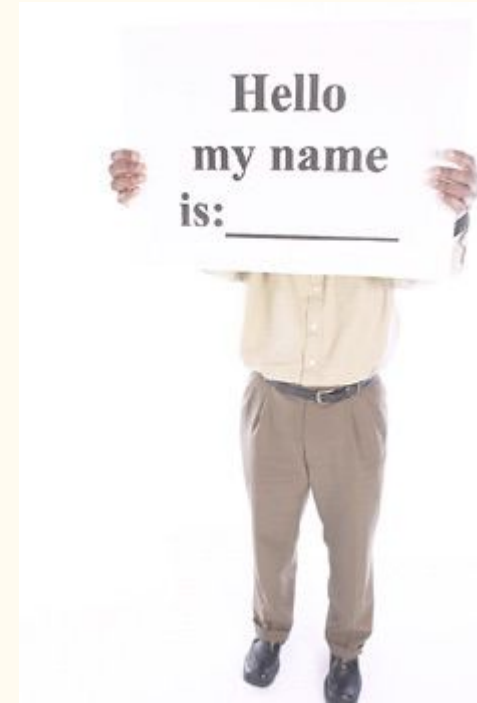
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Introductions

Sarah Brown, Ph.D.

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Materials

Collaborating for Iowa's Kids developed this facilitation guide to help schools improve implementation of their intervention systems.



Session Outcomes

- Participants will understand how to use screening and progress monitoring data to evaluate the outcomes of their intervention system.
- Participants will learn how to identify and fill gaps in their current intervention system.
- Participants will discuss evidence-based ways to intensify current interventions.

At your table...

How successful do you think your interventions should be?

When you meet with parents and as a team, what are your hopes for successful interventions?

How successful do you think interventions CAN be?



A person's hands are visible holding a black rectangular sign. The sign features the text "DO WHAT IS RIGHT NOT WHAT IS EASY" in a bold, sans-serif font. The words "DO WHAT" and "NOT WHAT" are in white, while "IS RIGHT" is in yellow and "IS EASY" is in red. The background is a bright blue sky with wispy white clouds and a bright sun on the left side.

**DO WHAT
IS RIGHT
NOT WHAT
IS EASY**

Using Data to Evaluate Intervention Effectiveness

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MTSS is about Resources

RESOURCES

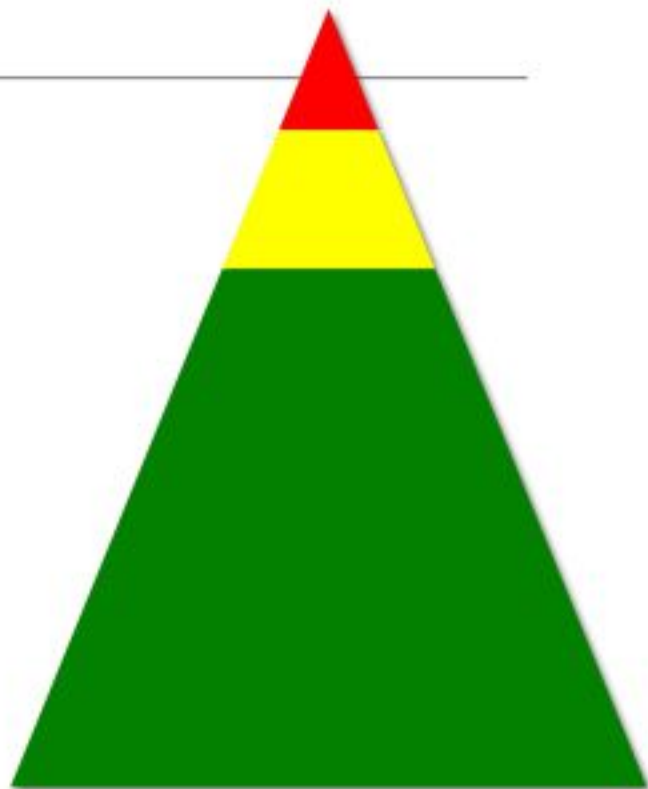
Instructional Strategies

Group Size

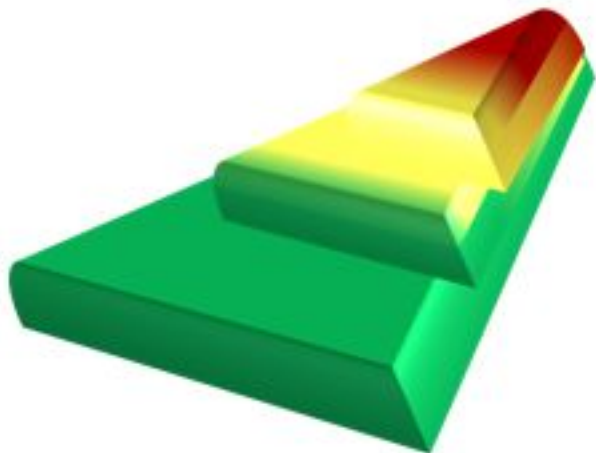
Staff

Time

Materials



Universal, Targeted and Intensive



Layers are ***added***
for those that need
additional supports

Why evaluate intervention effectiveness?

- Most schools already have multiple interventions in place.
- Adding interventions can be time consuming and costly.
- Effective interventions can be used more.
- Ineffective interventions can be discontinued.
- Kids don't read the research!

How to Evaluate Interventions

1. Document available interventions
2. Identify indicators of successful implementation
3. Evaluate the effectiveness of interventions
4. Evaluation implementation fidelity of ineffective interventions

1. Document available interventions

APPENDIX 1A: INTERVENTION LIST

Grade(s): 2nd

School Year: 2015-2016

Intervention Title, Instructional Strategy, or Routine	Skills Targeted	Materials	Session Frequency	Session Duration	Who is trained?
<i>Fabulous Phonics</i>	<i>Phonics, Decoding, and Irregular Words</i>	<i>Program materials (cards, practice pages, manipulatives, white boards)</i>	5	25	<i>Miss Wilson, Mr Jackson, all Kdg staff</i>
<i>Road to Reading, Inc.</i>	<i>Fluency as sound, word, and phrase levels</i>	<i>Program materials (flash cards, book progression, CD audio)</i>	4	15	<i>1st grade teachers, Miss Wilson, Mrs. Nome, and Mrs. Brown</i>
<i>Pirate Practice</i>	<i>Fluency with phrases and connected text</i>	<i>High interest, instructional books</i>	3	20	<i>Trained Pirate Practice volunteers (see trained volunteer list), all 1st grade teachers, Mrs. Baede</i>

2. Identify indicators of successful implementation

APPENDIX 2: INTERVENTION CRITICAL COMPONENTS

When developing the implementation fidelity measures to be used for a specific intervention, consider these:

Critical Components

1. How often is the intervention to take place (i.e., frequency)? **5x per week**
2. How long is each session (i.e., duration)? **30 minutes**
3. What materials should be used? **Program provided picture cards, 200 word card deck, 100 card onset and rime deck, any available token or counters**
4. How many lessons are completed in one session/week, if applicable? **N/A**
5. What specific instructional strategies or routines are used? **Model, joint practice, immediate practice, independent practice with frequent checks for maintenance.**

If specific program is used, indicate publisher recommended information.

Intervention Program Name: **HBL Foundational Skill Builder**

Session frequency	5x week
Session duration	30 mins
Number of learners in a group	Not specified
Learner materials	Program provided picture cards, 200 word card deck, 100 card onset and rime deck, any token or counters

3. Evaluate the effectiveness of interventions

APPENDIX 4: INTERVENTION EFFECTIVENESS

Grade:

3rd

Review Date:

May 2016

Intervention	Total # of learners receiving intervention	Column A		Column B	Did at least 65% of learners fall in Column A?
		% Meeting Benchmark	% Closing Gap	% Minimal or No Progress	
Beckman Reading Program	45	5 (11%)	18 (40%)	22 (49%)	Y <input checked="" type="radio"/> N
Leopard Learning	19	5 (26%)	8 (42%)	6 (32%)	<input checked="" type="radio"/> Y / N
					Y / N

Intervention System Considerations:

What evidence do we have regarding the success of our interventions?

What are next steps to ensure we have successful interventions that address all big ideas in reading?

What are next steps to ensure we have successful interventions available to any learner who might need them?

4. Evaluation fidelity of ineffective interventions

Examine implementation fidelity

The degree to which the intervention plan was put into place as originally designed – (Gresham, 1989; 1998)

Treatment integrity helps distinguish between an *ineffective* intervention and a *poorly implemented* intervention - Gresham, Gansle, & Noell, 1993

Implementation Fidelity

WHAT IS IT?

Monitoring what was done

WHY DO IT?

Determines support needs
Provides a more complete
picture of progress

HOW TO DO IT?

Use a checklist of the critical components and
observe the intervention.

- *Session Fidelity* – Is the frequency and duration of the intervention what was expected?
- *Component Fidelity* – Were the routines and instructional steps implemented as intended?

Implementation Fidelity

Organization	Yes	No	N/A	Comments
Materials organized and ready 1				
Begins lesson promptly 2				
Students on task 3				
Procedure	Yes	No	N/A	Comments
<p>Teacher follows steps in instructional routine</p> <p>Before First Read</p> <ul style="list-style-type: none"> • Read the title. Have students make prediction. • Have students identify two words in text that will be challenging. <p>First Read</p> <ul style="list-style-type: none"> • Read passage • Have student name the topic. <p>Second Read</p> <ul style="list-style-type: none"> • Teacher-assisted/partner assisted • Have student name the main idea of passage <p>Third Read</p> <ul style="list-style-type: none"> • Read passage • Answer comprehension questions/summarize passage with main idea sentence 				<p>Teacher completed ?/7 components.</p>

Implementation Fidelity

Organization	Yes	No	N/A	Comments
Materials organized and ready 1	X			
Begins lesson promptly 2		X		
Students on task 3	X			
Procedure	Yes	No	N/A	Comments
Teacher follows steps in instructional routine				
Before First Read				
• Read the title. Have students make prediction.				
4 • Have students identify two words in text that will be challenging.	X			
First Read				
• Read passage				
5 • Have student name the topic.	X			
Second Read				
• Teacher-assisted/partner assisted				
6 • Have student name the main idea of passage	X			
Third Read				
• Read passage				
7 • Answer comprehension questions/summarize passage with main idea sentence		X		

Improving fidelity of interventions

- Provide additional professional development to support implementation of the program or intervention
- Provide modeling and/or coaching opportunities
- Ensure enough intervention time to implement program as intended

In your system



Do you currently monitor fidelity of interventions?

How can you prioritize interventions to check?

Identifying Intervention System Gaps

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Identifying Gaps

- Once you know the outcomes from each intervention, add those to your intervention list.
- Identify gaps in intervention type at each grade level.

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Filling Gaps

- Are there successful interventions that meet the need at other grade levels that are appropriate for use?
- Do other schools in the district have successful interventions that meet the need?
- Are there materials/strategies used by any supplemental and/or special education teachers in the building that may be appropriate?
- Can the intervention be intensified?

In Your System

Are there gaps that you currently know about in your intervention system?

How will knowing gaps help in your implementation of MTSS?



Intensifying Interventions

Reasons Interventions Fail

- Not implemented according to research-base
- Not implemented with enough frequency and/or duration
- Poor match to student need (fill gaps to solve)

If students are making some progress, intensify the intervention before replacing it in your system.

First Intensifications

1. Frequency
2. Duration
3. Group Size



Increase Frequency

Why?

- Provides more access to instruction.
- Students who are absent often will receive more intervention.
- Essential for students with memory difficulties.

How?

- Monitor progress of students in the intervention different days of the week.
- Provide opportunities to practice parts of the intervention at other times of the day (distributed practice)
- Provide intervention daily.

Increase Duration

Why?

- Provides more access to instruction.
- Ensures at least a lesson a day is completed.

How?

- Increase length of the intervention period.
- Monitor progress of no more than 1 student in the group each day.
- Schedule intervention at a time of day least likely to be interrupted.

Decrease Group Size

Why?

- Can better individualize practice opportunities.
- Each student gets more opportunities to respond and receive feedback.
- Usually can get through more of a lesson with fewer students.

How?

Provide training in the intervention to more staff and offer more groups.

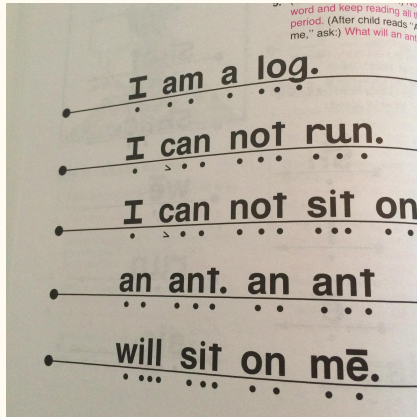
Ensure instructional match before scheduling a student into an intervention.

When a student meets her goal, exit from intervention.

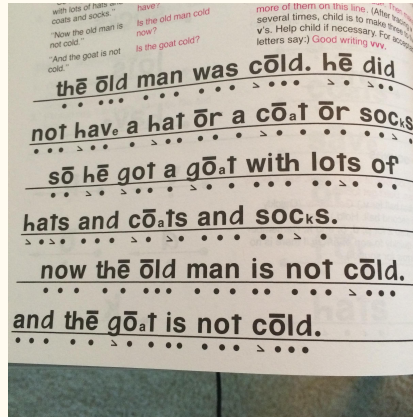
Identify data rules for placing students into interventions.

Impact of Frequency and Duration: 12 week intervention

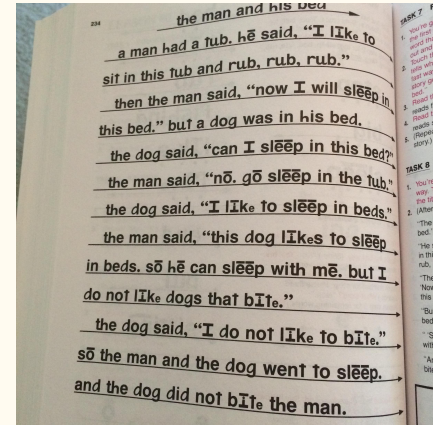
3 lessons/wk



4 lessons/wk



5 lessons/wk



Document Intervention Changes

APPENDIX 7B: INTENSIFICATION SUMMARY DOCUMENT-OPTION 2

Learner: **Terrell Brock**

Teacher: **Mrs. Steele (Room 3-1)**

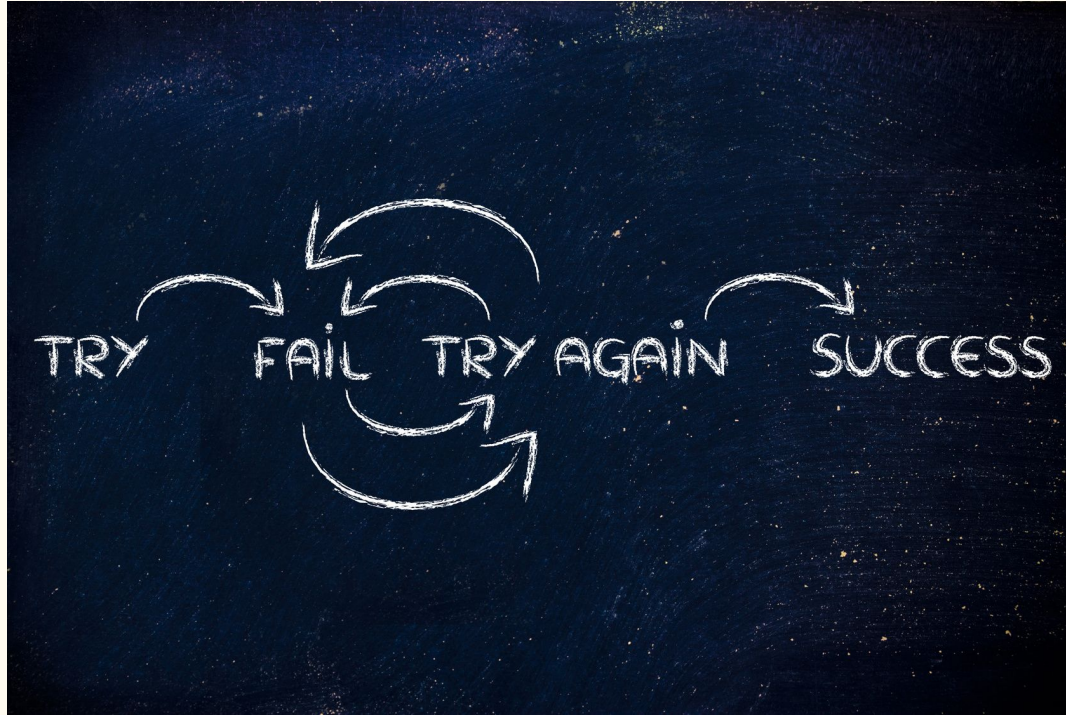
Grade: **3rd**

Intervention Name: Wonderful World of Words		Date started: 10/1/15	Provider: Miss Young
Session frequency: 3x	Session duration: 30 mins	Lessons/week: 3	# of learners in group: 7
Materials used: Program provided sight word cards, word family cards, word dice, spinners, instructor manual and timer.		Instructional strategies or routines used: Introduction of learning target, teacher model, joint practice, immediate practice, peer practice challenges, "reading races," within day and subsequent day maintenance checks for each target.	

Intervention Review

Review Date	Implementation Fidelity	Progress Status	Changes
10/22/15	High Low	Some None	Sessions running less than 30 mins. Reach and maintain 30 sessions. Plan: Terrell comes in building upon arrival rather than wait outside for bell.
10/31	High Low	Some None	Sessions running 30 mins now. Terrell getting to school a few minutes early and getting 30 mins of work done consistently. Overall session and component fidelity is good.
12/11/15	High Low	Some None	Implementation still good. Terrell making modest, but consistent gains. Continue plan as written and revisit in 4 weeks.

Repeat the Process...



In Your System

How do you support maximization of interventions currently?

Of the intensification suggestions provided here, which may be a need in your school?



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Thank you!

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