



Review of the
Three - Tier Intervention Process

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What is the Three-Tier Model ?

- ★ **A systematic approach for providing student interventions**
- ★ **Identifies struggling students BEFORE they fall behind**
- ★ **Provides all struggling students with support throughout the educational process**



What is an Intervention?

**An action that differs from the
current instruction in the student's
regular academic program**





*Interventions are **NOT***

-
- ★ **Preferential seating**
 - ★ **Parent contacts**
 - ★ **Classroom observations**
 - ★ **Suspension**
 - ★ **Doing MORE or LESS of the same /
general classroom assignments**
 - ★ **Retention**
 - ★ **Peer-tutoring**





Where Can Interventions Be Found? *(Free!)*



★ <http://www.interventioncentral.org/>

★ <http://www.texasreadingorg/utcrla/>

★ <http://iris.peabody.vanderbilt.edu>

★ <http://www.fcrrorg.index.htm>

★ <http://www.pbis.org/main.htm>

★ <http://usu.edu.teachall/text/behavior/programs/chldmsbhv.htm>





More Interventions (Not Free!)



- ★ Journey's Reading Intervention Kits
- ★ Academy of Reading
- ★ Academy of Math
- ★ Fast ForWord
- ★ Soar to Success
- ★ COMPASS Learning
- ★ Plato
- ★ SuccessMaker
- ★ Read 180
- ★ Math Navigator
- ★ AIMS

- ★ Reading to Read
- ★ Think Through Math





Overview of the Three Tiers:

The Model has Three Levels or “Tiers” of Instruction and/or Intervention

- ★ **Tier One – Effective Classroom Instruction**
- ★ **Tier Two – Supplemental Instruction**
- ★ **Tier Three – Intensive Instructional Intervention selected by team**





“Tiers” Dictionary with translation into “Holistic Accountability”

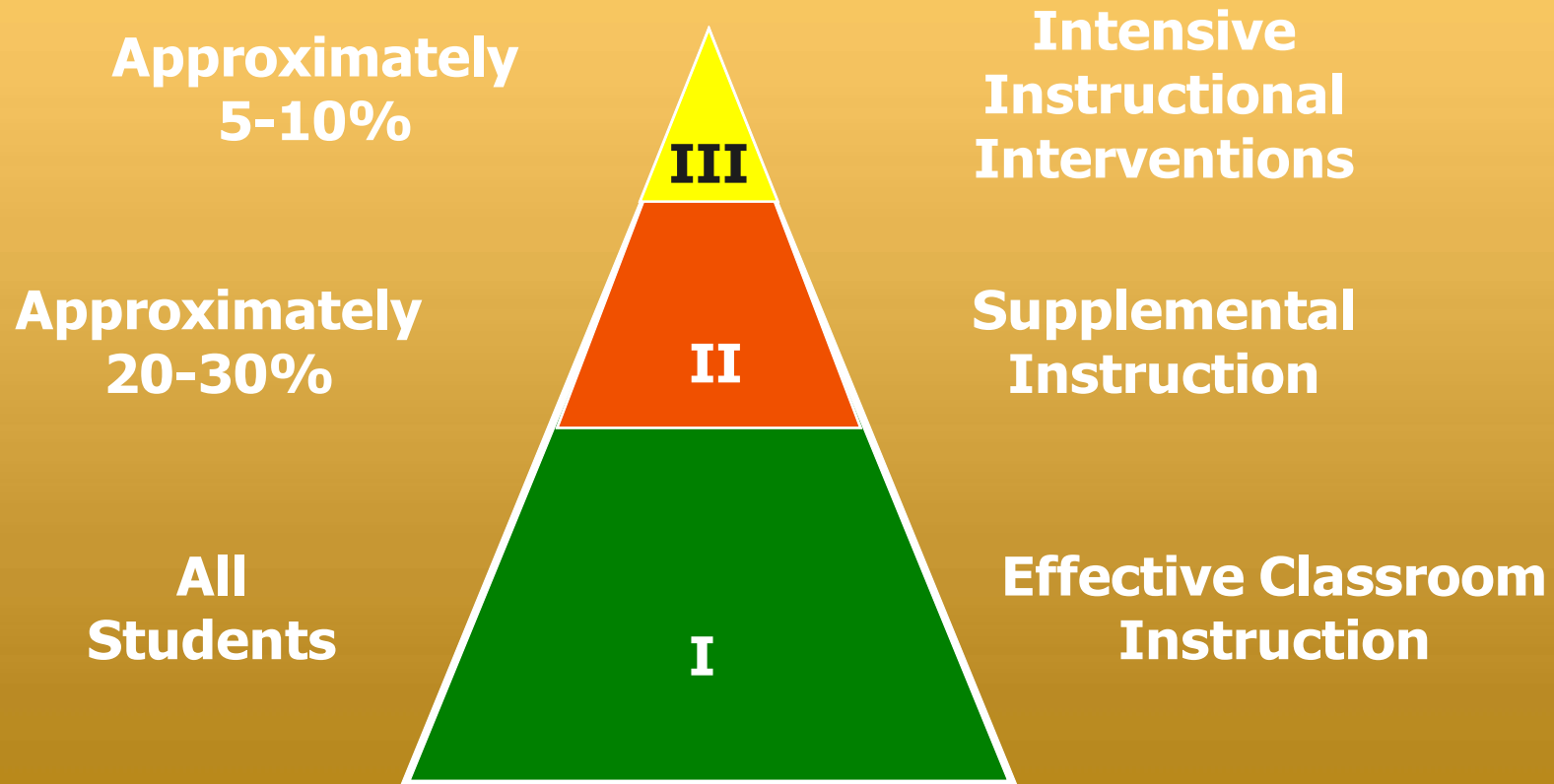


- ★ Intervention = Strategies
- ★ Tier One “Instruction” = Benchmark = Quality instruction based on Mississippi framework/Common Core
- ★ Tier One “Intervention” = Differentiated Instruction
- ★ Tier Two Intervention = Strategic = Supplemental = Targeted
- ★ Tier Three Intervention = TST = Intensive





Students served by the Three-Tier Model:



Academic and Behavioral Systems



Overview of the Three Tiers

	Tier 1	Tier 2	Tier 3
When?	During regular instruction	30 min. 3x wkly in addition to regular instruction	60 min. 5x wkly in addition to regular instruction
Who?	Teacher	Determined by school	Determined by MTSS/TST
What?	Research-based curriculum with differentiated instruction	Evidence-based targeted intervention	Evidence-based intensive intervention designed by MTSS/TST
Measured how?	Universal screening 3x yearly	CBM twice weekly, graphed STAR Biweekly	CBM twice weekly, graphed STAR Weekly



What is the Multi-Tiered System of Supports/ Teacher Support Team (MTSS/TST)?

- ★ **A group of education professionals who analyze student referral data and prescribe appropriate behavioral or instructional interventions to help students be successful in regular academic classrooms.**





Who is Referred to the MTSS/Teacher Support Team?

-
- ★ Students K-3 with one failure
 - ★ Students in any grade with 2 or more failures
 - ★ Students who scored minimal on any portion of the 3rd or 7th grade MCT in May 2013
 - ★ Students who have failed either of the previous two years and who accumulate 20 days of suspension in this school year
 - ★ Fourth grade students that passed with Good Cause Exemption
 - ★ Students who have failed to respond to Tier 2 Interventions
 - ★ Students referred to MTSS/TST by the teacher, parent request, or administrator request





How is a Request to the MTSS/TST Made?

- ★ **Parent makes a request to the teacher or administrator.**
- ★ **The teacher makes a request to the MTSS/TST by completing *Teacher Support Team Referral and Meeting (Section 3A)***
- ★ **A representative from the MTSS/TST should sign and date the form. This action starts the timeline.**





What Happens Next?

- ★ **The teacher completes the *Teacher Support Team Referral and Meeting (Section 3A)* and submits to the MTSS/TST chair.**
- ★ ***Section 1A:K-12 Student Profile* is completed**
- ★ **A *Teacher Narrative* must be completed.**
- ★ **A *Parent Interview* must be conducted.**
- ★ **A date is established for the first school MTSS/TST meeting.**



Remember the clock is ticking. The MTSS /TST must meet within the next two weeks.



What Kinds of Data Might be Needed?

-
- ★ Universal screening data
 - ★ Attendance data (absences, tardies)
 - ★ Assessment data (State level, classroom level)
 - Diagnostic, Formative, Summative
 - ★ Class performance data (other assignments)
 - ★ Behavioral data (office referrals, frequency of behaviors, time of day)
 - ★ Health data (allergies, medications)
 - ★ Any recent significant changes?





Basic Components of Interventions



- ★ **A clear statement of the problem**
- ★ **A problem analysis that uses data to confirm the initial concern**
- ★ **Development of a specific scientifically research-based intervention designed from the problem analysis**
- ★ **Baseline data**



What Should the Intervention Document Tell Us?



- ★ **What specific intervention techniques will be employed?**
- ★ **What resources are needed?**
- ★ **Who will do what and when?**
- ★ **How will progress be measured?**
- ★ **How will intervention integrity be assured?**



Required Practices for Successful Intervention Process

Essential Practices

- **Adequate Behavioral Definition?**
 - Defined in Tier One, refined in Tier Two and supported by data for Tier Three
- **Data Prior to Intervention?**
 - Baseline data collected through screenings and results of progress monitoring in Tiers One and Two
- **Written Plan for Intervention?**
 - Developed by MTSS/TST team based upon written plans developed in Tiers One and Two. Based upon what has been tried and what has worked and not worked
- **Progress Monitored/Changes made?**
 - Review data collected for baseline and progress monitoring in Tiers One and Two. Progress monitoring data collected at least twice weekly in Tier Two and Tier Three
- **Compare pre- to post- measures?**
 - Process requires comparison of baseline and end result data at end of 16 week period



What About Progress Monitoring?

- ★ Grades are not enough!
- ★ Weekly (twice each week) probes must be given, scores recorded, and graphs made
- ★ Some computer programs do this for you!
- ★ Web Resources:
 - ★ <http://www.studentprogress.org/>
 - ★ http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php (chart-making)
 - ★ <http://nces.ed.gov/nceskids/createagraph/> (chart-making)



How Do We Know What the Intervention Results Mean?

- ★ Is the student making progress from his baseline assessment to the goal set by MTSS/TST?
- ★ Is the student closing the achievement gap between him/her and grade level peers?
- ★ Is the rate of progress sufficient to allow the student to “catch up” and become successful within a time frame considered reasonable by RtI/TST?





What if Interventions Do Not Work?

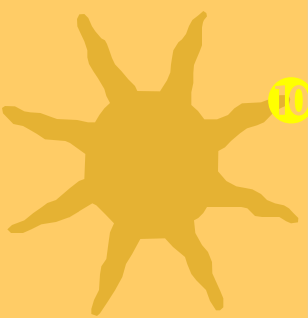
If the student does not make satisfactory progress after 16 weeks of Tier Three interventions, the school will refer to **MET** for assistance and auditing of the MTSS/TST interventions or contact the District Office of Student Academic & Behavior Support.



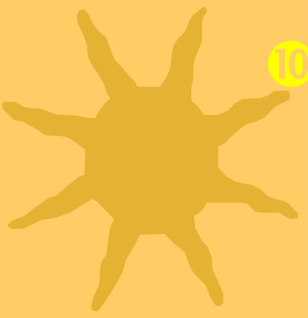


TST Timeline for Interventions:

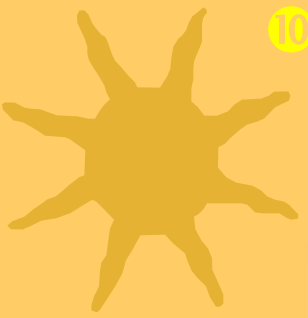
18 weeks TOTAL



- ⑩ **Develop and begin implementation within two weeks of referral to MTSS/TST**



- ⑩ **MTSS/TST and student's teacher must conduct a documented review after each intervention**



- ⑩ **Final review at MTSS is due at the end of sixteen weeks of implementation of intervention**





What About Behavior?

★ Do a Behavioral Intervention if behavior shows up as a concern on:

- Universal Screening for Behavior
- The Student Data Form
- The Social –Behavioral Checklist
- Office or Classroom Disciplinary Reports/Forms
- The Teacher Narrative
- The Parent Interview
- The Report Card
- Any Outside Medical Report



Does MDE Monitor This Process?

- ★ MSIS intervention screens must be answered on mandated timetable.
- ★ Special education compliance visits usually include MTSS/TST reviews
- ★ The Jackson Public School District expects compliance with MDE and Federal guidelines at all levels of the MTSS/TST process.



What About MTSS?

- ★ MDE regulations for MTSS have been provided
- ★ Current federal expectations about MTSS can be met by:
 - Appropriate universal screening and data analysis
 - Appropriate pre- and post- assessment of intervention results
 - Appropriate progress monitoring
 - Appropriate analysis of data from intervention to drive decisions

