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The Process of Intervention to Ensure Student Success

This session will discuss how to determine:

- If a student is **"at risk"** for struggling both academically and behaviorally.

- How to match an intervention to an **"at risk"** student's specific skill deficits.

- How to monitor interventions to assess their effectiveness.

Why should we use Universal Screening?

- Screeners help identify students who are "**at-risk.**"
- Screeners help educators to evaluate the core curriculum.

The purpose of screening is to **improve long-term outcomes**.

Screening – The Basics

- Universal screening is a process in which data are analyzed to determine whether each student is likely to **meet**, **exceed**, or **not meet** benchmarks and should be conducted for both academic and behavioral purposes.

- Data from the universal screening process are used to make decisions about interventions.

How to determine if a student is at risk using Universal Screening.

- **All** students should be screened in Academics and Behavior.
- Every student is screened using a **common assessment**.
- Common assessment means every grade-level uses the same screening measure and cut points.
- The resulting data from the screening assessments are used to identify students who are **"at risk"**.

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Academic Screening Tools Chart

These screening tools charts are intended to assist educators in becoming informed consumers in selecting academic and behavioral screening tools that meet standards for technical rigor.

- https://charts.intensiveintervention.org/chart/academic-screening
- https://charts.intensiveintervention.org/chart/behavior-screening

How to match interventions to specific skill deficits – Diagnostic Assessments

- A **diagnostic assessment** is a tool used to measure a student's strengths and weaknesses for specific academic skills.

- The goal is to identify productive targets for intervention.

- They are conducted after a screener in order to target specific skills that need intervention.

Diagnostics - Why is the problem occurring? -1

Focus on changeable variables in the four domains (ICEL)

- **Instruction**: How behaviors/skills are taught

- **Curriculum**: What is being taught. What behaviors/skills are expected and the actual skills of the student(s).
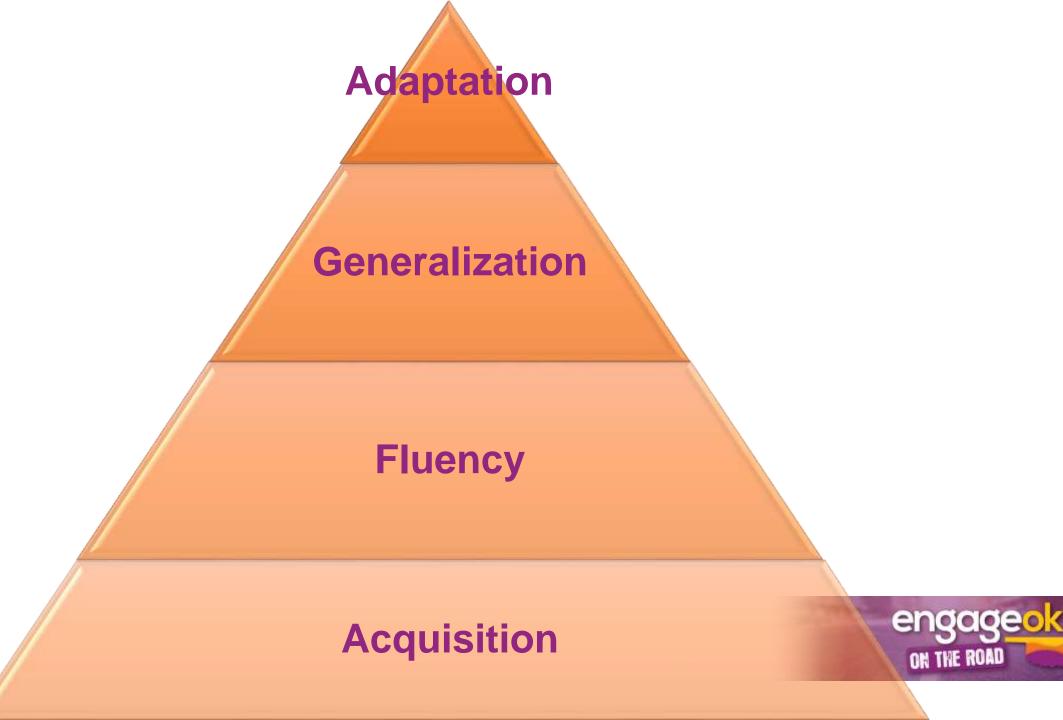
Diagnostics - Why is the problem occurring? -2

- **Environment**: Physical and affective components of schools and how these can be altered to increase the rate of student skill development (e.g., reinforcement and classroom management).

- **Learner**: Includes interests and preferences of the learner as well as ideas such as perseverance and self efficacy.

Diagnostics - Instructional Hierarchy

- **Acquisition:** Accuracy
- **Fluency:** Combination of accuracy and speed
- **Generalization:** Performance of a skill in different settings from which it was originally learned.
- **Adaptation:** Ability to apply the skill in a modified or unmodified form to solve a novel problem.

Diagnostic Tools

- **What** makes a good diagnostic tool?
  - Does it survey the **four domains** (ICEL)?
  - Does it determine where a student is in the **instructional hierarchy**?
- **Why** should we use diagnostic tools?
  - It helps us to implement more **effective interventions.**

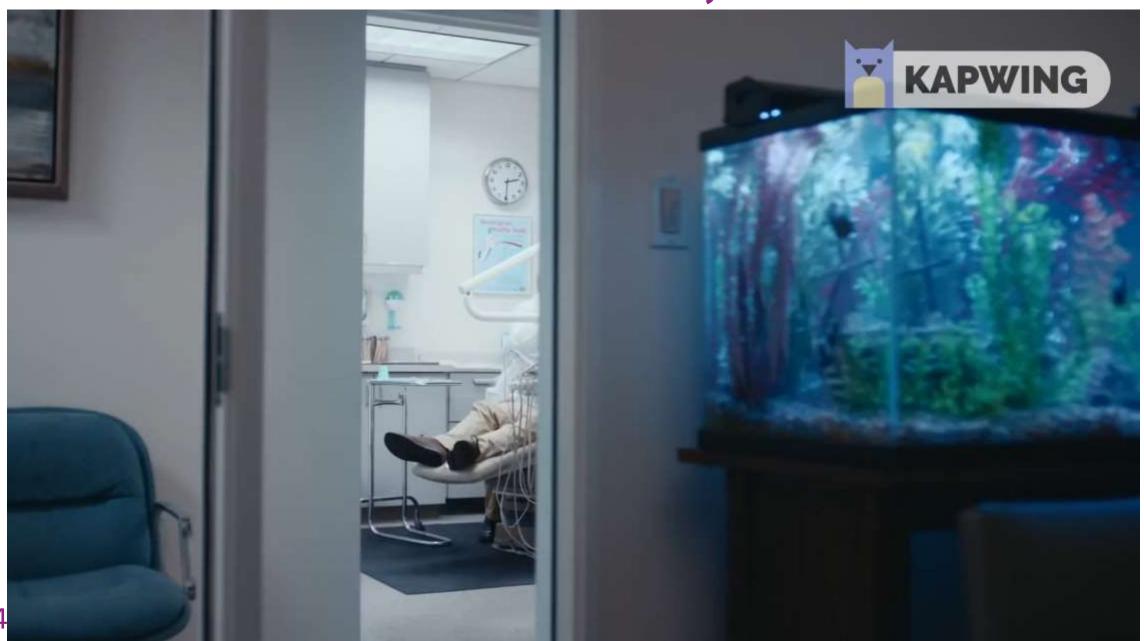# Resources for Diagnostic Tools

- https://intensiveintervention.org/intensive-intervention/diagnostic-data/example-diagnostic-tools
- http://www.ascd.org/publications/educational-leadership/mar09/vol66/num06/Diagnosing-the-Diagnostic-Test.aspx

*Legitimate diagnostic tests supply the sort of evidence that teachers need to make defensible instructional decisions.

So You've Assessed, Now What?

Evidence - Based Intervention

What do we do when we have determined a student is "**at risk**"?

What is an intervention?

- The general concept of intervention is very broad…
  - An intervention is anything you do to **change something you want changed.**

- Intervention in an MTSS Framework is much more specific…
  - **Systematic** and **explicit** steps taken over time for the purpose of remediating or preventing deficits in a specific skill area.

Intervention Can Be Made Simple

- Problems can seem complex and overwhelming, but the process can be made easier by -
  - Employing a **structure** for assessment and intervention
    - Screen
    - Intervene
    - Progress monitor
- What results is a **problem solving approach** that can guide you through the process?

Advantages To The Problem Solving Approach

- **Flexible** approach useful for lots of student difficulties
  - Can be used for math, reading, behavior, etc.
- No need for extensive experience with a particular problem type
  - Solutions can be generated regardless of your familiarity
- Rarely are you left without options
  - **Provides potential solutions in most cases**

What IS the Problem Solving Approach?

- **Validate**
  - ✓The existence of the problem
- **Assess**
  - ✓The problem
- **Analyze**
  - ✓Assessment results and make decision about intervention
- **Implement**
  - ✓The intervention
- **Evaluate**
  - ✓Intervention outcome

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Validation

- Ensure that the problem is a valid problem
  - A **crucial** first step

- Many things could cause a false problem to be identified
  - Invalid assessment results
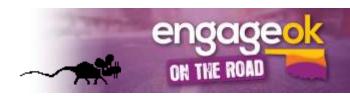 - Faulty or unrealistic expectations

Assessment

- **Identify the problem** - A missed step here will lead to failure
- Define the problem
  - Be specific
  - Make sure it is a **measurable** problem
  - Make sure it is a **relevant** problem
- Measure and evaluate the characteristics of the problem

Analysis

- Determine what the assessment results (characteristics of the problem) tell us about **why the problem exists**
- There should be **no guessing** with regard to the why
- Based upon this analysis a **recommendation for intervention** can be made

Implementation

Carry out the intervention - **based on the data**
- Create or gather the materials
  - Directions
  - Manipulatives
  - Data collection forms
- **Train** all who are involved
- **Collect data**
  - Implementation & outcome

Evaluation

- Is the intervention **effective**?
  - Did it help a lot? A little? Not at all?
- Will it resolve the problem in an **appropriate time frame**?
  - Based on some **pre-established data-based decision rules**.
- Is it feasible in the regular classroom?
  - Or are the needs too great to continue in the general education classroom?

Intervention - Instructional Hierarchy

- Conceptual model that distinguishes between differing levels of skill development

  - **Acquisition**
    - Student who is becoming accurate with a new skill
  - **Fluency**
    - Student develops speed in performance
  - **Generalization**
    - Student learns to perform in novel situations
  - **Adaptation**
    - Student modifies the response to a novel task

Activity – 1 (5 mins)

- What types of difficulties do you see most in your class/school?
  - Acquisition
  - Fluency
  - Generalization
  - Adaptation

  * Turn and talk with your neighbors.

Linking the Instructional Hierarchy with Interventions

Acquisition phase
- Intervention should focus on tasks that promote accurate responding

Fluency phase
- Intervention should focus on improving fluent performance

Generalization phase
- Intervention should provide opportunities to practice in other settings

Acquisition Interventions

These students need to learn how to perform accurately

- Use **Modeling** (Tell, Show, Do)
- Provide **Corrective feedback**
- Teach them **keystone skills**
- Make **curricular modifications**

Fluency Interventions

These students need to learn how to perform more quickly while still maintaining accuracy

- Provide additional opportunities to practice
  - **Drill and practice**
  - Set **target goals**
  - **Reward** with feedback about performance

Generalization Interventions

These students need to learn how to perform accurately and fluently in **new settings or situations**

- Provide opportunities for responding across **different context**
  - Model across context
  - Drill across context
  - Reinforce across context

Evidence-Based Interventions

- Are **required** by
  - Individuals with Disabilities Education Act **(IDEA)**
  - Elementary and Secondary Education Act **(ESEA)**

- Consist of
  - Programs,
  - Curricula, and
  - Practices based on **"scientifically-based research"** "to the extent practicable."

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The Case for E-B Interventions

Where do I find information on evidence-based interventions?

- <u>What Works Clearinghouse</u>: WWC: U.S. Department of Education's Institute of Education Sciences. WWC produces practice guides and reports with recommendations for schools on interventions in various topical areas.
- <u>Promising Practices Network</u>: The PPN provides research-based information on programs that have been shown effective in improving the lives of children + educational outcomes.
- <u>The Center for Evidence-Based Practices</u>: The CEBP goal is to bridge the research-to-practice gap in the areas of early childhood education and family support.
- <u>Research Basics</u>: Collection of articles and resources on understanding educational research and statistics from the National Dissemination Center for Children with Disabilities (NICHCY).

Interventions Tools Chart

These screening tools charts are intended to assist educators in becoming informed consumers in selecting academic and behavioral intervention tools that meet standards for technical rigor.

- https://charts.intensiveintervention.org/chart/instructional-intervention-tools
- https://charts.intensiveintervention.org/chart/behavioral-intervention-chart

Reasons Why Interventions Don't Work

- Five Common Reasons Why Students Fail and What You Can Do About Them (Daly 1997)

    - **REASON #1: They do not want to do it.**
    - **REASON #2: They have not spent enough time doing it.**
    - **REASON #3: They have not had enough help to do it.**
    - **REASON #4: They have not had to do it that way before.**
    - **REASON #5: It is too hard.**

Activity 2 (5 mins)

- Come up with ideas for addressing one of the five reasons for intervention failure.

* Turn and talk with your neighbors.

What is a Progress Monitoring tool?

- Progress Monitoring tools are **brief** and **frequent** assessments used to make timely decisions about whether students are making progress in interventions.

Why should we progress monitor?

Because the resulting data:

- Tells us if students are **responding to the intervention** that has been put in place.

- Indicates how students are **progressing towards their goals**.

Progress Monitoring – Data

- **Data-based decision rules** should be decided upon by the team well in advance of the progress monitoring so that we **automatically, and rapidly**, know how to respond to the results.

- Results of progress monitoring should be **graphically displayed.**

Progress Monitoring - Things to Think about.

- **Who?**
  - Who administers the progress monitoring tools?
- **How Often?**
  - How often does it occur? Daily, weekly, biweekly, or monthly
- **Where?**
  - Where does progress monitoring occur?
  - Where are the materials kept?
- **When?**
  - What day(s) does progress monitoring occur?
- **How?**
  - How is the data graphed?

What makes a good progress monitoring tool?

- **Quick** and **easy** to administer
- Can be used **multiple times** a year (Weekly)
- Available in multiple equivalent forms
- Sensitive to growth
- **Reliable** and **valid**

What Is and Isn't Progress Monitoring?

Examples:

- Weekly 1 minute fluency checks
- Bi-weekly 2-5 minute digit fluency checks
- A short assessment on comprehension every 2 weeks to determine if the intervention is working.

*All based on the specific interventions

Non-Examples:

- Chapter Tests
- Quizzes
- Daily
- Classroom Grades

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How to Know if an Intervention is Working

How do you know that an intervention needs to be changed or replaced?

- A **lack of progress** as determined by the progress monitoring assessment will let us know.

- We must progress monitor at **consistent** and **frequent intervals** so that we don't let a student continue to fail or miss that they have mastered the skill.

Changing an Intervention Strategy

- How can an intervention be changed?
  - **More Time**
  - **More Frequent**
  - **Different grade level**
- Questions to ask before changing an intervention.
  - **Is progress being made?**
  - **Would a different intervention help make progress faster?**

Progress Monitoring Tools Charts

These progress monitoring tools charts are intended to assist educators in becoming informed consumers in selecting academic and behavioral progress monitoring tools that meet standards for technical rigor.

- https://charts.intensiveintervention.org/chart/progress-monitoring
- https://charts.intensiveintervention.org/chart/behavioral-progress-monitoring-tools

Questions

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Link to the Oklahoma Tiered Intervention System
Of Support Website – http://www.otiss.net/