

Using Secondary Intervention to Set the Foundation for Effective Intensive Intervention

Webinar Q&A

Question: What do secondary interventions or Tier II interventions look like in the general classroom? What are the other students doing while groups receive secondary interventions?

Answer: While there are a number of ways that secondary interventions or Tier II interventions can be conducted in the general education classroom, there are a few elements that NCII recommends be present when conducting secondary interventions in any setting. First, secondary interventions should be delivered in addition to the core instruction. This means that students receiving secondary or Tier II interventions should receive an extra dose of instruction in addition to the core instruction, and should not be removed from core content instruction to receive secondary or Tier II interventions. Also, secondary or Tier II interventions should be delivered in a small group setting. In the general education classroom, this could involve a small group working with a teacher at a separate table or designated center in the classroom while other students are engaged in another task, such as learning centers or independent work. Finally, secondary or Tier II interventions should involve systematized and explicit instruction with the objective of addressing remedial skills to close performance gaps.

This resource from the Meadows Center at the University of Texas includes video clips, descriptions, and guiding documents that lay out what secondary interventions or Tier II interventions can look like in the general education classroom. The video clips show a teacher conducting both a small group for core instruction as well as a small group for secondary or Tier II intervention, and point out the difference between the two types of groups. Some of the primary differences were in the instructional objectives and intensity. The teacher was re-teaching or reviewing in the small group for core instruction, but was delivering more systematized and explicit instruction with the objective of closing performance gaps in the secondary intervention group.

<http://buildingrti.utexas.org/rti-presentations/differentiated-instruction-key-to-student-success>

Question: What role can school psychologists play in secondary or Tier II intervention?

Answer: School psychologists' roles may vary depending on their training and the expectations of the schools, districts, and states in which they work. School psychologists often play a valuable role in selecting assessments and analyzing data to determine a student's need for or response to secondary or Tier II intervention. Given their familiarity with intervention research and the various reasons students may struggle academically and behaviorally, school psychologists can support the team in reviewing the evidence for the effectiveness of available

interventions and selecting programs that best match students' needs. School psychologists may also play a role in delivering secondary interventions, depending on their schedules.

Question: How do you get administration on board with multi-tiered systems of support (MTSS)?

Answer: Administrators play a key role in getting MTSS in place in schools, and their buy-in is crucial. Reviewing screening and other assessment data can be impactful in determining the need for MTSS. If school or district data reveals groups of students who are performing below benchmarks, introducing MTSS has powerful implications for a school's ability to meet the needs of students performing at multiple levels, and for closing achievement gaps. It is also important to include school leaders in initial conversations and planning around MTSS to enhance buy-in.

Question: What is DBI?

Answer: DBI stands for data-based individualization, which is a systematic method for using assessment data to determine when and how to intensify interventions in reading, mathematics, and behavior. NCII's approach to intensive intervention is grounded in this concept. DBI is an ongoing process in which intervention and assessment are linked and used to adjust a student's academic or behavioral program over time. It is a validated, multi-step process, and is not a single strategy or program.

For more information about DBI, please refer to these resources on NCII's website:

- Data-Based Individualization: A Framework for Intensive Intervention
<http://www.intensiveintervention.org/resource/data-based-individualization-framework-intensive-intervention>
- Intensifying Interventions for Struggling Students through Data Based Individualization in Academics
<http://www.intensiveintervention.org/ask-the-expert/2012december-0>
- Providing Intensive Intervention using Data-Based Individualization in Behavior
<http://www.intensiveintervention.org/webinar/2013january>