Welcome to the National Center on Intensive Intervention webinar!

Our presentation will begin at 3:00 pm Eastern Time.

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When prompted, enter participant code: 117937

Your phone line will be muted. Please type questions into the chat box located on your screen.
Using Secondary Intervention to Set the Foundation for Effective Intensive Intervention

NCII

Laura Magnuson
Technical Assistance Liaison
June 2013
In today’s session…

1. Introduction
2. Rationale for Secondary Interventions
3. Elements of Secondary Interventions
4. Common Challenges and Barriers
5. Resources for Implementation
Introduction
What Are Secondary Interventions?

- Standardized, evidence-based interventions designed for at-risk students
  - Often referred to as…
    - Tier 2 intervention
    - Strategic intervention
    - Remedial curriculum

- Common examples
  - Wilson Just Words
  - Check-in/Check-out
  - Corrective Math
How do secondary interventions fit into the DBI process?

Secondary Intervention Program
Delivered with greater intensity

Progress Monitor
To determine response to intervention program

Non-Responsive

Responsive

Diagnostic Assessment
To determine specific needs

Intervention Adaptation
Based on observed needs

Progress Monitor
To determine response to adaptation

Non-Responsive

Responsive

Continue secondary intervention or return to core instruction, depending on rate and duration of response, and nature of skill deficits

Continue successful adaptation or return to secondary intervention, depending on rate and duration of response, and nature of skill deficits
Rationale for Secondary Interventions
Secondary Interventions in the Context of Multi-tiered Supports

~80% of students

~15%

~5%

Primary

Secondary

Intensive

Focus?

Instruction?

Setting?

Assessments?
# Primary Prevention Level
(aka Tier 1, Core Instruction)

<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th>All students</th>
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<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>District curriculum and instructional practices that are research based, are aligned with state or district standards and incorporate differentiated instruction</td>
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<tr>
<td><strong>SETTING</strong></td>
<td>General education</td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td>Screening, continuous progress monitoring, and outcome measures or summative assessments (used sparingly)</td>
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Secondary Prevention Level (aka Tier 2 or Strategic Intervention)

| FOCUS | Students identified through screening as at risk for poor learning outcomes  
*Typically 15-20% of student population |
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<tbody>
<tr>
<td>INSTRUCTION</td>
<td>Targeted, supplemental instruction delivered to small groups</td>
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<tr>
<td>SETTING</td>
<td>General education classroom or other regular education location within the school</td>
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<tr>
<td>ASSESSMENTS</td>
<td>Progress monitoring, diagnostic, screening</td>
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</table>
Intensive Prevention Level (aka Tier 3 or Tertiary Intervention)

| Focus                                      | Students who have not responded to primary or secondary level prevention, or present with very low performance levels
|                                            | *Typically 3-5% of student population

| Instruction                                | Individualized instruction delivered to small groups or individually, intensified by making adaptations based on student data

| Setting                                    | General education or special education setting

| Assessments                                | Progress monitoring, diagnostic, screening
## Distinction Between Secondary and Intensive Intervention

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<tr>
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<th>Secondary (T2)</th>
<th>Intensive (T3)</th>
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<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>Follow standardized evidence-based programs as designed</td>
<td>Use standardized evidence-based program as a platform, but adapt instruction based on student data</td>
</tr>
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<td><strong>DURATION AND TIMEFRAME</strong></td>
<td>Use duration and timeframe defined by developer</td>
<td>Intensify frequency and/or duration to meet student needs</td>
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<tr>
<td><strong>GROUP SIZE</strong></td>
<td>3-7 students (as defined by developer)</td>
<td>No more than 3 (elementary level)</td>
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<td><strong>MONITOR PROGRESS</strong></td>
<td>At least once per month</td>
<td>Weekly</td>
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<td><strong>POPULATION SERVED</strong></td>
<td>At risk</td>
<td>Significant and persistent learning and/or behavior needs</td>
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</table>
Why Are Secondary Interventions So Important?

- Meet the needs of at-risk students
- Efficient use of time and resources
- Identification for intensive intervention
- SLD identification
Why Are Secondary Interventions So Important?

- Poor implementation
  - Strain on resources and efficiency
  - Teacher burn-out

![Diagram showing the percentage of students in primary, secondary, and intensive interventions]

- Primary: ~80%
- Secondary: ~8%
- Intensive: ~12%
Elements of Secondary Interventions
Elements of Secondary Interventions

1. Evidence-Based Intervention

2. Fidelity
   a) Adherence
   b) Student Engagement
   c) Program Specificity
   d) Quality of Delivery
   e) Exposure
Elements of Secondary Interventions

1. **Evidence-Based Intervention**

2. **Fidelity**
   a) Adherence
   b) Student Engagement
   c) Program Specificity
   d) Quality of Delivery
   e) Exposure
Varying Evidence Standards

Research-based curricula
- Recommended for primary prevention across subjects.
- Components have been researched and found to be generally effective.
- Curriculum materials have not been rigorously evaluated as a package.

Evidence-based intervention
- Recommended for secondary and tertiary prevention.
- Materials evaluated using rigorous research design.
- Evidence of positive effects for students who received the intervention.
Varying Evidence Standards (examples)

~80% of students

~15%

~5%

Primary

Secondary

Intensive

Research-based curricula

Core curriculum includes research-based strategies such as partner reading.

Adapted evidence-based interventions

Evidence-based interventions

Secondary intervention has been rigorously evaluated.
What to Look For When Examining the Evidence Base

- Type/Source
- Population
- Desired Outcomes
- Effects
What if evidence-based interventions aren’t available?

- Use them *when available* and consider augmenting current offerings if feasible.
- Also consider:
  - Remediation materials that came with your core program materials
  - Expert recommendations (if evidence-based programs aren’t available)
  - Standards-aligned materials
- Take data to determine whether *most* students are profiting.
Elements of Secondary Interventions

1. **Evidence-Based Practice/Intervention**

2. **Fidelity**
   a) Adherence
   b) Student Engagement
   c) Program Specificity
   d) Quality of Delivery
   e) Exposure
What Is Fidelity?

- Degree to which the program is implemented the way it was intended by program developer.

- Fidelity = Consistency and Accuracy

- Fidelity = Integrity

Gersten et al., 2005; Mellard & Johnson, 2007; Sanetti & Kratochwill, 2009
Why Is Fidelity Important?

- Ensures that instruction has been implemented as intended
- Allows us to link student outcomes to instruction
- Helps in the determination of intervention effectiveness, and instructional decision-making
- Positive student outcomes depend on level of fidelity of intervention implementation

(Pierangelo & Giuliani, 2008)
Five Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program Specificity:** How well is the intervention defined and different from other interventions?

**Adherence:** How well do we stick to the plan/curriculum/assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?
Common Challenges and Barriers
Common Challenges and Barriers

- It is more important to “get it started” than to “get it perfect”
- Prioritize areas for improvement
Resources for Implementation
Challenge
We’re not sure about the evidence behind our current interventions.

We need to find additional evidence-based interventions.

Activity
Examining the Evidence Base of Secondary Interventions
Activity 1


- Best Evidence Encyclopedia: http://www.bestevidence.org/
## Activity 1

### Name of intervention:

<table>
<thead>
<tr>
<th>Question/Information Needed</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Subject Area</strong></td>
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<tr>
<td>Math, Reading, Writing, Behavior</td>
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<td><strong>Source(s) Reviewed</strong></td>
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<td>NCII Tools Chart, WWC, BEE</td>
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<tr>
<td><strong>Intervention Description</strong></td>
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<td><strong>Outcomes</strong></td>
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<td>What skills does the intervention target?</td>
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<td><strong>Population</strong></td>
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<td>What student population was studied, if available; Does this align with the population who would use the intervention at your school? (For example, at-risk students, all students, etc.)?</td>
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Activity 2

**Challenge**

I’m not sure if we’re implementing an intervention program with fidelity.

It is difficult to implement an intervention with fidelity.

**Activity**

Conducting a Fidelity Inventory
### Sample Table

**Name of intervention:** Leveled Literacy Intervention (LLI)

<table>
<thead>
<tr>
<th>Question/Information Needed</th>
<th>Current Implementation How are you currently implementing this intervention?</th>
<th>Implementation with Fidelity How does the developer/vendor say the intervention should be implemented?</th>
<th>Steps for Improvement? Does your current implementation match the guidelines for implementation with fidelity? What measures can be taken for improvement, if needed?</th>
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</thead>
<tbody>
<tr>
<td><strong>Setting</strong> Where does the intervention take place? Does it supplement core instruction, or does it replace core instruction?</td>
<td>During an intervention block, supplementary (in addition to core instruction)</td>
<td>Supplementary (in addition to core instruction)</td>
<td>No changes needed</td>
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<tr>
<td><strong>Group Size</strong> How many students are typically in an intervention group?</td>
<td>6-9 students</td>
<td>3 students</td>
<td>Reduce group size</td>
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<tr>
<td><strong>Intervention Length</strong> How many days, weeks, or months should the intervention be delivered in order to be completed?</td>
<td>10-12 weeks, or until they make sufficient progress</td>
<td>14-18 weeks</td>
<td>Make sure all students get at least 14 weeks of intervention. What constitutes “sufficient progress”? Our team needs to set consistent guidelines for this.</td>
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<tr>
<td><strong>Frequency and Duration</strong> How many minutes per session? How many sessions per week</td>
<td>30 minute sessions, 3 times per week</td>
<td>30 minutes, 4-5 times per week</td>
<td>Add at least 1 session per week</td>
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*Note: This program has been named for illustrative purposes only. NCII does not endorse specific products.*
### Richland School District Literacy Intervention Matrix 2008

**Update October 2010**

<table>
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*Yellow bar - tier 2*  
*Red bar - tier 3*  

http://www.rsd.edu/
In Summary

Secondary Interventions…

- Set foundation for intensive intervention
- Should be evidence-based, and implemented with fidelity
- Have important implications for identification
Disclaimer

This webinar was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326Q110005. Celia Rosenquist serves as the project officer.

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References


References


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