

# Welcome to the National Center on Intensive Intervention webinar!

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National Center on  
**INTENSIVE INTERVENTION**

at American Institutes for Research ■



# Using Secondary Intervention to Set the Foundation for Effective Intensive Intervention

NCII

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National Center on  
**INTENSIVE INTERVENTION**

at American Institutes for Research ■



# In today's session...

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

# Introduction

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# What Are Secondary Interventions?

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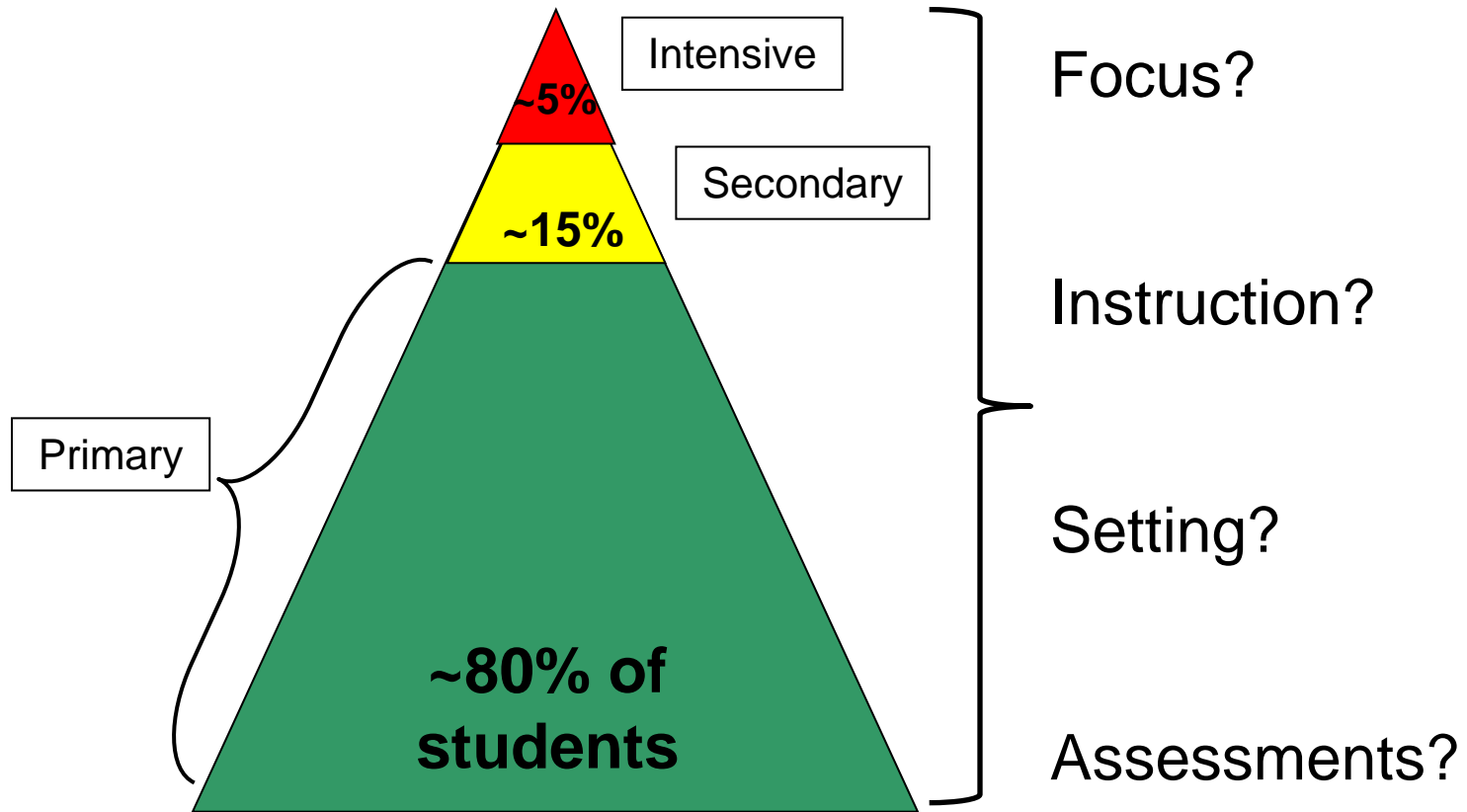
- Standardized, evidence-based interventions designed for at-risk students
  - Often referred to as...
    - Tier 2 intervention
    - Strategic intervention
    - Remedial curriculum
  - Common examples
    - Wilson Just Words
    - Check-in/Check-out
    - Corrective Math



# Rationale for Secondary Interventions

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# Secondary Interventions in the Context of Multi-tiered Supports





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

|                    |  |
|--------------------|--|
|                    |  |
| <b>FOCUS</b>       | All students   |
| <b>INSTRUCTION</b> | District curriculum and instructional practices that are research based, are aligned with state or district standards and incorporate differentiated instruction |
| <b>SETTING</b>     | General education  |
| <b>ASSESSMENTS</b> | Screening, continuous progress monitoring, and outcome measures or summative assessments (used sparingly)  |

# Secondary Prevention Level (aka Tier 2 or Strategic Intervention)

|                    |  |
|--------------------|--|
| <b>FOCUS</b>       | Students identified through screening as at risk for poor learning outcomes<br>*Typically 15-20% of student population |
| <b>INSTRUCTION</b> | Targeted, supplemental instruction delivered to small groups   |
| <b>SETTING</b>     | General education classroom or other regular education location within the school                                      |
| <b>ASSESSMENTS</b> | Progress monitoring, diagnostic, screening   |

# Intensive Prevention Level (aka Tier 3 or Tertiary Intervention)

|                    |  |
|--------------------|--|
| <b>FOCUS</b>       | Students who have not responded to primary or secondary level prevention, or present with very low performance levels<br><br>*Typically 3-5% of student population |
| <b>INSTRUCTION</b> | Individualized instruction delivered to small groups or individually, intensified by making adaptations based on student data                                      |
| <b>SETTING</b>     | General education or special education setting   |
| <b>ASSESSMENTS</b> | Progress monitoring, diagnostic, screening   |

# Distinction Between Secondary and Intensive Intervention

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

# Why Are Secondary Interventions So Important?

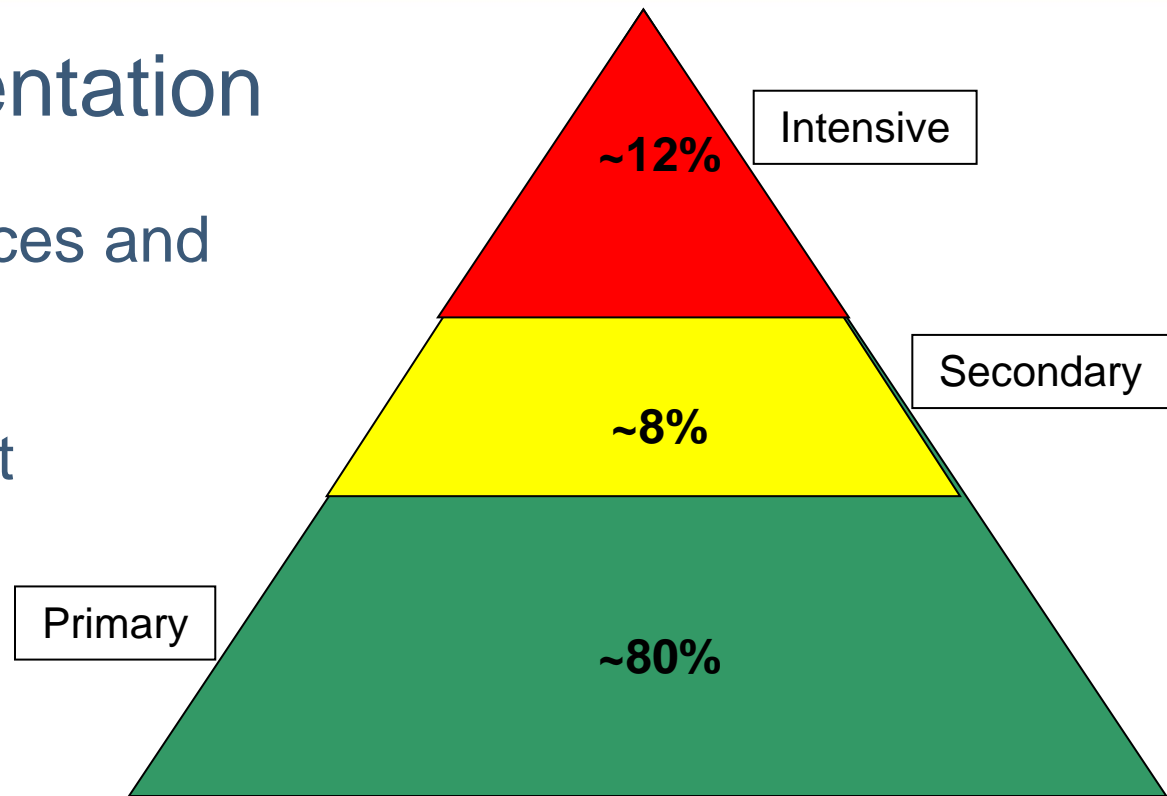
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- Meet the needs of at-risk students
- Efficient use of time and resources
- Identification for intensive intervention
- SLD identification

# Why Are Secondary Interventions So Important?

## ■ Poor implementation

- Strain on resources and efficiency
- Teacher burn-out



# Elements of Secondary Interventions

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## 1. Evidence-Based Intervention

## 2. Fidelity

- a) Adherence
- b) Student Engagement
- c) Program Specificity
- d) Quality of Delivery
- e) Exposure



# Elements of Secondary Interventions

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## 1. Evidence-Based Intervention

## 2. Fidelity

- a) Adherence
- b) Student Engagement
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- e) Exposure

# Varying Evidence Standards

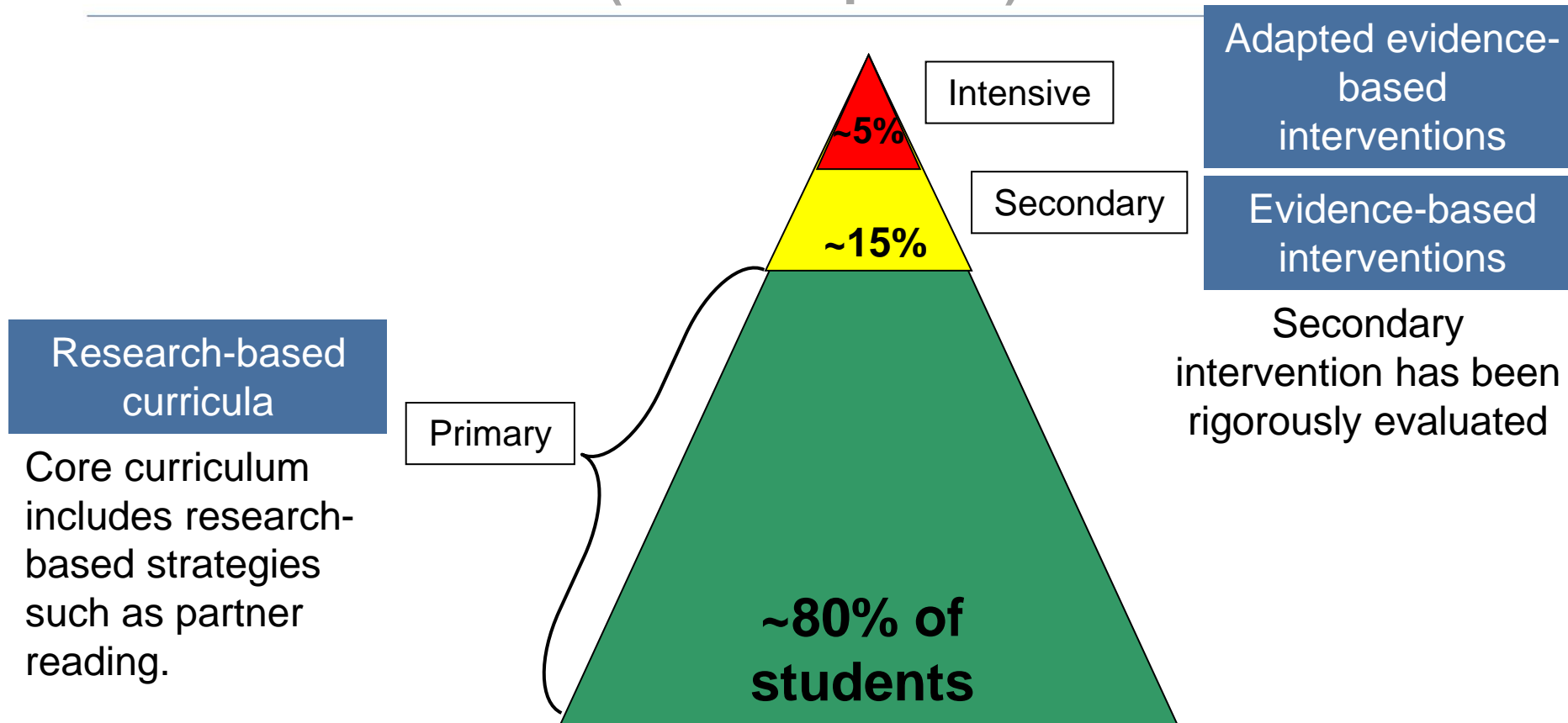
## Research-based curricula

- 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)



# What to Look For When Examining the Evidence Base

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- Type/Source
- Population
- Desired Outcomes
- Effects

# What if evidence-based interventions aren't available?

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- 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

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## 1. Evidence-Based Practice/Intervention

## 2. **Fidelity**

- a) Adherence
- b) Student Engagement
- c) Program Specificity
- d) Quality of Delivery
- e) Exposure

# What Is Fidelity?

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- 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?

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- 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)



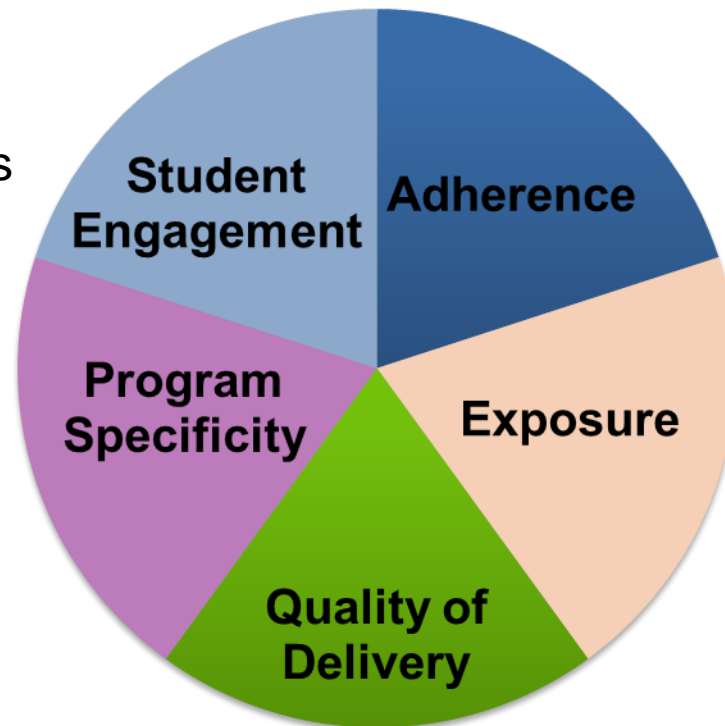
# Five Elements of Fidelity

## **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

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# Common Challenges and Barriers

- It is more important to “get it started” than to “get it perfect”
- Prioritize areas for improvement



# Resources for Implementation

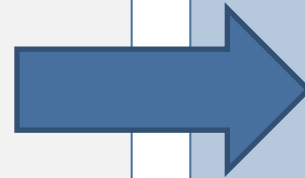
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# Activity 1

## 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

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- **NCII Tools Charts:**  
<http://www.intensiveintervention.org/chart/instructional-intervention-tools>
- **What Works Clearinghouse:**  
<http://ies.ed.gov/ncee/wwc/>
- **Best Evidence Encyclopedia:**  
<http://www.bestevidence.org/>

**Name of intervention:**

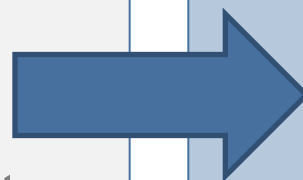
| <b>Question/Information Needed</b>   | <b>Notes</b> |
|--|--------------|
| <b>Subject Area</b><br><i>Math, Reading, Writing, Behavior</i>   |              |
| <b>Source(s) Reviewed</b><br><i>NCII Tools Chart, WWC, BEE</i>   |              |
| <b>Intervention Description</b>  |              |
| <b>Outcomes</b><br><i>What skills does the intervention target?</i>  |              |
| <b>Population</b><br><i>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.)?</i> |              |

# 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)**

| Question/Information Needed  | Current Implementation<br><i>How are you currently implementing this intervention?</i> | Implementation with Fidelity<br><i>How does the developer/vendor say the intervention should be implemented?</i> | Steps for Improvement?<br><i>Does your current implementation match the guidelines for implementation with fidelity? What measures can be taken for improvement, if needed?</i> |
|--|--|--|---|
| <b>Setting</b><br><i>Where does the intervention take place? Does it supplement core instruction, or does it replace core instruction?</i> | During an intervention block, supplementary (in addition to core instruction)          | Supplementary (in addition to core instruction)  | No changes needed   |
| <b>Group Size</b><br><i>How many students are typically in an intervention group?</i>  | 6-9 students   | 3 students   | Reduce group size   |
| <b>Intervention Length</b><br><i>How many days, weeks, or months should the intervention be delivered in order to be completed?</i>        | 10-12 weeks, or until they make sufficient progress                                    | 14-18 weeks  | Make sure all students get at least 14 weeks of intervention. What constitutes “sufficient progress”? Our team needs to set consistent guidelines for this.                     |
| <b>Frequency and Duration</b><br><i>How many minutes per session? How many sessions per week</i>   | 30 minute sessions, 3 times per week   | 30 minutes, 4-5 times per week   | Add at least 1 session per week   |

*Note: This program has been named for illustrative purposes only. NCII does not endorse specific products.*

# Resource: Richland School District Literacy Intervention Matrix

<http://www.rsd.edu/>

**Richland School District Literacy Intervention Matrix 2008 Update October 2010**

| Reading Component  | K                                    | 1                                | 2               | 3                  | 4              | 5         | 6        | 7         | 8        | 9         | 10 | 11 | 12 |
|--------------------|--------------------------------------|----------------------------------|-----------------|--------------------|----------------|-----------|----------|-----------|----------|-----------|----|----|----|
| phonemic awareness | Phonemic awareness in young children |                                  |                 |                    |                |           |          |           |          |           |    |    |    |
|                    | Road to the Code                     |                                  |                 |                    |                |           |          |           |          | System 44 |    |    |    |
|                    | Houghton Mifflin Interventions       |                                  |                 |                    |                |           |          |           |          |           |    |    |    |
|                    | Read Well                            |                                  |                 |                    |                |           |          | Language! |          |           |    |    |    |
|                    | Rewards                              |                                  |                 |                    |                |           |          |           |          |           |    |    |    |
| phonics/spelling   | Phonics for Readers                  |                                  |                 |                    |                |           |          | Language! |          |           |    |    |    |
|                    |                                      | Write Well                       |                 |                    |                |           |          | Read 180  |          |           |    |    |    |
|                    |                                      | Rewards                          |                 |                    |                |           |          |           |          |           |    |    |    |
|                    |                                      | Reading Mastery                  |                 |                    |                |           |          | System 44 |          |           |    |    |    |
|                    | Houghton Mifflin Interventions       |                                  |                 |                    |                |           |          |           |          |           |    |    |    |
|                    |                                      |                                  |                 | Corrective Reading |                |           |          |           |          |           |    |    |    |
| fluency            | 6 Minute Solution                    |                                  |                 |                    |                |           |          |           |          |           |    |    |    |
|                    | Phonics for Readers                  |                                  |                 |                    | Rewards        |           |          |           |          |           |    |    |    |
|                    |                                      |                                  |                 | Corrective Reading |                | Language! |          |           |          |           |    |    |    |
|                    |                                      |                                  | Write Well      |                    | Read Naturally |           |          |           |          |           |    |    |    |
|                    | Read Well                            |                                  | Reading Mastery |                    |                |           |          |           | Read 180 |           |    |    |    |
| vocabulary         |                                      |                                  |                 |                    | Read 180       |           |          |           |          |           |    |    |    |
|                    |                                      |                                  |                 | Rewards            |                |           |          |           |          |           |    |    |    |
|                    |                                      |                                  |                 | Language!          |                |           |          |           |          |           |    |    |    |
|                    |                                      | Vocabulary Morphemes (Suggested) |                 |                    |                |           |          |           |          |           |    |    |    |
|                    | Reading Mastery                      |                                  |                 |                    |                |           | Read 180 |           |          |           |    |    |    |
|                    | GLAD                                 |                                  |                 |                    |                |           |          |           |          |           |    |    |    |

Yellow bar - tier 2

Red bar - tier 3

# In Summary

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## **Secondary Interventions...**

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

# Disclaimer

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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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