

Welcome

As you prepare for **Implementing Tier II**, please:

1. Sit with your school team.
2. Download all trainings for this session, if you haven't already.

WIFI Network:

Password:



2



Implementing Tier II Interventions and Supports

*Session 1 | April 1, 2024
Tennessee Tiered Supports
Center*



© Tennessee Department of Education

3

DISCLAIMER – Generative AI Tools

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.

© Tennessee Department of Education

4

Attendance and TASL for Administrators



- Complete the Attendance and TASL survey using the QR code or this link:
<https://tinyurl.com/TASLattendance>.
- You must be present at all sessions to receive TASL credit.
- A TASL certificate will be sent to you via email at the end of the semester.



© Tennessee Department of Education

5

Introduction



© Tennessee Department of Education

6

About Us




- Vanderbilt University - West TN Team
- Vanderbilt University - Middle TN Team
- University of Tennessee, Knoxville - East TN Team



© Tennessee Department of Education

7





Tennessee Technical Assistance Network (TN-TAN)
provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

<p>Intensive Behavior</p> <p>TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.</p>	<p>Preschool</p> <p>ArLar assists in building capacity and systems to support meaningful access to preschool for students with disabilities. Supports include strategic action planning, professional development, leadership coaching, preschool program evaluation and support implementing evidence-based practices in inclusive settings.</p>
<p>RTI²-A+RTI²-B</p> <p>Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.</p>	<p>Autism</p> <p>TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).</p>
<p>Assistive Technology</p> <p>The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.</p>	<p>Secondary Transition</p> <p>Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.</p>

Family Engagement

The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integration of family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.


© Tennessee Department of Education

8

Learning Objectives

After completing this training, participants will be able to:

- Audit current implementation structure to support tiered frameworks for Tier II interventions and supports.
- Understand characteristics of Tier II support and identify evidence-based instruction and intervention practices.
- Recognize how a Data-Based Decision-Making Team uses multiple data sources to evaluate student need and begin to apply this process themselves.




© Tennessee Department of Education

9

Introduction of Presenters

- Victoria Perry, *Technical Assistance Director*
- Tara Lerner, *Education Consultant*
- Mike Morrow, *Education Consultant*

Tell us about your team!



© Tennessee Department of Education

10

Schedule

Time	Topic
8:30 a.m.	Welcome and Introductions
8:45 a.m.	Aligning Tier II Implementation Structures
10:45 a.m.	Characteristics of High-quality Interventions
12:00 p.m.	Lunch
1:15 p.m.	Evaluating Student Need Using Multiple Data Sources
3:15 p.m.	Wrap Up



© Tennessee Department of Education

11

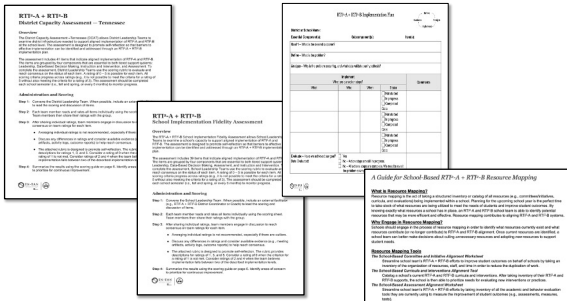
Training Materials



© Tennessee Department of Education

12

Roadmaps



© Tennessee Department of Education

13

Pre-Work on Collaborative Teaming

Topics Covered

Leadership for Implementing Tiered Supports Systems

Data-Based Decision-Making Teams

A Guide for School-Based Resource Mapping



© Tennessee Department of Education

14

Resource Mapping Activity

Revisit Pre-Work Application Activity



1. Open your *Guide for School-Based Resource Mapping*.
2. Update each resource mapping tool within the guide.
3. Remember, your team completed the *School-Based Assessment Alignment Worksheet* as part of the Alignment Guide at Tier I Training.



© Tennessee Department of Education

15

Aligning Tier II Implementation Structures

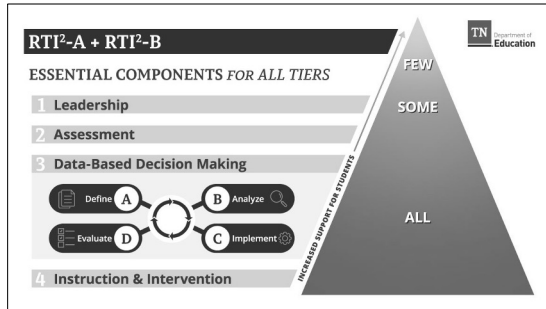
RTI²-A + RTI²-B School Fidelity Assessment:
Tier II Instruction and Intervention (36-37)



© Tennessee Department of Education

16

Aligned Supports



17

Tier II

When a data-based assessment process that uses various assessment data from multiple sources indicates that a student is not making adequate gains from Tier I alone, Tier II intervention is implemented **in addition** to Tier I instruction.

(TDOE, 2023)

© Tennessee Department of Education

18

Tier II Intervention

Tier II intervention includes explicit and systematic skill-based interventions designed to address the **specific needs** of students and have application opportunities anchored in grade-level content and expectations, whenever possible.

(TDOE, 2023)

© Tennessee Department of Education

19

Data for Decision-Making

- Access to the “right” data helps school teams problem solve.
- Access to limited data can narrow a team's perception of the problem.

Pathways to Academic and Behavior Challenges

Four Pathways

- Behavior challenges reduce as instruction
- Underlying attention deficits cause challenges in both areas
- Early academic challenges increase social rejection
- Inadequate response to academic intervention leads to behavior challenges

Scenario 1

Part A

Tiffany is a first-grade student. According to Tiffany's winter MAP scores, she is reading slightly below grade level, and also is missing several key skills in mathematics.

Discuss the following questions with your team:

1. What is the problem?
2. Why is the problem occurring?
3. Based on what support do you have?

Part B

Tiffany also has access available that relates her ability to learn her name, like a frequently early or absent. Tiffany has been referred to the RTI-B team.

Discuss the following questions with your team:

1. How does the additional data change your perspective of the problem and possible solutions?
2. What follow-up questions about the RTI-B team need?
3. What are the long- and short-term outcomes of Tiffany's behavior?
4. How might these behaviors affect Tiffany socially?
5. How might these behaviors affect Tiffany academically?

© Tennessee Department of Education

20

Benefits of Collaborative Problem Solving

- More efficient and effective data-based decision-making process
- More opportunities for collaboration between stakeholders
- Facilitates clearer understanding of the problem and shared commitment to the solution
- Allows for planning of interventions that address behavior and academic needs

© Tennessee Department of Education

21

Characteristics of High-Quality Interventions

RTI²-A + RTI²-B School Fidelity Assessment:
 Selection of Instructional Practices and Interventions (19)
 Tier II Instruction and Intervention (36-37)

© Tennessee Department of Education

22

1. Listen to the discussion at Rolling Hills School.
2. Consider these questions and prepare to discuss them during the next activity:
 - a) How is this Tier II conversation similar to conversations your data-based decision-making team has had?
 - b) How is it different than conversations you've heard?



© Tennessee Department of Education

CS **University of California**

Assignment 3: What Will I Do? critically and creatively as we currently learn/testing?

The Scenario: You are a student in the Department of Health, Behavior, and Society at the University of California, Berkeley.

Activity & Objectives	Application of the CS	Classroom Environment	Type of Learning		Resources	Syllabus	Learning Objectives
			Conceptual	Practical			
Unit 1: Introduction to the CS	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1
Unit 2: Introduction to the CS	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
Unit 3: Introduction to the CS	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3
Unit 4: Introduction to the CS	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4
Unit 5: Introduction to the CS	Unit 5	Unit 5	Unit 5	Unit 5	Unit 5	Unit 5	Unit 5
Unit 6: Introduction to the CS	Unit 6	Unit 6	Unit 6	Unit 6	Unit 6	Unit 6	Unit 6
Unit 7: Introduction to the CS	Unit 7	Unit 7	Unit 7	Unit 7	Unit 7	Unit 7	Unit 7
Unit 8: Introduction to the CS	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8
Unit 9: Introduction to the CS	Unit 9	Unit 9	Unit 9	Unit 9	Unit 9	Unit 9	Unit 9
Unit 10: Introduction to the CS	Unit 10	Unit 10	Unit 10	Unit 10	Unit 10	Unit 10	Unit 10
Unit 11: Introduction to the CS	Unit 11	Unit 11	Unit 11	Unit 11	Unit 11	Unit 11	Unit 11
Unit 12: Introduction to the CS	Unit 12	Unit 12	Unit 12	Unit 12	Unit 12	Unit 12	Unit 12
Unit 13: Introduction to the CS	Unit 13	Unit 13	Unit 13	Unit 13	Unit 13	Unit 13	Unit 13
Unit 14: Introduction to the CS	Unit 14	Unit 14	Unit 14	Unit 14	Unit 14	Unit 14	Unit 14
Unit 15: Introduction to the CS	Unit 15	Unit 15	Unit 15	Unit 15	Unit 15	Unit 15	Unit 15
Unit 16: Introduction to the CS	Unit 16	Unit 16	Unit 16	Unit 16	Unit 16	Unit 16	Unit 16
Unit 17: Introduction to the CS	Unit 17	Unit 17	Unit 17	Unit 17	Unit 17	Unit 17	Unit 17
Unit 18: Introduction to the CS	Unit 18	Unit 18	Unit 18	Unit 18	Unit 18	Unit 18	Unit 18
Unit 19: Introduction to the CS	Unit 19	Unit 19	Unit 19	Unit 19	Unit 19	Unit 19	Unit 19
Unit 20: Introduction to the CS	Unit 20	Unit 20	Unit 20	Unit 20	Unit 20	Unit 20	Unit 20
Unit 21: Introduction to the CS	Unit 21	Unit 21	Unit 21	Unit 21	Unit 21	Unit 21	Unit 21
Unit 22: Introduction to the CS	Unit 22	Unit 22	Unit 22	Unit 22	Unit 22	Unit 22	Unit 22
Unit 23: Introduction to the CS	Unit 23	Unit 23	Unit 23	Unit 23	Unit 23	Unit 23	Unit 23
Unit 24: Introduction to the CS	Unit 24	Unit 24	Unit 24	Unit 24	Unit 24	Unit 24	Unit 24
Unit 25: Introduction to the CS	Unit 25	Unit 25	Unit 25	Unit 25	Unit 25	Unit 25	Unit 25
Unit 26: Introduction to the CS	Unit 26	Unit 26	Unit 26	Unit 26	Unit 26	Unit 26	Unit 26
Unit 27: Introduction to the CS	Unit 27	Unit 27	Unit 27	Unit 27	Unit 27	Unit 27	Unit 27
Unit 28: Introduction to the CS	Unit 28	Unit 28	Unit 28	Unit 28	Unit 28	Unit 28	Unit 28
Unit 29: Introduction to the CS	Unit 29	Unit 29	Unit 29	Unit 29	Unit 29	Unit 29	Unit 29
Unit 30: Introduction to the CS	Unit 30	Unit 30	Unit 30	Unit 30	Unit 30	Unit 30	Unit 30
Unit 31: Introduction to the CS	Unit 31	Unit 31	Unit 31	Unit 31	Unit 31	Unit 31	Unit 31
Unit 32: Introduction to the CS	Unit 32	Unit 32	Unit 32	Unit 32	Unit 32	Unit 32	Unit 32
Unit 33: Introduction to the CS	Unit 33	Unit 33	Unit 33	Unit 33	Unit 33	Unit 33	Unit 33
Unit 34: Introduction to the CS	Unit 34	Unit 34	Unit 34	Unit 34	Unit 34	Unit 34	Unit 34
Unit 35: Introduction to the CS	Unit 35	Unit 35	Unit 35	Unit 35	Unit 35	Unit 35	Unit 35
Unit 36: Introduction to the CS	Unit 36	Unit 36	Unit 36	Unit 36	Unit 36	Unit 36	Unit 36
Unit 37: Introduction to the CS	Unit 37	Unit 37	Unit 37	Unit 37	Unit 37	Unit 37	Unit 37
Unit 38: Introduction to the CS	Unit 38	Unit 38	Unit 38	Unit 38	Unit 38	Unit 38	Unit 38
Unit 39: Introduction to the CS	Unit 39	Unit 39	Unit 39	Unit 39	Unit 39	Unit 39	Unit 39
Unit 40: Introduction to the CS	Unit 40	Unit 40	Unit 40	Unit 40	Unit 40	Unit 40	Unit 40
Unit 41: Introduction to the CS	Unit 41	Unit 41	Unit 41	Unit 41	Unit 41	Unit 41	Unit 41
Unit 42: Introduction to the CS	Unit 42	Unit 42	Unit				

[illegible]

© Tennessee Department of Education

1. Turn to the *Inventory of Interventions Activity* in the Alignment Guide.
2. Use the *School Curricula and Interventions Alignment Tool* completed prior to training and refer to the *District Curricula and Interventions Alignment Tool* for your district as you work through the steps.
3. Answer the questions in each step with your team members.
4. Be prepared to share with the whole group.



© Tennessee Department of Education

Group Discussion



1. How do your interventions for academic needs compare to your interventions for behavior needs?
2. When selecting interventions, how does your team make sure to consider students' needs first instead of merely assigning students to available interventions?
3. Is there a better way for you to utilize your teams and staff?
4. Are there any organizational barriers (e.g., personnel, schedules, professional development) that need to be addressed?



© Tennessee Department of Education

26

Characteristics of High-Quality Interventions

High-quality interventions are:

- supported by research,
- standardized,
- delivered by trained interventionists,
- administered at an appropriate dosage,
- comprehensive, and
- aligned with needed skills or behaviors.

Interventions must also be cohesive with Tier I instruction and expectations.



© Tennessee Department of Education

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022)

27

Supported by Research

- Intervention programs and practices should be based on reliable and valid knowledge gained from scientific research.
 - **Research-validated** interventions are directly shown to have an evidence base through high-quality studies.
 - **Research-based** interventions are based on reliable and trustworthy evidence of effective practices.
- Both provide evidence that the program or practice will lead to student improvement.



© Tennessee Department of Education

(IRIS Center, 2014; National Center on Intensive Intervention, 2022; TDOE, 2023)

28

Standardized

- **Standardized** interventions have well-articulated procedures for delivery with step-by-step directions.
- The teacher follows the structure of the lesson accurately and delivers the intervention in the way that it is intended by the creator.
- This standardization ensures fidelity.
- Standardized interventions can be adapted as needed to be responsive to student need.



29

Trained Interventionist

- **Trained interventionists** are individuals trained to deliver a prescribed intervention with fidelity.
- Training should include:
 - standardized procedures for intervention delivery,
 - application of fidelity checklists or self-reflection logs,
 - answers to frequently asked questions, and
 - a variety of 'just in time' strategies to respond to student needs as those needs are presented.
- Interventions should be taught by qualified, certified teachers, whenever possible.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022; TDOE, 2023)



30

Dosage

- **Dosage** is the number of opportunities a student has to practice needed skills and receive feedback.
- Dosage relates to the:
 - size of the instruction group,
 - number of minutes each session lasts, and
 - number of sessions provided in a week.
- The intervention should provide ample time to practice needed skills after they are clearly explained and modeled.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022)



31

Comprehensive

Comprehensiveness is the extent to which the intervention includes elements of explicit instruction, including:

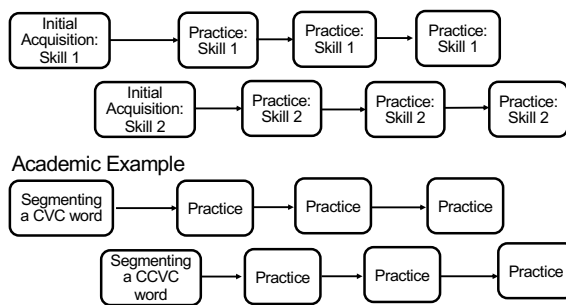
- Systematic cumulative review
- Opportunities for feedback
- Sequence skills logically

(Fuchs et al., 2017)



32

Comprehensive *Systematic Cumulative Review*

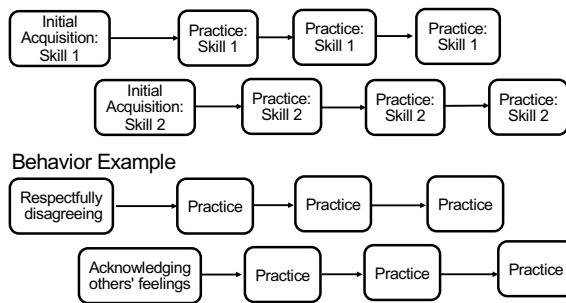


(McLesky et al., 2022)



33

Comprehensive *Systematic Cumulative Review*



(McDaniel et al., 2024)



34

Comprehensive Opportunities for Feedback

Affirmative Feedback

is timely, genuine, and commensurate with effort; lets a student know exactly why they are being praised.


Example: *Christina, thank you for pushing your chair in when you stood up to walk to the line.*

Corrective Feedback

is timely; meant to prevent future errors by addressing mistakes when they occur so that a student does not practice errors repeatedly.

Example: *Destiny, check your first sentence, and make sure that it begins with a capital letter.*


(McLesky et al., 2022)



© Tennessee Department of Education


35

Comprehensive Sequence Skills Logically



- This considers several variables including teaching simpler skills before more complex skills and teaching high-frequency skills before those used less frequently.
- Lessons should be designed to recognize mastered skills and begin with area of need.

(McLesky et al., 2022; Archer & Hughes, 2016)



© Tennessee Department of Education

36

Alignment

Intervention teaches an alternative **behavior** to match the perceived function of the target behavior.

Attention Motivated

- Check-In/Check-Out

Escape Task Demand

- Breaks are Better

Intervention focuses on specific **academic** skills that students need to acquire to provide greater access to and opportunity within Tier I.


Elementary Reading

- Phonics and Fluency
- Comprehension

Secondary Math

- Computation
- Application

(McLesky et al., 2022; Archer & Hughes, 2016)



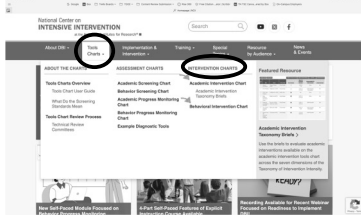
© Tennessee Department of Education

37


Intervention Skills Matching

Application Activity

- Go to intensiveintervention.org and read about the following interventions: **Sound Partners (1-3)**, **ROOTS**, and the **Coping Power Program**.



The resources and opinions shared have not been vetted by the TDOE and are not an endorsement on quality or content of these materials or any vendor.



38


Intervention Skills Matching

Application Activity

- With your table group, match each **skill** on the left to an **intervention** on the right.
- Raise your hand and wait to check your answer and receive an acknowledgement.


Externalizing Behavior	Sound Partners (1-3)
Phonics	ROOTS
Calculation	Coping Power Program

The resources and opinions shared have not been vetted by the TDOE and are not an endorsement on quality or content of these materials or any vendor.




39

Cohesion with Tier I



Instructional coherence ensures that instructional experiences are connected and skill development is aligned with grade-level learning expectations at all tiers.

The resources and opinions shared have not been vetted by the TDOE and are not an endorsement on quality or content of these materials or any vendor.



40

Cohesion with Tier I


Examples

Academics

- Connecting the skills learned in intervention with core instruction
- For example, pre-teaching academic vocabulary related to selected concepts and skills focused on during core instruction

Behavior

- Providing opportunities to practice new skills using Tier I behavioral expectations
- For example, prompting a student before they enter a new setting using language taught during intervention





© Tennessee Department of Education

41

Characteristics of High-quality Interventions

Alignment Guide Application Activity

- Turn to the *Characteristics of High-quality Interventions Activity* in the Alignment Guide.
- Use the checklist to review a Tier II intervention offered at your school.
- Complete the Pause and Reflect chart.
- Be prepared to discuss with the whole group how the interventions used at your school are, or could be, linked to Tier I instruction or expectations.






© Tennessee Department of Education

42

Group Discussion

How are you linking your Tier II interventions to core content? Share one example with the group.

© Tennessee Department of Education

43

Evaluating Student Need Using Multiple Data Sources

RTI²-A + RTI²-B School Fidelity Assessment:

Selection of Instructional Practices and Interventions (18-19)
Monitoring Response to Instruction and Intervention (21)
Assessment Tools and Administration (26-31)
Environment for Learning (32-34)
Tier II Instruction and Intervention (35)



44

Rolling Hills Scene 2

Discussion Questions



1. Listen to the discussion at Rolling Hills School.
2. Consider these questions and prepare to discuss them during the next activity:
 - How is this Tier II conversation similar to conversations your data-based decision-making team has had?
 - How is it different than conversations you've heard?



45

Assessment

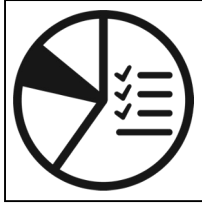


Assessment provides data that are used within a **continuous improvement model** and encompasses **multiple data sources** and data management.



46

Determining Need for Intervention



A process of **identifying** and **verifying** risk for academic and behavioral difficulties that involves comparing a student's current performance to expected performance using multiple data sources



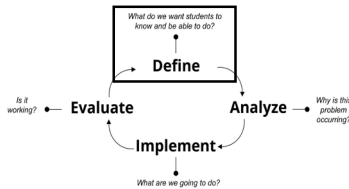
© Tennessee Department of Education

47

Screen All Students

How to Identify Risk Using a Universal Screener

- Administer brief **universal screening tools** to all students three times per year, across multiple domains (e.g., reading, written expression, math, and behavior).
- Use this data in combination with other readily available data, administering drill-down assessments if necessary.



© Tennessee Department of Education

48

Screen All Students

How to Identify Risk Using an Early Warning System

Early warning systems use existing assessment, attendance, behavior, and academic performance data to:

- identify students at risk,
- inform decisions about students needing support,
- target resources to support these students, and
- identify school climate issues.

Universal screening should use multiple data sources to identify students at risk of poor outcomes.

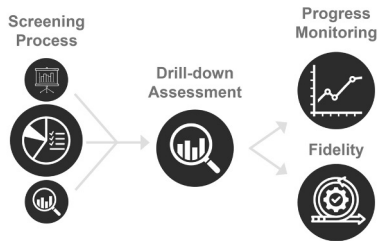


© Tennessee Department of Education

(Wisconsin RtI Center, 2022; Balfanz, 2007)

49

Assessment Process



A variety of data sources should be used at all points in the assessment process.



50

List of Students At Risk

Example

Previous Intervention(s)		Screeners		Attendance, Discipline	
Student	Intervention(s)	Screeners	Attendance, Discipline	Attendance, Discipline	Attendance, Discipline
Student 1	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 2	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 3	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 4	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 5	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 6	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 7	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 8	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 9	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 10	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 11	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 12	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 13	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 14	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 15	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 16	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 17	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 18	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 19	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline
Student 20	Teacher Nomination	Screeners	Attendance	Discipline	Attendance, Discipline

Teacher Nomination, Unit Assessments Classroom Discipline Events Counselor Visits, Family Referral

Multiple data sources should be used to make decisions.



51

Requests for Assistance

Importance of Use

Screening data may not detect some student needs or teacher concerns.

Process

A structured referral process may be used in addition to a systematic screening process to identify areas where support is needed and request assistance.

Helpful Features of Referral Forms

Request forms should capture information that allows a data-based decision-making team to identify and begin thinking about the underlying reason for a problem.



52

Rolling Hills Scene 3

Discussion Questions

1. Listen to the discussion at Rolling Hills School.
2. Discuss the following questions:
 - How is this conversation similar to conversations your data-based decision-making team has had?
 - How is it different than conversations you have heard?

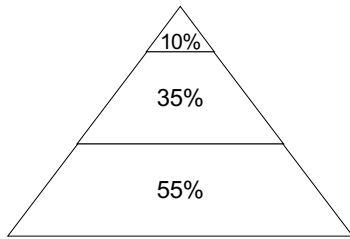


© Tennessee Department of Education

53

Pause and Think

What if your school's triangle looks like this?



This is an example of risk distribution and should not be equated to a specific expected percentage of students operating within tiers. Tier I is for all students.



© Tennessee Department of Education

54

Addressing a Tier I Problem

If a large proportion of students are identified through the screening process, consider **adjustments to Tier I instruction.**

- Strengthen Tier I practices.
- Provide Tier I support centered on learning acceleration.
- Recommend or change classroom interventions to provide scaffolding and access points.
- Continue to monitor the students' data.



© Tennessee Department of Education

55

Tier I Fidelity Monitoring

Review Fidelity of Tier I Instruction to Verify Risk

- Evaluate the fidelity of Tier I instructional delivery to rule out inadequate instruction at Tier I as underlying issue.
- Determine if a lack of fidelity at Tier I has resulted in an overidentification of students needing Tier II support.
- Consider if Tier I interventions should be implemented or revised.



© Tennessee Department of Education

56

Supporting Students In Tier I

- High-quality Instructional Materials
- Flexible Grouping
- Scaffolding

Tier I Intervention

Academic Example

Collaborative Strategic Reading (CSR)

Tier I Intervention

Behavior Example

Class-wide Function Related Intervention Teams (CW-FIT)

© Tennessee Department of Education

57

Evaluating Student Need Using Multiple Data Sources: Risk Indicators and Drill-Down Assessments



© Tennessee Department of Education

58

Using Risk Indicators

Purpose

To systematize how we **begin** to identify risk when expectations for academic and non-academic performance aren't met

Goal

To "catch" and respond to as many needs as we can, as soon as we can, including needs that aren't straightforward

(Brown-Chidsey & Bickford, 2016)

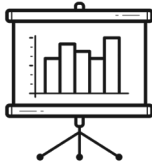


© Tennessee Department of Education

59

Risk Indicator Continuum

An Organization Tool



- Highlights a range of risk levels for each indicator that considers national norms, district policy, and local context.
- Assessment scores suggest a certain level of risk but should **not** be considered a "cut off" for additional support.
- Scores should be considered alongside other data to determine a student's instructional needs.



© Tennessee Department of Education

60

Analyzing Data

When analyzing data gathered using a risk indicator continuum, consider the following questions.

- In what area(s) did the student flag for risk?
- Is risk evident across multiple data sources?
- Has the student received adequate Tier I instruction in the skill area?
- How does the student's performance compare to grade-level peers in the same context?
- How have we considered prerequisite and related skills to ensure we have identified the root cause?
- What other factors we should consider and what data should we gather?



© Tennessee Department of Education

61

Elementary Example

Measure	High Risk ← → Low Risk
Universal Screener for Reading, Math, or Written Expression ¹	
Drill-down Assessments ²	
SRSS-IE Externalizing ³	
SRSS-IE Internalizing ³	
Unexcused Absences ³	
Office Discipline Referrals ³	
Tardy ³	
In-School Suspension ³	
Counseling Referrals ³	
Nurse Referrals ³	

¹Determined by district or school guidelines
(TDOE, 2021; ²Lane et al., 2015; ³Attendance Works, 2022)



62

Elementary Example – 5th grader

Measure	High Risk ← → Low Risk
Universal Screener for Reading	
Universal Screener for Math	
Universal Screener for Written Expression	
SRSS-IE Externalizing	
SRSS-IE Internalizing	
Unexcused Absences & Tardies	
Office Discipline Referrals	
Nurse Referrals	

Avoid the use of prescriptive cut scores to identify risk and qualify or disqualify students for intervention.



63

Elementary Example – 5th grader

Measure	High Risk ← → Low Risk
Unit Reading Assessment	
4th grade ELA TCAP	
Classroom Writing Sample	
Office Discipline Referrals	
Nurse Referrals	

Description of Results

The student received "C's" on the last two reading unit assessments focused on comprehension skills and scored "basic" on the ELA subtest of last year's state assessment. A writing sample scored using a holistic rubric showed performance was below expectations.





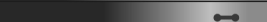


The student has several nurse referrals for headaches and received 2 office discipline referrals this year for work refusal. Student reported work refusal was due to not being able to see the board.

The team identified deficits in the areas of *reading comprehension, writing,*



64

Elementary Example – 2nd grader

Measure	High Risk ← → Low Risk
Universal Screener for Reading	
Universal Screener for Math	
Universal Screener for Writing	
SRSS-IE Externalizing	
SRSS-IE Internalizing	
Unexcused Absences & Tardies	
Office Discipline Referrals	

Avoid the use of prescriptive cut scores to identify risk and qualify or disqualify students for intervention.



65

Elementary Example – 2nd grader

Measure	High Risk ← → Low Risk
Universal Screener for Reading, Oral Reading Fluency (ORF)	
Drill-down Assessments – Phonics and Word Reading Survey (PWRS)	
Drill-down Assessments – Reading Maze Assessment	

Description of Results

The student was identified as at potential risk after the winter screening window.

ORF Accuracy and Rate: 68 words per minute, 96% accuracy

PWRS: The student read almost all grade-appropriate words correctly but read slowly, sounding out many words aloud.







Reading Maze: The student made 7 correct choices and 1 incorrect choice.

The team identified the need for further instruction in the area of *reading fluency* and decided to serve the student through a standards-based intervention since need was covered by grade-level instructional expectations.



66

Secondary Example

Measure	High Risk ← → Low Risk
Absences ¹	
SAEBRS ²	
Math and/or ELA TCAP Score ³	
Course Grade in Math, ELA, Science, and/or Social Studies ³	
Office Discipline Referrals ³	
In-School and/or Out-of-School Suspension ³	








¹Determined by district or school guidelines

(¹TDOE, 2021; ²Attendance Works, 2022; ³Illuminate Education, 2021)



67

Secondary Example – 9th grader





Measure	High Risk ← → Low Risk
Absences (all unexcused)	
ELA TCAP Score	
Math TCAP Score	
Course Grade in ELA	
Course Grade in Math	
Office Discipline Referrals	
In-School Suspension	

Avoid the use of prescriptive cut scores to identify risk and qualify or disqualify students for intervention.



68

Secondary Example – 9th grader

Measure	High Risk ← → Low Risk
Course Grade in ELA	
Course Grade in Math	
Office Discipline Referrals	
In-School Suspension	

Description of Results

ELA and Math teachers state student has missed and failed to make up several exams. Review of office discipline referral and in school suspension data reveals the most common offenses include work refusal and leaving class to go to the bathroom during exams and not returning. ELA and Math teachers report this behavior is confined to exams and the student participates actively in classes on non-exam days and does well on daily assignments. They also mentioned the student seems worried on test days.

The team identified *emotional regulation* as the area of need.



69

Risk Indicator Continuum

Remember, a risk indicator flags students who **may** need additional support based on *one data source*. Decisions must be made using **multiple data sources**.



70

Review Additional Data Sources

Verify risk by comparing screening data with other information to confirm that intervention is needed.

- Formative assessments
- Summative assessments
- Drill-down assessments
- Teacher observations
- Attendance records
- Office discipline referrals
- Family concerns
- Additional academic or behavior screener data
- Student record review

(TDOE, 2023)



74

Address Academic and Behavior Needs

When making team decisions to identify and verify risk, examine both academic and behavior data **at the same time**.

(McIntosh & Goodman, 2016)



75

Identifying Students for Tier II Interventions

Before determining if a student at risk needs Tier II intervention, data-based decision-making teams should ask:

- Have we examined multiple data sources, including drill-down data if needed?
- Have we considered a variety of types of data?
- Have we weighed the intensity of the student's needs and how much support they will need to meet grade-level expectations?






76

Using Risk Indicators

Alignment Guide Application Activity



1. Turn to the *Using Risk Indicators Activity* in the Alignment Guide.
2. Consider the discussion questions as you begin to create a Risk Indicator Continuum for your school.
3. Discuss data sources used at your school to identify and verify risk.
4. Determine guidelines for risk levels using national norms, district policy, and student population considerations.
5. Complete the Pause and Reflect chart.



77



Wrap Up

78

Coming Next!

Session 2
Managing Tier II Interventions Pre-work
Using Drill-Down Assessments to Understand the Problem
Selecting and Managing Tier II Intervention to Address Student Need
Determining Response to Intervention

79

Wrap Up

1. Complete the TESS Evaluation.
2. Plan to attend training on XXXX.
3. Create a reminder to bring student-level data for one or two students at your school receiving Tier II interventions or who you believe will need Tier II support to Session 2.
4. Create a reminder to bring grade-level data for an individual grade of students at your school.

© Tennessee Department of Education

80


TN-TAN End of Session Survey

Please complete the evaluation survey by using the following link or scanning the QR code:

https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8l4ZlIC

Project Provider: TSC
Event Title: Tier 2: Day 1
Learning Objectives:


1. Audit current implementation structures to support tiered support frameworks for Tier II interventions and supports.
2. Understand characteristics of Tier II support and identify evidence-based instruction and intervention practices.
3. Recognize how a Data-Based Decision-Making Team uses multiple data sources to evaluate student need and begin to apply this process themselves.

TESS-Full


81


Connect With Us


Connect with us online, over email, or on social media for more information on tiered supports, Tennessee TSC, and TN-TAN.



Website
tennesseetsc.org

Newsletter





Social Media
@tennesseetsc

© Tennessee Department of Education

82

Works Cited

Archer, A.L., & Hughes, C.A. (2016). *Explicit instruction: Effective and efficient teaching*. The Guilford Press, New York, NY

Attendance Works (2022, December) *Chronic absence: 3 tiers of intervention*. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Balfanz, R., Herzog, L., & Mac Iver, D. J., (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*.

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. New York, NY: Guilford Press.

Florida Problem Solving/Response to Intervention Project. (2021). *Guiding tools for instructional problem solving (GTIPS)*. (3rd ed.). https://floridartl.usf.edu/resources/rtips/GTIPS_3rdEd.pdf



© Tennessee Department of Education

83

Works Cited, continued

Fuchs, L.S., Fuchs, D., & Malone, A.S. (2017). The taxonomy of intervention intensity. *TEACHING Exceptional Children*, 50(1), 35-43. DOI: 10.1177/0040059917703962

Illuminate Education (2021). *FastBridge social emotional behavior national norms report*. FastBridge. <https://fastbridge.illuminateed.com/hc/en-us/articles/1260802344370>

IRIS Center. (2014). *Evidence-based practices (part 1): Identifying and selecting a practice or program*. Retrieved from https://iris.peabody.vanderbilt.edu/module/ebp_01/

Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). *Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making*. *Behavioral Disorders*, 40, 159-170.



© Tennessee Department of Education

84

Works Cited, continued

McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of supports: Blending RTI and PBIS*. New York, NY: Guilford Press.

McLesky, J., Maheady, L., Billingsley, B., Brownells, M.T., Lewis, T.J. (2022). *High leverage practices for inclusive classrooms*. New York, NY: Routledge.

National Center on Intensive Interventions at the American Institutes for Research. (2022, December). *Levels of Intervention and Evidence: Tier 2 (Validated Intervention Program)*. <https://intensiveintervention.org/tools-charts/levels-intervention-evidence>

Pearson. (2020). *aimswebPLUS*.

Tennessee Department of Education. (2023, September). *Response to instruction and intervention framework*. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTII2_Manual.pdf



© Tennessee Department of Education

85

Works Cited, continued

Tennessee Department of Education. (2021, September). *TN universal reading screener administration guidelines*. <https://www.tn.gov/content/dam/tn/education/2020-21-leg-session/TURS%20Admin%20Considerations%20Final.pdf>.

Tennessee Department of Education. (2022). *Data-based decision making within the response to intervention framework* [Webinar]. Tennessee Department of Education.

Wisconsin RtI Center. (2022). *Using early warning systems for middle and high school universal screening in a culturally responsive multi-level system of support*.

Voyager Sopris Learning (2018). *Phonics and word-reading survey*. Letrs 3rd edition.



86

Works Cited, continued

Yau, N. (2013, June). Understanding data - context. *Big Think*. <https://bigthink.com/articles/understanding-data-context/>.



87
