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# The Taxonomy of Intervention Intensity: A Case Example of Building Intervention Intensity in Reading

## Webinar Transcript

**[Slide 1 – The Taxonomy of Intervention Intensity: A Case Example of Building Intervention Intensity in Reading]:** Tessie Rose Bailey: Good afternoon everyone and thank you for joining us today.  As you heard from our speaker, we are here for the Taxonomy of Intervention Intensity: A Case Example of Building Intervention Intensity in Reading Comprehension.  My name is Tessie Rose Bailey and I will be your Moderator for today.  Before we begin, I want to orient you to a couple of logistical details about this webinar.

**[Slide 2 – Webinar Format & Questions]:** On the webinar, you will see a box to your right where you can submit questions or comments at any time.  For technical issues or questions, our webinar team member will try to assist you as soon as possible.  For content questions, please feel free to submit your questions at any time.  I as the Tessie Rose Bailey will respond to the questions in the chat box or will present them to the speaker during the Q and A session at the end of the presentation.  In addition, I will be sharing resources from NCII related to the content discussed by the webinar in the chat box.

**[Slide 3 – Today's Webinar]:** Today's webinar is the second webinar in a three-part series.  The first webinar focused on the use of DBI to intensify Math interventions.  A recording of this webinar can be found on NCII's updated website.  Today's webinar, the second.  Will model how DBI can be used to intensify a Reading intervention.  And the last webinar which is schedule for September will focus on using the taxonomy to select and intensify behavior interventions.

**[Slide 4 – Webinar Materials for Download]:** There are two downloadable resources that will be referenced during the webinar.  You can find those in the handouts pull down on the right side of your menu.  The first handout is a rating form that the Meagan Walsh will use to model how to rate and intensify an intervention using the taxonomy.  The second resource is a one-page summary of the taxonomy of intervention intensity dimensions that will be briefly discussed today.

**[Slide 5 – Tessie Rose Bailey and Meagan Walsh]:** As I mentioned, my name is Tessie Rose Bailey.  I am a Principal Technical Assistance Consultant here at the National Center on Intensive Interventions.  My role is a Tessie Rose Bailey.  I am pleased to introduce our speaker today Meagan Walsh.  She is a doctoral student at Vanderbilt University and works directly with Doctor Lynn Fuchs in researching DBI and the taxonomy.  Prior to coming to Vanderbilt, she spent six years as a K-Five Special Education resource teacher in Las Vegas, Nevada; Rockford, Illinois and Sioux Falls, South Dakota.

While teaching, Megan received of Maters of Education in Special Education for the University of Nevada, Las Vegas.  Her experience in the classroom made her passionate about supporting students with the most difficult to treat learning and behavioral challenges.  Along those lines, she is working on developing a reading comprehension intervention for students in the intermediate grades as part of her doctoral program.  Please welcome me in joining Meagan Walsh.

**[Slide 6 – What is the Taxonomy of Intensive Intervention?]:** Meagan Walsh: Hi, everyone and welcome to this intervention.  I'm so glad that you're able to join us on this summer afternoon.  Like Dr. Bailey mentioned, I'm going to be talking about the taxonomy of intensive intervention today.  I'm going to start of briefly; very briefly kind of giving you a summary of what the Taxonomy is and how it relates to the DBI process.  And then, I'm going to go through a comprehensive case study example to show you how this could be used in the area of reading comprehension.

**[Slide 7 – The Taxonomy of Intensive Intervention]:** Briefly, the taxonomy of intensive intervention is a system for describing an intervention in terms of seven dimensions along which intensity can vary.  It helps special educators and interventionists to identify best-matched intervention platforms.  This would be the set-up phase of the DBI process.  And then it also can help special educators and Interventionists to formulate adjustments to boost student progress as a part of that DBI process.

**[Slide 8 – Taxonomy of Intervention Form]:** As Tessie mentioned, there is a sample of the taxonomy of intensive intervention form that's provided in your handouts section.  Feel free to look at that as we're talking through this case study today.  You can even kind of think through how you would rate the different dimensions.  The left side of the form can be used during the set-up phase of the DBI process when you're rating an intensive intervention platform.  And then the right side of the form would be used during the DBI process in the implementation phase when it's time to make instructional adjustments.

**[Slide 9 – Taxonomy Dimensions]:** As I mentioned before, the taxonomy are seven dimensions basically along which intensity can vary.  I like to think of it like a sound board.  So, there are the seven different sliders that we can use.  That we can slowly turn up the volume for students to intensify an intervention platform.

The first is strength and when I say strength, I mean the standardized effect size.  And specifically, I mean effect sizes for students in the twentieth percentile or below.  Dosage, this means not only how many sessions does the intervention provide in the platform but also how many opportunities does the student have to respond as a part of this intervention.  Alignment refers to the degree to which an intervention is aligned to all of the needs that a student has and also, that it doesn't include things that they don't need.

In reading that means that if they need comprehension only the intervention should have lots of different comprehension components.  But, it shouldn't have any decoding or fluency components because it would be less aligned.  Also, alignment refers to the inclusion of grade level curricular standards as well for a particular student.  The fourth dimension is attention to

transfer. So, this is the degree to which the intervention specifically thinks about how they're going to get kids to generalize the skills taught I that intervention to other settings and contexts.

And the fifth dimension is comprehensiveness. This refers to the number or explicit teaching principles that are incorporated into the program. The sixth dimension is behavioral support. This is both that the intervention includes different strategies to support executive function and self-regulation and also that it has strategies that are a part of it that minimize non-productive behavior. And finally, the seventh dimension is individualization. That's the progress monitoring tool that we use to collect data on how well an intensive intervention is working for a given student.

**[Slide 10 – When is the Taxonomy of Intervention Intensity Used in the DBI Process?]:** We use those seven dimensions in the set-up phase of DBI as I mentioned before to help us to select a validated best-matched Tier Two intervention. And that's going to serve as the base for intervention for our students. We might also in this set-up phase make some initial adjustments to make that Tier Two intervention more aligned for the particular student that we are going to use it for. Most intervention packages or intervention platforms that you will find are validated with Tier Two students.

That means students who are in the fiftieth percentile or below. And typically, students in need of intensive intervention are those who are below the twentieth percentile. So, sometimes an intervention might need to initial tweaks to make it work even better for the student that we're using it for.

**[Slide 11 - When is the Taxonomy of Intervention Intensity Used in the DBI Process?]:** And then it's probably going to be some more tweaks. Because, DBI we know is a process. It's a continual cycle where we are constantly looking at data and making changes for our students. And so, in the DBI process whenever we see that a student isn't making the progress that we would like them to make from that progress monitoring data. We collect additional data and then use the taxonomy to help us formulate smart, targeted adjustments so that we can just amp up the power basically on our interventions to make it more effective for students. And hopefully start moving them towards their goals.

**[Slide 12 – Reading Comprehension Example - Arianna]:** Alright

Tessie Rose Bailey: Hey Megan

Meagan Walsh: Yeah

Tessie Rose Bailey: We've had some audio issues on some of the computers so if you could just slow down a bit?

Meagan Walsh: Sure

Tessie Rose Bailey: I also want to orient folks to the chat box. She mentions a lot of resources and so if you're unfamiliar with DBI, I'll be posting some resources in there as well.

Meagan Walsh: Great, thank you Tessie.  Okay, so that was a very brief description of what a taxonomy is.  I encourage you, if you have any questions to look at that handout which describes those dimensions in a little bit more detail.  Also, there is an overview of the taxonomy of intervention intensity webinar that was pre-recorded and that will be available in the chat box as well.  If you want to hear more about what the taxonomy is.

Now, I'm going to move into our reading comprehension example with our student today, Arianna.  That's not her real name or her real picture.  But, Arianna is a real student and I hope as we talk through this example that you'll be able to think about some of the students that you work with.  And maybe identify a few students in your mind for whom some of the different things and strategies that we're talking about today that might be applicable or helpful.

**[Slide 13 – Purpose of Reading Example]:** The purpose of; the purpose of this example is to illustrate how the DBI process can work with the taxonomy tool to help; to use the most effective program for a student receiving intensive intervention in reading comprehension.  And I want to point out that this is going to be a reading comprehension example.  This would be for a student who does not require fluency or decoding intervention or who has already maybe met those goals and is ready for something else.  And the reason that we wanted to talk about comprehension is because sometimes, comprehension can be a little bit messy to think about in the DBI context.  And so, we thought that this would be a good example to share with you.

**[Slide 14 – Student Profile: Arianna]:** Let's talk about Arianna a little bit here before we start.  Arianna has experienced persistent academic failure.  That means, her academic failure didn't just start.  It's been for some time.  In fourth grade she participated in a Tier Two reading intervention and on some levels, she did seem to do some; she made some progress.  By the end of the year, she'd made some really strong growth in her fluency.   But unfortunately, she really struggled to make gains in her comprehension.

So, the evaluation team met, and they looked at her Tier Two reading intervention data and they gave her some additional evaluations.  And the evaluation team determined that Arianna had a specific reading comprehension disability and they recommended intensive reading intervention as a part of her IEP.  Arianna isn't the only type of student for whom an intervention like this would be appropriate.  Reading comprehension deficits can be really hard to find in students.  They can be masked by other things.

So, for example you could have a student with a diagnosis of attention deficit disorder.  And you might think that; you might not notice that their deficits in reading comprehension go beyond just what is caused by lack of attention.  Students with behavioral disorders and emotional disorders sometimes can have reading comprehension deficits.  Students with autism can sometimes read well but require; they can read the words well but then they can't answer any questions about them.  Students with language impairments, students who have previously done well with fluency interventions like Arianna did.  These are all students who might benefit from a Reading Comprehension intervention.

**[Slide 15 – Reading Profile: Arianna]:** As far as her.

Tessie Rose Bailey: Meagan

Meagan Walsh: Yeah

Tessie Rose Bailey: Hey, it's Tessie again.

Meagan Walsh: Yeah, hey.

Tessie Rose Bailey: We've just had another request that says to slow down a little bit.

Meagan Walsh: Sure

Tessie Rose Bailey: It's just because the audio delays a bit.

Meagan Walsh: Okay, alright. Let me know if it needs more. Thank you, Tessie.

Alright, let's talk about the deficits that Arianna has in Reading. Arianna typically recalls irrelevant or erroneous information when she reads a text. So, she'll tell you things that weren't there or only a part of what was there when she finishes. She typically can't identify the most important information or the main idea of a text. She doesn't use evidence when she answers factual questions. You'll notice that on standardized tests.

You might also notice that if you are just asking her a question about what she read she might answer with something just out there from her background knowledge. Typically, she doesn't integrate her background knowledge with textual evidence in order to answer inferential questions. This might be because she doesn't have the background knowledge. But, it also could be that she just isn't able to make the connections between what she knows and what she sees in the text to answer the questions well.

She also struggles to synthesize main ideas to identify larger themes or big ideas in the text. And she has specific difficulty with nonfiction text specifically, any text that has an unfamiliar structure. For example, a comparative structure, a persuasive structure or a descriptive. These structures can be a little bit more complex and difficult and they typically include some more complex vocabulary and information as well. Which just kind of heightens the difficulty with comprehension that Arianna is already having. Arianna also demonstrates limited academic vocabulary and content area knowledge.

**[Slide 16 – Student Profile: Arianna]:** She has some strengths though in Reading. She has decent reading fluency. She is reading near grade level, maybe not quite on but she is close. As far as word reading and decoding goes, she is able to decode multi-syllabic words. She can decode most vowel patterns without any difficulty. So, she really has a lot of strengths when it comes to word reading. It's just not applying; moving towards her comprehension at this point.

Because she's in fifth grade, her reading comprehension deficits are starting to impact other academic areas. So, she's starting to struggle in Science and Social Studies. She might be getting failing grades in some other courses. Maybe she has to take a written test in Music or in PE and she just bombs it. Because, she just really struggles with the Reading portion.

And so, it's starts to kind of effect every academic area including Math because the word problems are becoming more complex. And more Reading is involved all of the time. She has

pretty good behavior in the classroom however, she is very quiet. And if the class is discussing something, she typically will not participate, she'll hold back, she won't answer questions directly. And sometimes, she can appear a little bit distracted. Maybe she's looking out the window or she is not completing work at the pace that you would like for her to.

Not huge concerns. She is not externalizing or making a lot of noise. But, she just seems to not be participating at the same level as her typical peers.

**[Slide 17 – DBI Phase A: Set-Up]:** Alright, so now because Arianna has qualified for intensive intervention. We start the DBI process with her. From this point on in the presentation, whenever you see an orange title that's a slide or a point in the process where I am applying the taxonomy on intensive intervention. If there is a grey title, that means that we; this is just a part of the DBI process.

**[Slide 18 – Set-Up Phase, Step 1: Select an IIP]:** Alright, the first part of the DBI process or step one is to identify and select a best matched validated Tier Two intervention. A great place to go to start the search for validated Tier Two interventions is the National Center on Intensive Intervention website. You can access their tools chart and then it lets you kind of like select Reading and then the grade level. And then you can instructional foci and decide okay, which one would be a good best match. Unfortunately, reading comprehension is an area of research where a lot is being done currently. But, until a few years ago, there really weren't a lot of wonderful resources that focused exclusively on reading comprehension.

So, Ms. Smith who really wants a reading comprehension intervention focused on nonfiction text. She goes on the NCII website, and she see that augh; there's really not a great option for Arianna. But, she remembers something. She saw a presentation at a professional conference where the researchers were sharing about a new reading comprehension intervention that was being developed.

So, Ms. Smith being the resourceful teacher that she is reaches out to the Principal Investigator for more information about that particular intensive intervention platform. And that researcher shares some information as well as some materials about this program which is called reading detectives. And Ms. Smith decides to rate this program using her taxonomy form. So, at this point if you guys want to get your taxonomy form out and you want to look at it or get it up on your screen and think about it a little bit as I kind of walk through this process.

**[Slide 19 – Set-Up Phase, Step 1: Select an IIP (Reading Detectives)]:** A little bit about what the Reading Detectives program is. It's a validated Tier Two intervention. It contains forty-two lessons that are forty-five minutes each designed to be delivered two to one. With two kids and one Interventionist. It focuses exclusively on reading comprehension in nonfiction text.

That means that there is no fluency of decoding component and all of the text is nonfiction. The texts are written at the fourth and fifth grade level and they are arranged in instructional units. The units are animals, explorers, Egypt, the Olympics and civil rights. The intervention platform provides explicit strategy instruction. That means that the; they're teaching explicitly several different reading comprehension strategies.

They include creating main ideas, answering factual and inferential questions, previewing text features, vocabulary, etcetera. The program offers training with a variety of text structures and it's specifically targeted for students in the intermediate grades.

**[Slide 20 – Set-Up Phase, Step 1: Select an IIP (Reading Detectives)]**: All of the lessons that are delivered in pairs follow a very prescribed format. There is a pre-reading portion that students very carefully take turns reading the paragraphs including reading main ideas. Then after reading their; they identify themes then answer various questions. Throughout the program, support is scaffolded so that the interventionist of tutor has multiple opportunities and multiple different ways of addressing student's needs when they're answering questions or creating main ideas. And providing targeted feedback.

But, there's also kind of a gradual releasing of control so that the partner takes over the role of providing that support. Towards the end of the program, as students move more and more to independence with those strategies. The Reading Detectives program also includes some executive function components. When I say executive function, I mean; executive function is a pretty broad construct. It includes memory and attention and self-regulation and a lot of different things.

But, this particular intervention asks students to recall a previously created main ideas. To update theme predictions frequently. Recalling while doing work where you have to hold something in your head that's typically called a span skill as a part of working memory. Updating is another aspect of reading memory. And then it also asks students throughout the program to self-monitor their use of strategies which is a self-regulation component.

**[Slide 21 – Set-Up Phase, Step 1: Rate an IIP]:** Alright so, that's a little bit about the Reading Detectives intervention. Now, it's time to rate it. And we would use scores of zero to three. Zero meaning there's nothing and three that it addresses the standard very well.

**[Slide 22 – Set-Up Phase, Step 1: Rate an IIP]:** Alright so, let's first talk about strength. When I say strength, remember I mean effect sizes. And you may recall, or you may have heard that typically we have some rules of thumb for interpreting effect sizes. Typically, if it's an effect size over point five we consider that pretty large. An effect size between point three and point five would be moderate and effect sized below point three would be small.

I do have to put a little caveat in here though. We're talking about reading comprehension and effect sizes for reading comprehension tend to be smaller. Also, we're talking about intermediate students. So, the effect sizes will be smaller still. So, it might even be better to think about it as like point four and above being large and below point four to point two would be moderate. Below point two might be small.

Also, you have to think about the type of assessment. Most interventions; you can see this one records several different effect sizes. So, most research programs where they're validating an intensive intervention platform. They're going to use a whole suite of assessments to evaluate the effects of their intervention. And so, you kind of have to look at the different measures and how students perform on the different measures that they're given.

And if you think of measures along a spectrum from mirror transfer. Meaning it's pretty much directly assessing the skills that the students are taught in the intervention to far transfer. Which would be things like the Woodcock-Johnson Passage Cop or a Gates MacGinitie Reading test or the ITBS like; like any type of standardized norm referenced assessment. That's assessing a whole bunch of skills, not just the skills that were taught in the intervention.

So, we think of that as a far transfer test. Typically, you would; moving the needle on far transfers is pretty, pretty hard and especially in reading comprehension. It's really, really hard. And so, near transfer we would expect it to be a little bit bigger and far transfer, we would expect for it to be small. Also note that these are disaggregated effect sizes. So, these might not be the effect sizes that you find in an intervention report. These are the effect sizes that they; the principal investigator provided to Ms. Smith that are for the students who are in the twentieth percentile and below.

And with that, we see that some effect sizes that are kind of in that small to moderate range on things like making main ideas and answering text-based inference questions. But, we also find several near transfer effect sizes that are in the moderate range. Right so, we can see that students are generally; or it seems to that they are learning the skills that we're hoping the intervention teaches. Creating main ideas, answering factual questions and answering inference questions.

It should be noted that you see this kind of giant effect size on here? The knowledge acquisitions test is a test that's testing students like acquisition of vocabulary and content that they would have been experiencing in tutoring but probably didn't read anything about in their General Ed or business as usual control condition. So, we expect the effect size on this to be pretty large. But in Arianna's case, an effect size like this means that she might be able to use these strategies to learn the knowledge and the content that she needs to learn in a subject like Social Studies or Science. Where we know that she has some deficits.

So, it is actually a potentially important effect size to consider. That far transfer effect size is disappointing. Right so, it's pretty small. But, that isn't out of line from most comprehension interventions. And you're going to have a pretty difficult time finding any comprehension interventions that are going to demonstrate larger effects on far transfer for a student below the twentieth percentile.

So, how would you rate the strength of this intervention? I personally would give it a two. I wouldn't say that all of these effect sizes are strong or large. Some are small, some are moderate, and some are big. So, I would say that I would go with the middle. It's about a two. There's moderate evidence that this is going to be a strong intervention for Arianna.

**[Slide 23 – Set-Up Phase, Step 1: Rate an IIP]**: Alright so, the next taxonomy dimension is dosage. Dosage refers to the quantity of intervention that the intervention platform is going to provide. We know that this intervention is going to provide forty-fives session; forty-two sessions that are forty-five minutes in length in a two to one setting. Think about your own schools or the classrooms where you work. How intensive is that in terms of dosage compared to the students that you see?

I know for myself and the schools that I've worked with. Being able to see students two to one even in a Special Education classroom or an intervention setting, that's pretty intensive. But, if we're thinking about opportunities to respond a student in a two to one setting is going to have many more opportunities to respond than a student in a large group. In fact, if we were to take one of these Reading Detectives lessons and look at the number of opportunities that a student gets to speak. I was able to count about two hundred and thirty opportunities for the student to speak and receive feedback from the Interventionist in a single session.

So, that's quite a bit of opportunity for a student to respond. That is far more intense than what they would get in their classrooms. So, I would give this one a score of three.

**[Slide 24 – Set-Up Phase, Step 1: Rate an IIP]**: Alright, the next dimension of the taxonomy would be instructional alignment. And we're looking at three different standards here. The degree that the intervention addresses the student's deficit, the degree that it does not address extraneous skills and then the degree that it addresses grade appropriate standards. Well first of all let's think about her deficits. She has a deficit in reading comprehension, she has a deficit in nonfiction text, she can't make main ideas, she's struggling with factual and inference questions. All of those are things that are targeted by this intervention specifically.

So, I would say that this intervention should get a three as far as; for targeting her specific skill deficits. I would say that it should also get a three for not addressing any extraneous skills. So, we're not focusing on fluency or decoding at all. A lot of interventions that include comprehension also include some sort of phonics and decoding component. So, the fact that those components aren't there means that this is going to be a more aligned intervention for Arianna. And also, the content that's included in this intervention supports grade-level and grade appropriate standards.

So civil rights, that's something that is talked about and covered typically in a lot of fifth grade curriculums. There is text about Jane Goodall who happens to be covered and adaptations and ecosystems in the animal's unit. Those are all things that are covered as a part of the General Ed curriculum. Also, these are comprehension skills that are taught and practiced in the General Ed setting. They're expected in grade appropriate standards. So, I would say that yes, this is aligned to fourth and fifth grade ability levels.

So, what would you rate this intervention on instructional alignment based on these things? I would give it a three. Because, it really does address all of her needs without any of the other stuff.

**[Slide 25 – Set-Up Phase, Step 1: Rate an IIP]**: The next dimension is attention to transfer. How much does this intervention support the generalization of skills in other context? For this, I would say that this intervention has some things in place right. So, it's going to help the student; there's a lot of discussions in each lesson about how the student might use their strategies elsewhere.

They get to use checklists every day in session. They also get to take those checklists with them into their General ED settings or wherever they go to continue to practice their skills outside of

tutoring.  However, there really could be a lot more stuff done as a part of this intervention to promote transfer.

So, I would say yes, there are some attempts to promote transfer but there's not enough.  Also, this intervention does not include narrative text or fictional text.  Which is something that Arianna does better with.  And so, an intervention that did a little bit better in terms of promoting transfer might include some additional fictional text, some additional context for her to practice her strategies to help promote transfer in some other ways.

So overall, I would say that this intervention would get a two for attention to transfer.  There are some things that are being done but there could be more for sure.

**[Slide 26 – Set-Up Phase, Step 1: Rate an IIP]**:  Alright

Tessie Rose Bailey: Megan

Meagan Walsh: Yeah

Tessie Rose Bailey: This is Tessie

Meagan Walsh: Yea

Tessie Rose Bailey: So, we've had a lot of questions and people are trying to understand where the scale for the ratings are coming from?  In the chat box, I did put a sort of summary of the zero to three rating scales. They weren't sure what the scale was.  But, they wanted to know how you're making those decisions?  Whether it's a two or a three?  Are you using a rubric or something else?

**[Slide 25 – Set-Up Phase, Step 1: Rate an IIP]**:  Meagan Walsh: Yeah so when it comes to strength, that's pretty easy.  I could say that three would be something that is; would be strong or large.  A two would be a moderate effect size.  A one would be all small effect sizes and a zero would be no effect at all.  So, strength is a little bit easy.

When it comes to the other dimensions, this isn't a super exact science especially in the area of comprehension unfortunately.  Three typically means that it couldn't be better than what it currently is.  So, if we look at alignment, this is exactly aligned to the deficits that Arianna is demonstrating right now.  So, that's why I would give it a score of three instead of a score of two for alignment.  As far as dosage goes, compared to what they're getting in another setting.

I know as a Special Ed teacher that I could have group sizes of up to seventeen kids.  I know that's really high for Special Ed but, I know that that happens.  And so, two to one and making sure that I can get forty-five minutes in a two to one setting with a student.  That's pretty hard to come by and so we know that that's intensive in terms of dosage.  And especially when we're thinking about a reading comprehension intervention.  That's a pretty high dose.

So, I would say when thinking about reading comprehension and how much a student normally gets.  That's a pretty high amount of dosage.  So, that's why I would give it a three.  A two might

be that it's an intervention to be used in a small group setting. So that you would do it every day but it's in a group of fifteen or five to ten kids.

That would be a moderate group size or maybe it's a thirty-minute intervention. That being moderate, I'd give it a two. If it's smaller than that, I probably would give it a one. If it's like once a week or once a month then that's a zero. That's not enough dosage.

Transfer can be a little tricky. I think it's one of those areas where we need to think about it more as a field. We need to try harder. And I know I've spent the last year really thinking about this area. And I can tell you for a fact that I don't have; I don't know that there's anything out there that moves us to a three yet for attention to transfer.

I think that there's; there are attempts by most intervention platforms to try and to think about it. So, I would say that that is moderate evidence. I would say that if they really do it, if that far transfer effect size had of been large then they would have been doing something that helps students transfer their skills. But, it's always something that needs; I think to be better right now in all of the interventions that I've seen. So, this is an area that is a two definitely in Reading Detectives but, I've seen it to be a two in a lot of other interventions.

So, I know that that's not super clear. It's a little bit like clear as mud. But, hopefully that helps. Does that help a little bit Tessie?

Tessie Rose Bailey: It does, yeah. I think we were trying; because on the handout, I think that people are noting that the rating scale is not there.

Meagan Walsh: Yeah

Tessie Rose Bailey: So; but we will be adding it.

Meagan Walsh: Okay, yep. That's wonderful feedback and thank you for that to everyone who's listening.

**[Slide 26 – Set-Up Phase, Step 1: Rate an IIP]**: The next dimension of the taxonomy that we would think about is comprehensiveness and this is the extent to which an intervention includes explicit teaching principles. The first is that it provides directions in simple and direct language. The reading detectives program is fully scripted. It's been tested and there have been multiple iterations of it. So, the language is very direct. And it's been tested with fourth and fifth students to make it as clear as possible. So, I would give it a three. That means that there's strong evidence.

The second component of explicit strategies would be that it models efficient solution strategies for reading comprehension. These are things like how to make a main idea. How to answer a factual question. How to determine what vocabulary words and how to check for understanding. Those; if it teaches those strategies directly then that's an explicit component. This intervention does, it teaches several different strategies very explicitly so, I would give it a score of three. There is strong evidence of that.

That it ensures that students have adequate background knowledge and skills? This particular program comes with media libraries to support the background knowledge of students for each of these units. It also recognizes okay, these are where they might have a gap here in this paragraph or they might not understand this. Check this to make sure that students are. It provides very intense feedback tables for students. So, I would give it a score of three for that area.

Also, it provides gradual fading of support and it moves from the tutor of the interventionist providing all of the support to the peer providing student doing that; doing it independently on their own. So, I would say that there is strong evidence. However, the one component that I think it could be more of in the Reading Detectives program is more opportunities for the student practice all by themselves. So, it's always done in a peer setting two to one. So that means that the peer is always there.

And I think the fact that you have a tutor in front of you or an interventionist in front of you and a peer next to you. Means that there's always some support. And I think that one thing that could make this intervention more intense would be that the student has some opportunities to practice all by themselves without those safety nets in place. So, that's just an area where I think there are lots of chances to practice. But, I think there could be more independent chances and so that's why I scored it at a two. I think it's a moderate; there's a moderate amount of practice here but, I think there could be more.

And that this intensive intervention program incorporates systematic cumulative review. Students continue to practice the same strategies throughout the program. They just get more; the texts get slightly more difficult; the level of support becomes less and less as students go through. But, they're constantly reviewing what they've been taught. So, I gave it a three for that as well.

So, overall for comprehensiveness and based on all of those things, I would say it's about a two point eight. Most of these explicit teaching principles are demonstrated throughout very well in this program. However, maybe we could look at that independent practice component and that might be an area that we can potentially target in the future.

**[Slide 27 – Set-Up Phase, Step 1: Rate an IIP]**: Alright, and the last dimension that we're going to rate in the set-up phase is behavioral support. This is the extent to which the intensive intervention platform incorporates self-regulation and executive function components. And then also the extent to which the intervention; the IEP incorporates behavioral principles to minimize nonproductive behavior. So, I gave this scores of two for both of these areas.

There are checklists that students are using during the sessions to self-regulate their use of strategies and they are using some executive function components. So, in that sense there is moderate evidence. But, there could always be more. And I think that they're always doing that with a partner so, they always have someone whose job it is, and the tutor is making sure is providing them the support to remind them of their strategies. I think without that, there could be a little bit more. And executive function, I think you can always push that envelope a little bit further. So, I said that there was moderate evidence.

This intervention also includes like a point system and like a point sheet. And students as they follow the rules, the rules are reviewed at the beginning of every session. And as they're doing things well they get points. They can trade in those points for prizes. I think that that's a pretty good system as a baseline. However, that's not individualized behavioral supports.

So, a student with a more significant behavioral need like a student with Autism or a student with attention deficit disorder who is needing this intervention. You're going to need more behavioral supports for that student. So right now, I would say that there is moderate; there's basically a baseline behavior system in place. But, I would give it a score of two because, it's not the most intense option. Right, so overall for this intervention for the behavioral support I would score this intervention with a two.

Tessie Rose Bailey: So, Meagan?

Meagan Walsh: Yeah

Tessie Rose Bailey: We have a question about how do you know all of the pieces about Reading Detectives to make these particular ratings?

Meagan Walsh: Right, so.

Tessie Rose Bailey: Like is this prior to implementation or after implementation?

Meagan Walsh: This would be prior to the implementation. So, you would be judging based on; you probably would want to look at research on this intervention. You would want to look at a sample lesson. So, hopefully the research would tell you okay, this is how many sessions are included. You can see the number of lessons. You can look through the sample lessons to see what behavioral components are included.

If you're reading about a validated Tier Two measure, most of the research reports will tell you. Okay, how did they control her behavior in this setting? What strategies were taught? How were the strategies taught? You can look at the language used in one of the lesson's scripts to see okay, does this seem pretty simple and direct? What kind of practice is involved?

So, all of this is coming from looking at one, a lesson; maybe a sample lesson. And then like the effect sizes would be reported in the research. And the NCII tools chart is really great. It does provide a lot of examples and it gives you the effect sizes disaggregated where possible for students below the twentieth percentile. It tells you the different components that are taught.

So, it's a great place to start. And then you can seek out additional information by looking at the research; the published research but also looking at some sample lessons. So, it does require a little bit of digging on the front end.

**[Slide 28 – Set-Up Phase, Step 1: Rate an IIP]**:

Alright so, at this point we're looking at our overall rating that we've had. In a perfect world, Ms. Smith would be comparing several different interventions to each other. For the purpose of today's webinar, we're only going to be talking about this one. But in a perfect world, you might

be looking for the best option and you're probably thinking about maybe more than one student. So, you're looking at the best option overall.

Looking at these scores, we want to think okay; looking at this what's the overall intensity of this intervention platform? And the average of all of these would be about a two point six. That means it's pretty strong. A three-point zero would mean that it's perfect or it's very intensive. It was perfectly aligned for this student right. And ideally, we'd be looking and saying okay I have one that's rated two point four, one that rated at two point seven, which one works best for this student for the situation that I have and that I'm working with?

But today, for the purposes of the example we're only going to talk about this one. So, we did step one and rated the intensive intervention platform.

**[Slide 29 – Set-Up Phase, Step 2: Make Initial Adjustments to the IIP]**: The second phase of the DBI process would be to make initial adjustments to the program. Thinking about how we rated the different areas, we can identify and think about what were some of the short comings that were already a part of the Reading Detectives program? We know that there could be more attention to transfer. This program is focused exclusively on nonfiction text.

We know that comprehension involves lots of different types of text and its fiction and nonfiction and it can come in lots of different formats. From a recipe card to a poster that you see on a wall, to a textbook, to a magazine article or a newspaper article right. There's lots and lots of formats that it can take. So, this intervention could have some more transfer instruction built in.

We also know that all of the practices are completed with a partner. So, potentially we're going to need to think about how we're going to get Arianna some chances to practice all by herself so that she can't rely on her partner at all. And we know that Arianna has a little bit of trouble staying focused. She seems distracted in class and sometimes she seems withdrawn. She has trouble participating in discussions, she can seem pretty quiet.

So, maybe the behavioral support that's currently a part of this program is going to need to be intensified to help Arianna as we move forward. So, I would think about these things. These are shortcomings or things that I might modify to begin with.

**[Slide 30 – Set-Up Phase, Step 2: Make Initial Adjustments to the IIP]**: But, at this point I'm going to avoid making those major substantive changes until I can gauge how she's doing in response to the intervention based on my progress monitoring data.

**[Slide 31 – Set-Up Phase, Step 3: Select a Progress-Monitoring System]**: Great, the third part of the set-up phase for DBI is to identify a progress monitoring system. Now, most validated Tier Two interventions and especially in reading comprehension don't include a great progress monitoring tool. So, you're probably going to need to go and find one that's going to work for you. You can't just use a fluency form if you're giving her a reading comprehension intervention. So, you're going to want to find something that is going to check her progress in the area of comprehension.

So, I mention that NCII tools chart again because it's really great for finding progress monitoring tools. So, you can go on there, you can find Reading and you can specifically look at how you're going to assess comprehension. Based on the NCII tools chart, I do find a couple of different things but one of them costs money. And Ms. Smith works in a school where she doesn't have a lot of extra funds. So, she goes with the Maze Fluency because that doesn't cost anything, and she feels it's going to work pretty well for Arianna.

And then she decides that she's going to progress monitor her every week. And she's going to make decisions every 6 weeks. Comprehension is a slower growing area. So, typically we don't expect like fluency where maybe a word or two a week maybe something that you could expect. In Math, they learn a skill and they continue to practice that skill. You should see an increase in problems solved per minute if given a calculation intervention.

Comprehension grows a little bit more slowly and a little bit more unevenly typically. So, we're going to wait six weeks between; to evaluate and see if we're making progress.

**[Slide 32 – Set-Up Phase, Step 3: Select a Progress-Monitoring System]**: The CBM Maze basically, you have a first line of the story. And then after that, every seventh word; or a first sentence of a story and then after that every seventh word is removed. And in its place, they're; the student is provided with three different options. They choose the one that works to fill in the blank. And it's scored by the number of restorations or words that are chosen correctly for each blank in three minutes.

Then you can see on the side; the right side what the benchmarks would be. So, for Arianna, she's given a benchmark and she doesn't do too well. Okay, she's given a fifth-grade benchmark because she's in the fifth grade. She's only getting about six or seven restorations correct in the time provided. So, she's just really struggling. She's reading pretty far but, she's just not choosing the right things.

So, what you would do is probably go down a level for Arianna. Give her a fourth-grade passage and see how she does. Or a third-grade passage. You're going to try to find basically where she would be in kind of the twenty-fifth percentile so that there is a chance for her to kind of make some progress at that level. At the fourth-grade level she is pretty close.

I don't want to go all the way down to a third-grade level because her fluency is pretty good. So, I decide that okay, a fourth-grade level is where I'm going to start for her. And I'm going to progress monitor her on the fourth-grade passages of the CBM Maze.

**[Slide 33 – Set-Up Phase, Step 4: Begin Implementing the IIP]**: Alright, so the fourth part; the fourth step in the set-up phase of the DBI process would be to begin implementation. We've selected our best matched intervention. We have decided on our progress monitoring tool and so we start. So, the first two weeks go by and you can see here that we have; we're mapping, we're graphing the first two weeks' worth of data. At this point, we are just kind of going along and we're noticing okay, she hasn't made any progress yet.

This is after two weeks of instruction. So, the question now is okay, two weeks of instruction and she is still at six. Do we need to make a change? And if yes, then what dimension? And the answer to that is no, because it's only been two weeks.

**[Slide 34 – Trick Question]**: So, this is a little bit of a trick question. We don't have enough data collected to modify the intensive intervention platform at this time. My advisor, Dr. Doug Fuchs; he once told me that three data points or two data points does not a trend make. We need to have at least six. So, we're not ready to decide if it's a trend yet. So, we need to continue collecting some data.

It is important to note though that if for some reason that you have decided that okay, I'm going to do this intervention but every day at intervention time Arianna gets pulled for something else or there's an assembly every day or she leaves school early and she never gets to come to intervention. That would be one time where you might make an adjustment. Like switching her to another time when you can know that you're going to be able to provide the intervention with fidelity. So that you can honestly assess whether she's making progress or not.

**[Slide 35 – DBI Phase B: Implementation Phase]**: Alright, so that was the set-up phase and now we're moving into the implementation phase for Arianna. Remember, this is a cyclical process of looking at our data. Deciding if we need to make an adjustment. And then using the taxonomy to decide what adjustments to make.

**[Slide 36 – Implementation Phase, Steps 5 – 9: Use the Taxonomy to Make Adjustments to the Intervention During Implementation**:]

**[Slide 37 – Implementation Phase, Steps 5 – 9: Use the Taxonomy to Make Adjustments to the Intervention During Implementation**:]: Remember that DBI is a validated process for individualizing an intervention. It has its roots in the work of Stan Deno and Phyllis Mirkin from nineteen seventy-seven at the University of Minnesota. And it's grounded in experimental teaching where we're using data to inform what we do with at student. And then intensify our intervention. We're collecting progress monitoring data and then we're using our decision rules to decide when or when she's not making progress or if she is making good progress. And we'll use the taxonomy then to make adjustments.

**[Slide 38 – Determine When to Make an Adjustment to Intervention]**: Okay, so the first six weeks of treatments we're giving her this intervention. These are some of the things that Ms. Smith is noticing. Arianna is almost always waiting for her partner to speak first. She will sit there and kind of wait for the partner to talk. She almost never offers any discussion on her own. That during the session time because she struggles with you know demonstrating main ideas and doing; practicing new strategies.

It's taking way more than forty-five minutes and so we're only getting to a portion of the lesson in the forty-five time that we have. And often it seems like Arianna is getting a little distracted. And it just seems like the more difficult the task is the more that she tends to zone out. And you can see on the right here that Arianna; that the slope has changed here and is just not good. Right, so she just has basically made no progress.

Yeah, there is one point where she went up one restoration in the time. But, for the most part she's just basically flatlined. So, should Ms. Smith make a change? And if yes, what dimension should she change? I want you to think about that for a second.

And yes, okay. We decided that if she wasn't making the progress to the goal line on our graph. She's not meeting the goal line if her trend isn't going up we need to make a change. It's been six weeks and she has not made progress so, it's time to make a change.

**[Slide 39 – Formulate an Adjustment to the IIP When the Rate of Progress is Inadequate]**: The question is what dimensions? So, based on the diagnostic data and what we know. We know that Arianna is not deriving any benefit from working with her partner. She's not completing lessons in a single session. So, I think at this point Ms. Smith is going to need to make a change to dosage.

Okay, this two to one setting isn't working for her. She needs some time where she actually has to sit with a teacher and have some chances to talk all by herself without waiting for her partner. Also, she might need to implement self-pacing. Meaning letting Arianna go as far as she can in forty-five minutes and then just picking up where she left off so that she doesn't miss important strategy practice because we're cutting lessons off. So, we're going to make a change to the dosage.

And then, we're also going to think about that behavioral support component right. She's having a lot of difficulty attending and persisting during difficult tasks. So, this is an area that we can change pretty easily. We might use a timer. We might give her the opportunity to award herself points every time that she meets her goal of focusing for a certain amount of time or participating in a discussion for a certain amount of time.

Right, typically dosage and behavioral support are two areas that we can adjust pretty easily. And I say easily meaning logistically it might be difficult to find time to meet one on one with a student. But, it doesn't mean that you have to go to the NCII tools chart and find another strategy or another thing to teach her or another program. Right, these are kind of the baseline things that we can change and adjust to try and intensify this intervention.

So, we've identified these things as the areas where we're going to adjust; or intensify the intervention and make some adjustments. Now, it's time to implement those adjustments.

**[Slide 40 – Implement Adjustment 1 and Progress Monitor to Determine When to Make Next Adjustment to Intervention]**: Alright, so we implement those adjustments and then we start right over with that process of DBI. Right, where we're implementing the program and collecting data. And then six weeks later we're going to look at our data again to decide if any progress has been made. Okay, so our; we're looking at the time between week seven and week twelve. And we note that again that our slope of change is about a negative point one four right.

That is not growth, that is not going up. Some other things that we're noticing is that she's really having difficulty comprehending the words in the text. Specifically, those that are identified as vocabulary words but also some of the words that weren't identified as vocabulary words. We're also seeing that she has very limited background knowledge. She doesn't know anything about chimpanzees or national parks or any of the terms or ideas about continents or about any of these things.

So, she's really struggling to comprehend in class. So, based on this information should Ms. Smith make a change? And if yes, what dimension? The answer again would be yes right?

She's not making growth, it's time to think about what she's having difficulty with and make some changes.

**[Slide 41 – Formulate an Adjustment to the IIP When the Rate of Progress is Inadequate]**: So, we see that Arianna has; she's really struggling with the vocabulary. Specifically, the academic vocabulary. So, we need to do something to address that need. And this would be the instructional alignment component because it's just not offering her enough in that area. So, we're going to do something semantic feature analysis to make this intervention more aligned to support her more.

Another area that is not aligned for her would be background knowledge. Arianna just doesn't have the background knowledge that she needs to understand these texts. So, Ms. Smith might need to go and find some additional resources to help Arianna. Now we can't just tell Arianna hey, go read some more about this topic area and you'll understand it because her deficit is reading comprehension.

So, we need to think of some other ways to get her that background knowledge. So, things like media resources or videos, pictures or images can help to give her the skills that she lacks.

**[Slide 42 – Formulate an Adjustment to the IIP When the Rate of Progress in Inadequate]**: As far as vocabulary goes, semantic feature analysis is a way that we can provide her with the skills; with the vocabulary support that she needs. This is how it works. What the teacher would do is look at a text, identify all of the important terms in the text and then kind of look at okay; what are like the super ordinate ideas here or the most important ideas? So, things like; you know text about protests and things like laws, peaceful, civil rights, heroes and protest would all be very key super ordinate context.

**[Slide 43 – Formulate an Adjustment to the IIP When the Rate of Progress in Inadequate]**: So, what I would do is put those in a chart on the top. And then I would put all the other ideas on the left side of my chart. And each time that we would encounter a word we would talk about it. Okay, change things. Does this have a positive relationship with protest or a negative relationship with protest? Then we would initiate a discussion around each word and how it relates to these super ordinate ideas.

Okay, so Ms. Smith is going to implement that to help support her vocabulary knowledge in class. And then she's also going to add some additional media discussions. She's going to find some more pictures, she's going to find some more things to support that background knowledge. So, those are the adjustments that she's going to make to make this program more aligned and more intense for Arianna. And she's going to implement those adjustments.

**[Slide 44 – Implement Adjustment 2 and Progress Monitor to Determine When to Make Next Adjustment to Intervention]**: And we're going to move into week thirteen to eighteen. And we notice that; if we look at this, her graph here you can see that Arianna has made some pretty decent progress. Is she at her goal line? No but, when we compare how she was doing at her last check in. She's made a pretty significant growth right, point eight two.

This is more than what we would expect per week. Point two five would be adequate growth. So, we're thinking okay she's doing pretty well. Some things that Ms. Smith notices is she's

more confident in discussions, she's making connections within and across text. She's starting to answer some inferential questions. She's beginning to identify main ideas independently and she's really starting to ask some questions and she's looking a whole lot more engaged.

So, at this point should Ms. Smith make any more adjustments? If yes, what dimension? And here because we're seeing good progress because she is on track to meet her goal we would not make any changes at this point.

**[Slide 45 – Progress Monitor to Determine When to Make Next Adjustment to Intervention]**: Alright, instead we would just keep on implementing the intervention as we had been. So, that's exactly what Ms. Smith does. She continues to implement the intervention and weeks nineteen through twenty-four and low and behold her slope of improvement does not go up during these weeks. She's doing much better during tutoring though and Ms. Smith notices that she is correctly answering different types of questions. She's making main ideas all by herself. She's identifying themes and she's really engaged in discussions.

But, outside of tutoring and outside of her intervention time she's really continuing to struggle in her classes and her grades have just not been going up. And to top it all off, the universal screen done in her school revealed that her oral reading fluency has pretty much plateaued, it's stagnated. It hasn't improved at all since the beginning of the year. So, at this point should Ms. Smith modify the intervention? If yes, what dimensions?

And yeah right, her slope has not gone up. And despite the fact that she's doing really well on the skills in tutoring. She's still having a lot of other difficulties that are showing up in other places.

**[Slide 46 – Formulate an Adjustment to the IIP When the Rate of Progress in Inadequate]**: So, what should she do? Well, we're going to modify a couple of different areas. First, we're going to look at the alignment component. Okay, Arianna's fluency hasn't improved. Remember, fluency was not included at all in this intervention package.

So, now we see an error; an issue with fluency that wasn't there at the beginning of the year. So, we need to start building that in to make it more aligned for her. So, we're going to add a repeated reading component. That repeated reading component with hopefully give her some fluency practice and hopefully start moving that fluency up again. But, we also need to start thinking about it at this point since she's doing well in tutoring but not outside of tutoring that there is a transfer problem happening here.

So, we know; and we knew that this was a potential issue right. Back when we rated this intervention. We knew that this could be a thing that happened. So, Arianna's not transferring the skills she learned in tutoring to other contexts. So, we need to do some things to help that.

So, we're going to look at the transfer component. Give her some time with some other text like fiction. Maybe we're going to bring in a magazine. Maybe we're just going to kind of switch it up and maybe make it look like a test or look like this. Provide lots of different variety to help start getting her to think about a transfer.

Also, remember I said that the comprehensive component; the one thing that I said was missing in the set-up phase and that was independent practice. Maybe at this point to make it more comprehensive I'm going to give Arianna some additional practice assignments to help to try to get her to take ownership of these strategies. So hopefully, she'll transfer better.

So, I can make this intervention more comprehensive and more aligned and hopefully, all of these three things are going to actually help each other. So, these are three areas of the taxonomy or the dimensions that I can intensify. Hopefully, to help get her back on track towards her goals.

**[Slide 47 – Implement Adjustment 3 and Progress Monitor to Determine When to Make Next Adjustment to Intervention]**: And that's what I do; or Ms. Smith does. In weeks twenty-five through thirty, she implements those adjustments with the program. And she looks at her data and low and behold, Arianna has made quite a bit of progress. Right, see how she has exceeded her goal line? Her slope is really great.

Ms. Smith it is noticing that she is participating more in class discussions outside of tutoring. She's attempting difficult tasks on her own even if she doesn't get them right every time. And her grades are just starting to improve in some of those content area classes although there's still a lot of work to be done. Right, there are still a lot of things that aren't perfect. Maybe she's moved from an F to a D in her Science and Social Studies class but, it's an improvement right.

But, she's met her goal for this intervention and she is where she should be. So, at this point Ms. Smith would probably take; go in the DBI process and go back to the drawing board and find a new validated best matched Tier Two intervention for Arianna to move her the rest of the way.

**[Slide 48 – Questions]**: Tessie Rose Bailey:Great, thank you so much Meagan. This was a very informative presentation about how to use the Taxonomy in DBI to intensify a reading comprehension intervention. We do have time for a couple of questions and we have one that just came in. The question is, what was the duration of the intervention and when would a movement decision among tiers be made?

Meagan Walsh: Right, so this intervention is written for forty-five sessions. Because she went into self-pacing basically, she's getting this program kind of every day and just going as far as she can every day. I would say that if she were making progress with the intensity of the intervention that is in place and she's meeting her goals. She probably would stay in the tier that she's in. However, if you continue to intensify this intervention and she's not getting it that may mean that she may need to go to a more intensive tier.

This is kind of a difficult question to answer because every school and every district and every state has a different Tiered system. So, for some districts and places you have Tier One, Tier Two and Special Ed. Some places have Tier One, Tier Two, Tier Three, Tier Four and then Special Ed. In Arianna's case, until she is; because she was identified with a reading disability in her district. She would stay in Special Ed until she has meet all of the grade level standards and the team feels like she doesn't need any support moving forward.

We might kind of bring that; the intensity of the support down for her. But, she would stay in the Special Ed Tier. Right, because we want to continue to give her those scaffolds just in case she

starts to fall back again. And maybe there's a Tier Four in your school. But, those first couple of data points where she's not making improvement and she's to one on one. That's probably going to be whatever Tier Four is in your school or whatever that next Tier is.

So, it's kind of hard to answer that question globally. Because there are aspects of it that depend on the school. However, I would make.

Tessie Rose Bailey: Or your state.

Meagan Walsh: Yeah or your state; yep. Or the laws and the rules. And how your state interprets the laws. That can all change how you decide when you're moving to another Tier.

Tessie Rose Bailey: And the National Center on Intensive Intervention has a number of resources that can really help you to define what those Tiers are. We did get a question about what would you suggest for school to determine that criteria? If you look through the resources that are there, when we think about data-based individualization we assume at a Tier Two or a supplemental support that you are providing a group type of intervention that is designed to meet the needs of most students. And when most students are benefiting, and an individual student is not then that would likely be a trigger that would indicate that the student needs much more intensive or individualized support.

It's not as clear cut as I think we would like it to be. Which is why a lot of school's struggle with implementing Tier Three. But, if you would check out those resources I think there are some tables on there that really help to lineate the Tiers. And if you've listened to Doctor Lynn Fuchs who often talks about some of the bigger pitfalls of implementation of a tiered system of support and one of the biggest barriers that we find to successful implementation is the lack of clarity among the tiers of support.

You know, regardless of how you define them. But distinguishing between what is really supplemental group intervention versus what is intensive intervention. And that's really what the taxonomy was intended to do. It was to help you determine how you intensify for an individual versus how you might intensify for a group intervention. Which would be more on the Tier Two level.

So, we have time for one more question. We did get a question too about how do you increase dosage without increasing time when you don't have a lot of time?

Meagan Walsh: Yes

Tessie Rose Bailey: To add to your school day or your schedule is really tight?

Meagan Walsh: That's a great question. And that's something that I definitely struggled with as a teacher. You're given certain amounts of time in the day, right? And student have to be given a certain amount of core reading instruction and a certain amount of core math and they have to have their specials and their recess and their lunch. And you can't touch those things, right?

And so, sometimes you have to be a little bit flexible in how you provide the time. So, looking at the ratio of adults to students. If you can utilize a para to support a student specifically for a portion of time so that they're getting one on one attention from either you or a para.

Also, peer mediated instruction is a way to intensify something when you have a group of six or eight kids in a room. Maybe, there's a way to use the peers to give them more opportunity to respond and receive feedback from their peer. But, you can see if you can get a little flexible that way. Also, looking at the lessons themselves and thinking okay, how can I increase the opportunities that a student has to respond to me in this lesson? Whether it means more chances to read or to answer the questions.

If there's a way that they can answer using one of those like you know a dry erase board where they just show you the answer. But, they're doing it more often. You can give them more questions to answer every day and the end or main ideas to make or you make the passages longer. If you can look at opportunities to respond and think about it a little bit more flexibly than just how many minuets are they spending but making the most out of the minutes that they have with you. So that they are responding a lot.

For me, that means that looking at how much I am talking. And then trying to find ways that I can make that much simpler and more direct. You probably wish that I did that today. But, it's thinking about it that way so that I spend more time letting them try the strategies so that they can receive feedback from me. And the more they talk too, especially in comprehension, the more that they're getting.

So, I try to find lots of ways to increase discussion. Whether it's through the text that I choose or through the media sources that I find to supplement the text. I try to find things that are going to make the kids talk and talk at a deeper level. And hope that will intensify the dosage and their opportunities to respond that way.

Tessie Rose Bailey: Great, and something else to think about is how you might distribute those opportunities across the school day. I think too often we think in a very narrow sense of when an intervention occurs. Whether it's the thirty or forty-five-minute block at a certain time. But, you could potentially provide multiple opportunities throughout the day at two to five minutes that increase their access, but it's just distributed.

Meagan Walsh: Yeah, that's a great point also Tessie.

Tessie Rose Bailey: Yeah

Meagan Walsh: I often would work with like a speech and language pathologist for students who had reading comprehension goals. And think about okay, how can I make sure that they're getting this; that we're working together to accomplish the same? When we're working together on the same goals? So, we would kind of try to match what we were doing between speech and the resource room and Special ED context.

And then I would also try to think about okay, what are they doing in the General Ed classroom in Science and in Social Studies. How can I work with the General Ed or Tier One teacher to try

to see that they get a chance to practice this skill there?  That's going to help with transfer but, it's also going to help with dosage too.

Tessie Rose Bailey: And I just posted in the chat box a new resource that was released today by the Council for Exceptional Children and the CEEDAR Center.  And it really focuses on the use of high leverage practices.  And those resources talk about how you can improve access to Tier One for students with disabilities but also increasing intervention through practices.  There are twenty-two high-level practices that include things like increasing opportunities to respond, high quality feedback and eliciting discussion.

Well, I wanted to thank everyone and thank you Meagan for a wonderful presentation.  We; after the Webinar series.  We have one more.  We will be posted a Q and A resource that include the questions collected here as well as our other two sessions.  So, if we weren't able to get to your question today we will answer it there.

And as with most webinar's you probably have more questions.  There were several resources shared with you today to support your learning.  NCII has also posted these on it's website.  These include the two tools that we had but also, Megan has done a recording.  I know that a lot of folks have asked; about wanting more information about the dimensions.

This recording provides a very; a much more in-depth discussion about each of those dimensions.  It's about twenty minutes.  It's a great PD resource for staff meetings.  The full Webinar for today will also be posted on the website.

**[Slide 49 – Taxonomy and NCII Resources]**: There are a number of other resources that the National Center on Intensive Intervention does put out.  You'll see some modules.  We have a comprehensive module series that comes with Power Point presentations, facilitator guides and handouts as well as recorded Webinars like what you see today.

**[Slide 50 – The NCII Tools Charts]**: And then finally, I just want to point out that the tools chart that that Meagan mentioned multiple times.  We have screening tools charts, progress monitoring tools charts, intervention tools charts both in behavior and academics.  And we also have a resource around diagnostics assessments.  We don't do a tools chart, but we do provide common, free resources that folks can use in the intensification process.

**[Slide 51 – National Center on Intensive Intervention]**: So, I want to thank you for joining us today.  If you would like to learn more about DBI and the taxonomy of intervention, stay connected to us. Check out our website or follow us on Twitter or YouTube.  You will be receiving an evaluation about an hour after today's session.  And we really appreciate your feedback.  So, thank you very much for attending.

**[Slide 52 – References]**:

**[End of Transcript]**