

Intensive Intervention: What it is, Who It's for, and Why it's Important

Webinar Transcript

[Slide 1 – Intensive Intervention: What it is, Who It's for, and Why it's Important]: Lou Danielson Good afternoon everyone. I am Lou Danielson and welcome to today's Webinar entitled Intensive Intervention; what it is, who it's for and why it's important. Today's presenters; advance the slide please.

[Slide 2 – Today's Presenters]: Today's presenters today include myself, the Director of the National Center on Intensive Intervention. Rebecca Zumeta Edmonds who is the Co-Director of NCII. And Doug and Lynn Fuchs from Vanderbilt University who; Doug is the Director and Principal Investigator on an IES project entitled Accelerating Academic Achievement for Students with Learning Disabilities Research Initiative. And Lynn Fuchs is a Co-Principal Investigator on that project. Next slide please.

[Slide 3 – Today's Presentation]: So, in today's presentation we are going to begin talking about what is intensive intervention. Why do we need it? We will also be presenting some of the Technical Assistance and other resources available from NCII. And then, Doug and Lynn will be talking about research advances in intense interventions. Next slide

[Slide 4 – What is Intensive Intervention?]: So, what is intensive intervention? Basically, intensive intervention addresses severe learning or behavior difficulties of students with disabilities. And among the key characteristics of intensive intervention is that it is driven by data and characterized by increasing intensity and individualization of academic and instructional supports. These can include smaller groups, more time, more frequent intervention and or adaptation of the intervention and the method of instruction. Next slide please.

[Slide 5 – Data-Based Individualization: A framework for intensive intervention encompassing academics and social behavior]: This slide illustrates in a chart what the process might typically look like for providing data-based individualization on intensive instruction. Typically one would begin with a validated intervention program. This might be particularly referred to as a Tier Two intervention or a secondary intervention. Sometimes referred to as a standard protocol; standard treatment protocol. And; but would be a validated program that's determined; been determined to be effective in general for students.

For these students in this program, they would be progress monitored. Typically in a weekly or bi-weekly basis. And for students who are found not to be responsive to the intervention. They might then have some additional evaluation that would be more diagnostic. This could be an informal diagnostic such as error analysis or it could be a more formal diagnostic assessment.

Following that; based on that information then the intervention for student that are not responsive and for whom you're got the diagnostic information. The intervention would be adapted along the lines of what I mentioned before. It could be more frequent intervention, longer sessions or could actually involve some change in the intervention itself that's being administered. That would be again followed by progress monitoring to determine whether the student is responding to that adaptation. If the student is responsive that's great and you continue to do what you're doing.

If the student doesn't respond to that adaptation. You basically cycle back and attempt some additional adaptation of the intervention. This process might be familiar to some because it; it's kind of a variation of diagnostic teaching.

[Slide 6 – DBI Assumptions]: So, there are some assumptions built into this work of data-based individualization. First of all, students with disabilities who require Special ED, need specialize instruction to progress towards standards. This probably shouldn't come as a surprise to folks. It's basically the definition of Special Education. In addition, a data-driven systematic approach can yield; can help educators to develop programs likely to yield success for students with needs.

Next slide please.

[Slide 7 – DBI Assumptions]: DBI is different and more intensive from; compared to sometimes what's regarded as a primary intervention or Tier One. Or core or secondary intervention; prevention, Tier Two. In part because again, it's individualized where both of these earlier Tiers would typically be based on a standard treatment that's delivered to; in the same way to all students that are there in Tier One or Tier Two. And additionally, DBI is based on a long-standing program of field based randomized controlled trials. And it's been demonstrated to be effective in reading, math and spelling outcomes compared with business as usual in special education.

Next slide please.

[Slide 8 – Who needs is?]: So, who needs it? Clearly students with disabilities who are not making adequate progress in their current program. In addition, other students who present with low; very low academic achievement or high intensity or high frequency behavior problems and student in Tiered academic programs who have not responded to secondary intervention programs that were delivered with fidelity. These are what we found in our experience that; these are often students who have already been identified as students with disabilities. But, in some instances there are some kids that meet these criteria that have not been identified with disabilities.

And so, you might be asking why do we need intensive interventions? Next slide please.

[Slide 9 – Why do we need intensive interventions?]: So, many people may be aware of these data. But what we've seen for basically the entire period. In fact in going back to ninety-eight when the National Assessment for progress first began reporting data for student achievement. That students with; with disabilities have right around ten percent, have been proficient or above. And the number really hasn't changed much over a period of now yearly for seventeen years.

And so, there's been a great deal of concern about how; what can we do to accelerate achievement for students with disabilities?

[Slide 10 – NAEP Reading, Percentage of Fourth-Grade Students at or Above “Proficient” (1998–2015)]: Next slide please. We know from a large body of research that the validated Tier Two programs even when implemented with fidelity through inter-research context that there's three to five percent of students who really are not responding sufficiently. And really need more help. Among the things that these students need. We know from a body of research is that students with intensive needs often require ten to thirty more times of practice than peers. In addition, we know from some of the research; particularly some of the research that Doug and Lynn have done. Often these students also require in addition to more practice adapted interventions as well.

[Slide 11 – Why Do we Need Intensive Intervention?]: So, we believe that at this particular point in time that this intensive work be scaled on a much larger level. If you go back over a lot of the policy reforms that we've seen. Really beginning with the ninety-seven amendment and you consider the NAEP data that I laid out earlier. We've seen a number of things that were designed with an intent to; clearly to improve outcomes for kids with disabilities.

First in nineteen ninety-seven when the first requirements came about in IDEA. That students with disabilities be included in assessments. And I think that there was an expectation at that time.

[Slide 12 – History of Federal Efforts to Improve Outcomes]: That with that inclusion in assessments and in the public reporting that was required as well. That that would provide; make more visible how kids with disabilities were doing. And would provide some [Indiscernible] to address outcomes and improve outcomes.

Then beginning with No Child Left Behind you had some additional requirements that built in accountability provisions with students with disabilities being an accountable sub-group. Again with an expectation with a greater accountability that of course would lead to improved outcomes. And in two thousand and four reauthorization, the focus was on accountability; state accountability for performance measures. Which included; these performance measures included performance in assessments. All through; through that entire period up through two thousand we really saw as you would recall from the NAEP data very little increase.

I think the; my view is that the results driven accountability focus that OSEP has recently announced. It holds great potential for ratcheting up our efforts to improve outcomes. Next slide please.

[Slide 13 – Current Context for Results Driven Accountability (RDA)]: So, what's this results driven accountability about then and why do we think that it holds great promise? In twenty-fourteen, OSEP announced this vision for revised accountability system that would achieve kind of a better balance between emphases on compliance, versus kind of an emphasis on kind of an accountability for improved results. The belief being that this new accountability system would provide a comprehensive; would provide comprehensive integrated strategies to support students with disabilities. Next slide.

[Slide 14 – Basics of RDA]: So the basics of RDA is that the results we want to achieve drive the actions that we need to take. And so if we focus on what outcomes for students with disabilities that we hope to achieve and then describe what actions must we take to achieve those outcomes. And that's the basis for the expectations for states in their plans related to RDA. Next slide please.

[Slide 15 – Why is understanding RDA so important?]: Meeting RDA goals will require a focus on improving; at the end of the day a focus on improving instruction and intervention. And states will be; I would say now are in need of support in how to provide intensive intervention for the kids who need it the most. And this of course includes evidence-based intervention strategies, assistance in overcoming implementation challenges that exist potentially at the state level, at the district level, at the school level and even at the teacher level. And then making connections to other state and district initiatives that may also support improved outcomes for students with disabilities.

Our belief is that RDA holds; as I mentioned before. Great promise in helping to; I think it creates an incentive for states to work with us to attempt to scale the work that we've done in the intensive center. Next slide please.

[Slide 16 – Thinking about Intervention Levels/Tiers in MTSS]: So, this chart kind of illustrates hopefully much of what I've talked about. It makes clear some of the distinctions between the tiers of instruction that might exist within MTSS. And especially what this most intensive tier looks like. It's typically instruction intervention would be individualized based on student data and group sizes. It could be as large as three students. Although, of course it could include a single student.

Progress would be monitored at least weekly. And the population were those students are served are those with significant and persistent learning needs. And the way that that gets operationalized in this is that these are students who really are not responsive to high quality secondary and primary interventions. That were; that are delivered with fidelity. So, I'm going to hand it off now to Rebecca who's going to talk a little bit about some of the technical assistance and other resources that are available through the National Center on Intensive Interventions. Rebecca

Rebecca Zumeta Edmonds: Great, thank you Lou. Welcome all.

[Slide 17 – NCII Technical Assistance]: So we are; we wanted to give you just a little bit of information about the kind of work that the National Center on Intensive Interventions and how it may be of some use to our broader stakeholders in the field. So, we are just wrapping up the end of a five year round of funding that ended actually at the end of September. And we are starting a new round of funding that will fund us through twenty twenty-one to operate the Center. And that's really exciting for us because it's really going to allow us to continue to expand our work to different audiences and build upon what we have spent a lot of the last five years developing and learning from

[Slide 18 – Implementation Support for Intensive Intervention Targeting:]: In the last five years our focus has really been working with school districts and schools; intervention teams in

schools that are wanting to take on implementation of intensive intervention. Or in some context what they would call a Tier Three or RTI or MTSS or PBIS model. And from that work and learning, we are now well positioned to begin to expand the scope of this work to really focusing on developing the capacity of State Departments of Education and entities that work with State Departments of Education to build the capacity for school districts. So that schools throughout their state can be able to implement intensive intervention.

We are also expanding our work in-service and pre-service teacher preparation programs. Through partnerships with some of the other Special Education program grants and then also through a sub-contract that we have with the University of Connecticut to create some online course materials. That we hope to make available within the next year or two to other institutes of higher education who are interested in embedding some of this content into their coursework. We have some opportunities for some exciting partnerships there and we will look to continue those through the next five years.

We also through some of this work gotten to work with CEEDAR which some of you may know. Which is a personnel preparation focused Center that the Office of Special Education Programs funds. So, our reach in this new Center is really expanding to a broader notion of capacity and developing the skills of people who are working with local education agencies and schools to be able to support implementation of intensive interventions. Next slide Nick.

[Slide 19 – Capacity to Implement Intensive Intervention]: And one of the important things that we have learned about this implementation support is that disseminating information while a critical piece in helping people to take on a systems change like implementing intensive intervention and to support students with intensive learning needs. That by itself is really not enough to change the behavior of what goes on in a school. So, while we have developed a lot of content around what the process and Data-Based Individualization is, that concept of developing knowledge and skills is only one part of how we approached capacity development.

So, you'll see in this graphic that there is kind of an emphasis on professional development so that people understand the what. The evidence that underlies the kinds of interventions and assessments that people should be selecting, how to deliver those kinds of assessments, how to use the data, how to implement the interventions and so forth. But, we also know from our work that readiness and support for implementation are critical. And by that we mean, when we go into a site to work, we want to make sure that they are ready to take on the initiatives. So that they understand that this is more than just a one day training or somebody coming out a couple of times to work with them.

But really, it's an ongoing commitment to improving the kind of services, the student population that intensive intervention is intended to target or receive. Helping them understand how this would fit within their other initiatives, their goals and the areas where they feel that they need to make improvement. So that they can understand how this can help them accomplish what they need to. So again, that results driven accountability that Lou was talking about earlier can be a really important leverage point. Because, that does suggest that many states are taking on a broader goal around improving literacy or math outcomes for students with disabilities.

So, that's a big part of readiness and understanding that; in those states that that may be an important focus for them. And then hand and hand with that; there that concept of implementation support. So, we may know a district or a school or a system that's ready to take on this work and they believe that it's important. We can provide them training and support around what are these components of DBI. But then we also know that there is support needed for implementation.

So that; by that we mean helping people to understand that when misunderstanding occur when they are planning to roll something out in what order should they plan the implementation of different pieces of the process. When something doesn't go exactly as they planned, how can we troubleshoot that? What are the things that people maybe thought that they understood when they were going through a professional development session than when they were in the moment and actually had to implement an assessment? Or they were in a data meeting that kind of fell apart or they realized that they didn't understand as well as they should have or could have.

That is where the implementation support comes in. And we see that as a very ongoing relationship that is embedded not only in the support in the moment but also looking at progress of these; of the sites that are implementing formatively. To help us to understand and how can we provide support to address areas that individual sites may be facing? So, those three pieces have really been critical to developing a capacity in a system to implement intensive interventions. That we have to really think about readiness, knowledge and skills and those supports for implementation that are likely to ensure that the implementation; the innovation that we're wanting to put in place can actually be implemented and potentially sustained.

Next slide.

[Slide 20 – Resources: Getting Ready for Implementation]: So with that in mind, we have a number of resources intended to target different areas. And some of them are available on our; many of them are available on our website and may be downloaded for use by any of our stakeholders. We have a whole module on thinking about that readiness component related to intensive interventions. What does it take to implement this; the DBI process? What do schools or systems need to be prepared to do? What are some really critical features or implementation and what are some things that may be a little bit more flexible or negotiable?

And so, those modules are really intended to walk teams through that information. And to help them make a decision at the end about whether or not moving forward and taking this in a [Indiscernible] fit for their needs. So, seeing if they had the capacity to do. Next Slide

[Slide 21 – Resources: Developing Knowledge and Skills about DBI]: We also have a number of resources related to developing the knowledge and skills. And here I have provided a bunch of web links because the content on the website; there's a little bit too much of it to show in detail on a set slide. Some of you may be aware of our tools charts where we provide objective content reviews of assessments and intervention programs related to academic and behavior. Or for sites that interested in finding a progress monitoring tool, an intervention. We are also in the process of developing a screening tools chart for behavior.

And we have one with academics that we are moving over from the RTI Center to the Center on Intensive Interventions. So, that will be a place for people to come to look for tools across a variety of issues related to assessments and interventions. And again, those are meant to be reviews of not only quality but of; excuse me. Of the; not only a review of the quality but also of the; the kind of feasibility of implementation, the costs involved, what kind of training is involved and so forth. So, those are some great resources for folks.

We also have a training series of the different components of the data-based individualization process. So, those modules are free and available to anyone who would like to download those and use them. There are speaker's notes, coaching guides, handouts, slides and so forth. So, someone could walk through those modules and learn more about intensive intervention. We also have a series of webinars that are shortened versions of those modules that people can listen to. They are achieved on our website.

And then, we also provide a number of links to some sample lessons and activities that illustrate some concepts related to how you might deliver a more intensive intervention in Reading, Math and behavior. Again, they're not intended to be comprehensive. But they are some nice examples of ways that you may think about intensifying a program for a student.

And then we also have started to post a series of videos of a teacher modeling how to deliver an intervention related to important mathematic concepts and that are common areas of need for kids with intensive needs in math. And that is an area where we're just started to do some work. And we've posted about ten videos and will be adding to those. And then we also have a series of videos that are from experts in the field that are researchers and practitioners, administrators and other leaders to respond to questions related to intensive intervention. Both from the knowledge and skill side of things as well as the components.

So, this is really a great set of resources for someone interested in learning more about the how of this intensive intervention process. Next slide.

[Slide 22 – Resources: Implementation Support]: And then finally, we have support for implementation. And so, what these material are intended to do is to help teams once they understand that DBI or intensive intervention process, to think about how they're going to implement it in their system. So, we've created tools for helping teams conduct data meetings. Both for pre-meeting planning, for meetings for developing individualized plans for students and on for how to check up on progress that students are making in their individualized plans.

We also have a series of fidelity related resources. So, a rubric for monitoring implementation of the broader intensive intervention process. And also individual checklists for teachers and Intervention teams to use to look at how well are they adhering to the plans that they have made for individual students. So, it's a useful set of tools for kind of drilling down into implementation and when it's not going well. Where things might be breaking down?

And then finally, we have a number of implementation examples and briefs and reports from the field; from the different sites with which we've worked. And also other projects that we've undertaken to really talk more about kind of what the state of the art is going on related to implementation of intensive intervention in the field. Next slide please.

[Slide 23 – Connect to NCII]: So for those of you who are new to NCII, we would like to invite you to sign up on our website to receive our newsletter. And anytime that we post new resources or materials you will be updated on that. And then we also have a Twitter account if you are interested in following us on Twitter, we encourage you to do that. And with that, I will turn it over to Doug Fuchs who's going to talk a bit about the work of the; their IES Grant. Starting off by talking about the work that they're doing related to literacy and really extending what we know about intensive intervention as it relates to reading.

So, Doug take it away and thanks very much.

Doug Fuchs: Hi, next slide please?

[Slide 24 – NCSER's: Accelerating the Academic Achievement of Students with Learning Disabilities Initiative]: So, I'm just going to start briefly and then Doug will take over in a minute. This is Lynn Fuchs. So, we're talking about a Center called Accelerating the Academic Achievement of students with learning disabilities initiative. This is funded by the National Center for Special Education Research within the U.S. Department; within the institute of Education Sciences. Which is housed in the U.S. Department of Education.

So, we're investigating next steps for intensive intervention. Next slide please.

[Slide 25 – NCSER's: Accelerating the Academic Achievement of Students with Learning Disabilities Initiative]: So, the background for this is that with data-based intervention. Intensive interventions begin using an evidenced-based program that most closely approximates that target student's needs. Now, we call this the intensive intervention platform. As the data-based individualization process continues, the interventionist uses progress monitoring data to determine when adjustments to that intensive intervention platform are needed to improve the student's responsiveness to intervention. Next slide please.

[Slide 26 – NCSER's: Accelerating the Academic Achievement of Students with Learning Disabilities Initiative]: Now, intervention platforms that address the widest range of student's needs with the strongest effects will decrease the number of program adjustments; adjustments needed within the DBI process. And NCSER's accelerating the academic achievement of students with learning disabilities initiatives is developing innovative intensive intervention platforms that are designed to expand student responsiveness at grades three through five. Next slide please.

[Slide 27 – These Intervention Innovations]: Doug Fuchs: So, hi everyone; this is Doug Fuchs. So, these intervention innovations that Lynn and I and our colleagues are trying to develop as part of the NCER research initiative on intensive intervention focus on; focus on critical challenges that student experience when transitioning from primary to intermediate grades. In reading, we are focusing; we are developing programs to help children read and comprehend information text. And in mathematics, the focus is on fractions and pre-algebra performance.

These interventions are meant to broaden the comprehensiveness of the instructional approaches and they incorporate skills, strategy and knowledge. We explicitly teach for transfer. And we embed explicit instruction on language comprehension and executive function into academic

skills instruction. To further; to further try to make the interventions in reading and math comprehensive and robust and more successful for a greater number of kids. Next slide.

[Slide 28 – NCSER’s: Accelerating the Academic Achievement of Students with Learning Disabilities Initiative]: So in this part of the webinar, we’re going to provide just two examples of components that we’ve designed to expand responsiveness to interventions. And we’re going to call these two components; or refer to these two components as capitalizing on the power of prior knowledge to build comprehension; to strengthen comprehension of informational text. And capitalizing on the power of executive function to build fractions knowledge.

You know we’re doing a lot more in reading and math but, you know because of time constraints we’re focusing on these two components. Next please.

[Slide 29 – Intervention Innovation in Reading]: So, I’m going to talk about our efforts to build prior knowledge to increase reading comprehension. And then Lynn is going to talk about the math area. Next, Nick please.

[Slide 30 – Inferences and Informational Text]: So, to understand informational text; students necessarily need to make inferences. And as I’ll talk very briefly, they need to make what we call in-text inferences and out of text inferences. Good readers make correct inferences while they’re reading informational text by knowing how to; to read the text as well as to bring prior information to bear on the text that they are Reading. Next; next slide please.

[Slide 31 – Prior Knowledge and Inferences]: Okay, so inference making occurs partly when readers connect prior knowledge to text. This strengthens the reader’s understanding of the text. Poor readers have trouble with inference making while reading because, they may not know how to make inferences. Especially within text or in-text inferences like for example, understanding; being able to clarify antecedents. Vague and perhaps slightly confusing antecedents.

As well as not having the prior knowledge to draw on. And we work with many children who come from communities where you know, kids are competent in many ways. But, sometimes do not have the necessary background knowledge to read; especially informational text successful. Next slide

[Slide 32 – Intervention Components Using Prior Knowledge]: Students in our program; in our developing program. Learned to answer inference questions about information in the text as I said by using inside strategies. And as you can see; you can look in the insert entitle in or out strategy. We provide specific strategies for understanding; clarifying antecedents as well as understanding questions about text by looking for key words in the text. And then by looking for those same key words; sorry. Looking for key words in the questions and then looking for those same key words in the text themselves. They learned to answer comprehension questions that go beyond the text. By using outside text strategies that require background knowledge.

Next

[Slide 33 – Poor Readers Demonstrate Gaps in Prior Knowledge]: So here as an example is a small portion of text. Your brain is amazing. It’s like the boss of your body. It tells all of the other parts what to do. It keeps your heart beating and your lungs breathing. It helps you figure

out what's going on in the world. It helps you make the decision to move your legs. Your brain makes you, you. It's the most important organ or body part, in your body.

Okay, so this comes from some informational text. The question that the text book asks is why is the brain the most important organ in your body? The passage gives several clues but also requires kids to have some information; some background information. Prior knowledge of other organs. And many kids; especially elementary kids don't have that knowledge. So, one solution is to try to provide kids with tools that they can use to fill the gap of their prior knowledge. Next

[Slide 34]: So, what you have here is a very simple schematic. And what we are developing are essentially a library of videos that kids can go to prior to reading a text or sometime in the process of reading the text to learn more about the text. To learn more about the subject or the focus of the text. And so, what we are providing kids is a library of videos that collectively helps them build their skill knowledge that they; that they did not bring to the text at hand.

And each of these videos that we are developing on a variety of subject matter run only about a minute. And we're going to go; and if you would click on the link in the chat area. You will be able to download the section entitled "Why do you need a Brain?" So, maybe you could switch to the next slide.

[Slide 35]: And so what you're seeing again is; is just about a one minute segment of a video of; that tries to provide kids with information about their brain that presumably they did not have coming to the; coming to the text.

[Slide 36 – Using Media to Empower Struggling Readers]: So, we're using this to you know to fill in gaps in their prior knowledge to try to engage them, energize them with respect to the text at hand. And we see this as a; potentially as a very interesting way of a healthy; facilitating a process. Whereby kids can build their own background knowledge on focused subjects. And so, building background knowledge added to building vocabulary words and sensitizing kids to text teachers and special words that they see in text that may be italicized or bolded or capitalized.

Teaching them main idea strategies and so forth. All of this is a multi-component package. And one component of which is building background knowledge. And with that, I'm going to hand it over to Lynn.

[Slide 37 – Intervention Innovations in Mathematics: Capitalizing on the Power of Executive Function to Build Fractions Knowledge]: Next slide please. And so, we're going to switch gears and talk about math. And to illustrate some of the innovations that we are incorporating into interventions within the NCSERs Center. We're going to talk about capitalizing on the power of executive function to build fractions knowledge. Next slide please.

[Slide 38 – Executive Function Intervention Components]: So with the executive function intervention component, students complete a fraction super challenge. Which is a form of CBM; curriculum based measurement every other week. And students use performance feedback from the bi-weekly CBM to track progress, set goals and help determine the direction of their own programs. Students also learn about GRIT, about the ups and downs of working hard toward

math goals. And about transferring what they learned during intervention to math work that occurs in their classroom and even outside of school.

Next slide please.

[Slide 39 – The Super Challenge]: So, let's talk about the super challenge for a few minutes. Each super challenge includes every fraction skill that's taught in the program at that grade level. So remember, we're at grades three, four and five. So, there's a different super challenge at each grade level. But within each grade level, every super challenge is an alternate form of equivalent difficulty.

So, the problem typed on every alternate form that occur every other week; every other test. The problem types are the same but the problems for every skill on each alternate form is different. This is like CBM; curriculum based measurements. The problem types on each super challenge is presented in random order. And the students use the super challenge graphed scores and skills profiles to track their progress and set goals.

Next slide please.

[Slide 40 – Super Challenge Graph]: So, here's what a super challenge looks like. Like I said, each grade level has a different set of problems that reflect the content at that grade level. And every super challenge has twenty problems on the front and back of the same page. This is page one of the third grade super challenge. Next slide please.

[Slide 41 – Super Challenge Graph]: After every super challenge, the Interventionist scores every student's performance in the group right then and there. And students use the graph to track how much and how well they're improving. You see that with the blue dots on the Super challenge graph. Their goal as indicated at the top of the graph is to beat their highest score on each super challenge. Next slide please.

[Slide 42 – Super Challenge Skills Profile]: At the bottom of the super challenge graph, the child sees what we call the skills profile. Which shows the difficulty level of every skill group on the super challenge. The green ones mean that that skill has been taught already and has been practiced. The yellow means that that skill was recently taught. And the red skill means that that skill hasn't been taught.

And as the week's progress, more and more skills; as you can see there is less and less red and more and more green. Indicating that when different skills are taught across the intervention period. When students get all problem types in a skill group correct they earn a checkmark for that skill group. And the checkmarks allows the student to track progress in their skill groups over time. Next slide please.

[Slide 43 – Super Challenge Overlays]: When the interventionist scores the student's performance on each super challenge there is an overlay. That helps the children see which problems they got right and which problems they did not get right. And how that corresponds to whether that skill has been taught in the program yet or not. So, it helps the children to make sense of their performance. Next slide.

[Slide 44 – Super Solvers Homework]: There is also what we call super solvers homework that is a part of the executive function program. So, student's complete homework sheets following every intervention session. But, they get to select the homework sheet that they want to do in order to target the problem types that they want to improve on. So, each homework sheet also includes a trick problem. Which you see that on the top right which directs them as they're working through these problems that they need to be on the outlook for a problem that not the same problem type as the other problems on the sheet.

And then down at the bottom in the lower left hand corner there is a help card. That the student can use only if the student needs it. To help them to learn how to complete the problem or check their work. Next slide.

[Slide 45 – Power Practice]: Another component is what we call power practice. These are individual practice sheets that occur within the lesson. And on every skill that the student is doing during the power practice, they can see with the letters that are written next to each skill. How that corresponds to their graphs performance. And interventionists use the power practice sheets to figure out the kinds of problem the student need; needs work on.

And these power practice sheets also help the Interventionist coach the child as he or she selects their homework choices. Next slide.

[Slide 46 – Executive Function Intervention Components]: So, the executive function intervention components include students completing a fractions super challenge every other week. Using the performance feedback from the super challenges so that the child tracks his or her own progress, sets their own goals and helps to determine the direction of their own programs. And embedded in all of this is teaching the child about GRIT. About the ups and downs of working hard towards math goals. And then about transferring what's learned during intervention to other math work in and out of school.

Next slide.

[Slide 47 – NCSER's: Accelerating the Academic Achievement of Students with Learning Disabilities Initiative]: So, these two initiatives that are a part of a larger, broader set of intervention innovations. They are being developed as a part of the NCSERs center. And they're being incorporated within comprehensive intervention programs. And they are rigorously tested within the center.

So, we've put together these comprehensive programs at grades three, four and five. Which in reading include a strong component to help students capture the power prior knowledge. And in math, help the student capture the power or executive function. And the goal is to strengthen intensive intervention platforms to further to further strengthen outcomes.

And we're conducting large scale randomized control trials at this point. Evaluating the added value of these components. And investigating the overall efficacy of these more comprehensive intensive intervention platforms. Next slide.

[Slide 48 – Disclaimer]: So, we just want to repeat that the work that is described across the entire session from the National Center on Intensive Interventions and from the NCSER

Intensive Intervention Research Center is funded by the U.S. Department of Education. And NCII by the Office of Special Education Programs in the Department of Education. And the NCSER work within the Institute of Education Sciences in the U.S. Department of ED.

Doug Fuchs: And one last thing. Both of these important initiatives illustrate that the U.S. Department of Education, OSEP and IES; NCSER particularly. Recognizes; or recognize that the really unfortunate and tragic performance of students with disabilities. Many, not all; but many across the years. Has illustrated at the outset by the slide that Lou Danielson shared with all of you. So, hopefully together we will move forward and you know address this really important issue in education.

Doug Fuchs: So, do we have time for some questions; questions and answers?

Rebecca Zumeta Edmonds: I think we do have some time if there are any; are there any that have come in? Amy and Nick, have we received some questions?

Nick Croninger: Rebecca, we currently have none that have gone unanswered. But, I think if we take the opportunity, people can feel free to submit questions in the questions box in your control panel and we'll try and do our best to answer them as they come up.

Rebecca Zumeta Edmonds: Great, then why don't we give them a couple of minutes.

Nick Croninger: Okay, and they are coming in. And I will try and relay these as they come in. First off, we have a question in regards to asking can we get copies of the slides. We're actually going to upload these to our webinar page on NCII website. But also in the handout section of your control panel, you are all free to download the attached slides that are there currently. And those are once again in the handouts section of the control panel.

Let's see, let's get some other ones. We also had a question about the availability of Math CBM worksheets that were addressed. And if so; if they are available, where are they housed? And if they are not, how would practitioners be able to get their hands on them?

Speaker Two: I think the best thing would be for people to contact Lynn Davies. His e-mail address Lynn dot a dot Davies at Vanderbilt dot Edu.

Nick Croninger: Great, thank you. And we also had a question from; sorry if I miss pronounce your last name. From Sally Ormay and her question is; whether that you expect that providing background knowledge will assist students in learning the particular passage or that improves their reading comprehension more broadly?

Doug Fuchs: That's a good question. It certainly will help with the specific passage at hand. What we're hoping to do is; this year and next year. Is to talk about using you know available means. That is means available to children to build their background knowledge.

We will start with a relatively small library that we provide to them. And we're thinking about a number of different directions to go right now. Including at some point you know scaffolding; removing scaffolds from the process by which they seek out additional information. Right now we're providing you know the videos.

But we can see somewhere either this year or next year giving them links to go to. And to begin to navigate for themselves to find information to enrich their background knowledge. And so, we see this as kind of a process.

Nick Croninger: Great, we also have a question from Mary Julie Aguilera and once again, I'm sorry if I missed pronounced your name. Her question is how do you apply RTI strategies at the high school level when you have over two thousand students? Which ones are you supposed to concentrate on first?

Doug Fuchs: Lou Danielson is the expert on this one.

Lou Danielson: Well, that's a great question. And in most of the; as the questioner is probably familiar with. Most of the RTI work has been at the elementary level. The National High School Center which was funded a number of years ago by the Department. Did do high school level work related to RTI. And there are in fact high schools that are doing RTI at the high school level.

And I would say that what most of the high schools did was really focused on; as RTI is designed. To be around prevention and early intervention. They really focused their work on the rising eighth grader. And so this would be of course in a nine to twelve situation. And looking for at risk students and at risk in that case typically involved both academic risk as well as behavior risk.

You know, that they might use of course achievement test data of grades; in seventh and eighth grade. As well as things; more behavior things like attendance to kind of identify as sort of risk factors. And then of course, beginning in the ninth grade if they identified at risk students they would typically provide them with more individualized support to students.

So, RTIs net was not as narrowly focused on; as it is in the elementary school. On; most often I would say on Reading skills as well as math skills and sometimes on behavior. I would say at the secondary level, the behavior application is actually quite similar in high school as it is in the lower grades. But, that academic focus is often not as narrow. Just to focus on reading skills but more often would focus more broadly on a set of; maybe more appropriately called indicators for kids.

And it's possible then if underlying the riskiness was a child that had; was unable to read grade level content. At that point, then an intervention. Part of the; you know addressing the needs of that student would be to make some decisions what the nature of a reading intervention might be. And for some of these kids it might simply be; and that's where the kind of team based or bringing in the experts to make some decisions.

It might be about providing kids access to digital textbooks. That could be one part of the intervention. It might also though include some direct instruction related to reading as well. Hopefully that is helpful.

Nick Croninger: Great, so we've come to three O two. Do we still want to answer a few more questions? We will also have a chance to collect these at the end.

Rebecca Zumeta Edmonds: Nick, why don't we take one or two more? And then we can do the anymore that are left we can respond to in writing and post those later.

Nick Croninger: Okay, great. Let me just find one. Okay, so Victoria; that person has left. Will NCII be collaborating with new comprehensive literacy centers recently funded under ESSA?

Rebecca Zumeta Edmonds: That is an excellent question. The Literacy Center that was just funded as a cooperative activity between the Office of Elementary and Secondary Education and the Office of Special Education Programs is definitely a center that we are planning to collaborate with. And we very much look forward to; a great team won it. And we've had some experiences working with them in the past. And we definitely plan to continue to do that in the work moving forward because we see a lot of overlap in what they've been charged with doing and what the focus of our work is. So you can definitely be; plan to look for that.

Nick Croninger: Great and we also have a comment in regards to; this is great information for daily instruction but will not be accessible during their reading and writing assessment.

Rebecca Zumeta Edmonds: Yeah

Nick Croninger: And so if someone could.

Rebecca Zumeta Edmonds: Yeah, I'm not sure if I understand the nature of that question. But, this really is about how to provide kids intervention. And to help them to develop the kinds of skills that they would need to be able to perform better on those kinds of assessments. But, it is; it really isn't specific to the kinds of accommodations that maybe provided to students as part of testing. That is still governed by the way that the student's IEP is written.

Lou Danielson: And I might; this is Lou. I might add that it has not been the focus on this Center to focus test accommodations. But OSEP had funded the National Center on educational outcomes that works with states around that issue. And they provide TA around ensuring that kids with disabilities are appropriately included in the accountability assessments. Which I assume is what you're talking about?

Nick Croninger: Great, and so we had a few questions that also talked about those state test scores; state based tests. But I think Lou that you just kind of answered those questions all in one go. So I think if I'm; so, let's go with one last one. So, some teachers have large numbers of students receiving Special ED services. So you know when we talk about a small group of three student's max. That can be difficult to plan logistically.

How does a teacher stretch herself to be able to service; to best service large groups of students receiving Special ED services?

Rebecca Zumeta Edmonds: Well you know I think the situation differs in each local setting and probably in every school. I don't know what kind of research there is to answer that question. But you know when I was a teacher you know, what I would do was form small groups within the larger group of children that I had in my classroom at any one given time as a Special ED

teacher. And then design instruction so that my time was primarily organized giving instruction to small groups within the larger group.

And that requires, you know pairing what the students are doing when they're not directly working with the teacher in a very careful way. To make sure that it links to that ten minutes of instructional time that they're going to get with the teacher. So, that's how I did it. And I'm not saying that that's the best way for others to proceed. But, I think that it illustrates the fact that we have to work with the situation that we have to try to maximize the results that we get.

Lou Danielson: The other thing that I would add. And this is based on the; during the first five years, the schools that we have worked with. That is that the Intensive Center has worked with. Is that the number of students in each school required the most intensive intervention in many instances was quite small. And it's possible that some of the student's that you're talking about might actually benefit from the Tier Two intervention that might be delivered in a standard way to larger groups of students.

We found in some schools that often schools moved to kind of individualize with students more quickly than they needed to. That is that some of the students really would respond to a Tier Two intervention that was delivered with; with high fidelity. And that they may have had more students in intensive intervention then might have been necessary. I'm not suggesting in her case; in the questioner's case that that is necessarily true but, that was one of the things that we noticed in some of our sites.

Rebecca Zumeta Edmonds: This is Rebecca. And I think the other thing to keep in mind. And part of why; what we emphasize in our work is really this piece around the support for implementation. It is that you do have to have a system and a stricter in place that allows this to occur. And one of the things that we have seen as being really critical for this is if the school is willing to provide some kind of designated time for intervention in the day so that there is some potential for small group instruction.

And so I think that goes hand in hand in kind of what Lynn said about how to organize that time. And how to break what maybe a medium size group into a slightly smaller group for a different kind of focused instruction maybe important. But, we see that; those kids of systemic features as being really critical to making this happen. Because, the teacher can know what she needs to do. But if she doesn't have the capacity to do it within the context of her day that can become very difficult.

And there does have to be a commitment of the system to try to figure out how to make that work. And so, that's a big thing that we work with. Teams and systems on figuring out how to do in their context when they take on trying to implement intensive interventions in their system.

Nick Croninger: Okay, I think with that that we've reached the end of our questions.

Rebecca Zumeta Edmonds: Great

Nick Croninger: So, we can cancel; end the webinar.

Rebecca Zumeta Edmonds: Okay, well thank you all very much for joining us and taking the time to learn more about intensive interventions from the Center. And many thanks to my co-panelists for being willing to present with us today.