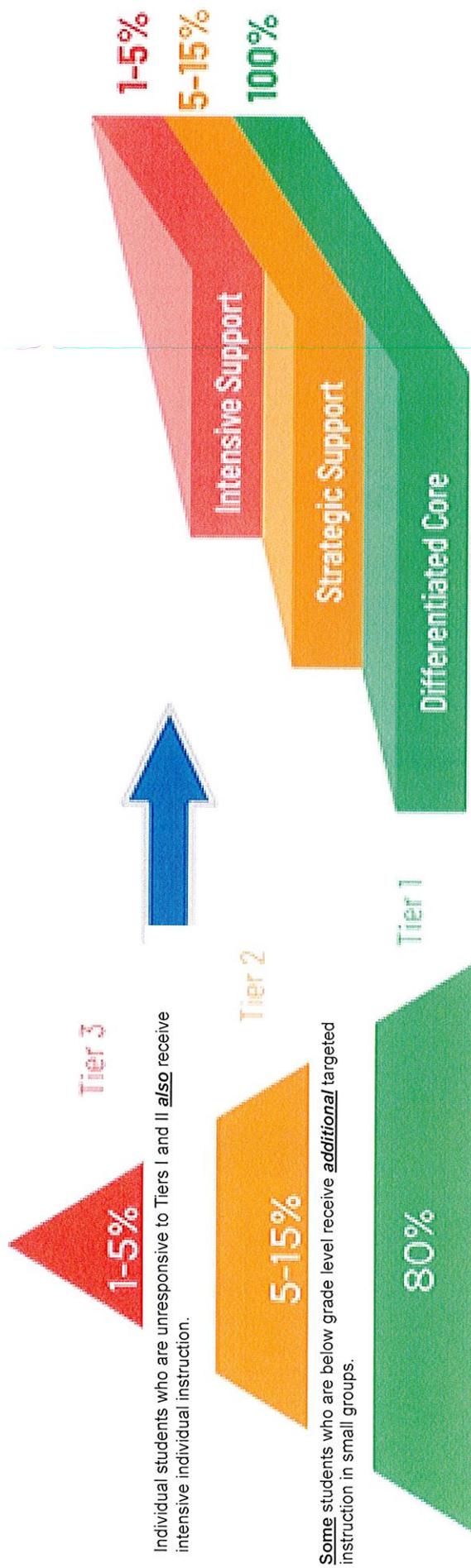


# **Equipping SSTs: Interventions, Progress Monitoring & Data Collection Agenda**

Northland Learning Center  
November 28, 2023

- Welcome & Introduction
- Review MTSS Framework
- Interventions
- Intervention Resources
- Progress Monitoring
- Data Collection
- Case Studies
- Team Reflection
- Questions/Next Steps



# What's the Difference?

## Accommodations vs. Modifications vs. Interventions

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### Accommodations

**Level** the “playing field”

Without changing the curriculum content and without reducing learning/assessment expectations, accommodations are changes made to the student’s learning environment so that s/he is able to access the curriculum based on his/her individual needs.

- Accommodations make it possible for students to be successful AT BENCHMARK.

Some examples include:

- Providing extra time for a student to complete the same test/assignments as his/her peers
- Reading a test to a student
- Providing preferential seating

### Modifications

**Create** the “playing field”

Modifications involve changing instruction and/or assessment, which alters, lowers, or reduces learning/assessment expectations.

- Modifications designate a DIFFERENTIATED BENCHMARK.

Some examples include:

- Reducing the number of problems/assignments that a student must complete
- Using a different grading scale for a student
- Providing a student with film or video supplements in place of reading text

### Interventions

**Ensure** the “playing field”

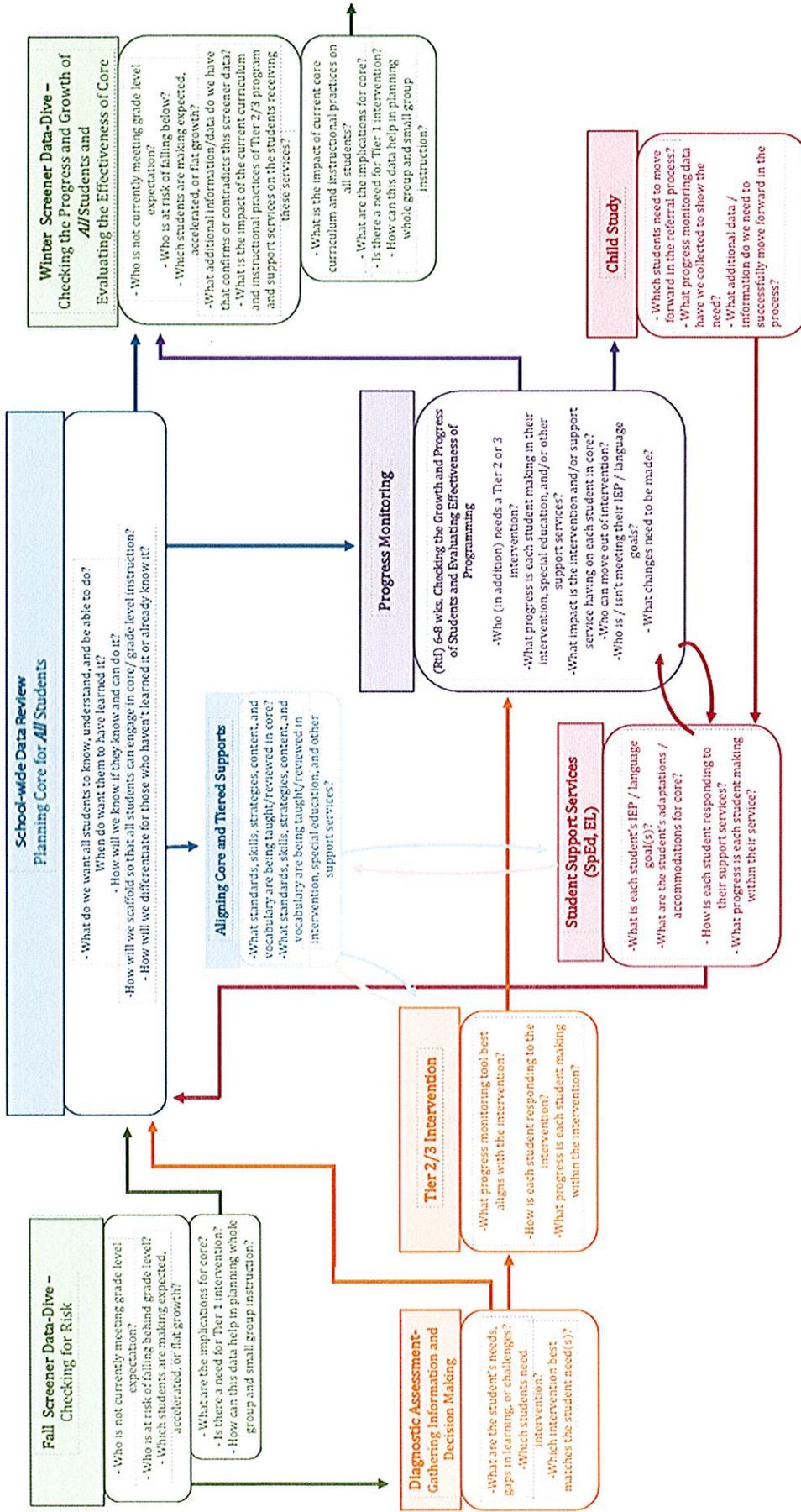
Interventions are specific skill-building strategies that are implemented and monitored in order for students to learn a new skill, increase fluency in a skill, or generalize an existing skill. They include assessment, planning, and monitoring progress.

- As additions to the curriculum, interventions are designed to help students MAKE PROGRESS TOWARDS BENCHMARKS.

Some examples include:

- Providing an evidence-based one-on-one intervention to improve a student’s reading comprehension for 30 minutes twice per week.
- Working with a small group of students three times per week to increase their accuracy in completing math computation problems.
- Implementing a study skills intervention with a small group of students in order for them to learn study skills they may not have, but that are needed for them to succeed academically.

# MTSS Data-Driven Decision Making and Information Flow Chart



**Part 2: Intervention Data**

**A. INTERVENTION DATA DOCUMENTATION-1 form per intervention for each 6-week cycle.**

- Fill out intervention data completely including the start date for each week; mark an "X" if no school and an "A" if absent.
- Record daily participation level. (High, Average, Low, or Refused to participate)
- Record weekly progress monitoring. (Academic: 1-3 data points. Behavior: 3 or more data points.) This is used to check if intervention is working.

Student Name:		DOB:		Grade:		
Area of Concern from Part 1 #9:						
Intervention:			Intervention completed by:			
Purpose/Goal of Intervention:			Progress Monitoring Tool:			
	Day 1	Day 2	Day 3	Day 4	Day 5	Progress Monitoring
<b>Date Week 1</b>	Intervention <input type="checkbox"/> Y <input type="checkbox"/> N	Date Data				
<b>Engagement and Participation</b>	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	Weekly Notes:
<b>Date Week 2</b>	Intervention <input type="checkbox"/> Y <input type="checkbox"/> N	Date Data				
<b>Engagement and Participation</b>	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	Weekly Notes:
<b>Date Week 3</b>	Intervention <input type="checkbox"/> Y <input type="checkbox"/> N	Date Data				
<b>Engagement and Participation</b>	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	Weekly Notes
<b>Date Week 4</b>	Intervention <input type="checkbox"/> Y <input type="checkbox"/> N	Date Data				
<b>Engagement and Participation</b>	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	Weekly Notes
<b>Date Week 5</b>	Intervention <input type="checkbox"/> Y <input type="checkbox"/> N	Date Data				
<b>Engagement and Participation</b>	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	Weekly Notes
<b>Date Week 6</b>	Intervention <input type="checkbox"/> Y <input type="checkbox"/> N	Date Data				
<b>Engagement and Participation</b>	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/> Refused	Weekly Notes

- If student has excessive absences and/or interventions are not completed daily, additional days/weeks must be completed.
- Print additional sheets as needed.

## **Scenario #1**

Bao is a 5-year-old boy who is enrolled in a kindergarten classroom who receives early childhood special education support. He is from a Thai American family and attends a special education preschool program due to needs stemming from Down's Syndrome.

- Speaks English and knows a few Thai words.
- Lives with two parents and seven older siblings.
- Loves to be around people.
- Cumulative school records indicate that he started receiving in-home special education support at the age of 3 months.
- Has one friend in preschool and has started to bully him, calling him "retard" and "ugly."
- Social skills are lagging, and his friend is starting to avoid him.

Answer with your team:

What intervention(s) would you choose for this student?

- Who will be implementing it?
- When will it be implemented?
- How frequently? (30 school day minimum)

How will you progress monitor?

- What will you be measuring?
- How will it be documented? (example: 1/4, %)
- How frequently will you progress monitor?

What are the next steps you would take at home and school?

- Communicate with family and other team members
- Determine Data Review Date (30 school day minimum)

## **Scenario #2**

Izzy is a third grader who has transferred from a charter school to a public elementary school and presents as follows:

- Caucasian English speaker
- Lives with two parents and has two older siblings who present as developmentally and psychiatrically typical.
- Appears to be gifted with artistic talent as evidenced by remarkably accurate drawings of famous people.
- Cumulative school records indicate that she has a 504 Plan due to a past psychiatric diagnosis of Selective Mutism. There is no indication that she has been referred for a special education evaluation or that a community-based therapist or psychiatrist is currently involved.
- Does not socialize with her classmates and utters a few words to one classroom paraprofessional on rare occasions.
- Academic performance is declining, and preschool IQ testing is in the average range

Answer with your team:

What intervention(s) would you choose for this student?

- Who will be implementing it?
- When will it be implemented?
- How frequently? (30 school day minimum)

How will you progress monitor?

- What will you be measuring?
- How will it be documented? (example: 1/4, %)
- How frequently will you progress monitor?

What are the next steps you would take at home and school?

- Communicate with family and other team members
- Determine Data Review Date (30 school day minimum)

### Scenario #3

Joaquin is a 7th grader who attends a public middle school and presents as follows:

- Latino and fluent in Spanish and English.
- Single parent family with a younger sister who present as a good student and socially well-adjusted.
- Athletic and plays on junior varsity basketball team.
- Cumulative school records indicate that he has functioned well in a regular education program since kindergarten. There is no indication that he has ever been referred to the Child Study Team and records in his cumulative file document a history of above average academic achievement.
- Has many friends; two of whom approached a school counselor to report that Joaquin has seemed “really down” and has made comments such as “Life sucks and I don’t see the point.” He gave away his prized Sega Genesis video game player to a neighbor.
- Academic performance is declining, and he has been truant 9 days since school started

Answer with your team:

What intervention(s) would you choose for this student?

- Who will be implementing it?
- When will it be implemented?
- How frequently? (30 school day minimum)

How will you progress monitor?

- What will you be measuring?
- How will it be documented? (example: 1/4, %)
- How frequently will you progress monitor?

What are the next steps you would take at home and school?

- Communicate with family and other team members
- Determine Data Review Date (30 school day minimum)

## **Scenario #4**

Marvella is an 11th grade female who identifies as LGBTQ and attends a large urban high school.

- African American and Native American (Lakota) English speaker
- Intact family with two younger siblings who were adopted.
- Sings and plays the guitar and is self-taught.
- Has above average intelligence and is an underachieving student who frequently announces that she “hates” school and wants to drop out.
- Has been suspended twice this school year for fighting with classmates in the physical education locker room.
- Has received several lunch detentions for bringing cigarettes to school. Other students report that she uses drugs laced with “dangerous stuff.”
- Has a juvenile record due to shoplifting and is supervised by a juvenile probation officer but is not receiving community services.
- Was referred for a special education evaluation and refused to engage in the assessment process. Her parents withdrew their permission to assess.
- Has a large group of friends who are known to be gang affiliated.

Answer with your team:

What intervention(s) would you choose for this student?

- Who will be implementing it?
- When will it be implemented?
- How frequently? (30 school day minimum)

How will you progress monitor?

- What will you be measuring?
- How will it be documented? (example: 1/4, %)
- How frequently will you progress monitor?

What are the next steps you would take at home and school?

- Communicate with family and other team members
- Determine Data Review Date (30 school day minimum)

# Data Review Reflection

## Bringing it to your SST meeting

1. What is going well with your SSTs & how frequently do you meet?
2. How are staff submitting student concerns to SST?
3. How are you prioritizing which students are being discussed?
4. How are you monitoring interventions & bringing data back to the team?
5. Moving forward, what are next steps for our SST?