Part Ill: MTSS Tier 3 Practice Profile

Data-based Individualization for Intensive Intervention Essential Components

The following table outlines the definition of each component and key actions for the implementation of Tier 3 interventions within the Multi-Tiered Systems of Support framework along a developmental continuum from effective, developing, and ineffective.

- **Effective/ Proficient** (**Complete and Consistent Implementation):** Includes core practices implemented with fidelity and generalized to a wide range of settings and contexts; used consistently and independently; and sustained over time while continuing to grow and improve.
- **Developing (Partial or Inconsistent Implementation)**: Includes core practices, but in a more limited range of contexts and settings; inconsistent use is evident or there is a need for supervisor/coach consultation to complete or successfully implement practices in order to move the school site into the effective/proficient category. Examples of developmental implementation are provided but are not inclusive of all possible examples. This column helps to define action planning.
- **Ineffective (Little or No Implementation):** Includes insufficient or inconsistent use of essential core practices.   Examples are provided for illustration but are not inclusive of all possible ineffective variations. Often times, if implementation falls into the ineffective category, there may be challenges related to the overall implementation infrastructure (e.g., if the staff is trained or using data to guide decisions that inform continuous improvement).

The Tier 3 Practice Profile is organized into Systems, Data, and Practices to help teams review Tier 3 interventions for effectiveness and efficiency. In addition, there is a section that focuses specifically on the Data-Based Individualization (DBI) Process. The Tier 3 Practice Profile is based on, and incorporates, guidelines developed by the National Center for Intensive Intervention.

Systems
Resources and organizational structures are necessary to support implementation of the components of data-based intensive individualization in a unified system.

Tier 3 Essential Component	Effective	Developing	Ineffective
School Schedule	School schedules are aligned to support multiple levels of intervention and high-quality instruction based on student need; adequate additional time is built in for interventions; schedules are flexible and can support changes to student groupings as needed.	School schedules are partially or inconsistently aligned to support multiple levels of intervention and high-quality instruction based on student need; some additional time is built in for interventions; schedules are somewhat flexible and can support some changes to student groupings.	School schedules are not aligned to support multiple levels of intervention and high-quality instruction based on student need; inadequate time is available for interventions; schedules are inflexible and cannot support changes to student groupings.

Tier 3 Essential Component	Effective	Developing	Ineffective
Resources	Resources (e.g., funds, programs, time available) are adequately allocated to support Data Based Individualization (DBI) implementation.	Resources (e.g., funds, programs, time available) are partially or inconsistently allocated to support DBI implementation.	Resources (e.g., funds, programs, time available) are not allocated to support DBI implementation.
Cultural and Linguistic Responsiveness	Staff can articulate information and factors that they consider when adopting culturally and linguistically appropriate: • Instructional Practices • Assessments • Intervention programs	Staff occasionally articulate information and factors that they consider when adopting culturally and linguistically appropriate: • Instructional Practices • Assessments • Intervention programs	Staff does not consider cultural and linguistic appropriateness when adopting: • Instructional Practices • Assessments • Intervention programs
Communication and Involvement with Parents	**All** conditions are met: • A description of the DBI process is shared with parents of students who need it. • A coherent process is used to update parents on the child's growth and progress data. • Parents are involved during decision making regarding participation of their child in intensive intervention.	At least one condition is met: • A description of the DBI process is shared with parents of students who need it. • A coherent process is used to update parents on the child's growth and progress data. • Parents are involved during decision making regarding participation of their child in intensive intervention.	No conditions are met: • A description of the DBI process is shared with parents of students who need it. • A coherent process is used to update parents on the child's growth and progress data. • Parents are involved during decision making regarding participation of their child in intensive intervention.
Communication with and Involvement of All Staff	**All** conditions are met: • A description of the school's DBI process is shared with staff that works with students with intensive needs. • An ongoing system is in place to keep staff informed about student progress. • Teacher teams collaborate frequently.	At least one condition is met: • A description of the school's DBI process is shared with staff that works with students with intensive needs. • An ongoing system is in place to keep staff informed about student progress. • Teacher teams collaborate frequently.	No conditions are met: • A description of the school's DBI process is shared with staff that works with students with intensive needs. • An ongoing system is in place to keep staff informed about student progress. • Teacher teams collaborate frequently.
Participation of Students with Disabilities	Intensive intervention is part of a continuum of services considered for all students with disabilities in the school. When students with disabilities need more intensive supports, Data-Based Instruction (DBI) strategies are consistently infused into their special education planning as part of their IEPs.	DBI strategies are partially or inconsistently infused in special education planning for students with disabilities who need more intensive supports as part of their IEPs.	DBI strategies are never infused in special education planning for students with disabilities who need more intensive supports as part of their individualized education programs (IEPs).

Data

Data are used to guide instructional decisions and monitor progress.

Tier 3 Essential Component	Effective	Developing	Ineffective
Process to Identify Students in Need of Intensive Intervention	There is clear, structured process whereby students in need of intensive intervention are identified based on one or more of the following criteria: • Data support that students have persistent nonresponse to Tier 2/evidence-based intervention. • Data support that students have persistent and intensive need in academics and/or behavior. • Students may have a relevant diagnosis or disability that warrants intensive intervention.	There is a process whereby students in need of intensive intervention are identified based on one or more of the following criteria; however, the process is applied partially or inconsistently: • Data support that students have persistent nonresponse to Tier 2/evidence-based intervention. • Data support that students have persistent and intensive need in academics and/or behavior. • Students may have a relevant diagnosis or disability that warrants intensive intervention.	Students in need of intensive intervention are occasionally identified based on one or more of the following criteria; however, there is not a consistent process in place: • Data support that students have persistent nonresponse to Tier 2/evidence-based intervention. • Data support that students have persistent and intensive need in academics and/or behavior. • Students may have a relevant diagnosis or disability that warrants intensive intervention.
Academic Progress-Monitoring Tools	Progress-monitoring tools consistently meet the following criteria (when available): • A sufficient number of alternate forms of equal and controlled difficulty allows for progress monitoring at recommended intervals based on tier • The tool is sensitive to student improvement. • The tool identifies acceptable or expected levels of performance. • Reliability and validity information for the performance-level score are available, and staff is able to articulate the supporting evidence.	Progress-monitoring tools inconsistently meet the following criteria (when available): • A sufficient number of alternate forms of equal and controlled difficulty allows for progress monitoring at recommended intervals based on tier • The tool is sensitive to student improvement. • The tool identifies acceptable or expected levels of performance. • Reliability and validity information for the performance-level score are available, and staff is able to articulate the supporting evidence.	Progress-monitoring tools do not meet the following criteria (when available): • A sufficient number of alternate forms of equal and controlled difficulty allows for progress monitoring at recommended intervals based on tier • The tool is sensitive to student improvement. • The tool identifies acceptable or expected levels of performance. • Reliability and validity information for the performance-level score are available, and staff is able to articulate the supporting evidence.

Tier 3 Essential Component	Effective	Developing	Ineffective
Behavior Progress Monitoring Tools	Progress-monitoring tools consistently meet the following criteria (when available): • Reliability and validity information for the progress-monitoring measure are available and staff is able to articulate the supporting evidence. • The tool can be used repeatedly. • The tool is sensitive to behavioral change. • The tool can be used to establish benchmarks for acceptable behavior.	Progress-monitoring tools inconsistently meet the following criteria (when available): • Reliability and validity information for the progress-monitoring measure are available and staff is able to articulate the supporting evidence. • The tool can be used repeatedly. • The tool is sensitive to behavioral change. • The tool can be used to establish benchmarks for acceptable behavior.	Progress-monitoring tools do not meet the following criteria (when available): • Reliability and validity information for the progress-monitoring measure are available and staff is able to articulate the supporting evidence. • The tool can be used repeatedly. • The tool is sensitive to behavioral change. • The tool can be used to establish benchmarks for acceptable behavior.
Progress Monitoring Procedures	The following conditions are met consistently for students who require intensive intervention: • There is a progress-monitoring plan in place that includes a goal. • The plan is reasonable for the student (e.g., appropriate frequency, alignment with student skills). • Progress-monitoring data are graph.	The following conditions are inconsistently met for students who require intensive intervention: • There is a progress-monitoring plan in place that includes a goal. • The plan is reasonable for the student (e.g., appropriate frequency, alignment with student skills). • Progress-monitoring data are graphed.	Consistent progress-monitoring procedures for students who require intensive intervention that meet the following conditions are not in place: • There is a progress-monitoring plan in place that includes a goal. • The plan is reasonable for the student (e.g., appropriate frequency, alignment with student skills). • Progress-monitoring data are graphed.
Diagnostic Assessment	Diagnostic assessment is consistently used to identify specific skill deficits or function of behavior in order to guide adaptations to intervention when a student's progress is insufficient. ((Examples include error analysis of progress monitoring (PM) data, work samples, functional behavior assessment (FBA), and standardized measures.)	Diagnostic assessment is sometimes used to identify specific skill deficits or function of behavior in order to guide adaptations to intervention when a student's progress is insufficient; however, use of diagnostic assessment is inconsistent. (Examples include error analysis of progress monitoring (PM) data, work samples, functional behavior assessment (FBA), and standardized measures.)	Diagnostic assessment is not used to identify specific skill deficits or function of behavior in order to guide adaptations to interventions when a student's progress is insufficient. (Examples include error analysis of progress monitoring (PM) data, work samples, functional behavior assessment (FBA), and standardized measures.)

Tier 3 Essential Component	Effective	Developing	Ineffective
Fidelity of Assessment Implementation	For all students receiving intensive intervention: • Correct administration and scoring procedures are used • A plan is in place to monitor the fidelity of assessment implementation.	Implementation of the following is inconsistent for all students receiving intensive intervention: • Correct administration and scoring procedures are used • A plan is in place to monitor the fidelity of assessment implementation.	Implementation of the following does not occur for all students receiving intensive intervention: • Correct administration and scoring procedures are used • A plan is in place to monitor the fidelity of assessment implementation.

Practices

Practices are the strategies and interventions that are implemented to enhance learner performance and growth. Practices are how we interact with and engage students.

Tier 3 Essential Component	Effective	Developing	Ineffective
Intensive Intervention	Intensive intervention consistently meets the following criteria for all students in need: • Designed from an evidence-based platform (when available) • Specifically aligned to student needs • Intensified appropriately (more intensive than Tier 2)	Intensive intervention inconsistently meets the following criteria for all students in need: • Designed from an evidence-based platform (when available) • Specifically aligned to student needs • Intensified appropriately (more intensive than Tier 2)	Intensive intervention does not meet the following criteria for all students in need: • Designed from an evidence-based platform (when available) • Specifically aligned to student needs • Intensified appropriately (more intensive than Tier 2)
Adaptation of Intervention	Interventions are consistently adapted based on student need with both quantitative AND qualitative changes as appropriate.	Adaptations based on student need with both quantitative AND qualitative changes is inconsistent.	Adaptations are not based on student need or do not use quantitative AND qualitative adjustments.
Fidelity of Implementation of Intervention	Consistent assessment occurs to ensure: • Interventions are being implemented as intended (e.g., group size, dosage, intervention components) **AND** • Fidelity of implementation of intensive intervention is being monitored adequately	Inconsistent assessment occurs to ensure: • Interventions are being implemented as intended (e.g., group size, dosage, intervention components) **AND** • Fidelity of implementation of intensive intervention is being monitored adequately	Assessment does not occur to ensure: • Interventions are being implemented as intended (e.g., group size, dosage, intervention components) **AND** • Fidelity of implementation of intensive intervention is being monitored adequately
Interventionist Characteristics	Interventionists have adequate training and experience to implement and adapt intensive interventions.	Interventionists have limited training and experience to implement and adapt intensive interventions.	Interventionists have not received training and do not have experience to implement and adapt intensive interventions.

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Tier 3 Essential Component	Effective	Developing	Ineffective
Relationship to Core Instruction	Intensive intervention is appropriate for student need. • Intensive intervention may be aligned with core standards/schoolwide behavior expectations, **OR** • It may address primary deficits that serve as prerequisites to learning core standards or performing expected behaviors.	Intensive intervention meets the following conditions only for some learners: • Relevant to core standards or schoolwide behavior expectations • Appropriate for student need	Intensive intervention doesn't meet either condition: • Relevant to core standards or schoolwide behavior expectations • Appropriate for student need

Data Based Individualization (DBI) Process

DBI is the process for designing and delivering intensive intervention in academics and/or behavior to students in need.

Tier 3 Essential Component	Effective	Developing	Ineffective
Team or Appropriate Support Mechanism	A team has been formed to make data-based decisions as part of the DBI process; the team includes individuals with various areas of expertise pertaining to intensive intervention; additional staff participates on the team as relevant, **OR** Interventionists have an appropriate support mechanism available for problem solving around data-based decision making.	Team formation is inconsistent to make data-based decisions as part of the DBI process; the team inconsistently includes individuals with various areas of expertise pertaining to intensive intervention; additional staff participates on the team as relevant **OR** Interventionists do not have an appropriate support mechanism available for problem solving around data-based decision making.	Teams are not formed to make data-based decision as part of the DBI process. **AND** Interventionists do not have an appropriate support mechanism available for problem solving around data-based decision making.
Regular Meetings	There is a meeting consistently scheduled for the Tier 3/DBI team or appropriate support mechanism.	Meetings are scheduled for the Tier 3/DBI team or appropriate support mechanism, but meetings are inconsistent.	There is no meeting schedule for the Tier 3/DBI team or appropriate support mechanism.

Tier 3 Essential Component	Effective	Developing	Ineffective
Data Review	The following criteria occur consistently: • Adaptations of interventions are driven by student data. • Explicit goals with clear rules for determining when adaptations will be made are delineated for each student.	The following criteria occur inconsistently: • Adaptations of interventions are driven by student data. • Explicit goals with clear rules for determining when adaptations will be made are delineated for each student.	Neither of the following is in place: • Adaptations of interventions are driven by student data. • Explicit goals with clear rules for determining when adaptations will be made are delineated for each student.
Documentation	For all students receiving intensive intervention/DBI: • Student intervention plans describe intervention components/strategies and how the intervention will be implemented (e.g., frequency, duration, and by whom). • Student intervention plans include a goal and progress-monitoring procedures. • Teachers keep intervention logs.	For all students receiving intensive intervention/DBI, the following occur inconsistently: • Student intervention plans describe intervention components/strategies and how the intervention will be implemented (e.g., frequency, duration, and by whom). • Student intervention plans include a goal and progress-monitoring procedures. • Teachers keep intervention logs.	The following are not in place: There is strong and consistent evidence, for students receiving intensive intervention/DBI, that: • Student intervention plans describe intervention components/strategies and how the intervention will be implemented (e.g., frequency, duration, and by whom). • Student intervention plans include a goal and progress-monitoring procedures. • Teachers keep intervention logs.
Decision Rules	• Decision rules for determining the need for additional adaptations are clearly articulated and based on reliable, valid progress- monitoring data. • Decision rules are implemented accurately.	The following criteria are inconsistently in place • Decision rules for determining the need for additional adaptations are clearly articulated and based on reliable, valid progress- monitoring data. • Decision rules are implemented accurately.	Neither of the following is in place: • Decision rules for determining the need for additional adaptations are clearly articulated and based on reliable, valid progress- monitoring data. • Decision rules are implemented accurately.

For more information on Multi-Tiered Systems of Support in Montana, MTSS resources, and information on MTSS online Teacher Learning HUB courses, please visit the Montana Office of Public Instruction MTSS Website.

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