

Tier 3: Individualized Pathways

for Targeted Schools for CWD

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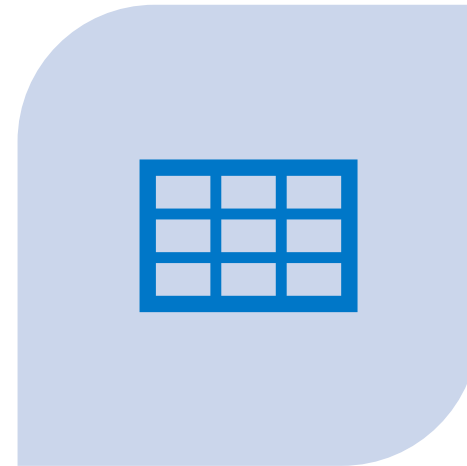
Who are we?

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Goals for Today



TO UNDERSTAND THE DIFFERENCE BETWEEN
TIER 2 TARGETED INTERVENTIONS AND TIER 3
INTENSIVE INTERVENTIONS



TO UNDERSTAND THE DATA BASED
INDIVIDUALIZATION (DBI) PROCESS

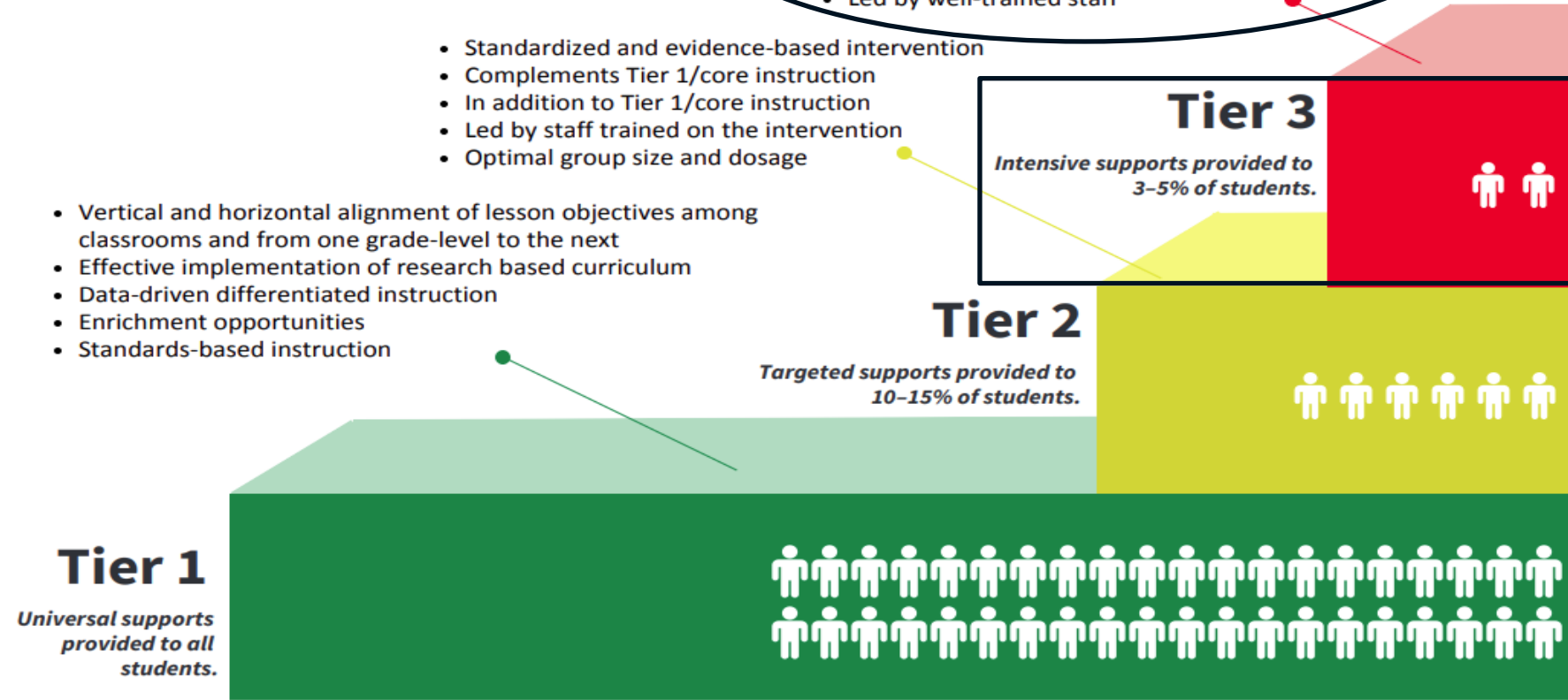
The multi-level prevention system provides increasingly intense levels of instruction and support to address student need.

What is Multi-Level Prevention System?

- More intensive than Tier 2
- Individualized to address student need through an iterative manner
- Aligned with core instruction on a case-by-case basis
- Optimal group size based on student need
- Led by well-trained staff

- Standardized and evidence-based intervention
- Complements Tier 1/core instruction
- In addition to Tier 1/core instruction
- Led by staff trained on the intervention
- Optimal group size and dosage

- Vertical and horizontal alignment of lesson objectives among classrooms and from one grade-level to the next
- Effective implementation of research based curriculum
- Data-driven differentiated instruction
- Enrichment opportunities
- Standards-based instruction



Tier 3 Intensive Interventions

Tier 3: Defined

Tier 3 is:

- individualized and intensive intervention designed to help students with severe and persistent
 - academic,
 - social,
 - emotional, and/or
 - behavioral needs, including students with disabilities.
- a data-driven process characterized by increased intensity and individualization of supports.

Tier 3 is NOT Special Education



Essential Features of Tier 3 Intensive Intervention

Tier 3 is individualized and intensive intervention designed to help students with severe and persistent needs, including students with disabilities. It is a data-driven process characterized by increased intensity and individualization of supports.

Resources:

- [What To Do When Students Don't Respond article](#)
- [National Center on Intensive Intervention](#)
- [PROGRESS Center](#)
- [NCII Tools Chart](#)
- Institute for Education Sciences [Practice Guide](#)
- [Fidelity within MTSS infographic](#)
- [Problem Solving Flipbook](#)



1. Prioritized for **3-5%** of the student population identified as most at-risk.



2. Interventions are **individualized** based on student data, including diagnostic data.



3. Interventions are **more intensive** relative to Tier 2.



4. Provided by **adequately trained staff** with relevant background.



5. **Group size and dosage is optimal** based on student age, needs, and research.



6. **Aligned** with Tier 1 on a case-by-case basis.



7. Ongoing **family communication** and engagement.



8. **Progress monitoring occurs weekly** followed by regular teaming.

Click [here](#) to use the **Taxonomy of Intervention Intensity** to individualize your interventions!



Data Based Individualization (DBI)

DBI: Defined

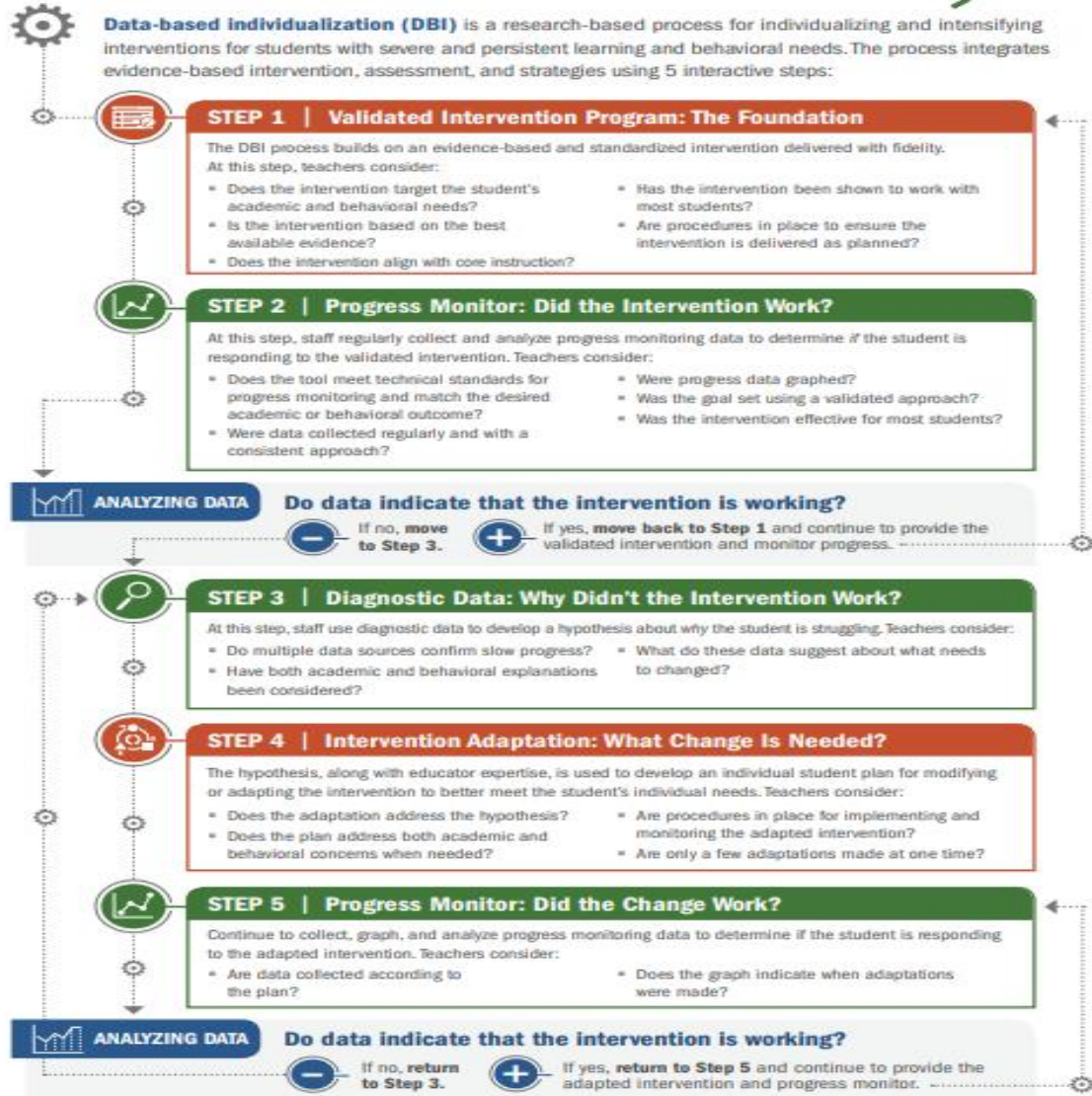
Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The DBI process includes five iterative steps:

- Step 1: Validated Intervention Program
- Step 2: Progress Monitoring
- Step 3: Diagnostic Data
- Step 4: Intervention Adaptation
- Step 5: Ongoing Progress Monitoring

Who is DBI for?

DBI is intended to help a small subgroup of students who:

- Are not making adequate progress in their current intervention program (often, a Tier 2, evidence-based intervention)
- Are not meeting individualized education program (IEP) goals
- Have persistently low academic achievement
- Have high-intensity/frequency behavior



Breaking Down the DBI Process

Step 1: Validated Intervention Program-The Foundation

The validated intervention program, often called secondary intervention, Tier 2, or an intervention platform is a...

- standardized, evidence-based program or instructional practice
- that provides targeted instruction in a specific skill or set of skills
 - (e.g., phonemic awareness, vocabulary, math problem solving, social skills)
- matched to students' needs or the function of their behavior and delivered with fidelity.

Within a DBI process, this serves as a “platform” (or starting point) that the teacher will modify to meet the student’s unique needs through DBI.

Steps 2: Progress Monitoring-Did the Intervention Work?

Prior to delivering the validated intervention platform,

- intervention teams should develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.

During delivery of the validated and adapted intervention,

- educators should collect and graph frequent progress monitoring data.

After sufficient data are collected, they are graphed and evaluated against the student's instructional or behavioral goal to determine whether the student is making sufficient progress.

- If so, the teacher continues to implement the validated or adapted intervention.
- If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention.

This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Step 3: Diagnostic Data-Why Didn't the Intervention Work?

When a student fails to respond to a validated intervention, teams need to identify why the student is not responding to determine how to adapt the intervention.

- Diagnostic data can assist teams in this process.

Diagnostic data may be collected through various formal and informal approaches.

- These may include standardized tools available through publishers; more informal approaches, such as error analysis of frequent progress monitoring data; or review of class assessments and work samples.
- Other sources of diagnostic data may include feedback from parents, teachers, and others who work with the student.

In the behavior domain, diagnostic assessment occurs through functional behavioral assessment (FBA).

- In addition to this in-depth process, teachers also may use more informal measures and checklists to identify the function of the behavior.

Educators use diagnostic data to develop a hypothesis about the potential cause(s) of the student's academic and/or behavioral difficulties.

- This hypothesis drives the team's decisions about how best to support the student and adapt the intervention.

Step 4: Intervention Adaptation-What Change is Needed?

Using multiple data sources, the teacher or team makes a decision to adapt the intervention program to better meet the student's individual needs.



The teacher or team outlines these adaptations in an individual student plan.



The plan may include adaptation strategies along several dimensions.



These strategies may include quantitative changes, such as

providing more opportunities for a student to respond by increasing the length or frequency of the intervention or decreasing the size of the intervention group.



The strategies also may include qualitative changes, such as

altering the way content is delivered, changing how a student responds, arranging environmental, or adjusting the type of adult feedback and error correction a student receives.



Often, a qualitative adaptation in combination with a quantitative change is necessary to meet a student's unique needs. In some cases, the diagnostic data may indicate that the student requires a different intervention program or approach.

Check out the Resources to support Intervention Adaptation decision making, on the next two slides.

Intervention Adaptation Academic Resource

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

Taxonomy of Intervention Intensity: Academics



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.



Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.



*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

<https://intensiveintervention.org/sites/default/files/Taxonomy-Overview-Handout508.pdf>

Intervention Adaptation Behavior Resource

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

Taxonomy of Intervention Intensity: Behavior



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

WANT TO LEARN MORE?

Visit us at www.intensiveintervention.org.



Step 5: Progress Monitor-Did the Change Work?

- Continue to collect, graph, and analyze progress monitoring data to determine if the student is responding to the adapted intervention.
- Things to consider:
 - Are the data collected according the plan?
 - Does the graph indicate where adaptations were made?

Resources

Resources to Support Problem Analysis: Measuring Educationally Relevant and Alterable Variables



Instruction



Curriculum



Environment

Measure the variables listed below under each domain for how they support the learner:

- Use of high-leverage practices
- Opportunities to respond
- Corrective feedback
- Explicitness
- Engagement strategies

- Match to learner's need
- Task difficulty in relation to background knowledge
- Scope and sequence
- Skill mastery along the instructional hierarchy

- Clearly taught expectations
- Use of acknowledgment
- Positive interactions
- Predictable routines
- Supportive discipline

- [Measuring Opportunities to Respond](#)
- [High-Leverage Practices](#) for general education setting
- [High-Leverage Practices](#) for students with disabilities
- [Modules on instruction](#) (PROGRESS Center)
- [Explicit instruction](#) (Dr. Archer)
- [Explicit instruction course](#) (NCII)

- [Instructional hierarchy](#) infographic
- [Using the Hierarchy](#) (NCII)
- [Conducting error analysis](#)
- [What do do when students don't respond](#) article
- [Literacy lesson plans](#) (NCII)

- [Classroom Self-Assessment](#)
- [Student Belonging](#) article
- [Belonging in the classroom](#) (PROGRESS Center)
- [Behavioral Support Modules](#) (NCII)
- [Using RIOT/ICEL Matrix for Problem Solving](#) webinar
- [Using Diagnostic Data to Inform Interventions](#) (NCII)

Key Questions:

- Is the instruction high-quality and evidence-based?
- Is the curriculum accessible and matched to the student's current skills?



Learner(s)

Key Questions:

- Is the environment positive and conducive to learning?
- Are there learner characteristics to consider?



Find this resource
here

WHAT IS PROGRESS MONITORING?

Progress monitoring is the repeated measurement of student performance over time. It requires reliable and valid tools and a clear process to monitor the necessary students with fidelity. Explore our [MTSS Fidelity of Implementation Rubric](#) to learn more!



Data from progress monitoring is used to assess student performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction and interventions.

Progress Monitoring in Elementary Schools

Progress monitor students on basic skills to ensure they are responding to interventions.



- Progress monitoring tools requirements:**
- (1) brief, (2) reliable and valid, (3) sensitive to growth, (4) allow for repeated measurement, & (5) has typical growth rates and benchmarks.

Progress Monitoring in Secondary Schools

Progress monitor students on skills related to school success, such as attendance, grades, and skill use. Monitor basic skills as needed.



- Progress monitoring process requirements:**
- (1) at least biweekly data collection at Tier 2, (2) at least weekly data collection at Tier 3, & (3) procedures in place to ensure consistent and accurate administration.

[Academic Progress Monitoring Tools Chart](#)

[Behavior Progress Monitoring Tools Chart](#)

[Assessment within MTSS](#)

[Ensuring Fidelity to the Process](#)



Center on Multi-Tiered System of Supports

Visit mtss4success.org to learn more
Follow us @MTSSCenter

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Find this Resource here

Data-based decision making is the use of data to make decisions that benefit students. It occurs at all levels of MTSS implementation, from individual students to the district level.

What is Data-Based Decision Making?



It includes a clear process for student and system-level decisions, an accessible data system that graphs data, and use of data-based decision rules implemented with consistency.

Explore our [MTSS Fidelity of Implementation Rubric](#) to learn more!

Be sure you have the right teams by using our [Teams Tip Sheet!](#)



Avoid being "data rich, information poor" by watching this [webinar!](#)



Responsiveness

Do staff follow decision rules and use progress monitoring data when examining responsiveness?



Are decision-making criteria implemented consistently?

Data System

Can users document and access individual student-level data and instructional decisions?



Are data entered in a timely manner?



Are data represented graphically?

Decision-Making Process

Is the process data-driven?



Are appropriate personnel involved with decision making authority?



Are there guidelines for setting goals?



Are there agreed-upon decision rules?

Find this resource here

Additional Resources

Webinars

- [Navigating Barriers for Successful DBI Implementation \(January 2026\)](#)
- [Academic Progress Monitoring in Intensive Intervention \(September 2025\)](#)
- [Data Based Individualization 101: Getting Started with Intensive Intervention \(August 2025\)](#)

Error Analysis Resources

- [Error Analysis in Math](#)
- [Error Analysis in Word Reading/Spelling](#)

Modules

- [DBI 101: Getting Started with Intensive Interventions](#) (Four-part course, 2 hours total)
- [Academic Progress Monitoring](#) (Three-part course, 2 hours total)
- [Behavior Progress Monitoring: Selecting Target Behaviors, Aligning Tools and Creating a Plan](#) (60 minutes)
- [Behavior Progress Monitoring: Analyzing Data and Making Decisions](#) (30 minutes)



Questions?