



# Recommended protocol for selecting school interventions

## KEY DEFINITIONS

**Intervention:** The systematic and explicit instruction provided to accelerate growth in an area of identified advanced or remedial needs. **Interventions should be:**

- Research or evidence based
- Culturally responsive
- Designed to improve performance relative to specific, measurable goals
- Based on information about current performance and include ongoing student progress monitoring
- Provided by both general and specialized educators, and based on one's training not title
- Delivered in the student's the primary language

**Intervention Program:** An intervention program is a combination of instructional practices and materials packaged for use by education professionals, typically for a cost.

**Intervention Practices:** Instructional practices used by professionals who assist small groups and individuals that can be provided regardless of program, materials, or texts. Intervention practices are part of a repertoire of professional skills and expected professional practice.

### STEP

## 1

### COLLECT AND ANALYZE YOUR DATA TO IDENTIFY YOUR PRIORITY AREA OF FOCUS

- Gather a team that will be responsible for researching and selecting the intervention(s)
- Select a team member to prepare student data in the area of focus (e.g. literacy, math, attendance, behavior) that will be necessary for decision-making purposes
- As a team, review and consider your student data
- What needs have arisen this year (for catch-up or acceleration)?
- What have you struggled to address?
- What do you believe to be an “intervention need” as opposed to a core instruction need?
- Consider creating chart or graph of your student data. This can help with the analysis of what are Tier 1 needs vs. Tier 2/3 needs
- Based on your student data, determine your priority area of focus

### STEP

## 2

### DETERMINE THE INTERVENTIONS YOU HAVE TO MEET YOUR PRIORITY AREA OF FOCUS

- As a team, research and document the interventions your school currently has in place for the priority area of focus. This will help determine what you have in place, and if you have any gaps in interventions. Include the following, if known:
- The name of the intervention
- The skills or concepts it addresses
- Criteria for participation (how do we decide who gets this intervention)
- Preferred group size
- Frequency/duration of the intervention
- Strengths of the program
- Weaknesses of the program
- Consider charting this information by intervention to help identify any knowledge needed about current interventions

### STEP

## 3

### CONDUCT A GAP ANALYSIS BETWEEN PRIORITY AREA OF FOCUS AND AVAILABLE INTERVENTIONS

- As a team, determine any gaps between available interventions and priority area of focus
- What interventions do you have that you do not have any student needs for?
- What student needs do you have that you do not have resources for?
- What can you do about this?
- Determine the intervention needed to address priority needs

### STEP

## 4

### RESEARCH INTERVENTIONS THAT MAY ADDRESS THE PRIORITY AREA OF FOCUS

- Utilize the National Implementation Research Network (NIRN) Hexagon Tool for reviewing, evaluating, and reflecting on potential interventions
- Consider the school's Tier 1 practices: How well do the interventions align? For example, do they use the same language to describe the same concepts (e.g. silent 'e', magic 'e', silly 'e', etc.)? Will the intervention ultimately help students demonstrate mastery of state standards?
- Assign team members to gather information to present to the decision-making team. The following external resources may be helpful in guiding decision making:
- The What Works Clearinghouse's review of the effectiveness of intervention
- The Instructional Intervention Tools Chart developed by the NCRTI
- The National Center on Intensive Intervention Tools Chart

## STEP 5

### SELECT INTERVENTION AND TRAIN APPROPRIATE STAFF

- Based on the decision-making teams' analysis, select intervention and communicate to all staff what it is, who it serves, and how to access it for their students
- Determine who needs training in the intervention and ensure they have adequate resources and support for implementation including any ongoing coaching/professional learning

## STEP 6

### IMPLEMENT THE INTERVENTION

- When implementing the intervention ensure that it is:
  - Coordinated with and supplemental to effective Tier 1 instruction
  - Increasing exposure and academic engaged time with the curriculum
  - Narrowing the focus of the instruction to only those areas that require additional support
- Utilizing explicit instruction and frequent opportunities for student responses and practice
- Scheduled with sufficient time to have an effect

## STEP 7

### EVALUATE THE EFFICACY OF THE INTERVENTION

- Determine how your team will evaluate whether the intervention is having the intended effects. Consider:
  - The fidelity of implementation of the intervention—if it is not being implemented as designed, consider the reasons why and what (if anything) can be done
  - The percentage of students responding to the intervention (goal is ~80% of those consistently receiving the intervention respond positively)
  - The number of students moving into and out of the intervention
- Determine when your team will evaluate whether the intervention is having the intended effects. Consider:
  - When the required data (e.g. progress monitoring, observation, fidelity) will be available
  - When it makes sense to make adjustments to the intervention (e.g., beginning-of-year, mid-year, end-of-year)
  - When decisions need to be made regarding continuing the use of the intervention
- Determine if the intervention is having the intended effects.
- Determine what to do about the results.
  - If positive, continue implementing intervention
  - If questionable or poor, consider:
    - Making adjustments to ensure the intervention is implemented as it is intended
    - Making adjustments to increase intensity (e.g., by altering time, frequency, or group size)
    - Checking for alignment with Tier 1 practices and materials
- (e.g. ensure teachers use common language to refer to the same concepts or skills; ensure teachers prompt students to use strategies, concepts, and skills learned in interventions in general education lessons)
- Following students who receive interventions around for the day
  - How many transitions do they have?
  - How disjointed is the day?
  - How much opportunity do students have to apply their learning across settings/lessons?
  - How much access do they have to general education lessons?
- Develop an action plan to follow-up on any next steps. Ensure teachers and students have the supports required to move forward with them. Include:
  - What will be done?
  - By whom?
  - By when?
  - What supports will be required to ensure this happens?
  - How will fidelity of the plan be monitored, by whom, and how often?
  - When will we check on the efficacy of this intervention again?

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4601 DTC Boulevard, Suite 500 • Denver, Colorado • 80237

[www.mcrel.org](http://www.mcrel.org)

 [info@mcrel.org](mailto:info@mcrel.org)



U.S.: 800.858.6830  
International: +1.303.337.0990