

Integrated Intensive Intervention

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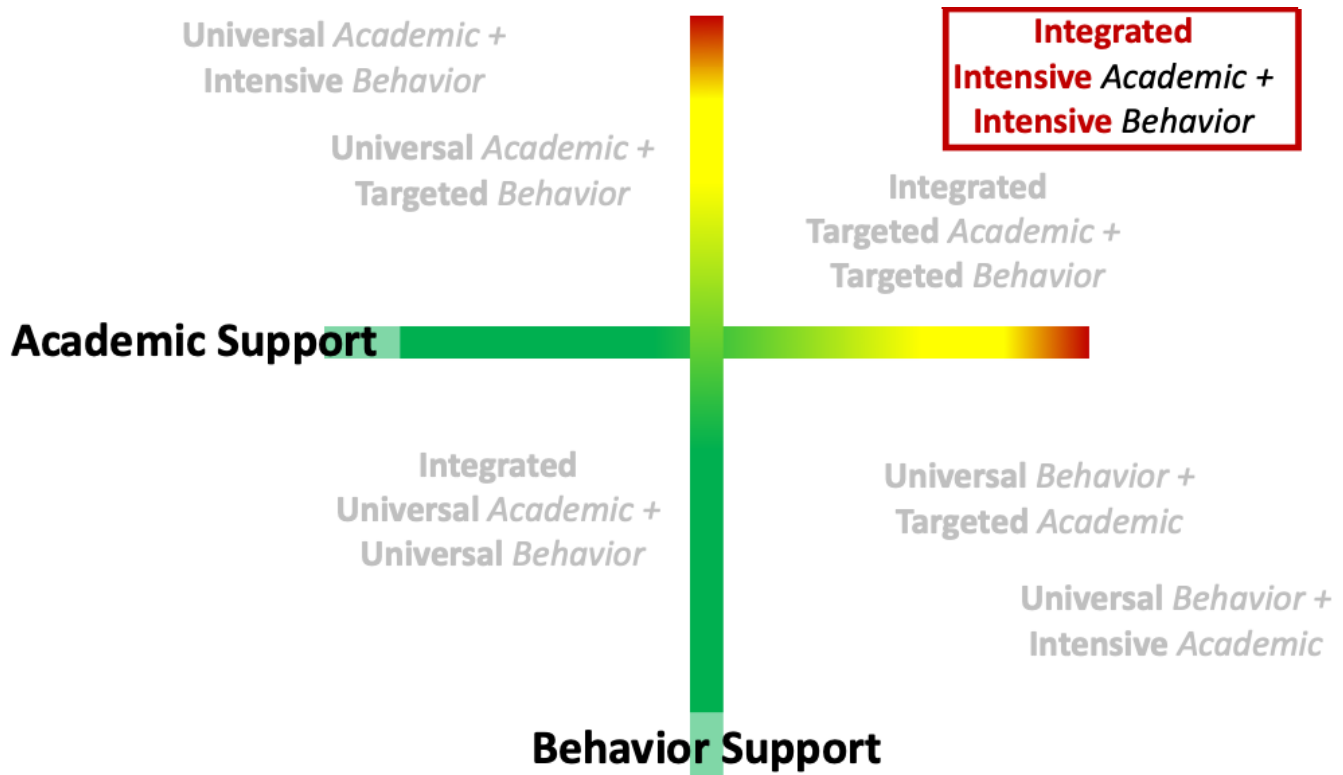
What is Integrated Multi-Tiered System of Support?

“Integrated Multi-Tiered System of Support (I•MTSS) is a comprehensive prevention framework for improving students’ academic and social-emotional-behavioral outcomes. Key components of an I-MTSS framework include:

- “Integrated Continuum of Research-Informed Practices
- “Comprehensive Data-Driven Decision Making
- “Integrated Teaming and Coaching Structures
- “Integrated Professional Development
- “Additional Systems to Support Sustained and Scaled Implementation

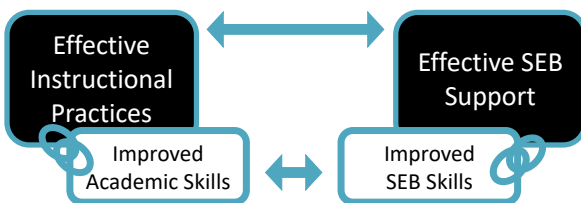


What is *integrated intensive intervention (I³)*?



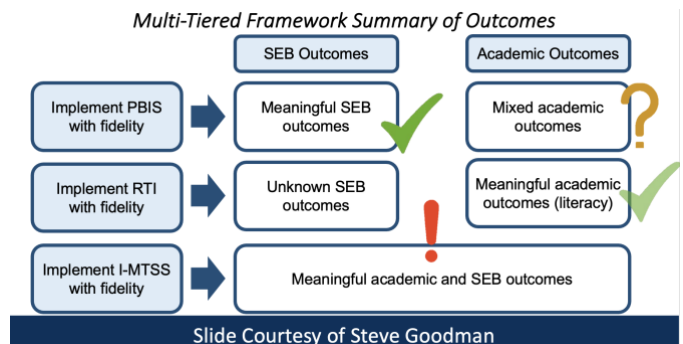
Why integrate intensive intervention?

- Academic & behavioral needs are inter-related



(<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>)

- I-MTSS just might work!



How do we approach integrating intensive intervention?

Acknowledgements for this section

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- Brandi Simonsen (Co-PI)
- Tracy Sinclair



“Integrated Teaming and Coaching Structures”



I³ Schoolwide Team

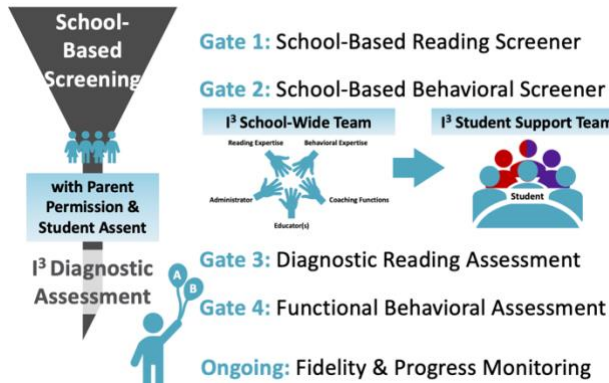
- Scope:** Schoolwide
- Focus:** Systems & Data
- Functions:** Coordinate I³ implementation school-wide
- Critical Roles:**
 - Administrator
 - Coaching Functions
 - Educator(s)
 - Interventionist(s)
 - Representative teacher(s)
 - Relevant expertise
 - Reading
 - Behavior



I³ Student Support Team

- Scope:** Individual Student
- Focus:** Practices & Data
- Functions:** Develop & implement I³ plan for student
- Critical Roles:**
 - Family member(s)
 - Educator(s)
 - Interventionist(s)
 - Teacher(s)
 - Coaching & relevant expertise
 - Reading
 - Behavior

“Comprehensive Data-Driven Decision Making”



“Integrated Continuum of ... Practices”



Competing Behavior Pathway



I³ Instructional Block



Prevention & Response Strategies

“Integrated Professional Development”

Agenda: I-MTSS Tier 3 Study Interventionist Training

Day 1

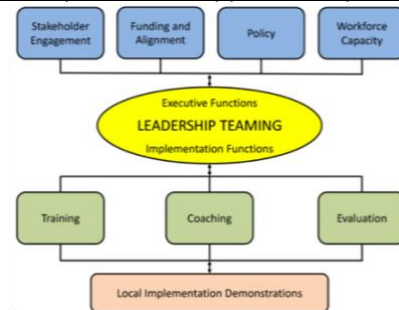
- Introductions
- Overview of Research Project
- Overview of Integrated Lesson
- Orientation to Handouts
- Warm Up: Letter/Sound Correspondences
- Behavior Content
 - ‘Kind Bee’ Group Expectations
 - Prompting, Feedback & Group Contingency
 - Explicit Skill Instruction
- Foundational Skills Graphic-Overview
 - Steps 1-2 Irregular Word Reading
 - Step 3 Phoneme Blending
 - Step 4 Sound Spelling Card Intro Routine
 - Step 5 Sound Spelling Card Review Routine
- Observe Demo Integrated Intervention Lesson (video)

Day 2

- Step 6b Sound by Sound Blending Routine
- Step 7 Regular Word Reading Routine
- Step 8a Decodable Text Routine
- Step 8b Decodable Text Fluency Routine
- Step 9 Phoneme Segmentation
- Step 10 Dictation
- Practice with a partner: a complete integrated intervention lesson
- Progress Monitoring Measures
 - DIBELS
 - Direct Behavior Ratings



“Additional Systems to Support ... Implementation”



(<https://www.pbis.org/topics/districtstate-pbis>)

Where can you learn more?

- [MTSS in the Classroom](#)
- www.mtss.org