



## INTERVENTION INVENTORY

The activities below are designed to help existing school teams name, discuss, and sort existing interventions across the multi-tiered and prevention frameworks. This process can help schools define key terms/concepts, calibrate around the delineation and overlap of existing supports, and identify areas for re-investment or expansion. This activity rests upon several key assumptions/beliefs:

1. Identifying students in need of supports early, and intervening early, often, and in the least-restrictive and least-intensive way is a worthwhile and efficient way to reduce the need to respond later to unmet student needs;
2. Calibrating around these types of supports is important for school staff to develop common language around supports, increase role clarity for student support systems, and reduce the replication of services;
3. All learners vary in the types of supports they will need at different times, in different settings, and from different adults. In response, schools that provide differentiated supports, and modify these based on how students respond to instruction (RTI), are best able to meet their needs.
4. Students will move between levels of support based on the effectiveness, and this movement should be monitored and discussed using student-first language (students in need of tier 2 supports; students requiring wraparound services, etc.), and avoiding labeling and stigmatizing students based on the level of support they need ("tier 3 kiddos, high-flyers, traumatized kids, poor kids", etc.).

Lastly, to help frame this discussion, it is helpful to identify a domain or target for interventions, for example: reading comprehension, school connectedness, attendance, student behavior, Ninth Grade On-Track, etc.

### *Target area for this discussion:*

---

---

---

### **Part 1: Tiered Intervention Inventory**

- Define terms
- Inventory current supports at tiers 1, 2, & 3
- Reflection and action planning

### **Part 2: Prevention Continuum Inventory**

- Define terms
- Inventory current supports across prevention continuum
- Reflection and action planning

Part 1. Tiered Intervention Inventory

Use the table below to identify current supports for students in your school. Before starting, review the differences between the tiers of support – this clarification can help your team calibrate and define terms before you start. Then, brainstorm and discuss: What are you already doing at each tier of support that is designed to support students in need of differentiated supports?

Use the table below to identify current supports for students in your school. Before starting, review the differences between the tiers of support – this clarification can help your team calibrate and define terms before you start. Then, brainstorm and discuss: ***What are you already doing at each tier of support that is designed to support students in need of differentiated supports?***

| TIER 1  | TIER 2   | TIER 3   |
|---|--|--|
| Universal Interventions available to all students, in all settings, all the time. | Targeted Interventions available to groups of students not currently responding to only tier 1 supports; delivered efficiently, in classrooms or small groups outside of classrooms. | Intensive, individualized interventions for students not currently responding to tier 1 and/or tier 2 supports, informed by assessment data, individualized, and monitored systematically for adjustment based on impact |
|   |  |  |

Some discussion/reflection questions:

- ▶ What did you notice?
- ▶ What are you already doing well?
- ▶ What are some gaps?
- ▶ Where do these tiers overlap, or create confusion or redundancies?

Based on your inventory and discussion, what are some next steps?

| NEXT STEP/ACTION | POINT PERSON(S) OR TEAM | IMPORTANT DATE/DEADLINE |
|------------------|-------------------------|-------------------------|
|                  |                         |                         |

## Part 2. Prevention Continuum

Use the continuum below to brainstorm and sort interventions across the prevention continuum. Again, so you are all on the same page, it's helpful to define your terms by reviewing the key concepts in each row. Ideally, we should be spending most of our energies on activities in the prevention column (staff learning time, meeting discussion, coaching, sharing strategies). Then, brainstorm and discuss:

***What are you already doing, across the prevention continuum, that is designed to support students who need different supports at different times?***

| PREVENTION  | RESPONSE   | INTERVENTION   | FOLLOW UP  |
|---|--|--|--|
| Interventions that are provided proactively to all students, before problems occur.   | Supports provided immediately following an incident to provide safety, gather information, or de-escalate                              | Supports designed to build student skills at the appropriate tier, based on present levels of performance  | Systematically reviewing interventions to determine: <ol style="list-style-type: none"> <li>1. Fidelity of implementation</li> <li>2. Impact on student skills</li> <li>3. Need to modify intervention plan</li> </ol>                 |
| <b>EXAMPLE:</b> <ul style="list-style-type: none"> <li>▶ routines and practices to build a warm and inviting school/classroom culture</li> <li>▶ pre-teaching routines, reinforcements, and skills</li> <li>▶ modeling, practice, and feedback</li> </ul> | <b>EXAMPLE:</b> <ul style="list-style-type: none"> <li>▶ de-escalation</li> <li>▶ removal/suspension</li> <li>▶ safety plan</li> </ul> | <b>EXAMPLE:</b> <ul style="list-style-type: none"> <li>▶ social skills instruction</li> <li>▶ restorative practice</li> <li>▶ high-intensity tutoring</li> </ul> | <b>EXAMPLE:</b> <ul style="list-style-type: none"> <li>▶ student support team meets twice a month and reviews student plan and impact data</li> <li>▶ adult team discusses and shares interventions based on student impact</li> </ul> |
|   |  |  |  |

Some discussion/reflection questions:

- ▶ What did you notice?
- ▶ What are some gaps?
- ▶ Where do these tiers overlap, or create confusion or redundancies?

Based on your inventory and discussion, what are some next steps?

| NEXT STEP/ACTION | POINT PERSON(S) OR TEAM | IMPORTANT DATE/DEADLINE |
|------------------|-------------------------|-------------------------|
|                  |                         |                         |

