



Design a **System of Scaffolded Supports**

Strategic and Intensive Supports

Key Components



- Some students will require more intensive, scaffolded support in addition to the support provided during core instruction and classwide intervention.
- Data can help schools identify students in need of strategic (secondary) and intensive (tertiary) support and provide intervention matched to specific skills in need of improvement.



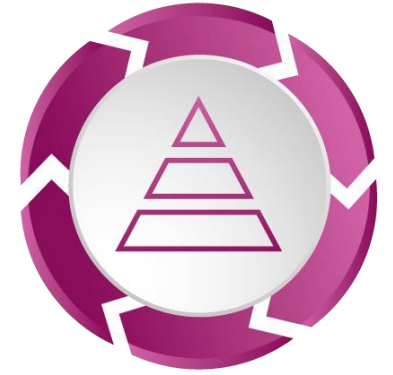
What are strategic supports?



- Strategic (or secondary) supports are provided in addition to core instruction for some students (approximately 10 - 15%) when data indicate there is a category of need (e.g., computational fluency with sums to 20, similar behavioral skill in need of development).
 - Strategic supports can be provided to small groups of students with a similar category of need.
 - Evidence-based interventions should be provided to address the identified category of need.

Adapted from Burns, Riley-Tillman & VanDerHeyden (2012)

What are intensive supports?



- Intensive (or tertiary) supports, in addition to core instruction, are provided to a few students (approximately 5%) with the most intensive needs.
 - Intensive supports are highly individualized.
 - Intensive, evidence-based interventions need to be provided for the most relevant skill deficits.

Adapted from Burns, Riley-Tillman & VanDerHeyden (2012)

When to provide these supports?

Strategic

- Strategic (or secondary) supports are provided in addition to core instruction for some students
- Strategic supports are provided to small groups of students with a similar category of need.

Key Features

- Provided to approximately 10 - 15% students of when data indicate there is a category of need.
- Strategic supports are provided in addition to core instruction.

When to provide these supports?

Intensive

Intensive (or tertiary) supports, in addition to core instruction, are provided to a few students (approximately 5%) with the most intensive needs.

- Intensive supports are highly individualized.
- Intensive, evidence-based interventions need to be provided for the most relevant skill deficits.

Key Features

- Approximately 5% of students who are identified as being at significant risk for meeting basic skills necessary for future success (high risk)
- Intensive, individualized support is provided in addition to core instruction

How to provide these supports?

Strategic Supports

- Evidence-based interventions should be provided to address the identified category of need.
- Social-Emotional/Behavioral strategic supports: check-in groups, mentoring, identification of safe spaces, SAP referrals.

Key Features

- Small group with similar category of need
- More frequent opportunities corrective feedback
- Opportunities for practice with immediate and delayed corrective feedback with narrowly defined task content.

How to provide these supports?

Intensive Supports

- Determine the sequence of skills students need to master
- Enhanced assessment of academic functioning is necessary to determine root cause (e.g., diagnostic assessment)
- Explicit instruction designed to establish accurate responding and conceptual understanding that requires modeling
- More narrowly defined instructional targets, instruction on lower-level & pre-requisite skills
- For behavioral needs, determining function of behavior and conditions under which behavior of concern occurs.

Key Features

- Highly individualized
- Provided daily
- Increasingly involved corrective feedback
- Guided practice opportunities with narrowly defined task content that is gradually accelerated based on the individual student's gains.

Considerations

- Assess the ability for the school/district to collect and analyze data to determine which students need strategic supports and intensive supports.
- Determine a plan to consider the category of the problem (e.g., computational fluency for sums to 20) and select an intervention designed to improve that skill.
- Take inventory of interventions available in the district/school to mitigate strategic and intensive need, ensuring appropriate match.

Considerations

- Assess human capital to provide targeted / intensive support to be provided to students (in addition to core instruction and supports).
- Align practices through the process of: *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* to monitor student progress and determine when supports need to be **intensified** for students who are not making adequate progress or **faded/removed** for students who are meeting/exceeding goals.

Resources



[PaTTAN Multi-Tiered System of Supports](#)

The Pennsylvania Training and Technical Assistance Network (PaTTAN) has many resources on its website to assist LEAs in establishing and sustaining a comprehensive MTSS.

[NCII Data-Based Individualization](#)

The National Center on Intensive Intervention provides guidance on a research-validated process for individualizing interventions for students with the most intensive needs.



Resources



[NCII Defining the Dimensions of the Taxonomy of Intervention Intensity and Considerations for English Learners](#)

This two page handout highlights how to use the [Taxonomy of Intervention Intensity](#) when selecting, evaluating, and intensifying interventions for students who are English learners (ELs). Specific considerations for ELs are provided across the dimensions of strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and individualization.

5/6/2021

Scaffolded Supports: Strategic and Intensive Supports

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The exit code for this session is: 8 4 9 7 5

