EWIMS STEP 5

Assigning and Providing Interventions

EWIMS Step 5: Assign and Provide Interventions

7-Step EWIMS Process
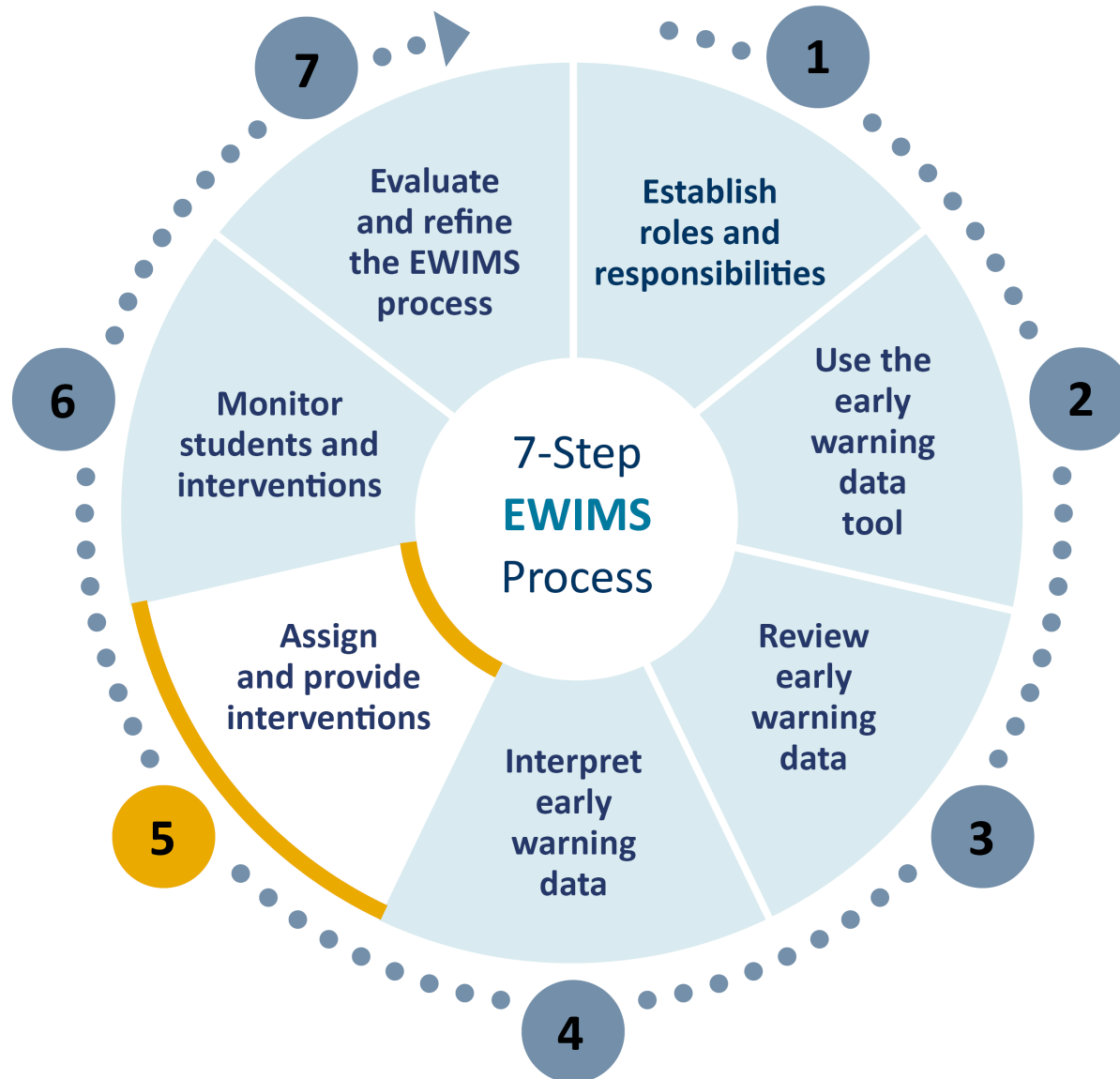
1. Establish roles and responsibilities
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How will we intervene?

What is the problem?

Why is it occurring?

Step 5
Assign and provide interventions.

Step 3
Identify symptoms.

Step 4
Determine underlying causes.

EWIMS Step 5: Assign and Provide Interventions

What You Need for Step 5

- An understanding of students' needs that is based on a review of early warning data (in Step 3) and additional information gathered in Step 4

- An inventory of available interventions

- Leadership buy-in and support for interventions and support strategies to assist at-risk students

- Tool 2: Student Support and Intervention Mapping (Appendix B)

EWIMS Step 5: Assign and Provide Interventions

5

Assign and provide interventions

- ***Consider*** potential supports, interventions, and other available resources.

- ***Match*** students to specific supports and interventions based on need.

- ***Agree*** on a plan and next steps.

- ***Communicate*** the plan to key stakeholders.

Consider What Is Currently Available

- Consider interventions at Tiers I, II, and III.

- What interventions are currently implemented in the school and district?

- What is the availability of each intervention?

- How are students referred or how do they access the support?

- Where are there gaps in our inventory?

Tool for Creating an Intervention Inventory

TOOL 2: STUDENT SUPPORT AND INTERVENTION MAPPING (USED IN STEP 5 AND STEP 6)

Directions: Complete the matrices below to catalog interventions and supports. Include the availability (e.g., the number of students who can be served during a period of time, resource limits) and details (e.g., the focus of the intervention, the evidence base).

Attendance Interventions and Supports

	INTERVENTION OR SUPPORT	AVAILABILITY	DETAILS
TIER I	*e.g., automatic calls*	*100% of students*	*Robocalls sent daily at 10 am to all absent students and their families*
TIER II	*e.g., peer wake-up calls*	*100 students per 2 weeks*	*Student council members (10) are assigned to 10 students each to text each morning for 2 weeks*
TIER III	*e.g., parent conference*	*As needed*	*Dean will set up parent attendance conference*

Match Students to Supports and Interventions Based on Need

- *Actual student need:* What was determined in Step 4 as the root cause or student need(s)?

- *Outcomes:* Is it likely that an available intervention will address the barriers the student is facing?

- *Grade or age group:* Is the intervention appropriate for the grade level, age, and developmental stage of the student?

- *Characteristics and conditions:*
  - How do the characteristics of flagged students inform intervention decisions?
  - How do the conditions the student is experiencing in and out of school impact intervention selection?

Guiding Questions for Assigning Interventions to Students

- Based on Step 4, what is most pressing for this student?

- What supports (if any) are already being provided to address the need? How are these supports working?

- What outcomes do you hope to see for this student?

- What level of support is needed (Tier I, II, or III)?

- Are there multiple students with similar needs who could be served as a group?

- What else do you know about the student that might be useful (e.g., characteristics and conditions)?

- Do you need any additional information about the student, his or her circumstances, or the intervention to make a selection?

Agree on a Plan and Next Steps

Student	Next Steps	Person Responsible	Completion Date	Follow-Up Date

Who will do what by when?

Communicate the Plan to Key Stakeholders

- *To what degree* will the student and family be involved in selecting the intervention that is the best fit?

- *Who* has a strong relationship with the student and will communicate next steps to him or her?

- *How* will next steps be thoughtfully communicated to the family?

Assigning Students to Interventions in the Michigan Data Hub Early Warning Data Tool

When Selecting Interventions, Keep in Mind …

"Just because…[an] intervention is considered evidence-based doesn't mean that it's necessarily the best intervention for your students or that there aren't good programs available that aren't evidence-based."

Source: Pohl & Opsal, 2013

When Selecting Interventions, Keep in Mind ...

Is this an intervention that:

- Can be implemented with fidelity in your school?
- Can be implemented for a reasonable cost?
- Can be implemented within a reasonable time frame?
- Requires specialized expertise or lengthy training to implement?
- Provides ready access to training and technical support for staff?
- Has demonstrated effectiveness in your district or state?
- Will address the actual need?
- Aligns with school and community values and organizational structure?

A Few Ideas

- Wake-up calls
- Peer tutoring for content
- Peer mentoring for attendance
- Advisories
- Counseling
- Partnership between high schools and feeder middle schools
- Ninth-grade transition programs
- Schoolwide Positive Behavioral Interventions and Supports
- Instruction that uses active engagement

Sources: Attendance Works, 2017; MDE
Leiber & Poliner, 2004

Evidence-Based Resources

EWIMS Resources for Step 5

There are many program registries and federally designed databases for identifying evidence-based practices and interventions. The level of evidence varies among the resources listed below.

- **Alternatives to Suspensions and Expulsions Toolkit** from the Michigan Department of Education provides guidance on changing the culture, climate, and systems in schools to address behavioral concerns using non-exclusionary methods.

- **Attendance Works Toolkit** provides strategies and resources for monitoring, understanding, and addressing chronic absence; the toolkit can be downloaded and tailored to school, district, community, or state use.

- **Best Evidence Encyclopedia** provides information about the strength of evidence supporting K–12 programs; the website was created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education under funding from the Institute of Education Sciences, U.S. Department of Education.

- **Blueprints for Healthy Youth Development** (University of Colorado Boulder, Center for the Study and Prevention of Violence) provides guidance to identify evidence-based programs to promote prosocial behavior, academic success, emotional well-being, physical health, and positive relationships.

- **Collaborative for Academic, Social, and Emotional Learning (CASEL)** *2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition* provides information about social and emotional programs' quality and evidence base.

- **Data Wise Improvement Process** provides guidance for teams of educators in using a wide range of data sources, such as student work and formative assessment data, to improve teaching and learning. It includes meeting protocols that support using data wisely and a free online course.

- **Great Lakes Equity Center Policy Equity Analysis Tool** provides a process for examining existing policies and practices through an equity lens to reflect on the intent behind existing policies and determine which inequities could be addressed in terms of who benefits and who does not.

- **National Center on Intensive Intervention** provides a process driven by data for academic and behavioral interventions and progress monitoring tools to help students with severe and persistent learning and behavioral needs, including students with disabilities.

- **National Center on Safe Supportive Learning Environments (NCSSLE)** addresses issues such as bullying, harassment, violence, and substance abuse. NCSSLE's website includes the School Climate Survey Compendium of valid and reliable surveys, assessments, and scales of school climate to assess conditions for learning.

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Michigan Data Hub Intervention

# Implementation Suggestion: Strategies for Prioritizing

- ***Ask*:** What do the data suggest are the most immediate needs?

- ***Target*:** Triage by shared urgent student needs.

- ***Divide and conquer*:** Distribute shorter lists of students to a few EWIMS team members.

Step 5: Implementation Challenges

- Underestimating the utility of Tier I interventions

- Supply and demand mismatches

- Irrelevant distractions
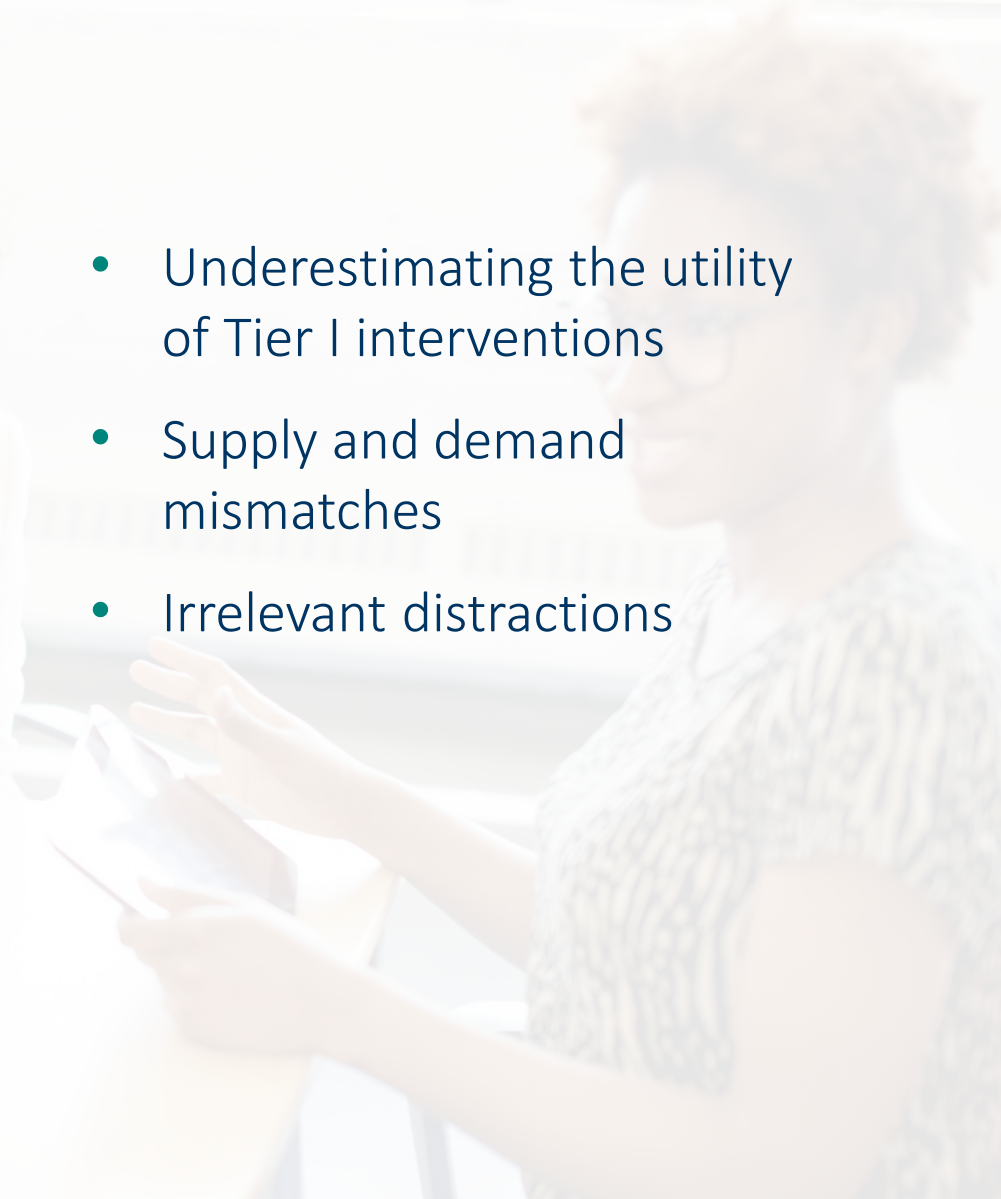
Step 5 Challenge: Underestimating the Utility of Tier I Interventions

Step 5 Challenge: Underestimating the Utility of Tier I Interventions

- A growing need for Tier II and III interventions should **activate** a review of Tier I interventions.

- **Invest** in Tier I interventions.

- ***Describe*** intervention gaps and ask for support from leaders in your school, district, and community.

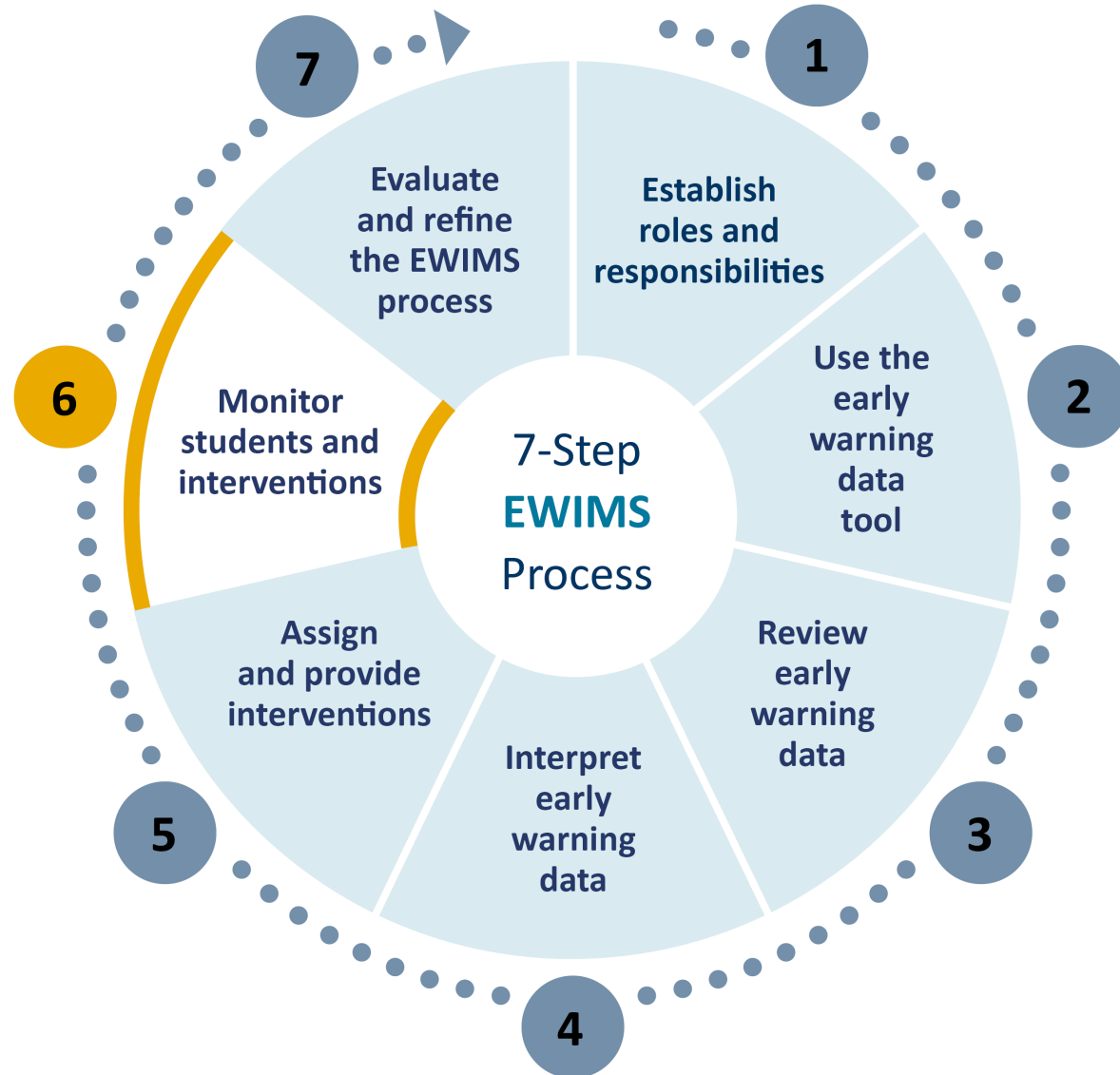**Step 5 Challenge:** Irrelevant Distractions Related to Selecting and Implementing Interventions

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- ***Stay firmly focused*** on student needs.

- ***Develop and commit*** to criteria for selecting interventions.

- ***Ensure*** that interventions meet one or more identified student need.

Coming Up Next

7-Step **EWIMS** Process

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GREAT LAKES Comprehensive Center at American Institutes for Research

10 S. Riverside Plaza, Suite 600
Chicago, IL 60606-5500
General information:
(312) 288-7600 www.air.org

For more information, please email
MDE-EWIMS@michigan.gov.

Michigan Data Hub Early Warning Data Tool:

Support@MIDataHub.org

Michigan Data Hub
1819 E. Milham Road
Portage, MI 49002
(269) 250-9264

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