+Instructions for SSD Intervention Selection Decision Map

Purpose:
To offer a decision-making process for high-quality intervention selection to improve the match between the intervention and student need in consideration of school and programming structures. This document is meant to be used:
- District and region planning around intervention pyramids
- Changes in service minutes/placement
- During a data team when trying to identify a new intervention
- As a part of planning after a student has been met initial eligibility
- Transition planning as student change levels
- During coaching with a new teacher

Instructions for use:
1. Gather multiple sources of student data to be ready to determine needs (e.g. evaluation, IEP, progress monitoring, informal assessments, potentially also complete placement test associated with a specific program, etc.)
2. Follow the decision map (as a reminder diamonds is a decision point)
3. Access appropriate resources as directed by map
   a. Question 1 utilize intervention pyramids, intervention guide, and resource guide
      i. Start with the intervention pyramids. If able to identify a program/strategy matching need continue with the decision tree. If not, move to the next step below in this document.
         1. *Note: If the student need is broad you would want to prioritize the selection of programs over strategies*
      ii. Go to Math or Reading Intervention Guide
   b. Question 2 "Are structures compatible" utilize Intervention Resource Guide to determine if the intervention features match the available structures.
         1. At the Question "Have you had training to implement this program" if you have not had training you but find this the best fit for the student you will
      ii. Contact your administrator
      iii. Look for available training on Kick Up
         1. If unavailable then look for training available from the publisher
         2. Contact key communicator or curriculum director for additional guidance
4. If you come to the decision that you are "using best available intervention until a preferable alternative becomes available" make sure you have consulted with your administrator.

Operational definitions
Broad vs Narrow skill need:

Broad refers to a comprehensive program as the student has multiple skill deficits within a given area (e.g. difficulty and services in basic reading, fluency, and comprehension) whereas **Narrow** would refer to a deficit in one specific skill area (e.g. the student is struggling with math computation but is able to access much of the math curriculum).

Intervention:
An intervention can be a program or strategy (see below).

Program vs strategy:
Programs are typically published tools that supplement or replace the general education curriculum (e.g. Phonics for Reading or Number Worlds).
Strategies are narrow skill building instructional activities or routines that typically support or supplement the general education curriculum (e.g. Marzano Summarizing and Note Taking or Identifying Similarities or Differences).

Core Curriculum:
District adopted curriculum and resources

Structures:
Refers to schedule, setting, grouping, and staffing features and constraints. Behaviors fall within other considerations.

Fidelity:
Implementing the program or strategies as designed and researched.