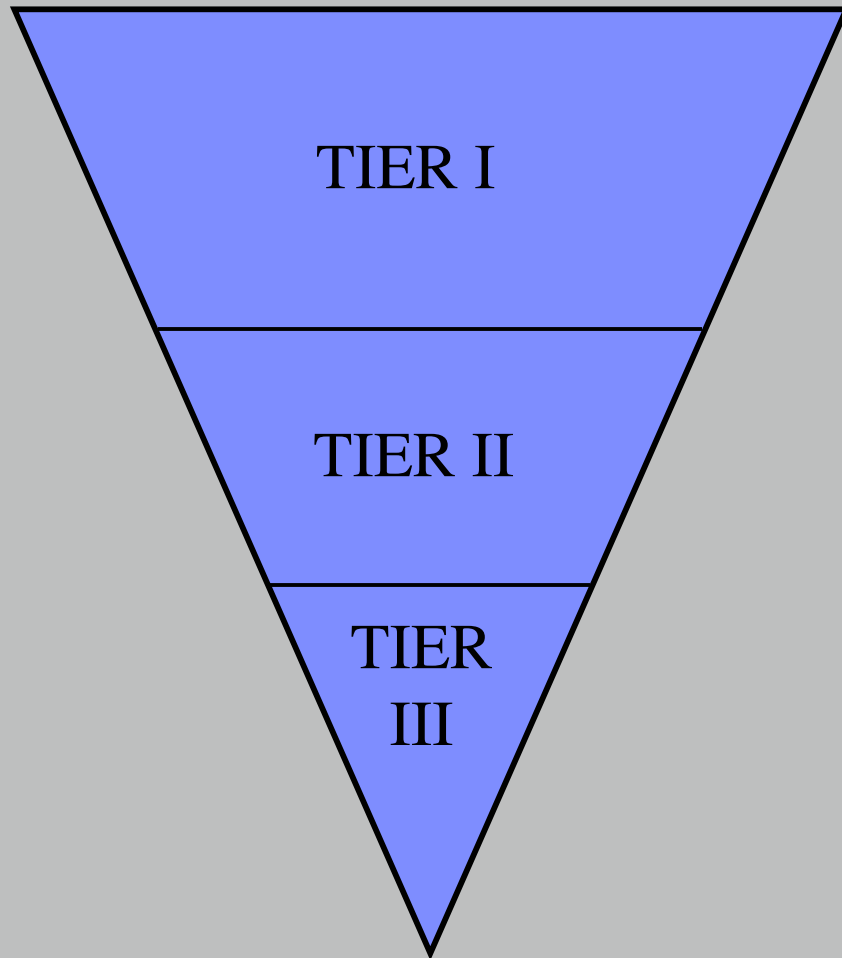


# Rejuvenating Interventions For Students At Risk

Sharon Vaughn

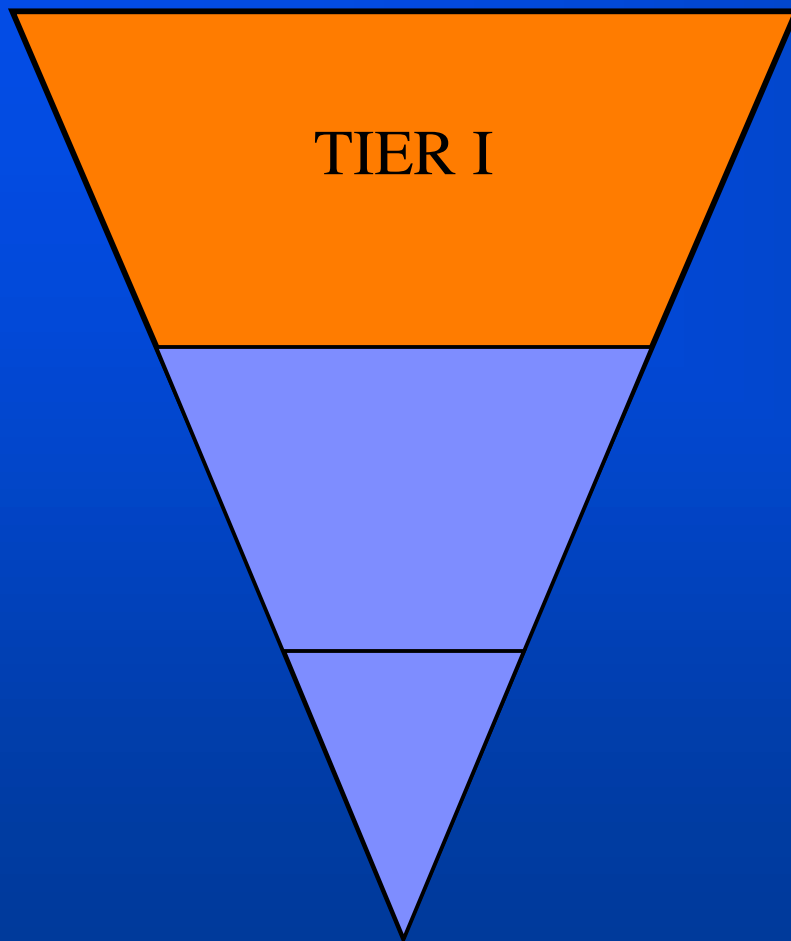
*The University of Texas at Austin*

# TIERED INTERVENTION



- Layers of intervention responding to student needs
- Each tier provides more intense intervention
- Aimed at preventing reading difficulties

# TIER I: CORE CLASS INSTRUCTION



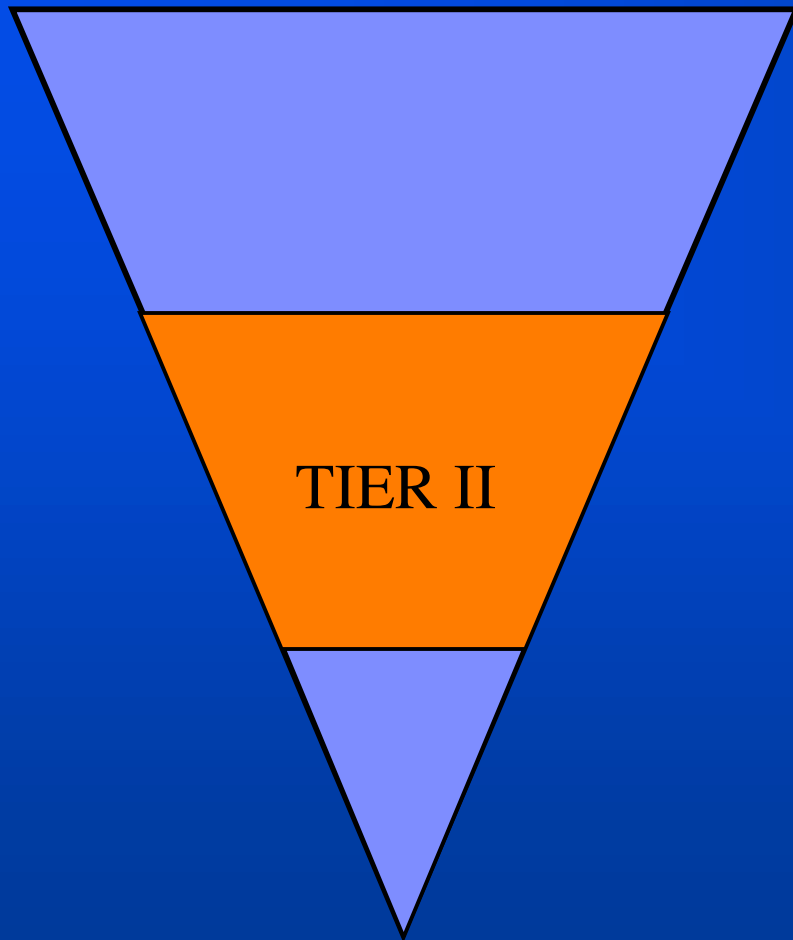
Tier I is comprised of three elements:

- Progress monitoring of at-risk students
- Ongoing professional development
- In-class support and mentoring

# TIER I: CORE CLASS INSTRUCTION (cont'd)

<b>Focus</b>	For all students in K through 3
<b>Program</b>	Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading
<b>Grouping</b>	Multiple grouping formats to meet student needs
<b>Time</b>	90 minutes per day or more
<b>Assessment</b>	Benchmark assessment at beginning, middle, and end of the academic year
<b>Interventionist</b>	General education teacher
<b>Setting</b>	General education classroom

# TIER II: SMALL GROUP INTERVENTION



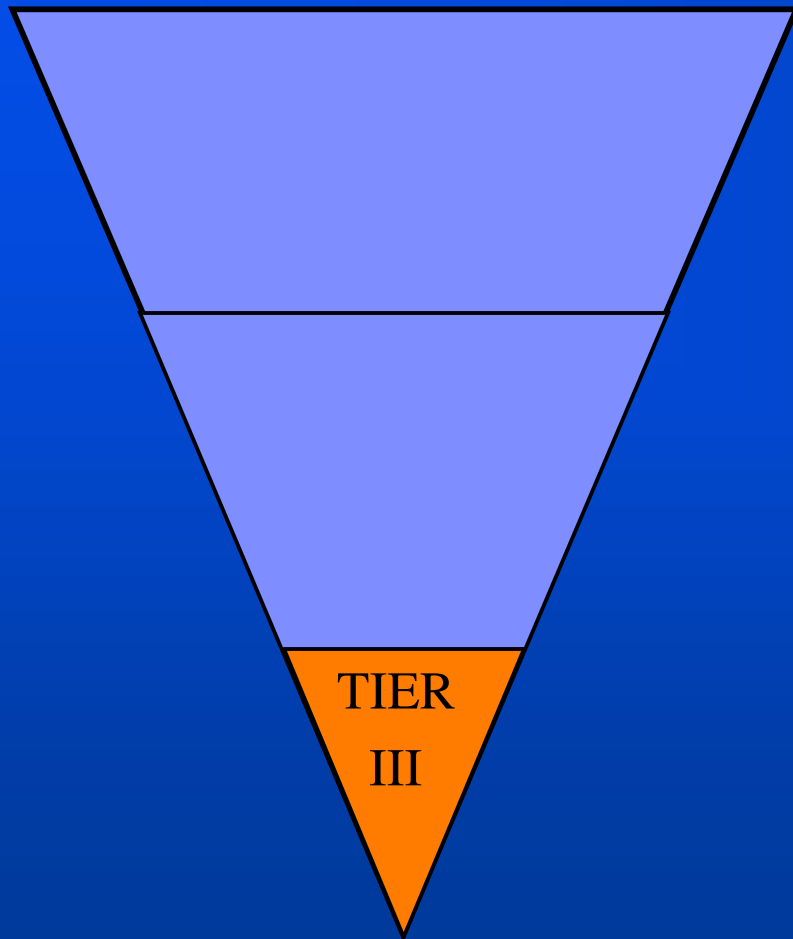
- Tier II is individual or small-group intervention in addition to the time allotted for core reading instruction
- Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I.



## TIER II: SMALL GROUP INTERVENTION (cont'd)

<b>Focus</b>	For students identified with marked reading difficulties, and who have not responded to Tier I efforts
<b>Program</b>	Specialized, scientifically based reading program(s) emphasizing the five critical elements of beginning reading
<b>Grouping</b>	Homogeneous small group instruction (1:5)
<b>Time</b>	25-30 minutes per day in small group in addition to 90 minutes of core reading instruction
<b>Assessment</b>	Weekly progress monitoring on target skills to ensure adequate progress and learning
<b>Interventionist</b>	Research-provided interventionist
<b>Setting</b>	Appropriate setting outside the classroom designated by the school

# TIER III: INTENSIVE INTERVENTION



- Tier III is specifically designed and customized individual or small-group reading instruction that is extended beyond the time allocated for Tier I and Tier II.

## TIER III: INTENSIVE INTERVENTION (cont'd)

<b>Focus</b>	For students with reading disabilities or marked difficulties in reading who have not responded adequately to Tier I and Tier II efforts
<b>Program</b>	Individualized and responsive intervention emphasizing the critical elements of reading for students with reading difficulties/disabilities
<b>Grouping</b>	Homogeneous small group instruction (1:3)
<b>Time</b>	50 minutes per day in small group in addition to 90 minutes of core reading instruction.
<b>Assessment</b>	Weekly progress monitoring on target skills to ensure adequate progress and learning
<b>Interventionist</b>	Research-provided interventionist
<b>Setting</b>	Appropriate setting outside the classroom designated by the school



# HOW DO TIER II AND TIER III DIFFER?

	Tier II instruction	Tier III instruction
<b>Daily instruction</b>	20-30 minutes per day (+ Tier I)	50 minutes per day (+ Tier I)
<b>Duration</b>	10 - 12 weeks (1 or 2 rounds)	10 - 12 weeks (possibly several rounds)
<b>Group size</b>	Small group/individual	Smallest group possible/individual
<b>Ongoing progress monitoring</b>	Weekly	Weekly

# What Are the Critical Components of Scientific-Based Reading?

**Phonemic Awareness**



**Phonics & Word Study**



**Spelling & Writing**



**Fluency**



**Text Comprehension**



**Vocabulary**



**Grouping**



**Maximizing Student Learning**



**Effective Reading Interventions**





# PROGRESS MONITORING

## Purpose:

- Track student learning in order to plan instruction and provide feedback to students
- Provide ongoing, formative evaluation of reading instruction so it can be modified early enough to achieve the major accountability outcomes for each and every student

# What Else Do Teachers Need to Know?

- A little structure, a little rationale, and a little instruction is NOT effective instruction
- Effective reading instruction is NOT adding one new program after another to programs already in your school without determining each one's effectiveness and efficacy based on research

# What Are the Features of Effective Reading Instruction?

## MAXIMIZING STUDENTS' LEARNING

- Adapt the pacing, content, and emphasis of instruction for individuals and groups of children
- Vary presentation, format, and ways students can participate in instruction
- Use an appropriate level of instructional materials
- Reduce teacher talk



# What Are the Features of Effective Reading Instruction?

## EFFECTIVE READING INTERVENTIONS

- Even with scientific-based reading instruction, some students have difficulty learning to read and make inadequate progress

# What Are the Features of Effective Reading Instruction?

## EFFECTIVE READING INTERVENTIONS (cont'd)

### For these students:

- Use appropriate grouping formats – perhaps one or two students
- Provide targeted instruction daily
- Assure instruction is intense enough – time
- Provide ongoing and systematic corrective feedback to students
- Provide extended practice in the critical components of reading instruction based on students' needs
- Increase time for: (a) word study, (b) building fluency to improve automatic word recognition and rate of reading, and (c) comprehension.
- Use systematic classroom-based instructional assessment to document student growth and inform instruction

# TIER III: INSTRUCTION FOR INTENSIVE INTERVENTION

## *How to adjust instruction?*

- Provide more examples and a wider range of examples (explicit modeling, explaining, etc.)
- Break down tasks into smaller steps
- Provide students with multiple opportunities to participate and respond
- Provide repeated opportunities for practice and review
- Provide additional opportunities for correction and feedback
- Increase time on-task
- Extend the length of the task
- Make learning visible
- Use, then fade prompts and cues

# EXAMPLE TIER III SESSION

## *Elementary*

<b>Component</b>	<b>Time</b>	<b>Focus</b>
<b><i>Phonics</i></b>	15 min.	Read and spell CVC +ing; introduce new irregular words
<b><i>Fluency</i></b>	10 min.	Repeated reading of passage with partner; timed reading
<b><i>Vocabulary and Comprehension</i></b>	20 min.	<i>Before Reading:</i> Introduce vocabulary; Make Predictions  <i>During Reading:</i> Locate and record characters, settings, and events of passage  <i>After Reading:</i> Main idea statements
<b><i>Word Writing</i></b>	5 min.	Timed writing of words using phonic elements introduced



# KEY IDEAS LINKED TO IMPROVED OUTCOMES

- Explicit, well-organized instruction
- Frequent cumulative review of previously mastered content
- Self-regulation strategies, whereby students monitor their academic progress and set goals for their academic performance
- Peer mediation for extending instruction
- Focus on higher order processing



# ADDITIONAL KEY IDEAS

- Students with Reading Difficulties have heterogeneous skills
- Frequent progress monitoring benefits instruction
- Gains are specific to what is taught
- Instructional programs should be integrated
- Evidence from research needs to be influenced by experience and judgment
- Interventions for students with Reading Difficulties need to be feasible within general education frameworks

# Countdown from 10 on Intervention

- # 10 Because students are missing “skills” doesn’t mean intervention should only address those skills. **READ READ READ**. If students can only read a few words – write sentences with those words.
  
- # 9 A teacher implements systematic change based on research, not on ideology and philosophy
  
- # 8 Students who do not respond to more analytic approaches to phonics may respond to more synthetic approaches.

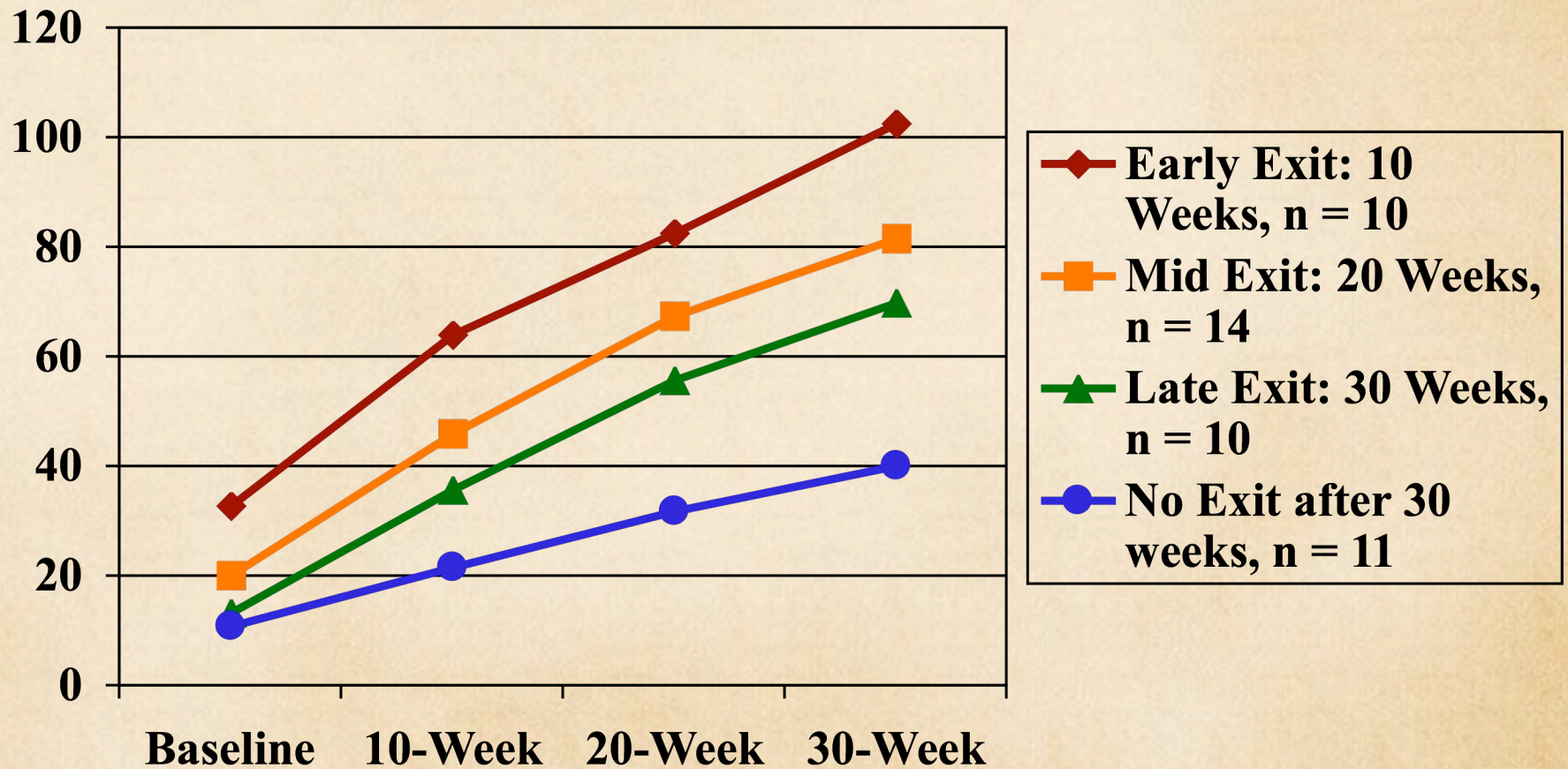
# Countdown from 10 on Intervention

#7 Readily remediated and difficult to remediate students may look very similar before intervention; However, they require very different amounts of intervention.

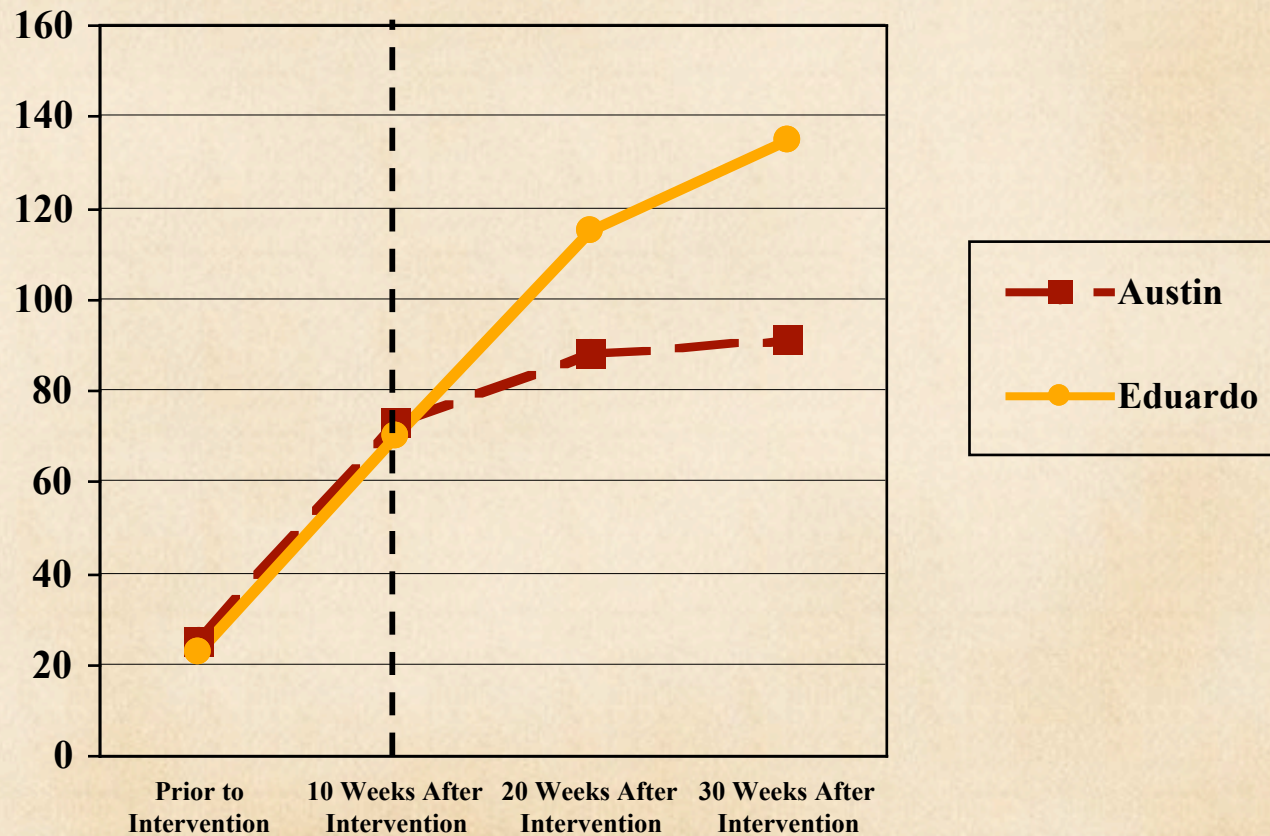
#6 Some students who succeed initially in interventions thrive in the classroom after intervention – other students do not.



# Means for TORF: Fluency



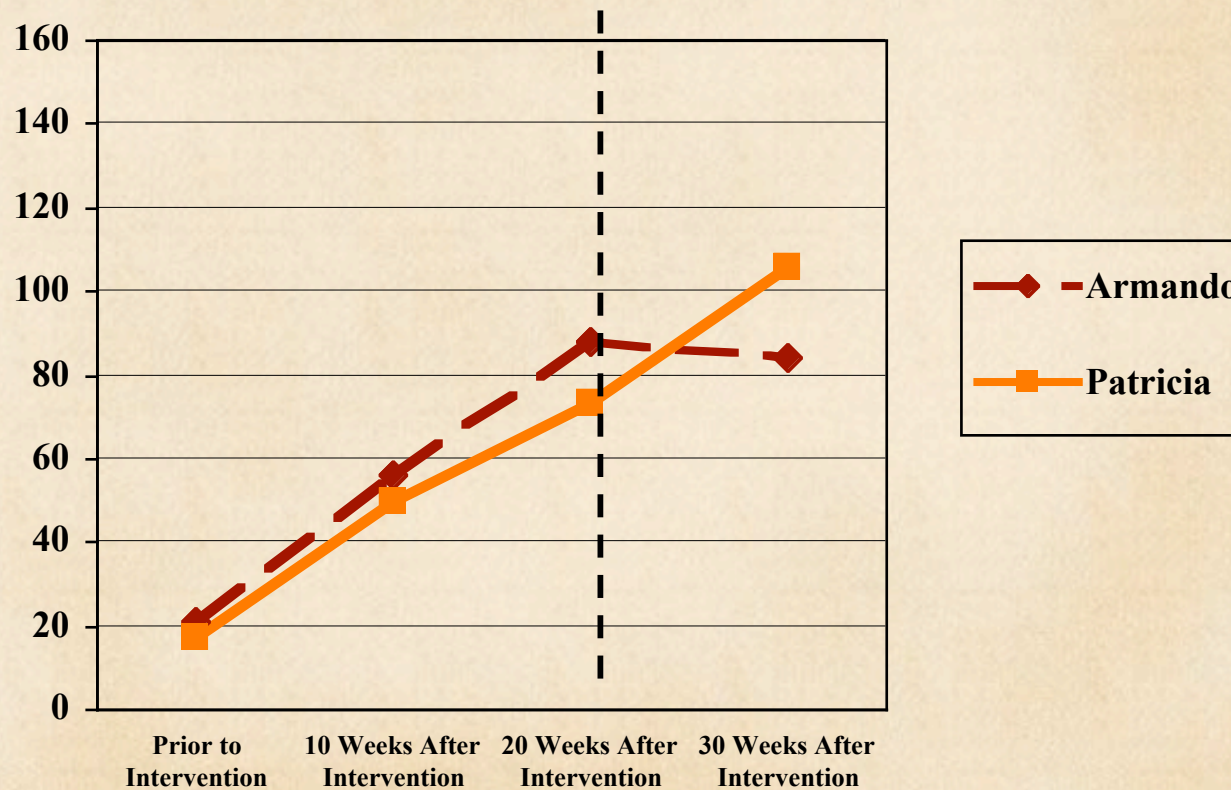
Austin's and Eduardo's progress on the 2nd grade passages of the TORF over time (exited after 10 weeks of supplemental instruction).



*Note:* Dotted vertical line is where each student met exit criteria and supplemental reading instruction was terminated.

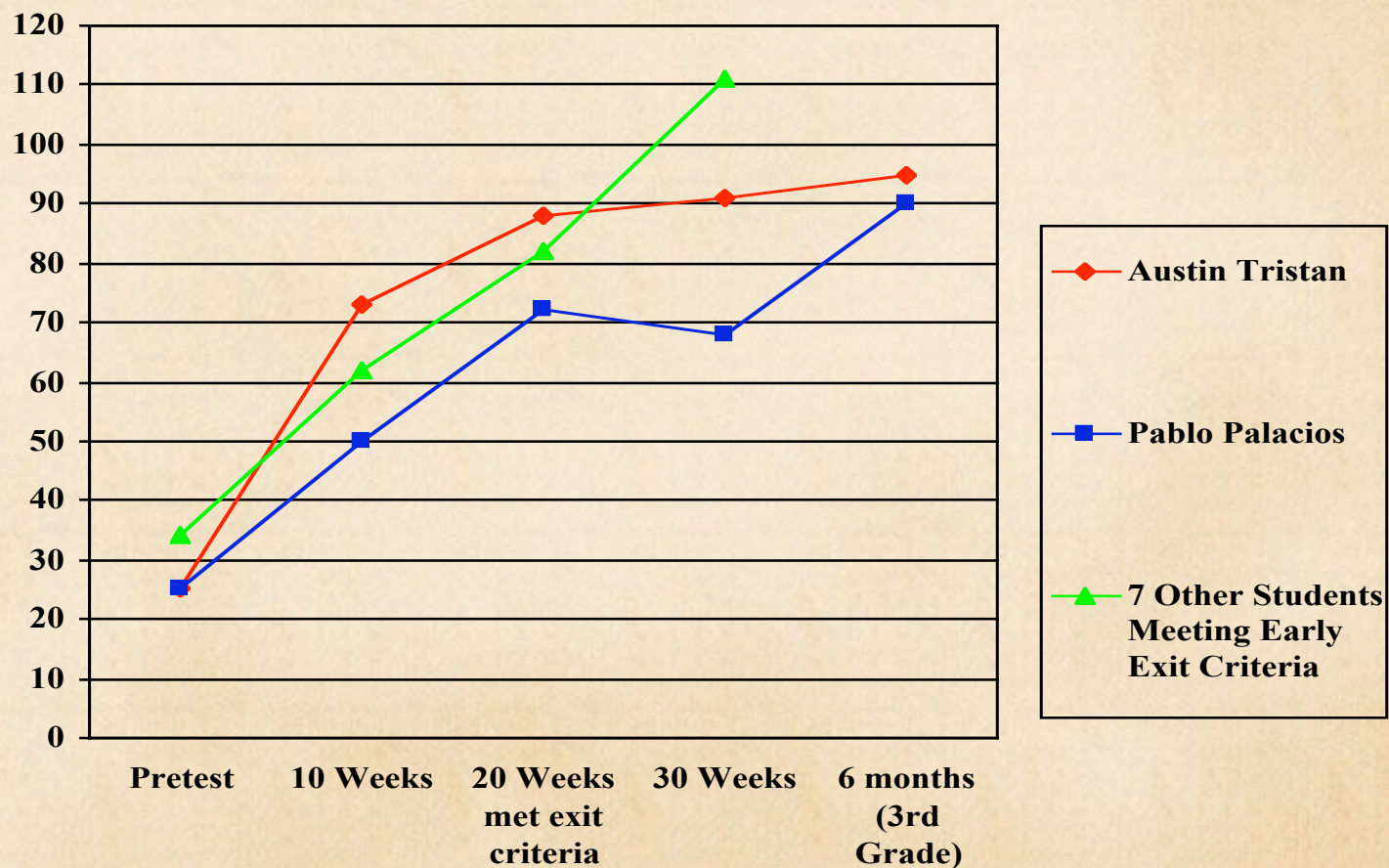


Armando's and Patricia's progress on the 2nd grade passages of the TORF over time (exited after 20 weeks of supplemental instruction).



*Note:* Dotted vertical line is where each student met exit criteria and supplemental reading instruction was terminated.

# Comparison between two students who failed to thrive in the classroom and those who thrived.





# Countdown from 10 on Intervention

#5 A teacher provides intensive, explicit research-based reading instruction to ALL children, including English language learners and students with special needs

# 4 Students whose response to interventions is low are rarely able to read fluently – even if they are successful at decoding and comprehension.

# Example of #4

## High Responders

	Treatment (n=27)	Comparison (n=25)
Word Attack	M= 106 (14.20)	M=103 (13.25)
Word Identification	M= 106 (7.42)	M=102 (8.76)
Comprehension	M = 102 (6.55)	M=99 (6.93)

Intervention Provided for 10 or 20 weeks during 1<sup>st</sup> Grade  
Outcomes are for following year – end of 2<sup>nd</sup> grade



# Example of #4

## High Responders (cont.)

Oral Reading Fluency

Treatment

M=82.65(25.93)

Comparison

M=76.61(18.48)

# Example of #4

## Low Responders

	Treatment (n= 7)	Comparison (n=15)
Word Attack	M= 107 (14.75)	M=92 (7.14)
Word Identification	M= 100 (9.63)	M=92 (7.14)
Comprehension	M = 98 (5.22)	M=87 (9.59)

Intervention Provided for 20 weeks during 1<sup>st</sup> grade and 20 weeks during 2<sup>nd</sup> grade  
Outcomes are for end of 2<sup>nd</sup> grade

# Example of #4

## Low Responders (cont.)

### Oral Reading Fluency

Treatment

M=46.57(15.77)

Comparison

M=29.47(19.22)

# Countdown from 10 on Intervention

#3 Students who have long term and significant fluency problems may need substantially more than repeated reading e.g., rapid word recognition, vocabulary, and comprehension

#2 Excessive time on PA not needed for most students.

#1 Making reading interesting - make teaching and learning motivating



# INTERVENTIONISTS



# PRINCIPALS





# CLASSROOM TEACHERS

