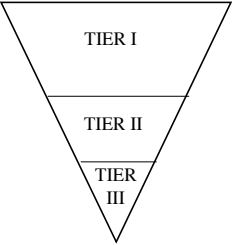


Rejuvenating Interventions For Students At Risk

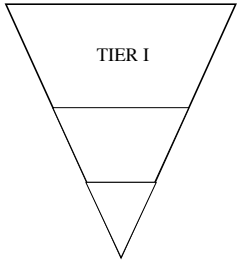
Sharon Vaughn
The University of Texas at Austin

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



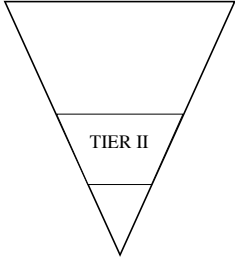
Tier I is comprised of three elements:

- progress monitoring of at-risk students
- ongoing professional development
- in-class support and mentoring

TIER I: CORE CLASS INSTRUCTION (cont'd)

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

TIER II: SMALL GROUP INTERVENTION

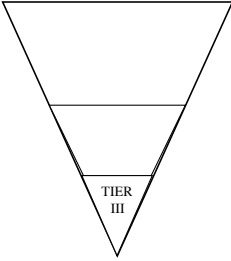


- Tier II is individual or small-group intervention in addition to the time allotted for core reading instruction.
- Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I.

TIER II: SMALL GROUP INTERVENTION(cont'd)

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

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

HOW DO TIER II AND TIER III DIFFER?

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

Phonemic Awareness

- Provide explicit and systematic phonemic awareness instruction that teaches segmenting and blending sounds
- Begin with auditory phonemic awareness activities and link phonemes with letters as soon as possible
- Use letters to manipulate phonemes and help students apply their knowledge of phonemic awareness when reading and writing

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 10

Phonics & Word Study

- Provide explicit and systematic word study instruction in
 - a set of letter-sound relations
 - how to blend sounds to read words
- Include practice in reading texts that are written so students can decode and read words using their phonics knowledge
- Give substantial practice for students to apply phonics as they spell words

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 11

Fluency

- Provide opportunities for oral repeated reading that include support and feedback
- Match reading texts and instruction to students' reading levels
- Provide opportunities to read narrative and expository texts
- Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 12

Vocabulary

- Provide instruction in the meanings of words and in word-learning strategies
- Actively involve students in making connections between concepts and new vocabulary in both oral and written language
- Provide many opportunities for students to read in and out of school
- Promote wide reading (reading a lot and reading a variety of different types of texts)

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
 Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA

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Words in Print vs. Words in Oral Language

Major Sources	Rank of Median Word
Printed Texts	
Abstracts of scientific articles	4389
Newspapers	1690
Popular magazines	1399
Adult books	1058
Comic books	867
Children's books	627
Preschool books	578
Television Texts	
Popular prime-time adult shows	490
Popular prime-time children shows	543
Cartoon shows	598
Mr. Rogers and Sesame Street	413
Adult Speech	
Expert witness testimony	1008
College graduates to friends, spouses	496

Adapted from Hayes & Ahrens (1988)

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Advantages of Wide Reading

Independent Reading Minutes Per Day	Words Read Per Year
65.0	4,358,000
21.1	1,823,000
14.2	1,146,000
9.6	622,000
6.5	432,000
4.6	282,000
3.2	200,000
1.3	106,000
0.7	21,000
0.1	8,000
0.0	0

Adapted from Anderson, Wilson, & Fielding (1988)

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Text Comprehension

- Explain, model, and teach comprehension strategies (e.g., predicting, comprehension monitoring, summarizing, question answering, question generation, graphic organizers)
- Provide comprehension instruction before, during, and after the reading of narrative and expository texts
- Promote thinking and extended discourse by asking questions and encouraging student questions and discussions

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 16

Progress Monitoring

- 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

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 17

What Else Do Teachers Need to Know?

- A little structure, a little rationale, and a little instruction is NOT effective comprehension 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

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 18

**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

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 19

**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

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 20

**What Are the Features of Effective Reading Instruction?
Effective Reading Interventions (cont.)**

For these students,

- Use appropriate grouping formats
- Provide targeted instruction 3 to 5 times per week
- Assure additional instruction aligns with core reading instruction
- Provide ongoing and systematic corrective feedback to students
- Provide extended practice in the critical components of reading instruction based on students' needs
- Increases 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

Texas Center for Reading and Language Arts. (2001). *Second grade teacher reading academy*. Austin, TX: TCRLA
Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA 21

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
- drill repetition and practice review
- provide additional opportunities for correction and feedback
- increased time on-task
- extend the length of the task
- make learning visible
- use, then fading prompts and cues.

“To Do” List for Tier III

- ___ Train interventionists
- ___ Use benchmark testing to identify students not making progress
- ___ Identify specific skill areas needing intensive instruction for each student
- ___ Arrange student according to instructional needs
- ___ Select research-based, intensive programs
- ___ Customize instruction based on targeted skill areas
- ___ Designate the intervention location
- ___ Monitor progress every two weeks
- ___ Use progress-monitoring information to adjust instruction, or exit students when appropriate
- ___ Include a record of the supplemental instruction and progress-monitoring data in students' files

Example Tier III Session Elementary

Component	Time	Focus
Phonics	15 min.	Read and spell CVC +ing; introduce new irregular words
Fluency	10 min.	Repeated reading of passage with partner; timed reading
Vocabulary and Comprehension	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
Word Writing	5 min.	Timed writing of words using phonic elements introduced

Fluency

- **Objective:** Students will increase speed and accuracy when reading connected text.
- **1.** Assign higher and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the higher partner read first while their partner reads along, circling missed words.
- **2.** Set the timer for three minutes and tell the higher reader to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
- **3.** Say "Stop" after three minutes and have partners switch roles. Time the second student's reading.
- **4.** Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading.

UTCRLA, TEA (2002)

Vocabulary and Comprehension (cont'd)

- **During Reading:**
- **1.** Have students take turns reading. Hold students accountable for keeping their place in the book and make sure that all students read for approximately the same amount of time.
- **2.** Place narrative cards 4 to 10 in front of students. Stop their reading periodically to ask if they can answer any of these questions.
- **3.** Ask students if they think they need to add any of these answers to their graphic organizer under the "While I Read" section. Remind students to look for characters, settings, and events on their journey.

UTCRLA, TEA (2002)

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

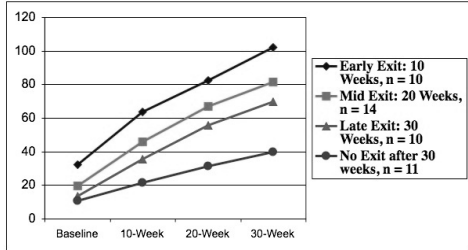
Countdown from 10 on Intervention

- # 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.

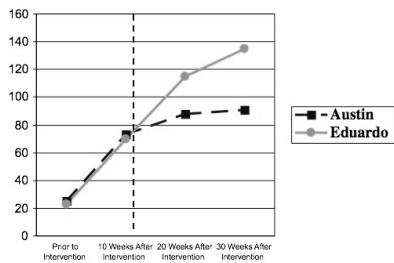
Countdown from 10 on Intervention

- #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



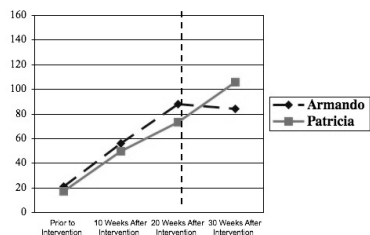
Austin's and Eduardo's progress on the 2nd grade passages of the TORF over time (exited after 10 weeks of supplemental instruction).



Note: supplemental reading instruction was terminated.

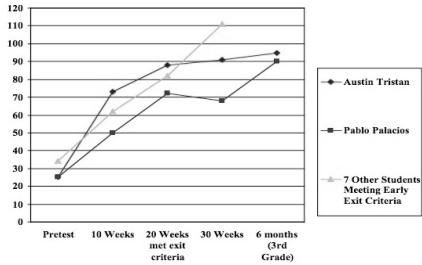
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Armando's and Patricia's progress on the 2nd grade passages of the TORF over time (exited after 20 weeks of supplemental instruction).



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 1st Grade
Outcomes are for following year – end of 2nd grade

Example of #4

High Responders (cont.)

Oral Reading Fluency

Treatment	Comparison
M=82.65(25.93)	M=76.61(18.48)

Example of #4

Low Responders

	Treatment (n= 7)	Comparison (n=15)
Word Att	M= 107 (14.75)	M=92 (7.14)
Word Id	M= 100 (9.63)	M=92 (7.14)
Comp	M = 98 (5.22)	M=87 (9.59)

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

Example of #4

Low Responders (cont.)

Oral Reading Fluency

Treatment	Comparison
M=46.57(15.77)	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
