Evidence-Based Reading Instruction K-5 Course Enhancement Module

Part 5: Intensive Reading Interventions

Facilitator's Guide

2015

Contents

This facilitator's guide is intended for use with the following resources:
- Presentation slides
- Participant handouts

These resources are available on the Course Enhancement Modules (CEM) web page of the CEEDAR Center website (ceedar.org).

Introduction to the Evidence-Based Reading Instruction K-5 Course Enhancement Module

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this Course Enhancement Module (CEM) on evidence-based reading interventions to assist faculty at institutions of higher education (IHEs) and professional development (PD) providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates and current practitioners to create effective instructional environments for all students, including students with disabilities and their non-disabled classmates. This module helps educators appreciate that an effective instructional environment integrates a continuum of academic and behavioral interventions that are evidence based and accommodate the needs of each student in the class and school.

Through this CEM, participants will learn about intervention practices and assessments that can be integrated within a comprehensive, evidence-based reading intervention program. These tools and practices involve multiple levels of interventions, including class-wide, small group, and individual reading practices. Candidates who gain knowledge about how to effectively use these tools and practices will become proficient in using reading data to guide intervention decisions and designing reading interventions to align with the intensity of a student's needs. The CEM guides candidates in becoming proactive, positive problem solvers who anticipate the needs of students and design interventions to reduce instances in which students are likely to experience academic failure.

Purpose
This CEM was designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read. The module can be adapted and is flexible to accommodate faculty and PD provider needs. The anchor module and speaker notes may be used in their entirety to cover multiple course or PD sessions. Alternatively, specific content, activities, and media can be used to enhance existing course and PD content.

Objectives
At the completion of this CEM, participants will be able to:
1. Explain and model the components of effective instruction.
2. Explain and implement the components of a multi-tiered system of supports (MTSS) framework.

3. Discuss the research supporting the essential components of reading instruction.
4. Use evidence-based teaching strategies to teach, model, and assess students in the essential components of reading instruction.
5. Make instructional decisions based on reliable data.

Rationale

It is the responsibility of teacher-preparation programs to develop highly qualified teachers who have in-depth knowledge of the science of teaching reading. Currently, too many teachers have limited in-depth knowledge of how to teach struggling students to read (Joshi et al., 2009).

It is urgent that the instruction of students is improved. The 2015 NAEP scores of fourth grade students was not significantly different in comparison to 2013; eighth grade students scored lower than in 2013 with only 36% of fourth graders and 34% of eighth graders at or below proficient.

Children who do not learn to read well during the primary grades typically struggle in reading throughout their school years (Juel, 1988; Snow et al., 1998; Stanovich, 1986). In fact, nearly 70% of older struggling readers fail to achieve reading proficiency (Biancarosa & Snow, 2004; NCES, 2011), and once poor reading trajectories are established, they are very difficult to change (Francis et al., 1996; Good et al., 2009). The negative consequences of reading failure can be devastating and can lead to misconduct, grade retention, dropouts, and limited employment opportunities (Lyon, 2001). For these reasons, identifying effective methods for early reading instruction and intervention for struggling students is critical.

Audience

The audience is intended to be teacher and leader candidates within pre-service programs at the undergraduate or graduate levels, district teachers, practitioners, and leaders participating in in-service professional learning opportunities. The CEM could also be used for PD for current teachers, practitioners, and leaders interested in staying abreast of current research and trends on best practices for students with disabilities and students who struggle. The facilitator's guide serves as a blueprint to support faculty and PD providers.

Facilitator's Guide

The facilitator's guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the presentation. Facilitator notes and

talking points are included. The speaker notes are intended as a guide for facilitators using the PowerPoint slides and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

Evidence-Based Materials

This anchor presentation was designed to align with the content of the innovation configuration, *Evidence-Based Reading Instruction for Grades K-5* (Lane, 2014). All information and resources included in the CEM were drawn from PD products developed by U.S. Department of Education-sponsored centers and projects and other well-established and reliable sources. These centers and projects used a rigorous process to directly link their PD products to available research evidence on reading interventions following a multi-step process for product development (i.e., design, production, internal review, external review).
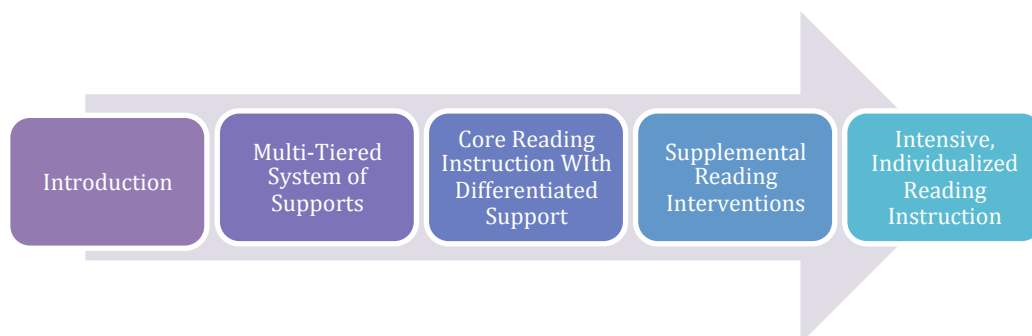
Tiered Organization

The learning resources are organized into four main parts:

- **Part 1: Introduction.** Part 1 introduces participants to the CEM with the purpose and rationale and then presents principles of effective instruction (i.e., explicit instruction, systematic instruction, multiple opportunities to practice, corrective feedback, progress monitoring).

- **Part 2: Multi-Tiered System of Supports (MTSS).** Part 2 explains the concept of MTSS and includes descriptions of the essential components of MTSS. These components include screening, progress monitoring, multi-level prevention systems, and data-based decision making.

- **Part 3: Essential Components of Reading Instruction K-5.** Part 3 introduces participants to the importance of implementing evidence-based reading instruction for all students, designing and differentiating instruction, and using assessment data to inform instruction and monitor student progress. The module includes a knowledge survey for participants and is organized into sections detailing the five components of reading instruction: (a) phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and (e) comprehension. There are multiple resources in these sections, including video examples, lesson activities such as the Alphabet Arc, Say it, Move it, comprehension strategy descriptions including Collaborative Strategic Reading, and participant quizzes.

- **Part 4: Supplemental Reading Intervention.** The purpose of Part 4 is to explain the purpose and rationale for supplemental reading interventions as part of a larger MTSS

and in setting the groundwork for effective intensive intervention. Guidelines and an application activity are provided for selecting evidence-based interventions. Participants will analyze a video example of a supplemental reading intervention and consider the use of assessment data to evaluate the intervention. There is also a case study of a student in need of supplemental reading intervention.

- **Part 5: Intensive Reading Intervention.** Part 5 introduces participants to the intensive intervention framework that is individualized, more intense, substantively different in content AND pedagogy, and composed of more frequent and precise progress monitoring. The presentation and suggested activities allow participants to consider how to intensify reading interventions by increasing time, changing the learning environment, combining cognitive processing strategies with academic learning, and modifying the delivery of instruction. Participants are also introduced to a data-based instruction (DBI) approach to design and implement intensive reading interventions that accommodate the individual needs of non-responding students. Application of DBI is presented using a case study of a second-grader who may be in need of more intensive intervention and concludes with strategies for examining the impact of intensive reading interventions.

  As illustrated in Figure 1, the parts of this CEM are framed according to level of intensity. A complete table of contents and summary of handouts for each part is included at the end of this guide

Introduction | Multi-Tiered System of Supports | Core Reading Instruction WIth Differentiated Support | Supplemental Reading Interventions | Intensive, Individualized Reading Instruction

Figure 1. Evidence-Based Reading Instruction K-5 Anchor Presentation Structure

Resources
The following resources are provided for use in delivering the anchor presentation:
- Facilitator's guide (this document)
- Presentations
- Participant handouts, as needed

All of these materials may be used and adapted to fit the needs of the training context. When sharing the content, please use the following statement: "These materials have been adapted in whole or in part with permission from the CEEDAR Center."

Materials

The following materials are recommended for training and associated activities:

- Chart paper
- Sharpie® markers for chart paper
- Regular markers at each table for name cards
- Post-it® Notes
- Timer
- Pens at each table

Necessary materials will vary based on the content and activities selected, which will depend on the audience and the format of the course or PD session.

In This Guide

The rest of the guide provides the slides and speaker notes to support facilitators as they present the content and learning activities included in the anchor module. Reviewing the entire guide prior to facilitating the training is highly recommended.

The table of contents for Part 5 follows, including a listing of handouts.

Table of Contents
- The Intensive Intervention Framework
- Categories of Practice for Organizing an Planning Intensive Intervention
- Introduction to Data-Based Individualization
- DBI Case Study: Kelsey
- Diagnostic Assessment
- Adaptations
- Additional Considerations

Handouts
- Handout 1: Jigsaw Activity
- Handout 2: Intervention Observation
- Handout 3: Using the Tools Chart
- Handout 4 References

Part 4: Slides and Supporting Facilitator Notes and Text

Slide 1—Course Enhancement Module: Reading K-5, Part 5

Part 5 of the Reading K–5 CEM provides an overview of intensive instruction, often referred to as Tier 3 or tertiary interventions.

Materials needed:

Ability to project videos with sound
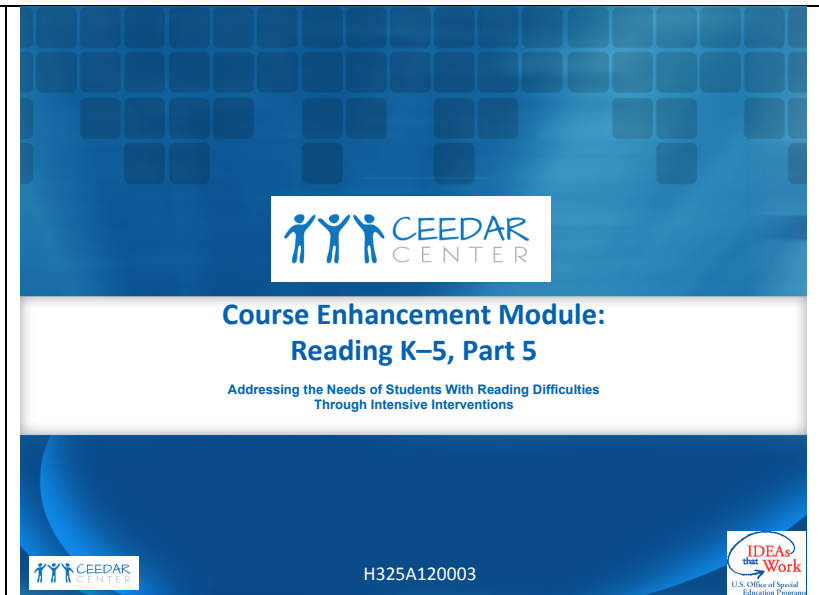
Chart tablets with markers

Handouts:

#1 – Jigsaw Activity

#2 – Observing Interventions -Video

#3 – Using the Tools Chart

#4 - References

CEEDAR CENTER

Course Enhancement Module:
Reading K–5, Part 5

Addressing the Needs of Students With Reading Difficulties
Through Intensive Interventions

CEEDAR CENTER   H325A120003   IDEAs that Work
                                            U.S. Office of Special
                                            Education Programs

Slide 2—CEEDAR: Collaboration for Effective Educator Development, Accountability and Reform	 **CEEDAR CENTER** **Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)** H325A120003
Slide 3—Disclaimer	**Disclaimer** This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or polices of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

Slide 4—Note

Additional resources can be found on these websites, as well as other sources cited throughout this presentation.

> ## Note
>
> Part 5 of this module uses content and resources from:
> - The National Center on Intensive Intervention (NCII): www.intensiveintervention.org
> - Direct Behavior Ratings (DBR): www.directbehaviorratings.com
> - National Center on Response to Intervention (NCRTI): http://www.rti4success.org

Slide 5—Session Overview

> ## Session Overview
>
> **Part 1**
>
> The Intensive Intervention Framework
>
> **Part 2**
> - Overview of Data Based Individualization (DBI) in reading and its use in intensive instruction.
> - Case Study: Meet Kelsey.

Slide 6—Introductory Activity

Define and make sure participants understand the meaning of:

Reading Instruction – the action or process of teaching.

Reading Intervention – planned set of procedures that are aimed at teaching a specific set of academic skills. It is more than a single lesson and less than an entire curriculum.

Activity:

In a group of two to four people, take a few minutes to identify the three most common things you (or others on your staff) do to make instruction/intervention *more intense* when students need it. Then, choose someone to report out to the large group.

Circulate as teams discuss. After most groups appear to be ready (3-5 min), have each reporter share each team's items. Record their responses on a piece of chart paper or whiteboard to revisit at the end of the session. If teams note the same strategies, use tally marks to keep track of how often each strategy is noted.

Possible questions for teams:

1. What made you choose these things?
2. Why do you think they are used so often?
3. Are they working well for you? How can you tell?

Keep this activity to 10-12 minutes to allow sufficient time for other parts of the module. If needed, remind groups that there will be more time for discussion throughout the session.

Introductory Activity

- Groups of two to four people.
- Identify three things you can do to make
  - Reading **instruction** more intense when students need it.
  - Reading **intervention** more intense when students need it.
- Choose someone to report out to the group.

Slide 7—The Intensive Intervention Framework

The information in this section of the anchor presentation uses content and resources from The National Center on Intensive Intervention (NCII): www.intensiveintervention.org.

Part 1: The Intensive Intervention Framework

Slide 8—What Is Intensive Intervention?

Read slide and highlight distinguishing characteristics of intensive intervention.

What Is Intensive Intervention?

Intensive intervention addresses *severe and persistent* learning or behavior difficulties. Intensive intervention should be:

- Driven by data.
- Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports.

National Center on Intensive Intervention, April, 2014.

Slide 9—What Intensive Intervention . . .

Despite research on effective intervention programs for at-risk students (see http://www.intensiveintervention.org/chart/instructional-intervention-tools), evidence suggests that these programs will be ineffective (or not sufficiently effective) for 3-5% of students. These students require more intensive, individualized levels of support. Intensive intervention comprises the following characteristics . . . *Paraphrase the first box of the slide.*

- **Individualized based on student needs**
- **More intense, often with substantively different content AND pedagogy**
- **Comprised of more frequent and precise progress monitoring**

It is not . . . *Paraphrase second box.*

- **A single approach**
- **A manual**
- **A pre-set program**
- **More of the same Tier 1 instruction**
- **More of the same supplemental instruction**

In other words, intensive intervention is not a program you can pull off the shelf or buy online. It is also not more of the same instruction. Rather, it is instruction that differs in terms of content and/or mode of delivery, often combined with increased learning time or changes to the instructional setting. We will talk more about these topics in the following sections of our session today.

What Intensive Intervention . . .

Is:
- *Individualized based on student needs.*
- *More intense, often with substantively different content AND pedagogy.*
- *Composed of more frequent and precise progress monitoring.*

Is Not:
- *A single approach.*
- *A manual.*
- *A pre-set program.*
- *More of the same Tier 1 instruction.*
- *More of the same supplemental instruction.*

National Center on Intensive Intervention, April, 2014.

Slide 10—Rationale

Students with disabilities have a history of poor outcomes compared to their peers without disabilities, in several areas:

- Academic achievement
- High school completion
- Post-supplemental education
- Employment
- Involvement with the criminal justice system

This graph compares the performance across time of students with disabilities (bottom line) and without disabilities (top line) in fourth-grade reading on the National Assessment of Educational Progress (NAEP). Eleven percent of fourth-graders with disabilities performed at or above the proficient level on the NAEP in 2013, compared to 39% of their non-disabled peers. This proficiency rate is down from 13% in 2009 ($p < .05$). Patterns are similar at eighth grade (8 % proficient) and for mathematics (17% at fourth grade and 9% at eighth grade).

NAEP website link:

http://nces.ed.gov/nationsreportcard/

Rationale for Intensive Intervention: NAEP Reading, Percentage of Fourth-Grade Students at or Above "Proficient" (1998-2013)
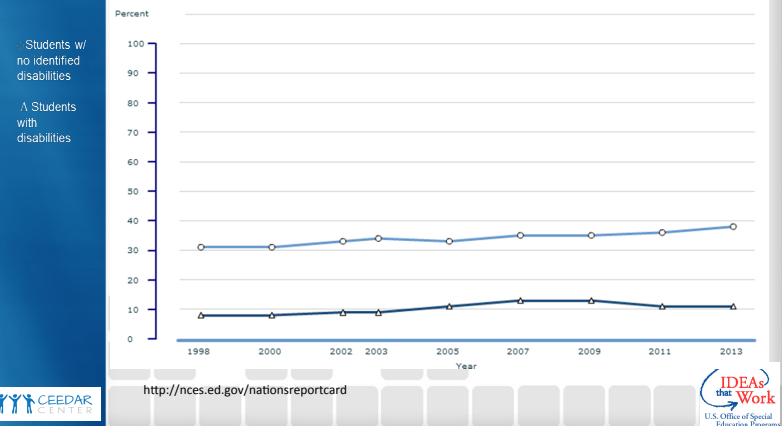
Slide 11—IES Practice Guide

The Institute for Educational Sciences (IES) panel developed a reading practice guide, a What Works Clearinghouse publication that presents recommendations for educators to address challenges in their classrooms and schools.

The panel (Gersten et al., 2009) made the following six recommendations pertaining to reading instruction. *(read or paraphrase slide).*

Possible questions for discussion:

In what ways are these recommendations consistent with what you already know about the data-based individualization (DBI) process*?*

(If participants are not familiar with the DBI process at this point, do not ask this question until the DBI process is introduced later in this PPT presentation.)

Which of these things do you/your staff already do?

Allow time for participants to respond.

We will talk more about implementation of these recommendations throughout our work together today.

Background information on these recommendations is excerpted from the Practice Guide. Read the complete report at
http://ies.ed.gov/ncee/wwc/publications/practiceguides/
See Jigsaw activity on the next slide.

IES Practice Guide Recommendations in Reading

1. Focus instruction on a small, targeted set of skills.
2. Adjust pacing of lessons.
3. Schedule multiple and extended sessions daily.
4. Include opportunities for extensive practice and feedback during intervention.
5. Use input from the RtI team, including precise progress monitoring data, to individualize intervention.
6. Teach skills and strategies to mastery.

http://ies.ed.gov/ncee/wwc/publications/practiceguides

Slide 12—Jigsaw Activity

Directions for the Jigsaw activity:

1. *Have participants number off 1-6, creating six groups. (A groups)*
2. *Each A group will be assigned one of the six recommendations on the previous slide and will receive the summary of their recommendation (see Handout 1). Each A group will discuss their specific recommendation and* give a concrete example of how this may "look" in the classroom. What may we see if this were implemented in a reading class or as an intervention? *Be ready to summarize the information from this recommendation to another group (Group B).*
3. *After this discussion, have all the A group members number off again, 1-6 to form new groups (B groups). Like numbers will join together (all 1s together, all 2s together, etc.) to form B groups. Each person in the B group will report out on the recommendation they discussed in their A group.*
4. *At the end of this activity, all of the recommendations will have been discussed in each group.*
5. *As a whole group, give participants the opportunity to report out on any lingering questions or interesting findings.*

Jigsaw Activity
(Handout 1)

- Form six groups (A Groups).
- Each group will be assigned a reading recommendation.
- Read and discuss the recommendation with your group. How would you implement this? Give an example of how this may be applied in the classroom.
- Form six new groups (B Groups) in which there is a representative from each reading recommendation. Report out for each recommendation in your new group.

Slide 13—Categories of Practice for Organizing and Planning Intensive Intervention

Today's conversation will be organized about ways to intensify intervention along the following four dimensions.
As we proceed, think about ways the IES practice guide recommendations relate to these dimensions *(review slide).* We'll spend time discussing each of four dimensions now.
Activity Suggestion – Write the four dimensions on chart paper, one dimension on each piece of paper. Divide the participants into four groups. Each group rotates to each chart and writes down their ideas. Participants can add to the charts at anytime during the day if they think of other suggestions. Make sure to have someone record the ideas on the charts and make handouts for the participants.
Note: All the slide information for the four categories of practice for organizing and planning intensive intervention comes from Vaughn, Wanzek, Murray, and Roberts (see references).

Categories of Practice for Organizing and Planning Intensive Intervention

- Change dosage or time
- Change the learning environment to promote attention and engagement
- Combine cognitive processing strategies with academic learning
- Modify delivery of instruction

Vaughn, Wanzek, Murray, & Roberts, 2013
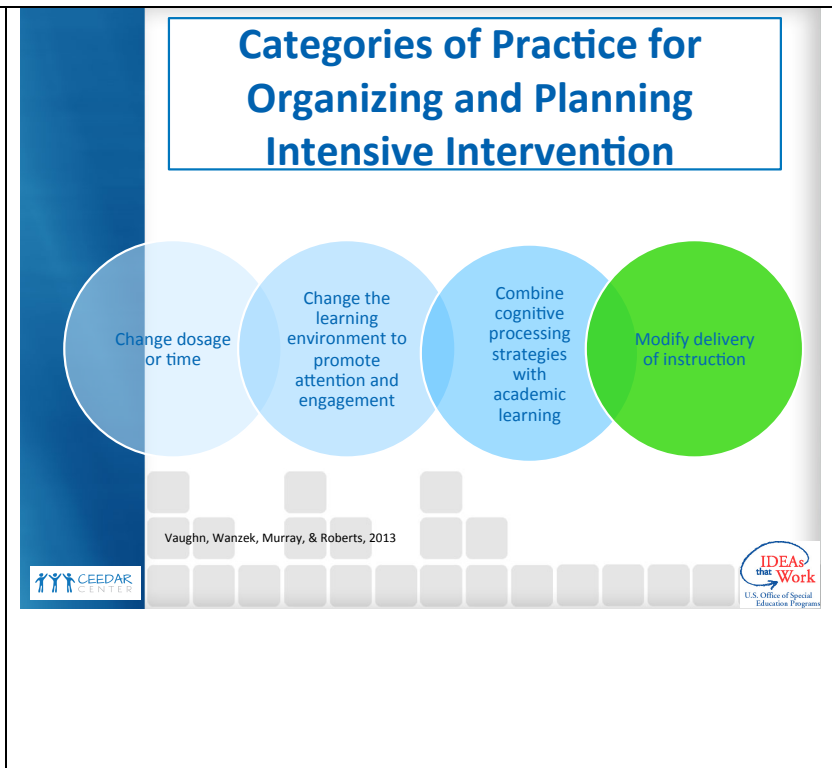
Slide 14—Practice 1: Change Dosage or Time

Slide 15—Practice 1: Change Dosage or Time

As mentioned previously, Practice 1, changing the dosage or time in instruction, is a change that may already be happening in your school. It is a change that can occur quickly by (read or paraphrase slide)

Activity: Pairs Before Squares
1. *Pose the question: How can you increase instruction time for at-risk students given the limited time in the school day?*
2. *Discuss this with a partner for 5-10 minutes.*
3. *Partners talk about their thoughts, then find another pair (square the pair) to share out.*
4. *What are some possible challenges with this approach?*

Slide 16—Why Should I Change Intervention Time?

You may ask why should I change intervention time? When the amount of time that the student spends in an intervention is increased, it **allows for more instruction** to take place, **provides more practice with feedback** because the teacher is present, and **increases students' engaged learning time.** All of these accelerate student learning. Please note that to achieve the greatest results in most cases, increasing the time should be combined with changes to content and method of delivery. **Students with intensive needs often require 10 to 30 times the number of practice opportunities as their peers to learn new information. This takes time!**

Why Should I Change Intervention Time?

Students with intensive needs often require **10 to 30 times** the number of practice opportunities as their peers to learn new information. This takes time!

When well designed, increased time accelerates learning by:
- Allowing for more instruction.
- Providing more practice with feedback.
- Increasing students' engaged learning time.

National Center on Intensive Intervention, 2014

Slide 17—What Is the Suggested Duration of Intensive Intervention?

Determining the duration of an intervention depends on student-related and school-related factors. Consider:
Students who are further behind need more intervention time.
Students provided less appropriate universal instruction need more intervention time.
Older students will likely need more time in intervention than younger students.
In addition, the research on the number of sessions varies, but it is suggested that intervention should last **at least** 8 to 16 weeks, and often longer. Older students will likely need much more time, depending on how far behind they are, and the nature of their

What Is the Suggested Duration of Intensive Intervention?

Consider:
- The size of the achievement gap with universal instruction.
- Age of students.
- Number of sessions.

Research on the recommended number of sessions varies, but plan for at least 8 to 16 weeks, or even longer for older students.

National Center on Intensive Intervention, 2014

instructional deficits. Students' progress data should drive decisions about when they are ready to exit intensive levels of support (Vaughn et al., 2012).

Slide 18—What Are the Suggested Length and Frequency of Intensive Intervention?

While thinking of the length and frequency it is important to consider:

- *How far the student's achievement is below grade level.*
- *The length and frequency of the previous interventions.*
- *The complexity of the learning tasks (e.g., letter naming in kindergarten is less cognitively complex than comprehension of a third grade science textbook).*
- *Student stamina and attention span.*

To maintain attention and engagement with younger students, staff may consider two sessions per day. Evidence suggests that students with intensive needs may benefit from 60 to 120 minutes of intervention per day. However, this time may be broken up into several sessions throughout the day (Vaughn et al., 2012).

What Are the Suggested Length and Frequency of Intensive Intervention?

Evidence suggests that students with intensive needs may benefit from 60 to 120 minutes of intervention per day.

National Center on Intensive Intervention, 2014

Slide 19—How Should I Use the Additional Time in Intervention?

The following is a list of ways to use additional teaching time. We will discuss several of these practices in further detail later in the session. *(paraphrase slide)*

As mentioned previously, more time by itself is not enough. More time is likely to be the most useful when combined with changes to content and the method of delivery.

How Should I Use the Additional Time in Intervention?

Use the additional time to accelerate learning by:

- Maximizing engaged learning time.
- Minimizing waiting and transitions.
- Teaching additional skills and strategies.
- Providing additional practice opportunities with feedback.
- Delivering more explicit, systematic (step-by-step) instruction.
- Monitoring student progress to ensure that the additional learning time increases student mastery of skills.

National Center on Intensive Intervention, 2014

Slide 20—Strategies for Adding Intervention Time

Some suggestions for adding intervention time include:

Double dip: Rather than a single intervention block, students might receive intervention at different times during the day (e.g., 20 minutes in the morning and 20 minutes in the afternoon rather than a single 40-minute session) (Gersten et al., 2009; Vaughn et al., 2012).

When interventions are broken up over multiple sessions in a day, it can help address scheduling challenges, facilitate pre-teaching and reinforcement of new concepts, and support young students who are likely to have shorter attention spans and less stamina than older students. For example, a student may start the morning with 30 minutes of phonological awareness and decoding practice and then spend 30 minutes practicing reading connected text in the afternoon. Again, this not only addresses scheduling issues, but also helps to ensure that student stamina and/or attention spans do not become a barrier to learning.

Use entry or exit routines: Provide independent or peer-mediated practice opportunities for students (e.g., letter-writing, paired oral reading) **to minimize unengaged waiting time and allow multiple small groups to run at once.**

Reinforce groups for following routines independently.

Entry and exit routines that provide opportunities for practice of skills may allow interventionists to manage multiple overlapping small groups. In addition, incorporation of these routines may reduce the time students spend waiting and may increase

Strategies for Adding Intervention Time

- Double dip.
- Use entry or exit routines.
- Reinforce independent use of routines.

National Center on Intensive Intervention, 2014

engagement. Reinforcement (e.g., verbal praise, points toward a reward, a sticker chart) helps to promote on-task behavior and allows teachers to manage a larger number of students.

Note: Allow participants to discuss and add additional suggestions after you discuss each strategy.

Slide 21—Strategies for Adding Intervention Time

Activity

Option 1

Think, Pair, Share

Work in partners and/or table groups and generate a list of ideas for sample reading entry and exit routines during the day.

Option 2

Begin to generate a list on chart paper and encourage participants to add to the list during lunch, break, etc. if they think of additional suggestions.

Note: Pre-service teachers may have little knowledge in this area. They may require more teacher led/group discussion and examples.

Partner 1: On the handout, list the skills the teacher addresses.

Partner 2: Note how the teacher engages the students. What activities does she utilize?

Partner 3: Note how the teacher provides affirmative and corrective feedback.

Partner 4: Note other effective teaching strategies the teacher implements.

Note: Possible answers are on the following slide in the notes section.

Strategies for Adding Intervention Time

- **Sample entry routine:**
  Student comes into the classroom, gets a timer, and practices reading word wall words for 1 minute, writing down the number of words read on a recording sheet.

- **Sample exit routine:**
  Student finishes the lesson and does an oral reading fluency practice, either alone or with a partner.

National Center on Intensive Intervention, 2014

Slide 22—Practice 2: Change the Learning Environment to Promote Attention and Engagement

Adding dosage/time is just one piece of the puzzle; however, it alone is often not sufficient. In the following section, we will discuss how making changes to the learning environment may increase attention and engagement of students who have intensive intervention needs, and the implications for designing instruction/intervention.

Practice 2: Change the Learning Environment to Promote Attention and Engagement
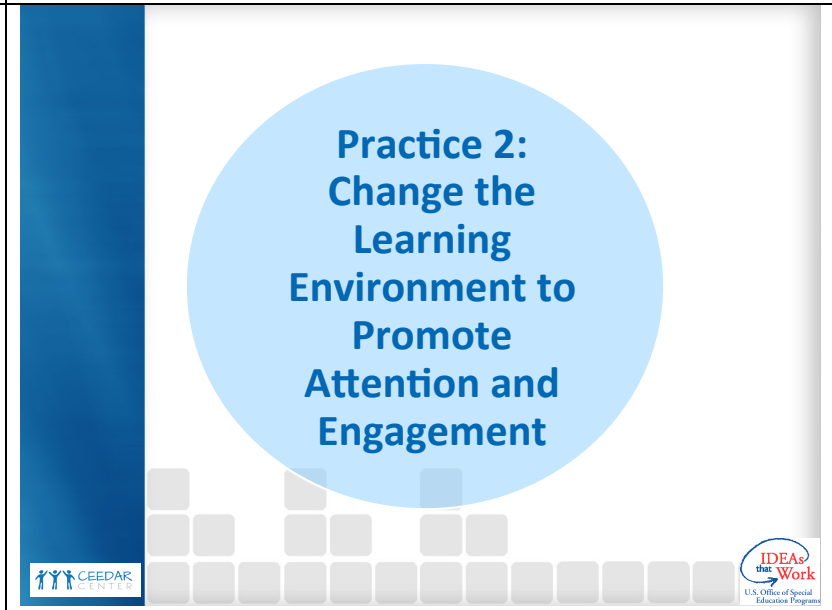
Slide 23—Practice 2: Change the Learning Environment to Promote Attention and Engagement

Altering the group or learning environment may increase attention and engagement by minimizing distractions and increasing the number of student-teacher interactions that are relevant to a particular student. This not only increases individual interactions between a student and teacher, but homogeneity within the group means that it is more likely that all of the activities within the group will be relevant for all students.

3. Feedback:

Affirmative Praise: good job, thumbs up, awesome

Immediate correction

Try that again, try another one, clip

Repeated "think about that"

Keep on going, all the way down your body

Zipping zipper

4**. General teaching practices:**

Models activities

Individual responses (OK in small group, not in a large group)

Students repeated word before manipulating the word

Well prepared

Pacing

Practice 2: Change the Learning Environment to Promote Attention and Engagement

- Reduce group size.
- Group students with similar needs.
- Change the instructional setting to reduce noise and other distractions and promote academic engagement.

National Center on Intensive Intervention, 2014

Slide 24—Students With Disabilities

Discuss information on the slide.

Students With Disabilities

- For students with IEPs, changes to placement when intervention services are delivered may require a revision to the IEP if services are delivered as part of the student's special education program.
- If intervention services are delivered as part of special education, placement must be specified in the IEP.
- Changes to placement should be discussed with the IEP team, including parents, and should be considered on an individual, case-by-case basis.

National Center on Intensive Intervention, 2014

Slide 25—Practice 3: Combine Cognitive Processing Strategies With Academic Learning

In the following section, we will discuss common cognitive characteristics of students who have intensive intervention needs and the implications for designing instruction/intervention.

Practice 3: Combine Cognitive Processing Strategies With Academic Learning

Slide 26—What Are Cognitive Processes?

Cognitive processes comprise various mental activities that direct thinking and learning. Students with intensive needs have frequent issues with cognitive processes related to elements of executive function and self-regulation:
Memory
Attribution
Attention
Strategies to set and monitor learning goals
Discussion question: How can difficulty with cognitive processes affect students with intensive needs in reading?

What Are Cognitive Processes?

- Cognitive processes comprise various mental activities that direct thinking and learning.
- Students with intensive needs often have challenges with processes related to executive function and self-regulation:
  - Memory.
  - Attribution.
  - Attention.
  - Strategies to set and monitor learning goals.

National Center on Intensive Intervention, 2014

Slide 27—Teach Strategies for Taking Notes and Organizing Information
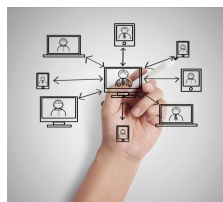
Review slide. If time allows, consider asking participants to add to this list or share strategies they have used in the past to help students develop note-taking skills. Remind participants to think about what they do to help them take notes and organize information.

- Teach students to record assignments and due dates in a planner/calendar/assignment sheet.
- Use graphic and other text organizers to help students take notes and remember what they read. Graphic organizers can be color coded as well as note taking to help support visual learners.

Teach Strategies for Taking Notes and Organizing Information

Teach students to write down assignments and include in daily routines.

Use graphic organizers and key words and phrases for notes.

Teach students to ask for help if they need information repeated.

National Center on Intensive Intervention, 2014

• Write key words/phrases, not entire sentences/paragraphs when taking notes. • Encourage students to self-advocate and ask for help if they need information repeated.	
Slide 28—Present Information Using More Than One Modality Students with intensive needs—particularly in which memory or attention are affected—often need information presented in more than one way. For example . . . (*review slide*). • Speak and write/draw/project information as you present it. • Repeat important instructions, key words, etc. • Model procedures to provide students with a visual image of the steps. • Teach students to visualize information in text, including stories, word problems, etc.	

Slide 29—Review Prior Learning Before Presenting New Information

Students with intensive needs often need to review prior learning before they learn new information. This review of information, or accessing of background knowledge, can help students with intensive-intervention needs connect the new material to previous learning, making it more likely that the students will remember. It also allows teachers to informally assess students' mastery of previous content, which can help clear up any myths or misconceptions students may have.

Some ways iteachers can review prior learning are:
- Have students retell information from the previous lesson (or lessons).
- Have students summarize key points using just a few words or phrases.
- Explain how the information they are about to learn relates to prior learning.

Review Prior Learning Before Presenting New Information

Have students:
- Retell information from the previous lesson.
- Summarize key points using just a few words or phrases.
- Predict/explain how the new information may relate to prior learning.

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Slide 30—Other Strategies

Other strategies for helping students with poor memory include:

- Having the **teacher model out-loud verbal rehearsal of what students need to remember** (e.g., "I can look at the word wall to help me read words.").
- Having the teacher **develop** or use an already existing **mnemonic device** to help students remember information (e.g., **KWL**)**.**
  K = What I **Know**
  W = What I **Want** to learn
  L = What I **Learned**
- **Using visual or verbal cues as reminders** (e.g., teacher points to the word wall when a students does not remember how to spell a sight word).
- Having the teacher **check for understanding frequently** (e.g., teacher asks students to retell or summarize the part of the story they read before reading the next chapter).

Note: If participants are unfamiliar with modeling, mnemonic devices, visual and verbal cues, define and explain in greater detail as needed.

Other Strategies

- Teacher models out-loud verbal rehearsal of what students need to remember.
- Develop a mnemonic device.
- Use visual or verbal cues as reminders.
- Check for understanding frequently.

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Slide 31—Practice 4: Modify Delivery of Instruction

In the following section, we will discuss how modifying the delivery of instruction can support students with intensive intervention needs, and their implications for designing instruction/intervention.

Practice 4:
Modify Delivery
of Instruction

Slide 32—Modify Delivery of Instruction

Next, we will talk about ways you can modify how you deliver academic content to make it more intensive. We'll discuss the following strategies *(briefly review slide).*
Give participants time to add their own ideas.

Modify Delivery of Instruction

- Consider the instructional match and prioritize skills to teach.
- Systematic Instruction.
- Explicit Instruction.
- Precise, simple, and replicable language.
- Frequent student practice opportunities.
- Specific feedback and error correction procedures.
- Opportunities for practice, development of fluency, and review.

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Slide 33—2. Systematic Instruction

Systematic instruction **means breaking down complex skills into smaller, manageable chunks of learning and carefully considering how to best teach these discrete pieces to achieve the overall learning goal.**
Prioritize and sequence learning chunks from easier to more difficult.
Use scaffolding—when tasks are scaffolded, they allow students to develop independence and competence with the new skills.
Provide temporary supports to control the level of difficulty throughout the learning process and remove those supports as students become more independent.

2. Systematic Instruction

Break down complex skills into smaller, manageable chunks of learning and carefully consider how to best teach these discrete pieces to achieve the overall learning goal.

- Prioritize and sequence learning chunks from easier to more difficult.
- Use scaffolding.
- Provide temporary supports to control the level of difficulty throughout the lear

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Slide 34—3. Explicit Instruction

Explicit instruction works well for students with intensive intervention needs because well-designed, explicit instruction comes with scaffolds built into the process.
It is often used for:
Teacher-led instruction of new skills.
Teaching students to apply generalized knowledge or skills to novel settings.
Addressing learning needs, including strategies to support cognitive processing.

3. Explicit Instruction

Overtly teach the steps or processes needed to understand a construct, apply a strategy, and/or complete a task. Often used for:

- Teacher-led instruction of new skills.
- Teaching students to apply generalized knowledge or skills to novel settings.
- Addressing learning needs, including strategies to support cognitive processing.

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Slide 35—Components of Explicit Instruction

There are many components for explicit instruction. *(review slide).*
"I do," "we do," "you do" approach—or model/lead/test—is a major part of the scaffold that is built into explicit instruction. It helps to walk students through the steps of what you want them to know, providing a perfect example of what you expect of them, followed by gradually releasing responsibility (giving more to the students) until finally students are able to be successful on their own.
For example, when teaching students to look for the main idea, you may do the following:
As a class, read a story.
Model
Then have the teacher go back and re-read the first paragraph

Components of Explicit Instruction
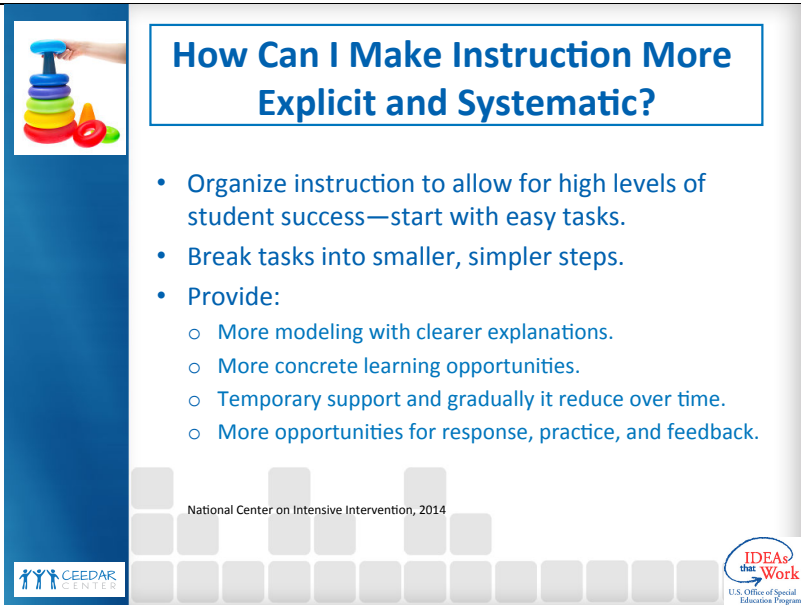
- Tell students what you want them to know.
- Provide an advance organizer.
- Assess background knowledge.
- Model ("I do").
- Provide guided practice ("We do").
- Provide independent practice ("You do").
- Check for maintenance.

Note: Although there are no specific guidelines for this, the bulk of the instruction should fall within the guided practice phase.

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modeling think-aloud (what is mentioned the most, what are the details).

Lead

Teacher would ask students to participate while teacher is still doing the bulk of the work.

Test

Have students complete the task on their own without support (or with a pair).

Slide 36—How Can I Make Instruction More Explicit and Systematic?

Making instruction more explicit and systematic takes some management. Teachers need to organize instruction to allow for high levels of student success by starting with easy tasks. After students feel success, this builds confidence. Plus, starting with smaller component skills will help build to bigger composite skills that use the previous knowledge. Tasks should also be broken down into smaller, simpler steps to allow students to access what is being asked of them.

The teacher also needs to provide more modeling with clearer explanations. Students need to know exactly what is being asked of them. Teacher models take the guesswork out for the students and shows them exactly what the teacher is looking for. Teachers should also provide more concrete learning opportunities using pictures, graphics, manipulatives, or think-alouds. Pictures and manipulatives help with students who learn with different modalities. Provide

How Can I Make Instruction More Explicit and Systematic?

- Organize instruction to allow for high levels of student success—start with easy tasks.
- Break tasks into smaller, simpler steps.
- Provide:
  - More modeling with clearer explanations.
  - More concrete learning opportunities.
  - Temporary support and gradually it reduce over time.
  - More opportunities for response, practice, and feedback.

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temporary support and gradually it reduce over time. Using the "I do, we do, you do" approach can help teachers give students the support they need while they need it, but will also remind them to gradually give more responsibility to the students. And lastly, teachers need to provide more opportunities for response, practice, and feedback. Remember students with intensive needs often require 10 to 30 times the number of practice opportunities as their peers to learn new information!

Slide 37—Modeling Think-Aloud Strategies

It is important to model think-aloud strategies for students with intensive intervention needs. All students will benefit from hearing how you approach tasks and solve problems. Some students will not realize that they may already be doing self-talk because they do it automatically, but other students do not know that it is a strategy that is often used by adults. It may be fun to point out to students that they should watch and listen to an adult when the adult can't find something such as keys. Adults engage in think-aloud strategies all the time!

Read or paraphrase slide.

Modeling Think-Aloud Strategies

Model how you approach tasks and solve problems by talking out loud as you:

- Reflect on text.
- Implement strategies for answering text-based questions.
- Solve word problems.
- Give yourself feedback.
- Check work.

"Hmm, I wonder what Dorothy will do next? I predict that..."

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Slide 38—4. Using Precise, Simple, and Replicable Language Consistency helps students with intensive needs. When teachers use precise, simple language, students are able to know right away exactly what the teacher is talking about. Often, these students are a few steps behind their peers because they are trying to figure out what is being talked about, so they miss what is being taught. When teachers are consistent and say what they mean the same way every time, they can be more successful in delivering content to their students.	
Slide 39—Precise, Simple, Replicable Language These are non-examples, but the show progressive improvement toward more precise, simple language.	

Slide 40—Precise, Simple, Replicable Language

This is an example of showing precise, simple, replicable language. It is short, pretty clear, and the same language is used over and over.

Precise, Simple, Replicable Language

C says/k/ in front of a, o, u. It says /s/ in front of e, i, and y.

- Short.
- Pretty clear (will need further instruction, which is the whole reason we teach!)
- Same language used.

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Slide 41—6. What is the Most Effective Type of Feedback?

Effective feedback on student responses is clear and precise, communicating specifically which aspects of the task students performed correctly or incorrectly. Feedback should be tied directly to the student's actions and the learning goals.
Optional Activity: Have participants (in groups) develop examples of positive feedback. Ask for a volunteer to type up all responses (avoid duplicates) and give the handout to participants to keep in their plan books.

6. What is the Most Effective Type of Feedback?

Feedback should be:
- Clear and precise.
- Specific.
- Tied directly to the student's actions.

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Slide 42—6. What is the Most Effective Type of Feedback?

Read slide and discuss.

6. What is the Most Effective Type of Feedback?

When a student makes errors, always:
- Explain why the answer was incorrect.
- Model the correct response.
- Have the student provide a correct response before moving on.
- Recheck later in the lesson/activity.

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Slide 43—When Is the Best Time to Offer Feedback?

Feedback should be given immediately for discrete tasks (e.g., solving a math fact, spelling a word) or after a short delay for more complex tasks (e.g., writing a paragraph) to allow students to think through the process. Delaying feedback beyond the instructional session is less valuable because students have already moved on to something else. The quicker feedback can be given, the quicker students will know what is expected of them and what they need to do. Timely feedback can also prevent inaccurate practice; increase the rate of student mastery; and ensure successful, efficient learning.

When Is the Best Time to Offer Feedback?

✧ Immediately for discrete tasks (e.g., spelling a word).

✧ After a short delay for more complex tasks (e.g., writing a paragraph) to allow students to think through the process.

✧ Timely feedback can:
- Prevent inaccurate practice.
- Increase the rate of student mastery.
- Ensure successful, efficient learning.

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Slide 44—7. How Should Practice Take Place in an Intervention?
 	
Practice is an important part of an intervention. Use guided practice after you have modeled a new skill or strategy to develop students' fluency and independence with it.
 	
Independent practice is essential, but it does not substitute for explicit and systematic instruction and guided practice. Independent practice should be incorporated after students begin to demonstrate mastery of the new skills or content. During independent practice, all reading material should be at the student's independent reading level to avoid frustration and practice of errors.
	7. How Should Practice Take Place in an Intervention?
	
	• **Guided practice:** after you have modeled a new skill or strategy.
	
	• **Independent practice:**
	  ○ Incorporated after students begin to demonstrate mastery of the new skills or content.
	  ○ Does not substitute for explicit and systematic instruction and guided practice.
	
	National Center on Intensive Intervention, 2014

Slide 45—7. How Should Practice Take Place in an Intervention? Incorporate daily practice routines at the beginning or end of an intervention period to ease transitions between groups, allow for overlap, and maintain student engagement Give homework that facilitates practice, not learning new information. Reinforce on-task behavior during independent practice.	**7. How Should Practice Take Place in an Intervention?** • Incorporate daily practice routines at the beginning and/or end of an intervention period. • Give homework that facilitates practice, not that requires the student to learn new information. • Reinforce on-task behavior during independent practice. National Center on Intensive Intervention, 2014

Slide 46—Observing Intervention (Handout 2) *Handout 2 -* *Encourage participants to pay particular attention to the intervention principles/strategies they see in the clips, and then use the questions on the slide to guide discussion. Although we do not necessarily consider all of these to be examples of perfect instruction, encourage teachers to focus on how intensification strategies are applied, not the instructional content.*	**Observing Intervention** **(Handout 2)** Watch one or more of these short Teachertube video clips about teachers providing small group intervention. 1. How have these teachers applied strategies for intensive intervention to their teaching? 2. What additional strategies can they try to further intensify their instruction? Sounding Out Accuracy (1:08) http://www.teachertube.com/viewVideo.php?video_id=15343 Writing Words (2:17) http://www.teachertube.com/viewVideo.php?video_id=214759 National Center on Intensive Intervention, 2014
Slide 47—PART 2 Now that we have identified the challenges facing students with disabilities and shown that positive outcomes are possible, we would like to introduce DBI, NCII's approach to intensive intervention.	**PART 2** Introduction to Data-Based Individualization (DBI)

Slide 48—A Bird's Eye View of DBI

Animated slide. Click at underlined text.

NCII uses this graphic to illustrate the progression of DBI. We begin with a supplemental intervention program, delivered with greater intensity, and progress monitor to determine the student's response. If the student is responsive, we can continue the current intervention or consider reducing intensity as goals are met (depending on rate and duration of response and nature of skill deficits). If the student is not sufficiently responsive, we gather additional information through informal diagnostic assessment, which identifies student needs to guide intervention adaptations. We continue progress monitoring to make decisions about whether or not the student is responding to the adapted intervention.
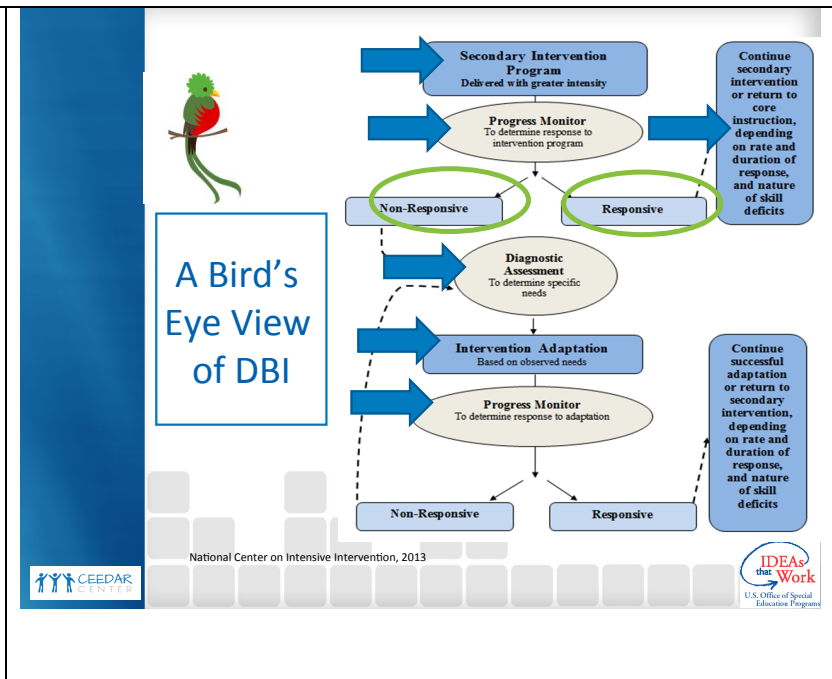
Slide 49—

Adapting interventions to make them more intense lies at the heart of DBI process. *(Review other elements of the graphic as needed.)* The strategies we will discuss today provide you with methods for adapting your supplemental intervention platforms when you find they are insufficient for specific students. As we will also discuss, use of precise progress monitoring data (*note lower Evidence arrow*) to determine the impact of these instructional adaptations is also an essential part of effective intensive intervention. These data provide the evidence base to help teachers/teams determine whether or not the intervention program is effective for the individual student and when changes may be needed.

For a more complete overview of the DBI process, visit:

http://www.intensiveintervention.org/resource/introduction-data-based-individualization

Slide 50—Mean Effect Sizes for Students With Reading Difficulties Provided Intensive Interventions

A meta-analysis of extensive interventions (75 or more sessions not part of the general curriculum) found positive results for students with learning disabilities or reading difficulties with stronger effect sizes for early elementary.

Mean Effect Sizes for Students With Reading Difficulties Provided Intensive Interventions

Student Outcome	Early Elementary K-3		Upper Grades 4-9	
	Mean ES	No. of Effects	Mean ES	No. of Effects
Comprehension	.46	25	.09	37
Reading Fluency	.34	11	.12	8
Word Reading	.56	53	.20	22
Spelling	.40	24	.20	5

Note: ES = effect size   (Wanzek et al., 2013)

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Slide 51—NCII's Approach to Intensive Intervention: Data-Based Individualization (DBI)

NCII = National Center on Intensive Intervention
www.intensiveintervention.org
Read slide.

NCII's Approach to Intensive Intervention: Data-Based Individualization (DBI)

DBI is a systematic method for using data to determine *when and how* to provide more intensive intervention:

- Origins in data-based program modification/experimental teaching were first developed at the University of Minnesota (Deno & Mirkin, 1977) and expanded upon by others (Capizzi & Fuchs, 2005; Fuchs, Deno, & Mirkin, 1984; Fuchs, Fuchs, & Hamlett, 1989).
- DBI is a process, not a single intervention program or strategy.
- Not a one-time fix but an ongoing process comprising intervention and assessment adjusted over time.

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Slide 52—Who Benefits From Intensive Reading Intervention?

Note for second bullet:

The decision to move a student directly to an intensive intervention should be made on an individual and case-by-case basis. In most cases, data should be collected over time to help demonstrate that the student's low achievement/behavior challenges are both significant AND persistent.

Who Benefits From Intensive Reading Intervention?

- Students with disabilities who are <u>not making adequate progress</u> in their current instructional programs.
- Students who present with very <u>low academic achievement</u> and/or <u>high-intensity or high-frequency behavior problems</u> (typically those with disabilities).
- Students in a tiered intervention program who have <u>not responded</u> to supplemental intervention programs delivered with fidelity.

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Slide 53—Is DBI the Same as RtI? Special Education?

While thinking of students with the most intense needs, it may be natural to think of students who qualify for special education services or those students who require the most intensive services available in tiered intervention systems such as Response to Intervention (RtI), multi-tiered system of supports (MTSS), or positive behavioral interventions and supports (PBIS).

Many components of DBI are consistent with elements of special education and tiered service delivery systems. The individualization aspect of DBI is aligned with the principles of serving students with diverse needs.

Progress monitoring and team-based decisions based on data are shared, key components of DBI, tiered interventions, and special

Is DBI the Same as RtI? Special Education?

Many components of DBI are consistent with elements of special education and tiered service delivery systems.

Tiered Interventions (RtI, MTSS, PBIS)	Special Education
• Universal, supplemental, and tertiary interventions. • Progress monitoring. • Team-based decisions based on data.	• Individualized intervention. • Progress monitoring. • Team-based decisions based on data.

National Center on Intensive Intervention, 2013

education. Students who are likely to benefit from DBI may be, but are not necessarily, receiving special education.

DBI is often built upon tiered systems with strong universal and supplemental interventions serving as precursors to individualization.

Slide 54—Think-Pair-Share

Think about what you have learned about intensive interventions and special education services. How are they different and similar.

Give participants approximately 20 seconds.

Pair and share with your neighbor/table and jot down your answer.

Give participants approximately two to three minutes.

Allow two or three pairs/tables to orally share their answers.

Think-Pair-Share

In what ways do you think that **intensive interventions** are different from special education services? In what ways do you think that they are they the same?

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Slide 55—Steps of DBI in Reading

Important Considerations for Making DBI Work

Make sure you have a reliable and valid progress monitoring system
- Running records and related products that give you a reading level (e.g., TRC, MCLASS) are not reliable progress-monitoring systems.
- Progress-monitoring tools provided with your program may tell you whether students are improving in the program, but these are not general outcome measures and therefore do not show reliable progress.
- Make sure the instructional platform is a program.
- "Approaches" to instruction are not sufficient because they do not provide the explicit language and sequence of instruction that help assure a high level of rigor.
- Lesson plans from websites are also not sufficient because these also do not provide enough detail or sufficient materials to start and maintain instruction; they are not designed for long-term use.
- Choose sensible adaptations.
- Do not use cognitive approaches (i.e., those that claim to improve reading by fixing an underlying cognitive problem, like working memory weakness), like those advocated by Lumosity and other such vendors. Despite their claims, most of these lack strong scientific evidence.
- Stick to academic adaptations, changes that adjust the focus or delivery of instruction.

Steps of DBI in Reading

1. Supplemental prevention with greater intensity.
2. Progress monitoring.
3. Diagnostic assessment.
4. Adaptation of the intervention.
5. Iterations:
   - 5A. Progress monitoring
   - 5B. Analysis
   - 5C. Adaptation

Archer, A. L., & Hughes, C. A. 2011; Danielson & Rosenquist, 2014; Lemons, Kearns, & Davidson, 2014

- Monitor progress *weekly.*
- Make sure all the key players (e.g., special educators, general educators, speech pathologists, other service providers) are informed in advance about DBI meetings and are prepared for them.
-

Slide 56—Can I Still Implement DBI if I Do Not Have a Complete Menu of Standardized Programs?

Sources for recommendations include:
What Works Clearinghouse http://ies.ed.gov/ncee/wwc/*, which includes IES practice guides*

Can I Still Implement DBI if I Do Not Have a Complete Menu of Standardized Programs?

- Yes!
- Use them *when available* and consider augmenting current offerings if there are content areas where you have insufficient resources.
- Also consider:
  - Remediation materials that came with your universal program.
  - Expert recommendations (if evidence-based programs are not available) from Institute of Education Sciences (IES) practice guides, reputable professional organizations, etc.
  - Standards-aligned materials.
  - Collect data to determine whether *most* students are profiting.

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Slide 57—DBI in Reading: Meet Kelsey

DBI in Reading: Meet Kelsey

Slide 58—A Case Study: Kelsey

A Case Study: Kelsey

In fourth grade.

Reads at a second-grade level.

Participated in a supplemental intervention using a research-validated program.

Group of six, 30 minutes, four times a week for 7 weeks.
Explicit instruction.
Led by knowledgeable paraprofessional.

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Slide 59—Case Study: Kelsey

Kelsey's teacher made sure to implement the program with fidelity by following key components (*review slide*).

Caveat: A small number of students may present with very significant academic difficulties in which a standardized supplemental intervention is unlikely to be effective. Intervention teams may choose to bypass the supplemental intervention program in favor of moving directly to intensive intervention in these instances. However, decisions to bypass a standardized supplemental program should be made on an individual, case-by-case basis. Progress-monitoring data should be reviewed regularly to determine if the student is making progress in his or her intervention program.

Case Study: Kelsey

Fidelity
- Group size: six students.
- Session length: 20 to 40 minutes per session.
- Frequency: three to four sessions per week.
- Program duration: 7 weeks.
- Instructional content and delivery: explicit instruction covering all components laid out in the instruction manual.
- Progress monitoring: Passage Reading Fluency (PRF).

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Slide 60—Progress Monitoring: Does Kelsey Need DBI?

Read slide and discuss.

PRF = Passage reading fluency

Progress Monitoring: Does Kelsey Need DBI?

Reliable and valid tool: Kelsey's teacher implemented formal progress monitoring using PRF assessments that were a match for her reading skills.

Detect improvement: This progress-monitoring tool is appropriate to her skill level, allowing her teacher to detect changes in Kelsey's reading.

Rate of progress: Based on Kelsey's progress-monitoring graph, she was not progressing at the rate needed to meet her goal.

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Slide 61—Kelsey Was Not Responding to Supplemental Prevention

Read slide and discuss.

It is important to discuss that Kelsey does not have other obvious problems that impede her ability to read (e.g., low vision), which is why she would be the type of student who needs intensive intervention.

Kelsey Was Not Responding to Supplemental Prevention

Kelsey is exactly the type of child who needs intensive intervention.

Kelsey received good instruction.

Many children in intensive intervention participated in good programs.

Their problems are not anyone's fault.

Kelsey needs a more intensive instructional program.

Some children need:
more
        time   structure   practice   clarity   teacher attention
different
        methods of explanation   content

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Slide 62—Progress Monitoring: Determining Kelsey's Need for DBI

Animated slide. Click at underlined text.

Kelsey's teacher has determined that the supplemental reading intervention has been delivered with fidelity, but Kelsey's response is not sufficient. She needs more intensive supports, and her teacher will begin the DBI process.

After supplemental Prevention: What do we do for Kelsey now?
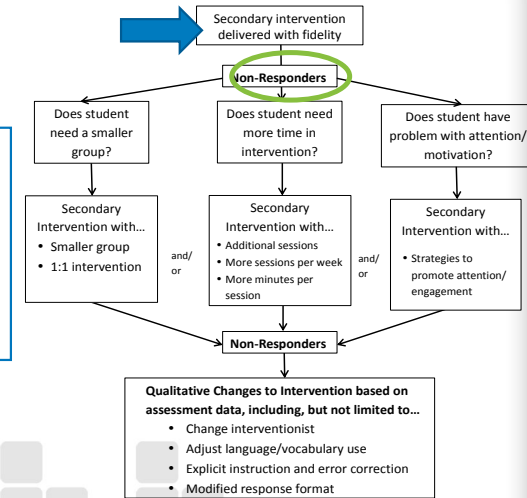
Slide 63—Why? Primary and Supplemental Prevention Often Are Not Enough

Discuss slide
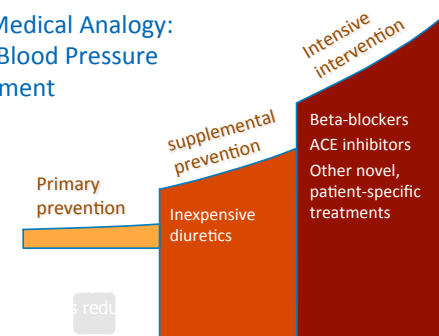
Slide 64—Kelsey's Supplemental Prevention Program

Interactive slide
Kelsey's instruction was research based, explicit, and focused on foundational skills.

Slide 65—Intensifying Supplemental Intervention: Quantitative Changes

Interactive slide
Read and discuss

Slide 66—Quantitative Intervention Adaptation: Kelsey

Kelsey's teacher began the DBI process by intensifying the supplemental intervention with a quantitative change—increasing each intervention session by 15 minutes. She continued to collect progress-monitoring data and found that this change was not yielding enough progress.

Quantitative Intervention Adaptation: Kelsey

Kelsey's teacher intensified her instruction by adding an additional 15 minutes of instruction per session. Despite this change in intervention length, Kelsey continued to make insufficient progress.

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Slide 67—Progress Monitoring

Progress Monitoring

Slide 68—Choose a Progress Monitoring (PM) Measure

Slide 69—Considerations When Selecting or Evaluating a Tool

Technical rigor is measured against a specified population (e.g., by grade), sometimes by subgroup. Technical rigor incorporates several dimensions, which we will discuss next.

Slide 70—Dimensions of Technical Rigor

Explanations for dimensions of technical rigor:

- Reliability: Are suniversals accurate and consistent?
- Validity: Does the assessment measure the underlying construct (the targeted skill)?
- Sensitive to change: The extent to which a measure reveals long-term improvement, when improvement actually occurs.
- Alternate forms: Are the different versions of the assessment of comparable difficulty?

Dimensions of Technical Rigor

- Reliability.
- Validity.
- Evidence of being sensitive to change.
- Alternate/parallel forms: different versions of the assessment that are of comparable difficulty.
- Sensitive to improvement.

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Slide 71—Common Reading Fluency Measures

For more information on selecting appropriate reading measures by grade, please see the NCRTI Screening Brief Predicting students at risk for reading and mathematics difficulties*.*

Common Reading Fluency Measures

Measures	Recommended Grades
• Letter Naming Fluency (LNF) • Letter Sound Fluency (LSF) • Phoneme Segmentation Fluency (PSF)	K
• Nonsense Word Fluency (NWF)	Late K–1
• Word Identification Fluency (WIF)	1
• Passage Reading Fluency (PRF), also called Oral Reading Fluency (ORF)	Late 1–4
• Maze or Maze Fluency	4+

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Slide 72—Example of a Maze Assessment *This sample maze assessment was taken from the PowerPoint* Introduction to Using CBM for Progress Monitoring in Reading *(Stecker, Sáenz, & Lemons, 2007). This is similar to the type of assessment Kelsey received.*	

Slide 73—Using the Tools Chart Handout 3
 	
Work in pairs or small groups to answer these questions on handout 3 using the tool chart.
   1. Find at least two products offering the maze reading assessment.
   2. Which ORF tool has convincing evidence for disaggregated reliability and validity data?
   3. How many parallel forms are available for AIMSweb's PSF measure?
   4. If time allows, click on the link near the top of the chart to view the Progress Monitoring Mastery Measures Tools Chart.
      a. Which chart has more tools reviewed?	

b. Which mastery measures have convincing evidence in most standards? *Note: The Mastery Measures Tools Chart is available at* *http://www.intensiveintervention.org/chart/progress-monitoring-mm* *Answers:* 1. *CBM-R, Edcheckup, YearlyProgressPro* 2. *CBM-R (under DBI standards tab)* 3. *30 for K and 1 (under progress monitoring standards, click bubble under Alternate Forms, see section 2, Number of alternate forms of equal and controlled difficulty)* 4. *(a) There are many more GOMs compared to mastery measures. (b) None of the reading mastery measures have convincing evidence in any standard. Both mathematics tools have convincing evidence in all of the psychometric and progress monitoring standards. Accelerated Math has convincing evidence in three of the four DBI standards, whereas MathFacts in a Flash does not have convincing evidence for any.*	

Slide 74—Collect Data Through Initial DBI

Read slide and discuss

Collect Data Through Initial DBI

- Collect data weekly.
- After seven weeks (8 data points), evaluate progress.
- Is student tracking the aimline?
  - Above—increase the goal or stay on target.
  - Below—diagnose and adapt instruction.
  - Yes—stay on target.
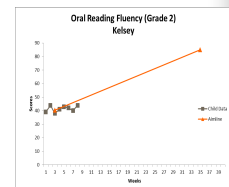
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Slide 75—Kelsey's Progress-Monitoring Graph

The third section of the graph shows Kelsey's reading performance while receiving additional time in the supplemental intervention. Her suniversals continued to fall below the goal line, suggesting another instructional change is needed. Her teacher decided additional instructional changes were needed.

Kelsey's Progress-Monitoring Graph
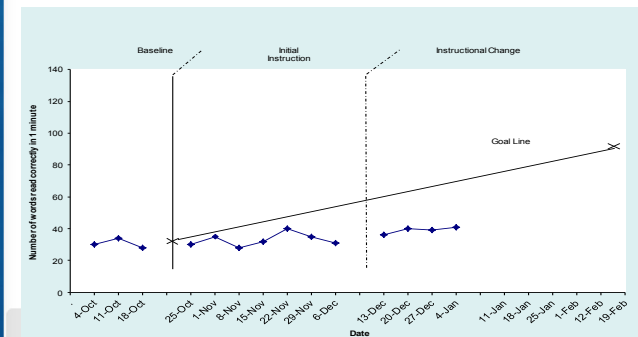
National Center on Intensive Intervention, 2013

Slide 76—In Summary

Read slide.

	In Summary Progress monitoring data help us do the following: • Decide which students need DBI. • Determine a student's response to an individualized intervention, deciding when instructional changes need to be made. • Write strong current levels of performance, goals, and objectives for IEPs or other individualized instructional planning. National Center on Intensive Intervention, 2013

Slide 77—Diagnostic Assessment

	3 **Diagnostic Assessment**

Slide 78— Informal Diagnostic Assessment

Diagnostic assessment does not have to be exhaustive. It is meant to identify skill deficits to guide us toward appropriate intervention adaptations.

Informal Diagnostic Assessment

- Progress-monitoring assessments help teams determine *when* an instructional change is needed.
- Informal diagnostic assessments allow teams to use available data (e.g., progress-monitoring data, informal skill inventories, work samples) to help determine the *nature* of the intervention change needed.

National Center on Intensive Intervention, 2013

Slide 79—Informal Diagnostic Assessment

These are examples of data sources that may be used in diagnostic assessment. You may use one or more of these or a different data source. *Read list*. In error analysis, we look at the errors students are making to see if we can identify a pattern that would suggest a skill to be targeted.
Note: For ELL students, think about whether the error is related to the language acquisition process.

Informal Diagnostic Assessment

Potential data sources:
- Classroom-based assessments.
- Error analysis of progress-monitoring data.
- Student work samples.
- Standardized measures (if feasible).

National Center on Intensive Intervention, 2013

Slide 80—Informal Diagnostic Assessment: Kelsey

Read slide.

Informal Diagnostic Assessment: Kelsey

- To determine the nature of the instructional change needed, Kelsey's teacher conducted an error analysis of Kelsey's most recent PRF data.
- She also administered a phonics survey to determine Kelsey's decoding strengths and weaknesses.

National Center on Intensive Intervention, 2013

Slide 81—Intervention Adaptation: Use Diagnostic Information to Adapt the Intervention

After Kelsey's teacher has identified Kelsey's needs through diagnostic assessment, she will adapt the intervention using qualitative changes that address those needs.

Intervention Adaptation: Use Diagnostic Information to Adapt the Intervention
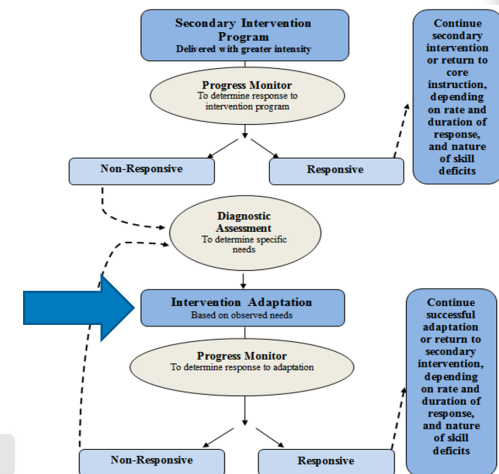
National Center on Intensive Intervention, 2013

Slide 82—Intervention Adaptation: Kelsey

Read slide.

Intervention Adaptation: Kelsey

Diagnostic assessment showed that Kelsey had difficulty applying decoding strategies to vowel teams. Her teacher applied the following intensive intervention principles to intensify her decoding instruction:

- Incorporated fluency practice of newly taught teams, with specified mastery criteria.
- Provided explicit instruction and error correction.
- Frequently checked for retention with reteaching as needed.

National Center on Intensive Intervention, 2013

Slide 83—Kelsey's Intervention Adaptation

Although this graphic shows several of many possible qualitative changes, Kelsey's teacher selected only a few that directly tied to the decoding concerns identified using diagnostic assessment.

Kelsey's Intervention Adaptation
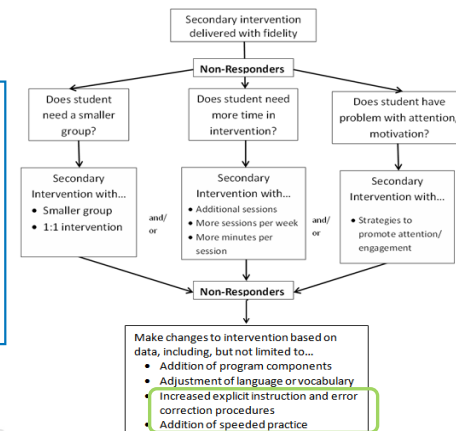
National Center on Intensive Intervention, 2013

Slide 84—Ongoing Progress Monitoring

Kelsey's teacher will continue progress monitoring to determine Kelsey's response to the adapted intervention.
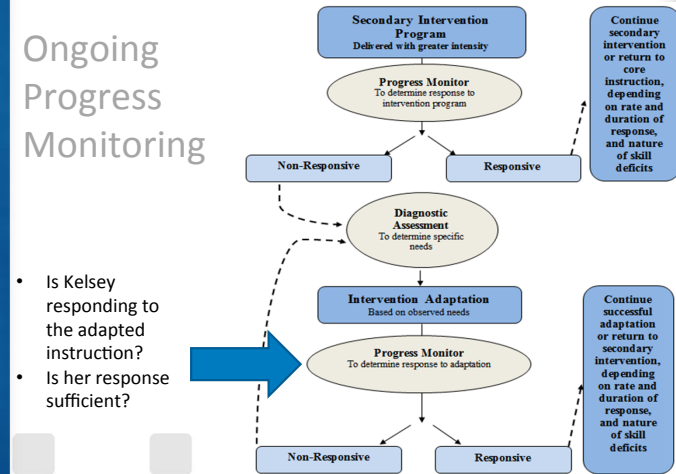
Slide 85—Progress Monitoring: Kelsey's Reading

The final section of this graph corresponds to Kelsey's reading performance while receiving the adapted intervention that incorporated qualitative changes. While she is improving with the program, she is not improving fast enough to meet her goal. Her four most recent progress monitoring suniversals were all below the goal line.
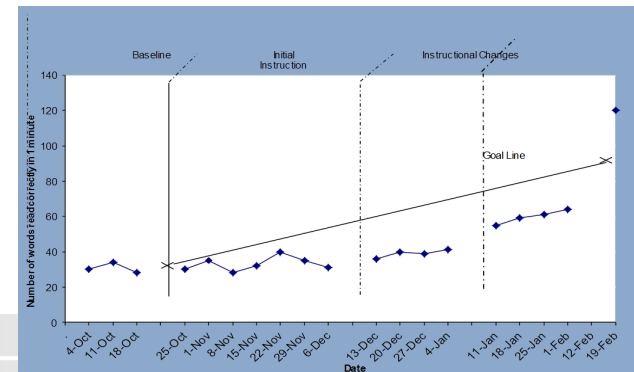
Slide 86—Evaluation of Kelsey's Progress *Read slide.*	**Evaluation of Kelsey's Progress** Kelsey's reading is improving but not fast enough to achieve her goal. Another instructional change is needed. • Kelsey's teacher may collect additional diagnostic data if needed to make an informed instructional change. • Kelsey's teacher will continue to collect progress monitoring data and meet with the intervention team to evaluate progress and modify the plan as needed. National Center on Intensive Intervention, 2013
Slide 87—Using the Assessment Results Interactive slide.	**Using the Assessment Results** 1. Review the diagnostic assessments 2. Come up with a theory about what might be causing the student's academic difficulty Start considering adaptations *Kelsey tends to guess and needs strategies to decode polysyllabic words.* Spellings include all sounds Thro replaces nonwords with real words bunuy / yu / IDK knaf / twem *knife / twin* Good sight word knowledge PM errors are mainly for polysyllabic words National Center on Intensive Intervention, 2014

Slide 88—Adaptation	**Adaptation**
Slide 89—Adaptation for Kelsey: Quantitative Changes Read slide and discuss changes.	**Adaptation for Kelsey: Quantitative Changes** • 20 minutes with teacher in small group rather than 15 minutes. • 5 minutes of one-on-one time with teacher. • 15 minutes of partner practice rather than whole-group reading activities in general education. National Center on Intensive Intervention, 2014

Slide 90—Adaptation for Kelsey: Qualitative Changes

There are many different options in teaching students how to decode multi-syllable words. The following slides will illustrate some of these research-based strategies.

Slide 91—Polysyllabic Strategy Options

The Peeling-Off Strategy
Peeling Off is a decoding strategy that can be applied to most multisyllabic words with Latin or Greek bases. Students are instructed to identify and segment affixes at the beginning of a word (e.g., un-, re-, mis-) and end of a word (e.g., -ment, -ing, -tion, -ful), thereby reducing the unknown word to its smaller root word. After using decoding the root word, the student blends together the word parts to read the entire word.
Vowel Alert Strategy
Children are taught how to attempt different vowel pronunciations in an unknown word until a successful result is obtained. For words having a single vowel, first the

short vowel sound and then the long vowel sound are pronounced to see which yields a known word.
Lovett, Lacarenza, & Borden, 2000

Slide 92—Overt and Covert Strategies

Overt Strategies: Those that can be seen— underlining, note-taking, completing a graphic organizer, writing summaries, etc.
Covert Strategies: Those that require only mental processes— predicting, inferring, visualizing, questioning, activation of prior knowledge, monitoring their comprehension, etc.

Overt and Covert Strategies

Archer, Gleason, & Vachon, 2002

Overt Strategy
1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

Covert Strategy
1. Look for prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.

EXAMPLE

reconstruction

National Center on Intensive Intervention, 2014

Slide 93—Polysyllabic Strategy Options

DISSECT, a word identification strategy, was developed by Lenz and Hughes (1990) and initially tested on 12 middle school students with learning disabilities. This strategy is intended to help struggling readers decode and identify unfamiliar words and is based on the common underlying structure of most polysyllabic words in English. Most of these words can be pronounced by identifying the components of the words (prefixes, suffixes, and stems) and then applying three syllabication rules to the stem word. In this approach, prefixes and suffixes are loosely defined as recognizable groups of letters that the student can pronounce.

There are seven steps to identifying an unknown word. The steps are remembered using the first-letter mnemonic, DISSECT (refer to slide for the seven steps).

Polysyllabic Strategy Options

DISSECT
Lenz & Hughes, 1990

- **D**iscover the context.
- **I**solate the word's prefix.
- **S**eparate the word's suffix.
- **S**ay the word's stem or base word.
- **E**xamine the word's stem.
- **C**heck with another person.
- **T**ry to find the word in the dictionary.

BEST
O'Connor et al., 2002; O'Connor & Bell, 2004; O'Connor, Fulmer, Harty, & Bell, 2005;

- **B**reak the word apart
- **E**xamine each part
- **S**ay each part
- **T**ry the whole thing in context

Mnemonic strategies

National Center on Intensive Intervention, 2014

Slide 94—Polysyllabic Strategy Options Review slide and explain. Give students opportunities to practice.	
Slide 95—Polysyllabic Strategy Chosen Read slide and discuss.	
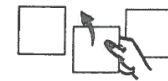
Slide 96—Results of Adaptation

Discuss results.
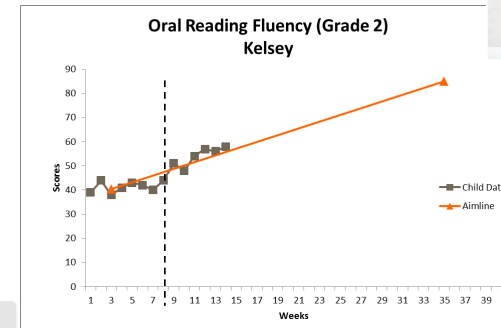
Slide 97—Check Progress Weekly: Are the Adaptations Still Working?

Discuss data on the slide. Is the adaptation still working?
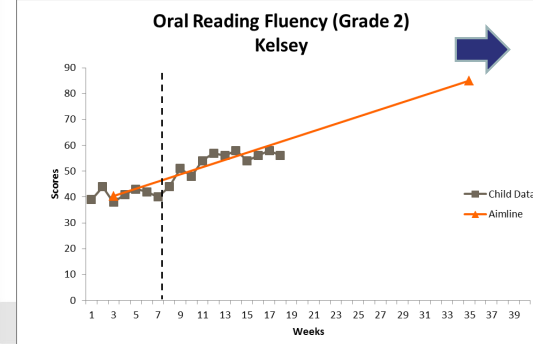
Slide 98—Monitor Progress With Appropriate Frequency Read and discuss.	**Monitor Progress With Appropriate Frequency** • Every other week is not enough during DBI. • Weekly monitoring is needed to show small changes. National Center on Intensive Intervention, 2014
Slide 99—Make Sure All Key Individuals Come to DBI Meetings Read and discuss.	**Make Sure All Key Individuals Come to DBI Meetings** • Do not forget to include them early in the process. • Make sure the entire staff knows about DBI and generally what will happen. • Include other service providers, such as speech pathologists, who may have insight and ideas. National Center on Intensive Intervention, 2014

Slide 100—Additional Considerations

Now we will discuss additional considerations for progress monitoring for individual students with certain characteristics.

> # Additional Considerations

Slide 101—Should We Ever Assess Off Level . . . ? Consider the Purpose of the Assessment

Read slide and discuss.

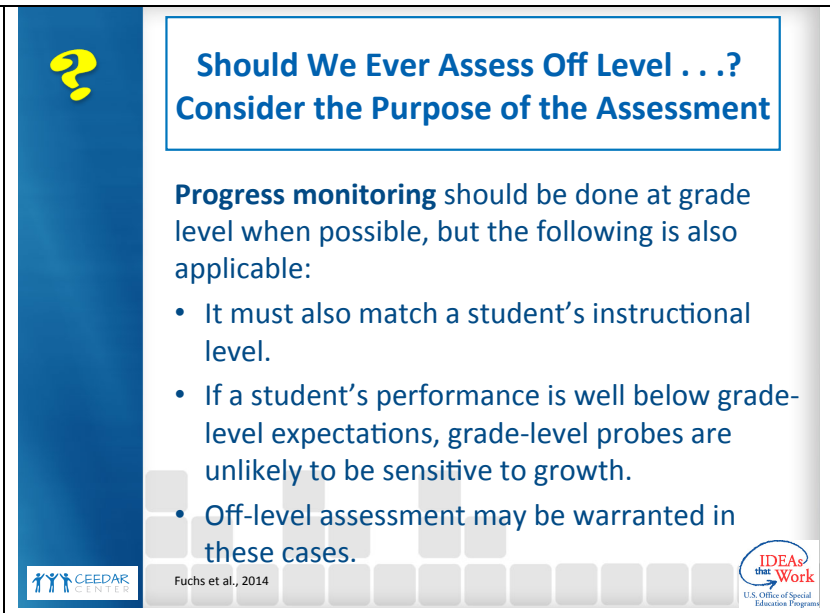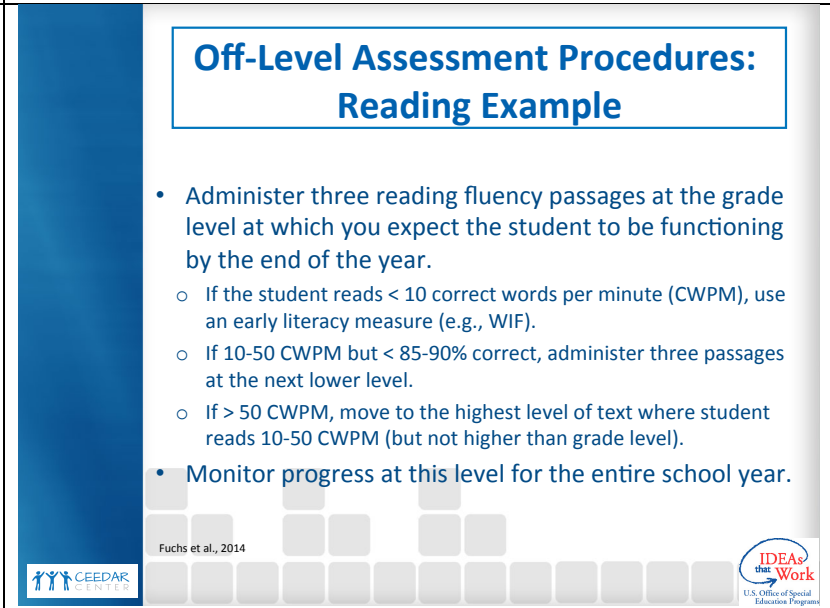> ## Should We Ever Assess Off Level . . . ? Consider the Purpose of the Assessment
>
> **Screening** to identify students at risk for poor learning outcomes should always occur at grade level and do the following:
>
> - Determine students' response to grade-level universal instruction.
> - Assess performance relative to grade-level expectations.
> - Provide school-wide data regarding the percentage of students in each grade level who are at or below benchmarks.
>
> Fuchs et al., 2014

Slide 102—Should We Ever Assess Off Level . . .? Consider the Purpose of the Assessment *Read slide and discuss.*	**Should We Ever Assess Off Level . . .? Consider the Purpose of the Assessment** **Progress monitoring** should be done at grade level when possible, but the following is also applicable: • It must also match a student's instructional level. • If a student's performance is well below grade-level expectations, grade-level probes are unlikely to be sensitive to growth. • Off-level assessment may be warranted in these cases. Fuchs et al., 2014

Slide 103—Off-Level Assessment Procedures: Reading Example
 	
Vendors may provide product-specific instructions for determining the appropriate level of assessment. These instructions are taken from Using CBM for progress monitoring in reading
	Off-Level Assessment Procedures: Reading Example
	
	• Administer three reading fluency passages at the grade level at which you expect the student to be functioning by the end of the year.
	    o If the student reads < 10 correct words per minute (CWPM), use an early literacy measure (e.g., WIF).
	    o If 10-50 CWPM but < 85-90% correct, administer three passages at the next lower level.
	    o If > 50 CWPM, move to the highest level of text where student reads 10-50 CWPM (but not higher than grade level).
	• Monitor progress at this level for the entire school year.
	Fuchs et al., 2014

Slide 104—Things to Remember

Read slide and discuss.

Things to Remember

- Try a small number of changes at a time so that you know what is working and what is not.
- Frequent, precise progress-monitoring data are essential to evaluate effectiveness.
- Students will likely need ongoing intervention changes over time.
- You do not have to wait for a team meeting to make a change, especially if it is several weeks off.

Slide 105—References

References
(Handout 4)

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