National Center on INTENSIVE INTERVENTION at American Institutes for Research

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Intensive Intervention in Reading: Course Overview

The following is an overview of the Intensive Intervention in Reading course along with recommended pre-requisite content knowledge in order to participate in the course. Though these pre-requisites are optional, we highly recommend them to ensure complete understanding of course content. We designed the Intensive Intervention in Reading modules with an expectation of access to a classroom and support from a coach, mentor, professional learning community (PLC) leader, instructional leader, and/or course instructor.

Recommended Pre-Requisite Content

Prior to completing the course, the following pre-requisite content is also recommended:

1. Introduction to Exceptionality
2. Introduction to Intensive Intervention
3. Introduction to Progress Monitoring
4. Introduction to Diagnostic Assessment
5. Using the Taxonomy of Intervention Intensity to Select or Understand at Validated Intervention Platform and Make Adaptations
6. Explicit Instruction Course (from NCII)

Intensive Intervention in Reading: Course Detail

There are six modules within this course. Each module has an introduction, at least two parts, and a conclusion. This table provides an overview of each module and the parts of each module.

Part	Objective(s)
Module 1: Introduction to Intensive Intervention in Reading	
Part 1	• Why intensive intervention in reading is important
Part 2	• Data-based individualization (DBI) in reading
Module 3: Intervention Programs in Reading	
Part 1	• How do intervention programs support students and teachers? • What intervention programs are available for teaching reading?
Part 2	• How to evaluate an intervention program's materials
Part 3	• How to evaluate an intervention program's research evidence
Module 4: How Does Progress Monitoring and Instructional Decision Making Work in Reading?	
Part 1	• How does the DBI process apply to reading?

Part 2	• How to select, administer and score CBMs in reading
Part 3	• How to determine a student's present level of performance • How to select a goal • How to determine the baseline to then set a goal
Part 4	• How to use progress monitoring data to make instructional decisions
Part 5	• Putting it all together
Module 5: Diagnostic and Mastery Assessment in Reading	
Part 1	• How to identify specific reading skills or strategies that you need to teach
Part 2	• The content originally included in Module 5, Part 2, was determined to be inessential for meeting the goals of Module 5 and redundant with information in other Modules.
Part 3	• How to create and implement CBA probes to help refine instructional focus and review student assessment performance
Part 4	• How to use diagnostic data to inform content of instructional adaptations
Module 6: Qualitative Adaptations for Teaching Word Reading	
Part 1	• What is effective modeling? • How to adapt reading instruction to improve instructional modeling
Part 2	• What is effective guided practice? • How to adapt reading instruction to improve student practice
Part 3	• How to elicit frequent responses during word reading instruction • How to provide effective feedback during word reading instruction • How to adapt instruction to improve the supporting practices
Module 7: Qualitative Adaptations for Teaching Comprehension	
Part 1	• What is effective modeling? • How to adapt comprehension instruction to improve instructional modeling
Part 2	• What is guided practice, eliciting responses and providing feedback during comprehension instruction? • Strategies on how to improve guided practice and the supporting practices