

## 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)
<b>Module 1:</b>	
<b>Introduction to Intensive Intervention in Reading</b>	
Part 1	<ul style="list-style-type: none"> <li>• Why intensive intervention in reading is important</li> </ul>
Part 2	<ul style="list-style-type: none"> <li>• Data-based individualization (DBI) in reading</li> </ul>
<b>Module 3:</b>	
<b>Intervention Programs in Reading</b>	
Part 1	<ul style="list-style-type: none"> <li>• How do intervention programs support students and teachers?</li> <li>• What intervention programs are available for teaching reading?</li> </ul>
Part 2	<ul style="list-style-type: none"> <li>• How to evaluate an intervention program's materials</li> </ul>
Part 3	<ul style="list-style-type: none"> <li>• How to evaluate an intervention program's research evidence</li> </ul>
<b>Module 4:</b>	
<b>How Does Progress Monitoring and Instructional Decision Making Work in Reading?</b>	
Part 1	<ul style="list-style-type: none"> <li>• How does the DBI process apply to reading?</li> </ul>

Part 2	<ul style="list-style-type: none"> <li>• How to select, administer and score CBMs in reading</li> </ul>
Part 3	<ul style="list-style-type: none"> <li>• How to determine a student’s present level of performance</li> <li>• How to select a goal</li> <li>• How to determine the baseline to then set a goal</li> </ul>
Part 4	<ul style="list-style-type: none"> <li>• How to use progress monitoring data to make instructional decisions</li> </ul>
Part 5	<ul style="list-style-type: none"> <li>• Putting it all together</li> </ul>
<b>Module 5:</b> <b>Diagnostic and Mastery Assessment in Reading</b>	
Part 1	<ul style="list-style-type: none"> <li>• How to identify specific reading skills or strategies that you need to teach</li> </ul>
Part 2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Part 3	<ul style="list-style-type: none"> <li>• How to create and implement CBA probes to help refine instructional focus and review student assessment performance</li> </ul>
Part 4	<ul style="list-style-type: none"> <li>• How to use diagnostic data to inform content of instructional adaptations</li> </ul>
<b>Module 6:</b> <b>Qualitative Adaptations for Teaching Word Reading</b>	
Part 1	<ul style="list-style-type: none"> <li>• What is effective modeling?</li> <li>• How to adapt reading instruction to improve instructional modeling</li> </ul>
Part 2	<ul style="list-style-type: none"> <li>• What is effective guided practice?</li> <li>• How to adapt reading instruction to improve student practice</li> </ul>
Part 3	<ul style="list-style-type: none"> <li>• How to elicit frequent responses during word reading instruction</li> <li>• How to provide effective feedback during word reading instruction</li> <li>• How to adapt instruction to improve the supporting practices</li> </ul>
<b>Module 7:</b> <b>Qualitative Adaptations for Teaching Comprehension</b>	
Part 1	<ul style="list-style-type: none"> <li>• What is effective modeling?</li> <li>• How to adapt comprehension instruction to improve instructional modeling</li> </ul>
Part 2	<ul style="list-style-type: none"> <li>• What is guided practice, eliciting responses and providing feedback during comprehension instruction?</li> <li>• Strategies on how to improve guided practice and the supporting practices</li> </ul>