Effective Interventions Connected to the Core-Curriculum & Progress Monitoring

Supporting Student Learning Conference

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Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

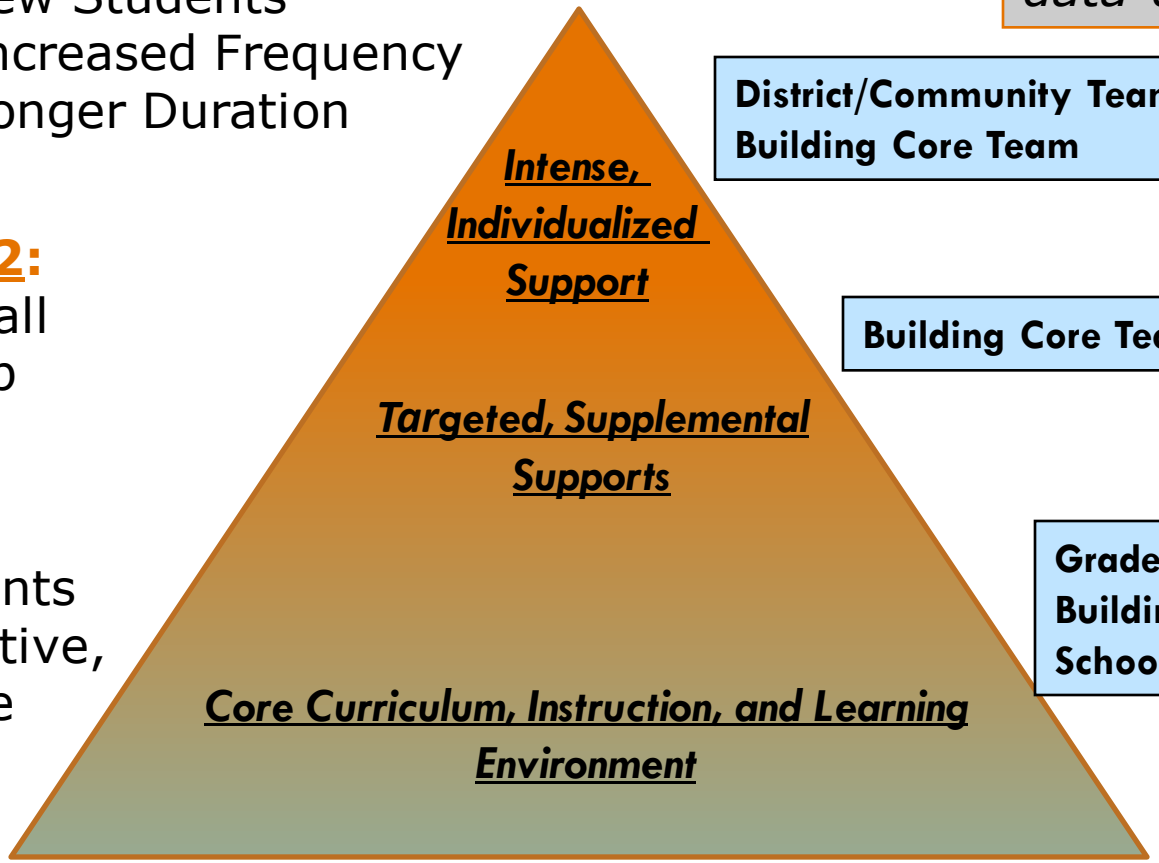
Integrated System for Academic and Behavioral Supports

Services across tiers are fluid and data-driven

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

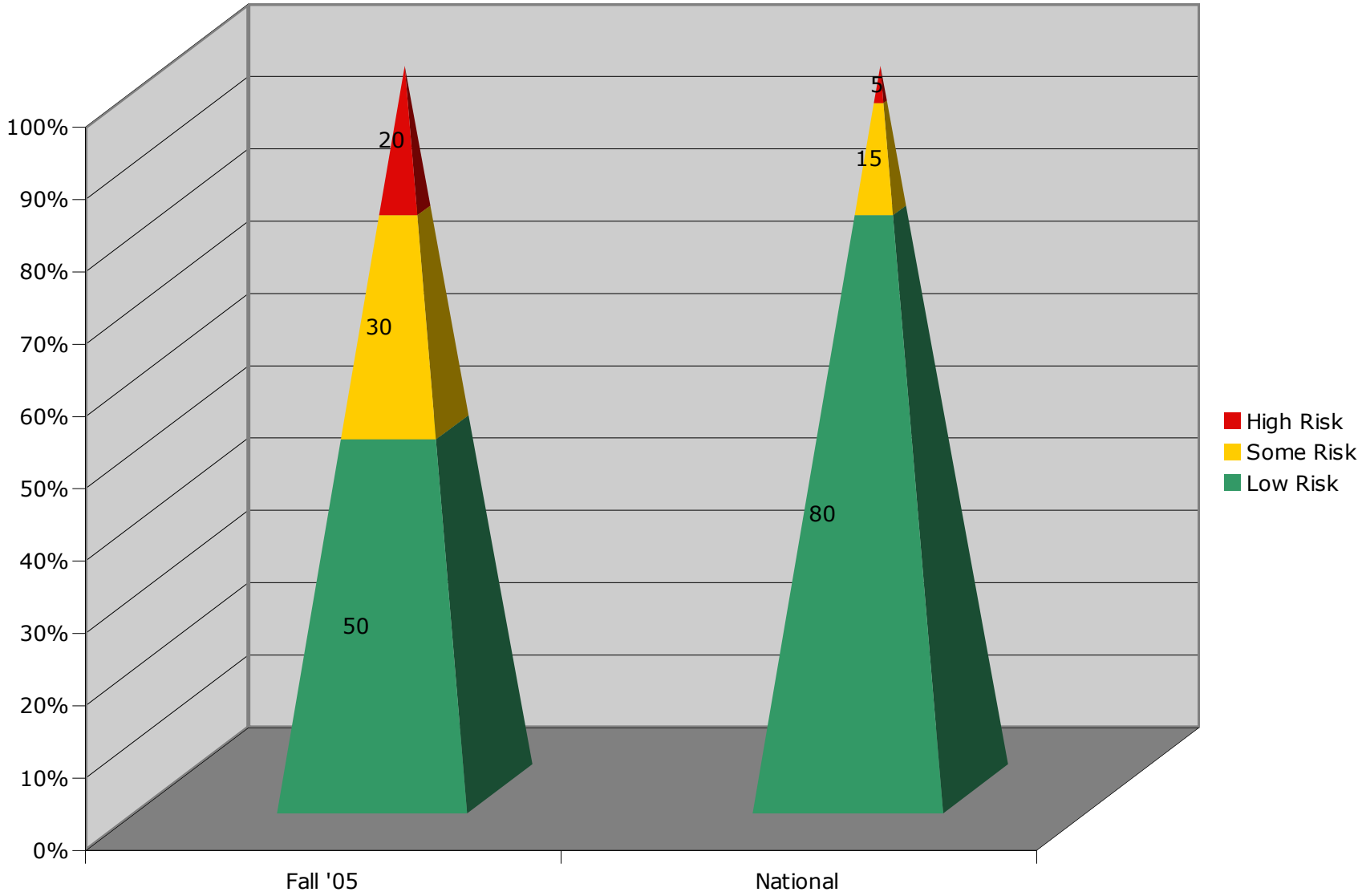
Preview: Connecting My Presentation to Indiana's Vision of RTI

- Evidence-based core curriculum, instruction, & interventions/extensions
  - Examples of language arts and behavior interventions linked to core curriculum
- Assessment and progress monitoring system
  - Types of data to collect including progress monitoring data and fidelity of implementation data
- Data-based decision making
  - Intervention effectiveness determined by data collected

Goals for this session

- Consider interventions targeted for groups of students who are not progressing at grade level
- Recognize and practice effective group interventions that connect to the core program for behavior
- Recognize and practice effective group interventions that connect to the core program for language arts

At what tier should we problem solve?



Why hasn’t this old system of problem solving been very effective?

Because we’ve been trying to solve students’ problems one student at a time.

This has been impractical and too time intensive to be effective.

If there is a Tier 1 concern…

There are generally 3 ways to address this concern:

- Implement your Tier 1 curriculum with higher integrity
- Explore and adopt a new Core curriculum
- Supplement your Core curriculum with robust, research-based interventions

Examining Student Response to Interventions

- Struggling readers need instruction that is "more intensive, more relentless, more precisely delivered, more highly structured, and direct and more carefully monitored for procedural fidelity and effects" (Kavale, 1988, p. 335)
  - May there be critical windows of receptivity where interventions could be intensified to accelerate and maximize learning?
  - Could certain nonlinear patterns of learning inform us to use different instructional methodology/focus for students typically described as "treatment resistors"? (Torgesen, 2001)

Example of Addressing the Core Curriculum in Reading

Oregon District Raises ELL Reading Achievement
Milton-Freewater Unified School District 7 implemented *Reading Mastery as their core reading program in Grades K–3* at the start of the 2003-2004 school year. While success is apparent with all students, it is particularly evident with Hispanic students, the majority of whom are classified as English-language learners (ELL) when they enter school.In the spring of 2003 before *Reading Mastery was* implemented, 66% of all Grade 3 students met the state benchmark, while 48% of ELL students met the benchmark.By spring 2007, 80% of all Grade 3 students met the new and much more challenging benchmark, and 71% of ELL students met the new benchmark.

Create an Intervention that Aligns with the Core Curriculum

OVERVIEW OF INTERVENTIONS

Overview of the Principles of Effective Intervention

Intervention should be a framework for:

- finding out what kids need to learn;
- planning instruction to meet those needs; and
- providing instruction consistently, explicitly, and repeatedly until those needs are met.

Cooper, Chard & Kiger, 2006

The Principles of Effective Intervention

- Struggling students may **need more explanation, more modeling, more practice, and more focused application** than non-struggling students.

- Intervention must **reflect current, research- based instruction** that specifically targets student needs.

Does the Intervention…

- Specifically address individual student needs based on analysis of subskill data?
- Include instruction AND practice?
- Reflect current research on effective instruction?
- Demonstrate one clear focus on the next teaching point?
- Align with current core instruction?

Does the Intervention…

- Demonstrate revision of the intervention based on the analysis of on-going progress monitoring data?
- Reflect delivery that considers the intensity needed to close the gap with grade level benchmarks?

→ Size of instructional group

→ Frequency (#of days per week)

→ Duration(# of minutes per day)

→ Expertise of person providing the intervention

Alterable Variables to Intensify Instruction

Alterable Components	Level of Specific Enhancements				
Options	1	2	3	4	5
Program Emphasis	Use core program & explicitly teach priority skills.	Use extensions of the core program (e.g., add examples)	Supplement core with reteaching or intervention components of core.	Replace current core program with intervention program.	Implement specially designed program
Time (Opportunities to Learn)	Schedule & deliver 90 minutes of daily reading instruction (minimum 30 minutes small group).	Increase opportunities to respond during core instruction.	Schedule core + supplemental period daily. (90 + 30 or 60 + 30)	Schedule two intervention sessions daily (no less than 90 minutes total)	
Grouping for Instruction	Check group placement & provide combination of whole & small group instruction.	Schedule small group opportunity for specific practice	Reduce group size	Provide individual instruction	

Increasing Intensity

Increasing Intensity

Note: adapted from Simmons & Harn (2004) Institute on Beginning Reading III

Implementation Fidelity

- Addresses the question "was the intervention implemented as planned?"
- Addressing the fidelity question supports a problem solving team to make appropriate decisions about
  - the effectiveness of an intervention and
  - the future needs of a given student.

Ways to Measure Intervention Fidelity

- Self-report checklists
- Interviews
- Observations with optional performance feedback

Each requires…..

- a clear definition of the intervention,
- statements of who, when, how often, how long

Major Features of most Targeted Interventions

- Everyone on staff knows about it
  - Easy access and quick implementation
  - Substitute teachers and volunteers included
- Always available
  - no individual changes necessary
- Home school connection
  - Regular reporting of progress
- Skills are taught and used
  - Shape into self management skills

Create an Intervention that Aligns with the Core Curriculum

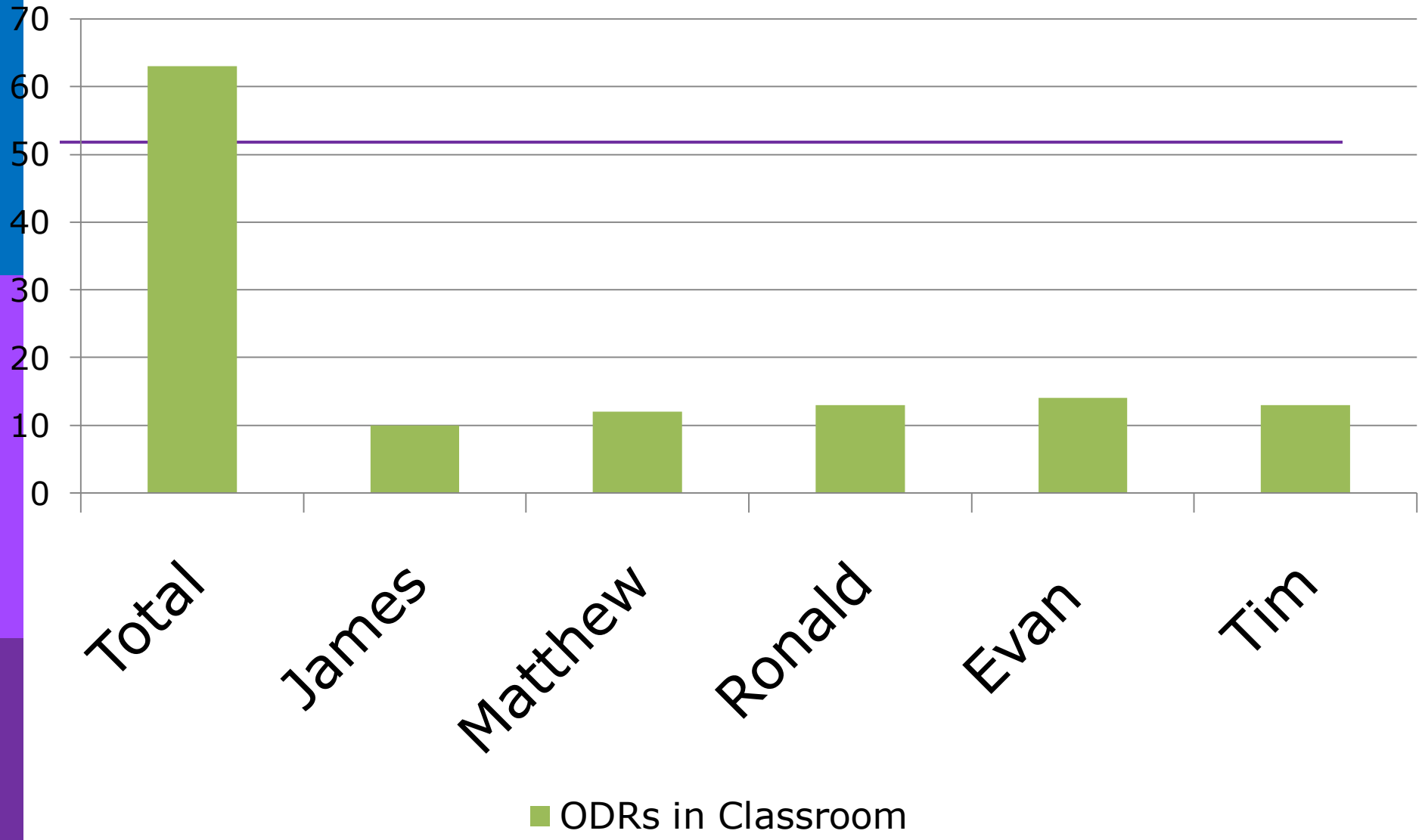
BEHAVIOR EXAMPLES

Targeted Interventions

Specialized Group Systems for Students with At-Risk Behavior

- Students who need additional support outside of school wide interventions
- Groups could include:
  - Anger management
  - Coping with death, divorce, etc.
  - Social skills
  - Anti Bullying

ODRs in Classroom August-December



Targeted Intervention

- Boyz to Men Group
  - Eligibility: office referrals, classroom behavior problems, not turning in homework
  - Mostly boys from single parent or divorced parent families
  - Assistant principal runs group (positive male role model with similar background as boys)
  - Group goals based on DATA: lower office referrals, lower classroom behavior problems, increase turning in homework

Boyz to Men Weekly Data Form

BOYZ to MEN					
Week: (date)	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Classroom Behavior					
Homework					
Office Referrals					
Goal					
Comments					

X_____ Teacher signature	X_____ My signature
Parent signature	X _____

Boys to Men

Lesson Plan: Small group, 1x a week, 45 minutes

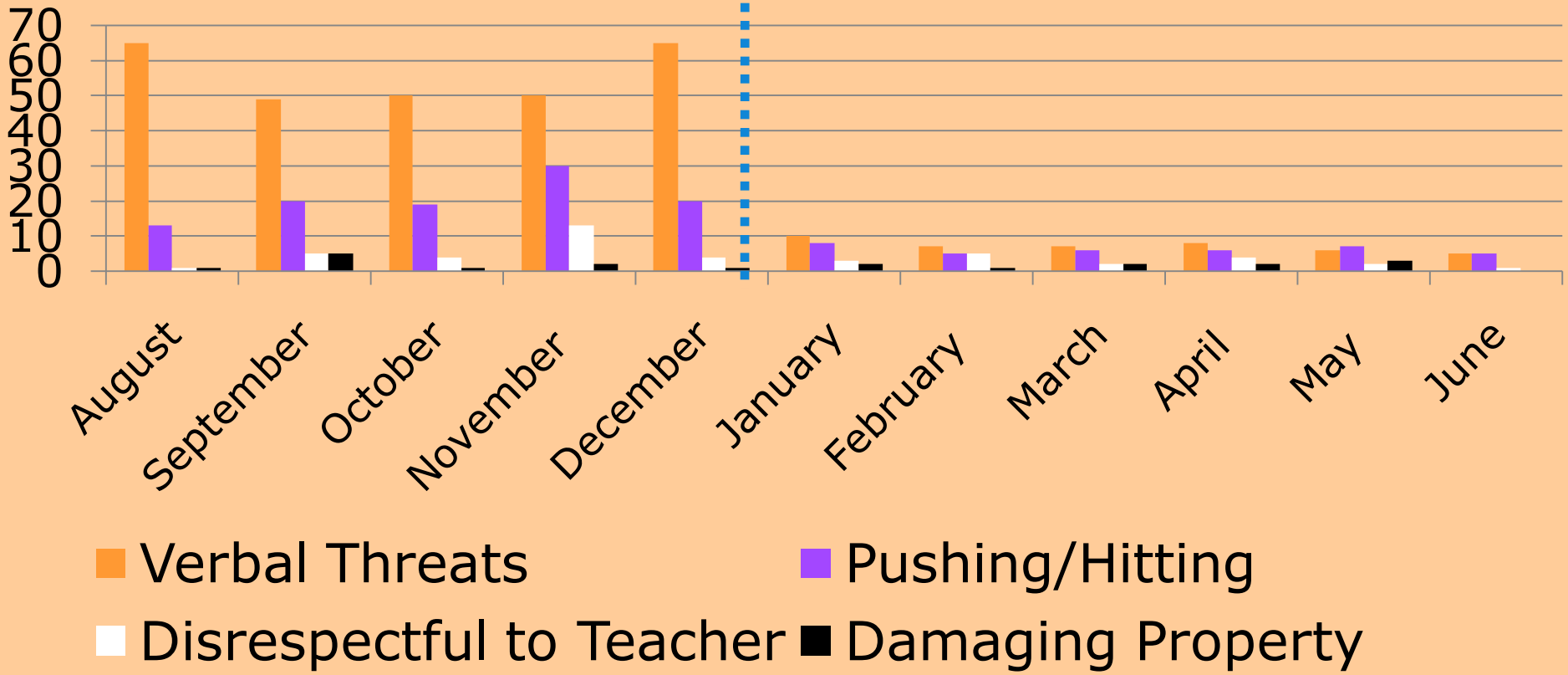
- 5 minutes: review data and goals
- 25 minutes: work through behavior lesson plan*
- 15 minutes: community male/invited male speaks to boys about their experiences and choices to be a better man

*

1) Adapted Behavior Lesson Plans
2) Plan community fundraisers (car wash)
3) Plan community projects (mural painting in building)
4) Plan community field trips (professional sporting events)

Behavior lesson plans are shared with teachers to reinforce in classroom. Community updates shared as well.

Blumberg Elementary ODRs 07-08



Targeted Group

- Anger Management Group
  - Angry children in need of coping skills
  - Teacher’s chart outbursts in class
  - Teacher report on classroom behavior for each day
  - Students bring classroom data forms to group
  - Data forms go home for parents to sign

Anger Management Group

Lesson Plan: Small group, 45 minutes 1x on Monday

1) 5 minutes: Review data and goal from the week
2) 30 minutes: Strong Start Lessons*
3) 10 minutes: Students practice coping skills and journal better choices they can make

*Low ropes field trip to build trust in group and anger coping skills on a full day

Lesson Plan: Large group, 30 minutes 1x a week in classroom

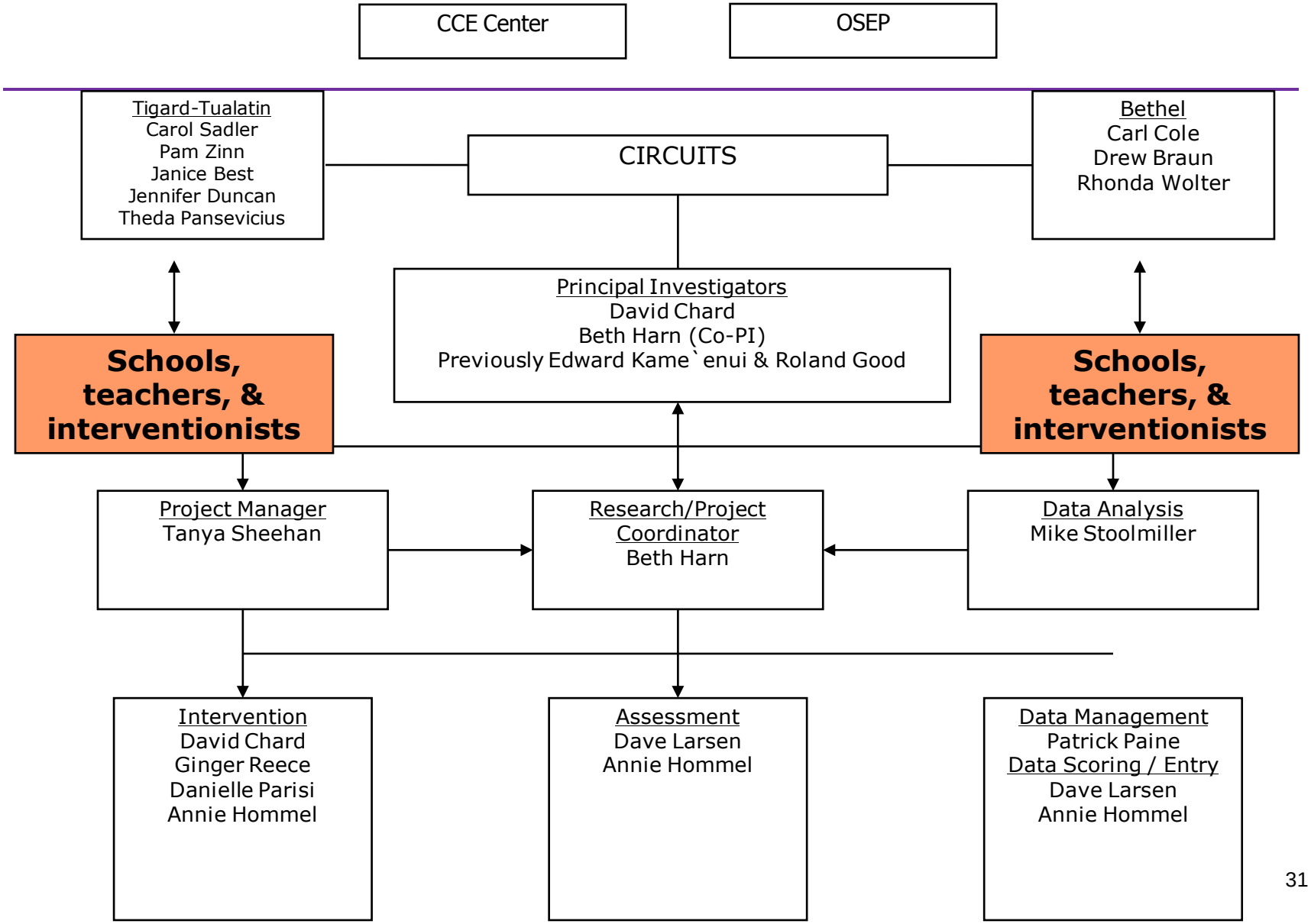
1) Teacher uses Strong Start Lesson in child's classroom
2) Child is assistant to teacher

- Choose Rewards: Role model on announcements, "teacher" for younger students, share journal with favorite school personnel

Create an Intervention that Aligns with the Core Curriculum

LANGUAGE ARTS INTERVENTION

Project CIRCUITS: Year 4



Typical 5-Day Sequence of Activities

Activity	Day 1	Day 2	Day 3	Day 4	Day 5
Word Analysis/ Phonics	**3-4 Minutes** •Explicit teaching of multisyllabic word reading •Sight Word Practice (5 x 5)	**3-4 Minutes** •Explicit teaching of multisyllabic word reading •Sight Word Practice (5 x 5)	**3-4 Minutes** •Explicit teaching of multisyllabic word reading •Sight Word Practice (5 x 5)	**3-4 Minutes** •Explicit teaching of multisyllabic word reading •Sight Word Practice (5 x 5)	Not Today!
Intensified Literature Support	**10 minutes** •Teacher Introduction (1 min.) •Teacher Reads Entire Story Without Discussion (6 min.) •Group Verbally Summarizes (2 min.) •Vocabulary preview Part One (1 min.)	**40 minutes** •Explicit Teaching of Vocabulary •Teacher-Led Reading of Part One •Complete summary sheet to document story structure (30 min.) •Group Verbally Summarizes (5 min.)	**10 minutes** •Vocabulary Review Activity (5 min.) •Vocabulary preview Part Two (1 min.)	**40 minutes** •Explicit Teaching of Vocabulary (5 min.) •Teacher-Led Reading of Part Two (Complete summary sheet to document story structure (30 min.) •Group Verbally Summarizes (5 min.)	**15 minutes** •Vocabulary Review Activity (5 min.) •Students Write a Summary of story (10 min.)
Repeated Reading	**30 Minutes** •Read Naturally	Not Today!	**30 Minutes** •Read Naturally	Not Today!	**30 Minutes** •Read Naturally

General Activities

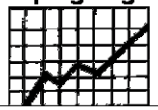
- Word Analysis & Phonics (4 days a week)
  - Teaching of multi-syllabic words
  - Sight word 5x5
- Intensified Literature Support (Different parts 5 days a week)
  - Story Reading
    - Teacher completed
    - Teacher-Led
  - Summarizing
    - Group verbal
    - Story Summary Sheet
    - Written summary
  - Vocabulary
    - Previewing
    - Explicit teaching
    - Review
- Repeated Reading
  - Power Reading (3 days a week)

Summary of Power Reading

- Using the Power Reading "check sheet."
- Selecting and sharing stories.
- Use of equipment (tape player, timers, etc.).
- Reading **out loud** with the tape.
- Continuing to practice reading if the teacher is unable to time for a "hot read."
- Making sure to read for understanding and not speed-reading.
- Graphing progress and understanding reward system for successful goal attainment.

- Power Reading will happen 3-days a week for 30-minutes each time (see Typical Sequence of Activities)
  - All students will be using the Level 2.5 materials

Steps In Power Reading

Steps	Story #	Story #	Story #	Story #	Story #	Story #	Story #	Story #	Story #	Story #	Story #	Story #
Find Story & Tape												
Cold Reading												
Read with Tape 2 times	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Reading Practice	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Answer Questions												
Partner Hot Timing												
Hot Reading												
Graphing Progress 												

Days 1-4: Word Analysis Activities

Multisyllabic Words

Multisyllabic Word Practice: 🕑 **1 minute**

Let's practice reading some longer words. Follow my finger and practice saying the parts of the word in your head. Get ready... (move finger across loops underneath the word). ***Now read this word out loud the fast way. Get ready...*** (move finger straight underneath the word)***.***

Shorten the directions to ***Practice the parts, get ready…*** and ***Say it fast, get ready...*** for the remaining words.

☒ Correction Procedure: ***Let's do this one together. The first part is ____, next part ___, so the word is ____. What word? Yes, ___*** (repeat word).

Reading Words the Fast Way: 🕑 **1 minute**

After completing each word individually, have students read the list the fast way (whole word).

Okay, we are going to read the list one more time. Read each word out loud the fast way. Don't let me trick you. (Point to the first word) ***Say it fast, get ready...*** (move finger straight, underneath the word).

☒ Correction Procedure: ***This word is ____, what word? Yes, ____*** (repeat word). Go back to the first word of the list and repeat.

Word Analysis Activities: Multisyllabic Words

building

camping

sleeping

gently

probably

Days 1-4 Word Analysis Activities: Sight Words

5x5 Sight Word Practice

Practice and Timing:	**2 minutes**

Now you are going to practice some words in the first row of this table. Point to each word in the first row and say, ***What word?***

After the first row of words have been practiced say, ***Now you will say the words on this page as quickly as you can. We'll see how far you can go in 1-minute. Ready, begin!*** Point to each word one at a time. Give about 1 second of "think time" between words. Say, ***What word?*** as needed.

Stop saying, ***What word?*** when students understand the task, but pace them with the pointing. Students must stay together.

Correction Procedure: If students make an error, stop, model the word, have them read it again and go back to the beginning of the row.

Word Analysis Activities: Sight Words

after	of	him	every	stop
every	after	stop	him	of
him	stop	of	after	every
of	him	every	stop	after
stop	every	of	after	him

Day 1 ILS Activities

Introduction and Teacher Complete Read

Introduce Story Context:

🕒 1 minute

The title of the story we will read today is <u>Two Days in May</u>. We are going to read about a family of deer who get trapped in the city. Luckily, some very nice people work very hard to help them. Have you seen deer in the city before?

Teacher Reads Entire Story Without Discussion

🕒 6 minutes

Now I will read the story <u>Two Days in May</u> to you while you follow along. I'll know you are listening because you will be pointing to the words as I read. Don't let me catch you not listening. We'll talk about the story at the end.

Read the story at a good pace having students follow along. Praise students for following along if others don't appear to be doing the same.

Day 1 ILS Activities: Maximizing Instructional Time

- Introduction
  - Trying to activate background knowledge
    - Give a few children a chance to discuss
- Teacher Complete Read
  - Providing complete context of story through use of oral reading
    - Minimizing reading difficulties to maximize
      - Vocabulary development
      - Comprehension
      - Fluency
    - Do not answer questions during the Teacher Complete Read
      - Upon completion the group will verbally summarize and discuss story
    - To increase student reading-along
      - Play "Stick-um Game" –catch them being good initially
      - Praise students who are following along

Day 1 ILS Activities: Verbal Summary

Group Verbal Summary	**🕒 2 minutes**
Let's spend a little time thinking about the story I just read aloud to you and try to answer some questions. Read each question to the group, wait for a second and call on an individual student. Make sure each student gets a chance to answer. ***1.Who can tell me who the characters or important people were in the story?*** ***2.When and where does the story take place?*** ***3.What happened at the beginning of the story?*** ***4.What happened next?*** ***5.What did you find interesting?***	

- Maximizing Instructional Time
  - Have each child answer at least one question
  - Call on children in a random order
  - Elaborate on incomplete or unclear answers
  - If time permits allow multiple answers

Day 1 ILS Activities: Vocabulary Preview

Vocabulary Preview	🕒 **1 minute**

Here are some words from the first half of <u>Two Days in May</u>. (Touch the first word) ***This word is*** _____ ***.*** (Have students repeat it) ***Say it with me*** _____ ***.*** (Use the same procedure with remaining words).
Next time we will read the first half of <u>Two Days in May</u> together and talk more about these words and their meanings.

does

bucks

territory

relocates

- Maximizing Instructional Time
  - Simply read each word to the student and have them repeat
    - Explicit instruction happens the next day
    - Keep pacing brisk

Day 2 & 4 ILS Activities

- New Activities Completed on Days 2 & 4
  - Explicit Vocabulary
  - Teacher-Led Reading
  - Completing & Using Summary Sheets

Day 2 & 4 ILS Activities

Introduce Word Meanings: 🕒 **5 minutes**

Here are some words you heard yesterday and will read again today in the first half of <u>Two Days in May</u>.

☞ Touch the word, say it, have students repeat. Use the same procedure with remaining words.

✓ Call on individual children randomly to read the words independently.

Let's spend a few minutes talking about the meaning of these words and answering some questions. For some of the words, I will tell you another word that means about the same as the one we have just learned. Words that mean the same thing are called synonyms.

☞ Touch and read the sentence with the students:

1.Those are probably females, or <u>does</u>.

<u>Does</u> are female deer. <u>Does</u> are girl deer. Have you ever seen a doe with a baby deer?

Another word or synonym for <u>does</u> is <u>female deer</u>.
What is a synonym for <u>does</u>? Yes, <u>female deer</u>.

Day 2 & 4 ILS Activities: Explicit Vocabulary

does bucks territory relocates

1. **Those are probably females, or <u>does</u>.**
2. **The males are called <u>bucks</u>.**
3. **They're looking for <u>territory</u> of their own.**
4. **"I remember reading a few months back about an organization that rescues and <u>relocates</u> animals that are stranded or injured."**

- Maximizing Instructional Time
  - Keep pacing brisk
    - Students have heard the story, read the words, and will review the words in the future
  - Synonyms may be challenging or awkward
  - Get all children participating in the discussions

Day 2 & 4 ILS Activities: Teacher-Led Reading

Teacher-Led Reading (Long Form Directions):	**30 minutes**

- See teacher materials
- Maximizing Instructional Time
  - See Marked Anthology & Story Table
  - Turn-taking
    - My Turn – Teacher reading
      - Students following with finger
    - Our Turn – Group Choral reading
      - Fade and increase support as students warrant
    - Your Turn – Student Silent reading
      - Thumbs-up when finish reading
      - Will ask a question specific to that section

Day 2 & 4 ILS Activities: Teacher-Led Reading

- Maximizing Instructional Time
  - See Marked Anthology & Story Table
    - Follow turn taking to maximize student success
    - Support as needed (pre-correction, assisted reading) to increase success
  - Prompt Students to get out Summary Sheets
    - See completed Summary Sheet in Teacher Materials
    - Students write the page number down where important information is found
  - Thumbs-up for vocabulary words, synonym usage
    - Students re-read the sentence using the synonym
  - Identifying the important parts of the story
    - Story Grammar & Silent Reading Questions, synonyms, vocabulary are noted in the anthology and "Story Table"

Day 2 & 4 ILS Activities: Completing Summary Sheet

Verbal and Written Summary: **5 minutes**

Now we will go back and write out answers to the important parts of the story. Use your "Summary Sheet" and the page numbers you wrote down to write in brief answers to the questions.

(Note: Students are not expected to write complete answers. Do not stress spelling, grammar and punctuation.)

Ask the following questions to the group, and call on each student to answer one of the questions. If time permits, allow multiple answers and discussion.

Who can tell me who the characters or important people were in the story?
When and where does the story take place?
What happened at the beginning of the story?
What happened next?
What did you find interesting?
We will use this sheet next time to help us write more about <u>Two Days in May</u>.

- Summary Sheet
  - During Teacher-Led Reading students simply write in page number where the question can be answered
  - During the summary time, students write in brief, bulleted answers to questions
    - Do not stress spelling, complete sentences or punctuation

Summarizing "Two Days in May"

Part 1

Pg. # _____

Who are the people in the story?

Pg. # _____

Where does this story take place?

When does this story take place?

Pg. # _____

What happened first, at the beginning of the story?

Pg. # _____

What happened next?

Part 2

Pg. # _____

What new people are in the story?

Pg. # _____

What happened next?

Pg. # _____

What happened next?

Pg. # _____

How does the story end?

Day 3 & 5 ILS Activities: Vocabulary Review

Guess What Word	**5 minutes**

Today we're going to play a game called "Guess What Word." I'll give you some clues about a word and you have to guess which word it is that I'm talking about. Let's try one. I'm thinking of a word that is a place where birds lay their eggs. This place is usually made of sticks, grass, and mud. What word am I thinking of? (Pause for answers). ***Yes, the answer is <u>nest</u>.***

Any questions? Okay, let's try some more.

1. ***I'm thinking of a word that rhymes with snow and it is a name of a female animal. Guess What Word?*** (Pause for answers). ***Yes, the answer is <u>doe</u>.***

2. ***I'm thinking of a word that rhymes with ducks. This word is the name of the animals that have big antlers on their heads. Guess What Word?*** (Pause for answers). ***Yes, the answer is <u>buck</u>.***

- Maximizing Instructional Time
  - Give "think time" for all to practice
  - Use a signal to decrease shout-outs
  - If they don't know one, skip it, go on with the others and go back to it after finishing. If necessary, you can provide choices (don't do it unless students are truly stuck).

Day 3 & 5 ILS Activities: Vocabulary Review

Word Relationships	**5 minutes**

Today we're going to play a word game called "Word Relationships." In this game you have to decide how two words are related and why. Like brothers and sisters or cousins, two words are related when they have some connection.

Let's try one. Could a farmer be a businessperson? Why or why not? (Answers will vary).

Great, let's try some more. (Answers will vary. Have students tell why after each answer).

1. ***Which of the following might be an organization? Why or why not?***
   - ***A chess club***
   - ***A parent-teacher association (PTA)***
   - ***A group of people waiting for trains at the train station.***
2. ***If Joy's father changes his job and moves his office from the first floor to the fifth floor of the same building, does Joy need to relocate? Why or why not?***
3. ***Marvin and his parents live in New York City. If Marvin's parents both find a new job in Portland, Oregon, does Marvin's family need to relocate? Why or why not?***

- Maximizing Instructional Time
  - Give "think time" for all to practice
  - Use a signal to decrease shout-outs
  - If they don't know one, skip it, go on with the others and go back to it after finishing. If necessary, you can provide choices (don't do it unless students are truly stuck).

Day 5 ILS Activity: Written Summary

Using student "Summary Sheet" to write in "Main Points"	🕒 10 minutes

Now we will write the "Main Points" or a summary of the story using the notes we took on our "Summary Sheet." (Prompt students to take out their "Summary Sheet" and look it over) ***Open your student folder and find the "Main Points" page for <u>Two Days in May</u>*** (have students turn to this sheet in their folder). ***We will complete the sentences on the "Main Points" page with important information from the story. Look at the first sentence, it says "<u>Two Days in May</u> was about _____ ." Write in the people or characters noted on your "Summary Sheet"*** (monitor students and support as necessary).

☞ Lead the students in reading and completing the sentences, assisting with spelling and grammar as needed. <u>Do not</u> overly stress writing perfect sentences or handwriting. Monitor student work as needed.

After you finish writing a summary using the "Main Points" page for <u>Two Days in May</u>, use the "Summary Self Checklist." (Prompt students to look at this list) ***to make sure your summary has the important parts of the story. When you think your summary of the "Main Points" is finished, have a partner check your work.*** (Monitor students while they work, prompting them to use the check sheet to mark off each important part).

Written Summary

- Use completed summary sheet to help complete the sentences
- Do not overly stress handwriting, spelling, or grammar
- Monitor and support as necessary
- Prompt to use "Checklist" when done

Main Points of "Two Days in May"

"Two Days in May" was about _____

_____

(name the people in the story)

This story took place _____

_____

(where and when did the story happen)

The story began when _____

_____

(what happened at the beginning of the story)

Then, _____

_____

Next, _____

_____

After that, _____

_____

The story ended when _____

_____

(what happened at the end of the story)

What I liked best about this story was _____

_____

One thing I learned from this story was _____

Day 5 ILS Activity: Written Summary

- Checking Our Work

Checking my Summary	
☑	**My summary includes:**
☐	Characters
☐	When and where the story took place
☐	How the story started
☐	Important things in the story

Partner Summary Check	
☑	**The summary includes:**
☐	Characters
☐	When and where the story took place
☐	How the story started
☐	Important things in the story

Day 5 ILS Activity: Written Summary

- Maximizing Instructional Time
  - Students will use the completed Part 1 & 2 Summary Sheet to complete the scaffolded written summary
    - Don’t stress handwriting, spelling, grammar, punctuation
    - Scaffold changes for story 3-2 and 3-6
  - Use the Checklist
    - If time permits have them check a partner’s work as well

Problem Solving: Not a 5-Day Week?

- To keep pace with the stories being used in the general education classroom, we will be completing each story for a specified week:
  - For example, if there is no school on Friday you will still complete the story for that week (see 4-day sequence on next pages) and begin the next story on Monday

Month	Dates	Intervention Group Pre-Teaching	GE Classroom
Nov.	1-3	**Unit 2**: Two Days in May	Urban Roosts: Where Birds Nest In the City
	7-11	Secret Place	Two Days in May
Dec.	14-18	**Unit 3**: Through Grandpa's Eyes	Secret Place
	21-25	The Cat Who Became a Poet	**Unit 3**: Through Grandpa's Eyes
	28-2	A Cloak for the Dreamer	The Cat Who Became a Poet
	5-9	Picasso	A Cloak for the Dreamer

Activities for a 4-Day Story

Activity	Day 1	Day 2	Day 3	Day 4
Word Analysis/ Phonics	**3-4 Minutes** Explicit teaching of multisyllabic word reading Sight Word Practice (5 x 5)	**3-4 Minutes** Explicit teaching of multisyllabic word reading Sight Word Practice (5 x 5)	**3-4 Minutes** Explicit teaching of multisyllabic word reading Sight Word Practice (5 x 5)	Not Today!
Intensified Literature Support	**10 minutes** Teacher Introduction (1 min.) Teacher Reads Entire Story Without Discussion (6 min.) Group Verbally Summarizes (2 min.) Vocabulary preview Part One (1 min.)	**40 minutes** Explicit Teaching of Vocabulary Teacher-Led Reading of Part One Complete summary sheet to document story structure (30 min.) Group Verbally Summarizes (5 min.)	**10 minutes** Vocabulary Review Activity (5 min.) Vocabulary preview Part Two (1 min.)	**40 minutes** Explicit Teaching of Vocabulary (5 min.) Teacher-Led Reading of Part Two (Complete summary sheet to document story structure (30 min.) Students Write a Summary of story (10 min.)
Repeated Reading	**30 Minutes** Read Naturally	Not Today!	**30 Minutes** Read Naturally	Not Today!

Activities for a 3-Day Story

Activity	Day 1	Day 2	Day 3
Word Analysis/ Phonics	**3-4 Minutes** Explicit teaching of multisyllabic word reading Sight Word Practice (5 x 5)	**3-4 Minutes** Explicit teaching of multisyllabic word reading Sight Word Practice (5 x 5)	**Not Today!**
Intensified Literature Support	**10 minutes** Teacher Introduction (1 min.) Teacher Reads Entire Story Without Discussion (6 min.) Group Verbally Summarizes (2 min.) Vocabulary preview Part One (1 min.)	**40 minutes** Explicit Teaching of Vocabulary Teacher-Led Reading of Part One Complete summary sheet to document story structure (30 min.) Group Verbally Summarizes (5 min.)	**45 minutes** Explicit Teaching of Vocabulary (5 min.) Teacher-Led Reading of Part Two (Complete summary sheet to document story structure (30 min.) Students Write a Summary of story (10 min.)
Repeated Reading	**30 Minutes**	Not Today!	Not Today!

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Evidence-based core curriculum, instruction, & interventions/extensions
  - Examples of language arts and behavior interventions linked to core curriculum
- Assessment and progress monitoring system
  - Types of data to collect including progress monitoring data and fidelity of implementation data
- Data-based decision making
  - Intervention effectiveness determined by data collected

Future Areas of Investigation & Research

- System-Level
  - Ensuring Implementation
    - Variables most related to implementing successful and effective 3-tier-models
  - Delivery of interventions
    - Professional development, fidelity, planned design variation interventions, scheduling, allocation of resources
  - Response to Intervention
    - Appreciating the role of **intensity** of intervention (time, grouping, focus)
- Student-Level
  - Demonstrating the impact of instruction on neurological development (collaboration with Helen Neville at Brain Development Lab)
    - The role of attention, entry-level skills (language)
  - Determining if critical periods of intervention receptivity
    - Including intervention intensity relation to magnitude of student difficulty
  - Different sequence of skills, different grouping structures, scheduling of delivery, content, etc.

Working Together as a Team to Maximize Resources

- Instruction:
  - Coordinating instructional resources (Title, Special Education, ELL, etc.)
  - Prioritizing and protecting instructional time (sufficient time for students needing additional support)
  - Strategic use of grouping to maximize learning
- Programs and Materials:
  - Ensuring comprehensive coverage to essential literacy skills (program used with all)
  - Use of research-based targeted programs (Supplemental and Intervention) for specific students or to fill needs of groups of students
- Progress Monitoring:
  - Evaluating benefits for students, classrooms, and districts
- Professional Development:
  - Instruction: Scheduling, grouping, behavior management
  - Programs and Materials: understanding the complexities and nuances
  - Progress Monitoring: Interpreting data at the school, class, and student level

Resources

Intervention	References
1. Behavior Lesson Plans	Algozzine, B., Algozzine, K., & McClanaham, T. (2006). Behavior lesson plans: Teaching rules, teaching procedures, teaching social skills, teaching character traits. Behavior and with support from the U.S. Department of Education, Office of Special Education Programs. http://education.uncc.edu/bric/behavior%20lesson%20plans.pdf
2. Strong Kids 3-5	Merrell, K. W., Carrizales, D., Feuerborn, L., Gueldner, B. A., & Tran, O. K. (2007). *Strong Kids: Grades 3-5: A social-emotional learning curriculum*. : Paul H. Brookes Publishing.

Resources

- Project Circuits (Center to Improve Reading Competence Using Intensive Treatments Schoolwide) http://idea.uoregon.edu/projects/circuits.html
- School Wide Information System (SWIS) http://www.swis.org/
- Positive Behavioral Intervention & Supports (PBIS) http://www.pbis.org/main.htm
- Safe & Civil Schools http://www.safeandcivilschools.com/

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