# Catching Them Before They Fall

## Using Assessment Data
## To Design Intervention

# Content Standards

- Understand the importance of intervention

- Know how to analyze performance data to determine student progress and guide intervention

- Understand how to plan an intervention cycle and instructional routine

- Understand how to create and apply an intervention kit in an instructional routine

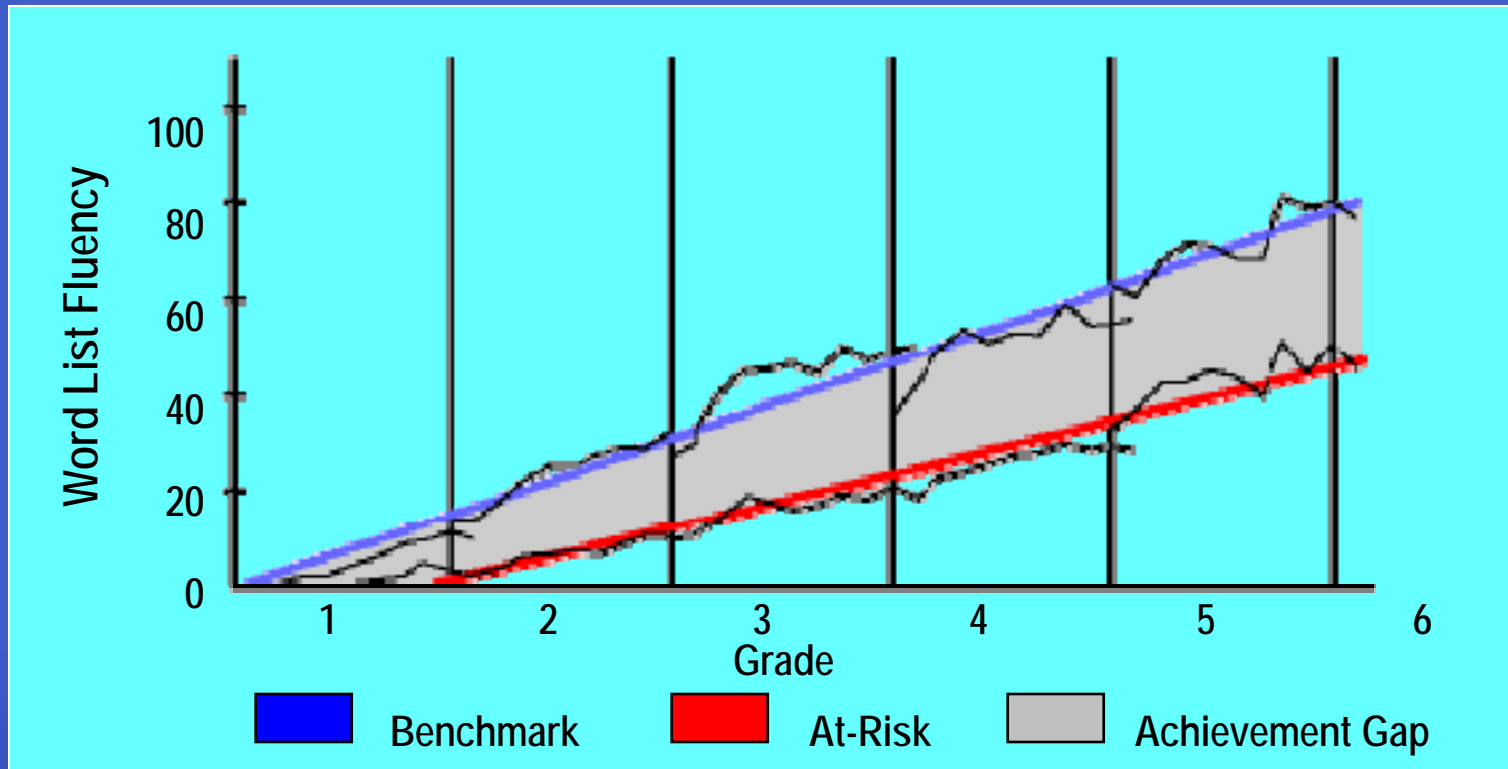# Why Link Assessment Data to Interventions?

*The Purpose of Intervention is to Change Life Trajectories for Children.*
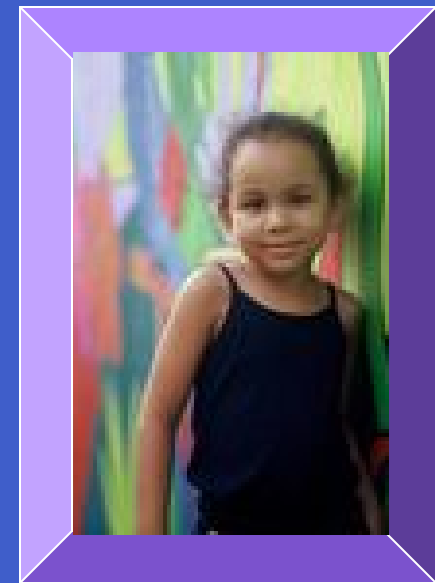
Roland Good

# Why Worry About Basic Early Literacy Skills?

Students on poor reading trajectory are at risk for poor academic outcomes which has a lifelong impact.



Good, Simmons, Smith (1998)

# Poor readers at the end of first grade…

- Are at very significant risk for long term academic difficulty.
  - 88% probability of being a poor reader in fourth grade if a poor reader in the first grade.
  - 87% probability of remaining an average reader in fourth grade, if an average reader in the first grade. (Juel, 1988)
- Are likely to require intensive instructional support.

# How can we change reading outcomes?

- Act with a sense of URGENCY

- Focus instruction on the Five Essential Components for all students

- Target interventions on specific instructional needs

# Teaching Reading is URGENT

Assuming that during reading there are:

- No absences

- No field trips

- No interruptions

- No school assemblies

*How many days do you have to teach reading in Grades 1 to 3?*
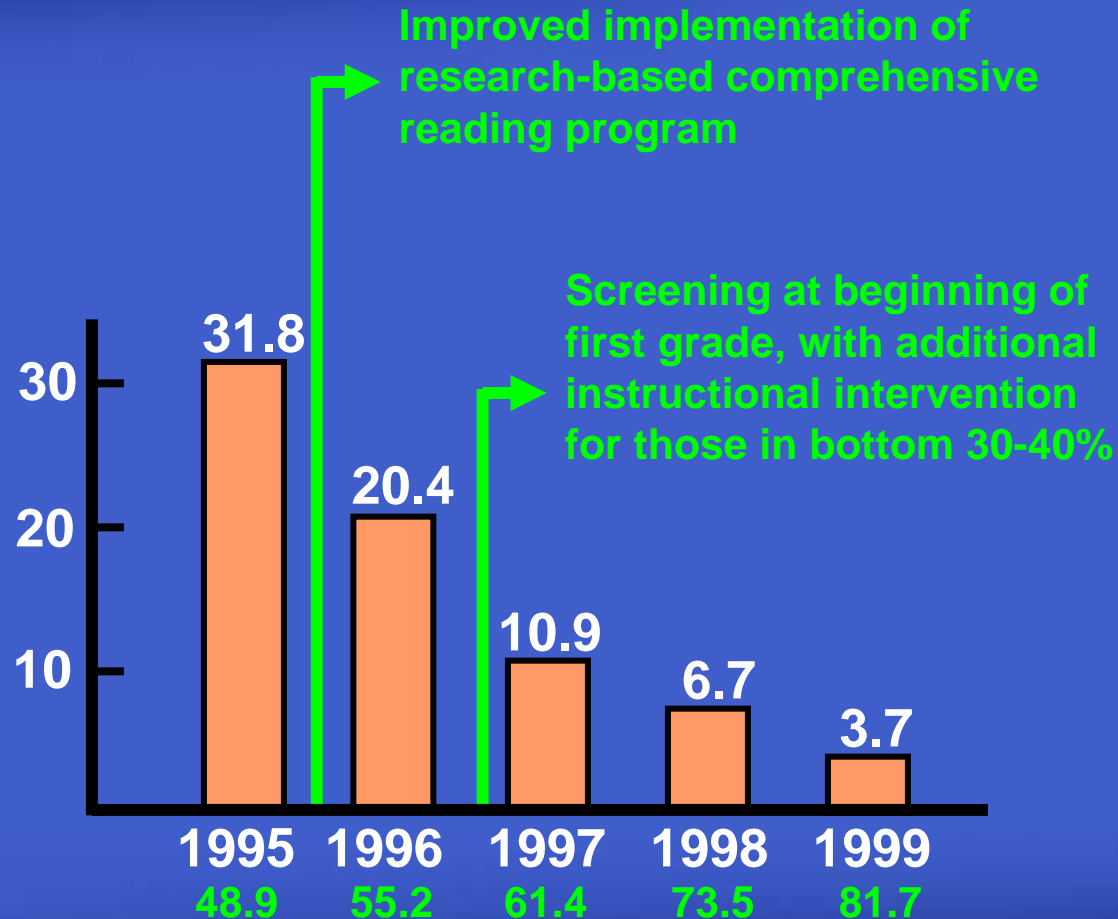
## 540 Days

# An Implementation Study

- Hartsfield Elementary School
  - 70% Free and Reduced Lunch (increasing)
  - 65% minority (mostly African-American)
- Elements of Curriculum Change
  - Movement to a more research-based reading curriculum beginning in SY 1994-1995 for K-2 (incomplete implementation)
  - Improved implementation in 1995-1996
  - Implementation in Fall 1996 of screening and more intensive small group instruction for at-risk students

Torgeson (2002)

# Hartsfield Elementary School Progress Over Five Years



**Proportion falling below the 25th percentile in word reading ability at the end of first grade**

**Improved implementation of research-based comprehensive reading program**

**Screening at beginning of first grade, with additional instructional intervention for those in bottom 30-40%**

| | 1995 | 1996 | 1997 | 1998 | 1999 |
|---|---|---|---|---|---|
| Proportion | 31.8 | 20.4 | 10.9 | 6.7 | 3.7 |
| Average Percentile for entire grade (n=105) | 48.9 | 55.2 | 61.4 | 73.5 | 81.7 |

Torgeson (2002)

# Opening Reflection

Write down your thoughts on these questions and then discuss at your table:

- How does intervention look in your classroom?

- How does intervention instruction look different from your instruction in the core?

- How does your DIBELS data guide intervention?

# What do we mean by intervention?

- Focused instruction that is based on a student's response to instruction as measured by assessment

- Guided by formal assessment (i.e., DIBELS) and supported by informal assessment (e.g., unit assessments)
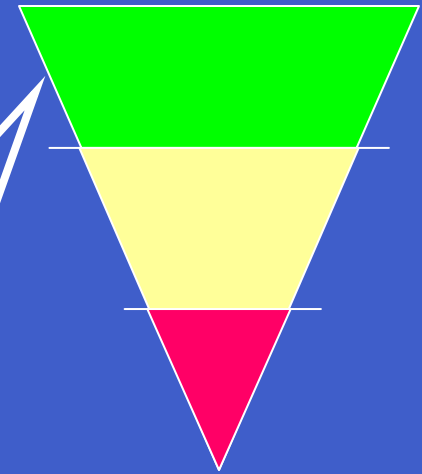
# Organizing Intervention Within Three Tiers

Tier I

Tier II

Tier III
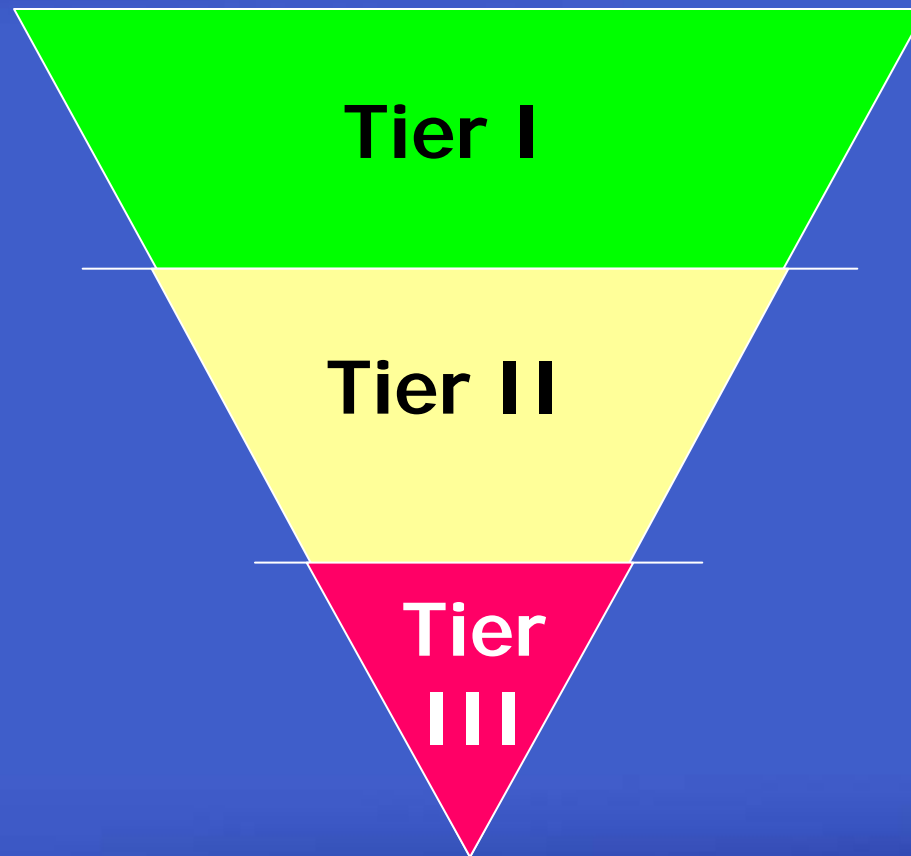
# Organizing Interventions by the Three Tiers

## Tier I: Low Risk/Established

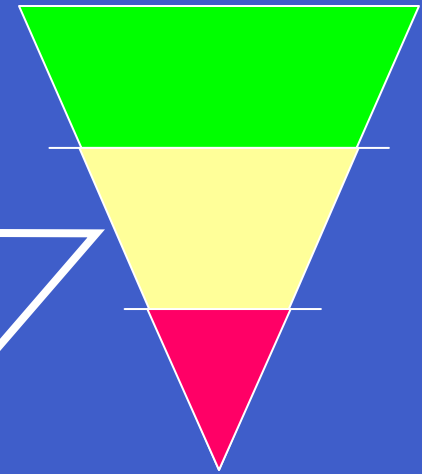- *Time:* Minimum 90 minute literacy instruction

- *Instruction:* 5 elements of beginning reading

- *Intensity:* Whole class, flexible groups

# Organizing Interventions by the Three Tiers

**Tier II:** Some Risk/Emerging

- *Time:* Additional 20-30 minutes per day

- *Instruction:* Explicit focus on target skills

- *Intensity:* Small groups (3-5 Students)

# Organizing Interventions by the Three Tiers

**Tier III:** At Risk/Deficit

- *Time:* Additional 60 minutes per day

- *Instruction:* Intensive, strategic and explicit
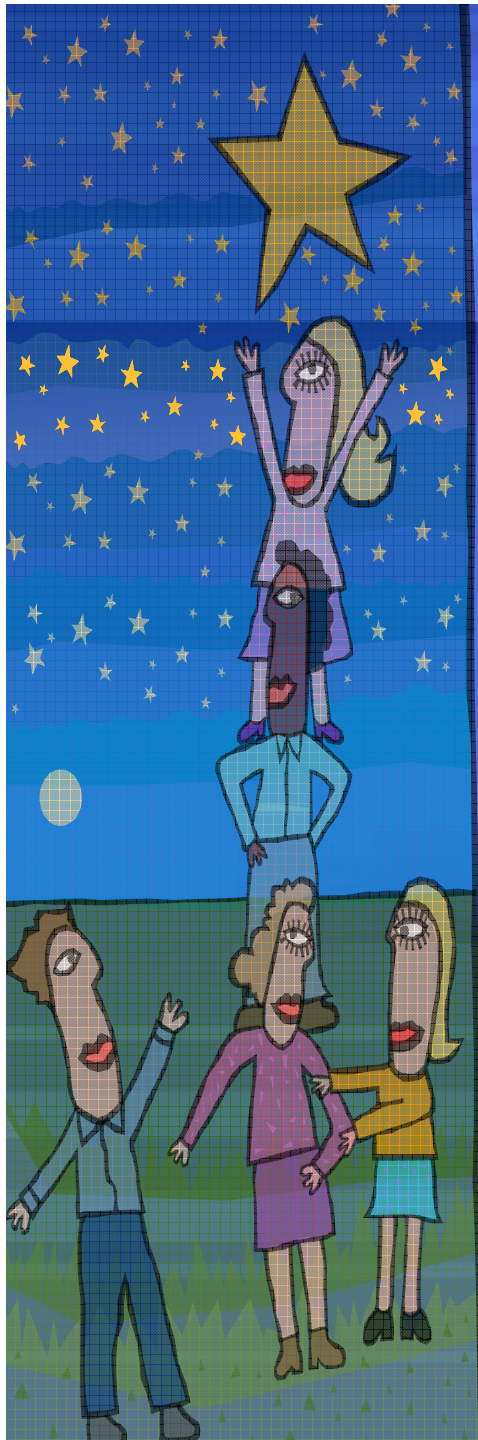
- *Intensity:* Maximum of 3 in a group
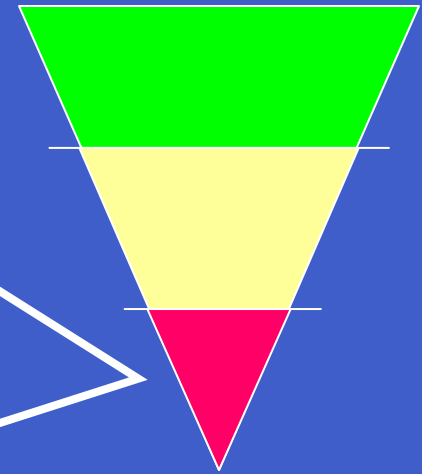
# Intervention is…

*Instruction that enables struggling readers to make rapid progress and read as well as or better than their peers not struggling in reading.*

Ann Duffy (2001)

# How Does Assessment Guide Intervention?

# Results: The Key to Continuous School Improvement

*Data helps us to monitor and assess performance. Just as goals are an essential element of success, so data are an essential piece of working towards goals.*

Mike Schmoker (1999)

# CRF Assessment– Instruction Model
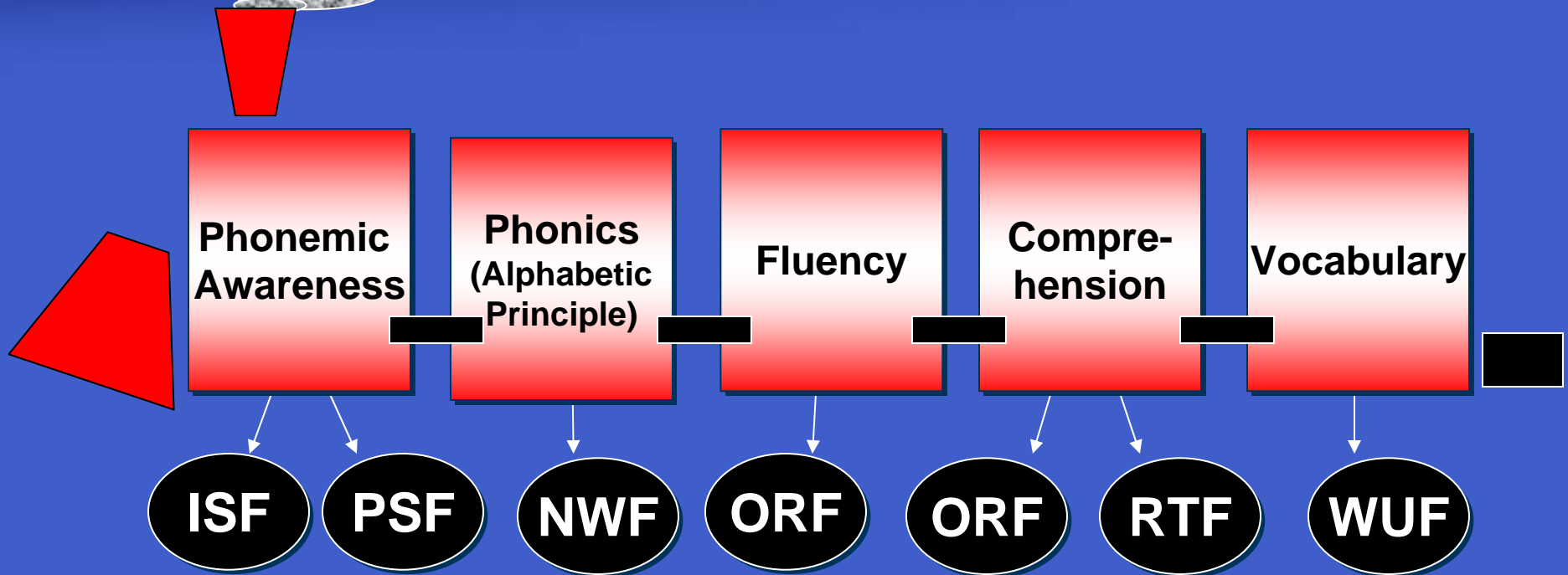
# How Does DIBELS Help?

- Provides brief assessment of critical areas that are predictive for learning to read

- Is valid and reliable

- Has 20 opportunities to monitor progress in each area assessed (except LNF)

- Assesses the five components

# Big Ideas Drive the Train

| Phonemic Awareness | Phonics (Alphabetic Principle) | Fluency | Compre-hension | Vocabulary |

**ISF**  **PSF**  **NWF**  **ORF**  **ORF**  **RTF**  **WUF**

Letter Name Fluency (LNF): Risk Indicator

# DIBELS: Basic Rationale

- Data is very predictive of whether children will be reading on grade level by third grade.
  - **Kindergarten:** Phonemic awareness, letter knowledge, vocabulary
  - **1st Grade:** Phonemic awareness, phonemic decoding, vocabulary, reading fluency, comprehension
  - **2nd/3rd Grade:** Vocabulary, reading fluency, comprehension

# 3 Tier Model and DIBELS

| | Assessments | Purpose | Frequency |
|---|---|---|---|
| All Students | PA, P, V, C, F | Screening | Beginning of the year |
| Tier 1 (Established Benchmark) | Ongoing daily informal checks | Progress monitoring | 3 times/year |
| Tier 2 (Emerging Strategic) | Areas of concern | Progress monitoring Diagnostic | Every 2 to 4 weeks |
| Tier 3 (Deficit Intensive) | Areas of concern | Progress monitoring Diagnostic | Every 1 to 2 weeks |

# DIBELS Benchmark Scores and Instructional Focus

| | Kindergarten | | | First Grade | | | Second Grade | | | Third Grade | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | W | Sp | F | W | Sp | F | W | Sp | F | W | Sp |
| **ISF** | | 25 | | | | | | | | | | |
| **PSF** | | | 35 | 35 | →→→ →→→ | →→→ →→→ | | | | | | |
| **NWF** | | | | | 50 | →→→ →→→ | →→→ →→→ | | | | | |
| **ORF** | | | | | | 40 | | | 90 | | | 110 |
| **LNF** | | | | | | | | | | | | |

# Reflection #2

Take a minute to think about and then write down:

– One point about your practice that has been validated

– One new learning

– One outstanding question
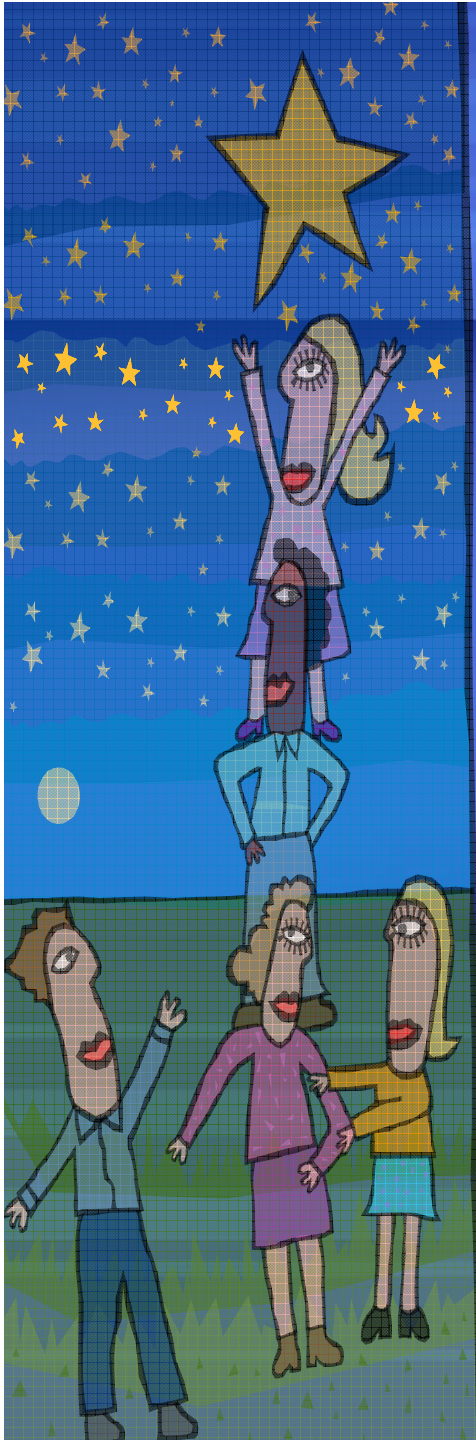
# How Do You Plan an Intervention?

# Effective Intervention Design

**Intensity**

**Time**

**Intervention**

**Instruction**

# Essential Considerations:

- **Time:** How much?  How frequently?  When?

- **Intensity (Grouping):** How many?  What will the makeup of students be?

- **Instruction:** What instructional needs will be targeted?

# Research Findings to Guide Intervention Instruction

- Instruction must be more focused, explicit and systematic

- Include word identification strategies and reading fluency practice with connected text

- Provide ample opportunities for guided practice, appropriate levels of scaffolding and responsive feedback

Foorman and Toregson (2001)

# Research Findings to Guide Intervention Instruction (cont.)

- Teach with small teacher/student ratios: 1/1 - 1/5 (as appropriate)

- Teach intensively (1 hr per day with a variety of aligned and coherent strategies)

- Double dose, if possible

Foorman and Toregson (2001)

# 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*
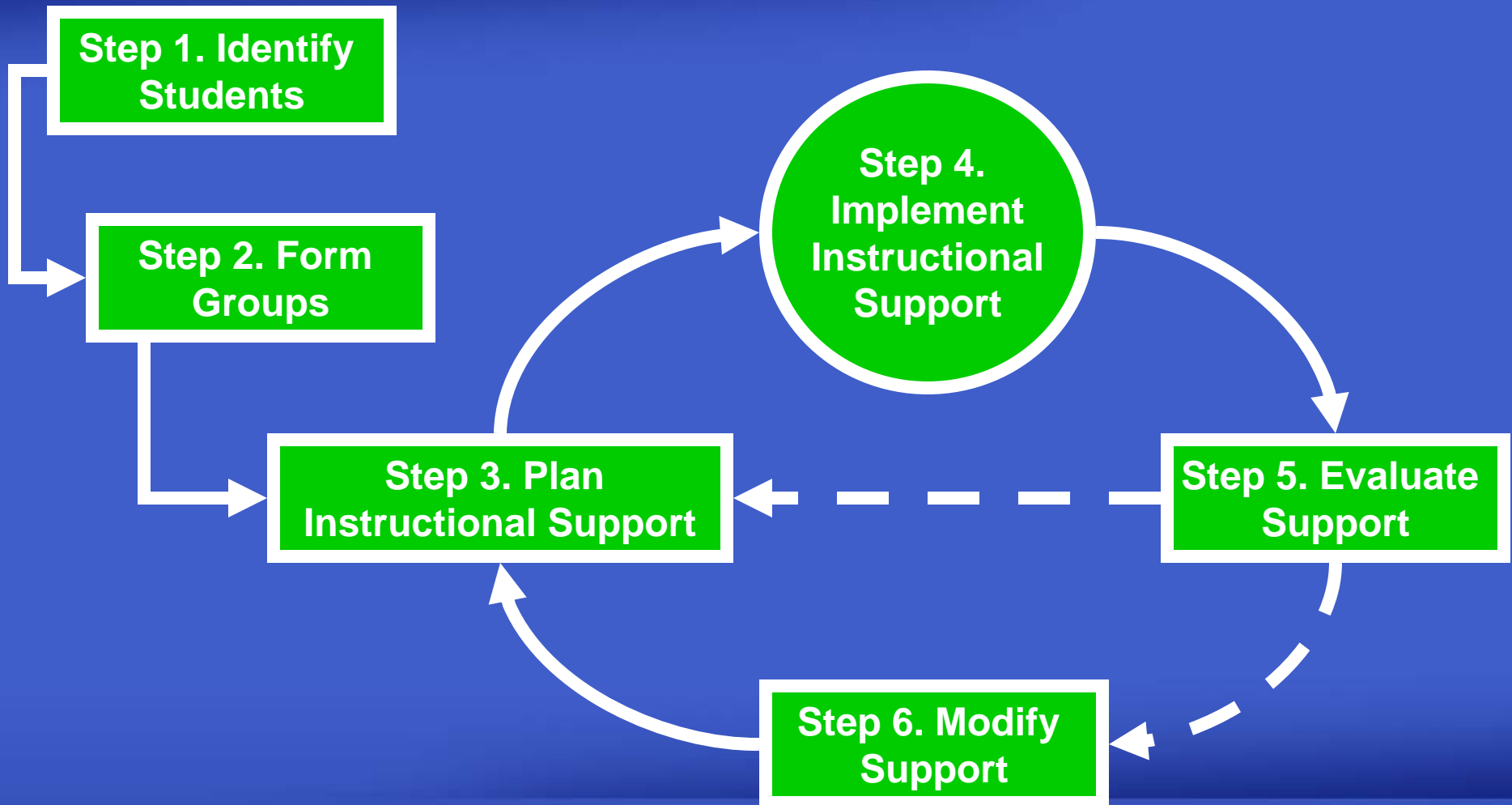
**Increasing Intensity**
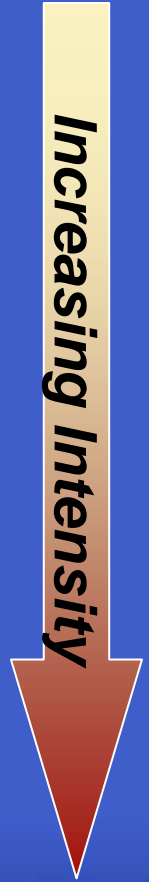
# Wave Your Magic Wand….

- All but a small number of children can learn to read.

- There is no magical curriculum or program that is effective for all students.

- The magic is in the system of supports that matches supports with the specific needs of each child.
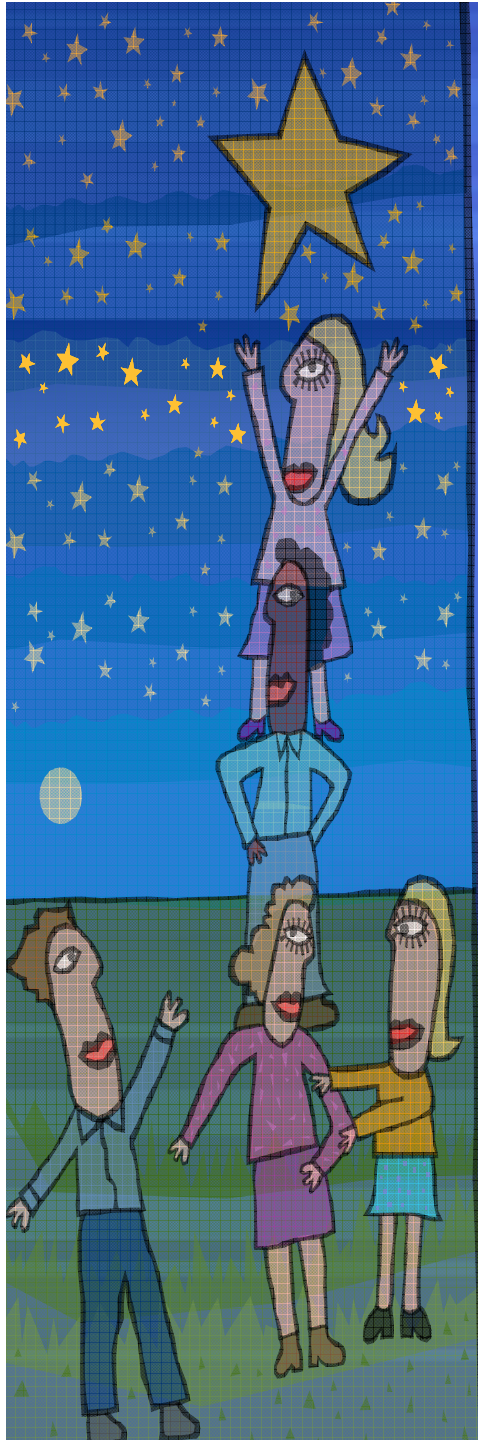
# What is an Intervention Cycle?

# What is an Intervention Cycle?

**Step 1. Identify Students**

**Step 2. Form Groups**

**Step 3. Plan Instructional Support**

**Step 4. Implement Instructional Support**

**Step 5. Evaluate Support**

**Step 6. Modify Support**

# Intervention Cycle:
# Step 1. Identify Students

- Collect and analyze student data

- Identify needs based on:
  - Formal assessments (i.e., DIBELS)
  - Student's response to instruction as measured by observation and ongoing informal assessments

# Intervention Cycle:
# Step 2. Form Groups

- Identify the student's greatest instructional need
- Group with other students who have similar instructional needs
- Form groups based on level of need
  - Intensive
  - Strategic
  - Benchmark
  - Advanced

# A note about benchmark….

- Benchmark is not average.

- Benchmark is:
  - The lowest score that a student can achieve and still have the odds in their favor that they will become proficient readers
  - Students at benchmark still need monitoring

# Intervention Cycle:
# Step 3. Plan Instructional Support

- Plan intervention, including:
  - Time
  - Intensity
  - Instruction
- How much time?
- How big is the group?
- What is the focus of instruction?

# *Intervention Cycle:*
# *Step 4. Implement Instructional Support*

- What skills should we teach?
  - Low ISF + PSF = Teach Phonemic Awareness
  - Low NWF = Teach Alphabetic Principle
  - Low ORF = Teach accuracy and fluency with connected text
  - Low ORF + RTF = Teach Comprehension
  - Low WUF = Teach Vocabulary

# Intervention Cycle:
# Step 5. Evaluate Intervention Support

- Set up a progress monitoring schedule to guide the intervention findings
- Ask yourself:
  - Are we getting the student(s) on the right trajectory?
  - What is our goal(s) and how are we doing?
  - Is the course of action working?  If not, then what?
  - When is increased support needed?

# Intervention Cycle:
# Step 6. Modify Intervention

If a student is not demonstrating growth in the targeted skill(s):

– Modify intervention, including:

- Time and frequency

- Intensity of group size

- Instruction and use of curriculum materials

– Consider additional professional development to assist you in your intervention practice

# Build a Dynamic Assessment-Intervention Feedback Loop

Good interventions…

– Are identified by their outcomes

– Are individualized

– Integrate assessment

# Group Activity: Mingle, Mingle

You Do it!

# Group Activity: Mingle, Mingle

- What are the three intermediate teacher performance benchmarks?

- How is Tier I organized by time, instruction and intensity?

- How is Tier II organized by time, instruction and intensity?

- How is Tier III organized by time, instruction and intensity?

# Changing a Life Forever

*When classroom instruction is not enough…. strategically plan to do more!*
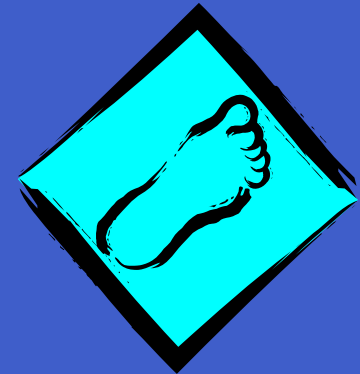
*Each step forward gives us the chance to change a life in a positive direction!*
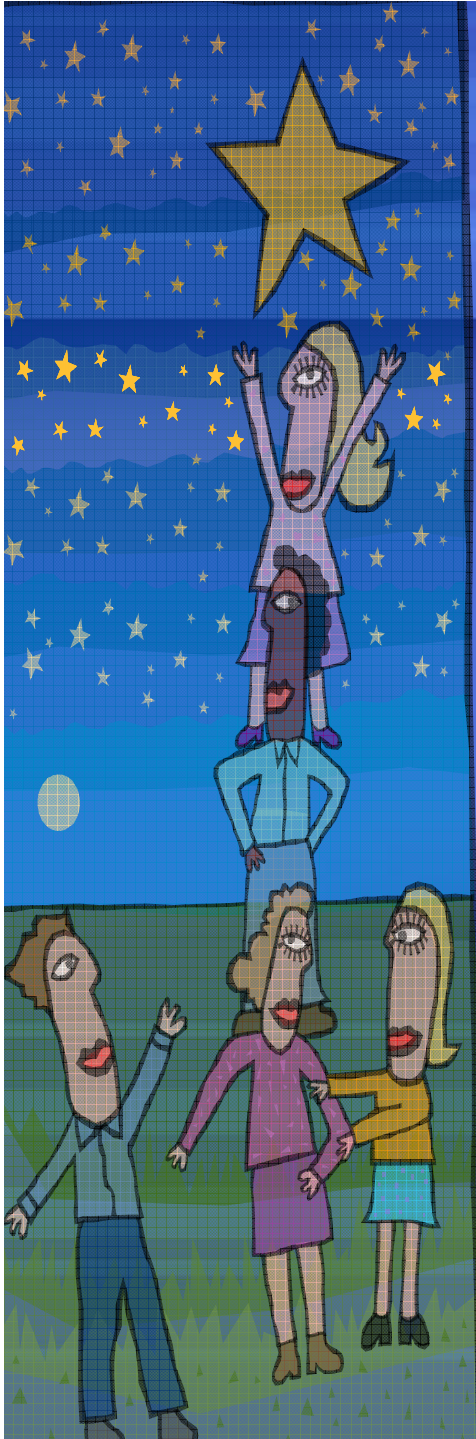
How do you Establish an Intervention Reading Routine?

# Creating an Intervention Reading Routine

**Element 1:** Oral Language Connection

**Element 2:** Brief Review and Practice
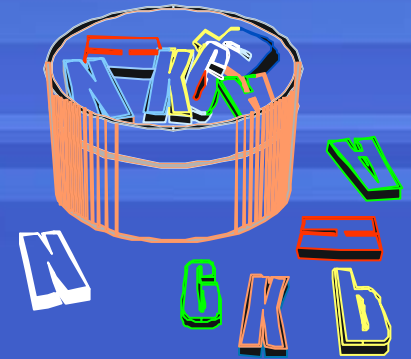
**Element 3:** New Concept and Practice

**Element 4:** Writing Connection

**Element 5:** Fluency for Automaticity

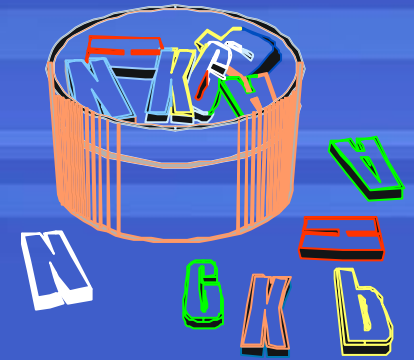**Element 6:** Fluency with Connected Text

# Intervention Routine:
# Element 1. Oral Language Connection

- Specific word instruction should be incorporated into each intervention!

- Practice skills at the oral level, when possible

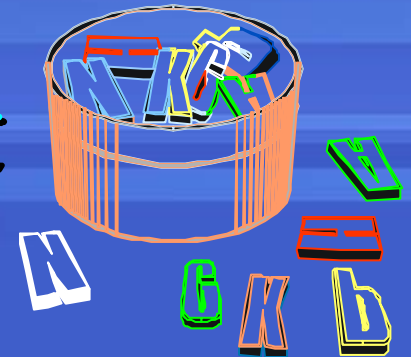- Listening, speaking, retelling, questioning, using vocabulary

# Intervention Routine:
# Element 2. Brief Review and Practice

- Plan opportunities for review and practice.

- Include opportunities for cumulative review of skills previously taught but not mastered.

*Intervention Routine:*
# Element 3. New Concept and Practice

- Teach a new skill or continue reviewing previously taught concepts or skills not mastered

- Give opportunities for practice of the new skills

*Intervention Routine:*

# Element 4. Writing Connection
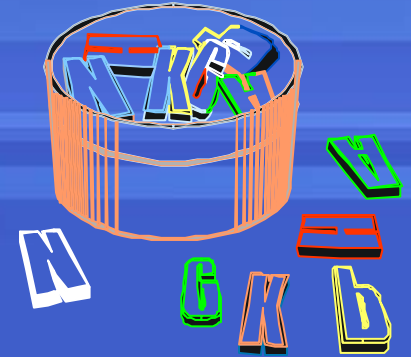
- LNF = practice writing letters taught

- ISF  = write the first sound

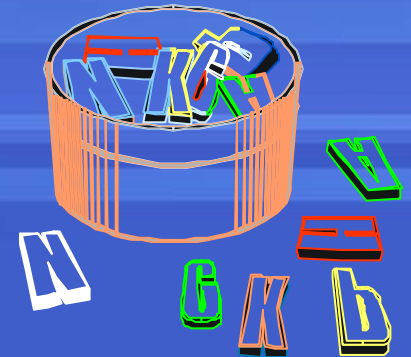- PSF = writing in sound boxes, phoneme/grapheme mapping

## Intervention Routine:
## Element 4. Writing Connection (cont.)
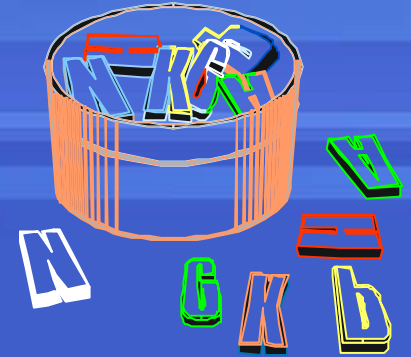
- NWF = writing in sound boxes, slow word and sentence dictation

- ORF + NWF = writing intervention, if needed, i.e. writing high frequency words.

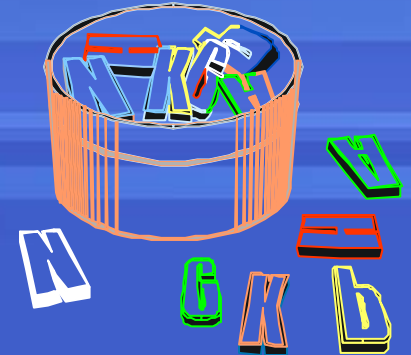- WUF = writing activities to grow vocabulary

## Intervention Routine:
## Element 5. Fluency for Automaticity

- Speed drills to practice the new skill taught

- Speed drills reinforce previously taught skills and help them to become automatic

# Intervention Routine:
# Element 6. Fluency with Connected Text

Decodable ➡ Less controlled

- Practice reading text connected with new skill and reinforce prior skills.

- Throughout early reading instruction children should be encouraged to read connected texts and should be read to often!
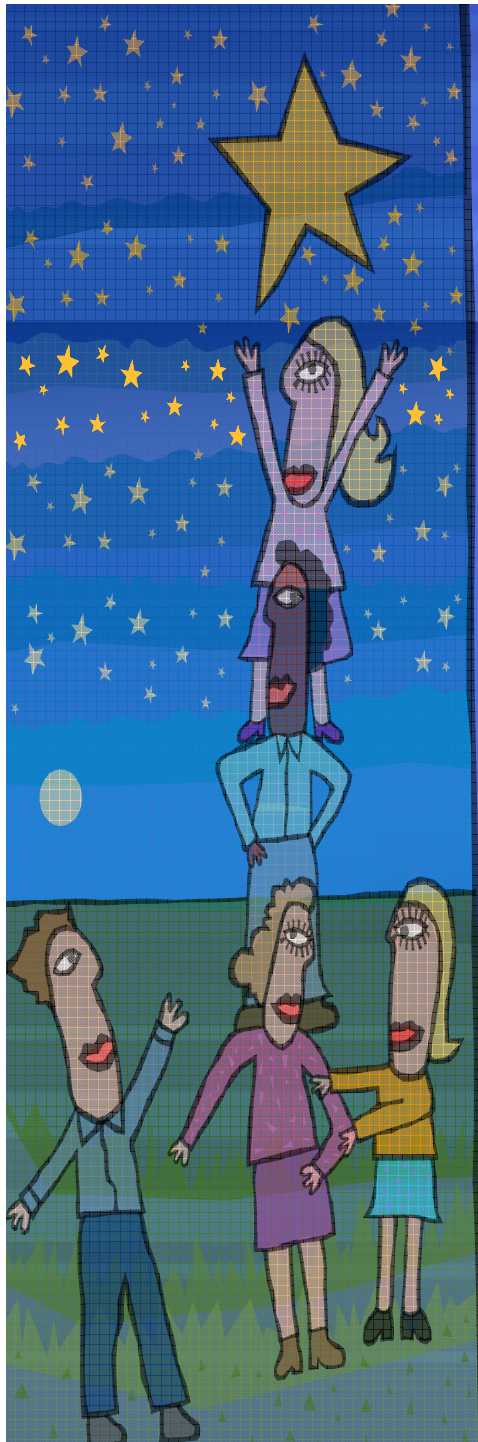
# Creating an Intervention Kit
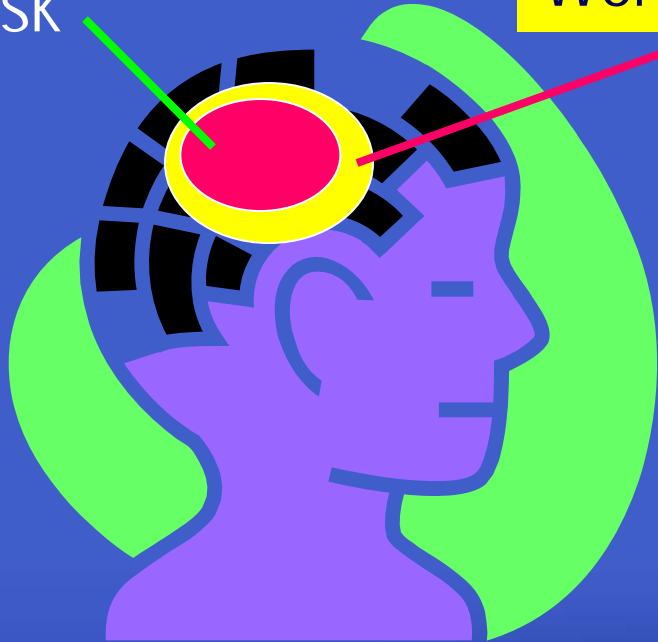
# The Intervention Kits

The intervention kits contain:

– Strategies and activities which are powerful and efficient

– Strategies which supply opportunities for repeated practice to lead to automaticity
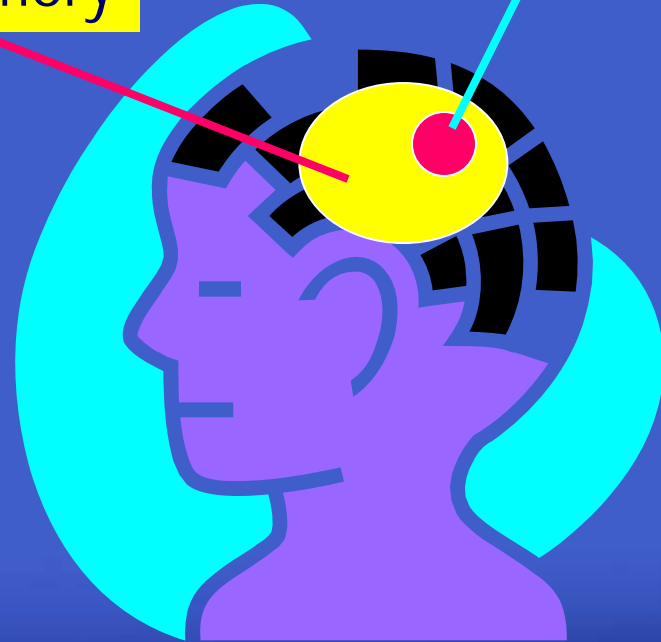
# The Intervention Kits

- **Phonemic Awareness Intervention Kit**
  - If Initial Sound Fluency or Phoneme Segmentation Fluency is weak

- **Phonics** (Alphabetic Principle) **Intervention Kit**
  - If Letter Naming Fluency, Nonsense Word Fluency or Oral Reading Fluency is weak

- **Oral Language Intervention Kit**
  - If Oral Reading Fluency, Retell Fluency or Word Use Fluency is weak

# What is in the Phonemic Awareness Intervention Kit?

Koosh Ball

Baggie of Counters

Slinky

Sound box sheet

Magnet and circles

Mirrors

Bag of realia

Say it and move it card

Whisper Phone

Plastic alphabet letters

Alphabet mat

Alphabet cards/
   Picture Library

Expo Marker / Sock
   (wipes)

# The Phonemic Awareness Intervention Kit

Routine Element 1: Oral Language Connection

Work at the oral level to increase phonemic awareness:

- – Using pictures, realia and oral word play have students listen to words, tap them out
- – Listen in order to identify beginning, ending or medial sounds.

# The Phonemic Awareness Intervention Kit

Using markers or sound boxes have students use a marker to mark the sounds they are hearing.
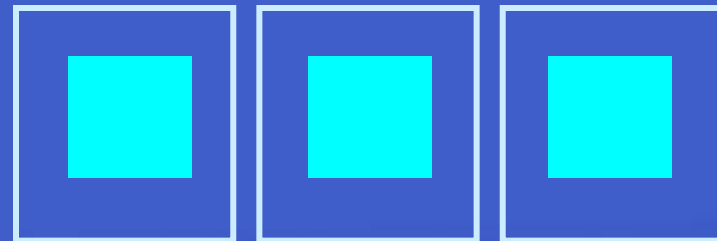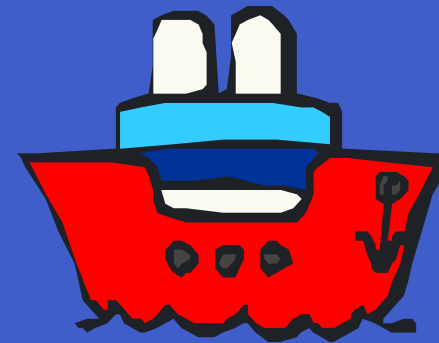
# The Phonemic Awareness Intervention Kit

## Routine Element 3: New Concept and Practice

Oral Word Play: Using a ball have students play the Beginning and Ending game involving segmentation and blending.

Example:

– First person says "tap"

– Next person says a word that starts with the last sound in tap = /p/, such as "pan"

– Next person says a word that starts with /n/, such as "nail "

# The Phonemic Awareness Intervention Kit

Using sound boxes, ask students to move the markers into one set of boxes and then write the sounds that go with the word in the bottom.

| | | |
|---|---|---|
| | | |

| | | |
|---|---|---|
| m | a | p |
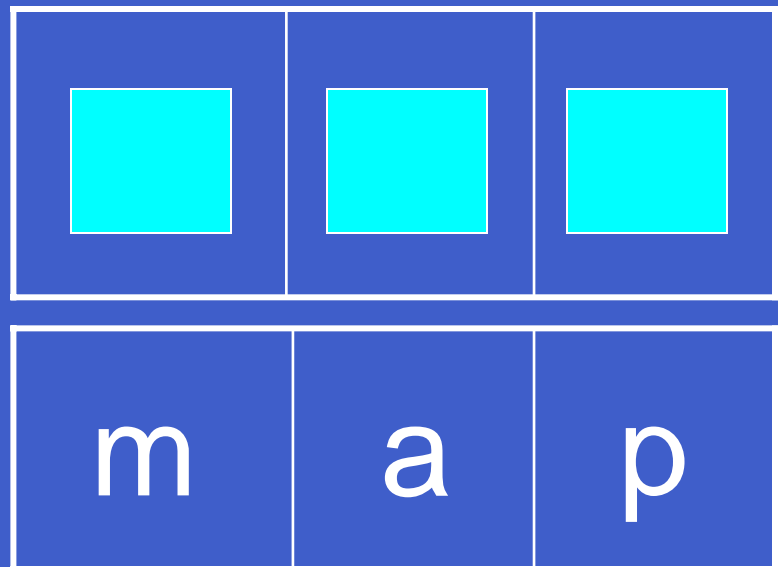
# What is in the Phonics Intervention Kit?

- Koosh ball
- Timer
- Bag of realia
- Alphabet cards (Picture Library)
- Phoneme /Grapheme Boxes
- Examples of sound boxes

- Plastic alphabet letters
- Alphabet mat
- Stamp collector mat
- Cut up alphabet letters for mat
- White boards, Expo markers, sock (wipes)
- Blank index cards

# What is in the Phonics Intervention Kit? (cont.)

- Syllable cards for syllable tracking
- Speed Drills: for Letter Knowledge and Phonics Features
- Blank notebook: sentence dictation; journaling
- Fry Instant Phrases and Short Sentences

- Sticky notes or cut up paper for Making Words activities
- Dice and flash cards (index cards) for phonics games
- Blank BINGO game
- Sight word lists
- Word family lists
- Morpheme list

# The Phonics Intervention Lesson

Routine Element 2: Brief Review and Practice

- Review: /a/ /i/

- Use ABC letters, make the following words:
  - *map, tap, tip, rip, rap, rat, bat, bit*

# The Phonics Intervention Lesson

- Short sound of /o/, as in octopus, or the key word from your core program
- I can make words with /o/
- Let's touch and say: mop/ hop/ top/
- Use ABC letters make words
  - hot, pot, cot
  - mom, mop, pop, top, stop
- Reading words:
  - rock, sock, sick, rot, pot, spot

# The Phonics Intervention Lesson

Routine Element 4: Writing Connection

- Tap out the word first
  - pot, mop, map, tap, top, tip
- Write the following sentence (oral, repeat, write): *I can tap the hot pot.*
- Code the sentence
  - Circle the words with the /o/
  - Put a square around the words with /a/
  - Put a triangle around the sight words.

# The Phonics Intervention Lesson

Routine Element 5: Fluency for Automaticity

Routine Element 4: Writing Connection

- High Frequency Words
- Read the following: *the, and, said, that, play*
- Let's write: *Pat said that the cat and the dog can play.*

# The Phonics Intervention Lesson

Routine Element 5: Fluency for Automaticity

| mop | map | tap | tip |
|-----|-----|-----|-----|
| top | mop | hop | hip |
| mom | mop | mat | not |
| mat | hit | bat | hot |

# Additional Examples of Patterned Word Lists

| | | | | |
|------|------|------|------|------|
| bob  | hot  | cop  | job  | rob  |
| hop  | cop  | job  | hot  | rob  |
| bob  | cop  | hot  | hop  | cop  |
| bob  | rob  | job  | hot  | cop  |
|      |      |      |      |      |
| pal  | pale | pan  | pane | cap  |
| cape | pal  | pale | pan  | pane |
| cap  | cape | pal  | pale | pan  |
| pane | cap  | cape | pan  | pane |

# The Phonics Intervention Lesson

- Read from decodable text with sounds that have been mastered

- Example:

  Matt and Pat like to hop. The pals tap on the top of the pot. The popcorn is hot. The popcorn can pop and pop. We can eat it. Yum!

# What is in the Oral Language Intervention Kit?

**Word Recognition Level**

- Timer
- Speed Drills: Word level specific to story
- Phrases and sentences for timed readings
- Post-it notes; index cards to highlight key concepts
- Phrase-cued text reading

# What is in the Oral Language Intervention Kit? (cont.)

**Vocabulary/Comprehension Level**

- Bag of realia; Picture Library
- Text for oral reading/rereading for fluency, generating oral retells
- Sharing Hand Planning Guide
- PBS Comprehension Card
- Quick Reads Instructional Routine Card
- Visualizing-verbalizing short stories
- Journals for reading responses
- Chart for graphing time and accuracy
- Quick Flip Questioning Stems
- 2 Dice: "Wh" question words; parts of speech

# The Oral Language Intervention Lesson

Routine Element 1: Oral Language Connection

Routine Element 2: Brief Review and Practice

Routine Element 3: New Concept and Practice

- Listen to short reads and practice retelling at the oral level
- On different days, practice questioning and/or find specific information within the story

# The Oral Language Intervention Lesson

## Routine Element 5: Fluency for Automaticity

Practice high frequency words to work toward automaticity
- New words: because, friend, play
- Ongoing practice words: there, where, said
- Read the words
- Speed drill with key words

| because | friend | play | friend |
|---------|--------|------|--------|
| play | said | there | where |
| because | friend | because | there |
| play | there | where | because |

# The Oral Language Intervention Lesson

Routine Element 1: Oral Language Connection

Routine Element 2: Brief Review and Practice

Routine Element 3: New Concept and Practice

- Vocabulary building activities related to short reads
- Multiple meaning activity:
  - Find different meanings for the word draw
  - Choose 2 including the one from the story and make a quick sketch of them (draw them!)

# The Oral Language Intervention Lesson

Routine Element 6: Fluency with Connected Text

Routine Element 1: Oral Language Connection

- Practice reading short reads and retelling
- On different days, practice questioning and/or specific information within the story

# The Oral Language Intervention Lesson

Routine Element 5: Fluency for Automaticity

Routine Element 6: Fluency with Connected Text

- Timed practice of short reads
- Chart progress
- Suggestions:
  - Great Leaps
  - Quick Reads
  - Read Naturally
  - Elements of Reading Fluency

# Practicing with the Kits

1. With your grade level group, choose a kit and bring it to your table.

2. First read through the sample lesson plan.

3. As a group work through the different strategies using the sampler of activities.

4. Spend time processing the various strategies.

5. After 20 minutes, choose a new kit and repeat these steps until you have worked with all three kits.

6. As a group, generate 1 to 2 positive connections for each kit that you could take back and use with your students.

# Planning Intervention: Making it Happen

You Do it!

Brainstorm and plan how to make intervention happen for your class.

# Final Thoughts…



*If you want to see it, <u>teach it</u>!*

*If you teach it, <u>assess it</u>!*

*If you assess it, <u>use it to guide instruction</u>!*

*Assess again to see if <u>instruction was effective</u>!*