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Dyslexia Professional Learning Series

Early Intervention and Instructional Approaches in Reading:

Tiers 2 & 3

March 26, 2021

Sarah Sayko

Photo is for illustrative purposes only.
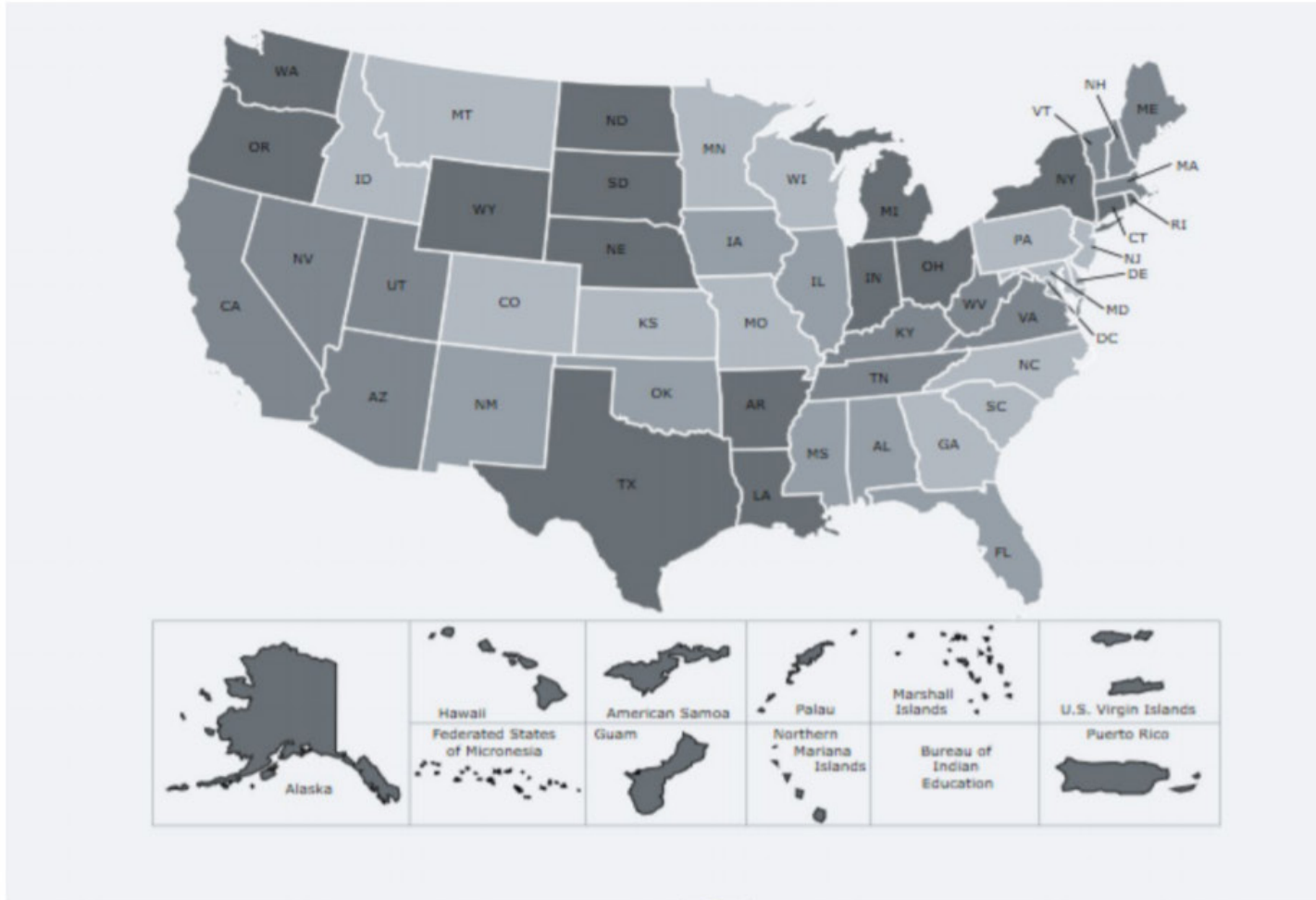Any person depicted in the photo is a model.

Region 8 CC States

2019-2024 Comprehensive Centers

Data-based Decision Methods for Planning and Implementing Intensification Practices

Types of Reading Difficulties

Like the Simple View of Reading, this is a simple model, and each learner has individualized needs educators must address through assessment and instruction.

Language Comprehension

Word Reading	Strong	Weak
Strong	Typical Reader	Language Difficulties
Weak	Phonological Difficulties	Mixed Reading Difficulty

Figure 12. Types of reading difficulties organized under the Simple View of Reading (Adapted from Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, Kilpatrick, 2015)

Why Is Early Intervention So Important for Children with Dyslexia?

Why Is Early Intervention So Important for Children With Dyslexia?

Early intervention is very important because in many instances with _effective instruction_ we can prevent dyslexia. It includes _early screening_ because in order to identify children who are at risk, we need to identify them early and introduce effective instruction at a time when we can really optimize a child's _access to print_. It is much better to intervene earlier than to wait until the child actually fails because remediation is demonstrably less effective. In one recent study by Maureen Lovett, for example, she found that outcomes were almost _twice_ as good if they were delivered in _first or second grade_ rather than in _third grade_. We understand a lot about why that happens. In order to learn to read, because it's an acquired skill, you have to give the brain an opportunity to learn about the relationship between what words look like and what words sound like. Ultimately, we want people to read at the _whole word level_. We want them to be lexical readers so they recognize the whole word based on the statistical properties of the letter. To do that, you have to access print early and you have to develop considerable _exposure_ to print and that allows the brain to program the systems that are needed for automatic reading. If you don't get early intervention, and you wait to fail, or if you get early intervention and you still struggle, those systems don't develop well and it's very difficult to get the exposure needed to make those brain systems work. What actually happens inside schools is that children are identified relatively late in their development. I think in special education, for example, the average age of identification is _10 years old_ and many children are identified even later than that. It's just the opposite of what we should be doing. We should be identifying children with reading and behavior problems as early as possible to prevent the cumulative problems that emerge as some of the ancillary difficulties, such as _anxiety_. One of the key attributes of children who don't respond adequately to reading instruction is the development of anxiety.

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Data-based Decision Methods for Planning and Implementing Intensification Practices

We can intensify instruction **ACROSS** tiers of support.

The primary purpose of :

» *Differentiating* reading instruction during core instruction (Tier 1)

» Implementing *supplemental* reading interventions (Tier 2)

» Implementing *intensive* reading interventions (Tier 3)

is to accelerate reading achievement.

"Intervention is only effective to accelerate learning when your core instruction is extremely sound...you can't intervene your way out of poor core instruction."

-Jack Cunningham, North Elementary Principal, East Liverpool Schools

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Data-based Decision Methods for Planning and Implementing Intensification Practices

Steps in DBI Process for Interventions:

1: Validated Intervention Program

2: Progress Monitor

3: Diagnostic Data
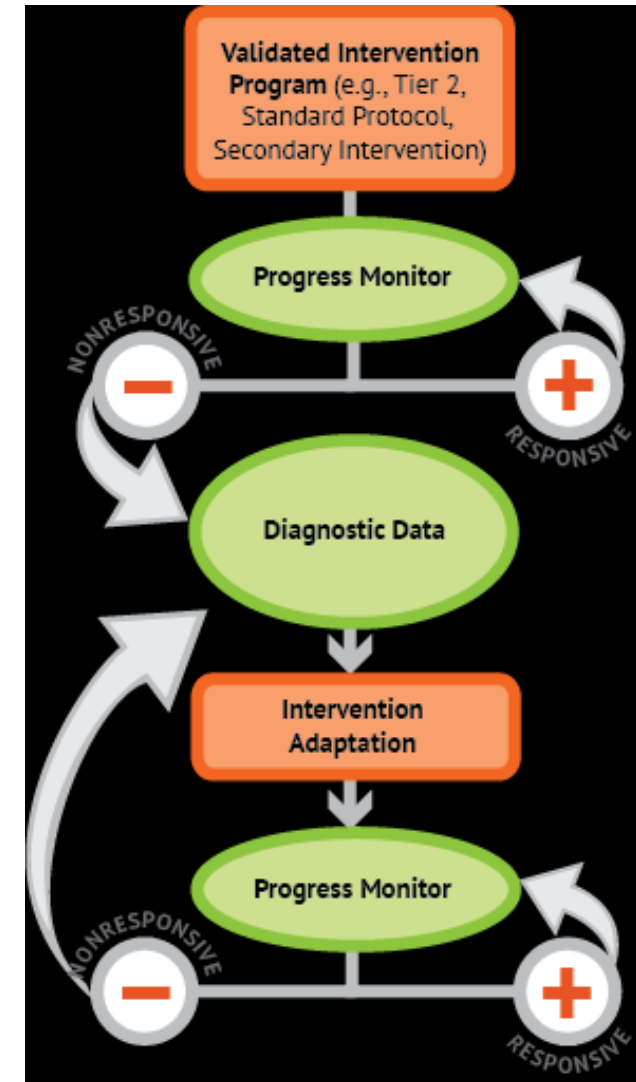
4: Intervention Adaptation

5: Progress Monitor

Key Points of DBI:

It is a validated process.

It is an ongoing process.

It is often domain-specific.

It is likely needed over a sustained period of time.

Data-based Decision Methods for Planning and Implementing Intensification Practices

» Review the Data-based Individualization (DBI) Process Questions & Considerations handout in your group.

» Identify the steps that are sticking points for schools and explain why.

» What are the implications for our state and regional technical assistance and support?

» Be prepared to share out.

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Breakout Room Discussions

Categories of Practice for Intensifying Interventions

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Characteristics of Interventions with Highly Successful Outcomes

>> Inclusion of advanced phonemic awareness activities (e.g., deletion, substitution)

>> Phonics instruction and reinforcement

>> Opportunities to read connected text

Kilpatrick, (2015)

Categories of Practice for Intensifying Interventions

Change Intervention Dosage or Time

Change the Learning Environment to Promote Attention and Engagement

Combine Cognitive Processing Strategies with Academic Learning

Modify Instructional Delivery

Vaughn, Wanzek, Murray, Roberts, (2012)

Categories of Practice for Intensifying Interventions

National Center on **INTENSIVE INTERVENTION** at American Institutes for Research ■

Taxonomy of Intervention Intensity

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress-monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

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Categories of Practice for Intensifying Interventions

>> How does the new learning (insights) on evidence-based intensification practices relate to your previous knowledge and practice?

>> What is an action you have taken/could take to support implementation of evidence-based practices in intensification?

>> Are there implications for our State and Regional Leadership Systems?

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Breakout Room Discussions

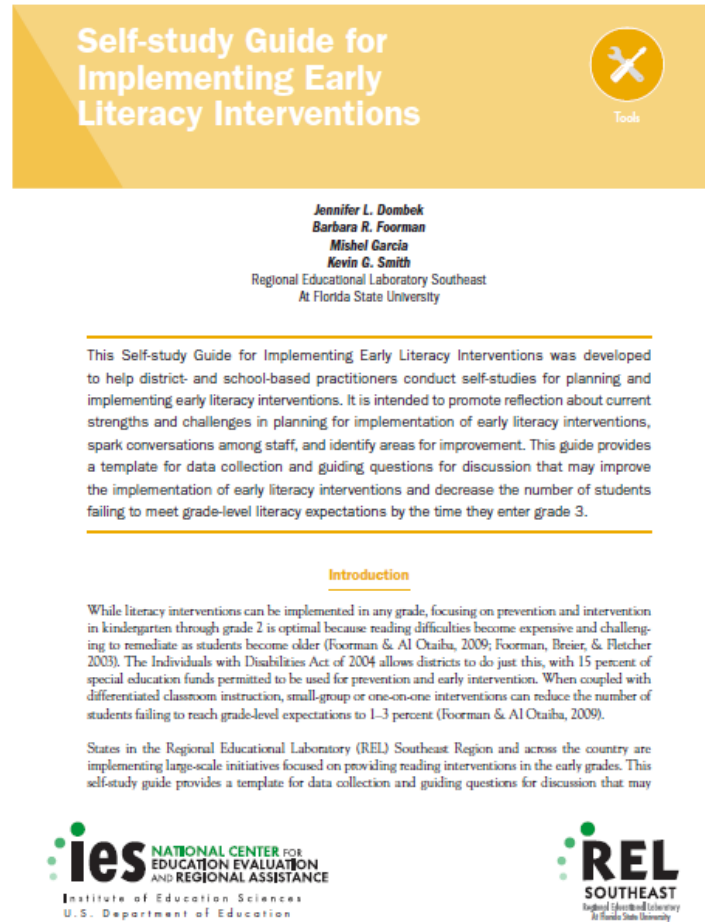# Resources for Implementation

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Self-study Guide for Implementing Early Literacy Interventions

Helps districts & schools conduct self-studies for planning and implementing early literacy interventions

Promotes reflection about current strengths & challenges in planning for implementation of early literacy interventions
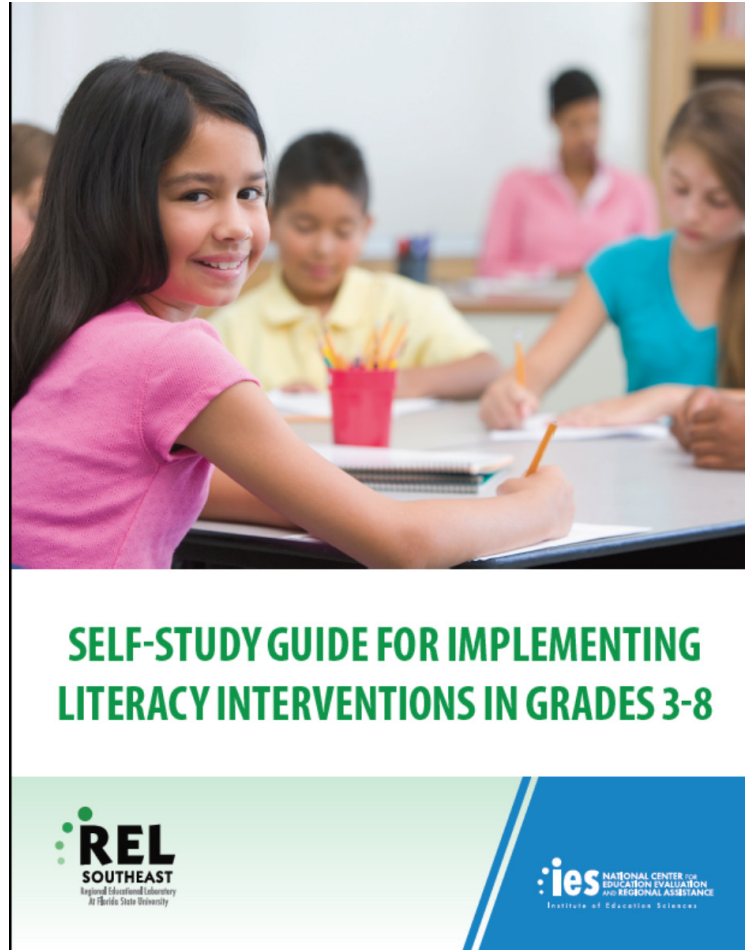
Facilitates identification of areas for improvement

Provides a template for data collection & guiding questions for discussion

Self-study Guide for Implementing Early Literacy Interventions

Jennifer L. Dombek
Barbara R. Foorman
Mishel Garcia
Kevin G. Smith
Regional Educational Laboratory Southeast
At Florida State University

This Self-study Guide for Implementing Early Literacy Interventions was developed to help district- and school-based practitioners conduct self-studies for planning and implementing early literacy interventions. It is intended to promote reflection about current strengths and challenges in planning for implementation of early literacy interventions, spark conversations among staff, and identify areas for improvement. This guide provides a template for data collection and guiding questions for discussion that may improve the implementation of early literacy interventions and decrease the number of students failing to meet grade-level literacy expectations by the time they enter grade 3.

Introduction

While literacy interventions can be implemented in any grade, focusing on prevention and intervention in kindergarten through grade 2 is optimal because reading difficulties become expensive and challenging to remediate as students become older (Foorman & Al Otaiba, 2009; Foorman, Breier, & Fletcher 2003). The Individuals with Disabilities Act of 2004 allows districts to do just this, with 15 percent of special education funds permitted to be used for prevention and early intervention. When coupled with differentiated classroom instruction, small-group or one-on-one interventions can reduce the number of students failing to reach grade-level expectations to 1–3 percent (Foorman & Al Otaiba, 2009).

States in the Regional Educational Laboratory (REL) Southeast Region and across the country are implementing large-scale initiatives focused on providing reading interventions in the early grades. This self-study guide provides a template for data collection and guiding questions for discussion that may

Dombek, et al. (2016)

Self-study Guide for Implementing Literacy Interventions in Grades 3–8

Gather baseline information to use in developing an literacy intervention plan for literacy Interventions

Gather progress-monitoring information for continuous Improvement of literacy interventions

SELF-STUDY GUIDE FOR IMPLEMENTING LITERACY INTERVENTIONS IN GRADES 3-8

REL SOUTHEAST
Regional Educational Laboratory At Florida State University

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

Prioritize their needs as they Develop their implementation Plan for literacy interventions

Evaluate the implementation of literacy interventions

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Smith et al. (2016)

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NCII Training Modules

» Introduction to Intensive Intervention (self-paced)

» DBI Professional Learning Series

» Intensive Intervention in Reading Course Content

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Data-based Individualization (DBI) Implementation Interview

Collects relevant information to determine schools' level of data-based individualization (DBI) implementation

Use in combination with the DBI Implementation Rubric to identify strengths & challenges with implementation

Use information gathered formatively to help focus future efforts

Provides a 5-point rating scale and description of practices to assign a school rating

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

AIR IDEAs that Work
U.S. Office of Special Education Programs

DBI Implementation Interview

School: _____ District: _____ Date: _____

Content Areas (check): ☐ Reading ☐ Mathematics ☐ Behavior Grades (e.g., K–5): _____

Team Interviewed: _____ Facilitators: _____

Purpose:

The purpose of this interview is to provide a tool for collecting relevant information to determine schools' level of data-based individualization (DBI) implementation through interviews with school personnel and review of relevant materials. Information collected during the interview may be used in combination with the DBI Implementation Rubric to identify strengths and challenges with implementation. Information gathered during this process is intended to be used formatively by school teams and technical assistance providers to help focus future efforts and technical assistance supports.

Ratings:

The DBI Implementation Rubric provides a 5-point rating scale and descriptions of practices that would score a 1, 3, or 5. Interviewers (or teams conducting a self-assessment) may also assign the school a rating of 2 or 4 if the information collected suggests the school falls between the rubric descriptions. For example, if the school is performing at a level higher than the rubric describes for a 3 rating but not quite at the level described for a 5, the rating should be a 4 for that item.

This template supports separate ratings for reading, mathematics, and behavior; facilitators should prompt for information on each area as needed. Teams may choose to focus the interview only on the content area(s) in which they are currently implementing DBI. If a school is not implementing in a given area, facilitators may skip that column or select not applicable (N/A). For more global items that may not vary across areas, please enter the same rating in each of these three columns. To better support future planning, meeting facilitators should note strengths and weaknesses by area of implementation in the "Notes and Next Steps" column.

National Center on Intensive Intervention DBI Implementation Interview—1
4363_11/15

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NCII, (2015)

Data-based Individualization (DBI) Implementation Rubric

Supports monitoring of school-level implementation of DBI for students who need intensive intervention

Aligns with the essential components of DBI and the infrastructure necessary for successful implementation K-6
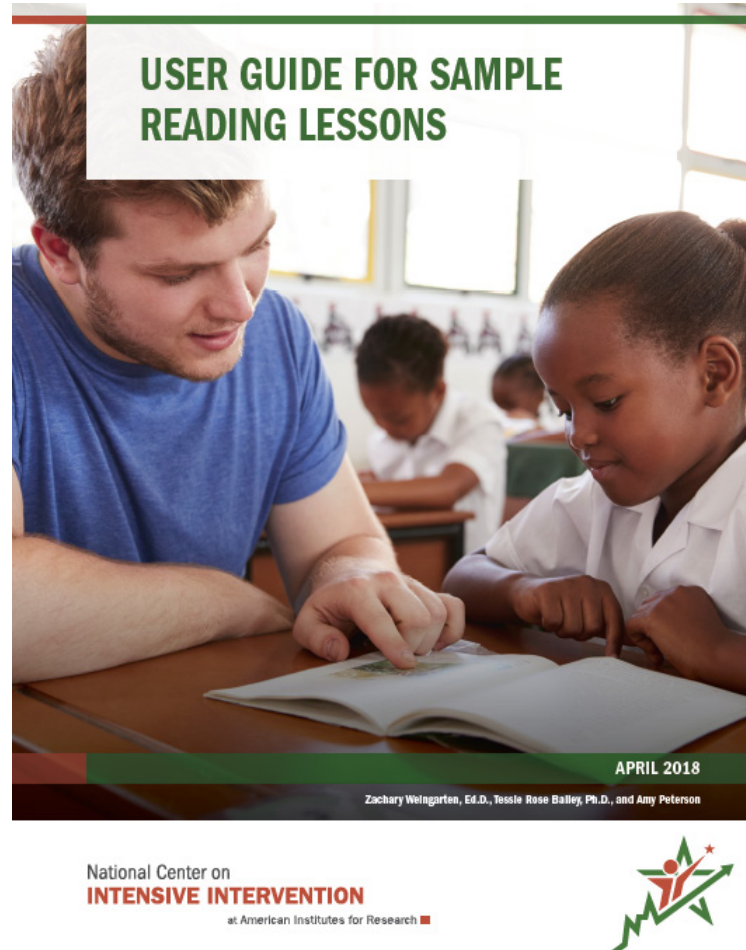
Describes levels of implementation on a 1-5 scale across DBI components

Accompanied by guided questions that may be used for a self-assessment or structured interview with schools

1. **System Features to Support DBI Readiness and Implementation**—Resources and organizational structures necessary to support implementation of the components of DBI in a unified system

Description of Measures for Components and Subcomponents	1 (Little or No Implementation)	3 (Partial or Inconsistent Implementation)	5 (Complete and Consistent Implementation)
(a) District Leadership	Decisions and actions by district leaders limit the feasibility or effectiveness of the essential components of the DBI framework at the school; there is lack of leadership support for DBI.	Decisions and actions by district leaders are partially or inconsistently supportive of the essential components of the DBI framework at the school; support for DBI implementation is not very evident.	Decisions and actions by district leaders proactively support the essential components of the DBI framework at the school and help make the DBI framework more effective; support for DBI implementation is a high priority.
(b) School Leadership	Decisions and actions by school leaders limit the feasibility or effectiveness of the essential components of the DBI framework at the school; there is lack of leadership support for DBI.	Decisions and actions by school leaders are partially or inconsistently supportive of the essential components of the DBI framework at the school; support for DBI implementation is not very evident.	Decisions and actions by school leaders proactively support the essential components of the DBI framework at the school and help make the DBI framework more effective; support for DBI implementation is a high priority.
(c) School Schedules	School schedules are not aligned to support multiple levels of intervention and high-quality instruction based on student need; inadequate time is available for interventions; schedules are inflexible and cannot support changes to student groupings.	School schedules are partially or inconsistently aligned to support multiple levels of intervention and high-quality instruction based on student need; some additional time is built in for interventions; schedules are somewhat flexible and can support some changes to student groupings.	School schedules are aligned to support multiple levels of intervention and high-quality instruction based on student need; adequate additional time is built in for interventions; schedules are flexible and can support changes to student groupings as needed.
(d) Resources	Resources (e.g., funds, programs, time available) are not allocated to support DBI implementation.	Resources (e.g., funds, programs, time available) are partially or inconsistently allocated to support DBI implementation.	Resources (e.g., funds, programs, time available) are adequately allocated to support DBI implementation.

National Center on Intensive Intervention   DBI Implementation Rubric—2

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User Guide for Sample Reading Lessons

Accompanies the sample reading lessons & activities on the NCII website

Use the lessons to supplement current instructional programs or interventions

USER GUIDE FOR SAMPLE READING LESSONS

APRIL 2018

Zachary Weingarten, Ed.D., Tessie Rose Bailey, Ph.D., and Amy Peterson

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Contains sections on the five components of reading and instructional principles of reading instruction intervention.

Contains sections on how to use the NCII reading lessons and additional resources

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NCII, (2018)

Additional NCII Resources for Continuity of Learning

>> [Using Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Educators](#)

>> [Using the NCII Lesson Plans in a Virtual Setting: Tips for Educators](#)

>> [Virtual Lesson Example: Supporting Students' Foundational Reading Skills](#)

Thank You!

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