

# Intervention Initiative

## Vocabulary & Messages



# Academic Intervention Services

- Beyond core curriculum
- Targeted and individualized
- Research validated instruction
- Multidisciplinary: Instructional, guidance, health
- Regular school day +
- Varied by frequency, intensity, and duration
- Addresses student needs in different content areas
- Not one size fits all

# National Reading Panel

- Phonemic Awareness
- Decoding
- Fluency: the ability to read quickly, accurately, and with proper expression
- Vocabulary
- Comprehension

# Intervention Tiers

- Tier 1
  - Good instruction within the classroom using differentiated instructional strategies to address the needs of all students, e.g., peer-assisted learning strategies (dyads created by pairing stronger student with a weaker student; partner reading)
- **Tier 2**
  - **Intensive services—delivered push-in, pull-out, small group or one-to-one—when Tier 1 is not enough to improve student progress, e.g., Wilson or Great Leaps.**
- Tier 3
  - Pre-referral to special education when Tier 2 services are not enough to improve student progress, e.g., psycho educational evaluation.

# Response to Intervention (RTI)

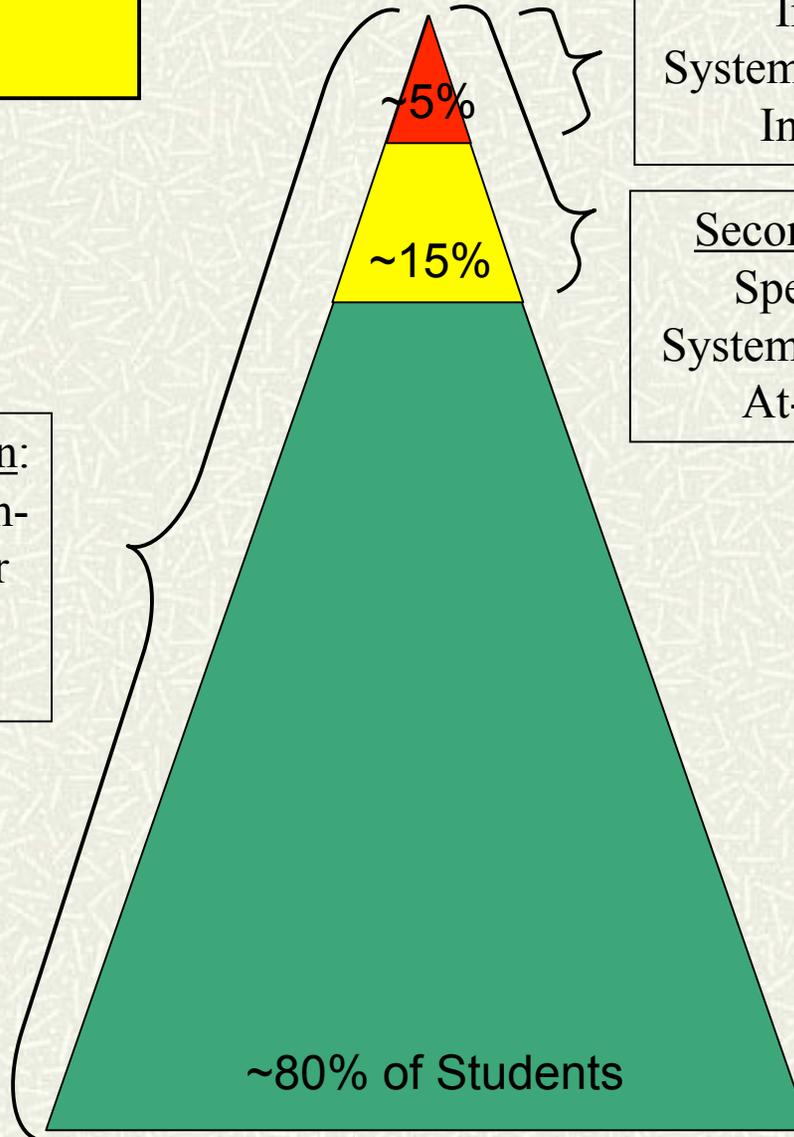
- Recommended approach to identifying students with learning disabilities vs. learning differences or difficulty; strong federal focus in newly reauthorized IDEA on RTI for “pre-referral.”
- Reframes students with learning disabilities as those students who are nonresponders to validated instruction. Eliminates poor instruction as a possible explanation for lack of student progress.
- Provides assistance to students in need in a timely fashion; not a “wait-to-fail” model.
- Assessment data are collected to inform the teacher and improve instruction.

# Typical RTI Procedure

- **Tier 1:** At-risk students identified based on their low performance on a screening; Tier 1 differentiated classroom instructional strategies are implemented. Student progress is monitored throughout the intervention. Students are re-screened at the end of the prescribed time period (approximately 10 weeks).
- **Tier 2:** Identify non-responders to fall Tier 1 intervention and kids that may need spring tutoring. Use research validated intervention and vary frequency, duration, and intensity based on individual student needs. Monitor progress. Continue or modify intervention strategy if it shows promise; or reassess intervention strategy
- **Tier 3** for non-responders to Tier 2.

**CONTINUUM OF  
SCHOOL-WIDE  
SUPPORT**

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students with  
Intensive Needs

Secondary Prevention:  
Specialized Group  
Systems for Students with  
At-Risk Behavior

# Tutoring

---

One-to-One and Small Group Instruction (1:3, 1:5, 1:10)

- 10 wks, 4x per wk, 35-45 min per session
- Point system for motivation
- Train to mastery
- Immediate corrective feedback
- Mastery of content before moving on
- More time on difficult activities
- More opportunities to respond
- Fewer transitions
- Setting goals and self monitoring
- Special relationship with tutor

# Examples of Diagnostic Screening Tools

- Reading
  - ECLAS (Early Childhood Language Assessment System)
  - Voyager VIP (Vital Indicators of Progress)
  - DIBELS (Dynamic Indicators of
  - QRI (Qualitative Reading Inventory)
  - QRT (Quick Reading Test)
  - WADE (Wilson Assessment of Decoding Efficiency)
  - PALS (Phonological Assessment of Literacy Skills
  - Peabody Picture Vocabulary Test
  - Woodcock Reading Mastery Test & Word Attack Subtest
  - LAC Test (Phoneme Awareness)
  - Symbol Imagery Test (Orthographic Awareness)
  - Gray Oral Reading Test-4 (Rate, Accuracy, Fluency, Comprehension)
  - TOWRE (Test of Word Reading Efficiency)
  - CTOPP (Comprehensive Test of Phonological Processing)
  - Glass-Analysis (Decoding)
- Math
  - ECAM (Early Childhood Assessment in Mathematics)
  - Early Numeracy Interview Booklet

# More definitions...

- **Automaticity:** # of words read per minute. By the end of 3<sup>rd</sup> grade, a child should read about 90 words per minute.
- **PIP:** Personal Intervention Plan
- **Portfolio:** Collection of student work, assessments, and anecdotal information.
- **Mentor Intervention Site:** School that has a replicable intervention approach, strategy, or tool, and will host intervisitations.
- **Toolkit:** A repertoire of different intervention approaches, programs, strategies, and tools that can be used with a struggling student.
- **Orton-Gillingham:** A systematic, structured, research-based approach to reading, e.g., Wilson or Sonday.
- **Accommodations:** Special modifications made to enable a student to fully participate in class.
- **Assistive Technology:** Hardware and software for students with disabilities.

# FY'06 Priorities

- Multiple Holdovers
- Transition Planning
- Boys
- Pre-K
- Universities
- Single Parents
- Students in Temporary Housing

# Possible PD

- PIBS (Positive Intervention Behavior Supports)
- Schools Attuned
  - Book: “The Myth of Laziness” by Mel Levine
  - Book: “Learning Outside the Lines” by Jonathan Mooney & David Cole: offers many suggestions to help the older child create easy systems that aid them in the areas in which they are struggling
- Descriptive language: “Isn’t applying himself,” “disorganized,” “lacks focus”
- Organizational & Listening Skills, Time Management, Memory Strategies, Following Through, Focusing
- Incentives: Positive reinforcements fostering optimism/confidence/positive attitudes

# Thoughts about needs

- Common Inventory Tool; questionnaires; observation tool
- Generating statistics:
  - How many children fall into which categories?
  - How many children served?
  - How are they served?
- Think Tank/Brain Trust
- Building capacity:
  - Professionals: Mentors/Student interns
  - Students: Mentors/Personal Coaches (e.g., to help student get organized)
  - Access to Technology
  - Pilot Programs
  - Referral Database
  - Buddy Programs

# Needs continued...

- Program evaluation
  - How do we measure student's acquisition and use of new knowledge & skills: questionnaires, interviews, observations
  - What changes have taken place in the organization, procedures, and climates of schools
  - Assess impact on students: records, questionnaires, interviews, portfolios