

ADDRESSING UNFINISHED LEARNING

Session 3

Selecting Interventions Based on Data

Presented by:

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ADDRESSING UNFISHED LEARNING SESSIONS

Session 1

- Appropriate middle school screeners

Session 2

- Administer screeners and interpret results

Session 3

- **Selecting intervention based on data**

Session 4

- Progress Monitoring

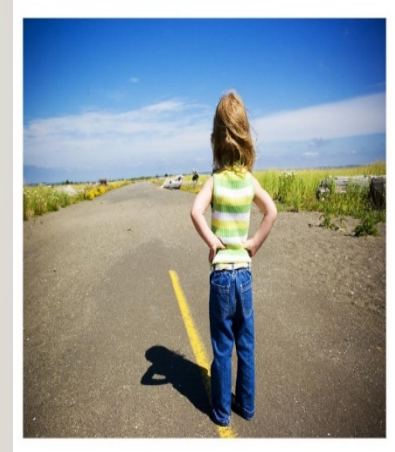


OBJECTIVES: SESSION 3

- Review the Multi-Tiered Systems of Support (MTSS) model
- Identify the key components of Tier 2 and Tier 3 curriculum commonly used in middle schools.
- Understand that assessment determines the instruction delivered in each tier and when students move between tiers.



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- Review MTSS Tier I, II, III
 - Selecting a Tier II Intervention Program
 - Review of frequently used programs
 - Selection a Tier II Intervention Program
 - Review of frequency used programs
 - Movement Through the Tiers



MTSS FOR READING SUCCESS

Multi-Tiered Model of Systems of Support (MTSS)

- Designed for preventive first teaching and tiered levels of support and intervention for students needing assessment

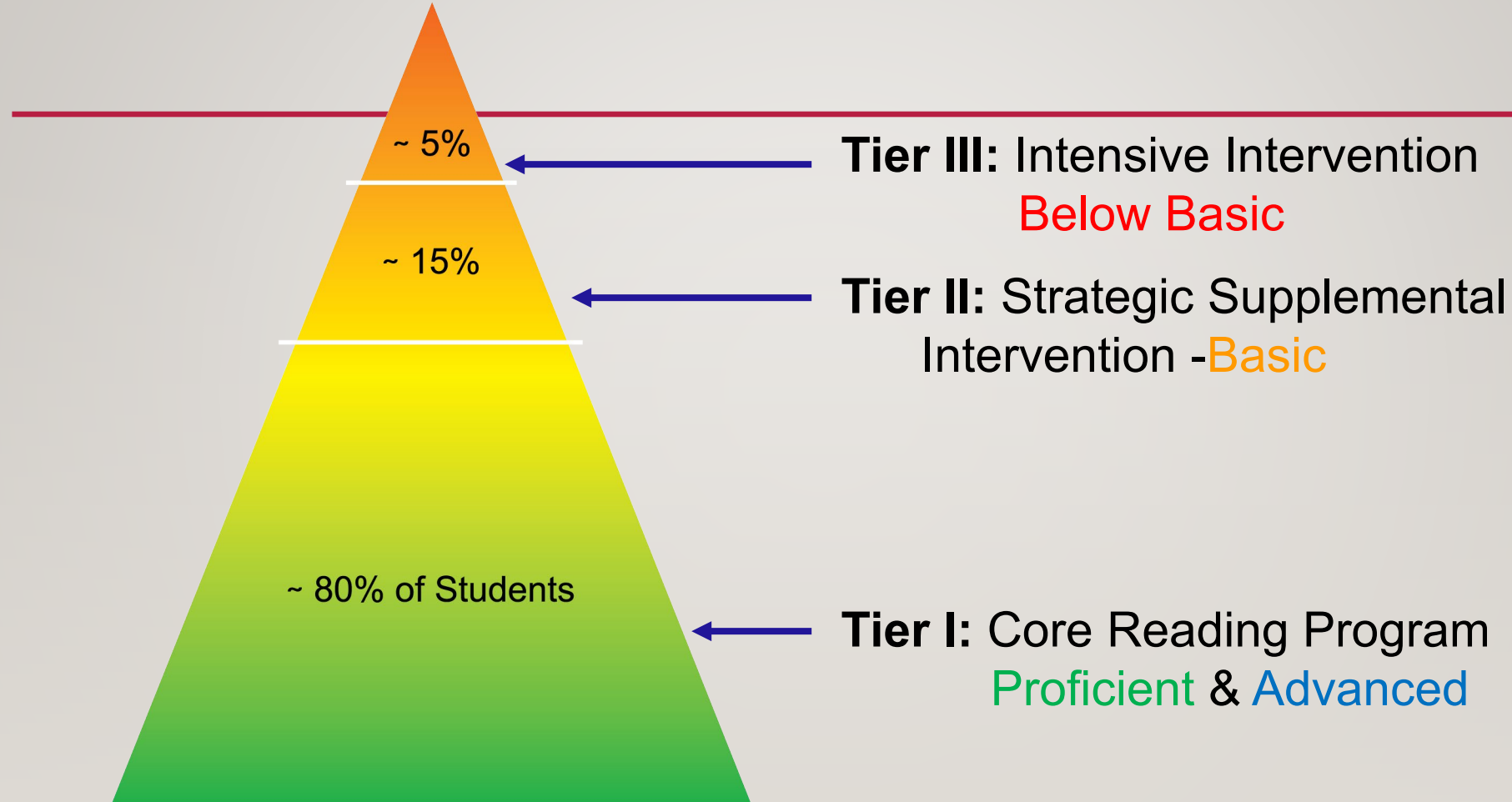
Each of the three tiers represents a specific style of instruction that increase in intensity based on student need.

- Tier 1: Core reading program for all students
- Tier 2: Targeted support for students who are not making adequate progress Tier 1
- Tier 3: Intensive instructional intervention – usually longer term delivered in larger blocks of time

Assessment data is used to determine how and when students move between tiers.



THREE-TIER MODEL



SELECTING AN INTERVENTION PROGRAM

Implementation considerations or each tier:

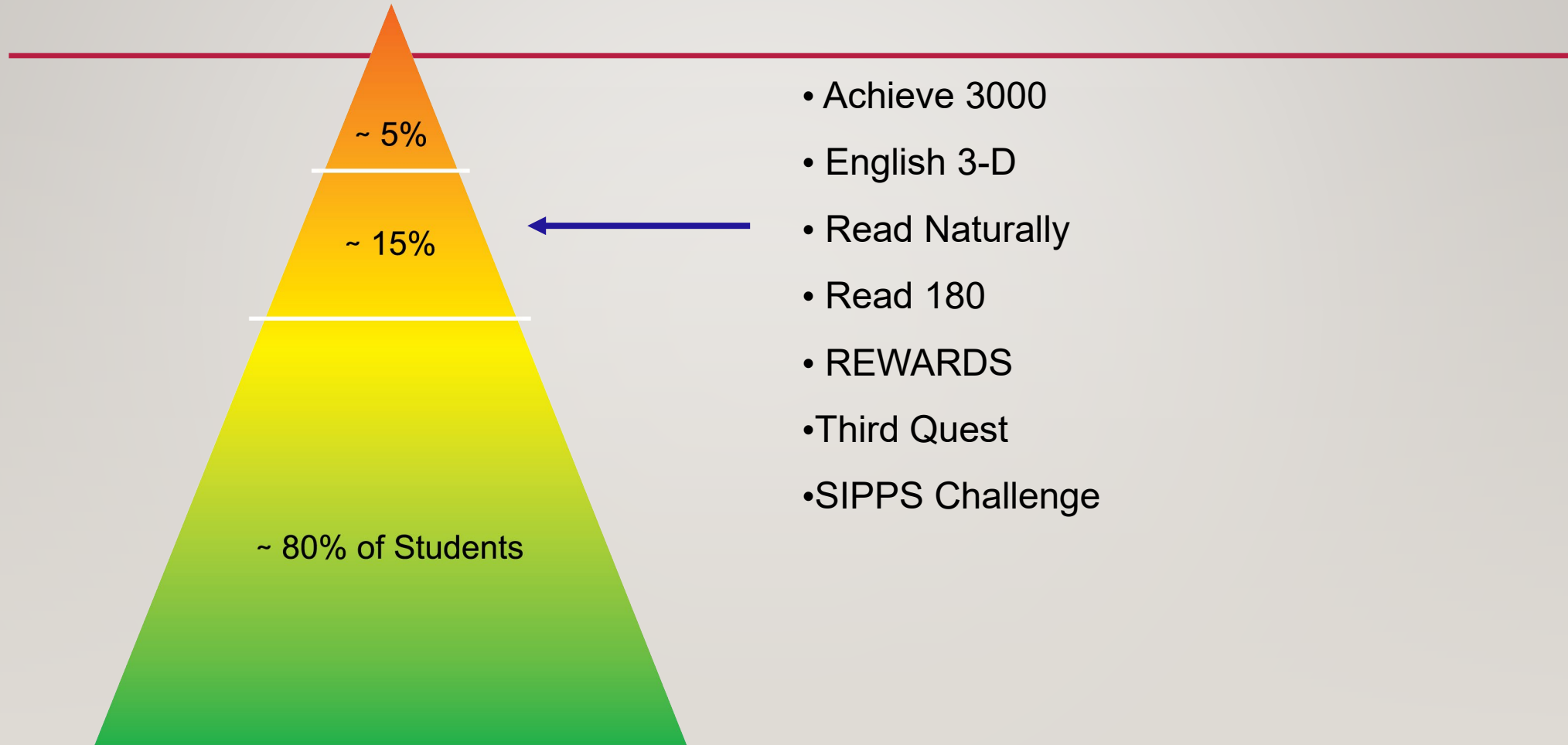
- Type of learner
- Type of teacher
- Reading/language arts program
- Instructional support/time
- Classroom setting/grouping
- Assessment plan
- Professional development needs



Note: Handout – Secondary Intervention Programs in alphabetical order

SOME RESEARCH-BASED TIER II PROGRAMS: SECONDARY

38



ACHIEVE 3000

- Online differentiated reading program designed to deliver daily nonfiction reading and writing activities for all readers with a focus on struggling readers and ELL students.
- Software deliver differentiated assigned at 12 different reading.
- Students practice for 20 minutes per day, There are 40 activities for each semester

ENGLISH 3-D

- English language development program designed to ensure proficiency in the “language of school.”
- Designed for long-term English language learning
- Focus on speaking and listening skills through daily opportunities in accountable class discussions, peer collaboration, and group presentations.
- Develops writing skills related summarizing, justifications argument and research.

READ NATURALLY

- Designed to improve reading fluency using combinations of books, audiotapes and computer software.
- Three main strategies:
 - Repeated reading of text –develop oral reading fluency
 - Teacher modeling of story reading
 - Systematic monitoring of student progress.
- Signs for Sounds is an explicit phonics program paired with spelling and irregular high frequent words.

READ 180

- Research proven program designed for students who are reading 2 or more years below grade level.
- Delivered in 90 minute sessions that include whole-group, three small group rotations and a whole class wrap up.
- Small group rotations include:
 - Teacher directed instruction
 - Independent reading
 - Adaptive computer application.

REWARDS

- Specialized reading program designed to:
 - Teach students a flexible strategy for decoding multisyllabic words
 - Increase reading fluency
 - Expand vocabulary and comprehension skills.
 - Program is composed of 25, 40-50 minute lessons.

SIPPS - CHALLENGE

- Focused on developing phonics/decoding skills including fluency and comprehension.
- The program includes an intensive multisensory instruction designed for students diagnosed with dyslexic that can be added to the 16 very structured routines.
- Required significant teacher training and follow-up support

THIRD QUEST

Builds on foundational reading skills through a balance of narrative fiction, informational text.

Students must read 60-110 words per minute on fifth grade level text to participate.

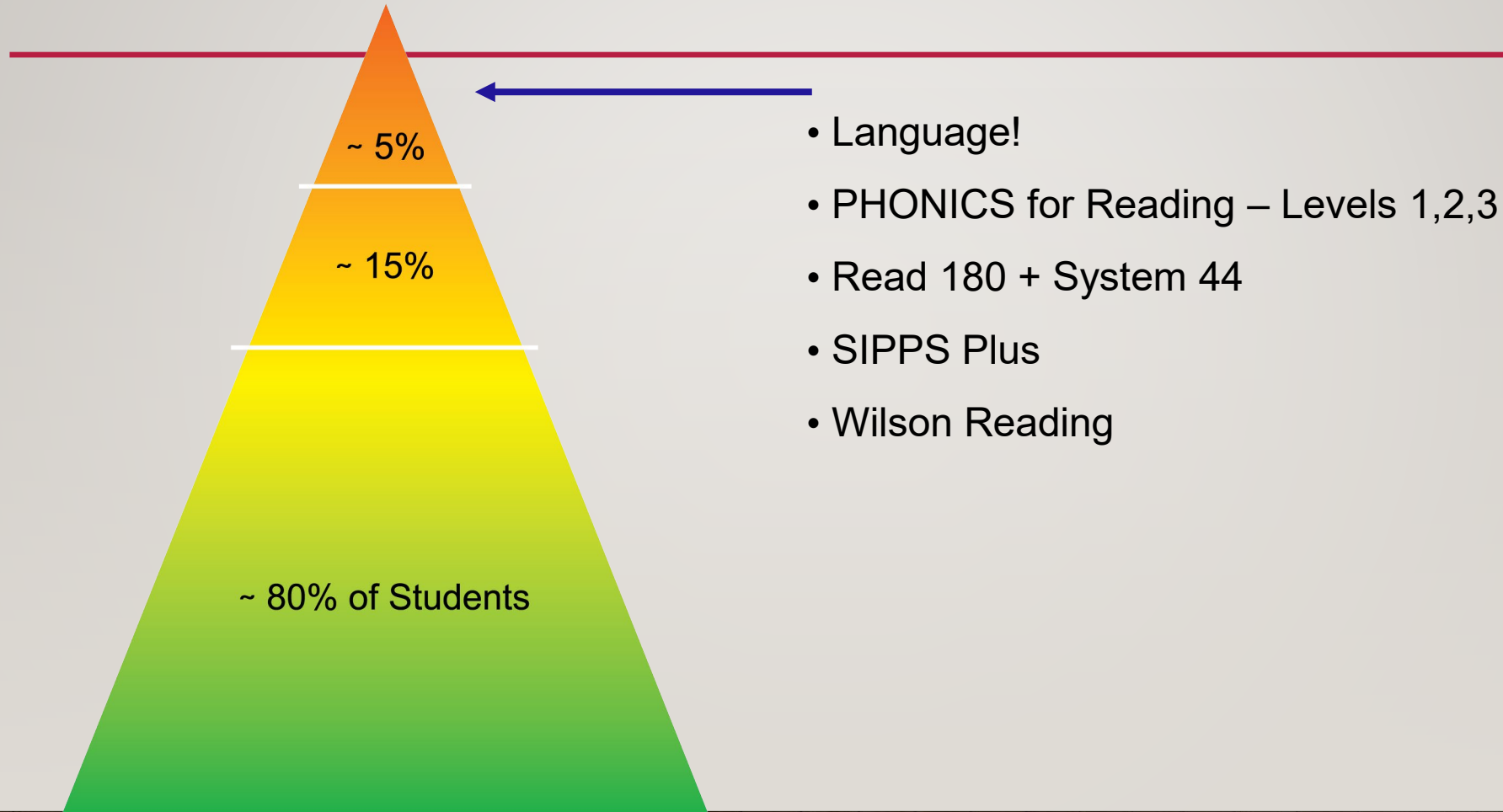
Research-based lessons include work with sophisticated vocabulary, word study, comprehension and fluency.

Program provides study skills and connections with the Common Core State Standards.



SOME RESEARCH-BASED TIER III PROGRAMS: SECONDARY

39



LANGUAGE !

This literacy program combines foundational and advanced learning skills with digital and teacher-led interventions.

Focus on foundational skills, vocabulary, grammar, reading comprehension and writing.

Level 1: Foundational phonics/decoding: Syllable types, prefixes, suffixes along with Greek and Latin root are presented.

Level 2: Literacy skills need to become fluent reads with complex text and collaborative discussions.



PHONICS FOR READING

Author: Anita Archer

- Systematic sequence of explicit phonics instruction providing a consistent routine to build accuracy, automaticity and fluency.
- Three levels consisting of about 30 teacher directed lessons each
- Includes a placement test.

PHONICS FOR READING – 3 LEVELS



Level 1: Short vowels, consonants, consonant blends, and digraphs

Level 2: Vowel combinations, r-controlled vowel sounds, common endings, and CVCe words.

Level 3: Expands concepts with vowel/letter combinations, common prefixes and suffixes, minor consonant sounds for c and g and minor sound combinations

READ 180 + SYSTEM 44

- Designed for students who are two or more years below grade level
- Combines online and direct instruction.
- Delivered in 90-minute sessions
- Includes small group rotations
 - Adaptive computer application
 - Small-group teacher lead instruction
 - Independent reading/assignments

System 44:

- Foundational reading program for most challenged students focuses on the development of foundational phonics skills.

READ 180 + SYSTEM 44

Online Reading Inventory

- Allows students to track and view overall progress.
- Provides a process for teachers to systematically monitor students' progress and use data to make informed instructional decisions

The recommended class size is 15-21 students

SIPPS PLUS

- Reading/phonics program designed for students who are reading below the 3rd grade level.
- Uses 16 very structured routines that teachers must follow exactly as written..
- Program now includes an intensive multisensory instruction designed for students diagnosed with dyslexia that can be added to the original SIPPS routines
- Daily reading assignment designed to increase fluency and comprehension.

WILSON

Tier 3: Structured literacy program based on:

- Phonological coding research
- Orton-Gillingham principles used with students diagnosed with dyslexia.

Directly and systematically focuses upon:

- Sound-symbol relationships
- Morphology
- Fluency
- Vocabulary
- Comprehension

Teachers should be certificated to teach the program.

MOVEMENT THROUGH THE TIERS



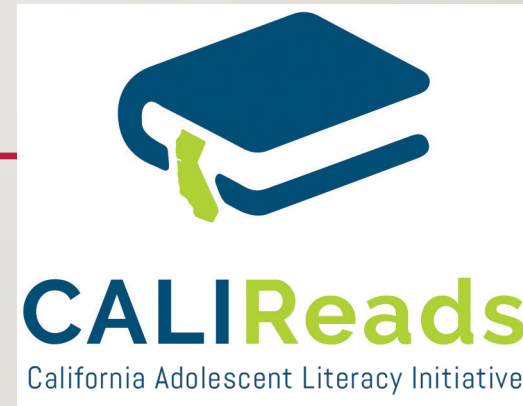
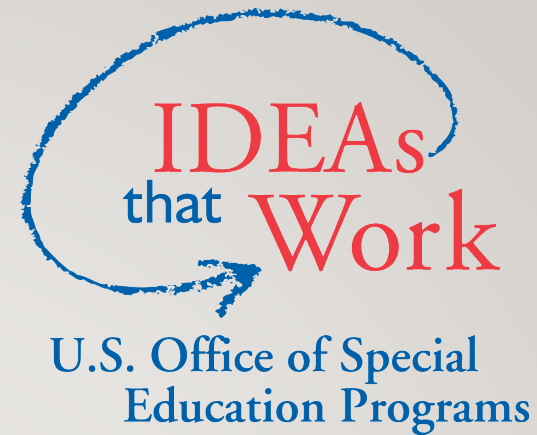
- **Movement** through the tiers should be **dynamic**.
 - **Interventions/services** in each tier are based on specific skills-based needs of students.
 - **Needs are determined by assessment**, starting with universal screening.
 - Data-based monitoring of progress allows the system to be **responsive** to the changing need of students.
 - **Students enter and exit tiers as needed** and stay in tiers above.
- Tier I no longer than necessary.



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Next: Session 4: Progress monitoring



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