CT Literacy Conference

Making Reading Intervention Work: Effective Practices and Schoolwide Systems

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Outline

- Research on Intervention
- Features of Effective Intervention
- Inventory of Intervention Practices and Systems
- Questions and Discussion

What is the Evidence Base to Support Reading Interventions for Improving Student Outcomes in Grades 1-3?
(Gersten et al., 2017)

- 19 of 20 different reading interventions evaluated in 23 studies found positive effects in at least one area of reading performance.

- ***Reading Interventions work!***

Research to Practice Gap

- Why do reading interventions consistently work in research studies but don't consistently work in schools?

- **Implementation challenges**
  - Although there is rigorous evidence about the effectiveness of reading intervention under ideal conditions, we underestimate the difficulty and complexity of implementing reading interventions in schools.
  - Many schools may not be implementing reading intervention with sufficient fidelity, quality, and time to improve student reading achievement.

Key Features for Reading Intervention

- Situating Intervention within a larger MTSS framework
- Identifying students who receive intervention
- Selecting an intervention program
- Scheduling intervention
- Implementing the intervention with fidelity (adherence, quality, dosage)
- Providing training and coaching
- Evaluating the effectiveness of intervention (How do we know if our interventions are working? What do we do if they are not?)

Evaluating the Effects of Supplemental Reading Intervention (Coyne et al., 2018)

- Grade 1-3 students from 4 schools across 4 CT districts received small group reading intervention.

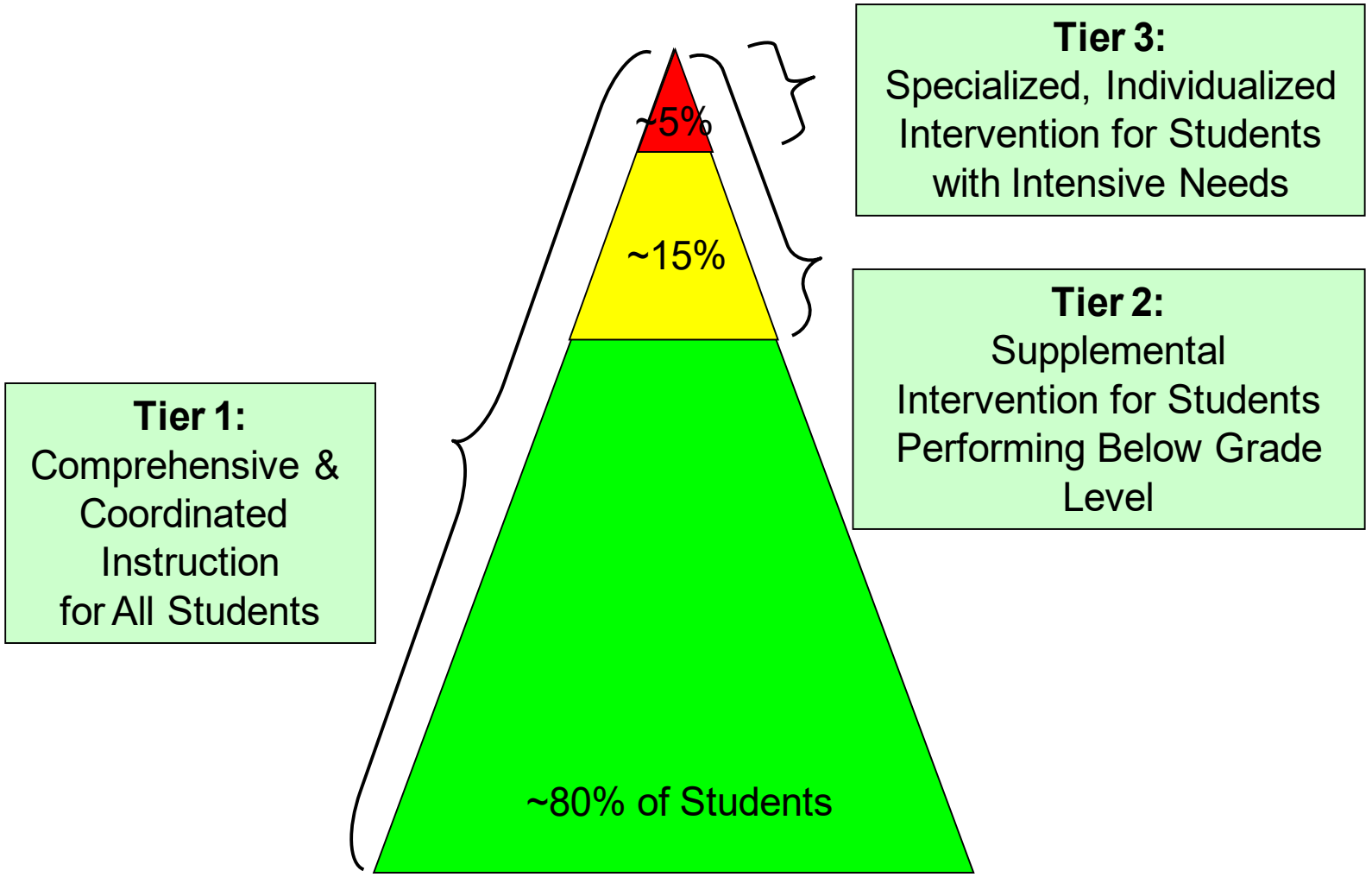
- Positive, meaningful effects on important foundational reading skills

- ***Reading Interventions work in CT!***

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Situating Intervention within a larger MTSS framework



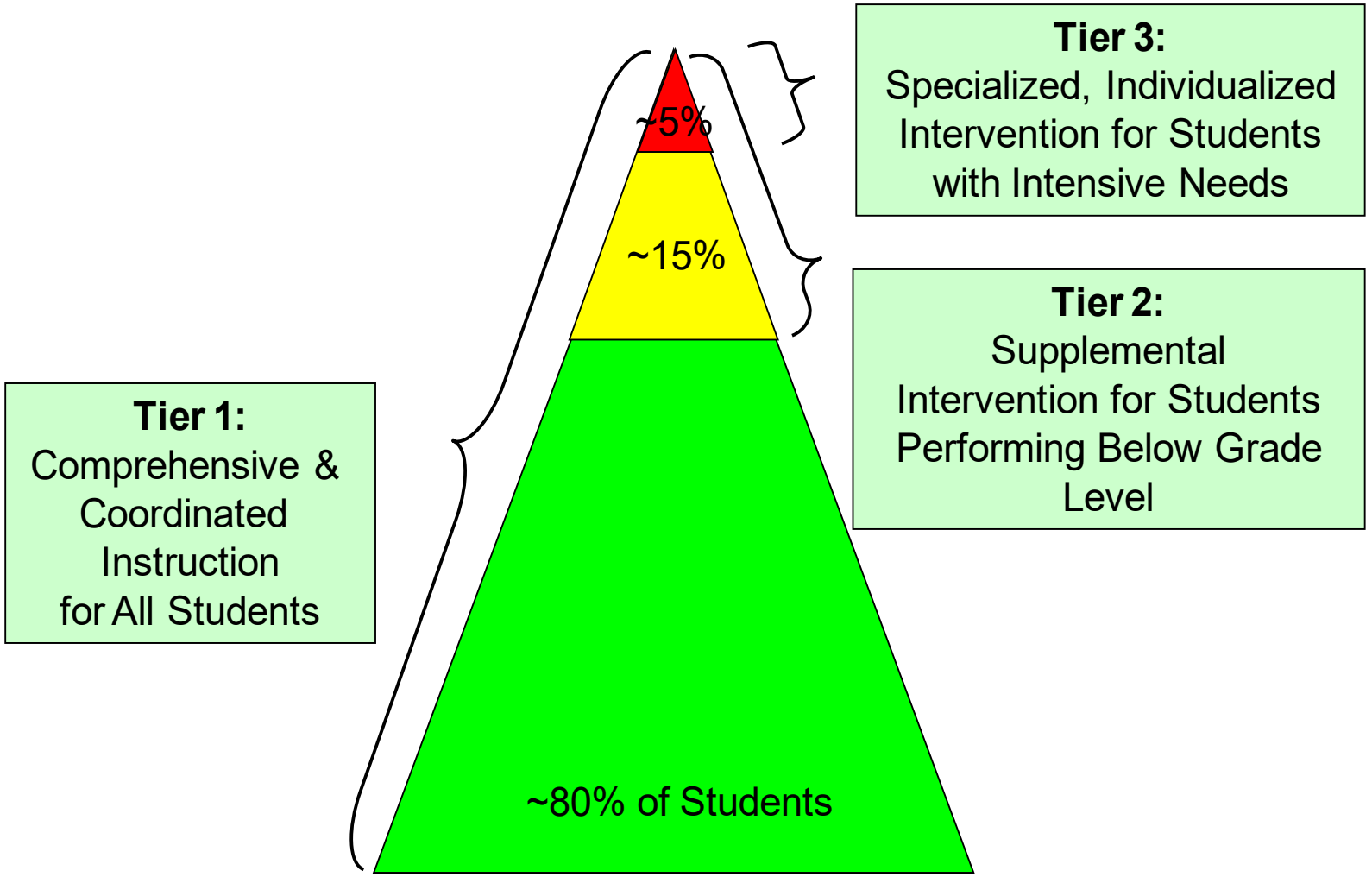
Situating Intervention within a larger MTSS framework

- Schoolwide Reading MTSS plan and MTSS team
- Comprehensive & coordinated core classroom reading instruction for all students (Tier 1)
- Universal assessments administered to all students 3X per year and interpreted by data teams
- Supplemental reading intervention and ongoing progress monitoring for students at risk for reading below grade level (Tier 2)
- Intensified reading intervention support for students who do not respond to core instruction and supplemental intervention (Tier 2/3)

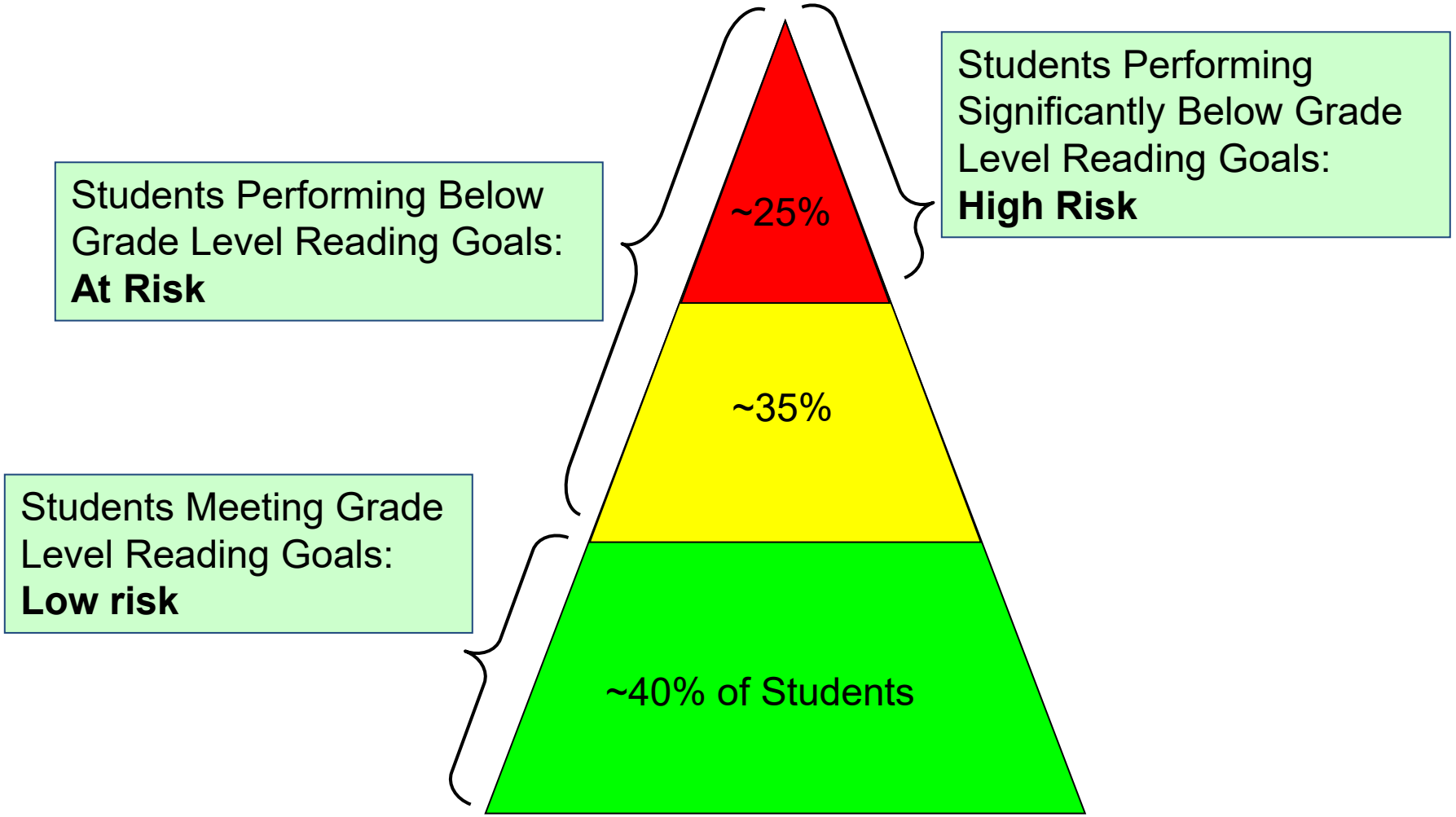
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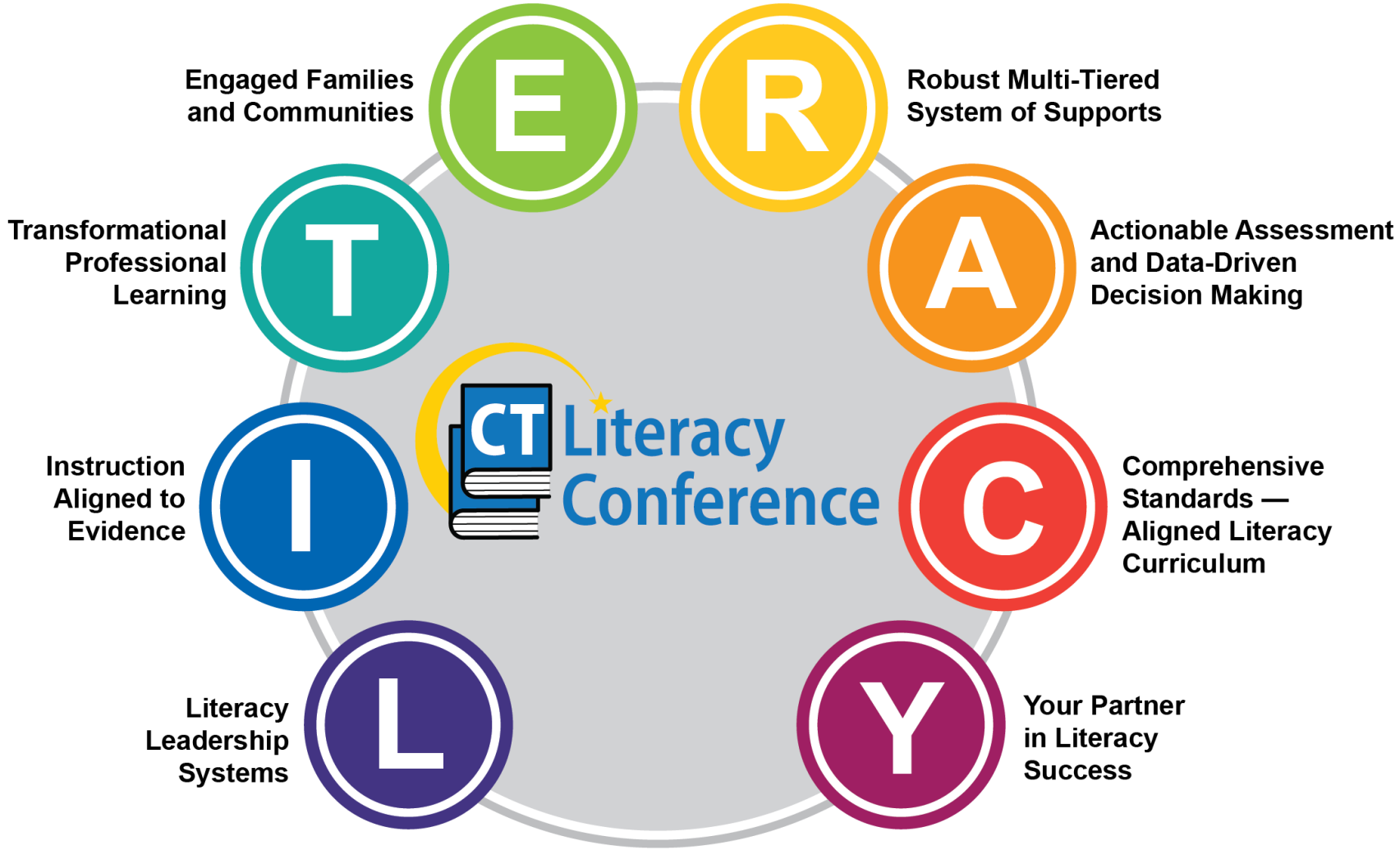
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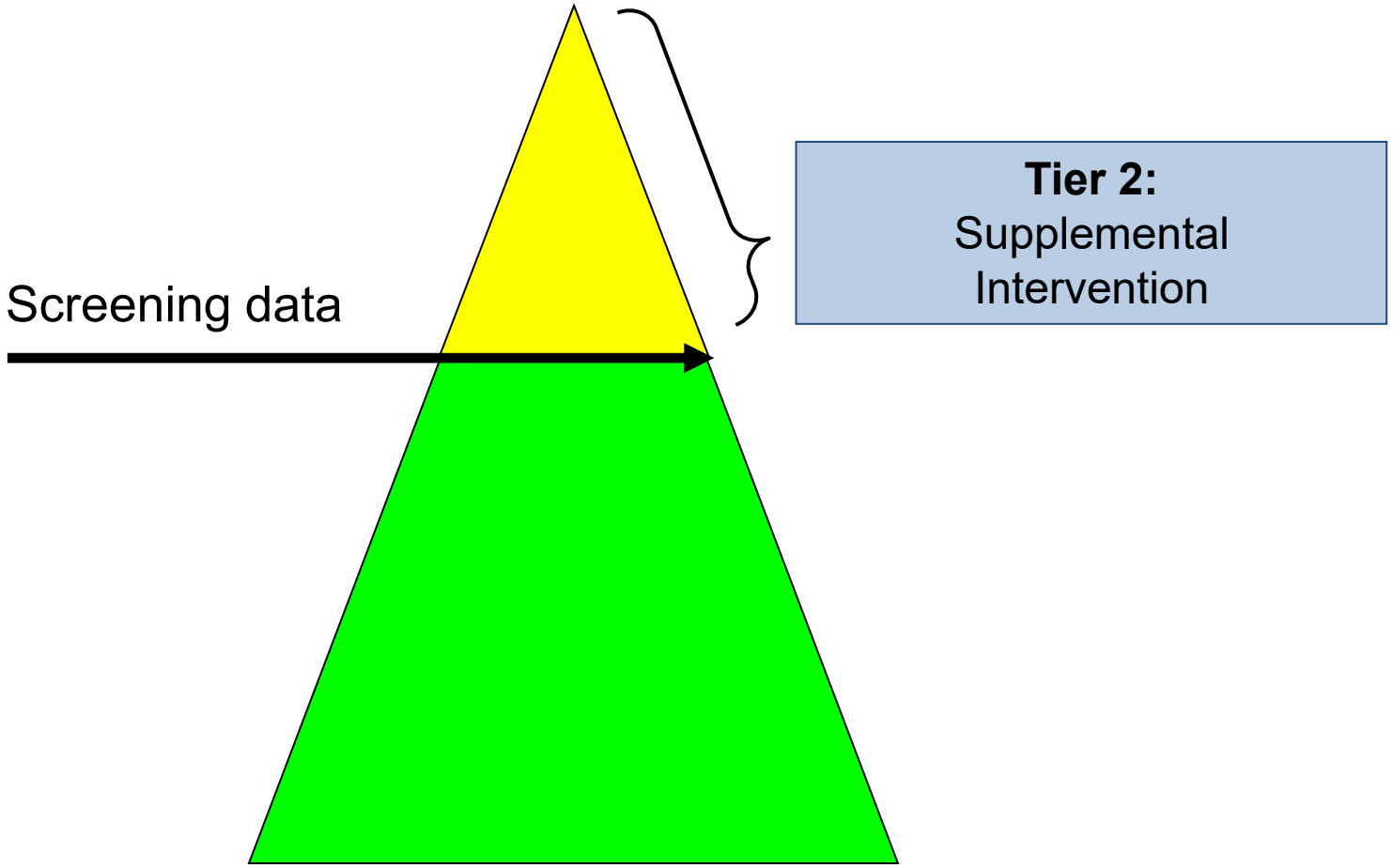


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Key Features for Reading Intervention

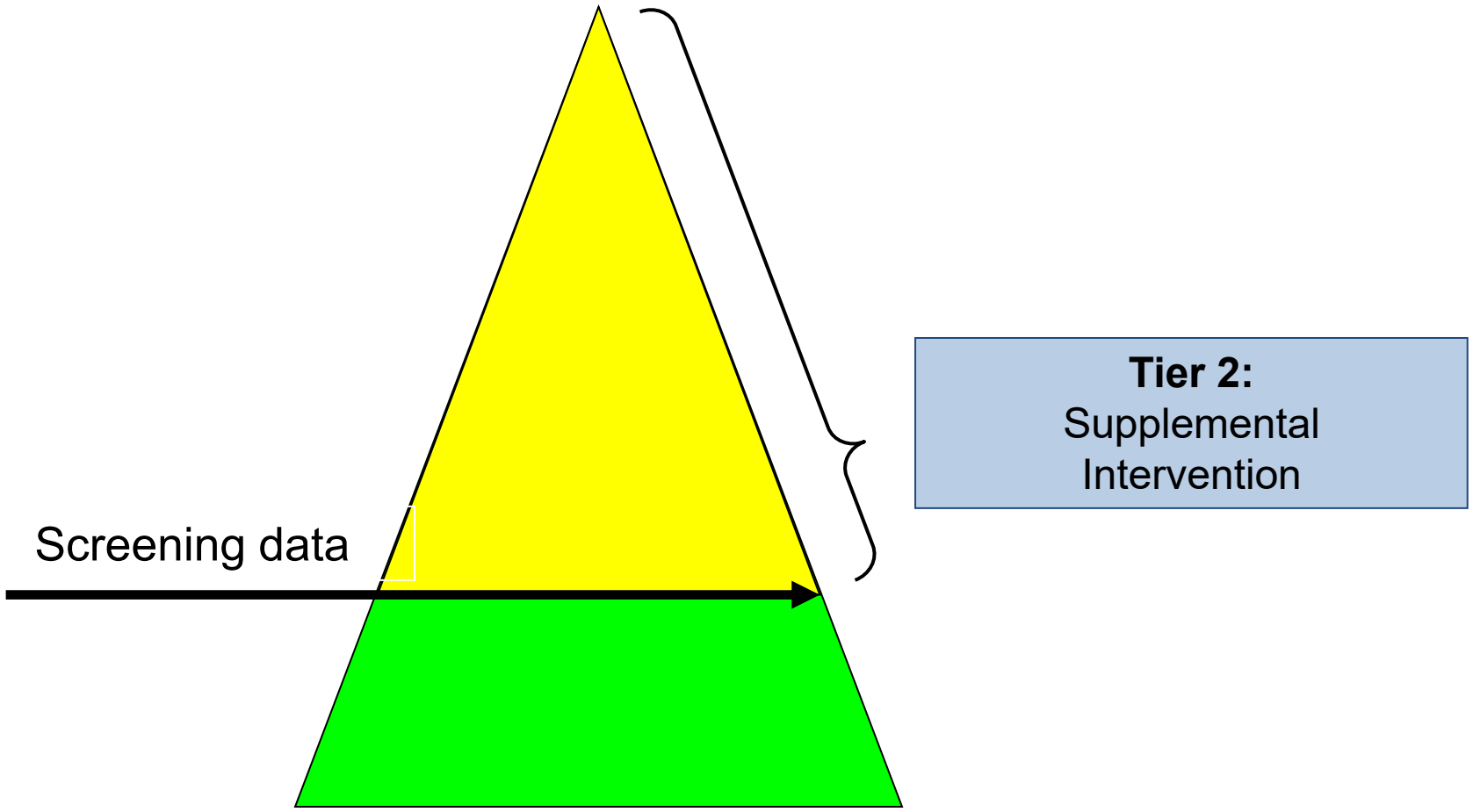
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Identifying students who receive intervention



Identifying students who receive intervention

- Data teams make decisions about who receives intervention using a reliable and coordinated process that ensures consistency and equity
- Intervention decisions are based on screening data using predetermined cut scores (often aligned with risk status)


Screening data
Tier 2:
Supplemental
Intervention

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Selecting an intervention program

- School teams identify a small number of intervention programs (1-3) that will meet the needs of the greatest number of students who require intervention.
- Programs are evidence-based (or evidence-supported).

What Works Clearinghouse

https://ies.ed.gov/ncee/wwc

National Center for Intensive Interventions

https://charts.intensiveintervention.org/aintervention

Evidence for ESSA

https://www.evidenceforessa.org

State Approved Lists (e.g., Ohio)

https://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/High-Quality-Instructional-Materials-in-ELA/Approved-List-of-Evidence-Based-Reading-Interventi

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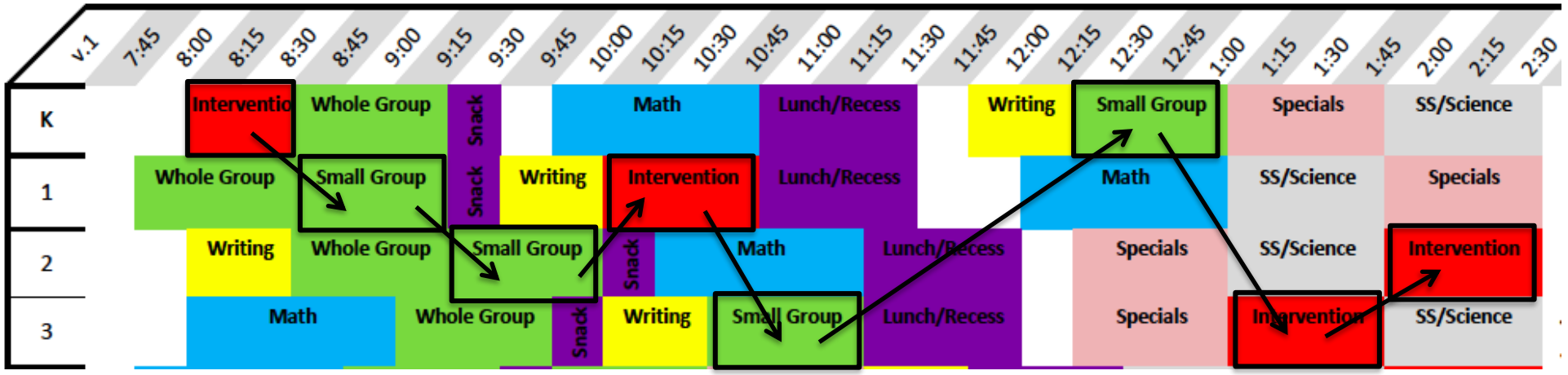
Scheduling intervention

- Teams make decisions about scheduling intervention including:
  - When and where it happens (e.g., during Tier 1 literacy block and/or Intervention block)
  - How often (e.g., 5x per week for 30 minutes)
  - How students are grouped (e.g., homogeneous groups, cross classroom, cross grade)
  - What size are intervention groups (e.g., 3-5 students)
  - Who delivers intervention (e.g., classroom teachers, interventionists, special educators, paraprofessionals)

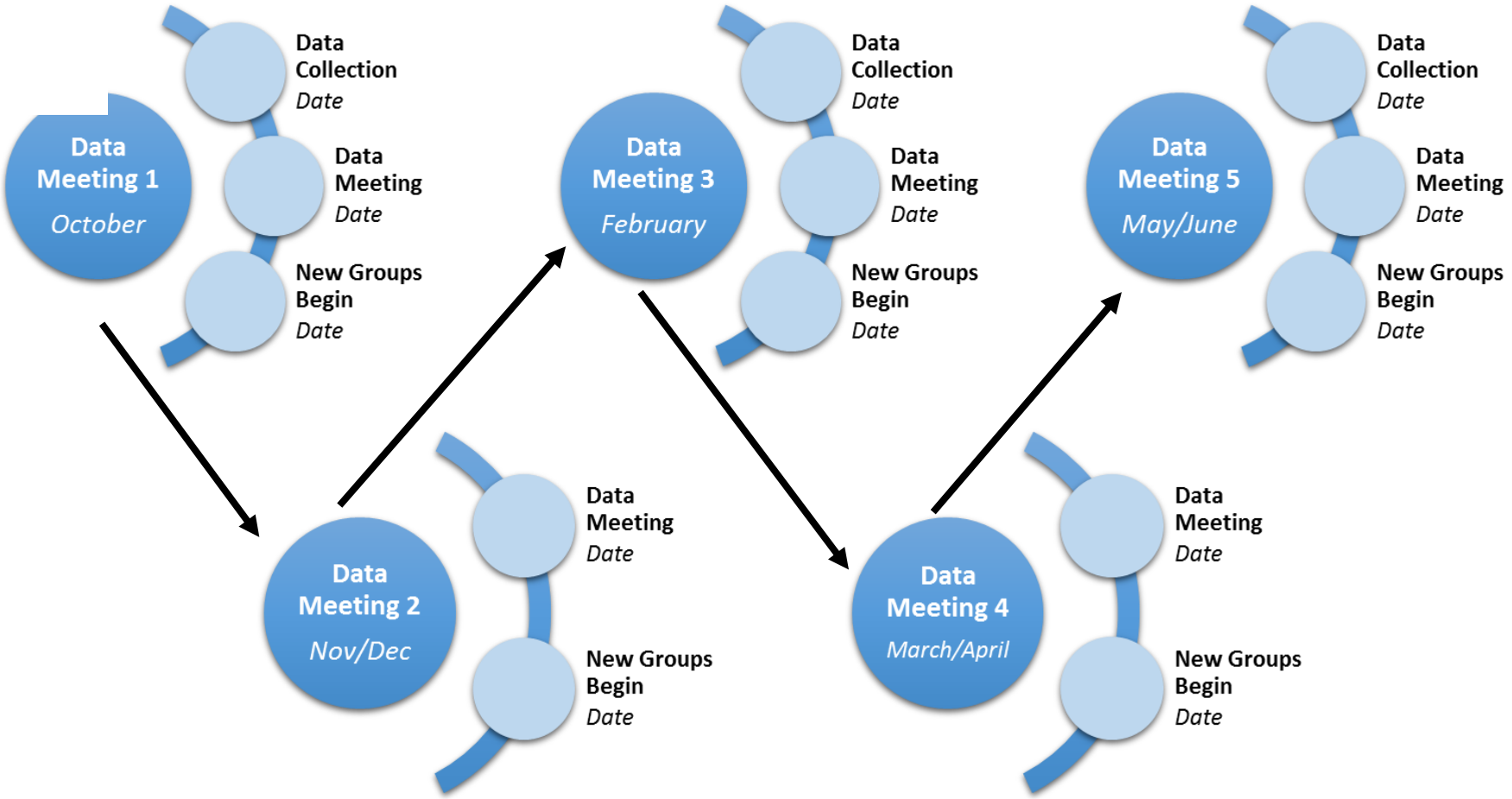
Scheduling intervention

Master Academic Schedule

- Maximize opportunities for targeted small group reading instruction and intervention



Scheduling intervention



Data Meeting Schedule

Scheduling intervention

					Fall Grouping			
Name	**Teacher**	**PSF**	**NWF**	**Focus**	**Tier 1 Level**	**Small Group**	**Tier 2 Program**	**Interventionist**
Sandra	Ruiz	42	60	fluency	on-level	Ruiz 1		
Marco	Ruiz	50	40	phonics	on-level	Ruiz 2		
Julia	Ruiz	42	25	basic phonics	strategic	Clark		
James	Ruiz	32	20	basic phonics	strategic	Clark		
Joe	Ruiz	18	10	letter-sound	intensive-EL	Watson	P-EIR 1	Watson
Ben	Ruiz	20	14	letter-sound	intensive-EL	Watson	P-EIR 1	Watson
Abby	Ruiz	10	2	letter-sound	intensive-EL	Watson	P-EIR 1	Diaz

Key Features for Reading Intervention

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- Scheduling intervention

Intervention Inventory

What is currently in place?

What is working well? What are areas for improvement?

What are questions, challenges?

What could be next steps for your school/district?

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Implementing the intervention with fidelity

Interventionists deliver interventions with fidelity

- Adherence
  - Interventionists implement programs as intended
- Quality
  - Interventionists implement programs using principals of effective instruction
- Dosage
  - Interventionists implement programs for the determined amount of time

Schools collect information about fidelity of intervention

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Providing training and coaching

- Interventionists receive training on the specific intervention program
  - From developer, from professional development organization
- Schools provide refresher trainings and trainings for new interventionists as needed
- Interventionists receive regular coaching
  - With an observation protocol specific to the intervention program
  - Based on effective coaching practices

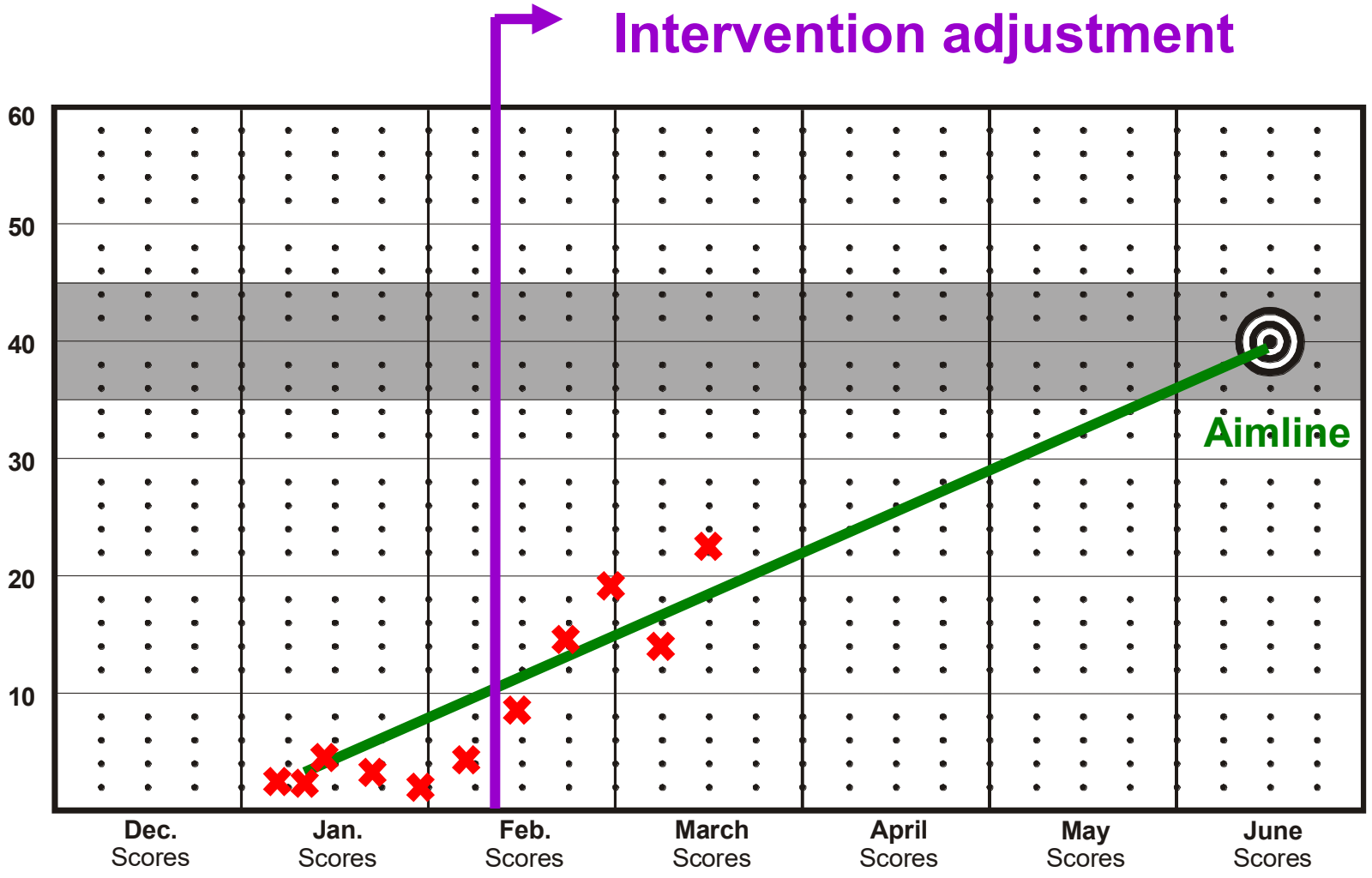
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Evaluating the effectiveness of intervention

- Progress monitoring
  - Monitor student growth - CBM, content mastery
  - Monitor implementation – fidelity, dosage/scheduling

Evaluating the effectiveness of intervention



Evaluating the effectiveness of intervention

- Adjusting intervention (increasing intensity)
  - Increase fidelity to intervention program
  - Ensure group is meeting as intended (investigate attendance)
  - Provide interventionist with additional training and coaching
  - Increase dosage (times per week, minutes per day)
  - Adjust grouping (fewer students, align needs)
  - Adjust pacing of program (review key content, teach to mastery)
  - Switch interventionist (more highly trained)
  - ***Change program?***

- Tier 3

Key Features for Reading Intervention

- Implementing the intervention with fidelity (adherence, quality, dosage)
- Providing training and coaching
- Evaluating the effectiveness of intervention (How do we know if our interventions are working? What do we do if they are not?)

Intervention Inventory

What is currently in place?

What is working well? What are areas for improvement?

What are questions, challenges?

What could be next steps for your school/district?

Research to Practice Gap

- Reading intervention works!
- **But** it has to be implemented with sufficient fidelity, quality, and dosage to significantly increase the intensity of instruction for students experiencing reading difficulties.
- Schools need to build the systems and infrastructure to fully implement and sustain interventions and to support teachers and interventionists.

Thank you for attending the conference!

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