



Interventions 101

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Intervention is...

“additional, targeted, and intensive reading instruction provided to students who continue to struggle with learning to read and write despite conventional instruction.”

Interventions section of K-3 Academy, Slide 4, Page 12-4.



Intervention – Core Instruction

“The primary differences between instruction appropriate for all children in the classroom and that required by children at risk for reading difficulties are related to the *manner* in which instruction is provided.”

Foorman & Torgesen (2001) p. 206



Intervention – Core Instruction

“...Specifically, instruction for children who have difficulties learning to read must be more *explicit* and *comprehensive*, more *intensive*, and more *supportive* than the instruction required by the majority of children.”

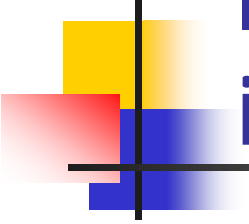
Foorman & Torgesen (2001) p. 206



Who Are the Students that Typically Require Interventions?

- Our struggling students who are lagging behind their peers and need intense instruction that will **accelerate** their learning.
- “Children at risk for reading failure acquire reading skills more slowly than other children, but they must acquire the same set of skills to become good readers.”

(Foorman & Torgesen, 2001, p.206)



Why must we work at the school level to provide effective interventions?

- Children enter school with very diverse instructional needs
- Some children may require instruction that is 4 or 5 times more powerful than the rest of the students
- The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students



Children May Be Struggling in 3 Main Areas:

Accurate and fluent word reading skills

Oral language skills (vocabulary, linguistic comprehension)

- + Extent of conceptual and factual knowledge
- + Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down
- + Reasoning and inferential skills

Motivation to understand and interest in task and materials

The Language-Literacy Connection

Oral Language

Reading and Writing

Phonology

- Alphabetic principle (how sounds in spoken words are represented by letters in written words)

Vocabulary

- Listening comprehension
- Word recognition
- Reading comprehension

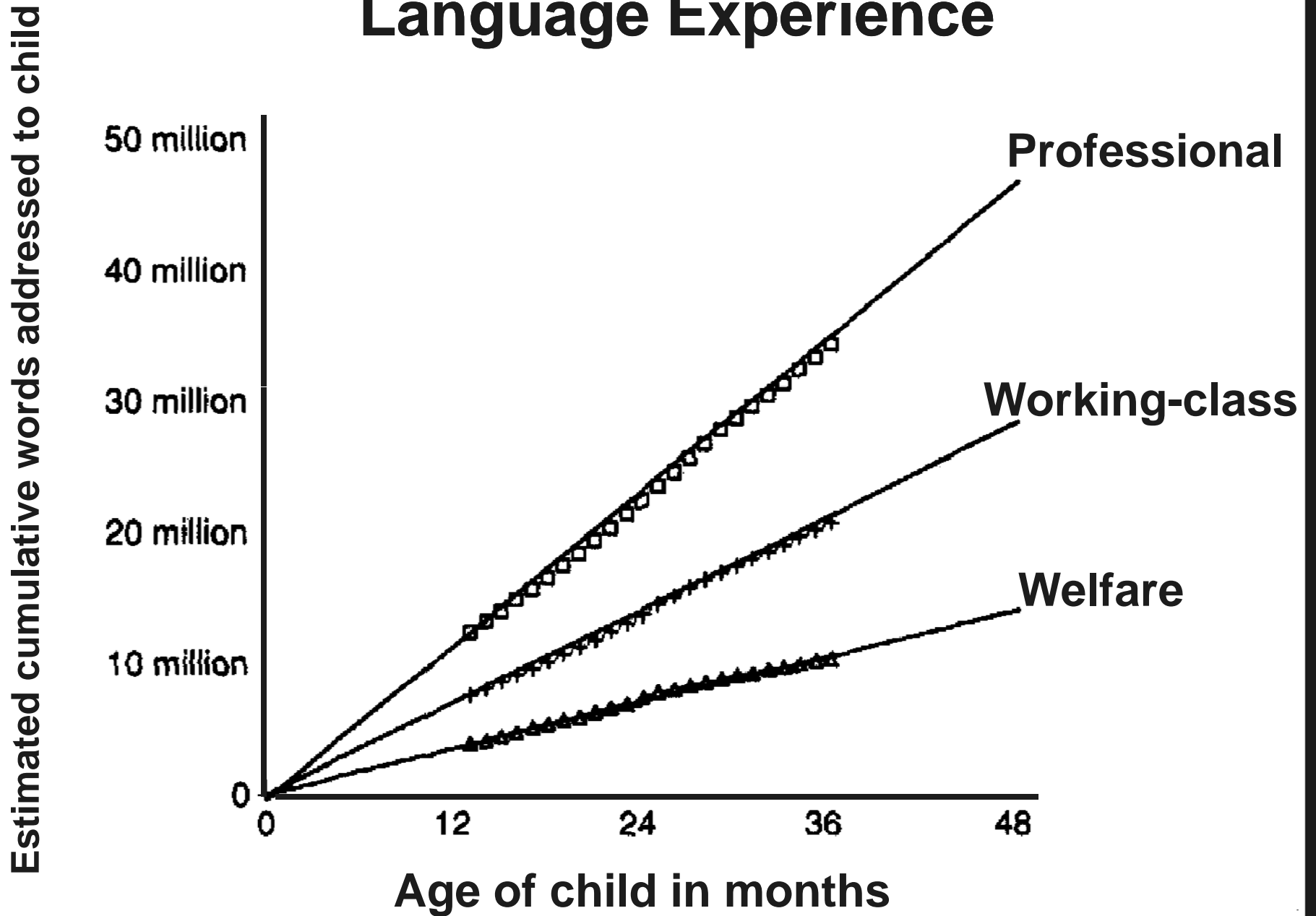
Grammar

- Listening comprehension
- Reading comprehension

Pragmatics

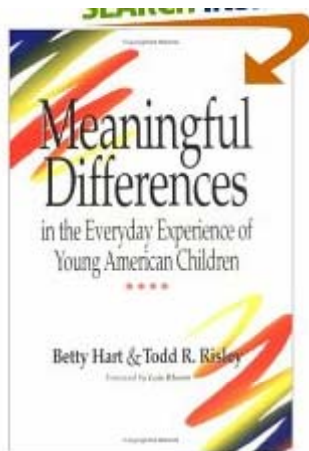
- Listening & reading comprehension
- Written composition
- Understanding what teachers say

Language Experience



Hart & Risley, 1995

Hart and Risley Resources

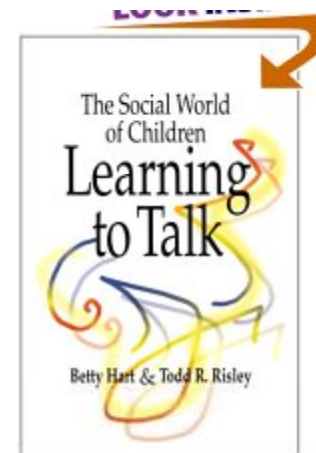


**Meaningful Differences in the
Everyday Experience of
Young American Children**
by Betty Hart and Todd Risley

© 1995

**The Social World of Children
Learning to Talk**
by Betty Hart and Todd Risley

© 1999





Why Are Oral Language Skills Important in Reading?

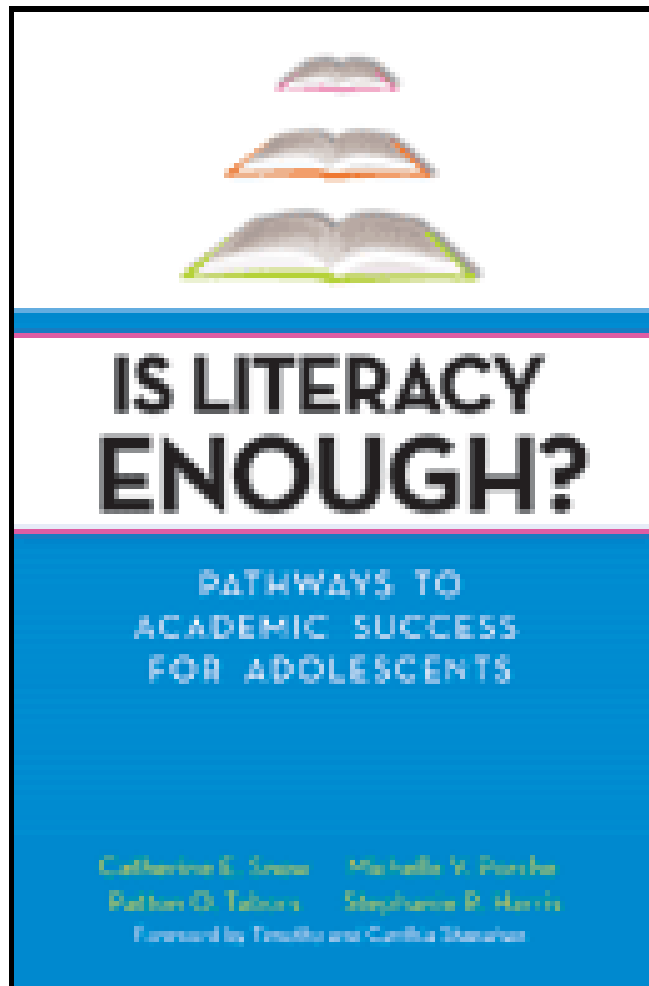
- Children with a history of oral language impairment are **4-5 times** more likely to present with reading difficulties than the general population (their peers).

(Catts et al., 2001)

- “Vocabulary knowledge acquired before first grade has been found to be a good predictor of later word-level reading skills as well as reading comprehension”

(Vellutino & Fletcher, 2007, p.368).

A New Resource Demonstrating the
Power of Oral Language and the
Power of Believing in a Child:



**Is Literacy
Enough?
Pathways to
Academic Success
for Adolescents**

By Catherine E. Snow, Ph.D.,
Michelle V. Porche, Ed.D.,
Patton O. Tabors, Ed.D., &
Stephanie R. Harris, M.A.
(2007)



Examples of Positive Belief and Teacher Dedication

- “We expect a lot of our students and of ourselves.”
- “You need to let your children know that you believe in them and believe in their success.”
- “We speak success to them, we expect success from them and they rise to that.”
- “We have a saying, ‘Act, talk and walk like scholars.’ The immediate message they receive is that they are scholars.”



Phonemic Awareness & Phonics (Post NRP)

- Research indicates that when instruction in phonemic awareness is quickly paired with phonics instruction involving letters, it strengthens both the students' phonological awareness skills as well as their knowledge of the alphabetic principle.

(Foorman et al., 2003)



Fluency (Post NRP)

“The **features of texts** made a difference over and above the application of the repeated readings techniques that were advocated by the NRP (2000).”

Hiebert (2005, p. 203)



Vocabulary (Post NRP)

- “A key aspect of the argument for teaching young children sophisticated words is that the earlier word meanings are learned, the more readily they are accessed later in life.” (promoting comprehension)
- “...more instruction brings about better results.”

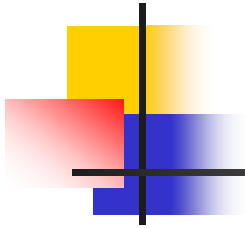
Beck & McKeown (2007, p. 262)



Comprehension (Post NRP)

- Effective reading comprehension instruction depends on *how* it is taught as well as *what* is taught.
- Motivation and engagement matter!

Guthrie et al. (2004)



www.centeroninstruction.org

Reading

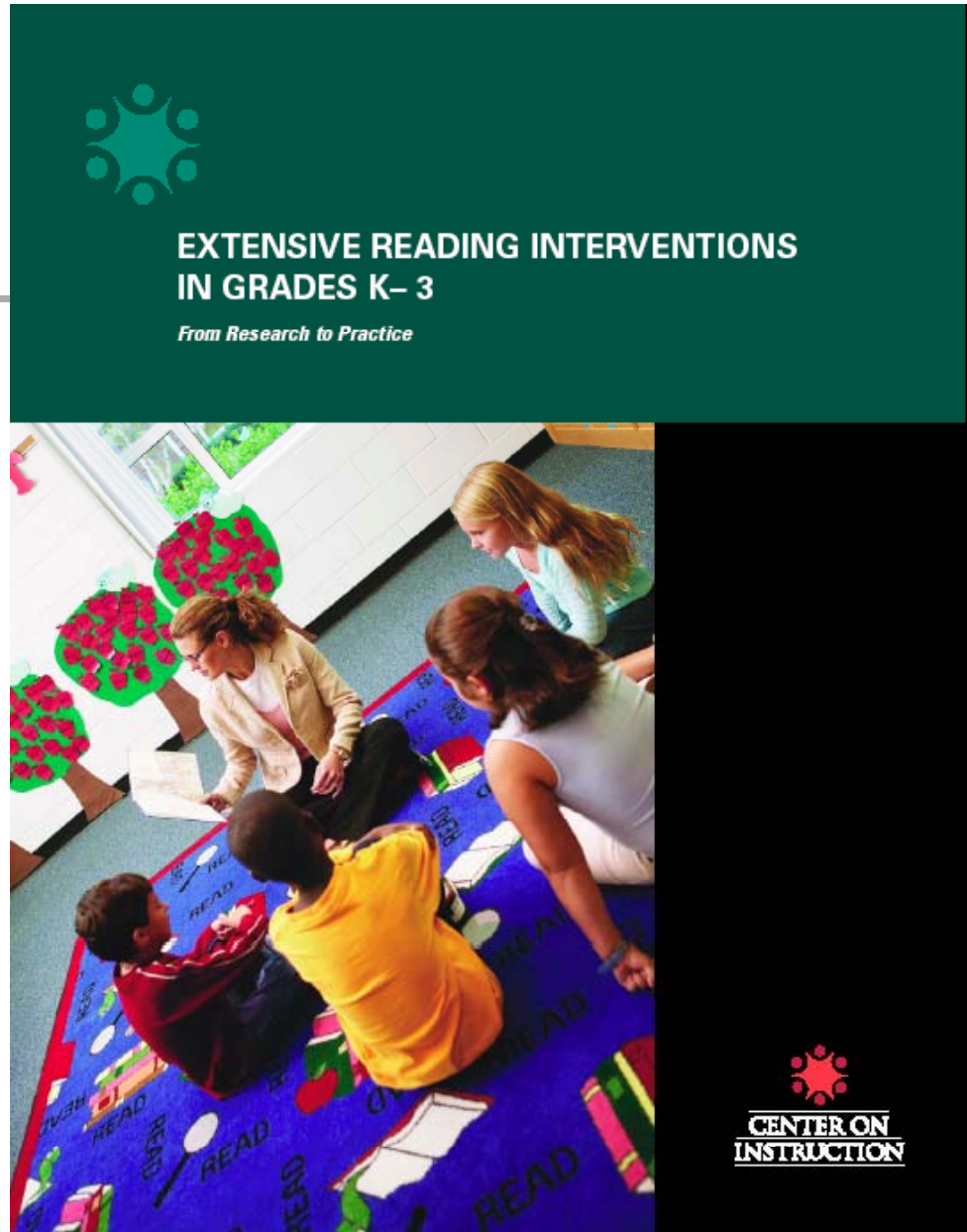
Special Education

ELL

Math

Science

Scammacca, N., Vaughn, S.,
Roberts, G., Wanzek, J., &
Torgesen, J. K. (2007).





Summary of Intervention Research

1. Extensive interventions (100 sessions or more) can be effective when provided by personnel other than certified teachers (e.g. paraprofessionals, teacher assistants, etc.) in small groups or one-on-one *with appropriate training.*
2. While only a few studies measured long-term outcomes for students, the findings suggested that gains from early extensive interventions may be maintained over time at least into second grade.



Summary of Intervention Research

3. The large majority of the research studies provided daily intervention in grades K-1 in either small groups or one-on-one. However, these elements of frequency, group size, and grade level and their relative effectiveness have not been directly examined in the research. Less information is available on extensive interventions provided in 2nd-3rd grade.
4. More research is needed on students whose response to intervention is low. Only one of the research studies examined extensive intervention specifically for students with insufficient response to previous intervention.



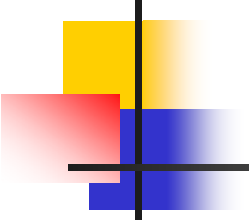
Summary of Intervention Research

5. No single intervention program was identified as significantly more effective, but all of the effective interventions included training in:
 - phonological awareness
 - decoding, and word study
 - guided and independent reading of progressively more difficult texts
 - writing exercises and
 - engaging students in practicing comprehension strategies while reading text.

Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007).



How does intervention
research translate into practice?



Instruction must be made more powerful
for students at risk for reading difficulties.

More powerful instruction involves:

- More instructional time
 - Smaller instructional groups
 - More precisely targeted at right level
 - Clearer and more detailed explanations
 - More systematic instructional sequences
 - More extensive opportunities for guided practice
 - More opportunities for error correction and feedback
- } resources
- } skill

Foorman & Torgesen (2001)



3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction (*the What*) – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson (*the How*) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the 3 Fs and 1 S (*the Why*)
- Provide **professional development** in the use of data and in the 3 Fs and 1 S



Frequency and Size

- Using personnel effectively
- Thinking 'outside of the box'
- Making reading a priority
- Refer back to slide on organization of classroom during small group instruction
- Scheduling
 - The next few slides were scheduling ideas found in *Reading First* schools in Florida demonstrating effective intervention programs



Effective Scheduling

- Teachers wanted, “More Time!”

An efficient schedule allows for:

- An uninterrupted period of time for reading instruction (90 minutes or more)
- Specific times when intensive reading interventions will be provided
- The most efficient use of support staff to help provide intensive interventions
- A common planning time to facilitate grade-level meetings



Examples of Effective Schedules

Intensive Interventions

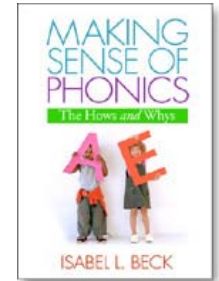
The 2 most popular ways of scheduling intensive interventions at the successful schools were:

1. A 90 minute reading block and then 30-45 minutes of time scheduled outside of that block to deliver the interventions. In almost all these cases, the interventions were provided by support personnel other than the regular classroom teacher.
2. An extended reading block of 105-120 minutes in which intensive intervention was included in the block of time designated for reading instruction. In these schedules, the interventions were sometimes provided by the regular classroom teacher, and sometimes by instructional support personnel.

The *What* (focus): 4 good books for instructional ideas

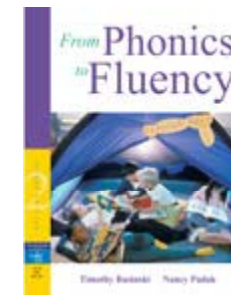
Making Sense of Phonics: The Hows and Whys

Isabel Beck: Guilford (2006)



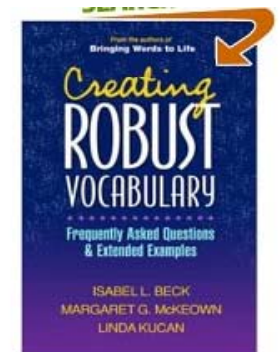
From Phonics To Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School

Rasinski and Padak: Prentice Hall (2008)



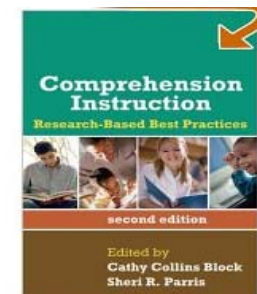
Creating Robust Vocabulary Instruction: Frequently Asked Questions and Extended Examples

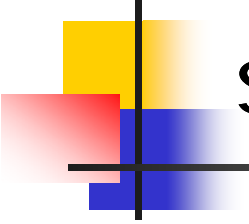
Beck, McKeown, & Kucan: Guilford (2008)



Comprehension Instruction: Research Based Best Practices

Block & Parris: Guilford (2008)





A source for high quality independent student learning activities

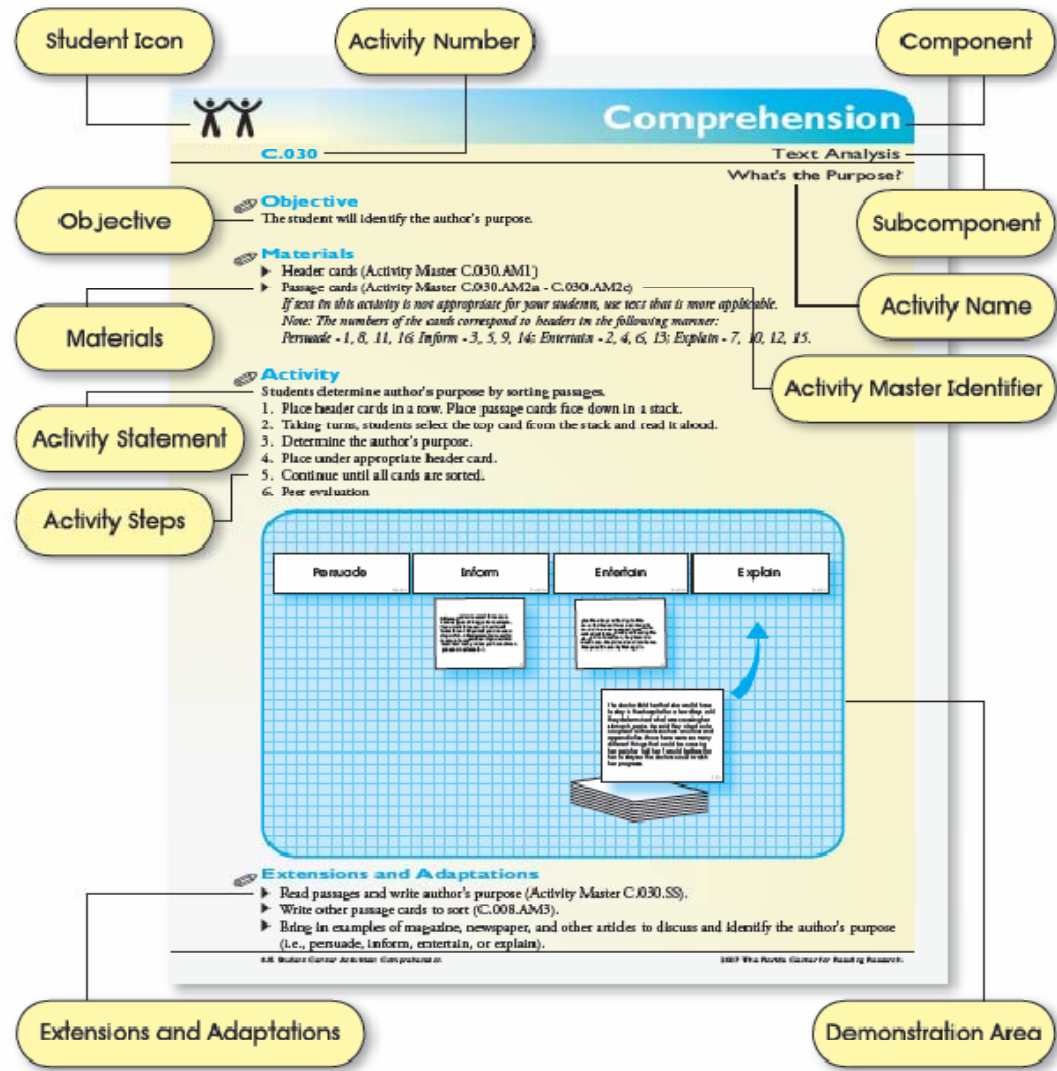
- To download over 400 independent student learning activities for grades K-5, go to www.fcrr.org and there is a link on the right hand column on the home page.
- There is also a teacher resource manual providing directions for classroom management during small group instruction and approximately 70 minutes of video training.

Teacher Resource Guide

Interpretation and Implementation of Activity Plans

Overview

Throughout this section, a sample Activity Plan will be used as a reference. It is called *What's the Purpose?*.





Examples of Intervention Programs

Using published intervention programs

- Pros
 - having ready made materials
 - professional development in the implementation of the program
 - a predetermined scope and sequence
 - research to support the use of the program (in some cases)
- Cons
 - the cost
 - a single program may not meet every child's needs - several different programs may be required



Examples of Intervention Programs

Using a variety of sources for intervention materials

- Pros
 - the ability to match the materials to the child
- Cons
 - takes a great deal of time to gather materials
 - teachers need to have a very solid understanding of what the data means at the student level
 - not one set scope and sequence
 - children may be taught the same skill in several different, conflicting ways



Examples of Computer Based Intervention Programs

- Programs used in schools targeted:
 - One reading component (i.e. fluency)
 - Multiple reading components (i.e. phonemic awareness and phonics)
 - ESOL population
- Were used during center rotation or throughout the day on a rotating basis
- Some programs generated reports daily or weekly



FORMAT – The HOW

- Remember to always use data to help drive the question of
 - “HOW will I teach my intervention group?”
 - Guided Reading and Skills-based
 - Literature Context and Spelling Context
 - Roberts & Meiring (2006)
 - Characteristics of Effective and Powerful Instruction



The need for differentiated reading instruction

- Overall, the data suggest that students in *Reading First* schools are consistently “losing ground” relative to grade level expectations in word-level reading skills (accuracy and fluency) between the beginning of first grade and the beginning of third grade.
- In contrast, the percentage of students that meet grade level expectations in oral language vocabulary actually increases from the end of kindergarten (39%) to the end of third grade (47%).
 - Information from student reading outcomes and observations of classroom practices during the first two years of implementation of Florida’s *Reading First* program (2003-2004 & 2004-2005).



The Purpose of the Study

- To compare the effects of two types of phonics instruction on reading, spelling, and writing.
 - ***Literature Context***: teaching phonics skills embedded in the context of children's literature
 - ***Spelling Context***: teaching phonics skills with individual words decontextualized from text selections (generating word spellings)

Roberts & Meiring (2006)



Findings

- At the end of 1st grade:
 - Both groups made significant improvements on reading, spelling, and writing measures and performed equally on a measure of reading comprehension
- At the end of 5th grade a single comprehension measure was given:
 - The spelling context group performed significantly higher than the literature context group on this measure.

Roberts & Meiring (2006)



Implications

- Instruction for most struggling readers
 - Phonics instruction in small groups, intense, explicit
 - Phonics instruction in a spelling context with letter-sound correspondence, and blending and segmenting words
 - Spelling context promoted writing fluency and comprehension



Strong Leadership

- Characterized by extensive **knowledge** of:
 - Children
 - Reading programs
 - Data
 - Schedules
 - Teachers' needs
- Involved in every aspect of their school's reading program
- Leadership is provided by principals, reading coaches and/or literacy teams



Some things *school leadership* can do to support interventions:

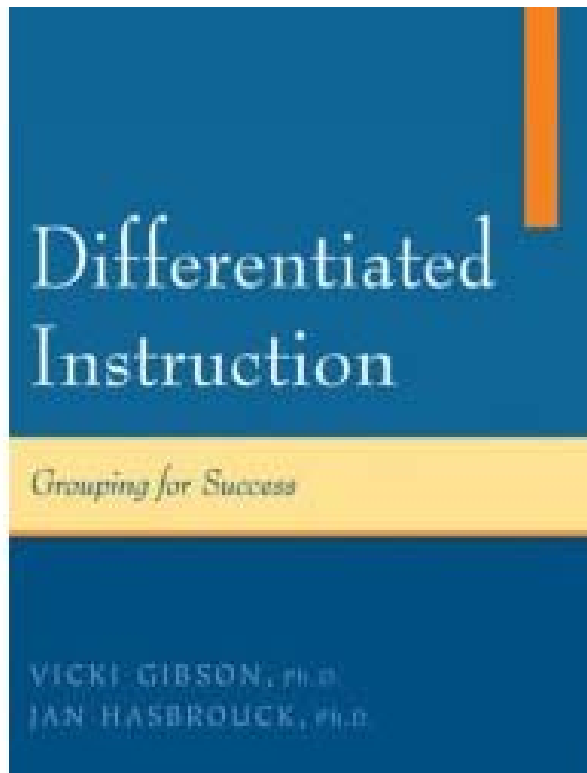
- Develop a school **schedule** that allows sufficient time for intervention
- Identify or provide sufficient **personnel** to deliver intervention instruction
- Provide appropriate **programs** and material to support the intervention instruction
- **Oversight, energy, follow-up** – use data meetings to ask about students, make decisions to increase support, etc.
- Insure teachers have excellent **professional development** in the what, why, & how of intervention



Examples of Strong Leadership

- “Our leader not only has a mission for our school which is *what* we want to do, but she has a vision of *how* we are going to do it.”
- “Budget allocation reflects needs of students.”
- High expectations of teachers and students and accountability for meeting expectations
- Mutual respect between teachers and principal
- Principal seen as “Captain” of the team working toward a common goal
- Video

A few resources for teachers on Differentiated Instruction



- Differentiated Instruction: Grouping for Success
Gibson and Hasbrouck:
McGraw-Hill Higher Education
(2008)

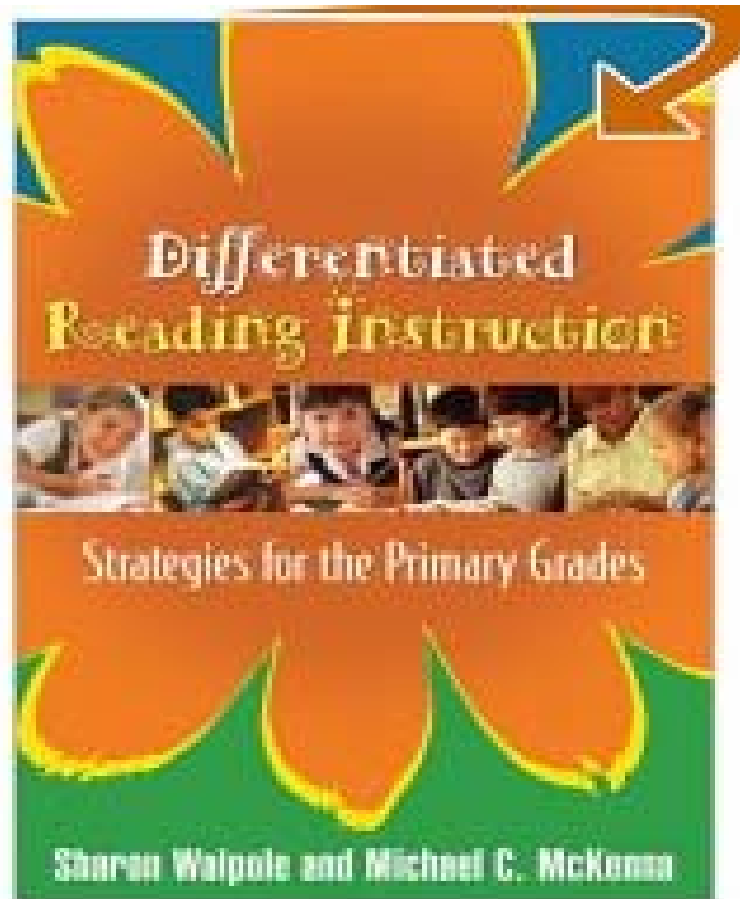
How are you really spending your teaching time?

- BET observation for 20 minutes
- Are you spending your time on behavior, environment/materials or on teaching?
- Taken from the book "Differentiated Instruction: Grouping for Success" by Vicki Gibson, Ph.D. and Jan Hasbrouck, Ph.D.

Behavior	Environment	Teaching

Differentiated Reading Instruction: Strategies for the Primary Grades

by Sharon Walpole and Michael McKenna: Guilford (2007)





**INTENSIVE READING INTERVENTIONS
FOR STRUGGLING READERS
IN EARLY ELEMENTARY SCHOOL**

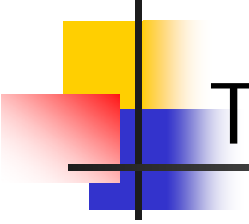
A Principal's Guide



**CENTER ON
INSTRUCTION**

Guidance on essential procedures for implementing effective interventions with young children

Download at www.fcrr.org, go to the section for administrators, and then to the section on Interventions for struggling readers



The very best teachers of children who
struggle in learning to read are

Relentless

in their pursuit of every child

And they accept

NO EXCUSES!!



Remember...

- “Improvement is a *process*, not an event.” (Elmore, 2004, p.254)
- “It matters little what else they learn in elementary school if they do not learn to read at grade level.” (Fielding et al., 2007, p.49)



Thank You!

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This presentation can be found on
www.fcrr.org under my name on the
Presentations and Publications section.