

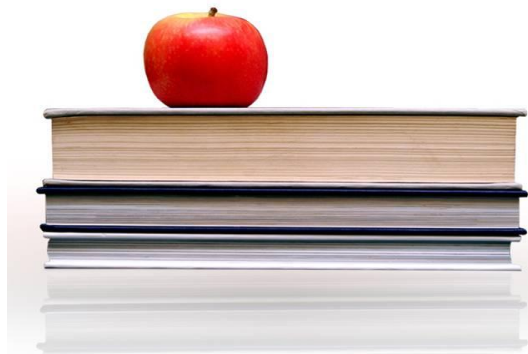


“To learn to read is to light a fire; every syllable that is spelled out is a spark.”

— Victor Hugo, *Les Misérables*

Development and Management of an Effective Reading Intervention Program

- Research into Practice
 - Steps in Development
 - Challenges and Strategies
 - Activities



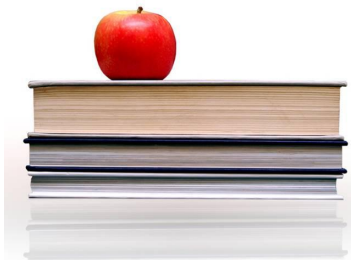
Core Service Delivery Components

- Multitier implementation
 - Student assessment and decision making
 - Evidence-based intervention provision
 - Maintenance of procedural integrity
 - Development and sustainability of systems level capacity
- (Glover & DiPerna, 2007)



Multitier Implementation

- Evaluate district/campus service model
- Fits into Tier 2: Targeted intervention
- Questions to ask
 - 2 models



Student Assessment and Decision Making

- Choose a well established system that is easily accessible
- Example
 - DIBELS Oral Reading Fluency probes for baseline and current levels of performance
 - Students judged as at high to moderate risk for failure through the DIBELS scores were accepted into the program

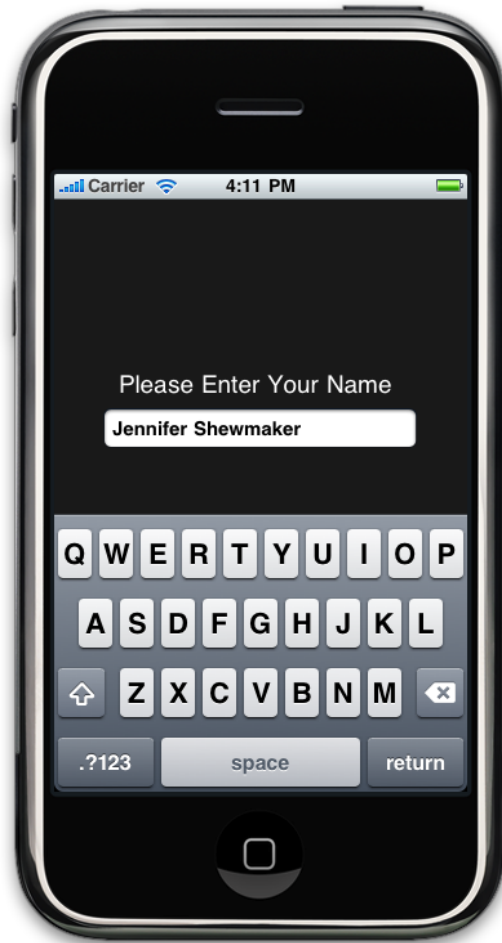


Data Gathered

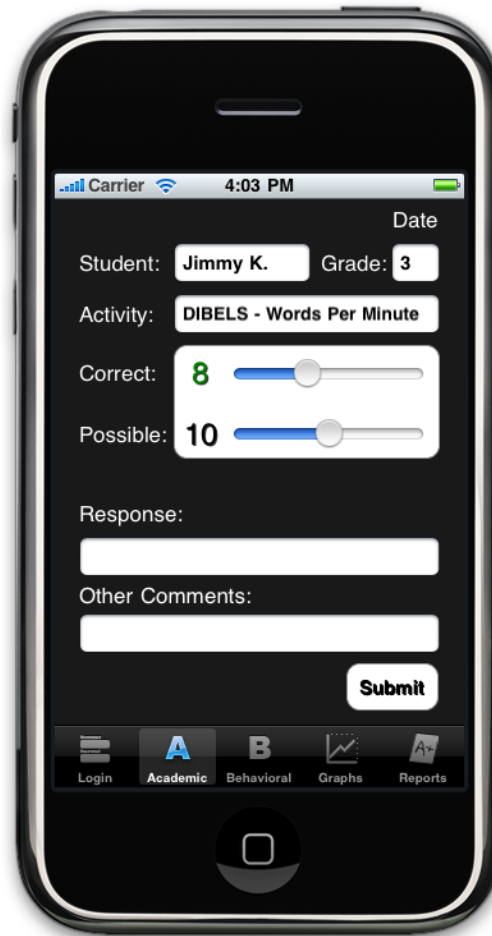
- Types of data gathered
 - Formative
 - gathered to measure if a student has mastered essential skills and whether further intervention is needed
 - Summative
 - gathered less frequently, and are used to change instruction as needed



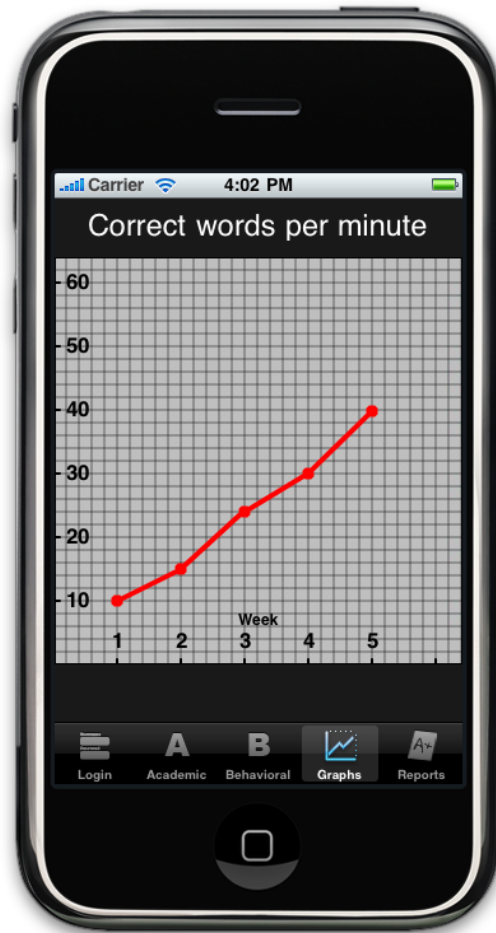
Rtl Tracker



Rtl Tracker



Rtl Tracker



Instructional Hierarchy

- Phases of learning

- Acquisition

- Instructors teach students how to perform skills using particular content

- Fluency

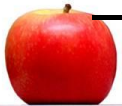
- Students produce accurate responses accurately and quickly

- Generalization

- Lessons aimed at promoting accuracy and fluency across words—phrases—sentences—stories.

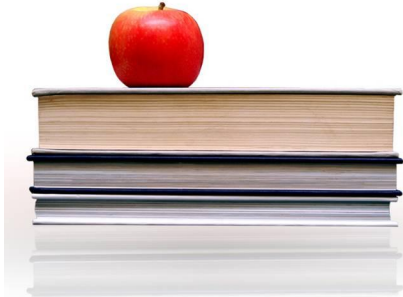
- Adaptation

- Students learn to adapt the skills learned by applying them to new content

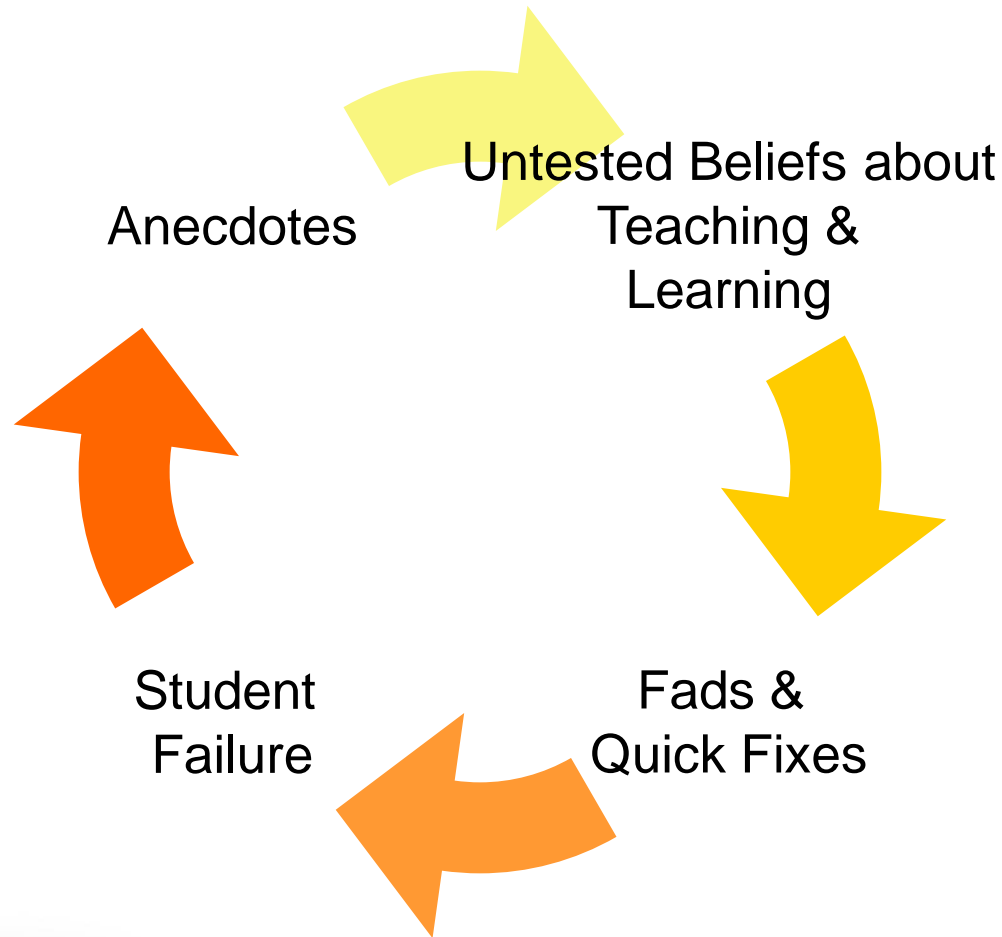


Instructional Hierarchy

- When deciding what intervention strategy to use, you must be able to decide where in the hierarchy they currently are.
- Where would a student probably start if they could correctly sound out words, yet were very slow in emitting a response?



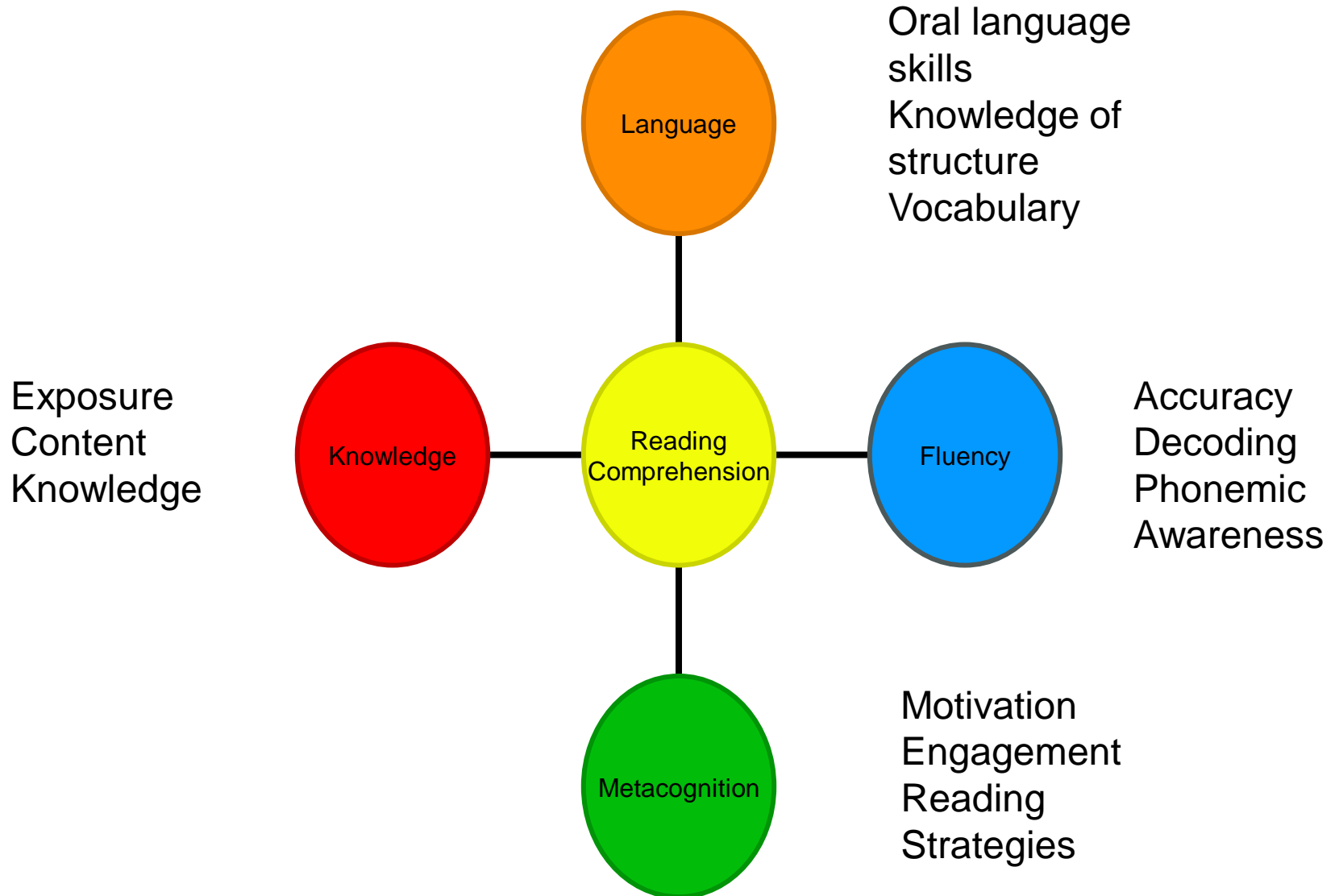
Why is Evidence Based Intervention Important?



Evidence Based Intervention Provision

- Choose a program that is evidence based
- Questions to ask
- Example
 - Florida Reading Center resources [reviewed programs](#)
 - Tier 3 Intensive programs [reviewed](#)





Best Practices: General Interventions

- Prompting and Error Correction
 - Verbal prompts are used to produce a scaffolding effect
 - Help with sounding out
 - EX. MOP
 - What sound does “M” make _____?
 - What sound does “P” make _____?
 - Since it is a single vowel between two consonants the vowel sound is “short O” which sounds like ____?



Best Practices: General Interventions

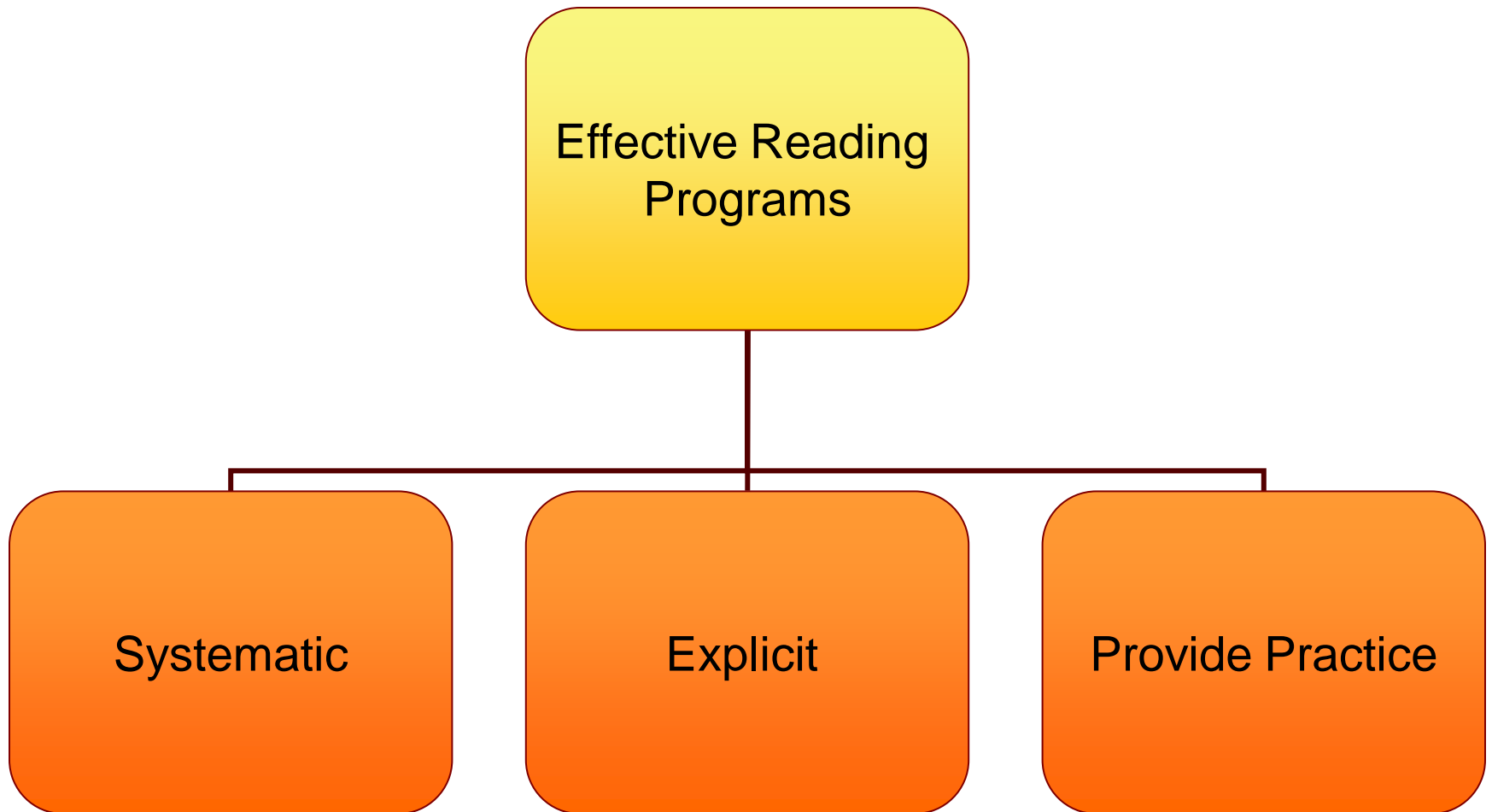
- Opportunities to Respond/Repeated Practice
 - When educators provide plenty of opportunities for students to read and engage in repeated practice of reading skills, students are more likely to acquire, maintain, and generalize skills.
 - Important that responses are accurate responses, and an educator must immediately correct any mistakes.



Effective Reading Programs

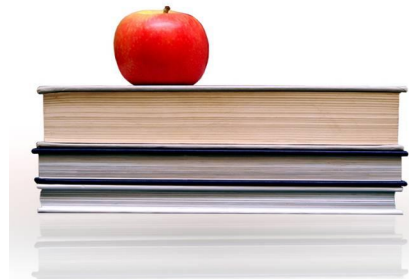


What does the research show?



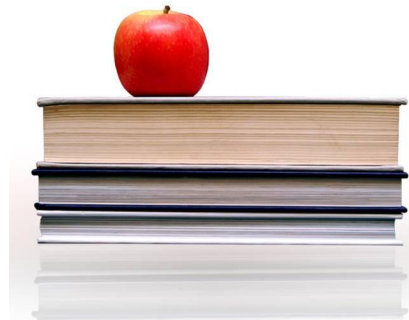
How do I evaluate programs?

- Should:
 1. Be adaptable to the students needs as identified by assessment
 2. Include alphabetic knowledge, phonemic awareness, vocabulary development, and the reading of text as well as systematic phonics instruction
 3. Help teachers explicitly and systematically instruct students in
 - how to relate letters and sounds
 - how to break spoken words in to sounds
 - and how to blend sounds to form words



How do I evaluate programs?

- Should help students:
 1. Understand how they are learning the relationships between letters and sounds
 2. Apply their knowledge of phonics as they read words, sentences, and text
 3. Apply what they learn about sounds and letters to their own writing



Two Types of Program Models

1. Problem Solving Model

2. Standard Protocol Procedure



Evidence Based Interventions

Word Based
Interventions for
Phonological
Awareness

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graph TD; A[Word Based Interventions for Phonological Awareness] --- B[Sound Manipulation Activities]; A --- C[Sound Boxes]
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Sound Manipulation
Activities

Sound Boxes

Best Practices: Specific Techniques

– Sound Manipulation

- Sound Boxes

- /F/ /AN/

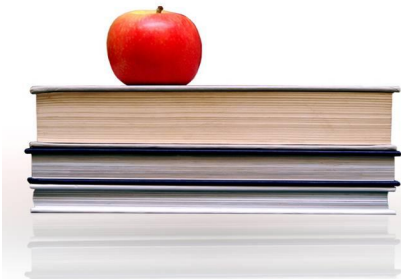
- Put the two sounds together to get “FAN”

- Sound Sorts

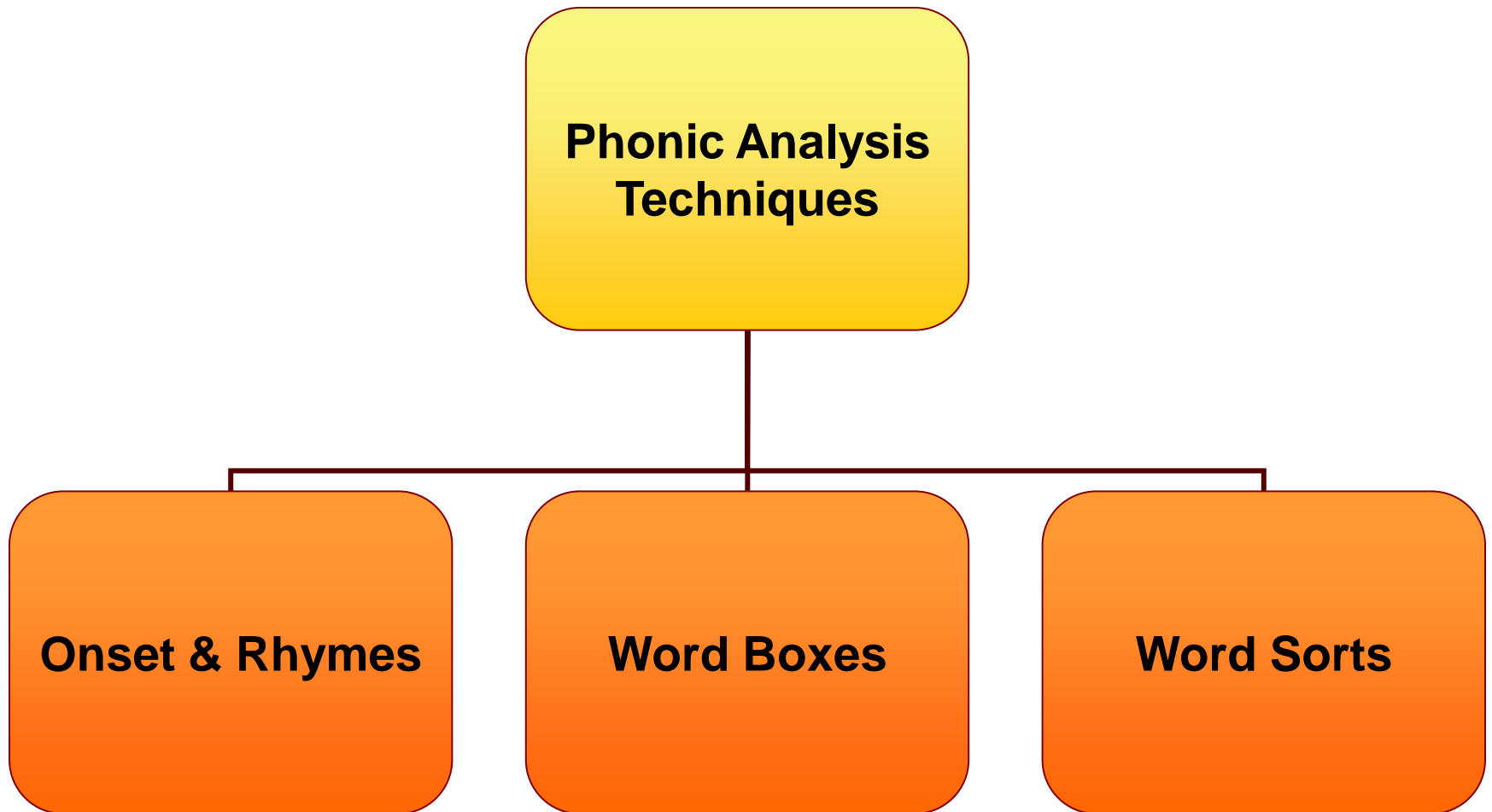
- Categorizing sounds according to same beginning and ending as well as words that rhyme

- » Bag, Bat, Big, But, Ball

- » Rug, Bug, Slug, Mug



Evidence Based Interventions



Best Practices: Specific Techniques

– Word Sorts

- Using category words, students take words and place them in the correct category
 - Given 3 cards—Fly, Bat, Rug
 - Remaining cards are placed under the card with the same initial sound (F=fly, B=bat, R=rug)

– Word Boxes

- Like word sorts, only instead of using category cards, magnets are used to place initial sound to final sound to make a word



Evidence Based Interventions

**Sight Word
Techniques:
Fluency**

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graph TD; A[Sight Word Techniques: Fluency] --- B[Flashcard Drill & Practice]; A --- C[Interspersal of Known & Unknown]; A --- D[Incremental Rehearsal];
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**Flashcard
Drill & Practice**

**Interspersal of
Known & Unknown**

**Incremental
Rehearsal**

Best Practices: Specific Techniques

– Flashcard drill

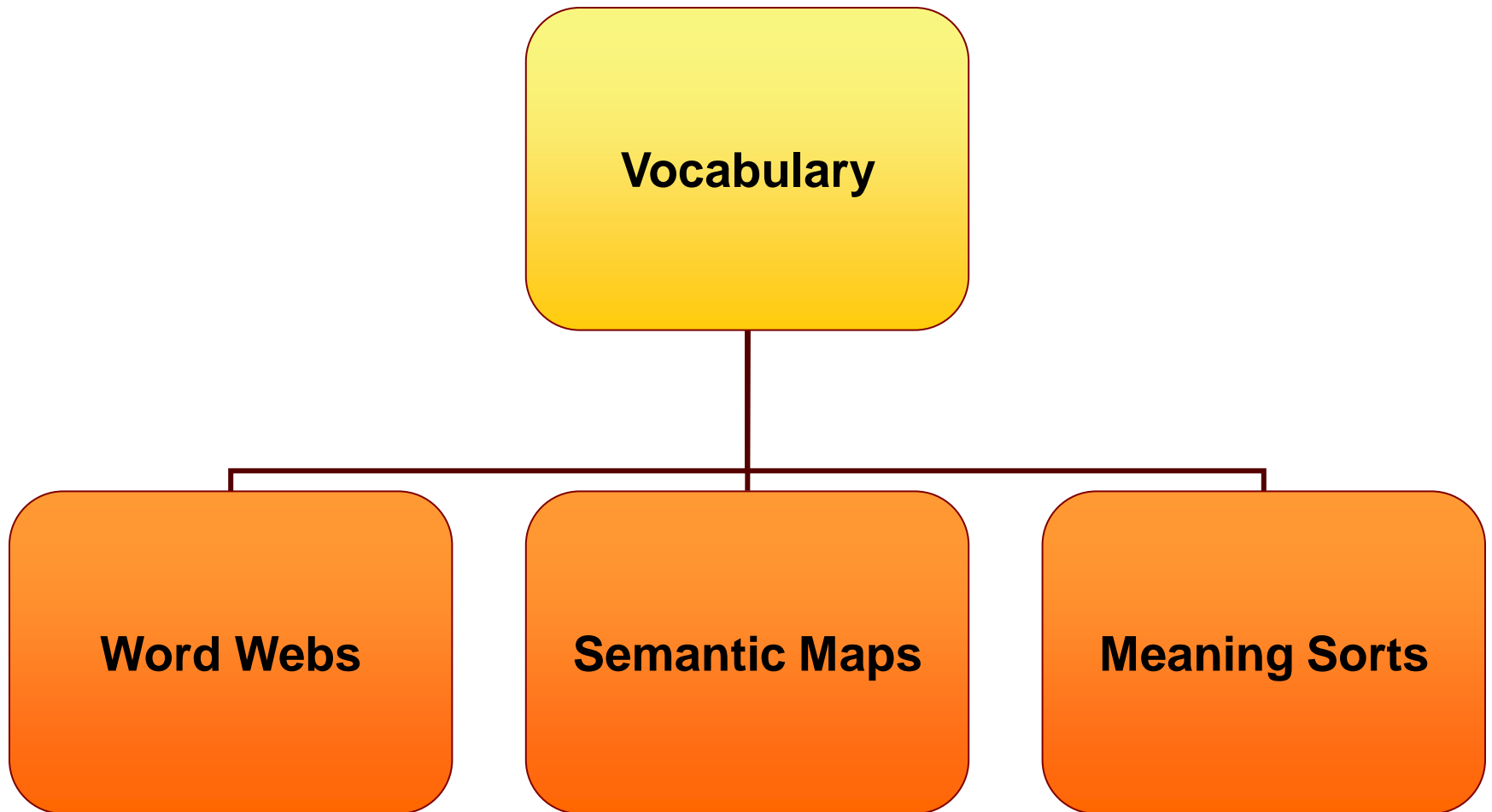
- Given sight words, told to go until time runs out, and then go back and explain missed cards. Repeat

– Incremental Rehearsal

- 10 unknown words, nine known words. Known words are shown, then given 1 unknown word, and repeat showing nine known words again and a new unknown word until all 10 words have been gone through



Evidenced-Based Comprehension Interventions

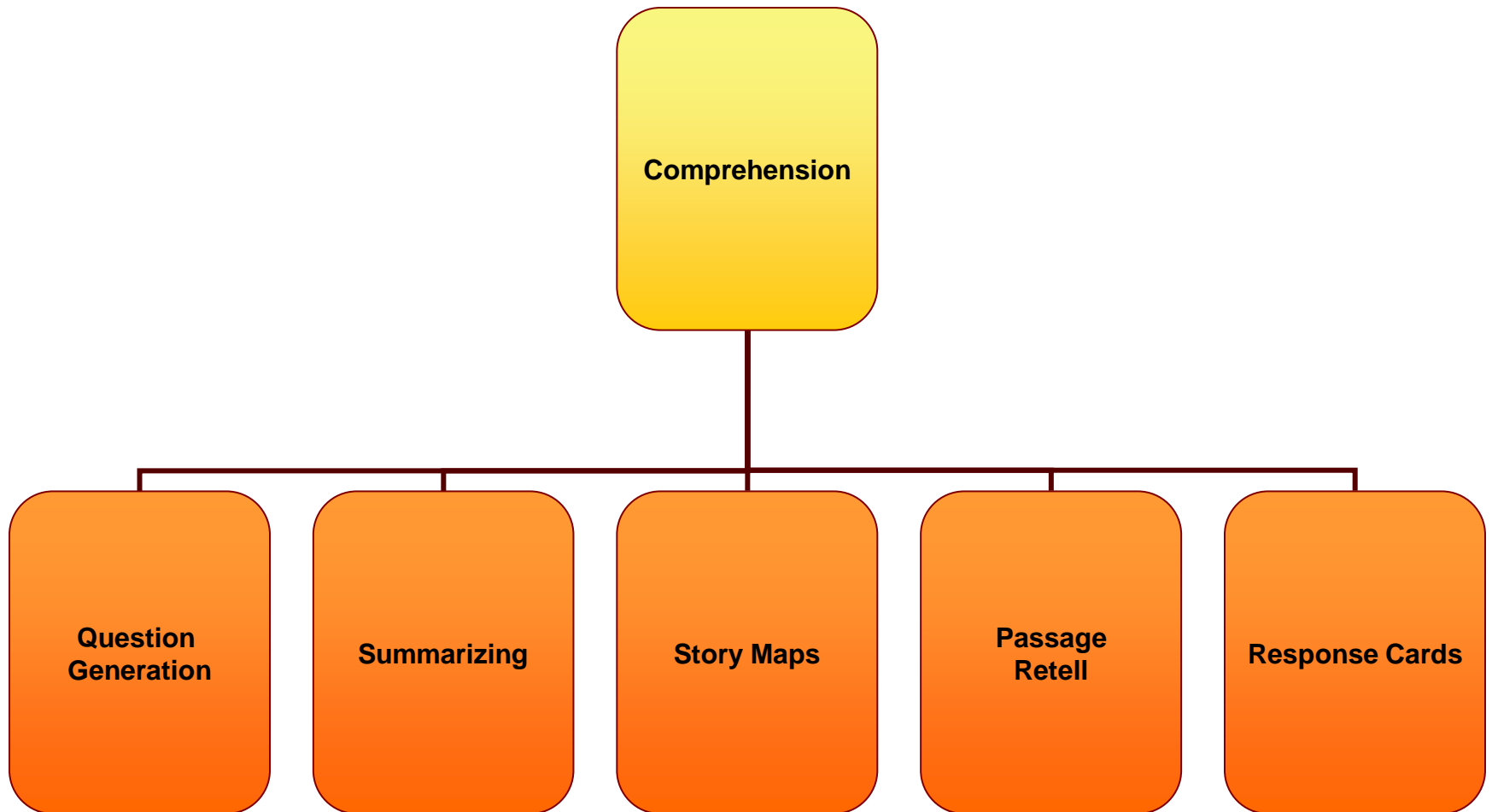


Best Practices: Specific Techniques

- Vocabulary and Comprehension
 - Students exhibit difficulty understanding and deriving meaning from text
 - Semantic Webs
 - Key concept is placed in the middle and characteristics can be placed at various places around the targeted word. Students choose which characteristics go with the key concept.



Evidence Based Comprehension Interventions



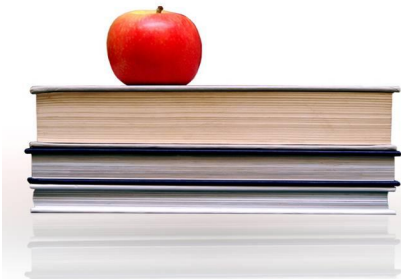
Best Practices: Specific Techniques

– Story Maps

- Elements include characters, setting, main idea, major events, problem/conflict, and resolutions

– Response Cards

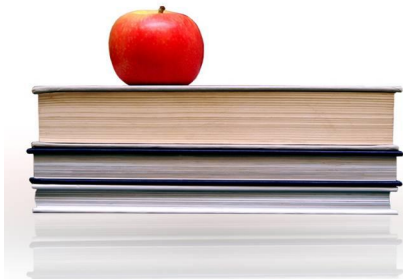
- Used in classroom settings, where students are given dry-erase boards and told to write answer and show when a teacher asks a question



Best Practices: Specific Techniques

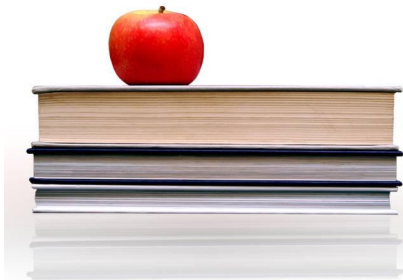
– Questioning and Paraphrasing Text

- Students have been found to understand text better when they form and answer their own factual as well as inferential questions
 - EX. “What do you think will happen next in the story?”



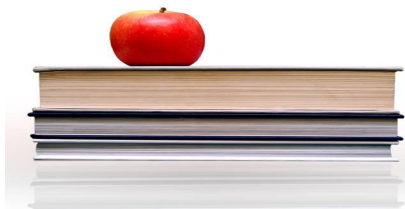
Maintenance of Procedural Integrity

- Standard protocol
 - Use of an empirically based program of intervention and follow the procedures
 - Challenges
 - Questions to ask



Strategies for Enhancing Treatment Integrity

- 1. Develop a written intervention plan that is specific**
- 2. Provide training in intervention procedures**
- 3. Build an observation component into the intervention plan**
- 4. Avoid complex and ecologically intrusive interventions that disrupt current routines**



Sustainability

- Consider
 - Who
 - What
 - When
 - Where
 - How



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