“To learn to read is to light a fire; every syllable that is spelled out is a spark.”
— Victor Hugo, Les Miserables
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

Student: Jimmy K.  Grade: 3
Activity: DIBELS - Words Per Minute
Correct: 8
Possible: 10
Response:
Other Comments:
Submit
RtI 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?

Anecdotes → Untested Beliefs about Teaching & Learning

Untested Beliefs about Teaching & Learning → Fads & Quick Fixes

Fads & Quick Fixes → Student Failure

Student Failure → Anecdotes
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

- Vocabulary
- Phonemic Awareness
- Comprehension Strategies
- Phonics
- Fluency
What does the research show?

Effective Reading Programs

- Systematic
- Explicit
- Provide Practice
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 into 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

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

Phonic Analysis Techniques

- Onset & Rhymes
- Word Boxes
- Word Sorts
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

- 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

- Vocabulary
  - Word Webs
  - Semantic Maps
  - Meaning Sorts
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

Comprehension

- Question Generation
- Summarizing
- Story Maps
- Passage Retell
- Response Cards
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
Bibliography

- Ogonosky, A. Conducting and Documenting Behavioral Observations.