

6 Designs for Comprehensive Intervention

A Comprehensive Intervention Model for School & Student Success

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What is a Comprehensive Intervention Model?

- Flexible menu of options within a system-wide intervention design
- Chosen by stakeholders at each school
- Based on data analysis of the school needs
- At critical points of intervention service
- In response to the needs of the school
- In order to meet the varying and growing diversity of needs of learners

Comprehensive Framework for ensuring student success

- Classrooms with differentiated instruction and research-based practices
- Interventions that meet the diverse needs of struggling readers and learners.
- Professional learning communities within schools which support and extend teacher knowledge and effectiveness.

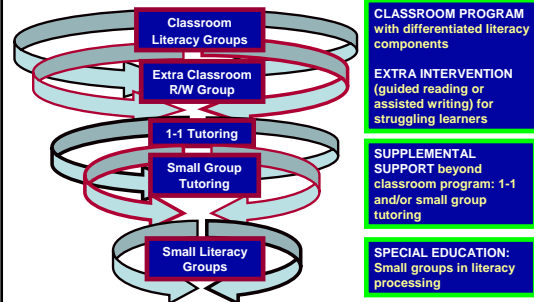
Concept of Tiered Instruction

- Definition -- A series of rows placed one behind or in front of one another, like seat tiers in a theatre. An ordering system.
 - Implications for education--try one thing, wait, then another tier
 - Can lead to a remediation design, teach, test, and remediate with more of the same

Concept of Layering Instruction

- Definition--a single thickness of something that lies over or under or between other similar thickness, like blankets on a bed or cake layers.
 - Implications for education--similar approaches can occur simultaneously
 - A building-up constructive process
 - Providing degrees of intensity to achieve a goal

LAYERS OF LITERACY SUPPORT



Seamless Transitions in Literacy Support

CLASSROOM LITERACY SUPPORT

SMALL GROUPS

- ✓ Guided reading
- ✓ Assisted writing
- ✓ Literature study
- ✓ Language study

PLUS:

- ✓ Additional in-class literacy groups for struggling learners

The Literacy Foundation

SUPPLEMENTAL LITERACY SUPPORT

SUPPLEMENTAL SUPPORT

- ✓ 1-1 Interventions (Reading Recovery)
- ✓ Small literacy groups for other needy students
- ✓ Language groups in Kindergarten
- ✓ Upper Literacy Groups 2-4 grades

Seamless Transitions in Literacy Support

LAYERS OF LITERACY SUPPORT

SPECIAL EDUCATION students:

- ✓ Teachers trained in literacy processing theories
- ✓ Small group instruction that matches classroom literacy program
- ✓ Reading and writing workshop approach

Seamless Transitions in Literacy Support

System Interventions

- Designed to intervene into inappropriate patterns and redirect the responses to more efficient and constructive outcomes.
 - Create a tailored environment for learning the new approach
 - Narrow the degrees of freedom so the learner can focus
 - Provide sensitive scaffolding at critical points
 - Move learner from procedural to conceptual levels quickly

Implementation Check

- 1) How many first graders are reading below proficiency at end of year?
- 2) What services are in place for transfer students who need help in reading?
- 3) How much time is available for progress monitoring and support of second graders?
- 4) How are the 3rd and 4th graders performing on state assessments?
- 5) How often do intervention teams meet to discuss progress of struggling readers?

Other Questions

- 1) What types of interventions are used in the school? Does the intervention focus on items of knowledge or integration processes? Are the interventions working together or against one another?
- 2) Does the classroom reading program include small group instruction?

Maintain Focus on System Goal

To change the achievement profile of a school by:

- providing high quality interventions that increase literacy levels of low children
- providing coaching support for teachers that improves classroom instruction.



Student Intervention Approaches

- **Early Intervention (grades K-1)**
 - Intervene as early as possible before confusions become habituated
 - Will take less time (12-20 weeks) to recover the system and redirect the processes for greater efficiency
 - Two levels of intensity (RR and SG)
- **Upper Intervention (grades 2 and above)**
 - More confusions as students get older
 - Will take more time to identify the confusions, break the unproductive habits, and redirect the system for greater productivity
 - Two levels of intensity (1-1 tutorial and SG)

Six Designs for a Comprehensive Intervention Model

- Reading Recovery and Early Literacy Groups (K-1 push-in and/or pull-out model)
- Reading Recovery and Upper Literacy Groups (grades 2 & 3 pull-out model)
- Reading Recovery and Intermediate Groups (grades 4 & above pull-out model)
- Reading Recovery and Early Intervention Coach (K-1 classrooms)
- Reading Recovery and ELL Teacher (RR and ELL students)
- Reading Recovery and Special Education Model (RR and K-5 Literacy Group model for LD kids)

Adjusting the Social Context to Promote Faster Transfer

- Provide an individualized context with tailored scaffolding and limited or no distractions for learning the new strategy.
- Apply the strategy in a small group context with typical distractions and a lesser degree of tailored scaffolding.
- Apply the strategy in the classroom reading group with classroom teacher.
- Observe the learner across the changing contexts and adjust the scaffolding according to the learner's ability to problem-solve.

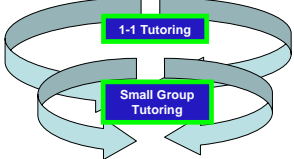
Reading Recovery as the Cornerstone Intervention

- Group interventions are highly successful with many students
- The lowest, most needy, most tangled students make the most accelerated growth through Reading Recovery

Strategic Processing Group: Intervention Strategies

- Problem-solving strategies
- Comprehending strategies
- Vocabulary strategies
- Reciprocity of reading & writing
- Understanding text structures
- Reading & writing fluency
- Flexibility & transfer

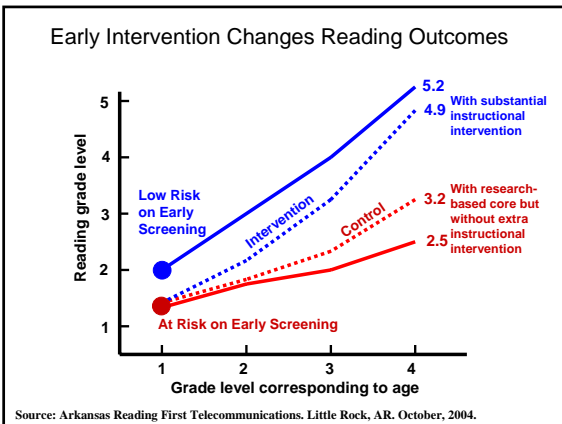
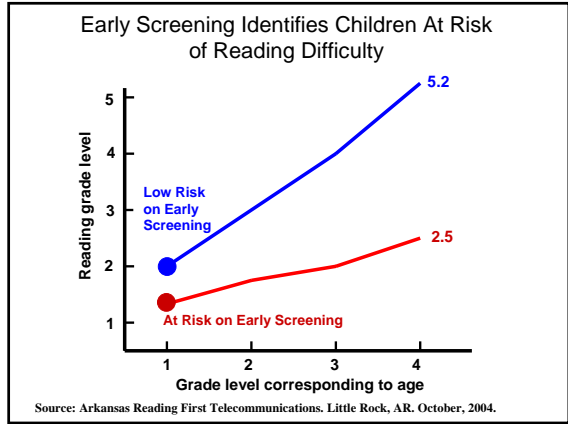
SUPPLEMENTAL LITERACY SUPPORT



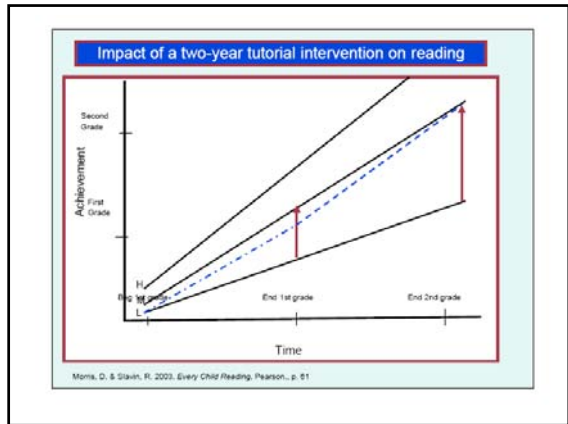
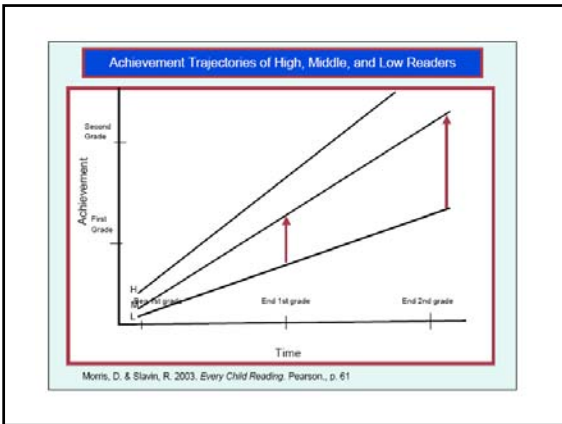
Supplemental Support:

- ✓ 1-1 Interventions (Reading Recovery)
- ✓ Small literacy groups for other needy students
- ✓ Language groups in Kindergarten
- ✓ Upper Literacy Groups 2-4 grades

Seamless Transitions in Literacy Support



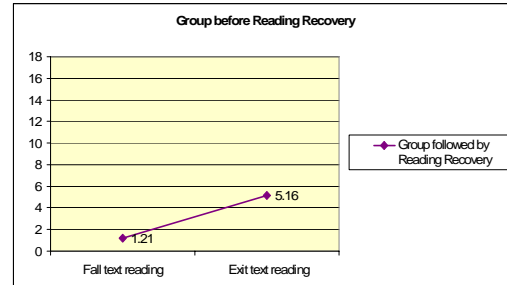
- ### Need for Early Intervention
- The longer students struggle in acquiring effective literacy skills, the more likely they are to struggle throughout school
 - Lowers the need for retention and remediation
 - Provides the opportunity for students to work alongside average peers and learn from the classroom instruction



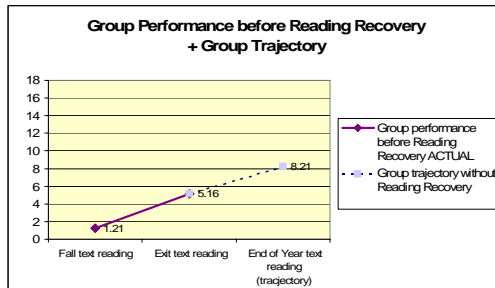
Research

- James, 2005
- *Reading Recovery & Small Group Literacy Intervention: A Layered Approach for Comprehensive Intervention*

Performance in Group only



Performance in Group + Trajectory



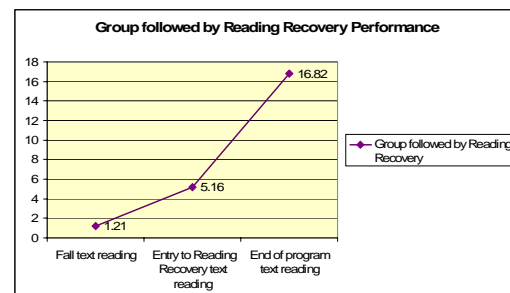
Finding and Implication

- Students served in group only will continue to make some progress under current trajectory
- Projected growth will not enable students to meet grade level expectations by the end of the year

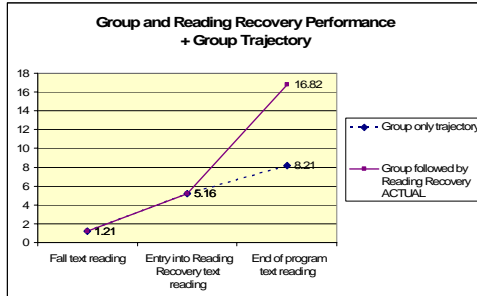
Further Analysis

- Does the participation in Reading Recovery following small group change the learning trajectory for students?

Group + Reading Recovery



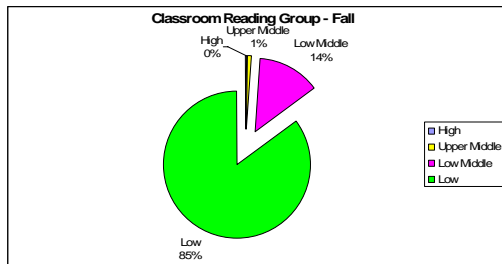
Consolidation of Findings



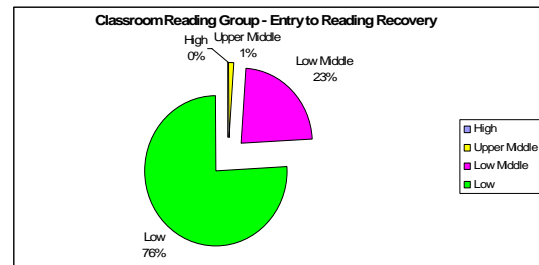
The Reality of the Findings

- Students were moved to higher reading groups within the classroom as their reading improved.

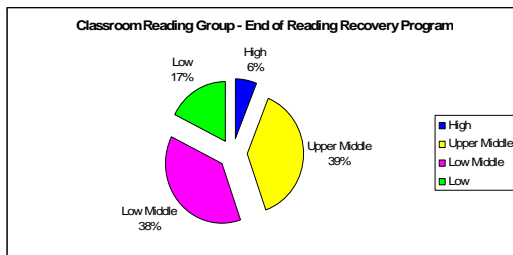
Additional findings: Classroom Reading Group



Classroom Reading Groups: Entry into Reading Recovery



Classroom Reading Groups: End of Reading Recovery



Implications

- Reading Recovery is successful and provides a cornerstone for interventions.
- Small groups are successful, and are the intervention of choice for the less needy students.
- Meeting the needs of our most needy requires multi-layered solutions.

Reading Recovery + Early Literacy Groups

- K-1 or K-2 push-in or pull-out groups
- Proven effective early intervention
- Works well with limited implementation through full implementation

Reading Recovery + Upper Literacy

- Grades 2-3 pull-out model
- 4 students served in Reading Recovery (one-on-one)
- 3-4 literacy groups served OUTSIDE classroom

Reading Recovery + Intermediate Groups

- Reading Recovery
- Pull-out groups for grades 4 & up

Rationale for Reading Recovery + Upper Intervention & Intermediate Groups

- Students move
- Many students in upper grades did not have access to early intervention
- Students who have had early intervention may need additional support to ensure continued success

Reading Recovery + Intervention Specialist (K-1)

- Reading Recovery teacher serves 4 Reading Recovery students outside the classroom
- Reading Recovery teacher serves as an intervention specialist and coach
- Serves at least one group of students within the classroom in intervention reading and writing
- Coaches the classroom teacher in observation, instruction and reflection on guided reading and writing

Rationale for Reading Recovery + Intervention Specialist (K-1)

- Provides a seamless support system for the students served in intervention
- Coaching supports classroom teacher in learning to effectively teach the hardest to teach students
- Provides an opportunity for students to apply what is learned in the classroom setting

Reading Recovery + ELL

- ELL teacher is trained along-side Reading Recovery teachers
- ELL teacher provides strong literacy instruction in tandem with language instruction
- Promotes alignment between classroom and supplemental language support

Reading Recovery + Special Education

- Special Education teacher is trained as a Reading Recovery teacher in Literacy Processing
- Special Education teacher may teach one or two students who are not in special education – this aligns with the newest IDEIA law
- Special Education teacher is able to apply specialized knowledge to students currently in Special Education

Critical factors for success

- Scheduling
- Administrative support and understanding
- Personalities
- Flexibility
- On going problem solving and decision making

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