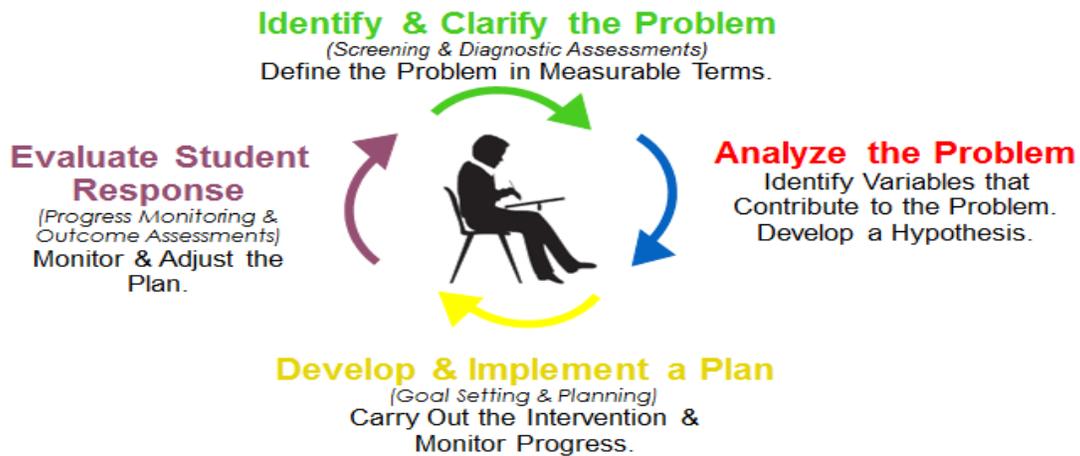


# CONSIDERING ADDING AN ADDITIONAL INTERVENTION TO YOUR LITERACY CONTINUUM (TIER II OR TIER III)?



## Identify, Clarify and Analyze the Problem

**What is the size and significance of the gap between grade-level reading expectations and the current performance of the student (or students)?**

**For which students is the core reading program not sufficient? Why?**

Identify instructional needs by exploring the following questions:

- For what percentage of students is core instruction not effective?
- Is it a skills issue or a practice issue?
- Can core be changed to meet these needs?
- What skills/ big ideas need more attention that cannot be accomplished by core instruction? For which percentage of your students?
  - Comprehension
  - Vocabulary
  - Fluency
  - Decoding
  - Phonological Awareness
  - Other
- Would adding additional materials, supports or programs make sense given the population, PD needs, and student needs?

## Develop a Plan

In general, the more severe the discrepancy between the student and the grade-level expectation (or between their current performance and their grade-level peers) AND the more numerous the skill deficits/ big ideas, consider:

- Integrated instruction across big ideas of reading
- Explicit and systematic instructional delivery models
- Research-based scope and sequence
- Multiple service providers/ interventionists working on the same instructional priorities and goals
- Intentional alignment and communication with general educators
- More frequent progress monitoring of the instructional goal

When exploring intervention strategies or a specific intervention program, consider the following questions:

**Is the program/strategy research-based or evidenced based? How do you know?**

**Is it feasible given the cost of materials, training, coaching, etc. compared to available resources?**

- What are the costs of the initial training, ongoing PD supports, initial materials and ongoing materials?

**Which Big Ideas of Early Literacy Instruction are targeted?** (e.g.: Comprehension, Vocabulary, Fluency, Decoding, Phonological Awareness, Other)

- Does the intervention have a clear goal and purpose?
- Does the intervention align with and support core classroom instruction?
- What is the instructional focus? Are many big ideas targeted (comprehensive focus) or only 1 or 2 (narrow focus)?

**Does the intervention match the student(s) instructional need?**

- Do the instructional focus, strategies and materials match the student need and level?
- Does the intervention have a purposeful scope and sequence so that it can be matched to classroom instruction?

**How will I know if the intervention is making a difference?**

- Does the intervention establish a criterion measure for performance, a timeframe to achieve it, and a PM schedule? Does the goal(s) represent ambitious acceleration towards a curriculum benchmark?

**Is this the right group of students? What kind of student needs does the intervention purport to target?**

- Are the students grouped homogeneously based on matched instructional needs?
- Is group size strategically configured to provide sufficient teacher modeling & support?

**Who is intended to deliver the intervention? Is training needed, and if so, to what extent? Will the training be enough?**

**How much time needs to be allocated to achieve the desired results?**

- Is the instructional time allocated sufficient to accelerate learning?
- Is the instructional time delivered equal to the instruction time that is allocated?

**Do the materials or strategies have motivational components to increase student engagement?**

**How much explicit, direct instruction is embedded for the targeted students? Is it enough given the population of students?**

**Practice and alignment**

- Do the materials used promote mastery of the objective and actually help the student practice the skill?

**Is the level of challenge correctly matched to student skills? Is it too hard? Is it too easy?**

- Are materials matched to the student's instructional level?
- Are tasks matched to the student's instructional level?
- Is the instruction at the right pace for the student to gain mastery of skills?

### **Evaluate the Results**

**Is there an internal and/or external progress monitoring system in place to evaluate student response toward the goal?**

**Is there an implementation checklist or tool that staff can use to determine the degree to which they are delivering the intervention with fidelity and integrity?**

**Is the intervention producing the intended outcome within the intended timeframe? What is the evidence?**

**Are there adjustments or changes in intervention implementation that are indicated based on the progress monitoring and outcome data?**

For districts considering adopting a published instructional program or intervention for literacy, it is important to understand the intervention characteristics deeply to complete the above problem-solving cycle and develop a plan. It is also important to understand different approaches to intervention implementation when developing a plan. Two of the most commonly used approaches for implementing intervention include a **Standard Protocol Approach** and a **Problem-Solving Approach**. Both approaches are designed to reach the same goal, which is to increase student achievement of an academic outcome (e.g.: reading, comprehending, and responding to grade-level text) in order to close the achievement gap. The fundamental difference between the standard protocol and problem-solving approaches is the level of individualization and depth of problem analysis that occurs prior to the selection, design, and implementation of an intervention.

- **Standard protocol** intervention protocols are used with minimal analysis of the deficit skill (Fuchs, Fuchs, Mathes, & Simmons, 1997; McMaster, Fuchs, Fuchs, & Compton, 2005). Progress monitoring is used along with decision rules (e.g.: cut-points or criteria for success) to determine whether participation in the intervention is warranted or continues.
- A **Problem-solving** approach involves a more flexible process with an emphasis on individualized interventions that derive from the analysis of instructional/environmental conditions and skill deficits (Tilly, Reschly, & Grimes, 1999). Progress monitoring is used to systematically analyze instructional variables and then isolate and target skill/sub-skill deficits and shape the next steps in the intervention.

To support systematic decision-making, the Oakland Schools Special Education Department has created an electronic binder that contains tools for administrators, commonly-used intervention strategy resources, and guidesheets for published programs that are often used in Oakland County. Please access the electronic binder for more information.