

Intensive Intervention in Reading

Module 1 Workbook

Introduction to Intensive
Interventions in Reading and DBI

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Module 1 Checklist

Section	Assignment	Workbook	Online	Classroom Application
Part 1	Video		<input type="checkbox"/> Watch Module 1 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	1.1	<input type="checkbox"/> Examine the Achievement Gap		
	1.2		<input type="checkbox"/> Journal Entry	
Part 2	Video		<input type="checkbox"/> Watch Module 1 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	1.3	<input type="checkbox"/> Stop & Jot: <i>Validated Intervention Programs</i>		
	1.4	<input type="checkbox"/> Stop & Jot: <i>Validated Intervention Programs</i>		
	1.5	<input type="checkbox"/> Stop & Jot: <i>Progress Monitoring</i>		
	1.6	<input type="checkbox"/> Stop & Jot: <i>Progress Monitoring</i>		
	1.7	<input type="checkbox"/> Stop & Jot: <i>Diagnostic & Mastery Assessment</i>		
	1.8	<input type="checkbox"/> Stop & Jot: <i>Diagnostic & Mastery Assessment</i>		
	1.9	<input type="checkbox"/> Stop & Jot: <i>Structural Adaptations</i>		
	1.10	<input type="checkbox"/> Stop & Jot: <i>Structural Adaptations</i>		
	1.11	<input type="checkbox"/> Stop & Jot: <i>Instructional Adaptations</i>		
	1.12	<input type="checkbox"/> Stop & Jot: <i>Instructional Adaptations</i>		

Guided Notes

Part 1

Objective

You will learn why reading intervention is important.

Importance of Reading

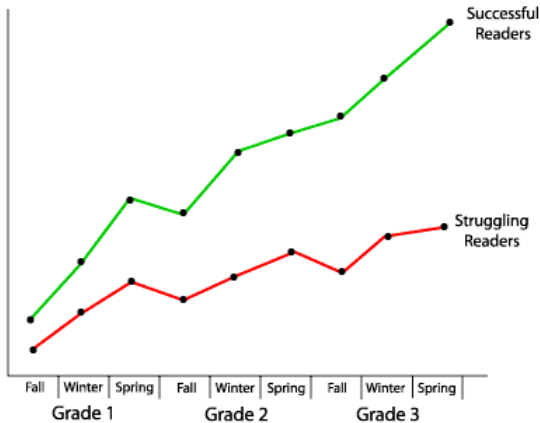
- **Reading is** _____
 - Reading is essential to success in our society
 - Increasing demands for _____ and on _____

- **Reading is** _____
 - Approximately _____ of third graders are performing _____ a “basic” level in reading (NAEP)



Activity 1.1 – Examine the Achievement Gap

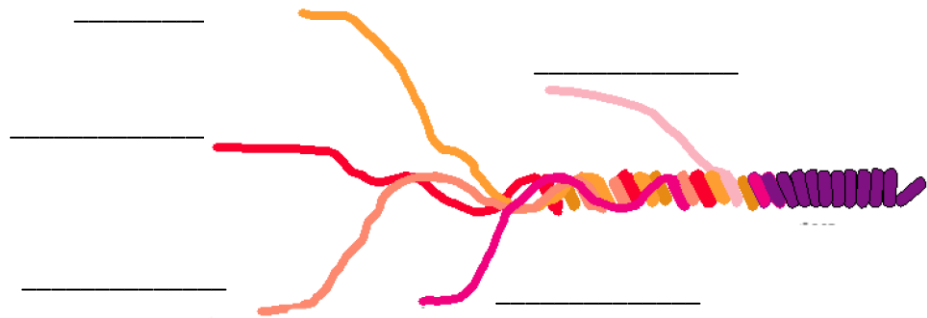
Look at the graph that highlights the achievement gap in reading.



1. What do you notice?

2. What does this tell you about the need for intensive intervention in reading?

- **Teaching Reading is** _____
 - Students with learning disabilities, including _____
- **Teaching Reading is** _____
 - Components of Successful Reading
 - Schools are complex



- **We know how to teach almost all students how to read**
 - We know more about teaching reading than any other area of education
 - Science of _____ and _____
 - Effective practices in _____, _____, and _____

Part 2

Objective

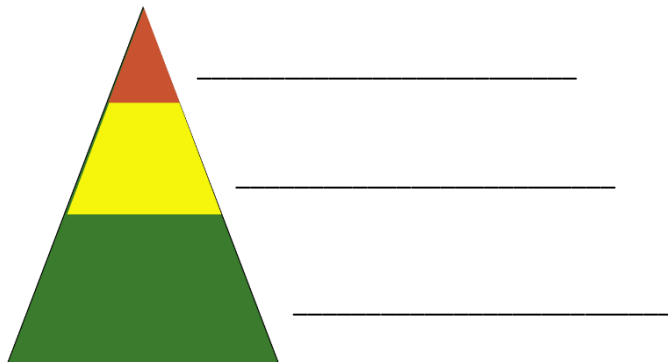
You will learn how data-based individualization (DBI) applies to reading.

Data-Based Individualization

- DBI is a _____ for _____ and _____ intervention through the systematic use of _____, validated _____, and research-based _____ strategies.

What's Different About DBI?

MTSS/RTI



Special Education

- DBI supports in the development of _____
 - Identifies _____
 - Allows us to collect _____

Identify a Validated Intervention Program

- Start with _____

Intervention Options for Teaching Reading

Evidence-Supported _____

Evidence-Supported _____

Promising _____

Examples.

Validated Intervention Program: MTSS/RTI



- 3rd grade student new to the school
- Identified through _____
- _____ intervention
- Intervention Program _____
- _____ per week, group of _____, _____ teacher

Validated Intervention Program: Special Education



- _____ for evaluation by 3rd grade teacher
- Eligible for _____ with _____
- _____ includes _____
- Intervention Program _____
- _____ per week, group of _____, _____ teacher



Activity 1.3 – Stop & Jot

Watch the video. Jot down your thoughts about the use of validated intervention programs.

I have a small group of students who really need support with comprehension, so I looked at the National Center on Intensive Intervention website and found a program that specifically targets comprehension. I didn't read the studies, but I was able to determine that the program was evaluated with students with similar needs, and at similar grades as my students. I spent a while reading the manual and watching training videos online – so I feel like I've been able to implement the program correctly. I know fidelity is important, so I'm trying to teach the way it is written - following the scope and sequence and the script.



Activity 1.4 – Stop & Jot

Watch the video. Jot down your thoughts about the use of validated intervention programs.

I'm using a good program with my students who need reading support. My students need help with phonics and decoding, and this program is really aligned to their needs. It contains a series of practice activities that target different phonics skills, and I can pick and choose which worksheets are best for each student. I know teaching phonics is an evidence-based approach, so I feel good about this program.

Progress Monitoring

Progress monitoring is a way to _____ on students in an _____ way.

- Is the _____?
- Are students making progress at _____?
- Do I need to _____ or _____ instruction?

General Outcome Measures

- Evaluate overall progress toward meeting _____
- _____ assessments developed by researchers
- _____, _____, _____, _____



Activity 1.5 – Stop & Jot

Watch the video. Jot down your thoughts about the use of progress monitoring.

We use CBM measures in our school for progress monitoring. We give them in the fall, winter, and spring. I'm really pleased with the growth of one of my students with reading difficulties. He made great growth between fall and winter, so I know he is responding to our intervention plan.



Activity 1.6 – Stop & Jot

Watch the video. Jot down your thoughts about the use of progress monitoring.

We use CBM measures in our school for progress monitoring. We give them every week for students who are receiving reading intervention. I'm really pleased with the growth of one of my students with reading difficulties. After a little bit of a slow start, his progress has been consistently above the aimline for meeting the end of the year benchmark for oral reading fluency, so I know he is responding to our intervention plan.

Diagnostic

- Why is the student _____ to the intervention?
- What specific _____ does the student need?
- Is the student _____ that I'm teaching?
- What information can help inform decisions about _____ or _____ instruction?



Activity 1.7 – Stop & Jot

Watch the video. Jot down your thoughts about the use of diagnostic and mastery assessment.

One of the students in my reading intervention group isn't responding the way I'd like – his progress monitoring data are below his aimline. I'm going to look closely at the assessments included in the intervention program to see what content he's learning and what parts he's having trouble with. I'm also going to look back at his CBM assessments from the past month and see if I can get a better understanding of what type of word reading errors he is making. I'm pretty sure this is the right intervention for him, but I want to get specific information that might help me figure out how I can best adjust the intervention to better meet his needs.



Activity 1.8 – Stop & Jot

Watch the video. Jot down your thoughts about the use of diagnostic and mastery assessment.

My student’s progress monitoring data are showing that she isn’t making the kind of growth we were hoping for. So, I looked back at the results of her comprehensive evaluation last spring. Based on the standardized assessment we gave her then, such as the Woodcock-Johnson and CTOPP, it looks like she has weaknesses in auditory processing and short term memory. I’m not sure if the intervention program we have her in addresses those things, so I’m thinking about trying to find a different intervention for her. I’m also going to look at her diagnostic profile from our state reading exam.

Intervention Adaptations

Structural Adaptations

- _____
- _____
- _____
- _____
- _____



Activity 1.9 – Stop & Jot

Watch the video. Jot down your thoughts about the use of structural adaptations.

We have a student who isn't responding to her current reading intervention, so we know that we need to intensify intervention for her. Right now, she is receiving a systematic Tier 2 intervention program from her classroom teacher 3 days per week for 30 minutes. This teacher is really good, but she doesn't have the same level of training as our reading specialist - who has extensive experience providing intensive interventions. Our reading specialist uses a different highly structured program and she has room in one of her intervention groups that meets 40 minutes two times per week. We think this is the right adaptation for her.



Activity 1.10 – Stop & Jot

Watch the video. Jot down your thoughts about the use of structural adaptations.

We have a student that isn't responding to her current reading intervention, so we know that we need to intensify intervention for her. Right now, she is receiving a systematic Tier 2 intervention program from her classroom teacher 3 days per week for 30 minutes. Based on diagnostic and mastery data, we think this is right the intervention program for her, but she needs increased time and a smaller group. Our reading specialist meets with a group of three students for 40 minutes 5 days per week using the same program, so we think this is the right adaptation for her.

Instructional Adaptations

_____ we teach and _____ we teach

- Effective _____
- Effective _____
- Eliciting _____
- Immediate specific _____



Activity 1.11 – Stop & Jot

Watch the video. Jot down your thoughts about the use of instructional adaptations.

We have a student who isn't responding to his current reading intervention, so we know that we need to intensify intervention for him. The intervention program is evidence-based and targets the right skills, but the teacher guide is a little vague about how the interventionist should deliver the content. We think we can adapt the program by doing a better job incorporating principles of explicit instruction into the program materials.



Activity 1.12 – Stop & Jot

Watch the video. Jot down your thoughts about the use of instructional adaptations.

We have a student who isn't responding to his current reading intervention, so we know that we need to intensify intervention for him. The intervention program is evidence-based and targets the right skills, but we think we can adapt the program by picking and choosing the activities that are most aligned with his needs and adding some different activities from another program.
