

## Section 4

# **Research-Based Interventions**

## Research Based Intervention



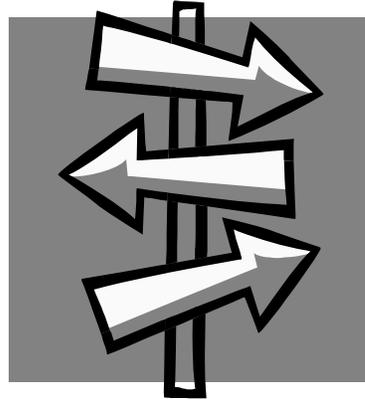
### **STEP 3. Use a Scientifically Validated Approach**

- Investigate the research base of your programs and interventions
- Identify sources of information for evaluating effectiveness of programs
- Know your own context and needs
- Match interventions with student needs (benchmark, strategic and intensive)
- Monitor the extent to which they are effective
- Change ineffective programs and strategies

## Why Scientifically Based Research?

- On what basis were educational decisions being made?

Anecdotal records, experience and intuition, hearsay, trial and error experiment, vendor driven, non-expert opinion, and what we like to call the cardiac method—"I know in my heart this is...good for kids...works...etc..."



**Excerpt From:**  
***Using Research and Reason in Education***  
***What is Scientifically Based Research?***

*Early in the 17th century, two astronomers competed to describe the nature of our solar system.*

*Galileo built a telescope and found new planets and moons. Francesco Sizi ridiculed Galileo's findings. There must be only seven planets, Sizi said. After all, there are seven windows in the head—two nostrils, two ears, two eyes, and a mouth. There are seven known metals. There are seven days in a week, and they are already named after the seven known planets. If we increase the number of planets, he said, the whole system falls apart. Finally, Sizi claimed, these so-called satellites being discovered by Galileo were invisible to the eye. He concluded they must have no influence on the Earth and, therefore, do not exist.*

*Sizi's most valuable contribution to history may have been to remind us that true understandings of the world, and how it works, cannot be based on pure thought alone, no matter how logical, creative, or contemporary such thought may seem.*

*True understandings require some measure of science and the willingness to seek information when making decisions.*

*The National Institute for Literacy*

## Not-so-Distant Past



- **Neurological processing and/or processing**  
Focus is on remediating the process deficits i.e., psycholinguistic training
- **Modality-Matched and Multisensory**  
**Modality-matched-Approach** - Students have preferred modality and teaching is matched to this modality (also called learning styles)  
  
**Multisensory Instruction** - Involves teaching aimed at using all pathways to the brain simultaneously, particularly visual, auditory, and kinesthetic

## Why Scientifically Based Research?

- With concern for huge investment of time/money and lost opportunity costs of unsuccessful programs, and research of evidence that there likely are better ways of doing things, the Congressional intent is *Research Driven Decision Making*.
- Mostly... the practical aspect – We want what works.



## **Program Quality Indicators**

- 1. The research relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different observers.**
- 2. The research is evaluated using experimental or quasi-experimental designs which individuals, entities, programs, or activities are assigned to different conditions or interest, with a preference for random-assignment experiments, or other designs to the extent that those designed contain within-conditions or across-conditions controls.**

## **Program Quality Indicators (cont.)**

- 3. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings, and**
- 4. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, scientific review.**

## Key Considerations

- **Has the study been published in a peer-reviewed journal or approved by a panel of independent experts?**
- **Have the results of the study been replicated by other scientists?**
- **Is there consensus in the research community that the study's findings are supported by a critical mass of additional studies?**

## Program Appropriateness

1. **Explicit instructional strategies:** teachers must be provided with instructions on what and how they are to teach the material included in the selected program. This ensures consistency across classrooms and among teachers and teacher aides.
2. **Coordinated instructional sequences:** the curriculum builds upon previously acquired skills and reinforces progress.



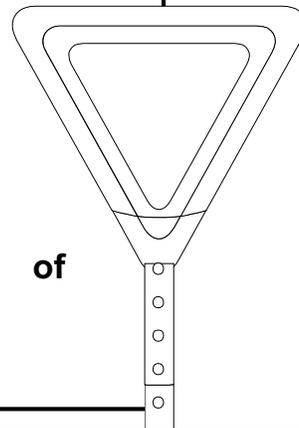
## **Program Appropriateness** **(cont.)**

3. Ample practice opportunities: children need a variety of types of practice from repeated trials, drill and practice to functional application of new knowledge in play and social settings.
4. Aligned student materials: assessment and curriculum, practice and activities, and outcome measures must be internally consistent and interrelated.



## **Instructional Approaches That Yield Significant Outcomes**

- ✓ **Well specified**
- ✓ **Explicit**
- ✓ **Carefully designed**
- ✓ **Closely related to the area of instructional need**



## Where do I Find SBR?



### What Works Clearinghouse

Evidence based on numerous studies with consistent findings, generalize to different settings, that explain why program or practice works.

[www.campbellcollaboration.org](http://www.campbellcollaboration.org)

### National Clearinghouse of Comprehensive School Reform

Tools and resources for implementing Comprehensive School Reform.

[www.goodschools.gwu.edu](http://www.goodschools.gwu.edu)

See Appendix

## Where do I Find SBR? (cont.)



### Northwest Regional Education Laboratory

CSR Catalog, Schooling Practices that Matter Most, Research You Can Use to Improve Results, and other summaries of the research literature.

[www.nwrel.org](http://www.nwrel.org)

### Educational Resources Information Center (ERIC)

2575 topical digests, including research, of prime interest to educators.

[www.ed.gov/databases/ERIC\\_Digests/index/](http://www.ed.gov/databases/ERIC_Digests/index/)

See Appendix

## Where do I Find SBR? (cont.)



### National Reading Panel

*Teaching Children to Read (2000)*, research-based reading instruction.

[www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

### National Research Council

*Adding It Up, Improving Mathematics Education*

[www.nap.edu](http://www.nap.edu)

### National Council of Teachers of Mathematics

Classroom resources to address principles and standards for school mathematics.

[www.illuminations.nctm.org](http://www.illuminations.nctm.org)

See Appendix

## Where do I Find SBR? (cont.)



### Center of Research on Standards & Student Testing (CRESST)

*Standards, Assessment, and What Else? The Essential Elements of Standards Based School Improvement.*

[www.cse.ucla.edu](http://www.cse.ucla.edu)

### Eisenhower National Clearinghouse

Curriculum resources in mathematics and science

[www.enc.org](http://www.enc.org)

### An Educator's Guide to Schoolwide Reform

Am. Institutes for Research

[www.aasa.org/Reform/index/htm](http://www.aasa.org/Reform/index/htm)

### Achieving Student Success Handbook

Laboratory for Student Success

[www.reformhandbook-iss.org/overview](http://www.reformhandbook-iss.org/overview)

See Appendix

## Remember...

- **Independent peer review**  
(not all education journals are peer-reviewed)
- **Replication of results by other scientists**
- **Consensus within a research community**
- **Use research literature if there are no clear answers**

## Interventions

### Are...

- **Linked to a GOAL** – the behavior/performance will change relative to the goal set by the team
- **Systematic/Planful** – the procedures to be applied are specified clearly and completely
- **Environmentally Focused** – the actions taken modify the environment, not only upon the student

## What is Intensive Intervention?

- **More than classroom instruction and more than in-class intervention**
- **Directly Taught**
- **More time – minimum of two sessions per day**
- **Small group –3 to 8 students**
- **Duration – months or years**
- **After in-class interventions do not show progress or for those significantly behind**
- **Usually a specially designed/purchased, direct instruction program**

## The URGENCY of Intervention

- **Assuming student will “catch-up” over time with practice as usual is dangerous practice**
- **The danger in developmental delay is that you assume children will catch up**
- **The evidence indicates this is a low-probability occurrence**



# Activity

## Research Based Interventions      ACTIVITY

**As a team, identify what interventions are available to students in the areas of:**

- Reading
- Math
- Study Skills
- Consider if they meet the criterion for research based?

## Some Examples of Interventions:

- Using corrective reading
- Teaching student how to initiate peer interaction
- Instructing in following directions
- Using strategies for sentence writing
- Teaching strategies for test taking
- Providing positive reinforcement for corrective behavior
- Identify specific skill deficits and teach

## Interventions Are **NOT**...

- Accommodations
  - Adaptations
  - Interagency referrals
  - Special education settings
  - Assessments, evaluations, screenings
  - Classroom observations
  - Advice or consultations
  - Assisting with instructional methods and materials
  - Places
- 

## Key Components of Intervention at the Secondary Level

- Students are screened to identify those with basic skills deficits.
- The school has a plan for providing students with additional support.
- Each student's learning is monitored with formative assessments on a timely basis.
- The support is timely, systematic, and direct.

Dufour, et. al (2004)

## What Intervention?

Based on level of support and deficit indicated

**TIER 1 BENCHMARK** Content area learning (content classes)

**TIER 2 STRATEGIC** Supplemental program/instruction according to specific skill deficits  
*Below the 40<sup>th</sup> percentile – less than 2 years behind*

**TIER 3 INTENSIVE** Comprehensive Intervention program  
*Below 20<sup>th</sup> percentile – two or more years behind*

## TIER 1 - BENCHMARK

- **Proficient Basic Skills**
- **Focus: Content area learning**
- **Well designed and well delivered**

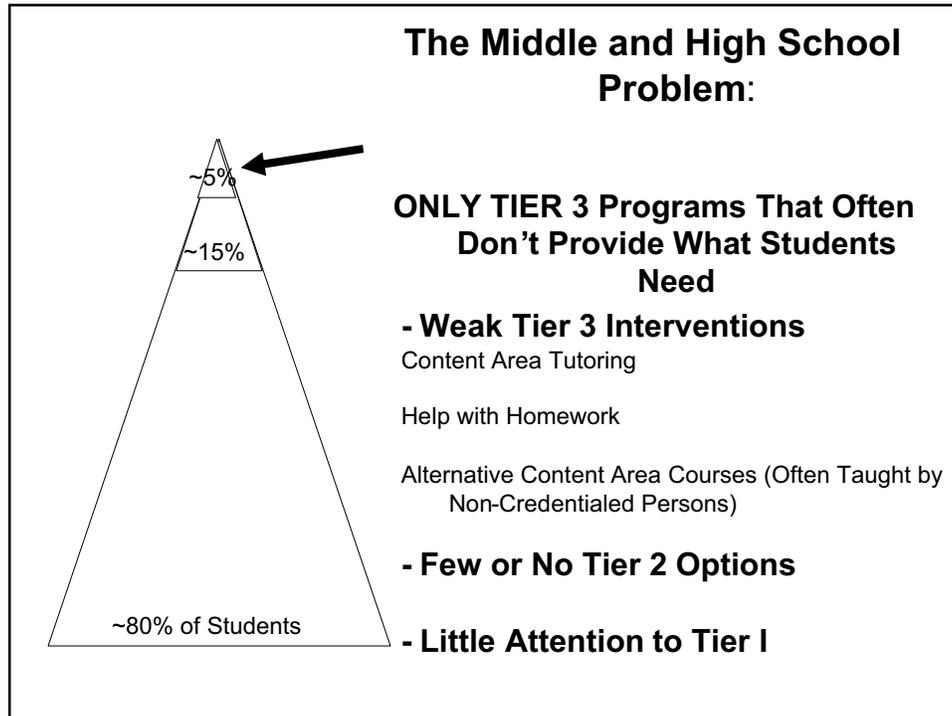
## **TIER 2 - STRATEGIC**

- **May occur in-side or out-side of content area classes**
- **30-45 min. daily**
- **Large or Small group**
- **In addition to content area classes**
- **Targets specific skill deficits**
- **Some students**

## **TIER 3 - INTENSIVE**

- **Is comprehensive and research-based within skill area**
- **Designed to accelerate if used properly**
- **60 minute or more daily**
- **Small group (e.g., 3-8 students)**
- **Generally taught in place of one or more content area classes (e.g., English, math)**
- **Students will likely require modifications and accommodations within content area classes**

## RTI Research Based Interventions



## An Illustration of the Problem: Reading

He had never seen dogs fight as these w\_\_\_\_\_ish c\_\_\_ f\_\_\_\_t,  
and his first ex\_\_\_\_\_t\_\_\_\_\_t him an unf\_\_\_\_\_able l\_\_\_\_n.  
It is true, it was a vi\_\_\_ ex\_\_\_\_\_, else he would not have lived to  
pr\_\_\_it by it. Curly was the v\_\_\_\_\_. They were camped near the  
log store, where she, in her friend\_\_ way, made ad\_\_\_\_\_ to a  
husky dog the size of a full-\_\_\_\_\_ wolf, the\_\_\_\_\_ not half so large  
as \_\_\_he. \_\_\_ere was no w\_\_\_ing, only a leap in like a flash, a  
met\_\_\_\_\_ clip of teeth, a leap out equal\_\_ swift, and Curly's face  
was ripped open from eye to jaw. It was the wolf manner of  
fight\_\_\_\_\_, to st\_\_\_ and leap away; but there was more to it than  
this. Th\_\_\_ or forty huskies ran \_o the spot and not com\_\_\_\_\_d  
that s\_\_\_\_\_t circle. Buck did not com\_\_\_\_\_d that s\_\_\_\_\_t  
in\_\_\_\_\_, not the e\_\_ way with which they were licking their chops.

Kame'enui, Simmons, Coyne, & Harn 2003

## Students with Basic Reading Skills Who Are Faced with Reading Tasks Like This

### *Text Characteristics*

- 139 Word Passage
- 22.8 Words per Sentence
- 4.7 Characters Per Word
- Flesch-Kincaid Readability 9.1

## Let's Read

•Publius Servillius Vatia Isauricus was a quiet man. Loyalty ran in the family; his father, a great plebian aristocrat, had cleaved to Sulla and remained one of Sulla's greatest supporters until that difficult, contrary man died. But because the father was a quiet man, he adjusted to life in a post-Sullan Rome with grace and some style, did not lose the massive clout which an old name and a huge fortune brought with it. Probably seeing something of Sulla in Caesar, the father before his death had liked him; the son simply carried on the family tradition. He had been a praetor in the year Appius Claudius Censor and Ahenobarbus were consuls, and had soothed *boni* fears by prosecuting one of Caesar's legates. Not an aberration but a deliberate ploy; Gaius Messius was not important to Caesar.

## Answer These Questions

- Who was Publius Servilius Vatia Isauricus and why was he so important to Caesar?
- Who was his father?
- What was it he might have seen in Caesar that reminded him of Sulla?
- How long ago had he been praetor?
- Why might his father have lost his clout and fortune after Sulla?
- Why was it important to soothe the *boni's* fears?

## Reading Difficulties

Goal of Reading = **COMPREHENSION**

- 75% of Comprehension issues are caused by inadequate vocabulary
- Vocabulary is greatly impeded by decoding difficulties - good readers gain 3,000 additional words a year

## Causes of Reading Comprehension Failure

- Inadequate instruction
- **DEFICIENT WORD RECOGNITION**
- Language deficiencies
- Inadequate comprehension monitoring
- Unfamiliar with text features and task demands
- Inadequate reading experiences

## Why Consider Programs?

Mapping of Instruction to Achieve Instructional Priorities  
First Grade

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter &amp; Letter Combinations</b>									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
<b>Focus 2: Decoding (Sounding Out)</b>									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently	24 <sup>a</sup>	X	X	X	50 <sup>a</sup>	X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
<b>Focus 3: Sight-Word Reading</b>									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
<b>Focus 4: Reading Connected Text</b>									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20 <sup>b</sup>	X	X	40 <sup>b</sup>
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

\* High priority skill  
a. DIBELS NWF Score  
b. DIBELS ORF Score

RTI Research Based Interventions

## What It Takes

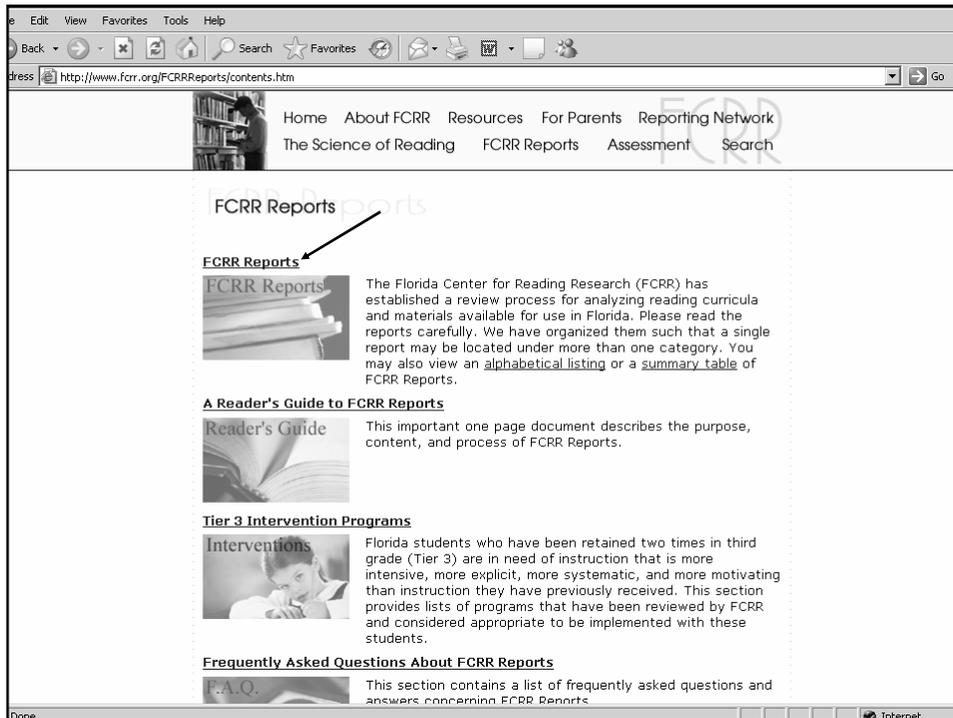
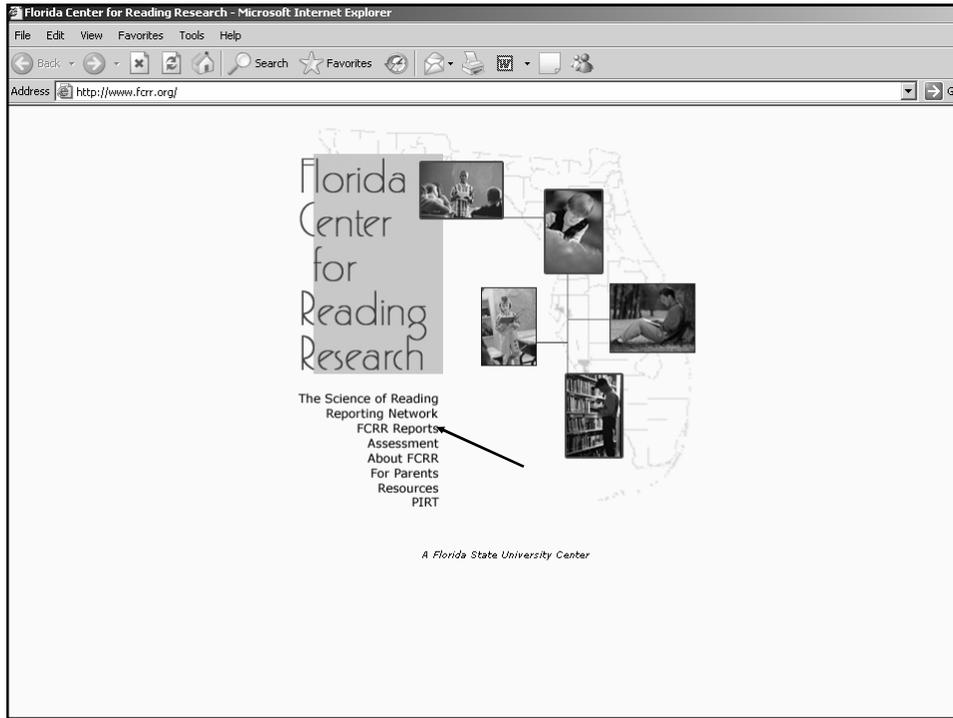
	<b>What Is It?</b>	<b>What's Required</b>
<b>Know How:</b>	<ul style="list-style-type: none"> <li>• Know how to use effective programs and practices</li> </ul>	Professional development
<b>Proven Tools:</b>	<ul style="list-style-type: none"> <li>• Research-based tools (curricula, intervention programs)</li> <li>• Proven assessment instruments</li> </ul>	Careful selection
<b>System of Supports:</b>	<ul style="list-style-type: none"> <li>• Using all resources</li> <li>• Assessments</li> <li>• Time and organization</li> <li>• Combined efforts of regular and special education</li> </ul>	Leadership and shared resources

## Model of Reading Programs Grade 4-12 Supplemental/Intervention Programs

- ✓ REACH \*\*
  - ✓ Corrective Reading
  - ✓ Language for Learning
  - ✓ Morphographic Spelling
- ✓ Read 180 plus SIPPS \*\*
- ✓ Corrective Reading \*\*
- ✓ Lindamood-Bell
- ✓ Language! \*\*
- ✓ Wilson
- ✓ Rewards
- ✓ High Point

\*\*Intervention Program

# RTI Research Based Interventions



# RTI Research Based Interventions

Home About FCRR Resources For Parents Reporting Network  
The Science of Reading FCRR Reports Assessment Search

## FCRR Reports

**Important Note:** FCRR reports are prepared in response to requests from teachers and other school personnel for review of specific materials. The reports are intended to be informational and factual. We hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

**Core Reading Programs**  
A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

**Supplemental and Intervention Programs**  
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

**Technology-Based Programs**  
Programs that use technology to support instruction.

**Programs that may be Implemented by Tutors or Mentors**  
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

**Intervention and Remedial Programs for Students Above Third Grade**  
These materials can be used to guide instruction for students who are

Home About FCRR Resources For Parents Reporting Network  
The Science of Reading FCRR Reports Assessment Search

## Supplemental and Intervention Programs

- [Academy of Reading](#)
- [Accelerated Literacy Learning \(A.L.L.\)](#)
- [Accelerated Reader](#)
- [Classworks](#)
- [Compass Learning Odyssey Reading](#)
- [Corrective Reading](#)
- [Destination Reading](#)
- [Early Success](#)
- [Earobics](#)
- [Elements of Reading, Vocabulary](#)
- [Essential Learning Systems](#)
- [Failure Free Reading](#)
- [Fast Forward Language](#)
- [FOCUS Reading and Language Program](#)
- [Foundations](#)
- [Funnix Reading Programs](#)
- [Great Leaps](#)
- [Harcourt Trophies First Grade Intervention Kit](#)
- [Headsprout Early Reading](#)
- [HOSTS](#)
- [Kaleidoscope](#)
- [Language!](#)
- [Language First!](#)
- [Language for Learning](#)
- [Language for Thinking](#)

## RTI Research Based Interventions

Summary Table for FCRR Reports - Microsoft Internet Explorer

Address: http://www.fcrr.org/FCRRReports/table.asp

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
OpenBook to Literacy	2, 3, 4	K-3	+	++	+	+	+	a, b
Phono-Graphix	2, 4, 5	K-5	+++	+++	++	n/a	n/a	a, b, c, d, g
Questioning the Author	2, 5	3-12	n/a	n/a	n/a	n/a	+++	d, k
QuickReads	2, 5	K-4	n/a	+	+++	++	+++	a, b, c, d, g
REACH	2, 5	4-12	+++	+++	+++	+++	+++	a, b, c, d
Read 180	2, 3, 5	6-8	n/a	++	++	++	+++	d, n
Read Naturally	2, 3, 4, 5	1-12+	++	++	+++	++	+++	a, b, c, d
Read Well	1	1-3	+++	+++	+++	+++	+++	a, b, c, d
Read, Write & Type! Learning System	2, 3, 4	1-3	+++	+++	+++	+	+	a, b, c, d, g
The Reading Edge	1	6-8	+++	+++	+++	+++	+++	a, b, c, d
Reading Rescue	2, 4	1	+++	+++	+++	++	+++	d, l, m
Rewards	2, 4, 5	4-12	+	+++	+++	+	+	a, b, c, d, i
Rigby Literacy	1	K-3	+	+	++	+	+++	n
Road to the Code	2	K-1	+++	+++	n/a	n/a	n/a	a, b, c, d, g
Saxon Phonics and Spelling	2	K-3	++	++	++	++	+++ (3rd)	a, b, c, d, g
Scott Foresman Early Reading Intervention	2	K-1	+++	+++	+++	+++	n/a	a, b, c, d, g
Sing, Spell, Read, and Write	1, 2	K-2	++	++	++	+	+	a
Smart Way Reading and Spelling	2, 4, 5	1-5	n/a	+++	n/a	n/a	n/a	a, b, c, d, e
Soar to Success	2, 5	3-8	n/a	++	+++	++	+++	a, c, k, l
Soliloquy Reading Assistant	2, 3, 5	2-5	n/a	n/a	+++	+++	+++	a, b, c, d, i
Spalding Writing Road to Reading	2, 5	K-8	+	++	+	++	+++	a, b, c, d
Spell Read P.A.T.	2, 4, 5	K-12	+++	+++	+++	++	+++	a, b, c, d, l
Success For All	1, 2	K-3	+++	+++	+++	+++	+++	a, b, c, d, o

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# Reading

*You aren't just teaching children to read,  
you are giving them the tools to excel in life*

### The REACH System 2002

**The REACH System** consists of three highly effective, research-based, and research-validated programs integrated into a comprehensive solution for accelerating learning. The core programs include **Corrective Reading**, **Reasoning and Writing**, and **Spelling Through Morphographs**. **The REACH System**, like no other, challenges students in the precise areas where they need immediate intervention – whether it is decoding, comprehension, reasoning, writing, or spelling. Count on **The REACH System** to close the gap in reading performance.



# RTI Research Based Interventions



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## Corrective Reading

Ages  
7-14

Years  
YS-Y9

Decoding and  
Comprehension

**For primary or secondary students with reading difficulties.**

Corrective Reading provides intensive intervention for students who are reading one or more years below their chronological age.



A complete core programme that uses:

- Tightly sequenced, carefully planned lessons that give struggling students the structure to become skilled, fluent readers and better learners.
- Four levels for decoding plus four levels for comprehension address the varied reading deficits and skill levels found among older students.
- A point system based on realistic goals to motivate students who are often expected to fail.
- Even non-readers show immediate improvement in word recognition, fluency and comprehension.

More about the Corrective Reading titles:

- Decoding
- Comprehension
- Workbooks



Grades PreK-2 - 3-5 - 6-12

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# REWARDS





REWARDS  
Intermediate



REWARDS  
Secondary



REWARDS Plus  
Social Studies



REWARDS Plus  
Science

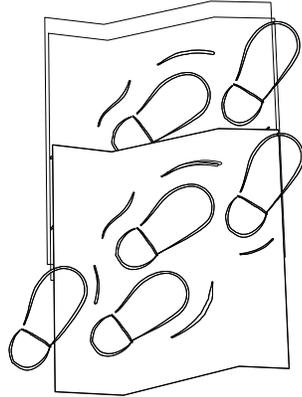


REWARDS  
Writing

- Comprehension
- Test-taking abilities
- Content-area reading and writing

## RTI Research Based Interventions

### Essential Steps for Remediation



1. Scheduled REMEDIAL Program
2. Implement Science-Based Program
3. Ensure Teaching is Explicit & Active + Ample Practice
4. Regular Science-Based Progress Monitoring (CBM)
5. Formative Evaluation for *Immediate* Modifications

#### **Example : Corrective Reading**

##### Description:

Explicit and systematic intervention/acceleration program for students in grades 3-12  
Level A- Nonreaders, 65 lessons 1/2 year program  
Level B1- Poor Readers, 60 lessons, 1/2 year program  
Level B2-Poor Readers, 65 lessons, 1/2 year program

##### Essential Components:

Level A: PA, Phonics, Fluency  
Level B1 and B2: Phonics and Fluency

##### Outcomes:

- Level A: Connected text at a rate of 60 wpm, 90% accuracy
- Level B1: Connected text at a rate of 90 wpm, 98% accuracy
- Level B2: Connected text at a rate of 120 wpm, 98% accuracy

##### Assessments:

Placement test.  
Check out lessons every 5th lesson.

Time: 35-45 minutes/daily

Recommended Use: Intervention program  
to replace the core

Travers, 2006

## RTI Research Based Interventions

Read the Carnegie Documents:

<http://www.carnegie.org/literacy/why.html>

A Report from Carnegie Corporation of New York

# READING NEXT

A VISION FOR ACTION AND RESEARCH IN  
MIDDLE AND HIGH SCHOOL LITERACY



## Structure...

Consortium on Reading Excellence, Inc.



## Implementing and Sustaining a Middle and High School Reading and Intervention Program

Linda Diamond

<http://www.corelearn.com/PDFS/Briefing%20Papers/CORE%20Briefing%20Paper%20Secondary%20Reading.pdf>

## RTI Research Based Interventions

6-12 Services



To help struggling older readers, we address the unique needs of middle and high schools: scheduling, intervention, content-area teaching and more.

[Click here for Certification to redeliver CORE services](#)

### CORE Literacy Achievement Support for Middle School and High School

We understand secondary literacy instruction that works for all students. Plus we assist you to deeply focus on boosting achievement for student needing intervention. Click [here](#) to see detailed descriptions of all services or click on individual service titles below to see particular descriptions.

- **Secondary Implementation Technical Assistance**
  - Ensure necessary systemic changes take place. Services include project management, research and evaluation, and implementation audits
- **Site Implementation Visits**
  - **Focus on strategies to increase reading achievement for all students**
    - Help staff coach [content area teachers](#) as they support reading instruction.
    - Deliver onsite technical assistance to the principal, administrative, and teaching staff at the school site to resolve issues, build skills, plan interventions, and address specific client issues
  - **Strengthen teacher implementation of intervention materials and strategies.**
    - Support provided for [Read 180](#), [High Point](#), [Language](#), [REACH-Corrective Reading](#).
    - Ensure integration and use of regular assessment, particularly fluency.
- **Reading Leader Institute, Secondary** shows school leaders how to manage scheduling, organizational, and assessment resources for optimal results. Perfect for state, regional, or district delivery! Click [here](#) to be notified about our [regional](#) Secondary Leader Institute.
- **Reading Coach Institute** develops middle school literacy coaching skills and leadership. Perfect for state, regional, or district delivery! Click [here](#) to learn about our [regional](#) Coach Institute.
- **Seminars and Workshops** show intervention and selected content teachers how to target vocabulary and comprehension to improve reading skills. Perfect for state, regional, or district delivery!
- **Selecting Research-Based Materials Seminar** provides guidance for any reading textbook and intervention materials selection committee.
- **Certification** enables your staff to re-deliver CORE secondary services. Build capacity and develop a robust and cost-effective professional development strategy using your own staff.

[www.corelearn.com](http://www.corelearn.com)

## Time

### Adequate, Prioritized, and Protected Time for Reading Instruction and Practice

- The typical recommendation for all children in K- 3 is 90 minutes (60 minutes half day kindergarten) of uninterrupted language arts instruction.
- Children reading 2 years below grade level may need 1-2 **additional** hours of focused instruction plus a research-based comprehensive reading curriculum for 1-2 years.
- In order to be effective instruction must be of:
  - Sufficient length (minutes per session)
  - Intensity (session per week)
  - Duration over the school year



## **Grouping**

### **Instruction, Grouping, and Scheduling that Optimize Learning**

- Differentiated instruction aligned with student needs
- Creative and flexible grouping used to maximize performance
- Small group instruction with 3-5 students

## **Grouping**

### **High Quality Differentiated Instruction**

- Individualized instruction for each and all to reach reading goals
- Varying the intensity, amount, explicitness and response requirements
- Teaching each child to high criterion levels of performance
- Reviewing previously taught material before introducing new material
- Monitoring student performance during and after instruction



## **Grouping**

### **High Quality Differentiated Instruction**

#### **How to Differentiate Instruction**

- ✓ Use data to identify students who need additional or substantial instruction
- ✓ Use progress monitoring data to adjust instruction
- ✓ When possible, select supplemental and intervention programs that complement one another and the core program
- ✓ Manipulate “alterable variables” to intensify instruction

## **Activity**

<b>Research Based Interventions</b>	<b>ACTIVITY</b>
-------------------------------------	-----------------

1. As a team, identify what reading intervention programs are currently available in your school. How you will identify reading programs to be used with strategic and intensive students in your school.
2. Discuss what implementation will look like in your building (i.e., time per day, who will teach, what will be replaced, etc.)

## General Features of Effective Instruction

1. Models instructional tasks
2. Provides explicit instruction
3. Engages students in meaningful interactions
4. Multiple opportunities to practice
5. Provides corrective feedback

## General Features of Effective Instruction - continued

6. Students are engaged during lesson
7. Students are engaged during independent work
8. Students are successful at a high criterion level of performance
9. Instructor encourages student effort

\*See Handouts "General Features of Instruction"  
(Purple handout)

## Don't Just Stop with Intervention for Reading

The screenshot shows the Voyager Expanded Learning website. The main heading is "Vmath™ Program Description". The text explains that Vmath fills gaps in math learning for students who struggle. It describes the program as a three-step solution: identifying struggling students, providing targeted instruction, and monitoring progress. The Vmath result is that students gain a strong foundation, move to grade level performance, and improve on high-stakes assessments. An image of Vmath program materials is shown on the right.

**Voyager Expanded Learning**

HOME ABOUT US TARGETED PROGRAMS CURRICULA NEWS & MEDIA EVIDENCE OF EFFECTIVENESS

OVERVIEW ADVISORY BOARD PROGRAM DESCRIPTION BENEFITS PROGRESS MONITORING IMPLEMENTATION SUPPORT LESSON SAMPLER

### Vmath™ Program Description

The reason most students struggle with math is because they have gaps in their learning. Vmath™ fills the gaps and builds the math foundation these students did not establish in their core program, providing the support they need for future success.

Vmath delivers proven math intervention for students in grades 3-6. Designed to work with any core math program, Vmath provides daily, explicit, systematic instruction in essential math concepts, skills and strategies. Informed by benchmark assessments and progress monitoring, Vmath moves struggling students to grade level.

**A Three-Step Solution**

- Identify struggling math students
- Intervene with specific, targeted instruction to accelerate student learning
- Monitor progress until intervention is no longer needed

**The Vmath Result**

- Students have a strong foundation in the essential concepts, skills and strategies they need to succeed in their core math program
- Students move to grade level performance, reducing retention rates
- Student scores improve on high-stakes math assessments

Program Materials

## EXAMPLE Programs for Math Core:

- Real Math
- Connecting Math Concepts
- Everyday Mathematics
- Harcourt Mathematics
- Houghton Mifflin Math Program

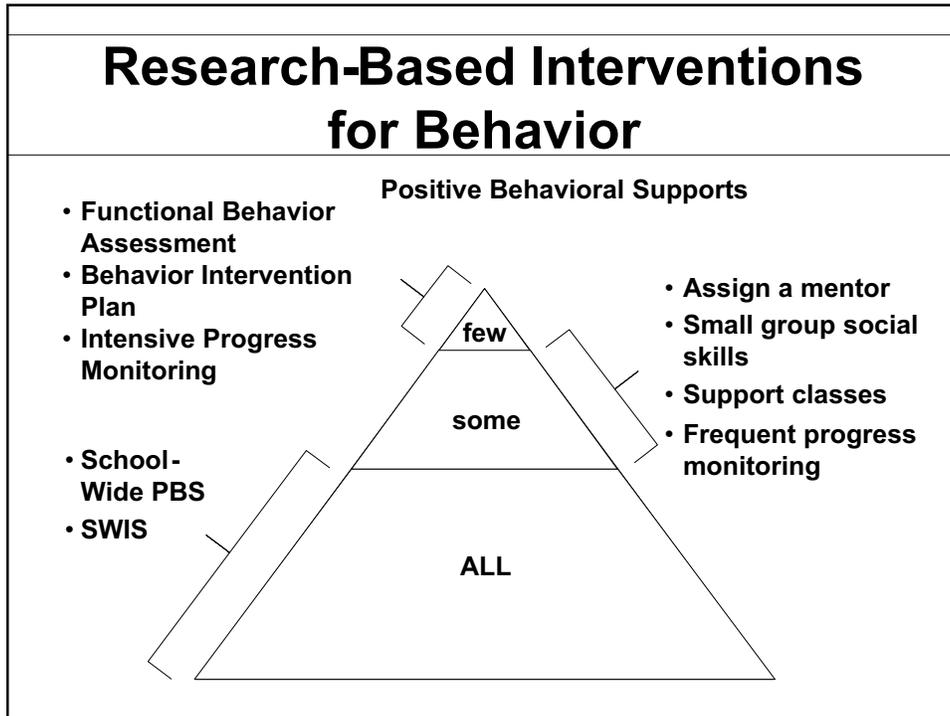
**EXAMPLE Programs for Math  
Supplemental: (computational)**

- **Harcourt Mathematics**
- **Number Worlds**
- **Every Day Counts**
- **Math Around the Clock**
- **Boosting Your Math Skills**
- **Mathematics Navigator**

Source: Washington State Office of Public Instruction Program Review Report

**EXAMPLE Programs for Math  
Intervention:**

- **Strength in Numbers Math Program**
- **Corrective Mathematics**
- **Connecting Math Concepts**
- **Number Worlds**
- **Knowing Math**



## What is School-Wide PBS

- ▶ Rules are posted and well defined
- ▶ Rules are explicitly taught, modeled and re-taught
- ▶ Expected behavior is reinforced
- ▶ Additional supports are in place to target students requiring more support
  - ▶ Mentoring
  - ▶ Social skill groups
  - ▶ Behavior plans
  - ▶ Academic supports
- ▶ School-Wide (everyone, everywhere)
- ▶ Data used for decision making

## What do we know?

**Social Skills problems lead to  
academic problems  
and  
Academic problems lead to social  
skills problems  
Solution:  
Screen and Intervene in both areas**

## Websites for Scientifically Based Behavior Support

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS):

[www.pbis.org](http://www.pbis.org)

Safe and Civil Schools:

[www.safeandcivilschools.com](http://www.safeandcivilschools.com)

The image displays two screenshots of websites. The left screenshot is from the 'safe & civil' website, featuring a sidebar with navigation links and a main content area with an article titled 'A Note from Randy Sprick'. The right screenshot is from the 'Positive Behavioral Interventions & Supports' website, showing a navigation menu, a logo for 'IDEAS the Work', and a welcome message from the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS).

## RTI Research Based Interventions

### The Middle School and High School Solution:

**Continuously Improving Tier 1 General Education Instruction**

- Use of Teaching Routines and Learning Strategies (Kansas)
- Well-Designed Curriculum with a "Big Ideas" Focus or Ability to "Distill" Curriculum to Big Ideas
- Effective Secondary Classroom Management
- Study and Organizational Skills
- Curriculum Modification

## Key Skills Sets for Secondary Support

(<http://www.ku-crl.org/>)

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Center for Research on Learning

ABOUT
PROJECTS
CONFERENCES
LIBRARY
MATERIALS

**KU-CRL web redesign**  
*January 2007*

Welcome to the new KUCRL.org. Our new site is designed to allow you easier access to information you need. Check out the "quick links" section at the bottom of the screen!

**Adolescent literacy**  
Astonishingly high numbers of adolescents fail to attain the level of proficient reader. Learn more about SIM tools that help adolescents achieve success.

**Whole school improvement**  
Learn more about our whole school improvement work, including the Content Literacy Continuum, five increasingly intensive levels of literacy support that should be in place in every school.

**Coming Events**

Southeast Regional Update  
March 1-3, 2007  
Charleston, SC  
[More info...](#)

SIM Learning Strategies  
Institute for Preservice Teachers  
May 29-June 2, 2007  
Lawrence, KS  
[More info...](#)

Teaching Content to All:  
Effective College Teaching  
May 29-June 2, 2007  
Lawrence, KS  
[More info...](#)

# Key Skills Sets for Secondary Support

(<http://www.ku-crl.org/>)

The University of Kansas Center for Research on Learning  
Institute for Effective Instruction

## Strategic Instruction Model

**Strategic Instruction Model (SIM)**

For 25 years, we have conducted research designed to develop ways to help students meet the demands of life, not just in school but after they leave school as well. Our overriding goal has been to develop an integrated model to address many of the needs of diverse learners.

Out of this effort, the Strategic Instruction Model, or SIM, has evolved. In essence, SIM is about promoting effective teaching and learning of critical content in schools. SIM strives to help teachers make decisions about what is of greatest importance, what we can teach students to help them to learn, and how to teach them well.

We advocate trying to teach a little less content, but teaching it better.

### Philosophical principles

Underlying our research and all components of SIM, we adhere to four philosophical principles:

1. Most low-achieving adolescents can learn to function independently in mainstream settings.
2. The role of the support-class teacher is to teach low-achieving adolescents strategies that will enable them to be independent learners and performers.
3. The role of the content teacher is to promote strategic behavior and to deliver subject-matter information in a manner that can be understood and remembered by low-achieving adolescents.
4. Adolescents should have a major voice in decisions about what strategies they are to learn and how fast they are to learn these strategies.

### Two kinds of interventions

Building on these principles, we have developed two kinds of interventions to address the performance gap, the gap between what students are expected to do and what students are able to do.

1. *Teacher-focused interventions* are directed at how teachers think about, adapt, and present their critical content in "teacher-friendly" fashion. *Content Enhancement Routines* are sets of inclusive teaching practices that help teachers carefully organize and present critical information in such a way that students identify, organize, comprehend, and recall it.
2. *Student-focused interventions* are designed to provide the skills and strategies students need to learn the content. The *Learning Strategies Curriculum* encompasses strategies for acquiring information from the printed word, strategies for organizing and memorizing information, strategies for solving math problems, and strategies for expressing information in writing (including on tests).

**Related information...**

- SIM's Instructional Components
- Learning Strategies Curriculum
- Content Enhancement Series
- Content Literacy Continuum
- Teaming and Support
- 2004 SIM Professional Development Opportunities
- Instructional Coaching
- Frequently Asked Questions
- SIM Article Archives
- Partnership Learning

## TEACHING CONTENT TO ALL

Evidence-Based Inclusive Practices in Middle and Secondary Schools

B. Keith Lenz • Donald D. Deshler  
with Brenda R. Kissam

A Major Source of Support for Secondary

## Well-Designed Curriculum with a Big Ideas Focus

- Carnine, D. (1994). Introduction to the Mini-Series: Educational Tools for Diverse Learners. *School Psychology Review*, 23, 341-350.
- Carnine, D., Jones, E.D., & Dixon, R.C. (1994). Mathematics: Educational Tools for Diverse Learners. *School Psychology Review*, 23, 406-427.
- Carnine, D., Miller, S., Bean, R. & Zigmond, N., (1994). Social Studies: Educational Tools for Diverse Learners. *School Psychology Review*, 23, 428-441.
- Grossen, B., Romance, N.K., & Vitale, M.R.,

For Students WITH Basic Skill Problems or Those Who Need Special Education

## *Mainstream Consultation Agreements*

*Mainstream Consultation in Secondary Schools* 509

Consultant  Teacher  Student Name   
 IEP Goal Area  Setting

CONSULTATION AGREEMENT

Target Behavior(s)	Procedure for Implementation Plan	
Teacher's Responsibility	Consultant's Responsibility	Student's Responsibility

Signature: \_\_\_\_\_  
 Position: \_\_\_\_\_

Attach Responsibilities for other persons involved in agreement.

**FIGURE 5.** Mainstream Consultation Agreement, specifying responsibilities for consultants, teachers, and students.

## **What is a Mainstream Consultation Agreement?**

- A SYSTEMATIC WAY of Providing Support for Learning in Content Area Classrooms for Students
- A SYSTEMATIC WAY of Providing Support to General Education Content Area Teachers

## **MCAs Provide a Plan for Support: Who Does What**

- In American History
  - Instruction
    - GE Teacher will work w SE teacher to develop weekly study guides
    - SE Teacher will manage history peer tutoring during study hall
  - Evaluation
    - SE Teacher will write and administer weekly quizzes with GE support

## **MCA's Detail *Student* Responsibilities**

- Student Will:
- Be in class on time.
- Bring book, notebook, and materials to class.
- Take daily notes.
- Ask at least 1 instructional question or provide 1 instructional comment per period during discussion.

## **MCA's Detail *Parent* Responsibilities**

- Parent Will:
- Set up and maintain a homework space and time.
- Check daily assignment calendar and sign off.
- Communicate with SE teacher in writing or by telephone weekly.

## Evaluation is Specified in the Contract in Points

- Class attendance 5 points
- Daily Note Taking 5 points
- Weekly quizzes 15 points
- Positive class behavior 15 points
- Complete daily
- Assignment calendar 3 points
- Complete daily
- Homework 5 points

## Sample MCAs References

- Tindal, G., & Germann, G. (1991). Mainstream consultation agreements in secondary schools. In G. Stoner, M.R. Shinn, and H.M. Walker (Eds.). *Interventions for achievement and behavior problems* (pp. 495-518). Bethesda,MD: NASP.
- Tindal, G., Shinn, M.R., Walz, L., & Germann, G. Mainstream consultation in secondary settings: An evaluation of the Pine County model. *Journal of Special Education*, 21, 94-106.

## Syllabi Designed to Reflect Knowledge of Instruction to Meet the Needs of Diverse Learners

- Contact Information
- Course Goals and Big Ideas
- Instructions and Directions as to How to Get Help
- Course Materials
- Behavior Expectations and Consequences
- Detailed Information About the Grading System
- Assignment Calendar with Due Dates
- Self-Monitoring Checklists
- Access to Models for Papers, Projects, Tests

## Well-Designed Curriculum with a Big Ideas Focus

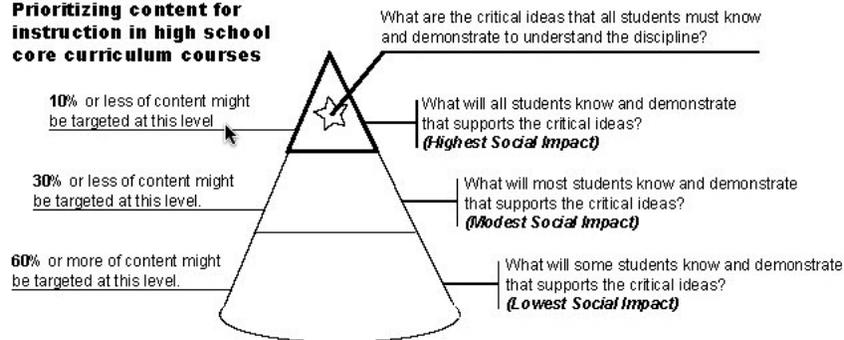
- Carnine, D. (1994). Introduction to the Mini-Series: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 341-350.
- Carnine, D., Jones, E.D., & Dixon, R.C. (1994). Mathematics: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 406-427.
- Carnine, D., Miller, S., Bean, R. & Zigmond, N., (1994). Social Studies: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 428-441.
- Grossen, B., Romance, N.K., & Vitale, M.R., (1994). Science: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 442-463.

## Not Everything We Teach Is Equally Important

*“The sheer quantity of information requires us to constantly determine what to include in a course”*

Keith Lenz, 2003

### Prioritizing content for instruction in high school core curriculum courses



<http://www.ku-crl.org/archives/classroom/smarter.html>

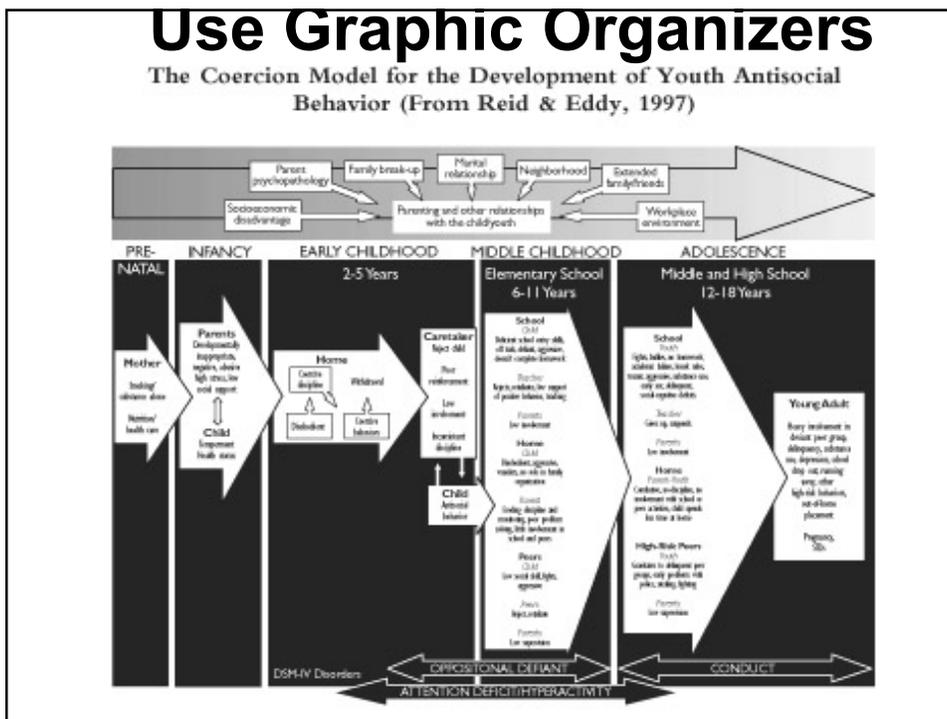
## Big Ideas Focus

### Big Ideas:

1. There is a body of knowledge about development relevant to learning.
2. This body of knowledge can be translated into practices and strategies to improve learning and development and prevent or reduce problems.
3. Development is an interaction of within-person and environmental variables.
4. Human “development” changes over time; that is, the within-person and environmental influences are different at different points in the life span.

# Use Graphic Organizers

The Coercion Model for the Development of Youth Antisocial Behavior (From Reid & Eddy, 1997)



## Understanding U.S. History

Volume 1 - Through 1914

A text built around the Big Ideas that underlie the story of America. The graphic organizers below illustrate five big ideas in U.S. History: Problem-Solution-Effect, Four Factors that Determine Group Success, the Democratic Process, the Seven Factors of an Economy, and the Four Stages of Cooperation.

