



Developing a Tier 3 System of
Response to Intervention for Literacy
Day 2
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NH RESPONDS Lead Partners

- NH Dept. of Education- Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
 - Expertise in Positive Behavior Supports
 - Expertise in integration of mental health and school supports
- Institute on Disability at University of NH
 - Expertise in Literacy within an RtI model
 - Expertise in PBIS and Intensive Interventions (RENEW) for Secondary Transition and Dropout Prevention
- Parent Information Center
 - Expertise in effective parent involvement and communications

Notes from Day 1

Review Homework

1. A Student's Literacy Day
2. Inventory of Interventions – what do we have?
3. Inventory of (diagnostic) assessments – what?
4. What are the points of communication with families we have in place for RtI?
5. Work on the Tier 3 Checklist



Evaluation Reflections from Day 1

- Overall ratings suggest you agreed that the learning goals for the day were met.
- Some people want more team time, some people want less team time.
- Several people want more on interventions
- General appreciation for the presenting and teaching style
- Some people wanted more content, more advanced, faster; some people wanted more review, slower pace
- LOTS of GREAT examples of two-way communication with families



Family Engagement

- Meetings/Conferences
- Newsletter
- Parental Involvement on Oversight & Implementation Teams
- Pamphlets/Brochures
- Planning/Beginning Stages
- Presentations
- Curriculum Nights
- Email/Website
- Share/Discuss
- Create Information Forms
- Handbook



Goals & Agenda Tier 3 Literacy Day 2

830 am - LUNCH

1. Describe at least 3 reasons to initiate Tier 3 interventions and supports.
2. Identify a process for auditing existing programs and strategies and determining where needs remain.
3. Describe at least 3 profiles of students who access Tier 3 interventions and supports.
4. Describe how to develop two-way communication (between school staff and families) about your schools' RTI Framework, with attention to Tier 3.
5. Describe at least 2 characteristics of effective Tier 3 interventions and supports.

After Lunch – End of Session

- Continue goals 2 -5 above
- 6. Describe and complete a process assessment (checklist) for Tier 3 Implementation.

Three **Reasons** to Initiate Tier 3 Literacy Instruction, Intervention, & Support

1. **PREVENTION:** Screening data suggest student is at risk for literacy failure (significant gap between expected and measured performance)
2. **PREVENTION/INTERVENTION:** Progress monitoring and fidelity of implementation data suggest a lack of response to instruction and intervention at Tier 2 (with a remaining gap in performance)
3. **INTERVENTION:** Historical records and current data show a significant gap between grade-level expectations and measured performance



Where behavior and literacy blend

- One team shared a lengthy list of behavioral strategies that they use daily to support, motivate, and engage a 5th grade student in learning—predicting what activities will be difficult to avoid escalating behavior. *What more can we do?* Was their question and the source of their frustration.
- Upon more careful examination of his testing information and diagnostics completed the team noted decoding and word study were significantly below grade level expectations. When the team looked at his 'literacy day' it was noticed that there was no time dedicated to word study instruction
- Lesson to be learned: *When more and more behavioral strategies are needed to get the student through the day, look at their literacy needs lined up to their assessment information—look for gaps.*



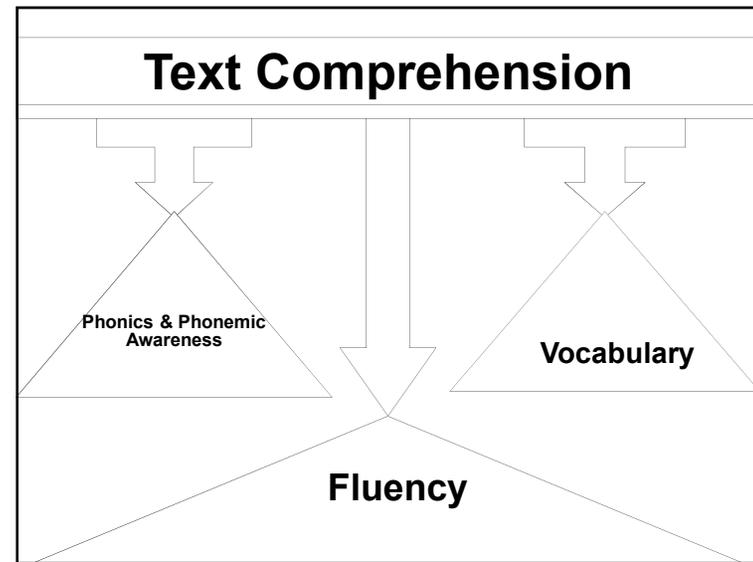
Where behavior and literacy blend

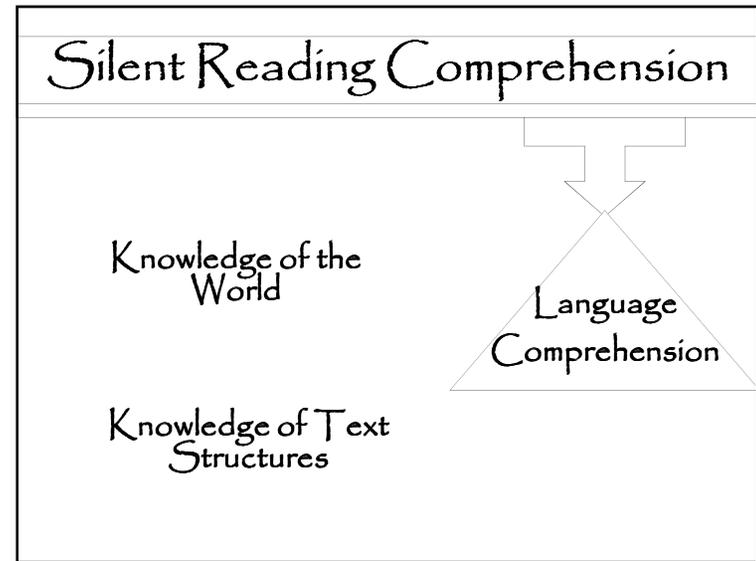
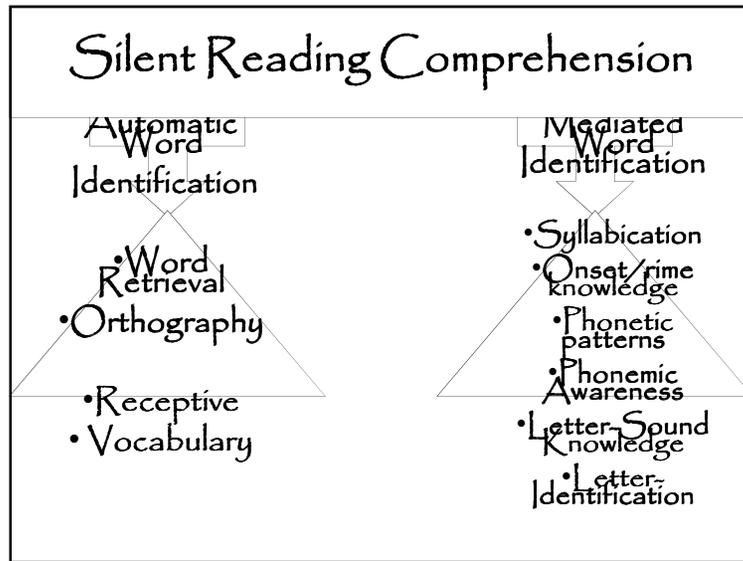
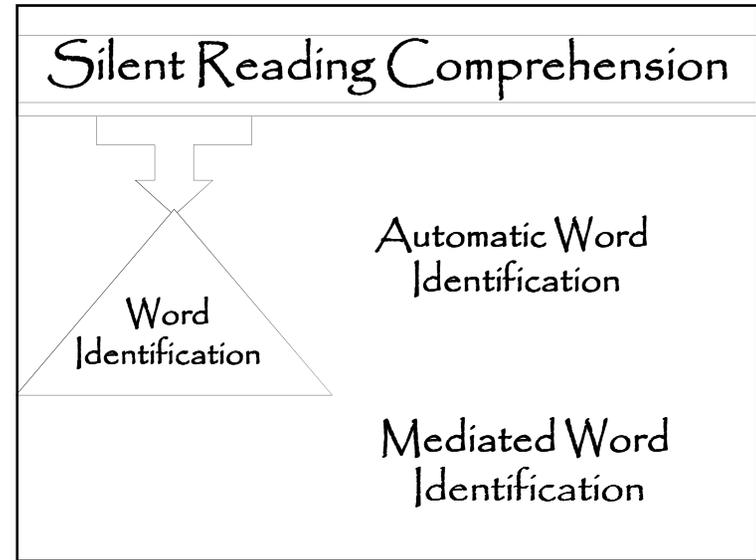
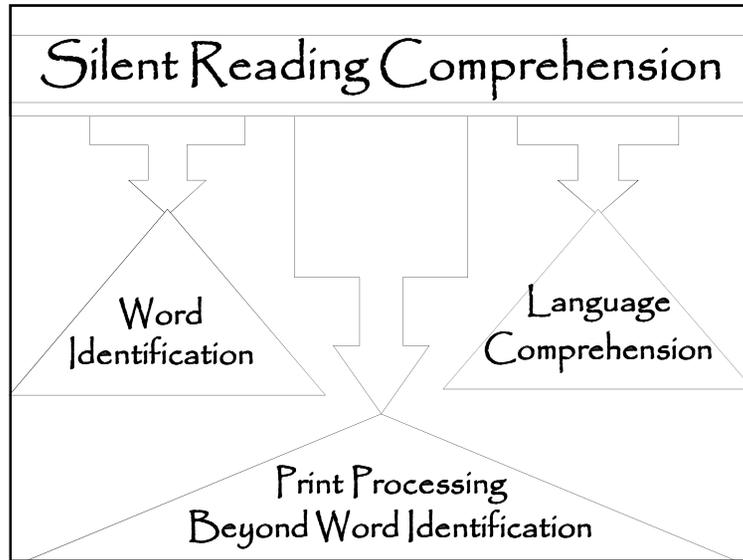
- When the Tier 3 literacy intervention team met to discuss the next round of intervention placements and analyze data from the previous round, high success was noted with one intervention across several groups and was not successful with one particular teacher/group.
- The literacy coach decided to observe all individuals implementing this intervention to look where there might be gaps, fidelity issue or mis-match of students to intervention
- During the observation it became apparent that the issue was *behavior supports* needed for this teacher to effectively teach the program with fidelity—more time was spent engaging in a conflict cycle with students than actual teaching. A plan was created to support this teacher with behavioral supports during this intervention time.
- Lesson learned: *Determine if the the issue is fidelity of implementation of the program or lack of behavioral supports.*

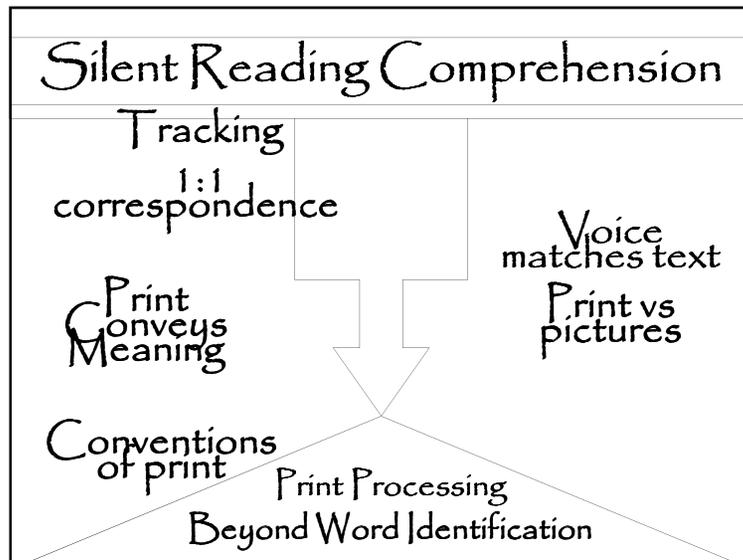
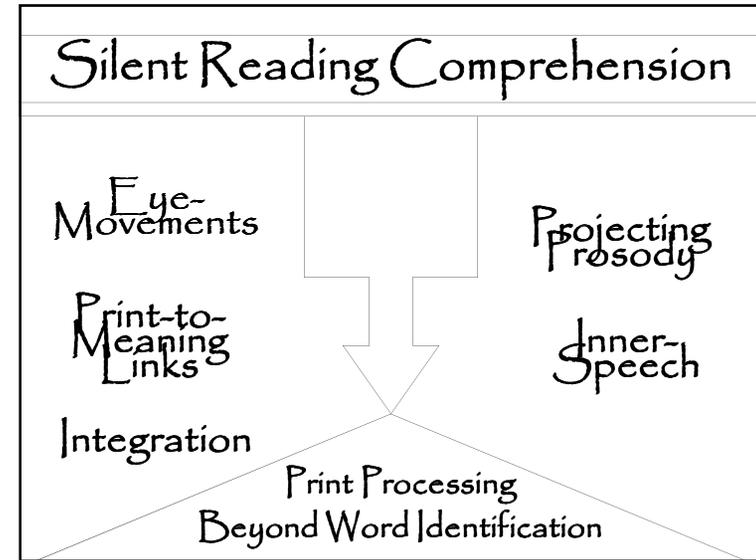
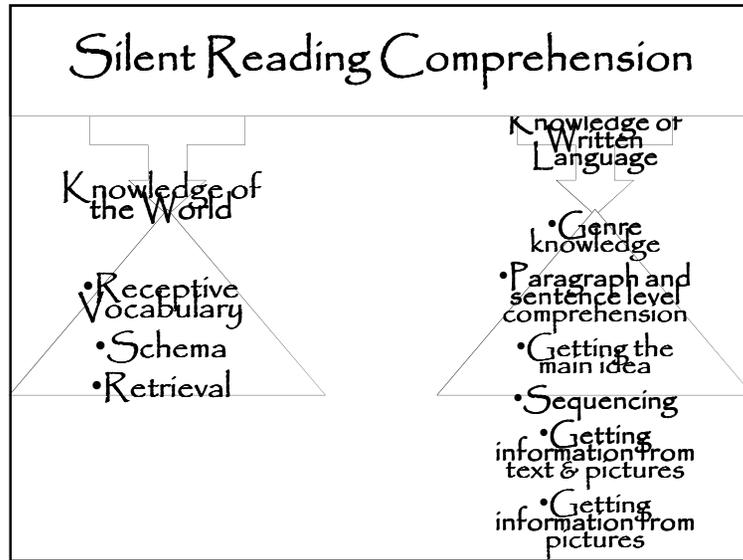


Using the Whole-to-Part Model of Silent Reading Comprehension to Understand Students with Intensive Needs

James W. Cunningham (1993)







Identify a process for auditing existing programs and strategies and determining where needs remain.

- Reminder: Items from Tier 3 Checklist



**IDENTIFY and ADOPT a FULL
COMPLEMENT of INTENSIVE
INTERVENTIONS**

- Complete an audit of currently available interventions. Review the relevant evidence-base, efficacy, and local fit for each and decide to keep or replace each.
- Conduct a discrepancy analysis of currently available Intensive Interventions relative to the components of evidence-based practices (phonics, phonemic awareness, vocabulary, comprehension, fluency; Whole-to-Part Model including word identification, language comprehension, and print processing)



**IDENTIFY and ADOPT a FULL
COMPLEMENT of INTENSIVE
INTERVENTIONS**

- School identifies Tier 3 strategies that are consistent with Tier 1 curriculum philosophy and adopts a full complement of evidence-based literacy interventions. This is reviewed and updated annually.
- Each Tier 3 strategy includes orientation material and procedures for the staff and families.



**IDENTIFY and ADOPT a FULL
COMPLEMENT of DIAGNOSTIC
ASSESSMENTS**

- Diagnostic assessment tools have been selected that allow decisions to be made to pinpoint interventions.
- Team is clear on purposes for assessment at various points in the assessment process: screening, progress monitoring, and diagnostic.



**IDENTIFY and ADOPT a FULL
COMPLEMENT of DIAGNOSTIC
ASSESSMENTS**

- Diagnostic assessment tools allow a complete instructional profile to be created: word identification (automaticity, phonics and phonemic awareness), language comprehension (vocabulary and genre knowledge), print processing & fluency.
- Members of the team are clear on when to use diagnostic assessment tools within the decision making process.



List the Assessments in Your School Setting

Name of Test	Word Id Component	Language Comprehension Component	Pr. Processing/Fluency Component
High frequency word lists	Automaticity		
DIBELS- Nonsense word fluency Letter-sound Phoneme segmentation Oral reading fluency	Phonics Phonemic awareness		Speed, rate, accuracy



Assessment Questions Lead to Assessment Tools Selected which Lead to Sound Instructional Decisions

Diagnostic Assessment: Word Identification

The questions that guide your investigation in this area:

- What sight words does the student have?
- Are they able to decode single-syllable words?
- What onsets and rimes can the student blend?
- What single-initial consonants, digraphs, and blends can the student recognize?
- Are they able to decode two syllable words?
- What words are they able to spell?

How many of these questions does your school setting have tools to answer currently?
What questions do you need to investigate more?

Diagnostic Assessment: Language Comprehension

Your assessment questions are:

- Does the student over-rely upon background knowledge to comprehend?
- Does the student have an appropriate amount of background knowledge and vocabulary for school-based tasks and reading?
- Does the student understand reading better when someone reads it to them? Or when they read it themselves?
- Does the student gain meaning from written language?
- What types of genres does the student gravitate towards and understand better?

How many of these questions does your school setting have tools to answer currently?

What questions do you need to investigate more?

Diagnostic Assessment: Print Processing & Fluency

Your assessment questions:

- How does the student's performance compare on oral reading comprehension and silent reading comprehension?
- What types of miscues do they make? What percentage of them are meaning-changing miscues?
- How do they sound as a reader (projecting prosody)?
- At what pace do they read? Too fast? Too slow? Consistently at one speed? Phrasing?

How many of these questions does your school setting have tools to answer currently?

What questions do you need to investigate more?

Describe at least 2 characteristics of effective Tier 3 interventions and supports.

- Reminder: Items from Checklist



IDENTIFY and MATCH STUDENTS WITH INSTRUCTION, INTERVENTIONS, SUPPORTS, AND TEXT

- There are documented decision-rules for which students access Tier 3 strategies and the process is implemented consistently. (This includes the identified criteria from the screening results e.g., what scores and/or other data will trigger teacher to consider student for Tier 3; what scores or other data suggest student continues at Tier 2 or 1 with differentiation).
- Students are matched with interventions, supports, and texts within the first 4-6 weeks of school.



IDENTIFY and MATCH STUDENTS WITH INSTRUCTION, INTERVENTIONS, SUPPORTS, AND TEXT

- Multiple sources of data (diagnostics + screening + historical assessments + teacher observation and conferencing notes, etc.) are used to identify specific areas of need and determine plan for the student's entire day.
- The plan for the student's entire day addresses: general accommodations and supports for participating in the social and academic aspects of the general education classroom, specific supports for participating in literacy Tier 1 and 2, reader/text matching, as well as participation in the intensive interventions.



IDENTIFY and MATCH STUDENTS WITH INSTRUCTION, INTERVENTIONS, SUPPORTS, AND TEXT

- As students are matched to intensive interventions, the plans include the time (minutes per day, per week), place, and teacher as well as a process for monitoring fidelity of implementation.
- Intensive interventions are delivered in groups with no more than 3 students assigned to any one group.



Inventory of Word Identification Interventions

Name of Intervention	Word Identification: Automaticity	Word Identification: Phonics	Word Identification: Phonemic Awareness
LIPS			X
Wilson		X	



Inventory of Language Comprehension Interventions

Name of Intervention	Language Comprehension: Vocabulary and Background Knowledge	Language Comprehension: Sentence Level Comprehension	Language Comprehension: Text Structures
Visualize & Verbalize	X	X	
Language Experience Activity	X	X	



Inventory of Print Processing/Fluency Interventions

Name of Intervention	Speed and Accuracy	Prosody, Phrasing, Volume
Read Naturally	X	
Repeated Perfection Readings	X	X



Describe at least 3 profiles of students who access Tier 3 interventions and supports.



Some **Profiles** of Students Accessing Tier 3 Literacy Instruction, Intervention, & Supports

- Word Identification – Student has a relative weakness in phonics, phonemic awareness, and/or automaticity.
- Language Comprehension – Student has a relative weakness in world knowledge, knowledge of text structures.
- Print Processing – Student has a relative weakness in print processing beyond word identification (may include components such as eye-movements, print-to-meaning links, projecting prosody, inner-speech, and integration)
- Significant Disability – Student participates in the NH Alternate Learning Progressions Assessment with demonstrated performance at 2 or more grades below level.



Four Profiles

- Focus on Automaticity and Print Processing
- Focus on decoding of single syllable words, strategies for figuring out unknown words
- Focus on letter-sound correspondence, phonemic awareness, sounding out words
- Focus on early language comprehension, understanding text at the sentence level



Profile 1

What should be included in an instructional lesson?

1. Warm up readings of familiar, easy texts
2. Introduction of a few words for exposure in a text and put on/in Word Wall
3. Choral reading of a new text (teacher lead) or teacher-lead purposeful shared reading; repeated readings
4. Language Experience (interactive writing) based on shared experience; re-reading story pointing to words as read
5. Writing:
 - Coaching to use Word Wall for spelling
 - Can't Stop Writing
 - Open Word Wall dictation
6. Repeated readings
7. Independent reading in an easy text of choice

Profile 2

What should be included in an instructional lesson?

1. Warm up readings of familiar, easy texts
2. Making Words with Word Sorts; put example pattern words on/in Word Wall
3. Word Analysis in text:
 - Rounding up the Rhymes: finding words that rhyme in a text
 - Guess the Covered Word
 - Compare/contrast
 - Context plus initial phonics sounds
4. Activities focused on the Word Wall words:
 - Be a Mind Reader type activities
 - Games and open Word Wall dictation using words from the Word Wall
5. Structured phonics activities depending on area(s) of need
6. Writing with coaching to use Word Wall
7. Independent reading in an easy text of choice

Profile 3

What should be included in an instructional lesson?

1. Teacher lead choral reading of easy books (with patterns)
2. Rhyming, blending, substituting
3. Guess the Covered Word: initial sounds plus context
4. Word Sorts
5. Analyzing words: first and last sound
6. Writing- drawing and writing; emphasizing invented spelling
 - 5-Step writing lesson (think, draw, write, name/date, share)
7. Independent reading of easy book of choice

Profile 4

- Understanding language at the sentence level
- LC was lowest (WI may not be that much stronger)

What should be included in an instructional lesson?

1. Warm up read – for listening comprehension – simple comprehension purpose –
 - e.g., read to make a prediction, read to confirm a prediction, read to describe how the character might look
 - Using text at the first grade level or lower
2. DRTA – Directed Reading Thinking Activity or DRLA
 - Predict, read, prove – capture language and put it down
3. Reading a book more than one time – Reading for multiple purposes / Reading multiple books for the same purpose
4. Writing your own book – utilize picture books like Yo! YES!
5. Language experience activity – e.g. get photos of student in an activity and write about it
6. Easy Reading – need books available at the independent reading level - based on listening comprehension
 1. TarheelReader.org
 2. PowerPoint Books
 3. Visualize & Verbalize is a program example

A Look at One Student: Jordyn

What do we know:

- Repeated kindergarten
- Receives PT, OT, and SLP services
- Receptive vocab is stronger than expressive
- Single word vocabulary limited to environmental words
- Weak phonics skills
- Difficulty with rhyme
- Attention problems
- Para-educator assigned in the classroom
- Fine motor skills difficulties- writing
- Knows upper and lower case letters
- Sight word knowledge lost over summer
- Reading level AB (on F & P Leveling)

Current Literacy Day:

- Listens to texts on CD during literacy block
- ½ hour of guided reading group with classroom teacher
- Resource room for-Fundations
- Para educator working with sight words

Questions

- What is his listening comprehension level?
- When he is getting comprehension instruction (even in mode of listening)?
- Does he receive 90 mins of core instruction?
- How do we deal with schedule issues—how do we fit as much in to literacy block?
- How do connect phonics/word instruction that is happening outside the classroom to work inside classroom?

More Information Was Gathered

- Spelling Assessment- (Words Their Way)-
 - knows consonant and vowel knowledge
 - Blends & digraphs areas of need
- Running Record-
 - Uses beginning sounds but inputs words that do not make sense
- Whole-to-Part Assessment
 - WI- Pre-Primer level
 - LC- level 4
 - Couldn't silently read
- Word Identification is the issue
- Language Comprehension is the strength

How can we instruct, intervene, and provide support to Jordyn?

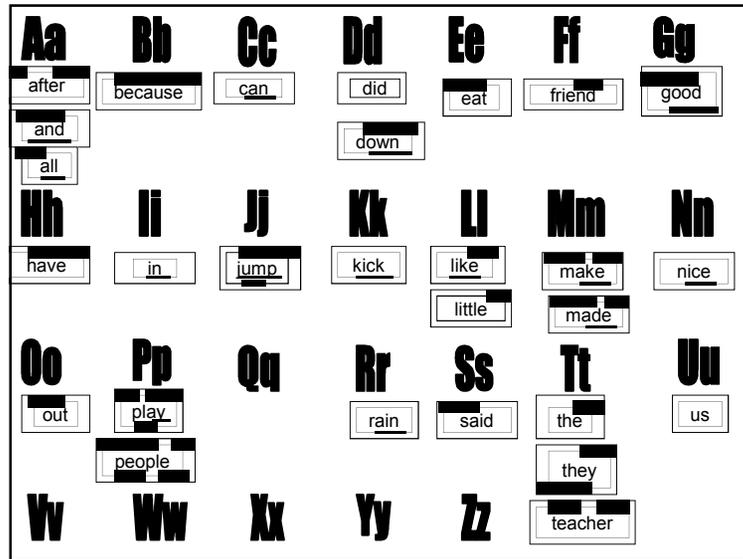
Area of Word Identification

Differentiate to Instruct in Tier 1

- Jordyn will participate in core instruction
- Reading books at his level during independent reading
- Can be more independent during teacher read aloud (or when text is read to him)—used during content area reading
- Word instruction is connected to Tier 2 & 3 interventions

Differentiate Content Process or Product: Word Identification Instruction

- *Content*- Key words for learning can be individualized based on student knowledge and interest but still core words that teacher wants students to know
- *Process*- Multiple introductions to words, 100 Different Word Wall Chants
- *Product*- Individual word wall folders, open Word Wall spelling tests, reading the wall, multiple games with words



What should a Tier 2 and 3 Intervention look like?

- We know that he knows letter and sounds but doesn't apply them to blends and digraphs
- He has a developing sight-word base
- Need dedicated time of day for decoding instruction and sight word instruction
- Systematic in approach
- Sequential- scope of what he needs to learn
- Teacher-directed

Tier 2 and Tier 3

- **Tier 2 Classroom Teacher Supplemental Instruction**
- Pulls small group of students together that need help with word identification
- Extra 30 mins is allotted to this
- Designated strategies are used
- Word Wall is used as anchor
- **Tier 3 Interventionist Intensive Intervention**
- Student works with another appropriate specialist for an additional period of time using designated program
- Word wall in folder is used as anchor that goes between Tier 3 and Tier 1

Student received 30 minutes independent reading with appropriate text for practice and application of strategies learned as part of *Tier 1 Core Instruction*

Describe how to develop two-way communication (between school staff and families) about your schools' RTI Framework, with attention to Tier 3.

- Reminder: Items from Checklist

Slide 59

LU1

Michael- this is where I was confused in our emails.

Stephanie Spadorcia, 5/8/2011



**Family Involvement –
PROGRESS MONITOR TIER 3**

- Are you explaining the specific intervention you are using to families?
- How is progress reported to families? And how frequently?
- Are you explaining to families how they can support students’ learning/progress at home?

STAKEHOLDER COMMUNICATION:

- The number of students, program fidelity, progress of students receiving Tier 3 supports, and efficacy results are regularly reported to stakeholders.
- A plan for communicating with families on the process to initiate Tier 3 interventions, and on how to monitor progress and make determinations to continue/discontinue have been developed and implemented.



STAKEHOLDER COMMUNICATION:

- The use of Tier 3 strategies includes frequent communication with the family.
- Team has ongoing school staff checks for consensus with the proposed infrastructure and implementation of the Tier 3 program of RtI for Literacy.
- Team has developed goals and indicators of success for the year as part of a strategic planning process.



STAKEHOLDER COMMUNICATION:

- This plan is monitored and reviewed regularly (2 or more times per year) in the first 2 years of implementation and annually thereafter.
- Using various data sources (e.g., fidelity, efficacy, outcome), team members have developed and regularly update a professional development plan (for themselves and the school) that aligns with the work of the team.



“...No matter how skilled professionals are, nor how loving families are, each cannot achieve alone, what the parties, working hand-in-hand, can accomplish together.”



(Adapted from Peterson and Cooper as cited by the Futures in School Psychology Task Force on Family-School Partnerships, 2007)

Adapted from Colorado Department of Education

RtI Partnering Principles

- Focus is on coordinating learning between home and school.
- Students are “main actors in their own education” (Epstein et al, 2002). They link home and school.
- RtI partnering is a transparent process throughout all the tiers for families, students, educators and community resources.
- Mutual accountability for student success is created.

Adapted from Colorado Department of Education



RtI Partnering Principles

- A struggling student experiences collaborative support and encouragement immediately from home and school.
- The focus is always on student success - measurable goals, progress data and doing what works.
- It is all about ongoing, sustainable, intentional relationships.

Adapted from Colorado Department of Education

RtI Partnering Principles

- Cultural and linguistic differences are directly addressed because:
 - authentic partnering creates common ground;
 - students see their worlds working together;
 - there is a forum to understand the culture of the family and the culture of the school.



Adapted from Colorado Department of Education

Educators, Families, Students and Community Resources:
“On the Team”

On a football team, every player has a job to do and a role to play. Each player is respected for his/her unique expertise. Each player practices and works to become better at executing personal responsibilities. The team works together to obtain the best results possible.



Adapted from Colorado Department of Education

Intensive Tier - A FEW Families/Staff 

1-5%
 (includes all Universal, Targeted)

___ Individualize family-school-community partnering plans when needed.
 (Examples: home visits, daily communication)

___ Provide school, family, and community wraparound when needed.

___ Provide conflict resolution support and process when needed.

Adapted from Colorado Department of Education

RtI Problem-Solving Team and Process 

- When a student is struggling and needs targeted or intensive intervention to succeed, a team of family members, teachers and specialists works to:
 - Identify and prioritize concerns
 - Develop shared measurable goals
 - Plan prescriptive interventions
 - Progress monitor
 - Evaluate effectiveness
 - Move students up and down tiers as needed



Adapted from Colorado Department of Education

Sample Best Practices In RtI Problem-Solving: Educators, Families, Community Resources 

- Classroom teachers and families work together to intervene when concerns first become apparent.
- Teachers and families jointly refer to problem-solving process when needed.
- Student strengths are shared.
- Families are given copies of referral, intervention plans, progress-monitoring data.
- Student is involved when possible.

Adapted from Colorado Department of Education

Sample Questions For Educators, Families, and Community Resources To Ask About the RtI Problem Solving Process

- Do we have all the information we need to prescribe an intervention, including that from the family?
- Are the family, any appropriate community resources “on the team” and “at the table”? Do they have RtI information? Are they getting copies of plans and data?
- Do we have a consistent progress monitoring tool?
- How will home and school learning be coordinated?
- How will we know if the intervention is being implemented as intended?
- How will we make a decision of whether to continue intervention, move to another tier, or consider possible referral?

Adapted from Colorado Department of Education

“Tell Me I Forget. Show Me I Remember. Involve Me I Understand.”

Chinese Proverb



Adapted from Colorado Department of Education

Describe at least 3 profiles of students who access Tier 3 interventions and supports.



A Look at One Student: Josie

What do we know:

- Came to school midway through Kindergarten
- Received Title1 reading & math grades 1-3
- 3 languages at home: English, Spanish, Portuguese
- Recently started ESOL services
- Wants to do well, anxious about performance
- Current reading level K/J-beginning/mid 2nd grade
- Letter-sounds and phonemic awareness is developed
- Oral reading fluency is slow with lots of hesitations
- Writing composition difficulties
- Knows the elements of stories
- Difficulties with predictions, questions, obtaining info from text features
- She doesn't select just right books accurately

Current Literacy Day:

- Spelling-group lesson and then independent application/sorting/analogy
- Writers Workshop
- 15 mins indep reading
- 1 hour reading block- 20 mins guided reading 3-4 times per week, rest of the time in centers or independent reading
- Title I for reading- Leveled Literacy Intervention, phonics, and journal writing
- ESOL- Focused on math and

Questions

- What is her listening comprehension level? Word id level? Overall silent reading comprehension level?
- Does she receive 90 mins of core instruction?
- How do we deal with schedule issues—how do we fit as much in to literacy block?
- How does work that is being done outside the classroom connect with the classroom instruction?

More Information Was Gathered

- Whole-to-Part Assessment ^[MCM4]
 - WI- 5th grade
 - LC- 3rd grade
 - SRC- 3rd grade
- Language comprehension is the issue
- Word Identification is the strength
- Receptive vocabulary measure was administered—adequate receptive vocabulary in English

What’s necessary for effective comprehension instruction?

- Teacher-directed but students does most of the talking
- Comprehension purposes are set
- Appropriately leveled texts
- Discussion, writing
- Multiple genres
- Task directly related to purpose to give feedback

How can we instruct, intervene, and provide support to Josie?

Area of Language Comprehension

Slide 78

MCM4

do you have a standard handout that explains this -WHAT is the W-t-P Assessment? should we have that on-hand as a supplement?

Michael McSheehan, 5/4/2011

Differentiate to Instruct in Tier 1

- Josie will participate in core instruction
- Reading books at her level during independent reading
- Can be more independent during word study/vocabulary time
- Comprehension instruction coordinates with intervention instruction

Differentiate Content Process or Product

- *Content*- Comprehension strategy might be altered for some students; make sure all student have background for topic or comprehension purpose
- *Process*- Select individual graphic organizers or outlines with student for whole class and independent reading
- *Product*- Graphic organizer or outline

How do we target instruction for Josie?

Five Steps:

1. Build background and introduce vocabulary
2. Set purpose
3. READ or listen
4. Do task that lets you see if the purpose was met
5. Provide instruction feedback based on how they completed the task

Tier 2 and Tier 3

- | | |
|---|--|
| <ul style="list-style-type: none"> • Tier 2 Classroom Teacher • Supplemental Instruction • Pulls small group of students together that need help with language comprehension- in particular text structure features • Extra time is allotted to this • Same text that will be read as model during classroom mini-lesson is used | <ul style="list-style-type: none"> • Tier 3 Interventionist • Intensive Intervention • Student works with another appropriate specialist (ESOL) for an additional period of time using designated program • Works on corresponding comprehension purposes and strategies with other texts • Expansion of English vocabulary |
|---|--|

Student received 30 minutes independent reading with appropriate text for practice and application of strategies learned during *Tier 1 core instruction*

Debrief the Day

- Check Outcomes for the Day
- Next Steps
- Evaluate the Day

“Imagine educational practices in which learners with significant disabilities have the same learner outcomes as students without disabilities.”

Kleinert & Kearns, 2001
p. 21



ADJOURN!

