

A Powerful Approach to Intensive Intervention



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Session Objective

- Participants will acquire practical solutions to implement a successful intensive intervention program for below grade level students.



Identifying the Problem

□ Needs Assessment:

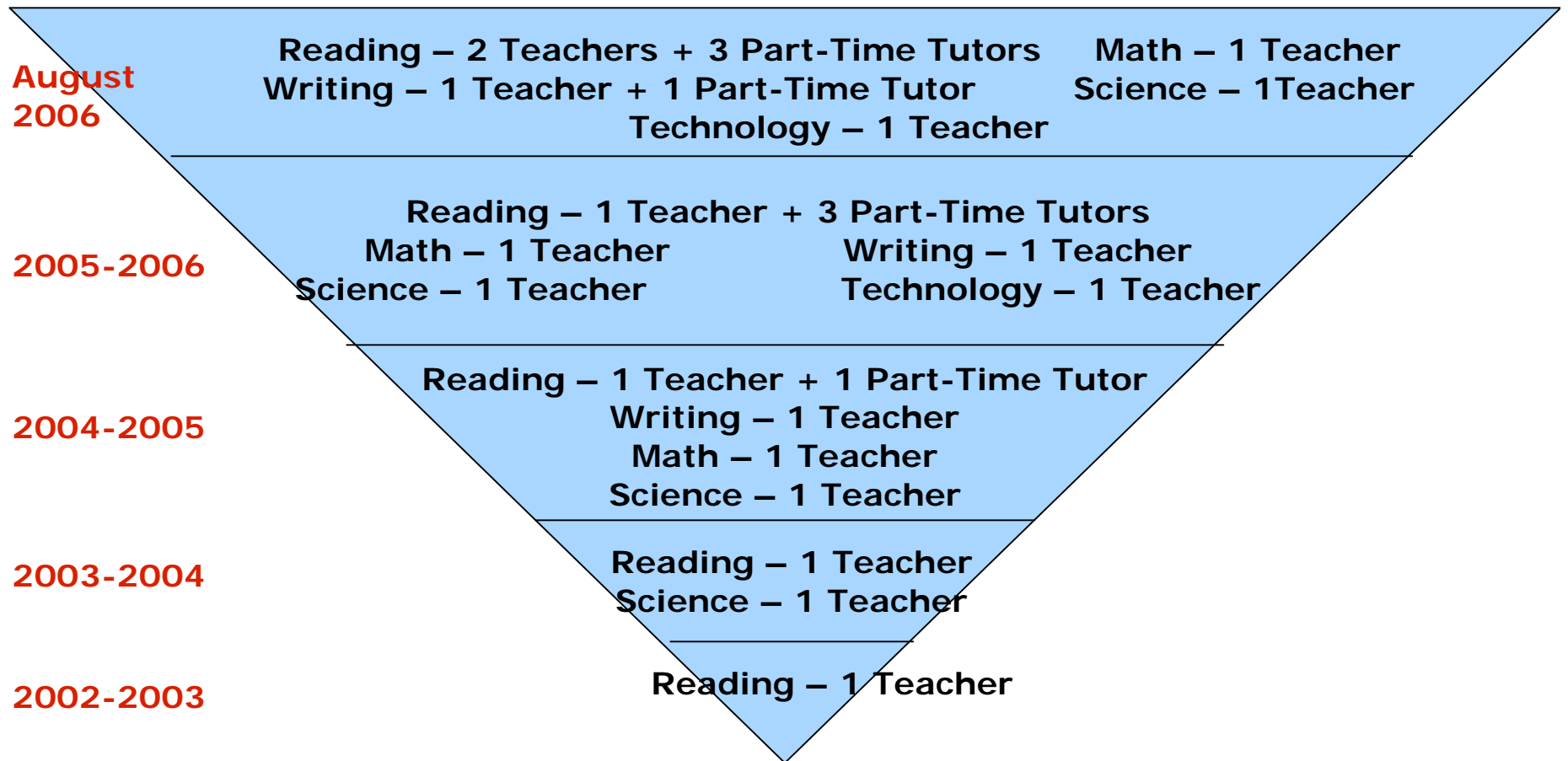
- Scores on the 2002 Florida Comprehensive Assessment Test (FCAT) demonstrated that 58 percent of students in grades 3 - 5 scored at Achievement Level 1 in Reading.
- The need for a more structured tutorial program became evident.



Plan of Action

- Fall 2002 – A fourth grade teacher reviewed reading skills with students to provide additional support to the classroom instruction, during their lunch time in the cafeteria.
 - As a result of this action, the percentage of fourth grade students scoring at Achievement Level 1 on the 2003 Reading FCAT dropped 11 percentage points as compared to the 2002 Reading FCAT.

A Resource Team is Born





The Reading Resource Team

- ❑ A group of teachers who provide low performing students with the necessary skills to succeed in reading.
- ❑ The team offers students an intensive intervention program in a small group setting.
- ❑ Reading resource teachers provide high-quality intensive interventions to help struggling readers to read on grade level.

What does the Research Say?

(Greenberg, 2005)

□ Interventions should be:

■ Explicit

- Nothing is left to chance; all skills are taught directly.

■ Systematic

- Instruction is purposeful and sequential.

■ Intensive

- Increase the number of positive instructional interactions (pii) per school day.

■ Supportive

- Students need encouragement, feedback and positive reinforcement.

What does the Research Say?

(Torgesen, 2005)

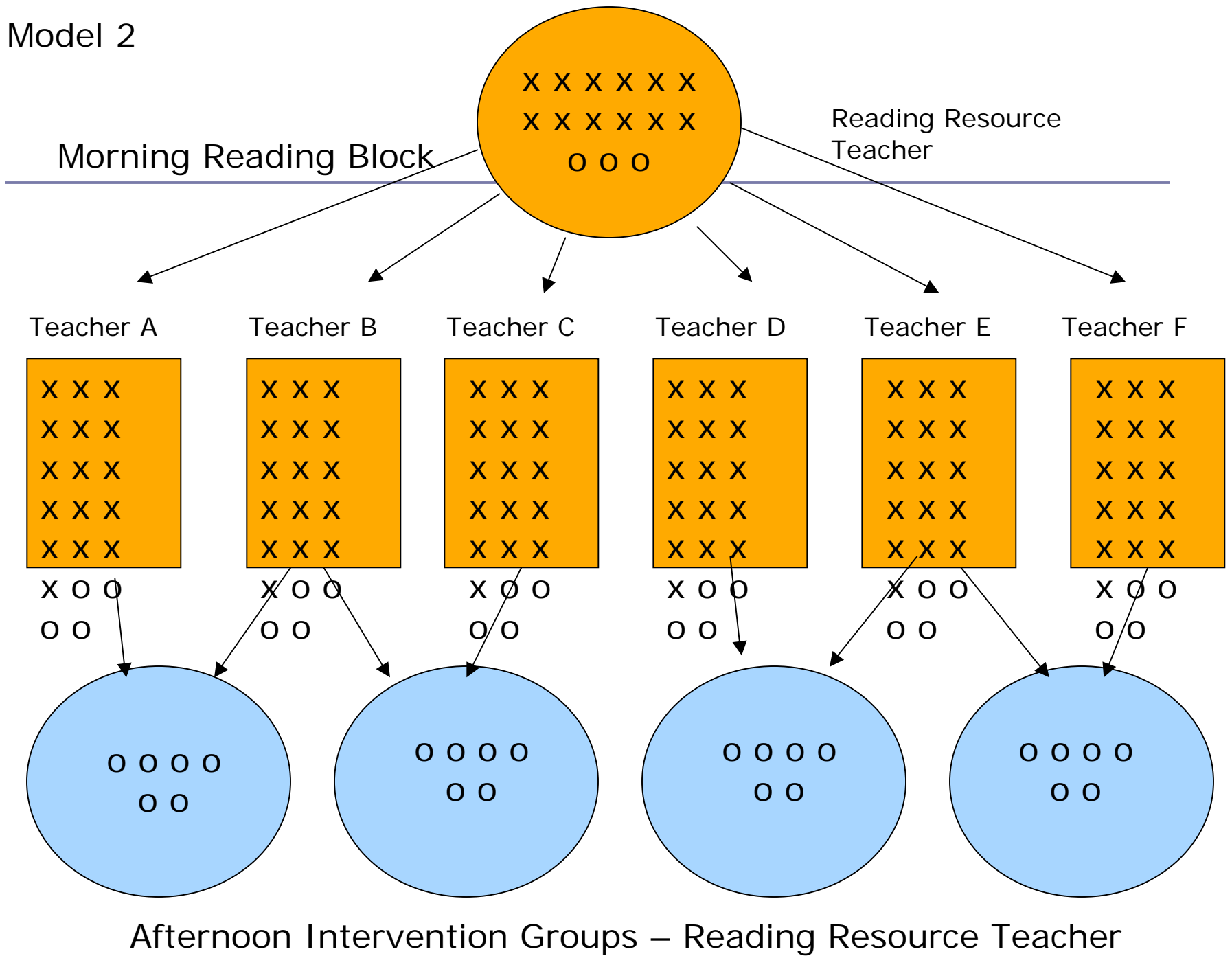
- Interventions must increase the intensity of instruction.
 - More instructional time
 - Smaller groups
- Interventions based on initial and ongoing assessments target critical skills at the student's instructional level.
- Interventions must be coordinated at the school level.
 - Principal and coach must be involved to allocate school resources where most needed.

Riverside Reading Resource Team

Models

- Select highly qualified teachers that are “experts” in their curriculum field.
 - Model 1
 - Teachers provide interventions to small groups (pull out) throughout the day.
 - Model 2
 - Teachers provide instruction to students during the 120 minute reading block and also provide interventions to small groups (pull out) for the remainder of the day.

Model 2





Selecting Students for Interventions

- Conduct timely and valid assessments of reading growth to identify struggling readers (Torgesen, 2005).

- Assessment Data:
 - DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 - DAR (Diagnostic Assessment of Reading)
 - FCAT (Florida Comprehensive Assessment Test)
 - SAT (Stanford Achievement Test)



Selecting Students for Interventions

□ Data Analysis

- Data analysis meetings are conducted throughout the year to review DIBELS, and other assessment data.
- Teachers meet with the reading coach, administrators, and district support personnel to adjust reading groups in the classroom, to identify struggling readers, and to place them in the proper intervention program.

Scheduling Interventions

- Master schedule must include uninterrupted reading blocks for all teachers at various times throughout the day.
- Schedule interventions in 30-60 minute sessions during special areas and content area classes.
- Create small groups consisting of no more than 8 students.
 - Groups may include students from different classes that have similar needs.



Scheduling Interventions

- Small groups are scheduled for interventions 3-5 times per week.
 - Schedule groups for intervention at the same time each day.
- Prioritize and protect time for reading instruction and practice (Greenberg, 2005).



Where do Interventions occur?

- Classrooms
- Media Center
- Technology Lab
- Science Lab

Why do interventions work?

Kosanovich, 2004

- Immediate Intensive Interventions (iii)
 - Provide systematic and explicit instruction on whatever component skills are deficient.
 - Provide a significant increase in intensity of instruction.
 - Provide ample opportunities for guided practice of new skills.
 - Provide systematic cues of appropriate strategies in context.
 - Provide appropriate levels of scaffolding as children learn to apply new skills.



Budget

- Title I Funds

- Purchase full-time state certified teachers.
- Purchase part-time instructional personnel.

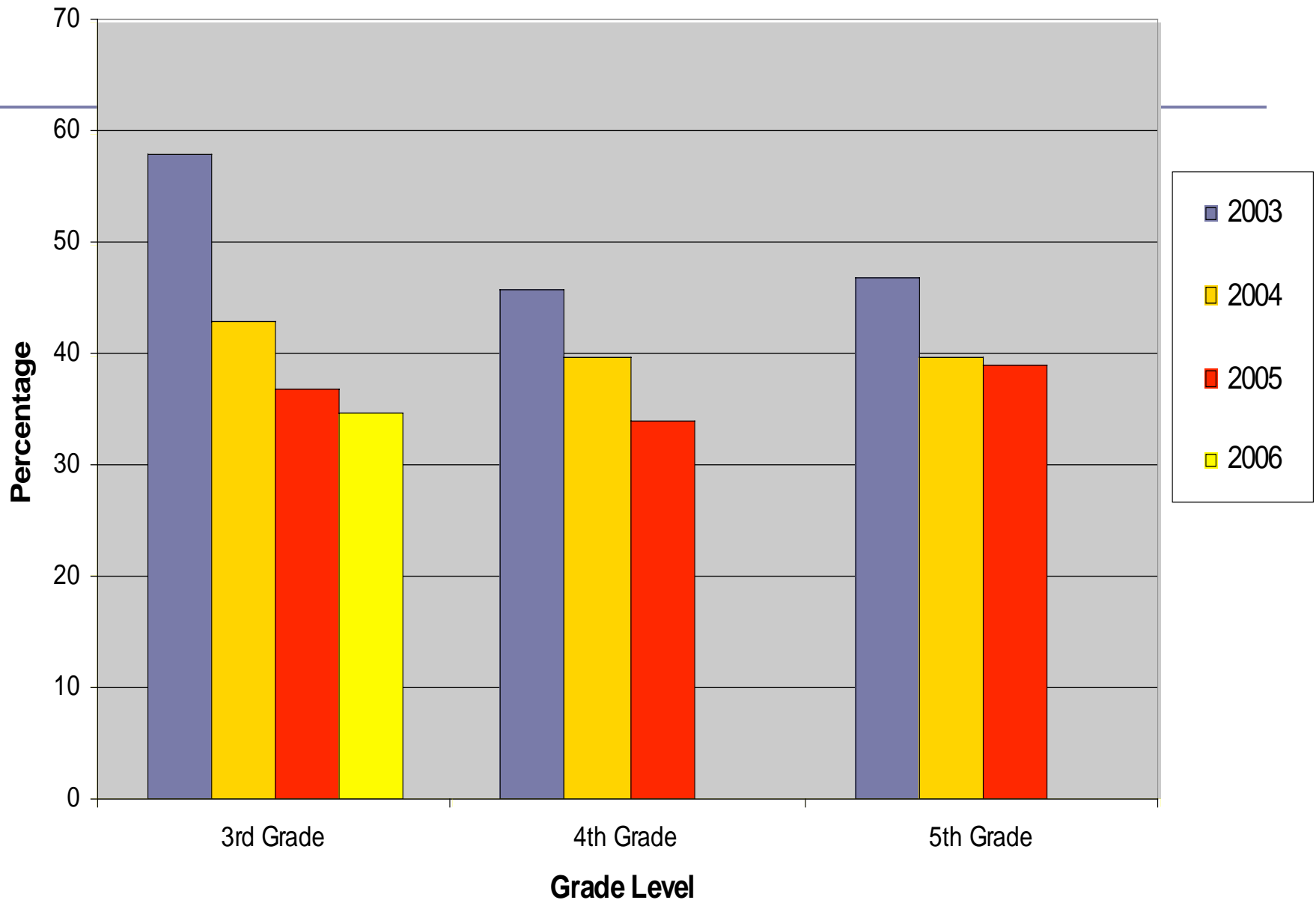
- Discretionary Funds



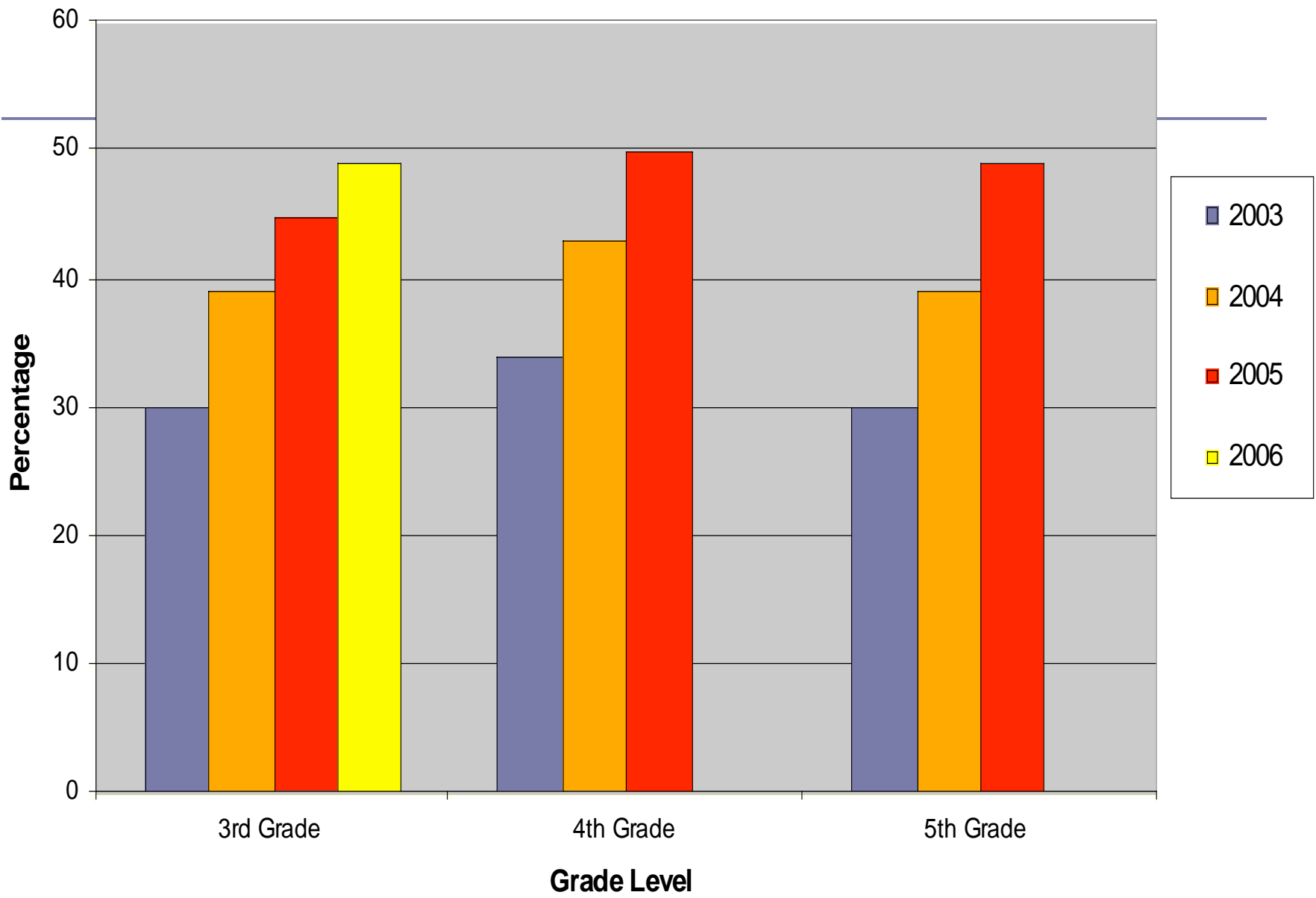
Results of Implementing Interventions

- During the four years of implementation of the Reading Resource Team at Riverside Elementary Community School, the students have demonstrated significant growth in their performance on the Reading FCAT.

Riverside Elementary Community School
Percentage of Students Scoring Level 1 on the Reading FCAT



Riverside Elementary Community School
Percentage of Students Scoring Level 3 and Above on the Reading FCAT





Future Implications

- After analyzing the success of the resource team in implementing powerful interventions, we see the need and importance of extending our team to impact more students.
- Future models include additional instructional personnel in the classroom to deliver interventions during the reading block.



Conclusions

- The most important factor is the **school**, not just the program.
 - Interventions must be anchored to the school as the host environment and the primary context for improving student reading performance (Greenberg, 2005).

References

- Greenberg, S. (2005, July). *Immediate Intensive Interventions: Organizing Schools and Classrooms to Teach Every Child to Read: The Big Ideas*. Report presented at the National Reading First Conference, New Orleans, LA.
- Kosanovich , M.L. (2004, May). *Evidence Based Reading Instruction and Immediate Intensive Intervention*. Report presented at the Comprehensive Systems for Professional Development, Clearwater, FL.
- Torgesen, J.K. (2005, September). *Multiple Tiers of Instruction and Intervention: What it Will Take to Leave No Child Behind in Reading*. Report presented at the Nebraska Reading First Conference, Lincoln, NE.