

Rockin' the Reading World

An ALL Inclusive Band



AMM 2014

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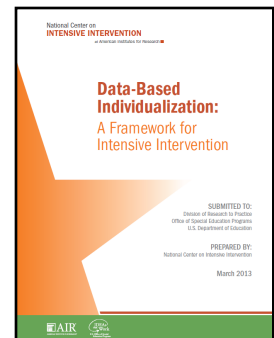
Wendy Stevens, JRF

Musical Ensemble

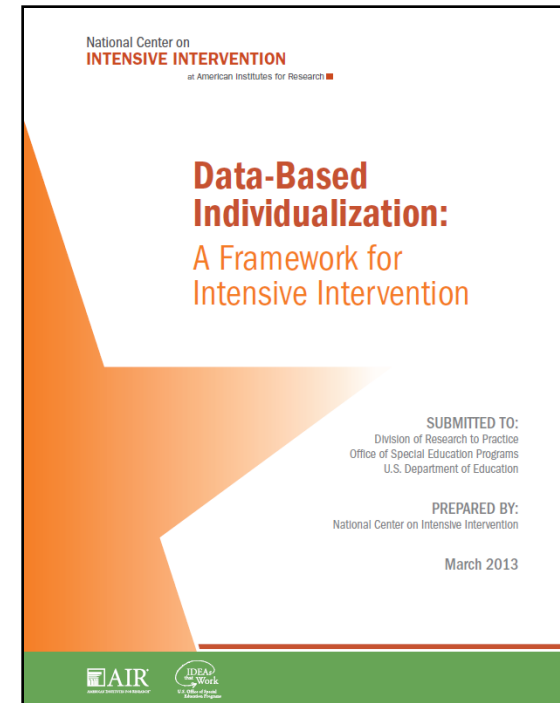
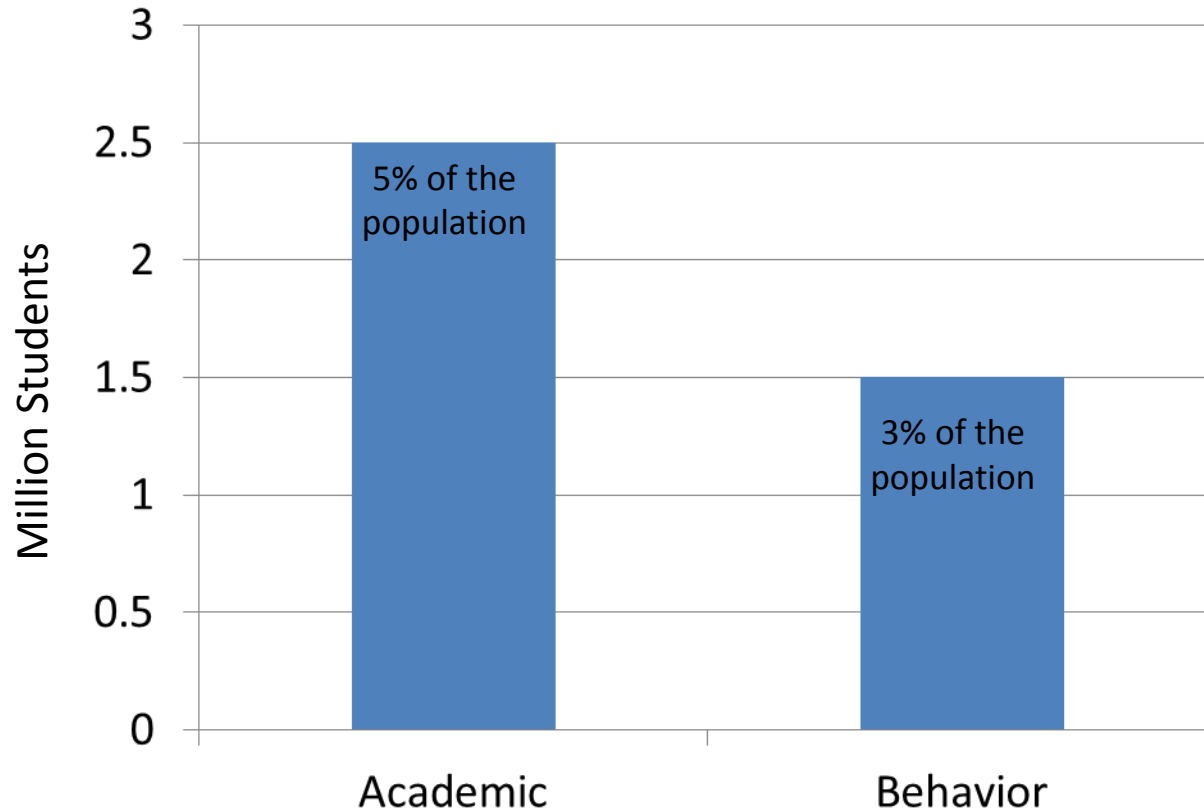
- Recognize the data system of support necessary to understand student needs and monitor progress
- Identify the intensive intervention infrastructure and continuum of support to address student needs
- Describe the strategies and supports matched to student needs
- Combine the necessary components to successfully problem solve across tiers to plan for instruction and intensify intervention

Who Needs Intensive Intervention?

- Students in a tiered intervention system who have not responded to evidence based intervention or standardized remediation programs.
- Students with very low academic achievement and/or severe behavior problems who are not making adequate progress in the current intervention program.
- Students with disabilities who are consistently not making adequate progress in meeting their IEP goals.



Which Schools Need Intensive Interventions?



~National Center on Intensive Intervention, p. 2. (March 2013)

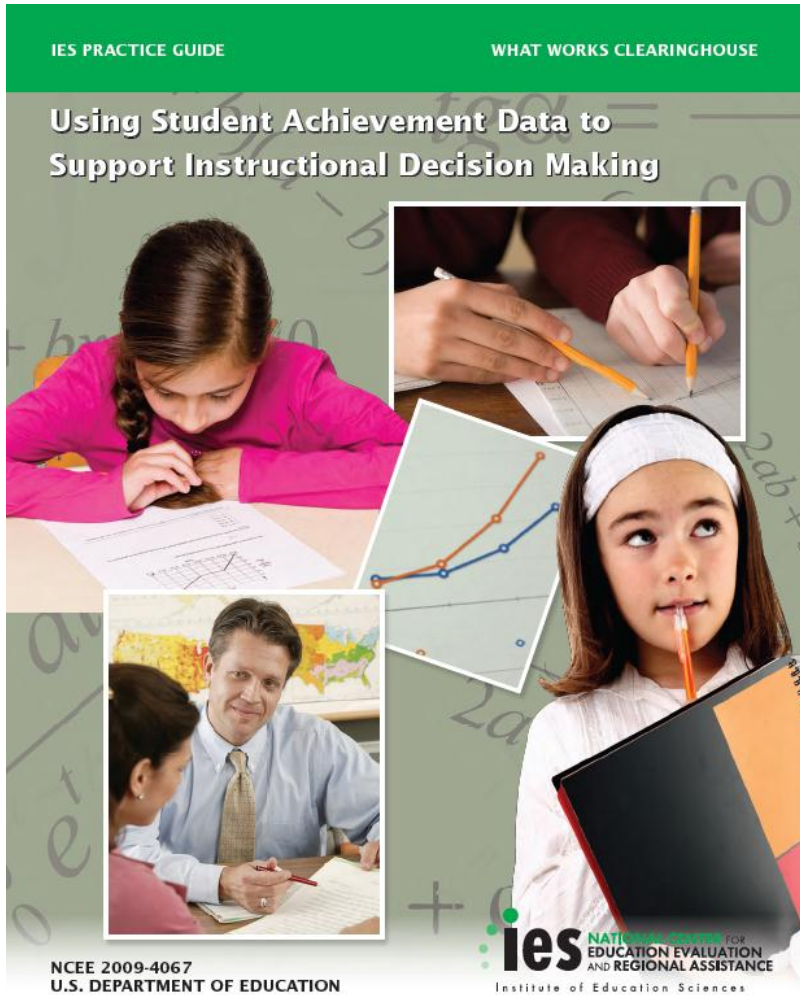
Lead Vocalist

Sings the main vocal portions; front man; leader; spokesperson

Recognize the data system of support necessary to understand student needs and monitor progress



IES Practice Guides



- Institute of Education Sciences (IES) practice guides are developed by panels of nationally recognized experts.
- They offer:
 - Recommendations
 - Implementation Steps
 - Potential Roadblocks & Solutions
 - Vetted References

5 Recommendations

1. Make data part of an ongoing cycle of instructional improvement.
2. Teach students to examine their own data and set learning goals.
3. Establish a clear vision for schoolwide data use.
4. Provide supports that foster a data-driven culture within the school.
5. Develop and maintain a districtwide data system.

Note: The panel encourages educators to implement all of these to the extent that the state and district resources and capacity allow.

Self-Assessing Data Systems of Support

1. Is instructional time prioritized?
2. Is additional instruction targeted for students who are struggling with learning?
3. Is there a process for identifying individual students' strength and interventions?
4. Is there a process for gauging the effectiveness of classroom lessons?
5. Is there a process for refining instructional methods based on student progress?
6. Is school wide data considered in order to adapt the curriculum?

Consider

- What are your goals for using student achievement data?
- Which types of data will you use?
- What are your roadblocks?
- What are possible solutions?

Guiding Questions



How would these key points translate to your school setting?

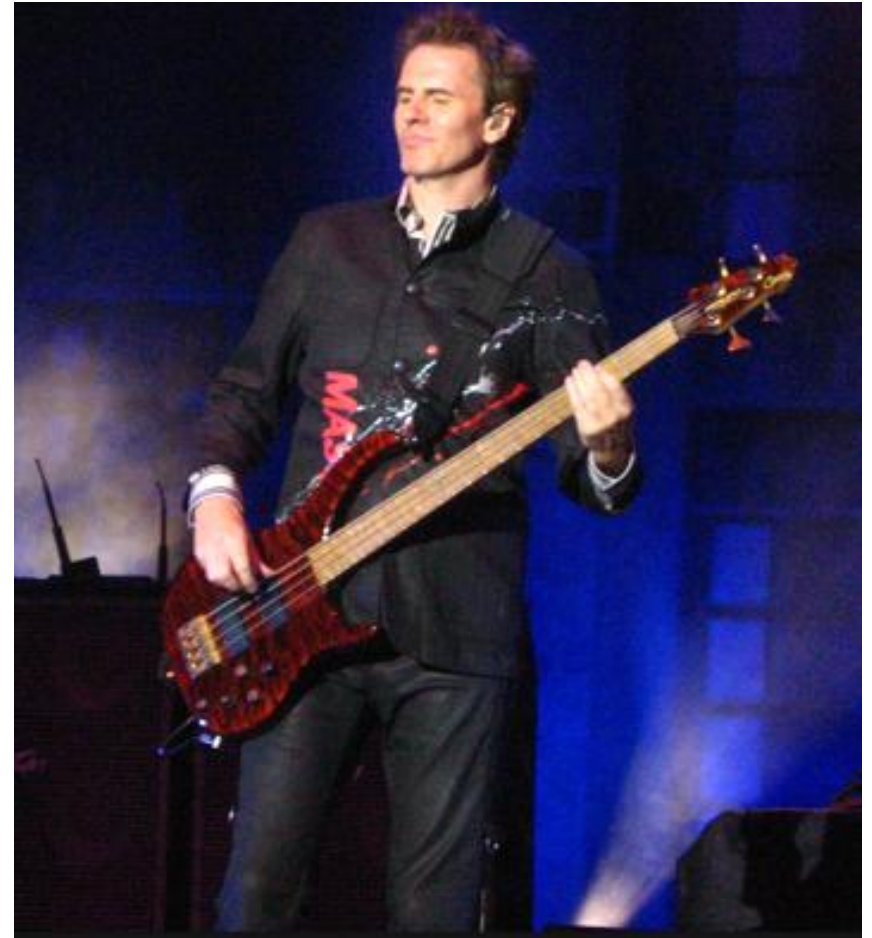
What implementation strategies could you carry out at your site?

1. Establish a school-wide data team that sets the tone for ongoing data use.
2. Define critical teaching and learning concepts.
3. Develop a written plan that articulates activities, roles, and responsibilities.
4. Provide ongoing data leadership.

Bass Guitar

Part of the 'engine' that drives the band; the rhythm section provides the rhythmic and harmonic foundation

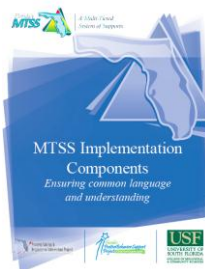
Identify the intensive intervention infrastructure and continuum of support to address student needs



Infrastructure for Intensive Intervention

- Intervention is best implemented as a component of a continuous system (MTSS).
- Use the problem-solving process across all three tiers; and
- Implement evidence-based instruction and interventions matched to specific need(s).
- Ensure interventions are informed by and aligned with core instruction.

MTSS Implementation Components: Ensuring common language and understanding (2011)



Support for Implementation

Professional development and support

- ✓ Technical assistance/coaching

Data support

- ✓ Data sources and technology

Leadership support

- ✓ Policies, expectations and evaluation
- ✓ Leadership to align and integrate the tiers

Program evaluation

- ✓ On-going data collection to ensure integrity of implementation and support

Teaming for Collaborative Problem-Solving

Use the problem-solving process across all three tiers

- TEAM Problem Solving for instructional decisions
 - General and special education staff together regularly
 - Grade, content, department, individual teams
- Teams use data-based problem solving for:
 - Master scheduling, resource allocation, address inefficiencies, inform instructional decisions, monitor progress, integrate the tiers, integrating academic and behavior (student engagement)

Matching Resources to Need

- Most experience specialized experts who have strong technical skills.
- Experts in analyzing multiple forms of data and using those data to make accurate instructional decisions.
- Buy in to ensure effective resources are utilized for the small number of students.

National Center on Intensive Intervention (October 2013)



Guiding Questions



1. How do you support the students with the most intensive needs within a broader system that addresses the needs of all students?
2. How do you provide support for successful team structures, which includes bringing general and special education staff together on a regular basis? What are the barriers at the school level? At the district level? How can you and your district team overcome these barriers? How can you support schools overcoming these barriers in their SIP plans?
3. If we know that intensive intervention is best provided as a component of a unified system, how do you help school staff clarify the distinction between Tiers 2 and 3 in an MTSS in order to design and plan for intensive intervention?
4. How do you support schools to use the team problem-solving process to address:
 - Master scheduling based on student need?
 - Resource allocation based on student need?
 - Address inefficiencies of implementation of resources?

Lead Guitar

The staple in the band;
key performer; performs
at the front of the stage;
builds excitement and
energy; great showman

**Describe the strategies
and supports matched
to student needs**



What strategies and supports best meet student needs?

LET'S
START
TALKING



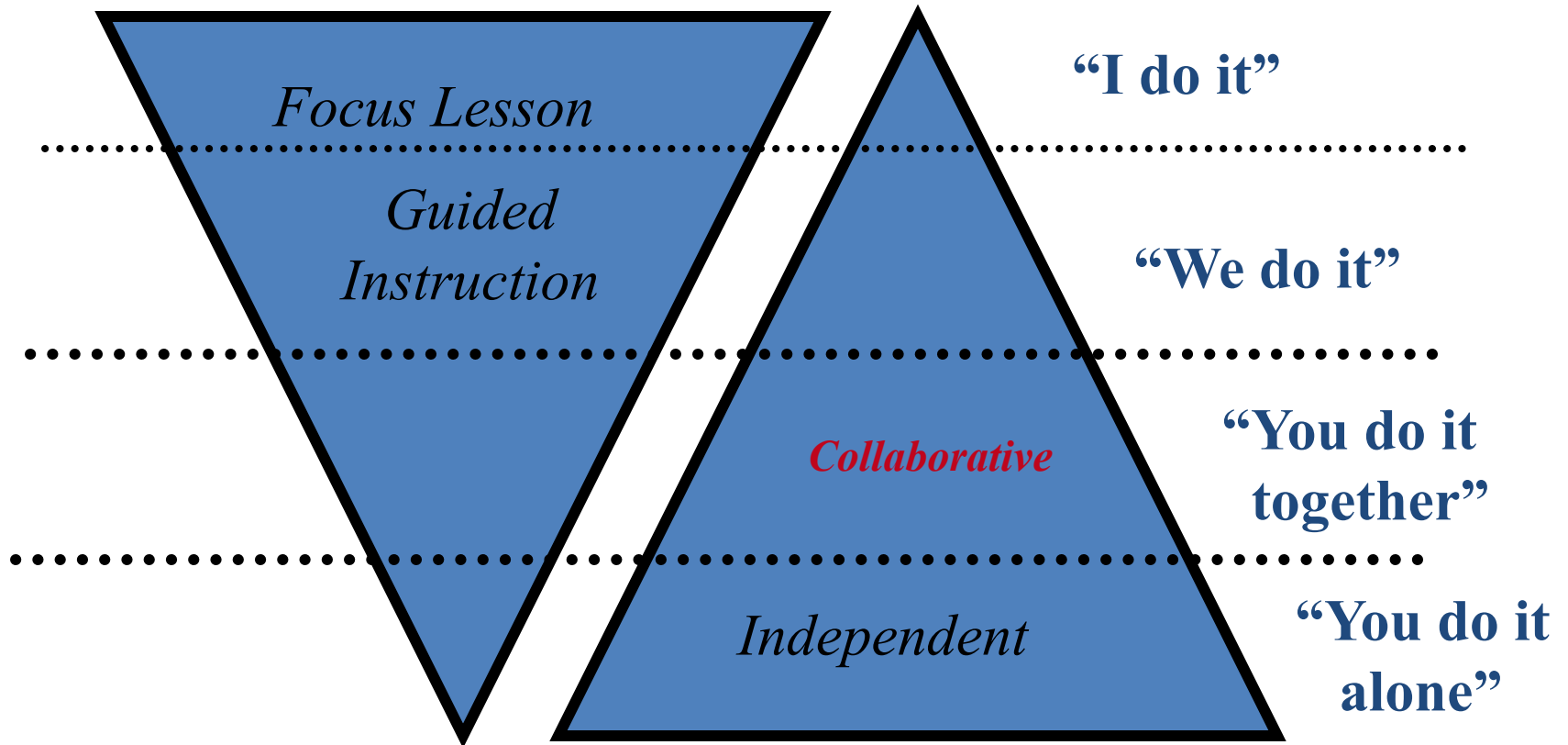
Assisting Students Struggling with Reading

- Systematic
- Highly Explicit
- Highly Interactive
- Small homogeneous groups 20-40 minutes, 3-5 times a week
- Curriculum program that incorporates the five components of Reading:
 - phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Monitor progress on regular basis

IES Recommendations

1. Use a curriculum that addresses the components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.
2. Implement intervention three-five times a week, for approximately 20-40 minutes.
3. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.

TEACHER RESPONSIBILITY



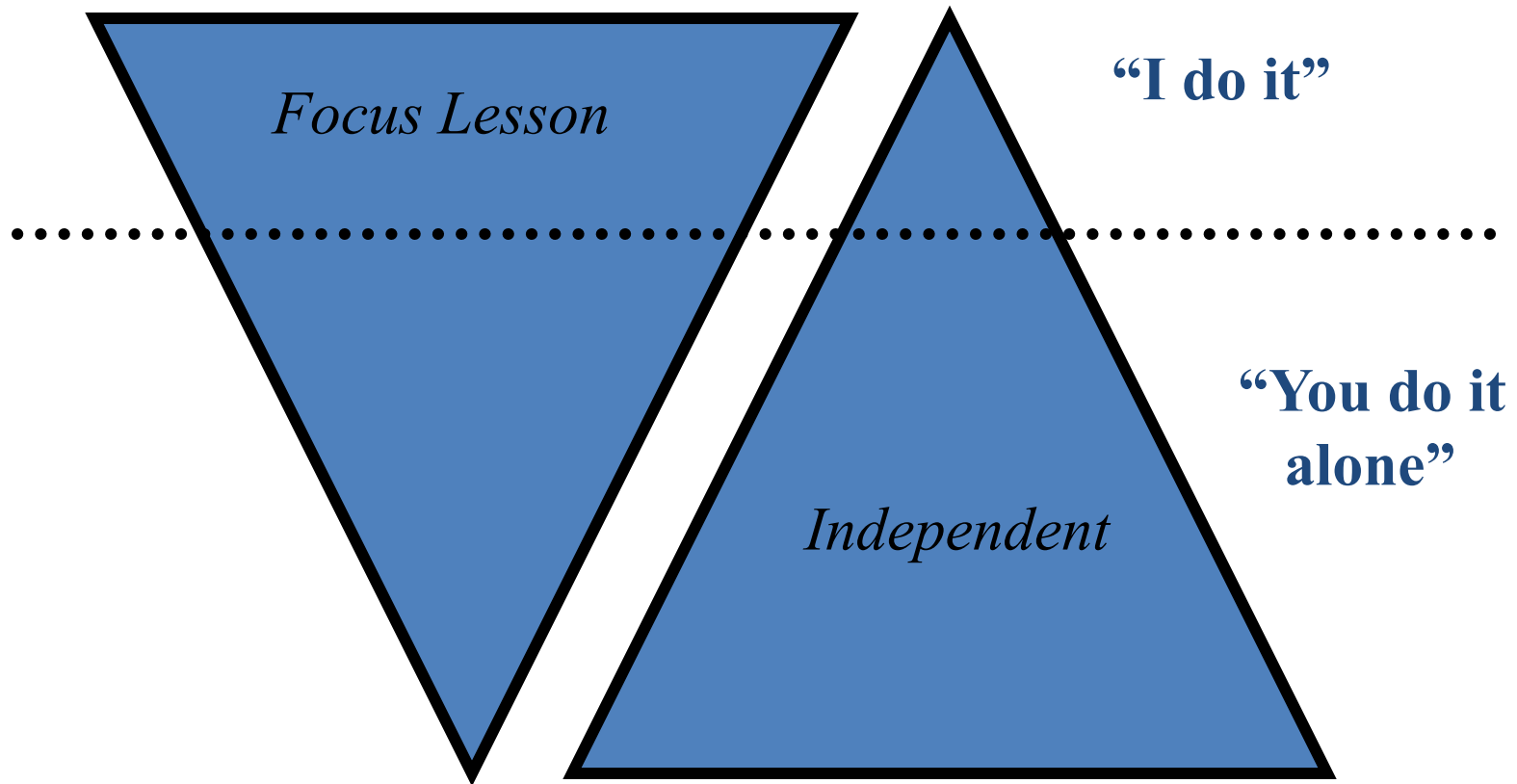
STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Sudden Release of Responsibility

TEACHER RESPONSIBILITY

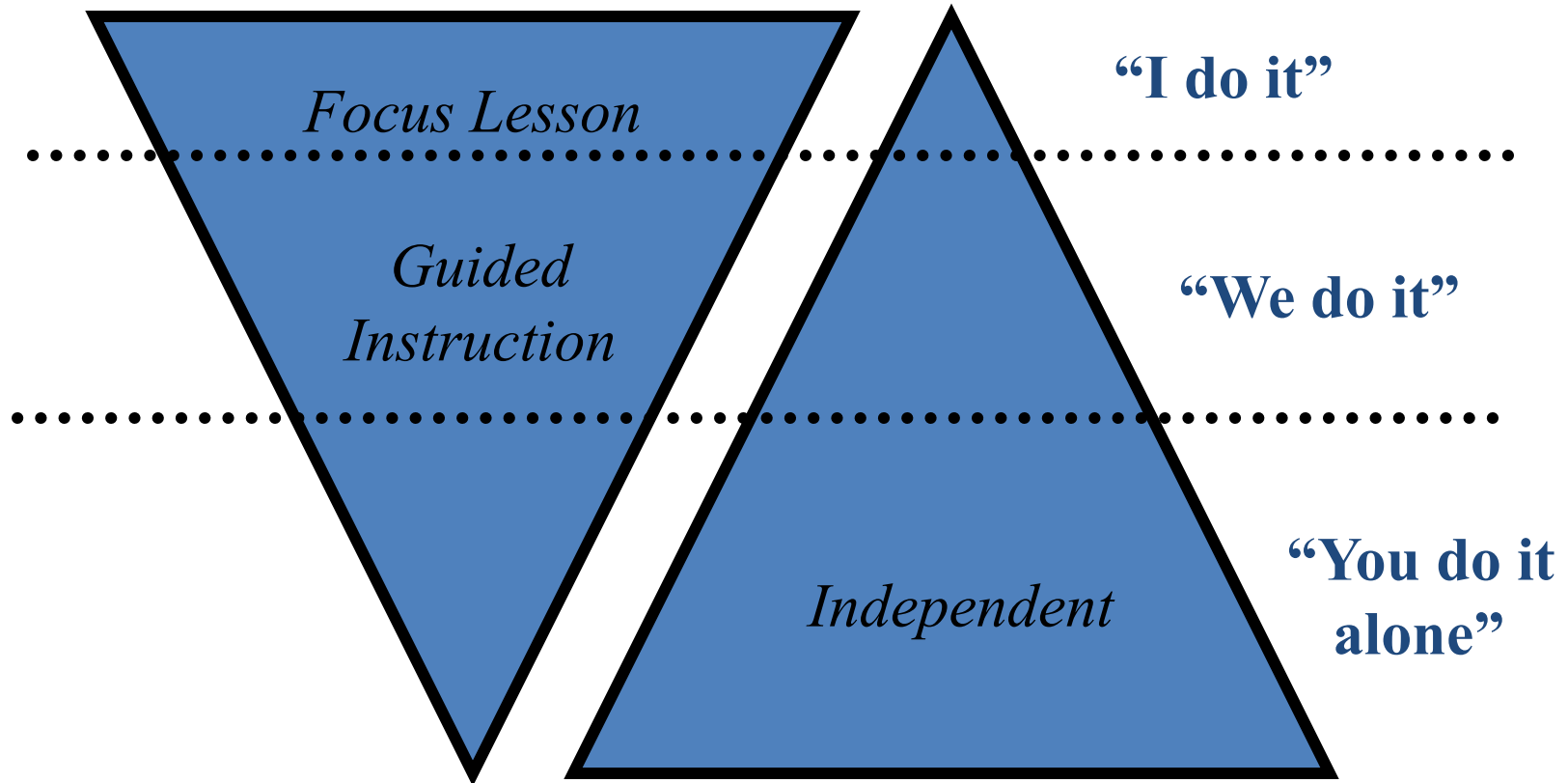


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Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

The “Good Enough” Classroom

TEACHER RESPONSIBILITY



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GRADUAL RELEASE INSTRUCTIONAL MODEL THROUGH *“SHADES OF GRAY”*

“I DO”	FOCUS/MODEL/EXPLICIT TEACHING	TEACHER THINK ALOUD
“WE DO”	SHARED/GUIDED INSTRUCTION	THINK ALONG WITH TEACHER
“YOU DO IT TOGETHER”	COLLABORATIVE/GUIDED PRACTICE	THINK TOGETHER WITH PEERS
“YOU DO IT ALONE”	REFLECT/INDEPENDENT PRACTICE	THINK ON MY OWN

It's More Than Being Engaged...It's About Interacting

What does it take to make a task engaging and interactive?



Engaging and Interactive

- Enough background
- Language support
- Topic of interest
- Authentic reason to interact
- Expectations and Accountability
- Community of learners that encourage and support
- Understanding of the task

Supportive Scaffolds for Academic Discussion

- Foster a culture of trust
- Focus/clarify a question or topic
- Plan guiding/follow-up questions
- Set protocols or ground rules for academic discussions
- Provide academic language/discussion stems
- Structure “thinking” time
- Practice 😊

Review:

Intervention is Not One Size Fits All

- Use data to meet students' individual needs.

Instruction must be:

- Systematic
- Highly Explicit
- Highly Interactive
- Scaffold using the Gradual Release Instructional model
- Incorporate Speaking and Listening-often!

Specially Designed Instruction for Students with Disabilities

- Avoid replacing all specialized reading instruction with accommodations.
- Ensure opportunities for achievement versus appearance of access.
- Avoid reliance on programs as specialized reading instruction.
- Focus on long term reading needs.

Guiding Questions



1. What strategies and supports best meet student needs?
2. What does it take to make a task engaging and interactive?
3. How can you support teachers that need to assist students struggling with Language Arts Florida Standards (LAFS)?
4. What are potential barriers that you can help remove?

Drummer

The backbone of the band;
strong foundation; keeps
time; sets changes; provides
intensity and rhythm

**Combine the necessary
components to successfully
problem solve across tiers to
plan for instruction and
intensify intervention**

Consider:

How your tiered system of
support is designed,
integrated and implemented.



Assisting Students Struggling with Reading

- Screen all students for potential reading problems.
- Provide differentiated reading instruction (Tier 1).
- Provide intensive systematic instruction (Tier 2).
- Provide intensive instruction focusing on high priority foundational reading skills (Tier 3).

What about SWD and Specially Designed Instruction (SDI)

Students eligible for services in accordance with IDEA – **IEP** that specifies and entitles SDI (need and disability)

- Tier 1 – *Student learning and progress* on grade level standards are the purpose of providing SDI
- Tier 2 – SDI is implemented when small groups of students are receiving supplemental interventions to address a specific need for explicit practice in a targeted skill
- Tier 3 – distinction between tier 3 and SDI: SDI is a set of services entitled to on IEP applying IDEA, but pedagogy is the same (individualized).

Implications for Intensive Intervention

- Students have the most persistent and severe learning and behavioral challenges.
- Not a one-size-fits-all approach to learning.
- For students who do not respond to traditional forms of instruction and intervention that are effective for the majority of peers.





Guiding Questions

1. Is instruction differentiated for all students?
2. Is additional systematic instruction targeted for students who are struggling with reading?
3. Does your school currently conduct regular progress monitoring in reading for students receiving additional instruction?
4. Are the most persistent and severe students receiving intensive intervention instruction?
5. Is your intensive intervention instruction individualized and does it involve high priority foundational reading skills?

Questions?