Vision: Every child in every district receives the instruction that they need and deserve…every day.

Interventions: Every Minute Counts!

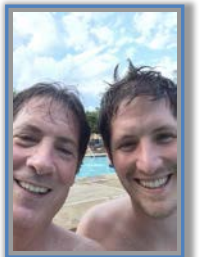
Annual Conference 2019
Jenice Pizzuto

ORTIi
Reach & Teach All Students

HELLO
my name is

Jenice

- ORTIi Implementation Coach
- Impact Learning and Leadership Group, Co-Founder
- Learning Forward Oregon, Past President, LSA Schools
- ***Administrator, Teacher***, researcher, and collaborator



What is an Intervention?

Time to move!

1. Stand up
2. Grab your intervention definition
3. Lock eyes with someone form another school/district
4. Meet up in a middle ground
5. Share your definitions with each other
6. Thank your partner
7. Return to your seat

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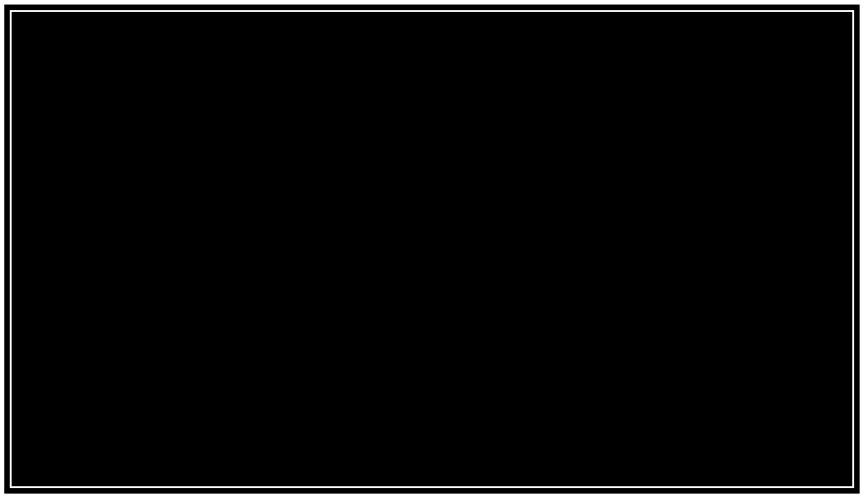
Purpose of the Session

- Understand what is an evidence-based intervention
- Discuss why being ***purposeful*** and ***accurate in deploying interventions*** to students is a critical move
- Learn about the differences between tier 2 and tier 3 interventions
- Walk away with an action step to impact your intervention system

Interventions are Everywhere!



Interventions are Everywhere!

Partnerships

- Call back routine…5,4,3,2,1…
- Pick someone near year you to be your partner.
- Do a "cut throat" game of rock paper scissors
- The winner is *rain*.
- The other person is *wind*.

Think about a time…

An example of an ***effective intervention*** I have seen outside of the school setting is..?

A time when I experienced an ***ineffective intervention*** was…

Partner Talk Time

- Rain please respond to the statement:
- Wind listen, compliment and add on other items:
  - An example of an ***effective intervention*** I have seen outside of the school setting is..?
- Wind please answer the following question:
- Rain listen, compliment and add your thoughts:
  - A time when I experienced an ***ineffective intervention*** was…
- With extra time switch questions

Interventions

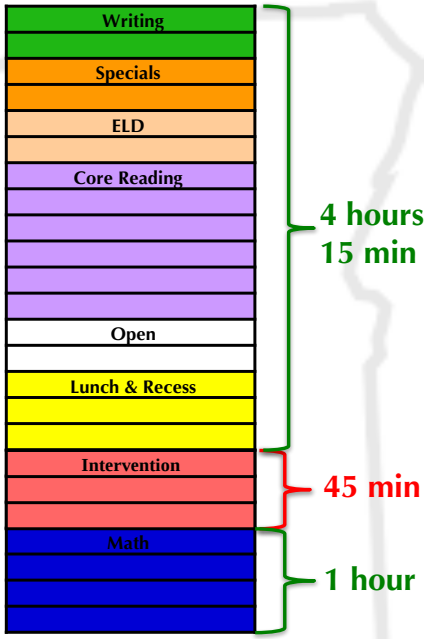
Can work…are designed to work

≠

will work

EVERY MINUTE COUNTS

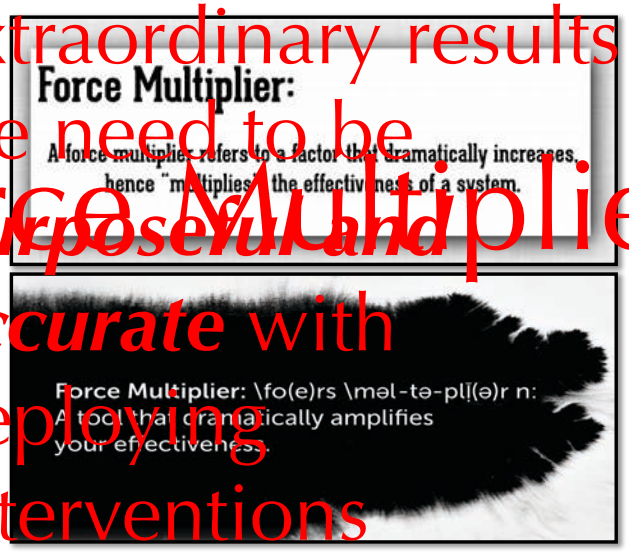
- 30-60 minutes of ***isolated*** intervention time is not enough.
- Our ***most at-risk*** learners need the most ***coordinated instruction*** and support in generalizing skills across their day.



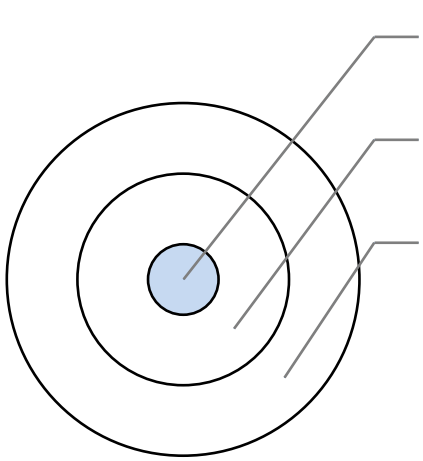
High Quality Interventions are...

If we want extraordinary results we need to be ***purposeful and accurate*** with deploying interventions

Force Multipliers



Start with the Why



Why

How

What

Simon Sinek

What is the purpose of giving students more?

Partner Talk Time

Wind please answer this question:

- Rain listen, compliment and add on other items:
  - **What is the purpose of giving students more?**
- Rain answer the same question
  - Wind listen, compliment and add on other items

Interventions…

1. GOAL/Purpose of providing more:
   Accelerate GROWTH
2. IDENTIFY STUDENT NEED
3. GROUP STUDENTS
4. APPLY RESOURCES
   - MATERIALS MATCHED TO NEED
   - TRAINED PERSONEL TO DELIVER

Strengthen Your System!

This is high stakes…it really matters…we have to get it right

Teaching Reading is Both *Essential and Urgent!*

Students who are not a proficient readers at the end of 3rd grade, have a .88 probability of being a poor reader at the end of 4th grade.

We can't leave it to chance!

We *can* and we *must* change that trajectory!

We need to catch them up!

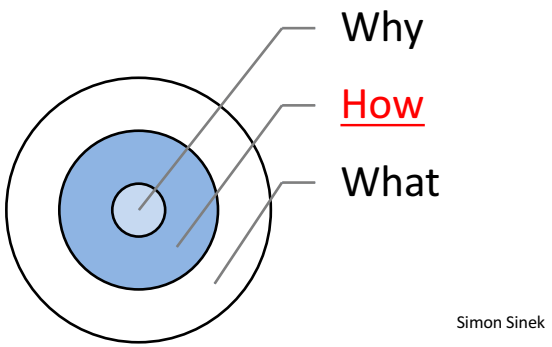
The good news…

- EVERY student can learn to read better… if they have:
  - Right amount of time
  - Schedules
  - Teachers
  - Right programs

We have:

WILL to do it~!

Start with the Why



Simon Sinek

What is an intervention?

The systematic and explicit instruction provided to accelerate growth in an area of identified need.

What is an intervention?

Scientifically, research-based instructional intervention

An intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students (NASDSE, 2008)

Interventions are..

- Evidence-based- Why??
- Well defined
- Aligned with core curriculum
- Implemented using standard protocol
- Provided in teacher-led small group instruction
- In addition to the core curriculum

Interventions are not...

- Differentiated instruction of non-evidenced based practices within the core reading curriculum
- Homework help
- Small group instruction
- Programs or materials developed by teachers or specialists
- An Avid Class

An intervention is….

Refinement time…add to your definition

Share with your partner

Please share your new definition.

Rain go first, wind go second

Let's get clear about what to do...

Interventions...

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   Accelerate GROWTH
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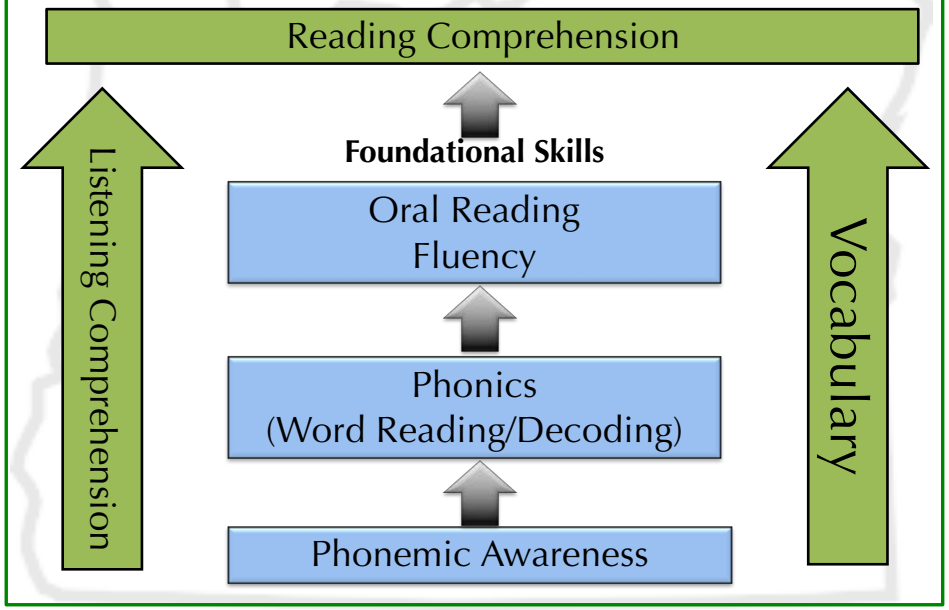
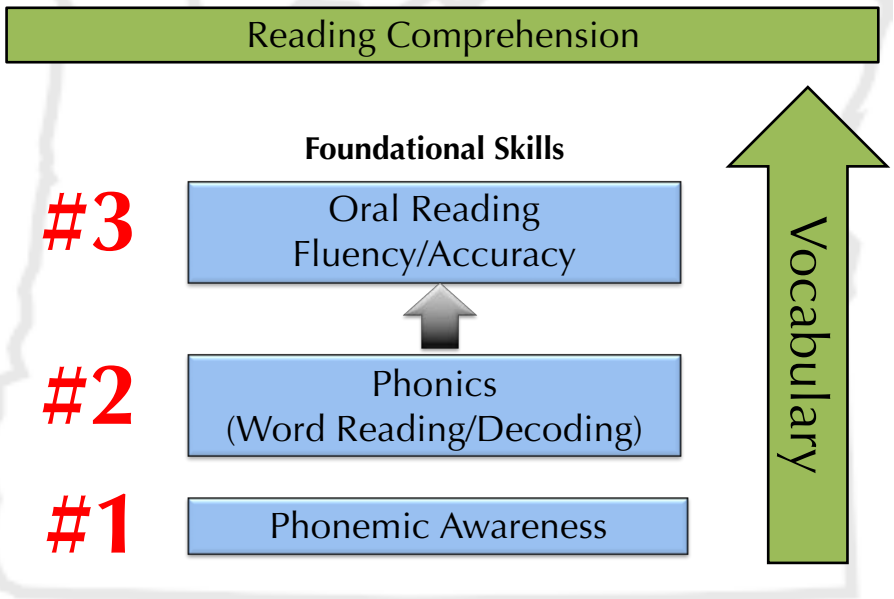
Reading Skills Build on Each Other



Reading Skills Build on Each Other



Phonics and accuracy are important

Words *missed* per page when accuracy is…			
	95%	**98%**	**99%**
The Secret Life of Bees ***7th Grade***	18.5	7.4	3.6
My Brother Sam is Dead ***5-6th grade***	15	6	3
The Magic School Bus ***2nd – 3rd grade***	6	2.4	1.2

Richard Allington

Four Steps to Implement RTI Correctly

(Article by Vanderheyden et al., 2016 in Edweek)

"…intervening without consideration for what a student specifically needs is like choosing an antibiotic without identifying the bacteria causing an infection."

List of Commonly used Evidence-Based Programs

	Phonemic Awareness	Phonics	Oral Reading Accuracy & Fluency
Phonics for Reading		☑	
Read Naturally			☑
Corrective Reading		☑	☑
Reading Mastery	☑	☑	☑
Phonics Blast	☑		
Phonics Boost/Blitz	☑	☑	☑
REWARDS		☑	☑
ERI	☑		
???			

Sample Standard Reading Protocol

Tigard Tualatin School District Elementary EBIS & PBIS Handbook

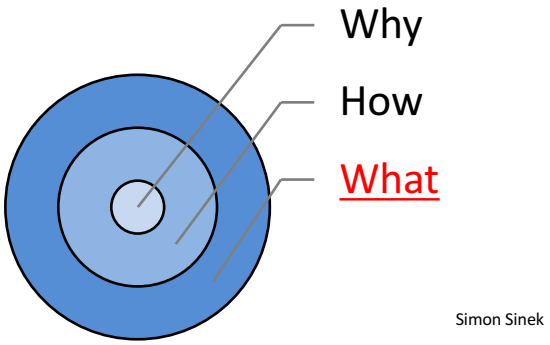
2018-19 TTSD Elementary Standard Reading Protocol

	CORE PROGRAM		INTERVENTIONS			
GRADE	CURRICULUM OPTIONS	TIME	CURRICULUM OPTIONS		TIME & GROUP SIZE	
	All Students		Strategic (Below Benchmark)	Intensive (Well Below Benchmark)		
K	• Journeys • ECRI	90 Minutes Daily	• ERI • ECRI Tier 2 • Phonemic Awareness Intervention	• ERI • Reading Mastery • Phonemic Awareness Intervention	Intervention may occur within the 90 minute block, during small group instruction	Maximum of 6 students per small group; however, an intervention may be delivered large or whole group, depending on student need
1st	• Walk to Read • Journeys • ECRI		• ECRI Tier 2 • Phonics for Reading • Read Naturally	• ERI (Fast Cycle) • Phonics for Reading • Reading Mastery	Tier 2 Intervention: Core + 30 minutes Tier 3 Intervention: Core + a minimum of 45 minutes daily	
2nd	•Walk to Read •Journeys •ECRI		• ECRI Tier 2 • Phonics For Reading • Read Naturally	• Phonics for Reading • Reading Mastery		
3rd	• Walk to Read • Journeys		• Phonics For Reading • Read Naturally • REWARDS	• Corrective Reading • Phonics for Reading • Reading Mastery		
4th 5th	• Walk to Read • Journeys		• Read Naturally • Six Minute Solution • REWARDS	• Corrective Reading • Phonics for Reading • REWARDS • Reading Mastery		

Does your school or district have...

- An evidence-based intervention menu
- A Standard Reading Protocol?
- If yes… does it need to be refined?
- If no… what is one step you could take to get it started???

Start with the Why



Simon Sinek

Reading Skills Build on Each Other

Reading Comprehension

Foundational Skills

#3 Oral Reading Fluency/Accuracy

#2 Phonics (Word Reading/Decoding)

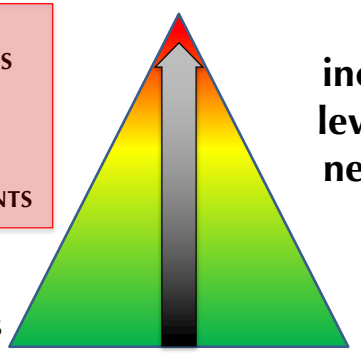
#1 Phonemic Awareness

Vocabulary

Tier 3:
FEW STUDENTS

Tier 2/3:
SOME STUDENTS

Tier 1:
ALL STUDENTS



The stakes increase as the level of student need increases

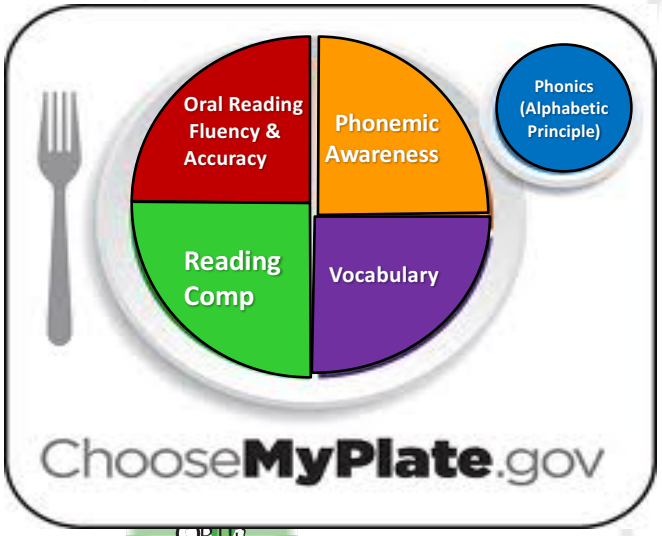
How do interventions support growth?

Healthy, balanced diet to ensure good physical health

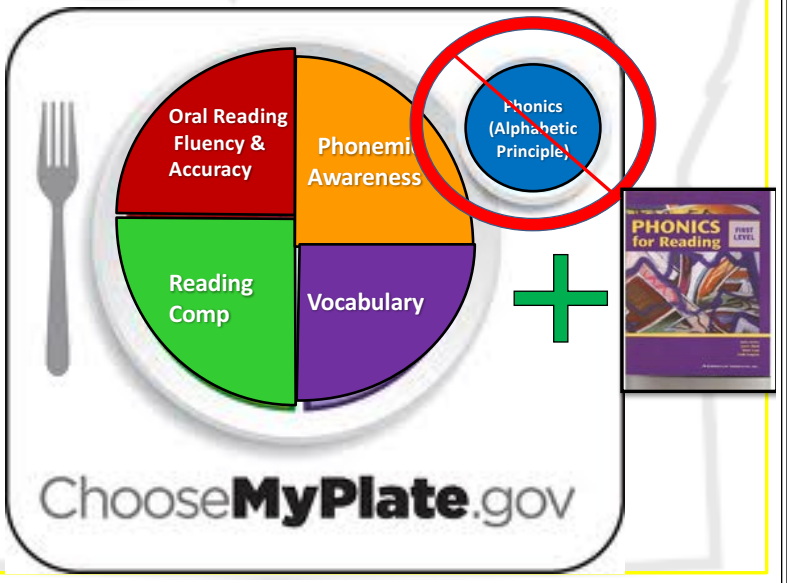
Adapted from HEARTLAND AREA EDUCATION AGENCY

Literacy Diet

Powerful literacy diet to ensure good literacy health



Some will need more



Tiers not TEARS...students get what they need!

- Students do not need to "pass through" successively more intensive interventions, rather, they can be assigned to less or more intensive interventions based on their current reading achievement scores (L. S. Fuchs, Fuchs, & Compton, 2010). T
- Utilize:
  - Current performance
  - Instructional Need

Differences Between Tier 2 & 3 Interventions

Tier 2: Intervention

Programs and materials designed to support the core program by addressing specific skill areas such as phonemic awareness or reading fluency.

Tier 3: Intervention

Programs and materials are designed to accelerate student growth by addressing multiple skill needs of students who are far below grade level.

Kame'enui, Simmons, Coyne, & Harn © 2003

Differences between Tier 2 & 3

Factor	Tiers of Instructional Support	
Instructional/Materials	**Tier 2**	**Tier 3**
• Instructional focus	More focused on single skills, supports core	More comprehensive (2-3 skills)
• scaffolding	Uses I do, we do, you do	More time/explicitness spent in I do, **we do**, you do
Organization	**Tier 2**	**Tier 3**
• Time allotted for instruction	Suggested 30 minutes	Suggested 45 minutes – 120 minutes
• Group size	5-8 students	1-3 students
Assessment	**Tier 2**	**Tier 3**
• Frequency of progress monitoring	Biweekly/monthly	Twice a week/weekly
• Diagnostic assessment	Group assessments	Individual diagnostic assessment

Tiers of Support vs. Number of Interventions

Tiers of Support

- All students get Tier 1 support
- Students receive Tier 2 or Tier 3 Support **based on their level of need**
- Don't have to go through Tier 2 to get Tier 3 support

Number of Interventions

- Students can receive at least 3 interventions prior to being referred for special education
  - 2 group interventions
  - 1 intensified, individualized intervention
- **Based on their progress**

Tier 2

Tier 2

Tier 3

Tier 3

Interventions with English Learners

IES Guide recommends…:

- Provide intensive small-group reading instruction
  - Starting in grade 1
  - Students low on early reading skills
  - Matched to intensity of need
  - Provide peer interactions
  - Include Vocabulary work
  - Develop oral language skill

"Students do not benefit from interventions they don't receive."

Dean Fixsen

Training and Staff Quality Matter!

High Quality Delivery Matters

- Fidelity of Implementation is an issue of high importance
  - Materials
  - Equipment
  - Training
  - Staffing
  - Time
  - Space

Vaughn, Cirino, et al., 2010; Vaughn, Wanzek, et al., 2010; Vaughn et al., 2011)

Action Time

Rain and Wind answer this question

Which intervention component is one you can take action on?

- Share your answers with each other

In closing...

Resources:

http://www.oregonrti.org/interventions

Sessions to consider to go deeper:

Sharon Vaughn
Barbra Steinberg
Nick Goodman
Carrie Tomas Beck
Clatskanie School District

Data alone are not sufficient. To turn data into results, ***appropriate interventions must be assembled and human capital*** *must be available to provide these interventions.*