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

What is an Intervention?

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

Jenice

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

Time to move!
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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!

• 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.

Partnerships

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

A time when I experienced an ineffective intervention was...

Think about a time...

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

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

A time when I experienced an ineffective intervention was...
Interventions

Can work... are designed to work
will work

High Quality Interventions are...

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

Force Multipliers:
A force multiplier refers to a factor that dramatically increases the effectiveness of a system.

EVERY MINUTE COUNTS

STROKE is an Emergency. Every minute counts.

ACT F.A.S.T!

FACE
Does one side of the face droop?
Ask the person to smile.

ARMS
Is one arm weak or numb?
Ask the person to raise both arms. Does one arm drift downward?

SPEECH
Is speech slurred?
Ask the person to repeat a simple sentence. Is the sentence repeated correctly?

TIME
If the person shows any of these symptoms, Call 911 or get to the hospital immediately.

• 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.
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 PERSONNEL 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

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...

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

Interventions...

Reading Skills Build on Each Other

- Oral Reading Fluency
- Phonics (Word Reading/Decoding)
- Phonemic Awareness

Reading Comprehension

- Foundational Skills

#1 Phonemic Awareness
#2 Phonics (Word Reading/Decoding)
#3 Oral Reading Fluency/Accuracy

Vocabulary

Listening Comprehension
Phonics and accuracy are important

**Words missed per page when accuracy is...**

<table>
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<th>95%</th>
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<td>My Brother Sam is Dead 5-6th grade</td>
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<td>6</td>
<td>3</td>
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<td>The Magic School Bus 2nd – 3rd grade</td>
<td>6</td>
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<td>1.2</td>
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</table>

Richard Allington

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**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.”

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**List of Commonly used Evidence-Based Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Oral Reading Accuracy &amp; Fluency</th>
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<tbody>
<tr>
<td>Phonics for Reading</td>
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<tr>
<td>Read Naturally</td>
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<td></td>
</tr>
<tr>
<td>Corrective Reading</td>
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<td>Reading Mastery</td>
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<td>Phonics Blast</td>
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<td>Phonics Boost/Blitz</td>
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<td>REWARDS</td>
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<td>✓</td>
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<tr>
<td>ERI</td>
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**Sample Standard Reading Protocol**
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

Why
How
What

Reading Skills Build on Each Other

Reading Comprehension

Foundational Skills

#3 Oral Reading Fluency/Accuracy
#2 Phonics (Word Reading/Decoding)
#1 Phonemic Awareness

The stakes increase as the level of student need increases

Tier 1: **ALL STUDENTS**
Tier 2/3: **SOME STUDENTS**
Tier 3: **FEW STUDENTS**

Simon Sinek
How do interventions support growth?

Healthy, balanced diet to ensure good physical health

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).
- 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.

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#### Differences between Tier 2 & 3

<table>
<thead>
<tr>
<th>Factor</th>
<th>Instruction/Materials</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction focus</td>
<td>More focused on single skills, supports core</td>
<td></td>
<td>More comprehensive (2-3 skills)</td>
</tr>
<tr>
<td>scaffolding</td>
<td>Uses I do, we do, you do</td>
<td></td>
<td>More time/explicitness spent in I do, we do, you do</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Tier 2</th>
<th>Tier 3</th>
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</thead>
<tbody>
<tr>
<td>Time allotted for instruction</td>
<td>Suggested 30 minutes</td>
<td>Suggested 45 minutes – 120 minutes</td>
</tr>
<tr>
<td>Group size</td>
<td>5-8 students</td>
<td>1-3 students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of progress monitoring</td>
<td>Biweekly/monthly</td>
<td>Twice a week/weekly</td>
</tr>
<tr>
<td>Diagnostic assessment</td>
<td>Group assessments</td>
<td>Individual diagnostic assessment</td>
</tr>
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#### 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

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#### Tier 2
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

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.