



Intensifying Interventions

Case Scenario for Data-Based Individualization: Nate

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Intensifying Interventions -- Case Scenario for Data-Based Individualization: Nate

This document is intended for school leadership teams and coaches in order to provide an overview of the process of intensifying interventions, as well as to allow identification of the steps in the Data-Based Individualization process through use of a case study.

School Context

East Elementary is a K-5 building with 282 students enrolled. There are two teachers per grade level. Wonders is the core reading curriculum and was adopted in the 2015-2016 school year. Teachers have a minimum of 90 minutes of uninterrupted reading instruction per day. There is a Reading Specialist and Title 1 teacher to help support at-risk students. Additionally, para-educators support reading intervention.

The school has installed and used an Intervention System that is led by the School Leadership Team that includes the following components:

- Process for identifying students
- Intervention grid
- Placement and grouping procedures
- Interventionist training and implementation supports
- Fidelity
- Data use and analysis
- Intensifying interventions
- Communication protocols

All K-2 students who score below or well-below benchmark are placed into a minimum of 30 minutes of intervention. The students in second grade scoring well-below benchmark will have two intervention blocks; meaning, the lowest performing readers receive 60 minutes of reading intervention day that is on top of the 90 minutes provided for core reading instruction. Only 54% of students in second grade are at or above grade level in reading.

When students require reading intervention, the programs / materials accessible to the individuals assigned to deliver intervention include:

1. Phonemic Awareness: The Skills They Need to Help Them Succeed
 - Used whole class but students struggling with specific components can get some re-teaching and practice opportunities in the specific PA skills they struggled to understand
2. Teacher Directed PALS (K-beginning of 1st grade level)
3. Phonics for Reading Levels 1-3
4. REWARDS Intermediate

Background Information on Nate

Nate is a second-grade student. He has good attendance. Nate is well liked by his peers and really enjoys Pokémon and basketball. Nate has been struggling learning to read. He started the current school year at the below or well below level on the DIBELS Next assessment for his composite score and the individual measures.

Acadience Reading Benchmark Data

Table 1. Acadience Reading Benchmark Data for Nate and established Benchmark Goals

Acadience Reading Measure	Fall Benchmark Performance	Benchmark Goals
Composite Score	55	141
NWF-CLS	28	54
NWF-WWR	7	13
DORF Words Correct	14	52
DORF Accuracy	73%	90%
Retell	3	16

Behavior Data

Nate had a total of 3 office discipline referrals during his first-grade year. Two of the referrals were for disruptions during instruction with the perceived motivation of avoiding tasks. The third referral was for physical aggression on the playground with the perceived motivation of obtaining an object.

Intervention Supports

After the fall benchmark assessment additional data were collected to better determine Nate's specific instructional needs. Per the established intervention system at the school, the second-grade team determined that Nate's performance seemed to match the entrance criteria for Phonics for Reading First Level. His classroom teacher administered the Phonics for Reading placement test. His performance is summarized in the table below.

Table 2. Phonics for Reading Placement Test Results

Subtest	Performance
Level 1 Subtest A	14/18 correct parts 77% correct parts
Level 1 Subtest B	6/22 correct parts 27% correct parts

Nate's performance placed him in Phonic for Reading First Level. He was grouped with 4 other students whose performance on the Phonics for Reading placement test also put them at the

First Level. The Title I teacher completed the Acadience Reading Survey with Nate to determine which level of progress monitoring materials would be the best match for monitoring Nate's progress. Based on the results, it was determined that Nate's progress would be monitored using the following measures:

- Acadience Reading Nonsense Word Fluency – Correct Letter Sounds
- Acadience Reading Nonsense Word Fluency – Whole Words Read
- Performance on the Phonics for Reading Checking Up Activity – Checking Up performance: number of errors read for practice story

The Acadience Reading progress monitoring probes will be collected weekly and the Phonics for Reading Checking Up Activity is completed every fourth lesson in the program.

Nate began participating in Phonics for Reading First Level in mid-September. His group was led by a Title 1 paraprofessional who was provided high-quality professional learning in the use of the intervention program and who is supported by the Title I teacher who periodically observes the group and provides feedback. The group of 5 meets for 30 minutes a day, 5 days per week.

The following goals were set for Nate by the classroom teacher and the Title 1 teacher:

- By January 11, 2018, Nate will demonstrate basic phonics skills with a score of at least 60 correct letter sounds and 21 whole words read as measured by the DIBELS Next Nonsense Word Fluency probes.
- By January 11, 2018, Nate will read at least 67 correct words per minute with 97% accuracy on the Acadience Reading First Grade Oral Reading Fluency probes.

Review of Progress

Interventionist Meeting 1

After having been in the intervention for four weeks, the Title I teacher met with the interventionist to review the progress of students in the group and determine if any adjustments were needed. The following graphs represent Nate's progress at that time.

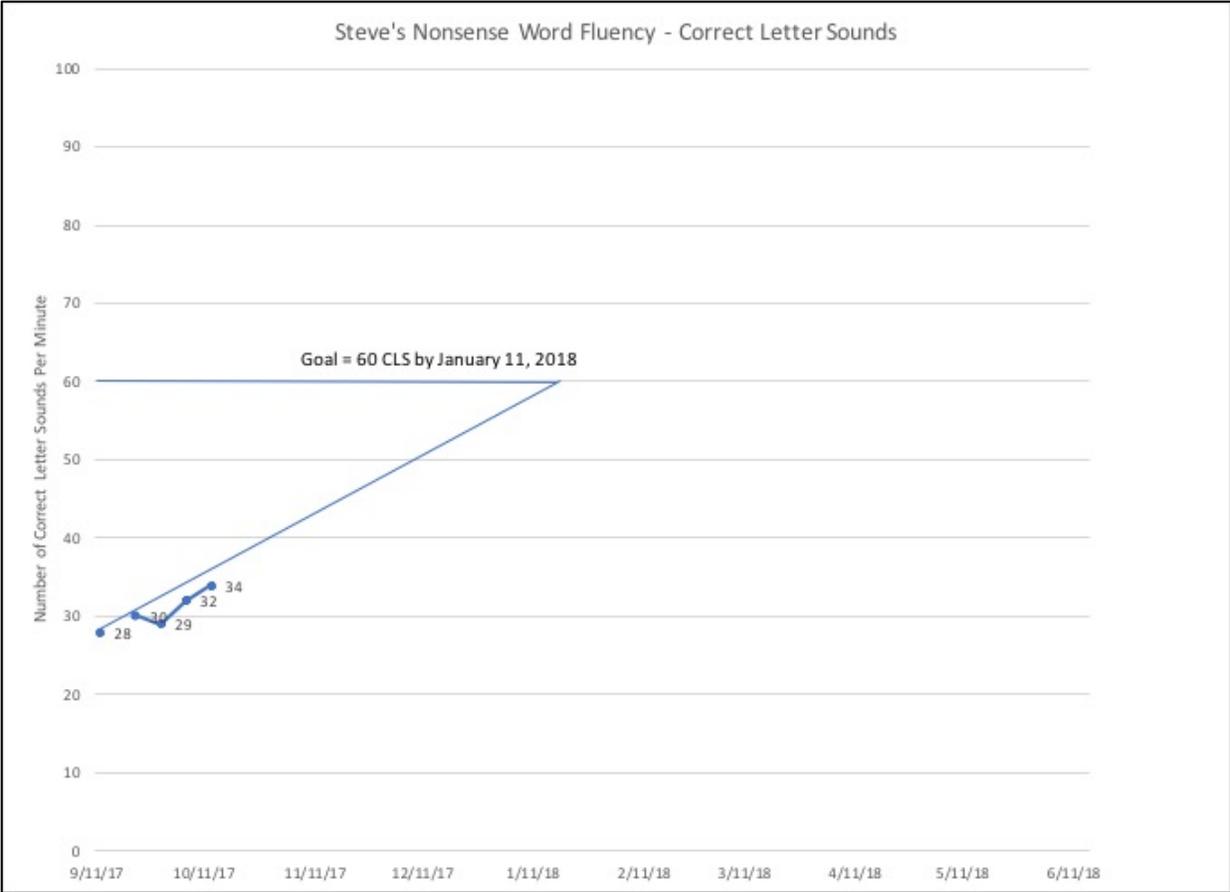


Figure 1. Nonsense Word Fluency Correct Letter Sounds Progress Monitoring as of October

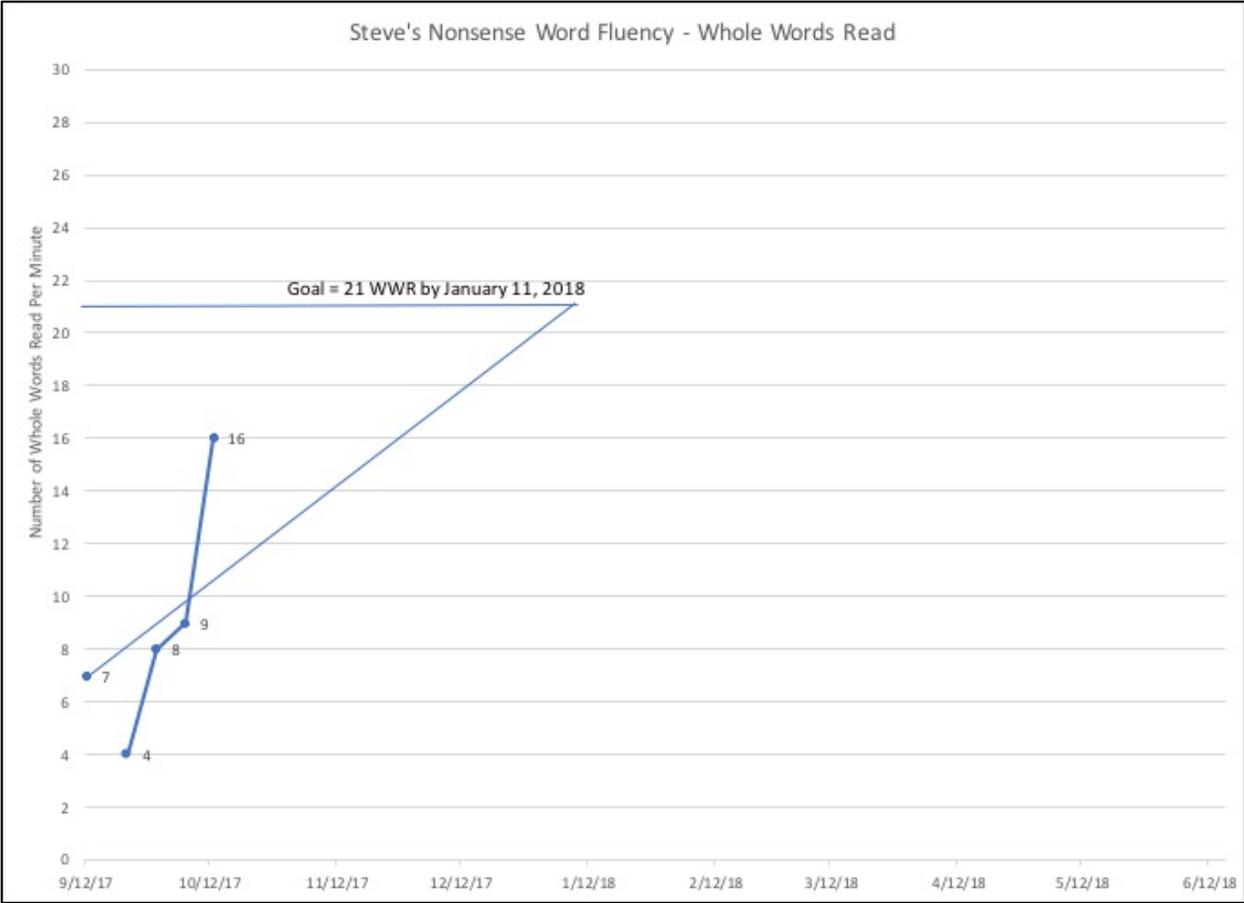


Figure 2. Nonsense Word Fluency Whole Words Read Progress Monitoring as of October

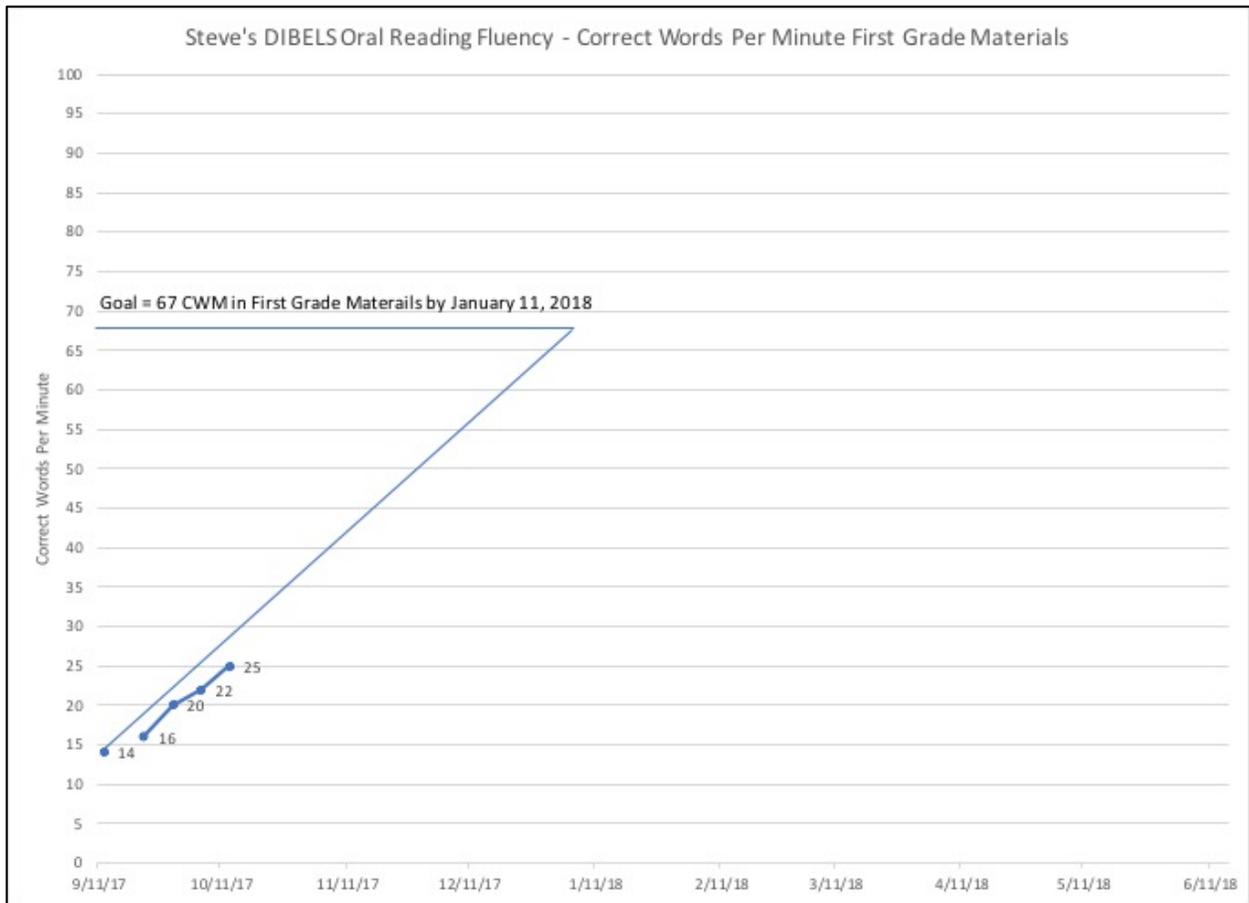


Figure 3. Acadience Oral Reading Fluency Correct Words Per Minute Progress Monitoring as of October

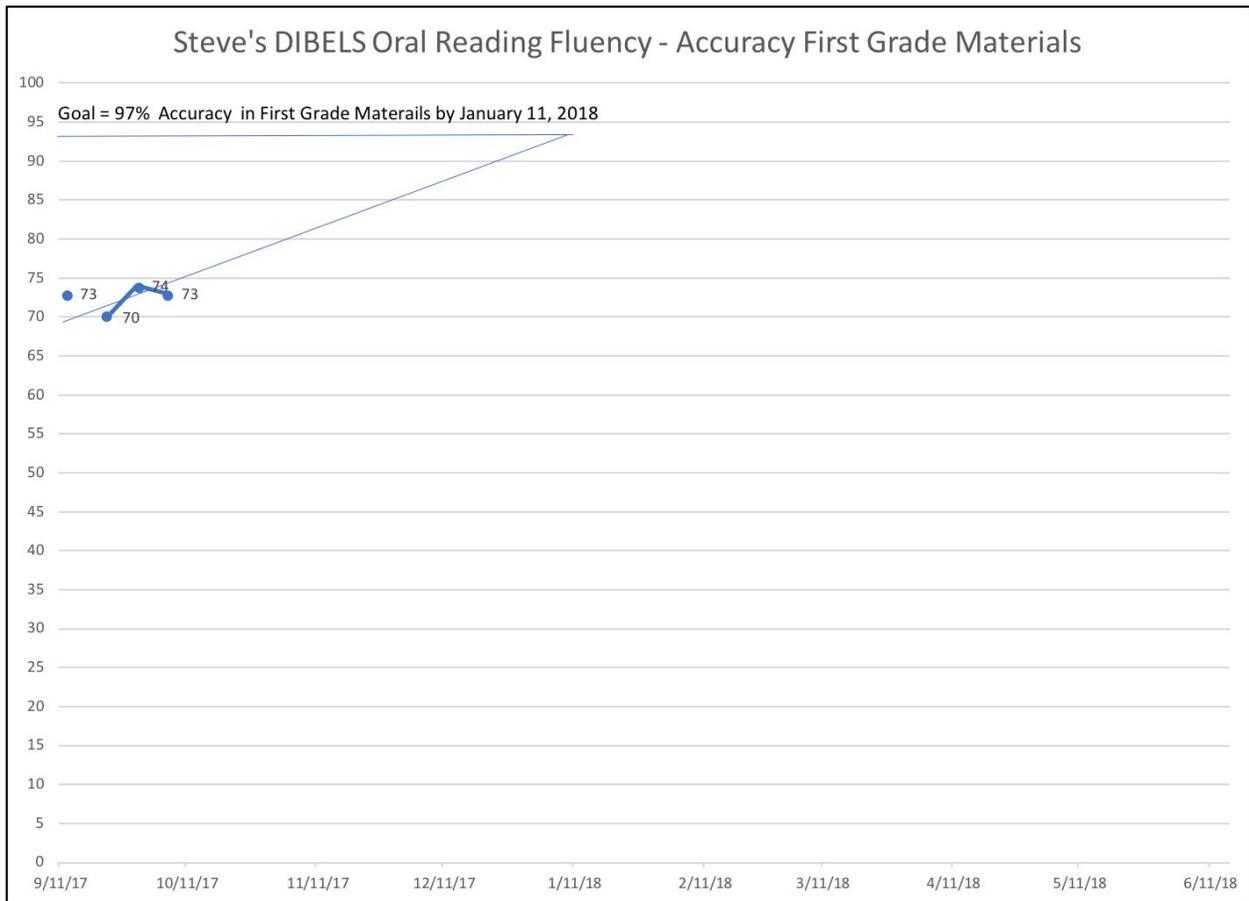


Figure 4. Acadience Oral Reading Fluency Accuracy Progress Monitoring as of October

In addition to these data, the team reviewed Nate’s performance on the Checking Up activities in Phonics for Reading. The Checking Up activity is a part of every fourth lesson in the program. The group will move on to the next lesson (after the Checking Up activity) only if 90% of the students have 2 or fewer errors. The table below summarizes Nate’s performance.

Table 3. Summary of Phonics for Reading Checking Up Performance

Lesson Number	Number of Errors Made
4	6
4 (repeated due to group performance)	2
8	5
8 (repeated due to group performance)	3

Finally, the team reviewed the fidelity data for the implementation of Phonics for Reading. There were two fidelity checks that had been completed by the Title I teacher, both indicating that the intervention was being implemented with fidelity (94% and 96%).

Decisions Made

While Nate has demonstrated improvements in all areas being monitored, his current progress indicates he is not on track to meeting his January 2018 goals. When the team reviewed the progress of the entire group, **it was noted that 3 of the 5 students (including Nate) are not on track to meeting their goals.** The team decided to intensify the supports provided to the intervention group and enhance the Phonics for Reading intervention:

- Adding in the Direct Instruction correction procedure to the program
- Increasing the opportunities for the three students to respond through individual turns
- Use of the good-bye list

Interventionist Meeting 2

After five more weeks of intervention, the Title I teacher and the interventionist met again to review the progress of students in the group. The following graphs provides a summary of Nate's progress at that time.

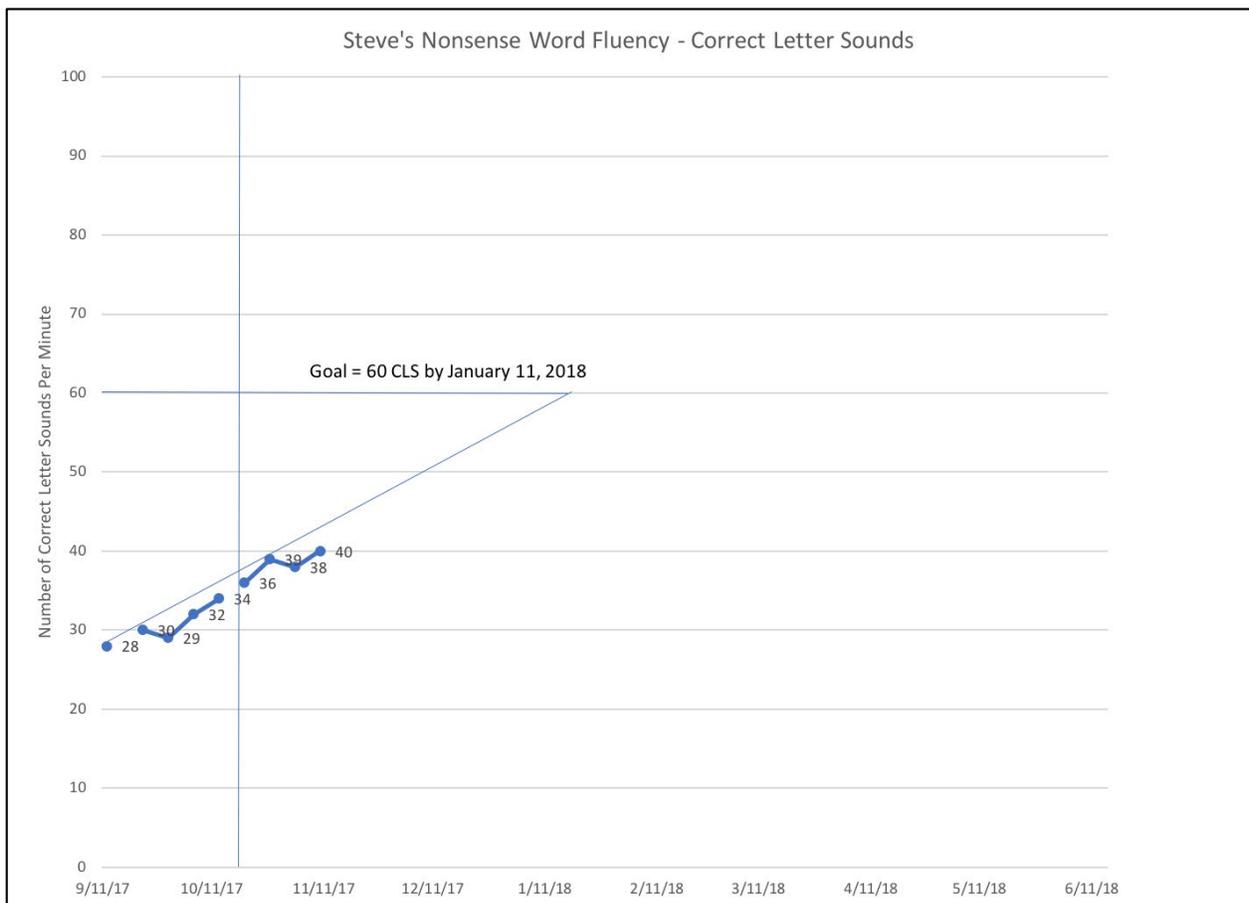


Figure 5. Nonsense Word Fluency Correct Letter Sounds Progress Monitoring as of November

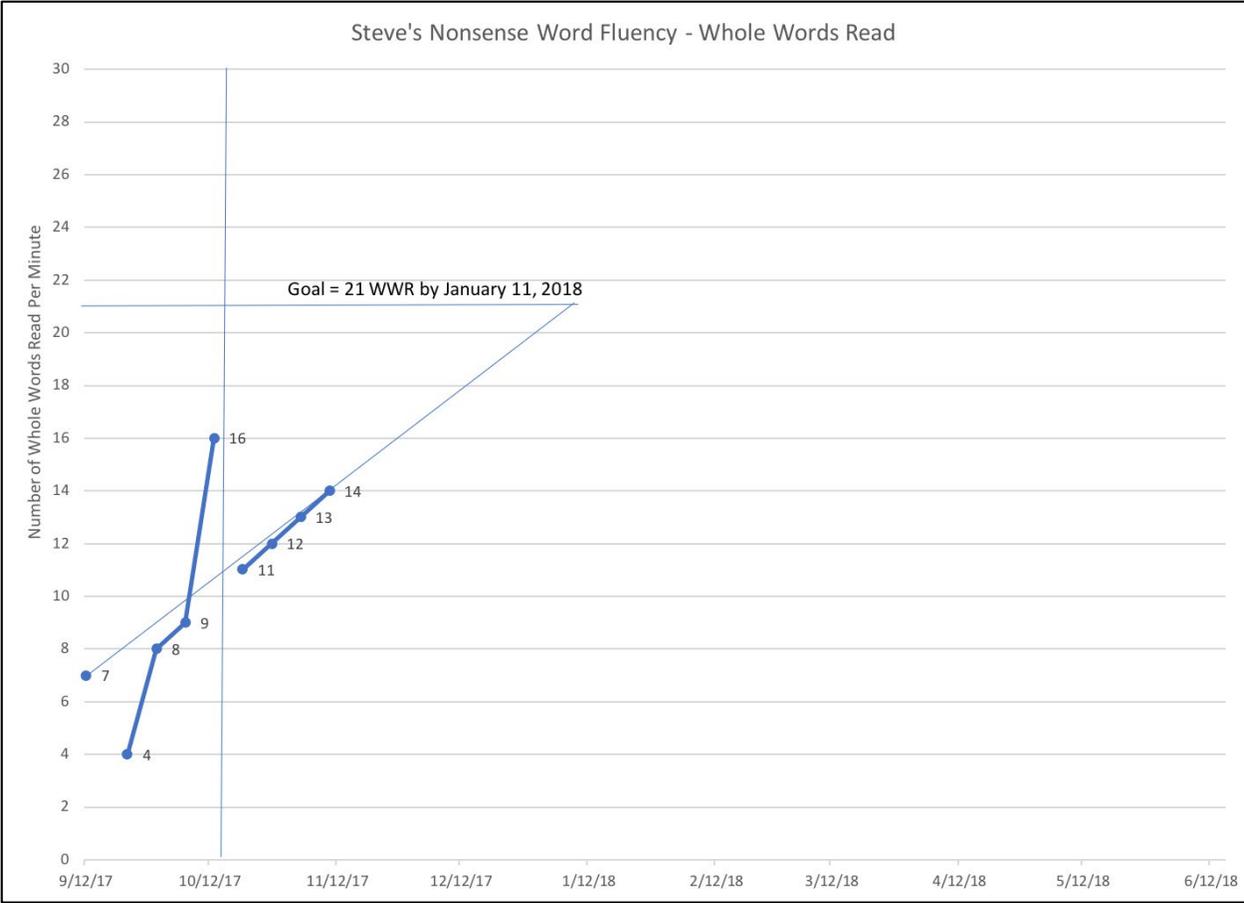


Figure 6. Nonsense Word Fluency Whole Words Read Progress Monitoring as of November

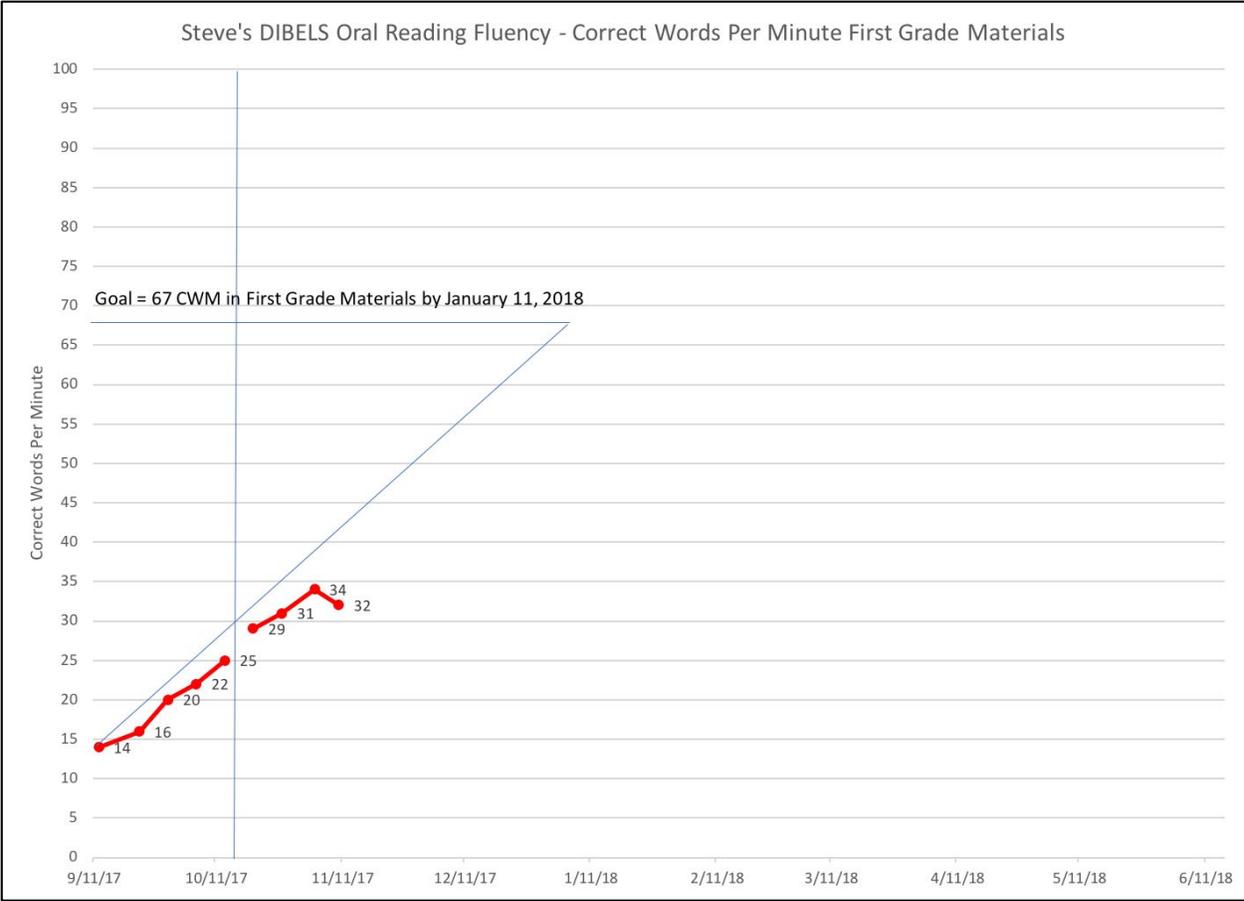


Figure 7. Acadience Oral Reading Fluency Correct Words Per Minute Progress Monitoring as of November

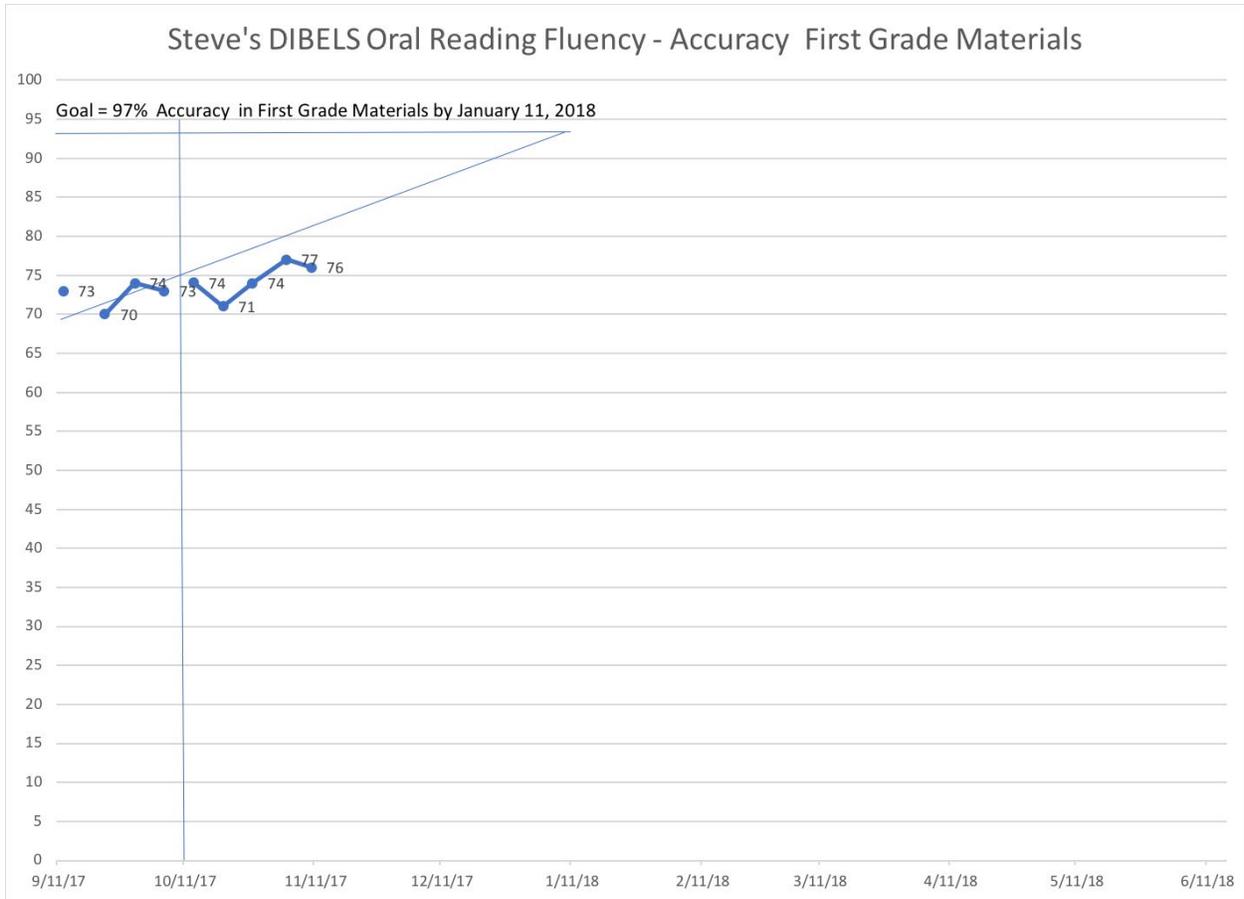


Figure 8. Acadience Oral Reading Fluency Accuracy Progress Monitoring as of November

The team reviewed Nate’s performance on the Checking Up activity in Phonics for Reading. The table below summarizes Nate’s performance.

Table 4. Summary of Phonics for Reading Checking Up Performance

Lesson Number	Number of Errors Made
12	4
12 (repeated)	2
16	3
16 (repeated)	2
20	5
20 (repeated)	1

Nate is consistently making more than 2 errors during the Checking Up activity. **The rest of the group is making 2 or fewer errors the first time through the activity. Nate’s performance is resulting in the group repeating lessons for his sake.**

In addition to his reading performance, the team reviewed Nate's discipline referral data. Since October, Nate has had two discipline referrals during reading intervention with the perceived motivation of avoiding task and obtaining adult attention. His mother also reports that Nate is beginning to complain about coming to school and not wanting to read at home.

Decisions Made:

The following individuals met as a Student Support Team:

- Nate's mother and father
- Nate's classroom teacher
- Title I teacher
- Principal
- School Psychologist

Prior to the meeting, with parent permission, the School Psychologist completed a diagnostic assessment with Nate using DIBELS Deep Phonemic Awareness and Word Reading and Decoding (PA/WRD). This information was brought to the Student Support Team meeting to help inform the individualized intervention plan.

As a result of the Student Support Team meeting, the following plan was developed for Nate:

Table 5. Action Plan Developed for Nate

Action Step	Who?	By When?	Status
Nate will continue in the intervention program Phonics for Reading First Level but he will be moved to a group of students with similar needs	Paraprofessional	11/13/17	
Nate will be seated next to the Paraprofessional running the Phonics for Reading group to monitor his responses and increase the affirmative and corrective feedback	Paraprofessional	11/13/17	
Use the strategy of verifying Nate's responses so that Nate is able to hear the correct response (sound or word) – script provided to interventionist	Paraprofessional	11/13/17	
Use a behavior card daily for providing feedback to Nate at the end of the intervention period based on the school-wide expectations defined for intervention group	Paraprofessional	11/13/17	
Teach Nate the expectations for behavior during the intervention group	Paraprofessional	Initial teaching: Daily 11/13/17 to 11/17/17 Reteaching: 11/27, 12/11, 12/18, 1/8 to 1/10 and 1/15, 1/22	
Review behavior card at home and provide additional feedback to Nate; sign card and return to school the next day	Mom and Dad	Daily starting 11/13/17	
Add in additional fluency practice in connected text using Six Minute Solution passages	Classroom Teacher	11/27/17	

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