



Intervention Grid: Phonics for Reading First Level

Intervention teams and/or classroom teachers could use this as a reference guide when considering an intervention placement into Phonics for Reading First Level. This is one example that could be a part of the school's Intervention System.

Author: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

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What is an Intervention Grid?

The intervention grid provides an "at a glance" view of interventions accessible to students within a school. The grid outlines critical information for each intervention within a school. This information includes:

- Description/Purpose of the intervention
- Entrance criteria (decision rules)
- Permission
- Progress monitoring guidelines
- Exit criteria (decision rules)

The intervention grid helps to standardize the process of intervention selection and ensures that intervention selection continues to be driven by student needs, as well as makes certain that equitable access to intervention supports exists for all students. When teams consider the interventions outlined in the Intervention Grid, they should pay close attention to the interventions that allow the function of student behavior and/or critical skills in need to be addressed by the selection of interventions, keeping in mind that academic interventions can provide behavioral support.

For example, a second grade student has academic needs in the area of basic phonics, along with behavior concerns where the function of the behavior is to obtain adult attention. After reviewing the student's data, *Phonics for Reading First Level* could be the intervention selected to target the academic needs of the student, as well as provide increased adult attention in the small group intervention.



Intervention Grid Example

Table 1. Example Intervention Grid: Phonics for Reading First Level. Each school will need to contextualize the information within the grid to address the specific needs and resources of the school and its population.

Grid Component	Intervention Specific Information
Intervention Support	Phonics for Reading First Level
Description	<ul style="list-style-type: none"> • Provide explicit instruction in phonics (with phonemic awareness, fluency & comprehension components as well) • Focuses on skills usually mastered in 1st grade (short vowels, double consonants, consonant blends & digraphs) • Utilizes explicit, teacher-directed instruction to introduce skills and strategies
Entrance Criteria	<p>DIBELS Next Level of Performance (Second Grade)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Below or well below benchmark on NWF whole words read <p>DIBELS Next Level of Performance (Third Grade & up)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Administer NWF probe prior to the Phonics for Reading Placement Test to help identify where you would start the placement testing for Phonics for Reading <p style="text-align: center;">AND</p> <p>Phonics for Reading Level One Score less than 80% on subtest A or B, start at identified lesson in First Level</p>
Permission	Letter sent home to the families notifying them that their student will be receiving the specific intervention with contact information of who to call if there are questions or concerns after Grade Level Team meeting when students are identified for intervention
Progress Monitoring Data	<ul style="list-style-type: none"> • Check Ups within the program monitoring the number of errors students make • DIBELS NWF and/or ORF accuracy/words correct



Grid Component	Intervention Specific Information
Exit Criteria	<p>Discontinue: Three or more data points above the next DIBELS Next benchmark goal for DIBELS NWF and ORF accuracy and words correct</p> <ul style="list-style-type: none"> • Decide if you want to continue monitoring progress until next benchmark assessment <p>Change: Three or more data points below the student’s aim line for DIBELS NWF and/or ORF accuracy or words correct</p> <ul style="list-style-type: none"> • Determine that the intervention is being implemented as intended • If implementing with fidelity, determine how the intervention will be intensified to improve the student’s progress

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