



Secondary Literacy Intervention Readiness

Session 1

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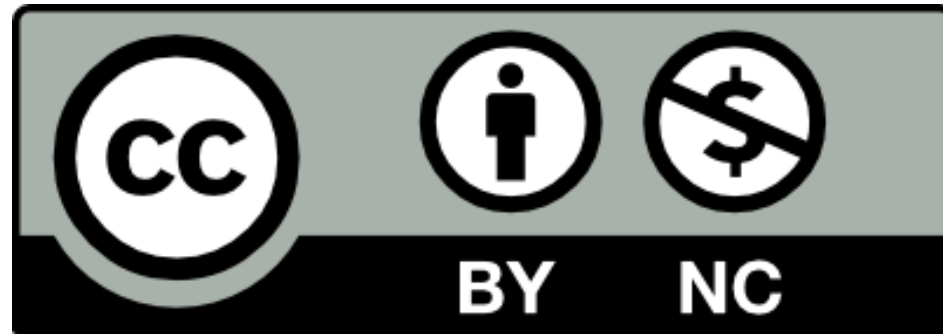


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on Intensive Intervention (NCII)
- Promoting Adolescent Reading Success (PARS) Model Demonstration Schools

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Curricula & Intervention Program Disclaimer

Any mention of specific literacy curricula or intervention programs in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy curricula and intervention programs by the Section 35m Committee for Literacy Achievement, please visit the following page:

[The Committee for Literacy Achievement/HQ Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)

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Assessment Disclaimer

Any mention of specific literacy screening or progress monitoring assessments in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy screening or progress monitoring assessments, please visit the following page:

[K-12 Literacy and Dyslexia Law](https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law)

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Purpose

The purpose of this session is to provide participants with guidance concerning the installation and implementation of a literacy intervention system at the secondary level.

Intended Outcomes

- Increase understanding of a **Bidirectional Approach** within a Multi-Tiered System of Supports (MTSS) framework
- Understand the role a **Multidisciplinary Team (MDT)** plays in the installation and implementation of an intervention system
- Increase understanding of the **Data-Based Individualization (DBI)** process
- Determine action steps for moving the implementation of a literacy **Intervention System** forward within your school or district

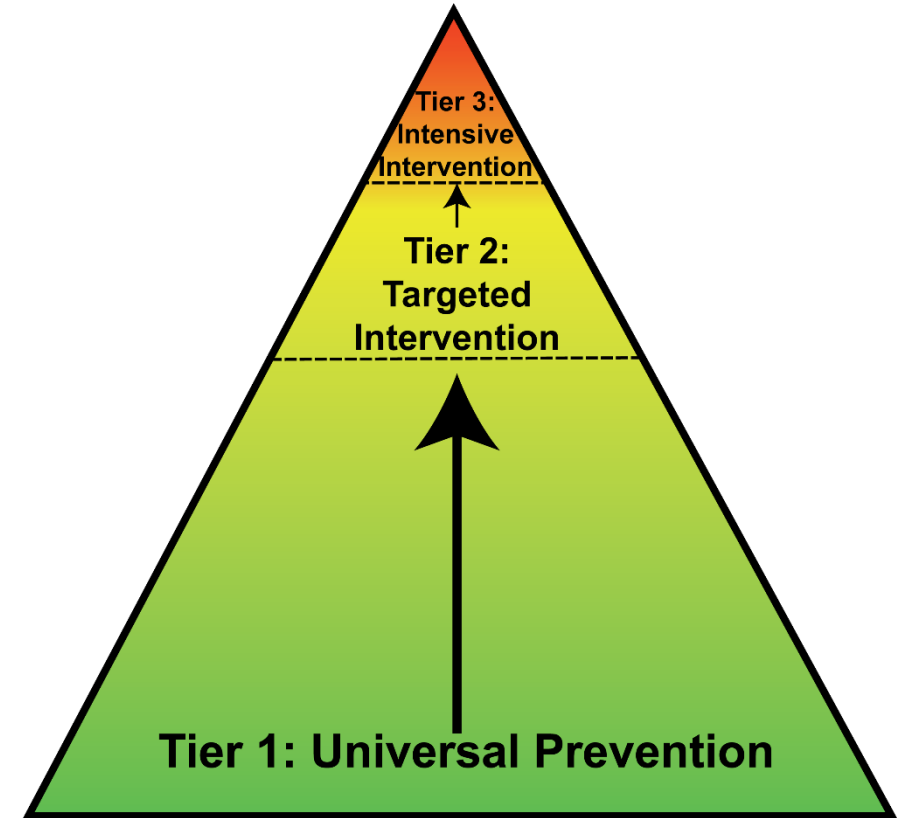
Agenda

- 1.0 Using a Bidirectional Model within the MTSS Framework
- 2.0 Introduction to a Multidisciplinary Team (MDT)
- 3.0 Defining Intensifying Instruction
- 4.0 Secondary Intervention System
- 5.0 Identifying Students in Need of Intervention
- 6.0 The Intervention Platform

1.0 Using a Bidirectional Model within the MTSS Framework

A Traditional Approach to MTSS

- You must have a strong Tier 1 before you can work on Tier 2 (or 3)
- Students are placed **IN** Tiers
- The general education teacher is responsible for Tier 1 and Tier 2
- If Tier 1 and 2 fail, a student problem solving process begins
- Special education (and special education staff) are outside of the MTSS system



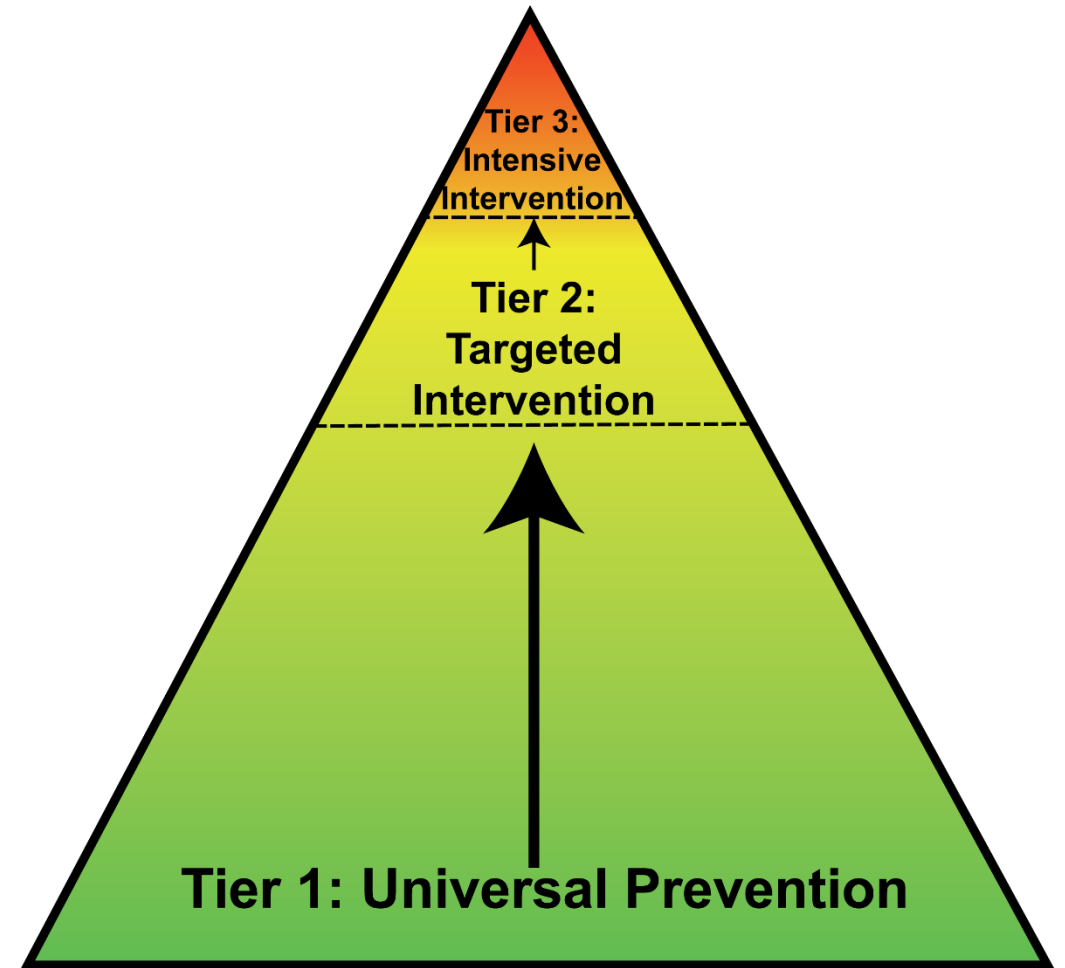
Problems with the Traditional Approach

- The “Tier 1 Problem” is never solved
- Students are not their tier
- Indistinct implementation of Tier 2
- Student problem solving approach is deficit-based
- Special Education (staff, students, instruction) is excluded
- No team-based leadership in the advanced tiers

Activity. 1.1: Consider Your Context

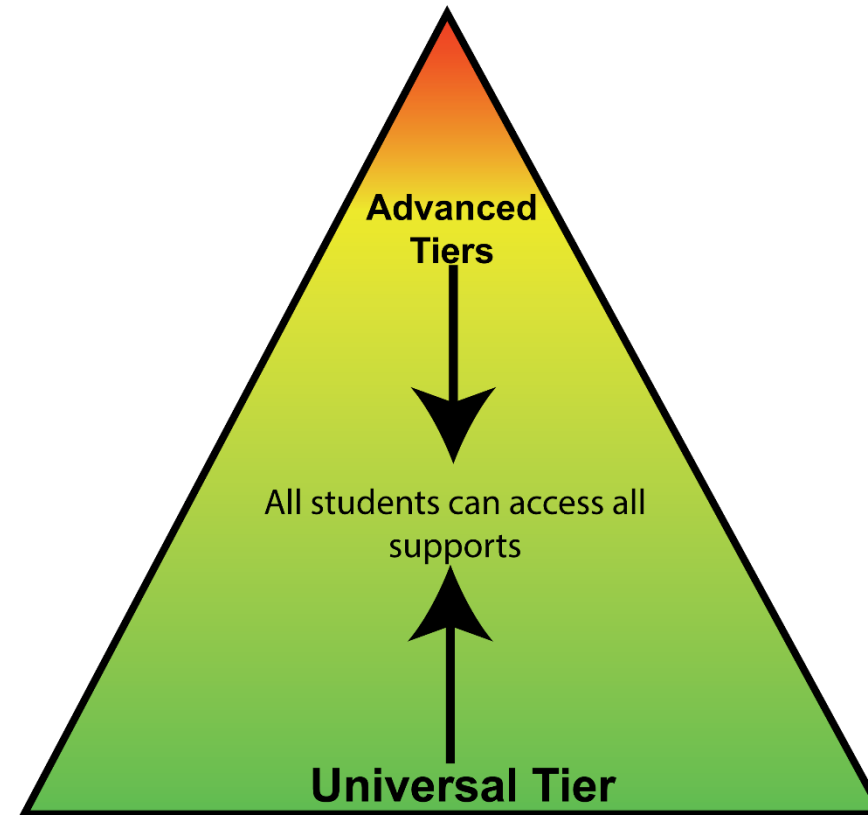
Consider your context:

- Who and/or what teaming structure makes decisions about Tiers 2-3?
- Where are students with Individualized Educational Programs (IEPs) served?



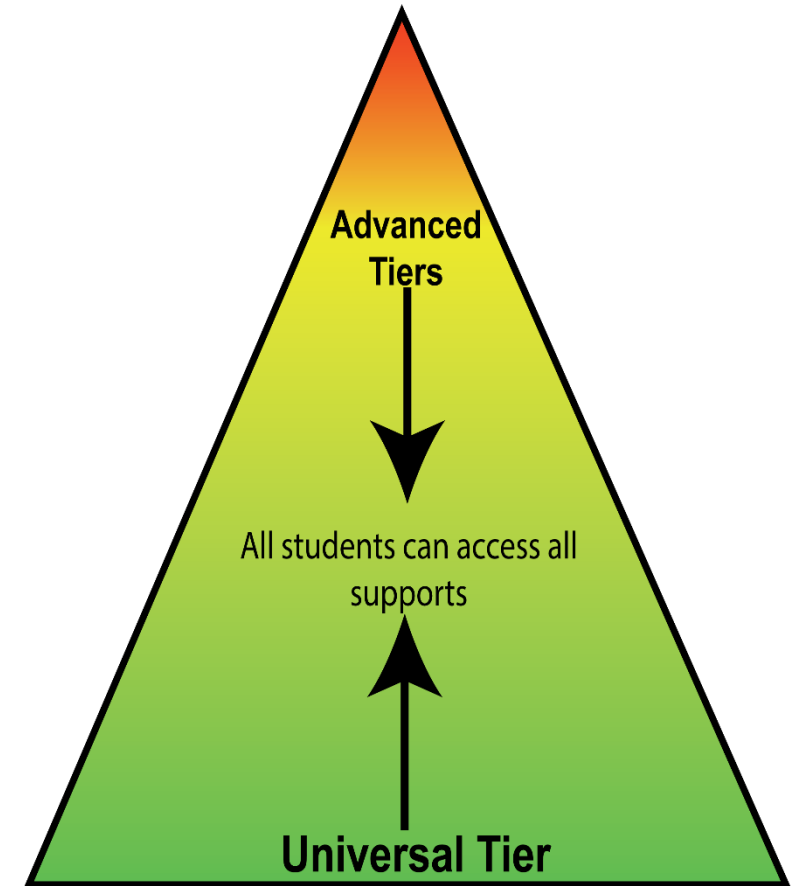
An Alternative Approach: The Bidirectional Model

- Teaming
- Students
- Resources



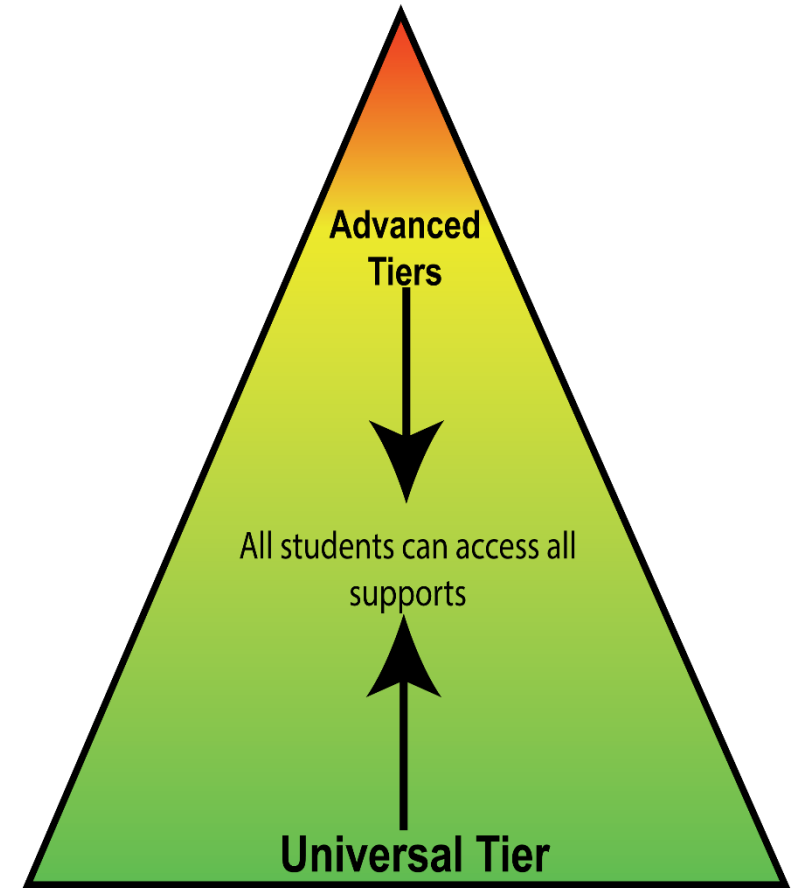
An Alternate Approach...Teaming

- Schools work to improve both the Advanced and Universal Tiers **simultaneously**
- **Department teams** focus on quality Tier 1 instruction
- A **Multidisciplinary team** (MDT) is developed to focus on the implementation of the Advanced Tiers (Tiers 2-3)
- The teams coordinate supports
- **Neither team is more important than the other**



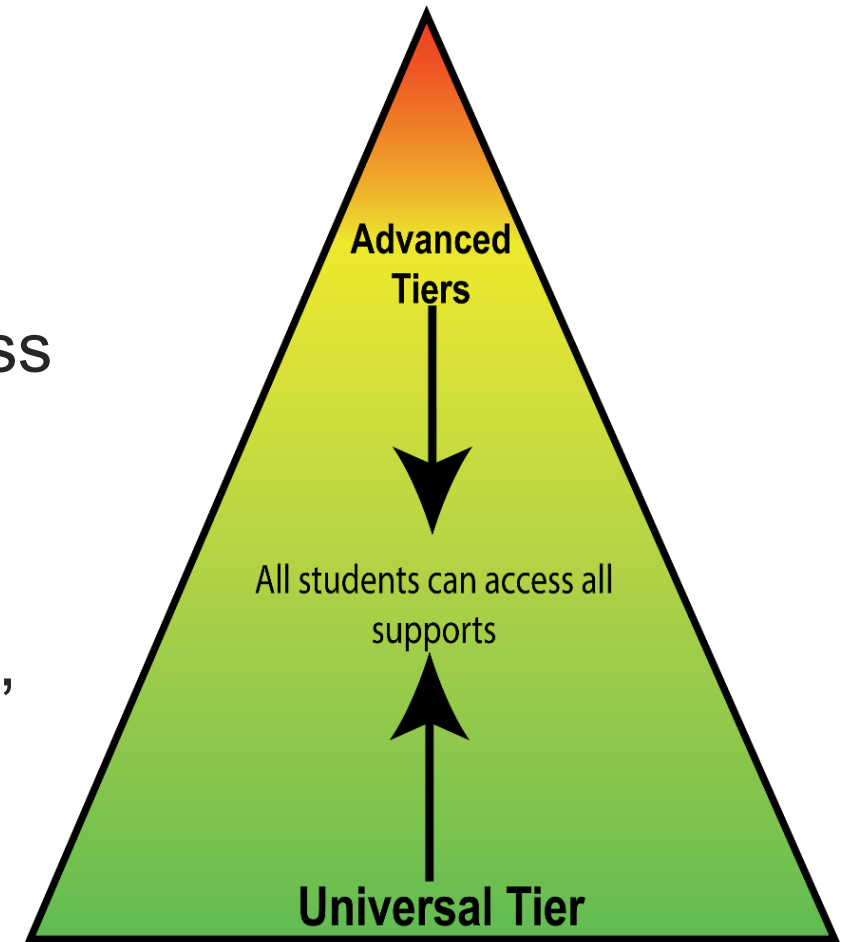
An Alternate Approach...**Students**

- Students **flexibly move** within varying levels of instructional support
- All students access the supports they need when they need them
- **Focus on instructional problem solving**, not student problem solving
- **Students with IEPs** are fully integrated



An Alternate Approach...Resources

- All students receive **high-quality Tier 1**
- All students who need it access a **validated intervention platform**
- **Validated assessments** monitor student progress
- **Decision rules** are used to guide teams in the process of intensifying selected interventions
- **Intervention System** Documents are developed, which guide teams in the implementation of the Advanced Tiers



2.0 Introduction to a Multidisciplinary Team (MDT)

Team-Based Leadership is an Essential Component of MTSS

- **School Leadership Team (SLT)** oversees the overall MTSS implementation:
 - Aggregated fidelity and outcome data across tiers
- **Department Teams** are responsible for Tier 1:
 - Universal Planning & Differentiation
- **Multidisciplinary Team (MDT)** is responsible for the Advanced Tiers:
 - Tier 2: Evidenced-Based Standard Treatment Protocol **Intervention**
 - Tier 3: **Intensifying** Intervention Support (applying the Taxonomy of Intervention Intensity to the Tier 2 intervention)



MDT Team Responsibilities

- Coordinate/analyze data for the advanced tiers:
 - Placement
 - Fidelity
 - Progress Monitoring
 - Diagnostic
- Group students for intervention (*placement*)
- Provide support and coaching for Intervention Providers (*fidelity*)
- Monitor academic and behavior interventions (*progress monitoring*)
- Design Individualized Intervention supports (*diagnostic*)

Example MDT Team Membership

- Administrator
- Individuals with literacy and behavioral expertise
- Team leader/Facilitator (Systems Coach)
- Intervention coach (Instructional Coach)
- Special educator
- School counselor
- School psychologist
- Speech and language pathologist
- Occupational therapist



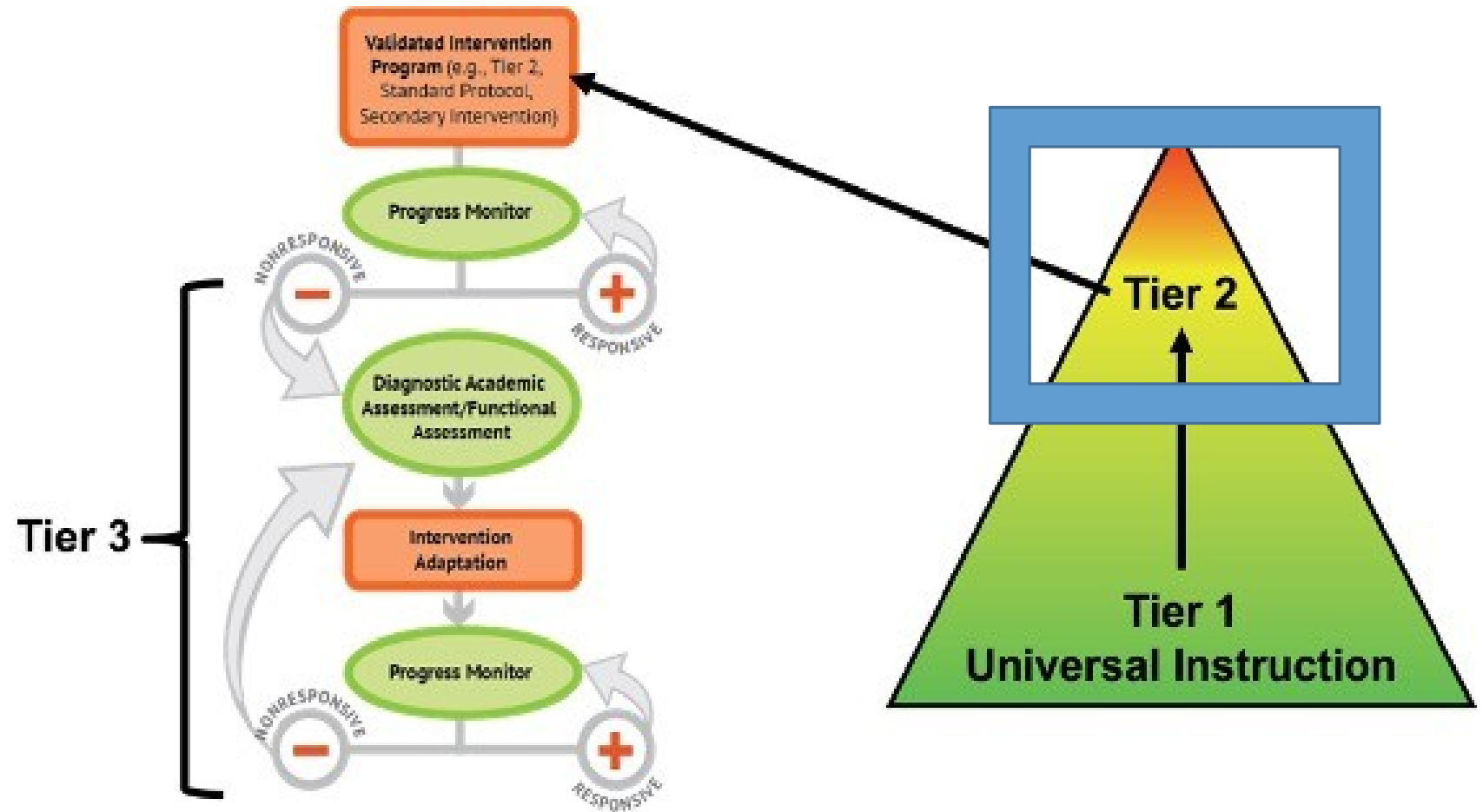
Activity 2.1: Consider Your Teaming Structures

- What teaming structures do you have to support MTSS in your school? (e.g., School Leadership Team; Department Team, Multidisciplinary Team)
- Do you have a team that is fulfilling Multidisciplinary Team responsibilities?

3.0 Defining Intensifying Instruction

DBI: A Process for Intensifying Instruction

- Data-Based Individualization (DBI)
- Also referred to as **Intensifying Intervention Instruction**



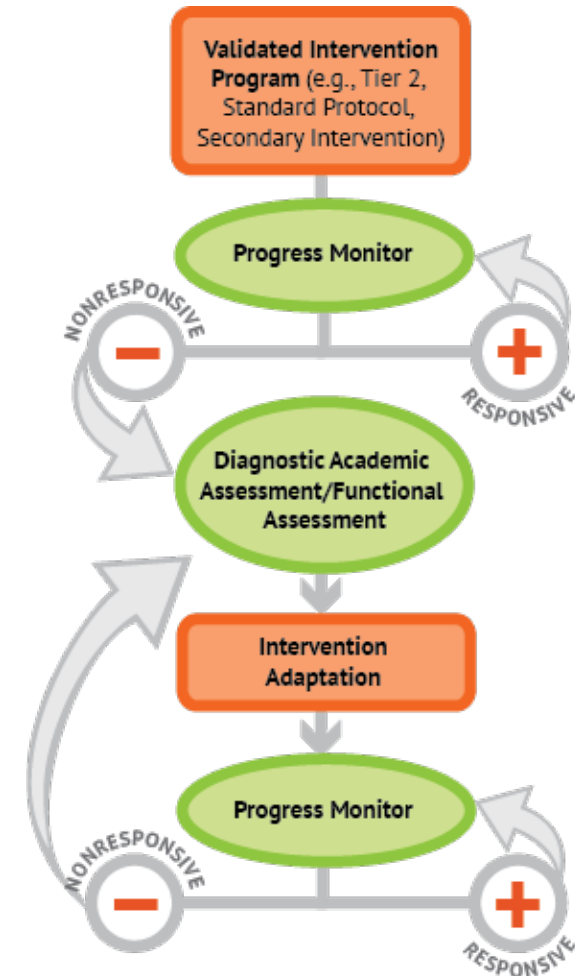
5 Steps in the DBI Process

1. Implement a Validated Intervention Program
2. Monitor Progress

If students don't respond...

3. Collect diagnostic academic or functional behavior data
4. Design and implement an intervention adaptation
5. Monitor progress in the adapted intervention

**Repeat steps 3-5 until the student responds
(is on track to meet grade level benchmark)**



4.0 Secondary Intervention System

An Overview

The Components of an Intervention System

1. Teaming Structure
2. Intervention platform, placement, and grouping
3. Assessment and data analysis for the advanced tiers
4. Supports to interventionists
5. Individualized intensive intervention supports (Tier 3)

Effective, Efficient, & Equitable Access

By deciding upon and documenting the components of an intervention system, you are empowering your school teams to make:

- **Effective decisions** – Matching students to intervention based on their identified need(s) in critical skill area(s)
- **Efficient decisions** – Quickly matching students to the right intervention at the right place in the intervention in order to maximize time and outcomes
- **Equitable decisions** – All students will have access to interventions because all staff will know what is available, how entrance criteria are applied, and how to match a student to an intervention

5.0 Identifying Students in Need of Intervention

Identifying Students in Need of Intervention Supports

- Schools and districts support a broad student population at the secondary level
- To intentionally support all learners, a universal process of identifying students who would benefit from additional instructional needs is necessary



Identifying Students

- Access data to identify students in need of intervention **and** data to appropriately place them into intervention
- Secondary schools currently collect data that can assist in this process:
 1. Summative data (Acadience Maze, aimsweb+, NWEA, MSTEP, PSAT, etc.)
 2. Incoming data from feeder schools
 3. Teacher concerns
- The goal is to develop a multi-gated process to identify students who would benefit from additional reading or behavior supports



Activity 5.1: Intervention Placement Procedures

- Review the Intervention Placement Procedure document
 - Review the **initial screening** process for 5th-grade students and compare them with your current process
 - Review the **placement process** for intervention and compare it with your current process
 - If you do not have an initial screening or placement process, what existing data points or information could be considered as an option for identifying students in need of intervention support?

6.0 The Intervention Platform:


Instructional Resources to Support Intervention Instruction

Common Reading Intervention Features

- Additional instruction targeting specific need(s)
- Increased structure
- More frequent and specific feedback on the targeted area(s)
- Intervention is matched to students' need(s)
- Increased intensity of data collection and review to adjust intervention support
- Increased family support

Activity 6.1: Intervention Examples & Non-Examples

- Review the document titled “Interventions: Examples and Non-Examples” in your materials
- Read each description and determine if it is an example of an intervention or an example of an instructional/behavioral support
- Be prepared to share your responses



Michigan's Multi-Tiered System of Supports Technical Assistance Center
November 2020 – Version 1.0

Interventions: Examples and Non-Examples

This activity is intended for use in the Secondary Intervention Systems Training Series.

Directions


Review each of the following descriptions and determine if it is an example or non-example of an intervention based upon the common features of reading and behavior interventions. Be prepared to share out your responses including why you selected example or non-example for each description with your team.

Table 1. Example and Non-Example Intervention Descriptions

Description	Example or Non-Example?
REWARDS Secondary offered as a small group run by a trained paraprofessional during an extended ELA period	
Study Hall	
Social Skills group run by the school counselor for students identified with specific needs related peer interactions	
Advisory period that uses “Skills for School Success,” a program targeting study skills for students identified as struggling with organization skills, time management, and study skills	
SAT preparation course after school	
Common content area reading strategy for text summarization	

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

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Intervention Platform

The intervention platform provides an “at-a-glance” view of interventions available to students within the school. The platform outlines critical information for each intervention within a school and is used to match a student to an intervention. This information includes:

- Description/Purpose of the Intervention
- Entrance Criteria
- Permission
- Progress Monitoring Guidelines
- Decision Rules

Recall: Effective, Efficient, & Equitable Access

- The Intervention *System* is the infrastructure that provides a means to ensure **effective**, **efficient**, and **equitable** access to Tier 2 and Tier 3 academic, social, emotional, and behavioral intervention supports
- The Intervention *Platform* provides the team with a list of “course offerings” so that students can be **effectively** and **efficiently** matched while gaining **equitable** access to supports

Intervention Considerations

- Intervention sequences at the secondary level tend to require a multi-year commitment
 - Students in a National Institute of Children's Health and Human Development (NICHD) meta-analysis indicated no significant gains on a norm-referenced comprehensive reading assessment between those receiving intensive interventions versus the control group after one year of treatment but showed statistically significant gains by the end of year 2 and even greater gains by year 3

Secondary Students who Struggle with Reading

- In an adolescent literacy study by Vaughn et al. (2010) of over 1000 struggling readers,
 - 81% had primary difficulties with decoding and fluency
 - 19% had primary difficulties with comprehension
 - 32% had difficulties in decoding & comprehension or fluency & comprehension
 - 31% had difficulties in all three skills

A Reading Intervention Sequence Example

- Learning to Read



- Learning to Read to Learn



Activity 6.2: IES Practice Guide Overview

Refer to the Providing Reading Interventions for Students in Grades 4-9: Institute of Education Science (IES) Practice Guide Overview

- Be prepared to type in the chat the recommendation number(s) that align with interventions available in your building

IES Institute of Education Sciences

Providing Reading Interventions for Students in Grades 4-9
Practice Guide Overview

What Works Clearinghouse™
WWC 2022007
U.S. DEPARTMENT OF EDUCATION

A publication of the National Center for Education Evaluation (NCEE) at IES

Recent research has identified strategies that have the potential to improve reading among students in grades 4-9 with reading difficulties. In collaboration with expert panels, the What Works Clearinghouse™ (WWC) distilled that research into practical recommendations educators can use when providing reading interventions. This guide details four evidence-based practices designed to be used by special educators, general education teachers, reading specialists and coaches, administrators, and parents.

Recommendations in this practice guide:

1. Build students' decoding skills so they can read complex multisyllabic words.
Strong Level of Evidence
2. Provide purposeful fluency-building activities to help students read effortlessly.
Strong Level of Evidence
3. Routinely use a set of comprehension-building practices to help students make sense of the text.
Strong Level of Evidence
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.
Moderate Level of Evidence

For each recommendation, the practice guide discusses:

- The Recommendation**
Includes an actionable recommendation, a summary of the research evidence that supports the recommendation, and a description of how the recommended practice supports student learning.
- Guidance**
Explains how to carry out the recommendation, informed by studies that support the recommendation, as well as the panel's expertise and knowledge of strategies available to help implement the recommendation.
- Potential Obstacles**
Includes obstacles and advice from the expert panel about how to overcome them.
- Tools and Resources**
Offers practical information and examples to help practitioners implement the recommendation.

Readers are encouraged to use the advice provided in ways that work best in their context. Users of this practice guide may decide to implement some or all of the recommendations. The complete practice guide can be accessed on the What Works Clearinghouse website: <https://ies.ed.gov/ncee/wwc/PracticeGuide/29>



Assignment 1: Initial Installation

Consider your starting point for developing an intervention platform:

- Complete an **Intervention Audit**, which provides your district with a record of available interventions for K-12
 - Who needs to be involved in this process?
- Develop an **Intervention Platform**
 - Will the document be created at the district level or a collaborative work between schools?
 - Consider how to align elementary and secondary interventions
- **Establish a timeline** for completion of the intervention audit and initial draft of the intervention platform



Assignment 2: Preparing for Implementation

- Start small:
 - Review your school schedule to determine where intervention could be added
 - Consider FTE and the needed resources to get intervention up and running
 - Choose one intervention that meets the needs of students
 - Choose one grade level/class to begin implementing the intervention
- Deepen your knowledge by attending professional learning offered by the TA Center, such as:
 - Supporting Comprehension Strategies in Secondary Classrooms
 - Intensifying Literacy Instruction (Introductory & ISD options)
 - Secondary Intensifying Literacy Summer Series

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- Vaughn, S., Fletcher, J.M. (2012). Response to intervention with secondary school students with reading difficulties. *Journal of Learning Disabilities*, 45(3), 244-256.
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