



Secondary Literacy Intervention Readiness

Session 2

mimtsstac.org

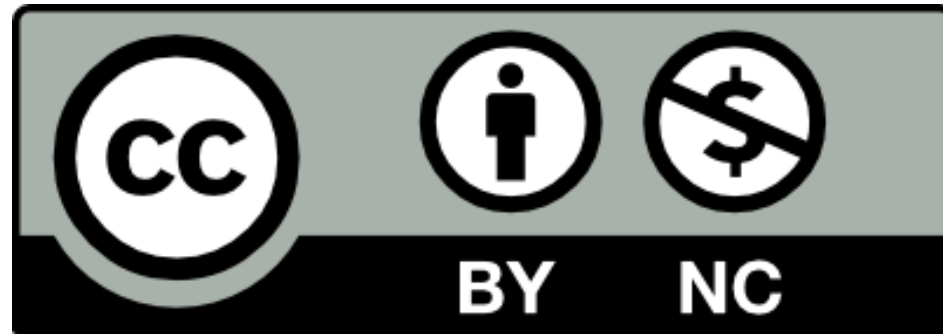


Acknowledgments

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

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

Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

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)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m>)

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)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law>)

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 Support (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 Review of Session One
- 2.0 Selecting and Supporting the Interventionist
- 3.0 Secondary Intervention Logistics
- 4.0 Data-Driven Implementation
- 5.0 Additional Considerations & Next Steps

1.0 Review of Session One



Activity 1.1: Interactive Review

- Use the chat to answer questions as they are presented

2.0 Selecting and Supporting the Interventionist

Review: The Components of an Intervention System

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

Interventionists: General Guidelines

- Our experience suggests that the right person implementing an intervention has significant impact on the results achieved by the students

Possibilities


- We have found these “right” individuals with the following titles:
 - Special Education Teacher
 - General Education Teacher
 - Reading Specialist
 - Paraprofessional
 - Administrator

Possibilities (Continued)

- We have found the “wrong” individuals with the following titles:
 - Special Education Teacher
 - General Education Teacher
 - Reading Specialist
 - Paraprofessional
 - Administrator

Activity 2.1: Characteristics of an Interventionist

- Review the “Characteristics of a Reading Interventionist” handout provided
- Identify what you feel are the top five characteristics beginning with ‘1’ as most important
- Be prepared to share your selections along with a rationale



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

Characteristics of a Reading Interventionist

This document is designed to support Secondary Intervention System training content as teams consider the characteristics of a reading interventionist.

Directions


Review this alphabetized list of characteristics of a reading interventionist and place a checkmark by your top four or five in importance when considering an ideal reading interventionist.

Table 1. Characteristics of a Reading Interventionist

Checkmark	Alphabetized List of Characteristics of a Reading Interventionist
	Belief in the importance of learning to read
	Good behavior management skills
	High expectations for students and a sense of urgency
	Knowledge of the science of reading
	Know how to promote generalization of strategies and skills to GE
	Personal growth mindset and willingness to learn
	Previous training in intervention program
	Positive relationship with students
	Successful teaching experience with Direct/Explicit Instruction
	Understanding the progression and interaction of reading skills

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.

1



Reading Interventionist Characteristics

*Beliefs/Attitudes

- Belief in the importance of reading
- High student expectations
- Sense of Urgency
- Personal growth mindset
- Relational with students

**Skills

- Behavior management
- Prior Training
- Experience with direct and/or explicit instruction

***Knowledge

- The Science of Reading
- The progression of and interaction of reading skills
- Generalization

***Beliefs/Attitudes:** Most difficult to change/critical to success

****Skills:** Trainable with significant attention early on

*****Knowledge:** Increases ability to impact effectiveness



Activity 2.2: Interventionist Selection

- Discussion surrounding the selection of interventionists should begin at the school and district levels as you move forward with this work.

Consider the following:

- Who will provide intervention support in reading?
- Is there a need to ensure additional training for staff who will provide the intervention?

Interventionist Selection Considerations

- Communication with central office/district leadership:
 - Discuss how the interventionist schedule/funding will work
 - Does this impact the job description of someone/others?
 - Allocation of time/funds

Supporting an Interventionist

- **Prior to** classroom implementation, interventionists need to access high-quality professional learning that includes:
 - An overview of the program's components
 - Modeling of the components
 - Practice opportunities
 - Increasing awareness of corrective feedback strategies to “firm up” students' automaticity of skills and strategies
- Interventionists also need **ongoing support** in the use of intervention

Ongoing Support for Interventionists

- Access to intervention materials: Teacher displays, appropriate student resources, etc.
- Ongoing support to build instructional fluency:
 - Modeling lesson components in front of students (as needed)
 - Co-teaching lesson segments
 - Collaborative discussions and feedback
- The goal is to support interventionists until they can successfully deliver the intervention program independently with high-quality



Activity 2.3: Learning Plan Review

- Review the “Example Literacy Interventionist Professional Learning Plan” Resource provided
- Reflect on the following questions:
 - How are you currently supporting your interventionists?
 - In what ways could a resource such as this support your efforts to develop an effective, efficient, and equitable intervention system?
 - What additional questions might you have?

3.0 Secondary Intervention Logistics

Scheduling Time for Intervention

- Each school and district will need to discuss what options are available to provide time and access to literacy interventions.
- Foundational considerations to discuss:
 - Frequency: 4-5 times per week
 - Time allocation: at least 45-60 minutes, based on the selected intervention
- Thinking flexibly and courageously is imperative when developing an intervention schedule

Acceptable Scheduling Adaptations

- Understanding that there are some logistics that are more difficult to adjust, consider the following example that enables access to an intervention that exceeds the amount of time available in a class period:
 - Issue: The class period is 40 minutes, however, the intervention requires 60-75 minutes
 - Response: The interventionist can complete a lesson in two class periods through proactive instructional planning

Intervention Scheduling

- A common path many schools have initially taken is the option of using an elective as space for providing intervention support.
- While this was a decision that worked well, proactive communication with students and their caregivers about placement into the intervention class was imperative.
 - Review the Caregiver Letter Example provided

Intervention Access at the High School

- English electives can serve as a place to provide reading intervention
- The course **MUST** be taught by a teacher (not a paraprofessional) whose endorsement matches the SCED code to enable access to credit for the course
- Additional guidance is available from Michigan's Department of Education ([Michigan Merit Curriculum/Graduation Requirements](#))

Activity 3.1: Barriers & Solutions

Consider the following:

1. What are common barriers to finding intervention time?
2. Ideas for possible solutions to finding intervention time.

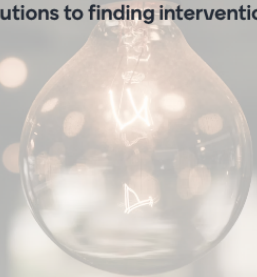
What are common barriers to finding intervention time?

0 responses



Ideas for Possible Solutions to finding intervention time:

0 responses

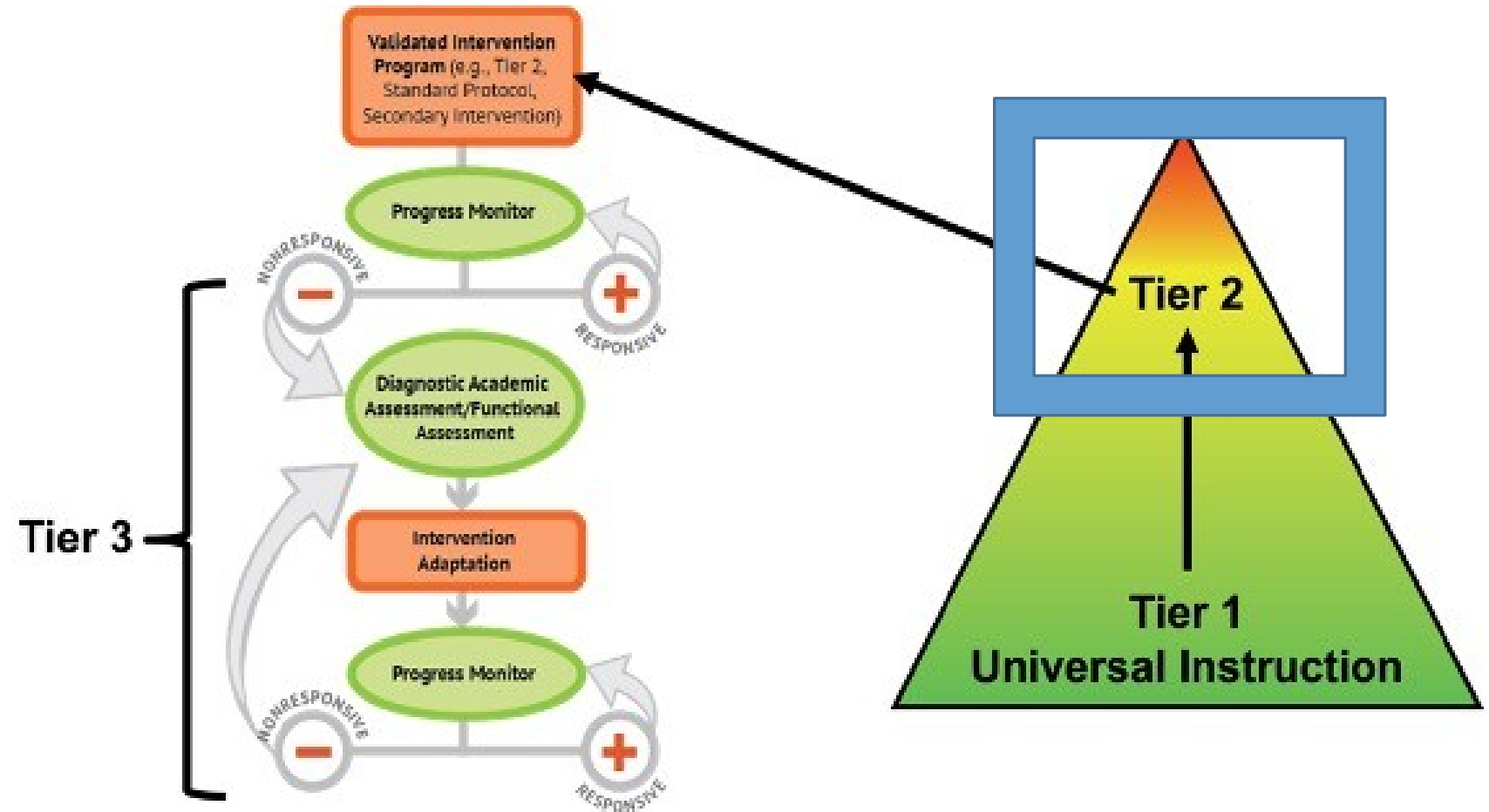


4.0 Data-Driven Implementation:

Data Collection, Use, and Analysis

Recall DBI: A Process for Intensifying Instruction

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



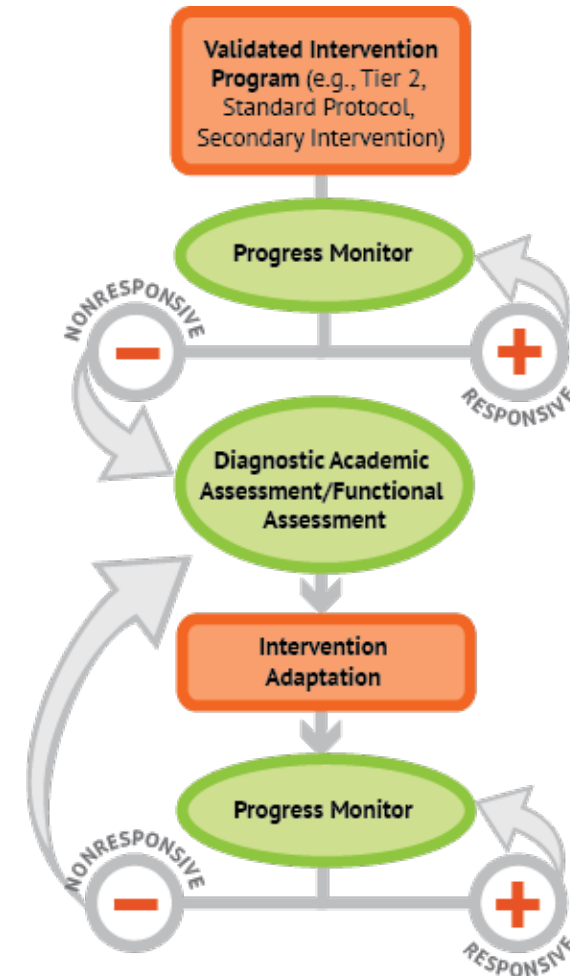
Recall: The 5 steps in the DBI Process

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 student responds (is on track to meet grade level benchmark)



Data Collection, Use and Analysis

- An **effective**, **efficient**, and **equitable** MTSS framework includes the collection, use, and analysis of data throughout the tiers from multiple perspectives:
 - The MDT monitors and supports the implementation of the intervention
 - The interventionist(s) collect and monitor the student-level data
- Each perspective interacts with one another to ensure that students receive high-quality instruction that improves outcomes

MDT Data Collection, Use, and Analysis (Initial Data)

The MDT team will collect and review data on a regular basis.

- **Initial data** collection can address the following questions:
 - Is the intervention being provided as initially planned?
 - Are students attending the class?
 - Are there any initial concerns with the instructional delivery of the intervention?

MDT Data Collection, Use, and Analysis (Ongoing Data)

The MDT team will collect and review data on a regular basis.

- **Ongoing data** sources include:
 - Intervention implementation fidelity data
 - Group-level intervention program mastery
 - Global CBM data at the intervention group level

Ongoing Data Collection: Group Assessment Data Example

Group Name	Unit	Multi-syllabic Words	Vocabulary	Prefixes and Suffixes	Spelling	Unit Mastery
T1 G 11	1	98%	84%	89%	88%	75%
	2	93%	73%	77%	81%	38%
T2 G12	1	100%	70%	60%	97%	20%
	2	92%	70%	74%	91%	40%
T3 G13	1	89%	70%	81%	86%	43%
	2	90%	72%	67%	74%	33%

REWARDS Secondary Archer, A.L., Gleason, M.M., & Vachon, V.L. (2014)

Interventionist Level Data Collection, Use, and Analysis

- Interventionists will collect and analyze data at the student level:
 - Daily attendance and engagement
 - Intervention in-program mastery data

Intervention In-Program Mastery Student Data Example

Student	Multisyllabic Words (25 points)	Vocabulary (30 points)	Prefixes and Suffixes (30 points)	Spelling (15 points)	Total	DIBELS Progress Monitoring
1	25	12	24	13	74	Below Aimline
2	25	30	28	15	98	At or Above
3	20	27	21	15	83	Below Aimline
4	25	24	18	14	81	Below Aimline
5	25	30	30	14	99	At or Above
6	23	24	30	14	91	At or Above
7	25	27	30	14	96	At or Above
8	23	27	27	11	88	At or Above

REWARDS Secondary Archer, A.L., Gleason, M.M., & Vachon, V.L. (2014)

5.0 Additional Considerations & Next Steps

Recall: A Progression of Support

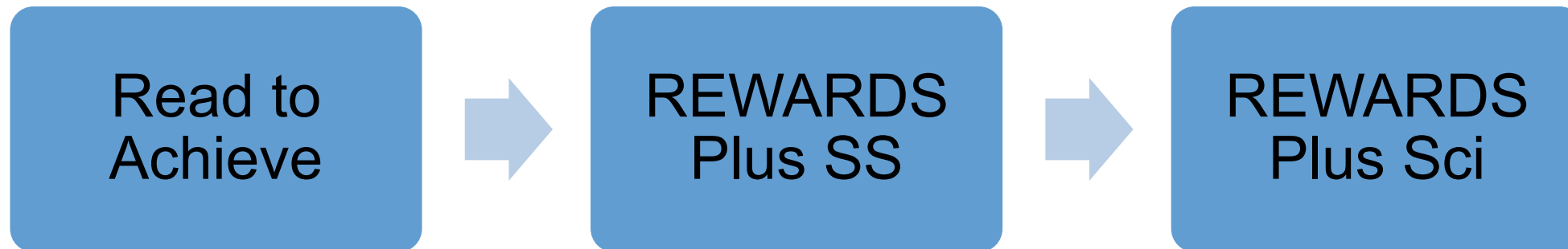
- Interventions should be targeted at student's primary needs but also be comprehensive such that skills are not taught in isolation and provided long enough to develop automaticity
- Many students at the secondary level will require multi-semester/year access to intervention support. Therefore, considering multiple interventions will enable ongoing access to instruction based on need

Review: A Reading Intervention Sequence Example

- Learning to Read



- Learning to Read to Learn





Activity 5.2: Plan and Process

- Reflect on your next steps after engaging in this training series:
 - In the chat, type what you intend to do to move this work forward



CHAT!

Final Thoughts

- The installation and implementation of a secondary intervention system is inter-related work between classroom, school and district. Strong communication protocols will strengthen the likelihood of achieving full implementation.
- The assignments & resources provided throughout this series are meant to support your efforts to move implementation forward. However, additional support may be needed.
- Stay connected to the TA Center for additional opportunities to provide guidance as you continue in this great work.

References

- Archer, A., Flood, J., Lapp, D., & Lungren, L. (2002). *Phonics for reading*. Curriculum Associates, Inc.
- Archer, A.L., Gleason, M.M., & Vachon, V.L. (2014). *REWARDS Reading Excellence: Word attack and rate development strategies*. Dallas, TX: Voyager Sopris.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Deno, S.L., & Mirkin, P.K. (1977). *Data-Based Program Modification: A Manual*. Minneapolis: Minnesota: Leadership Training Institute for Special Education.
- Engelmann S., Meyer L., Carnine L., Becker W., Eisele J., Johnson G. (1999). *Corrective reading program*. Columbus, OH: Scholastic Reading Achievement/McGraw-Hill.
- Marchand-Martella, N. & Martella, R. (2010). *SRA Read to Achieve: Comprehending content-area text and comprehending narrative text*, McGraw-Hill SRA
- Michigan Department of Education, (2020). *Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0*, Lansing, Michigan.

References (Continued)

- National Center on Intensive Intervention. (2013). *Data-based individualization: A framework for intensive intervention*. Washington, DC: Office of Special Education Programs, U.S. Department of Education.
- National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Retrieved from <http://www.nichd.nih.gov/publications/nrp/smallbook.cfm>
- St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2022). *Reading Tiered Fidelity Inventory Elementary-Level Edition*. (Version 2.1). Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center
- Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). *Providing Reading Interventions for Students in Grades 4–9* (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.

Stay Connected to the MiMTSS TA Center



@MiMTSSSTACenter

facebook.com/MiMTSSSTACenter

#MiMTSS



tinyurl.com/MiMTSSListserv

TA Offering, updates



@MiMTSSSTACenter

youtube.com/@MiMTSSSTACenter

Videos & Playlists



@MiMTSSSTACenter

instagram.com/MiMTSSSTACenter

#MiMTSS

