

# Interventions

*Choosing the Best Interventions*



# Marie Clay

- Schools must provide bridges for children to cross into the school situation, allowing children to bring what they already know how to do to bear on the classroom tasks. The challenge of the school is to realize the learning potential that exists in every child.
- Education must go to where the child is and take him or her to somewhere else.

“Good schools provide a rich range of promising possibilities to suit different individuals, and we do not have to decide which banner to get behind. We have to carry all the banners and flourish the right one at the right moment to meet a particular child’s needs, so no one falls dangerously behind.

It is a way to superb teaching differentiated for children who have different learning needs. The tough part is knowing when to do what, with whom and having the flexibility in your classroom organization to do it!”

## G. Boomer

### *Organizing the Nation for Literacy*

“Programs should be equally demanding of all, and all learners are to be valued equally but unequally or differentially challenged

The less prepared groups need as much challenge, more thought, more time, more attention, and twice as many learning opportunities as the well prepared. “

# What is an intervention?

- Coming between two points
- Preventing, maintaining, or altering conditions
- Programs funded by the government to supplement instruction



# Preventing Literacy Problems defined by Gerard Caplan

- Primary: Preparation for learning through immersion in literacy experiences
- Secondary: Detection of low achievement and providing extra support to keep problems from arising
- Tertiary: Happens after problems have become established and requires make up to compensate

# How do you begin?

- Consider the approved interventions
- Look at the list and identify those available in your school
- Sort according to ease of delivery (i.e., cost, management, etc.)
- Highlight the interventions that are in place and have proven successful
- Check the programs that can be easily integrated in existing systems

# Phonemic Awareness

- Reading Academy Intervention Lessons
- Destination Reading
- Great Leaps
- Jack Hartman CDs
- Oo-pples and Boo-noo-noos
- Phonological Awareness cards
- Phonological Awareness Activities
- Creating Strategic Readers
- DIBELS
- ERDA

# Comprehension

- Reading Academy Lessons
- Independent Reading
- Marzano Strategies
- CRISS Strategies
- SAI Strategies
- Destination Reading
- FCAT Explorer
- Harcourt Intervention Kits
- Quick Reads
- Voyager
- The Art of Teaching Reading
- What Works in Schools
- SRI

# Phonics

- Reading Academy Notebooks
- Visual Phonics
- Destination Reading
- Great Leaps
- Phonics Express
- Phonics That Work
- Systematic Sequential Phonics
- Creating Strategic Readers

# Fluency

- Reading Academy Notebooks
- Independent Reading
- Rasinski Phrases
- Readers' Theater
- Destination Reading
- Fluency First
- Great Leaps Harcourt Intervention Kits
- New Heights
- Quick Reads
- Voyager
- Fast Start
- The Fluent Reader

# Vocabulary

- Beck's routine
- Reading Academy
- Destination Reading
- Elements of Vocabulary
- FCAT Explorer
- Harcourt Intervention Kit
- Quick Reads
- Voyager
- Bringing Words to Life
- Words Their Way

# Consider Your Staff as Intervention Specialists

- How many qualified persons are available to deliver extra support or an intervention?
- Consider hourly teachers, assistants, specialists
- Plan an approximate schedule for these people (i.e., how much time could each devote to an intervention)

# Intervention Support

- Stacey Ferrell and Donna Leavengood (Kindergarten)

- Phonics Awareness/Phonics Lessons
- Gear Leaps
- Dolch's Reading
- First Step

- Stacey Ferrell (First Grade)

- Bridges
- Bridges of Reading
- Dolch's Reading
- Reading Academy Lessons

- Olga Loverne (Second Grade)

- New Hopes
- Gear Leaps
- Quick Reads
- Fluency First

- Sandi Banks

- Fluency First
- Gear Leaps

- Donna Leavengood (Third Grade)

- Quick Reads
- Dolch's Reading
- Gear Leaps
- Harcourt Intervention Kit

- Leslie Roles (2-4)

- Dolch's Reading

- Claudia Boyd (3-5)

- Gear Leaps
- Harcourt Intervention Kit
- Reading Academy Lessons
- New Hopes

- Joann McGough (K-3)

- Gear Leaps
- Voyager

- Michelle Moody

- New Hopes
- Gear Leaps
- Beck's Instructional Manual

# Training

- How will you ensure the best delivery of the interventions to students?
- When will this training occur and who is responsible?
- Consideration of the lab site model



# Behind Test Scores: What Struggling Readers Really Need (Valencia and Buly)

“A test score, like a fever, is a symptom that demands more specific analysis of the problem. What is required is a more in-depth analysis of the strengths and needs of students who fail to meet standards and instructional plans that will meet their needs.”



# A Close Analysis of Data is Next

- Prepare a grade level report and list all of the students not meeting expectations
- Gather as much data as is available for each struggling student
- Consider the strengths and weaknesses of each student making note of a possible direction for intervention
- This would (ideally) be done with the classroom teacher, coach, administrator and learning specialist

# When Choosing the Intervention. . .

- Keep as many students as possible in the classroom receiving quality instruction
- Scaffold slower learners toward independence within the classroom setting
- Provide long term support to the few students who need it after initial support
- Always start from the student's strength and what she already knows
- Don't waste any time in putting up the safety nets for your strugglers

# What Next?

- List an intervention for each student based on the data gathered about the learning of the student
- Identify the person/s to deliver the program
- Establish a monitoring system for the student which includes recording as well as informing teacher and parent

# Keep Focused on Student

- Floating schedules assist this design
- Teachers are assigned and trained in the interventions so that they become experts in ascertaining strengths/weaknesses of such
- Constant dialogue should be exchanged to evaluate the effectiveness of chosen intervention
- Independence of student is always the goal and should drive the program

Schedule for Title I

Interventions - New Heights/Great Leaps

	Monday	Tuesday	Wednesday	Thursday	
7:30-8:00	Planning	Planning	Planning	Planning	
8:00-8:45	Fridy/Group 4	Sigler/Group2	Marshall/Group1	Group 5	
8:45-9:30	Sigler/Group2	Group 5	Anderson/Group3	Marshall/Group1	
9:30-10:30	Marshall/Group1	Anderson/Group3	Group 5	Fridy/Group 4	
10:30-11:00	P.E./Lunch	P.E./Lunch	P.E./Lunch	P.E./Lunch	
11:00-11:45	Anderson/Group3	Marshall/Group1	Fridy/Group 4	Sigler/Group2	
11:45-12:30	Group 5	Fridy/Group 4	Sigler/Group2	Great Leaps/1st	
12:30-1:00	Great Leaps/1st	Great Leaps/1st	Great Leaps/1st	Anderson/Group3	

# A Final Look at this Design

- Struggling students are identified with data
- Interventions are assigned to each student
- An intervention specialist specifically trained for the assigned intervention is ascribed to a group of students
- A system is established for monitoring the student
- Another system is defined to evaluate the effect of the intervention and be in continual pursuit of reading independence for our students

# Essential changes for this Design

- Focus on students
- Accountability for student is shared by learning community (i.e., classroom teacher, hourly teacher, specialist, coach, administrator ,parent, learner)
- Fidelity to training and professional development to build knowledge base of community members
- Frequent monitoring

In the words of Marie Clay. . .



**“to create a trajectory of progress in slow learners one must begin with what each child can already do and work with that to bring each learner by different routes to the common outcome of effective performance as quickly as possible”**

# An Intervention Design

- Marcia Stone, Principal
- Peggy Farmer, Reading Coach
- Cross Bayou Elementary, Center for Learning and Reading First School, National School of Character
- References:
  - By Different Paths to Common Outcomes, Marie Clay
  - *Behind Test Scores: What Struggling Readers Really Need*, Valencia and Buly
  - Still Learning to Read, Sibberson and Szymusiak
  - Teaching for Comprehending and Fluency, Fountas and Pinnell