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"I'm a librarian, not a search engine."

Teachers Workshop

"Information for everyday teaching"

Systematic Delivery of Reading Interventions in Ohio

by Pam Gibson

We all want to work smarter and reach more students with effective interventions sooner. With that goal in mind, educators need to understand seven essentials for systematic interventions. While not all educators in Ohio use the term RTI, we do implement a systematic delivery model including: the three tiered model, content to teach, basal instruction for tier 1, universal screening, progress monitoring, instructional intensity, and graphing the data.

Infrastructure of a Three Tiered Intervention Model in Ohio

Setting-up interventions can be organized by components of delivery per tier; characteristics of tiers, identified evidence-based interventions, progress monitoring tool, data, and the intensity of instruction.

Tier one involves instruction and universal screening, and requires benchmarking three times per year. In Ohio, core instruction is required for ninety minutes. At-risk students, students not meeting benchmark scores, are progress monitored more frequently.

Tier Two represents the beginning of supplemental instruction, and typically includes 5 to 10 % of the class. These students receive supplemental instruction in addition to tier one and their progress is monitored at least bi-monthly. Group size for the tier two intervention in Ohio must be three to five students in Kindergarten and four to five students in grades one and up. Other states have different guidelines.

Tier Three includes 1 to 5 % of the class. Progress of these students with "intensive needs" is monitored at least weekly. Group size is one to three students per instructor in our state. Intensive students receive core instruction daily and explicit instruction 20 minutes four times per week. An intervention for a Tier Three need not be a totally different intervention from the tier two intervention. The emphasis in this tier involves making the instruction explicit and increasing the frequency and duration of instruction.

Collaboration throughout the three tier model is essential. Resources may need to be pooled to impact more students at earlier phases in their school career. In this model, teachers no longer work in isolation. A collaborative problem-solving process based on data is used to support interventions and make instructional decisions.

What Content Do We Teach

Like most educators, we emphasize evidence-based Interventions that stress the Big Ideas in reading. Evidence-based interventions in reading are now identified

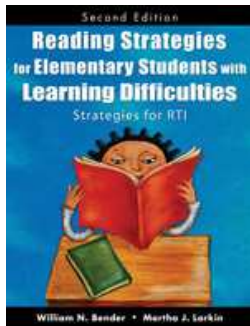
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Meet Pam Gibson



Pam Gibson is a consultant for Ohio's State Support Team Region 6, in west central Ohio. She serves as an instructional coach for local districts in her region. Pam has been involved with piloting 3 Tiered Intervention Models for the past 8 years. She also participated as a reviewer for NASDSE's publication [Response to Intervention: Blueprints for Implementation](#). Mrs. Gibson has supervised Special Education for 15 years and previously taught Special Education and General Education mostly at the middle school level. Pam received her Masters of Education from Xavier University and her Bachelor of Science in Education from Miami University in Ohio.

Featured Book:



By *William N. Bender*
and *Martha J. Larkin*

A one-stop source of proven reading strategies for RTI!

This best-selling resource helps general and special education teachers integrate approaches for strengthening reading skills with procedures for Response to Intervention (RTI). Based on the latest research, these practical instructional strategies can be used for elementary and middle school reading instruction and numerous RTI case studies are included.

Order this book at 800-991-1114.

by several leading universities and federal and state websites (e.g. ferr.org at the University of Florida). These web-sites post descriptions and reviews of curriculums and supplemental programs. The sites also present peer reviews of commercial programs.

The Big Ideas in reading include Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To teach these big ideas systematically, some schools start a bank of interventions to identify a standard protocol and an individual intervention for each idea. Those schools may then create a "resident expert" among their own faculty by providing professional development to selected teachers to support each intervention. Thus, when any teacher needs help supplementing the tier one instruction, there is a colleague at the school to provide support on the supplemental interventions.

Knowing the Efficacy of Various Reading Interventions

Various reading curricula used in tier one instruction may enhance performance differently in different areas. If 80% of students are meeting benchmark scores on each of the big idea areas of reading, then the tier one curricula is generally working, and that tier 1 curriculum might even be considered for use in more intensive interventions. If not, then a review of curriculum and/or delivery of curriculum are needed. Educators should review building and grade level data looking at strengths and weaknesses related to the Big Ideas in reading. Teachers may wish to complete an audit of materials in the building with those Big Ideas in mind. A comparison of what interventions currently are in the building will help identify what additional interventions need to be made available. Figure (1) is an example of a record keeping tool that may be used to evaluate various interventions at the various tiers relative to the Big Ideas in Literacy.

Universal Screening

In Ohio, benchmarking is done three times a school year with all students, thus the use of the term universal. This process helps to monitor slippage with student scores and to pick up any new arrivals that need help. Students that do not meet the benchmark score are monitored more aggressively. Two tools commonly used in Ohio are DIBELS and AIMSweb (see the website below for information on these tools).

Progress Monitoring

In Ohio, the progress monitoring tool is usually the same tool that was used for the universal screening, though that probably varies from state to state. Rather than vary the monitoring tool, the changing variable in this model is the instructional intervention. The National Center for Student Progress Monitoring, (www.studentprogressmonitoring.com) lists and reviews various progress monitoring tools. The frequency of progress monitoring is different for each tier as mentioned above, and student performance data is used to determine if an intervention is effective.

Tiered Intensity of the Interventions

What does structuring interventions look like in and out of the classroom? Supplying supplemental interventions is a general educator's responsibility, but educators should not think that they will be doing this alone. The intensity of the intervention is determined by student need, and a continuum of support can range from a teacher pulling aside a handful of students for small group instruction within the classroom, to classroom teachers working collectively to homogeneously group students by deficits matched to specific interventions.

In the Ohio approach, the grouping of students for instruction is "fluid". Periodic and frequent regular review of a student's progress monitoring data is the

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Dog Tales

Two guys were out for a stroll. One had a Doberman Pinscher and the other had a Chihuahua. As they sauntered down the street, the guy with the Doberman said, "Let's go over to that restaurant and get something to eat." The guy with the Chihuahua said, "We can't go in there. We've got the dogs with us."

The one with the Doberman said, "Just follow my lead." They walked over to the restaurant and the guy with the Doberman put on a pair of dark glasses and started to walk in. The bouncer at the door said, "Sorry, no pets allowed." The man with the Doberman said, "This is my seeing-eye dog. And, by law you are not allowed to discriminate against the handicapped." The bouncer said, "Yes you are right, but a Doberman Pinscher?" The man said, "Yes, they're using them now." The bouncer let him in.

His buddy with the Chihuahua put on his pair of dark glasses and started to walk in. Once again the bouncer said, "Sorry, pal, no pets allowed." The man with the Chihuahua said, "You don't understand. This is my seeing-eye dog." The bouncer said, "A Chihuahua?" The man exclaimed, "A Chihuahua? They gave me a Chihuahua?!"

Quote Of The Month

Cherish your visions and your dreams as they are the children of your soul; the blueprints of your ultimate achievements.

-Napoleon Hill

Bonus Quote:

The opposite of bravery is not cowardice, but conformity.

-Robert Anthony, psychologist

determining factor as to how long a student may need a particular intervention and or remain in a given instructional tier. Usage of personnel and the length of instruction are discussions for grade level team meetings at the building level, and those teams can and frequently do allocate teacher time to make certain students receive the necessary interventions.

Characteristics of instructional tiers	Inventory List: Identify SBR interventions.		Delivery				
	Standard Treatment, SBR programs (group)	Problem Solving, SRB strategies (individual)	Period of time tried.	Duration per session	Frequency per week	Group size	Provider and location
Tier 3: Intense Progress monitor weekly. Group size 1-3. Core + explicit instruction 20 minutes 4x's per week.	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Phonemic Awareness Phonics Fluency Vocabulary Comprehension					
Tier 2: Strategic Progress monitor bi-monthly. Group size 3-5(K) 4-5 (1+). Core + supplemental instruction as needed 20-30 minutes.	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Phonemic Awareness Phonics Fluency Vocabulary Comprehension					
Tier 1: Benchmark Benchmark 3x's per year. Large group size. Core instruction (90 minute literacy block).	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Phonemic Awareness Phonics Fluency Vocabulary Comprehension					

Figure 1

Making time for the interventions in the teacher's admittedly full schedule is always a challenge. Here, the building principal's support and leadership is crucial. Resources will probably need to be reallocated, including teachers' time, paraprofessionals, materials, and funds. The principal is a key figure when developing the master schedule to assure that all necessary RTI interventions are in place. Time needs to be designated for collaboration with teacher teams and for interventions to occur.

Graphing the Data

Effectiveness of an intervention is determined by closing the gap between current performance and end of the year targeted benchmarks. Charted data is the quickest, most interpretable way to demonstrate that. A graph can easily be created with an aim-line drawn from current performance data to the end of year

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benchmark. The student's performance data should then be plotted on the graph relative to that aim line, and interventions must be powerful to accelerate learning in order to close the gap between the two. Of course, time is precious. More frequent progress monitoring allows teachers to make a decision on the efficacy of the intervention sooner. As a rule of thumb, after baseline has been determined, three to seven consecutive data points below the aim-line indicates a change in intervention or in intensity may be needed. The data trend compared to the aim-line helps determine the period of time needed for the intervention. There are several questions that teachers should consider when evaluating the charted data. First, is progress fast enough to meet the end of year goal? Next, is the level of support provided for the student likely to be successful over time? These questions, along with the charted data should guide future instructional decisions for the student.

We also encourage teachers to have students graph their own data. Of course, these pupil graphs differ from the progress monitoring graphs the teacher creates, and the later should be used for instructional decisions. However, teaching the student to create his/her own graph is an instructional and motivational strategy that costs no additional time or money, and often helps motivate the student to increased effort. When a student creates the graph, sets personal goals, and plots data, he or she receives immediate feedback and that typically increases "buy in" for the intervention. Often, the motivational value is enough to move at risk students toward their benchmarks.

In closing, I believe that we are smarter and more effective collectively. If we plan together systematically using data to guide instruction we will affect more children much faster, and alleviate many educational problems. I recently had a superintendent say to me, "But isn't this Utopia?" My response was; "Shouldn't that be what we strive for, for all students"?