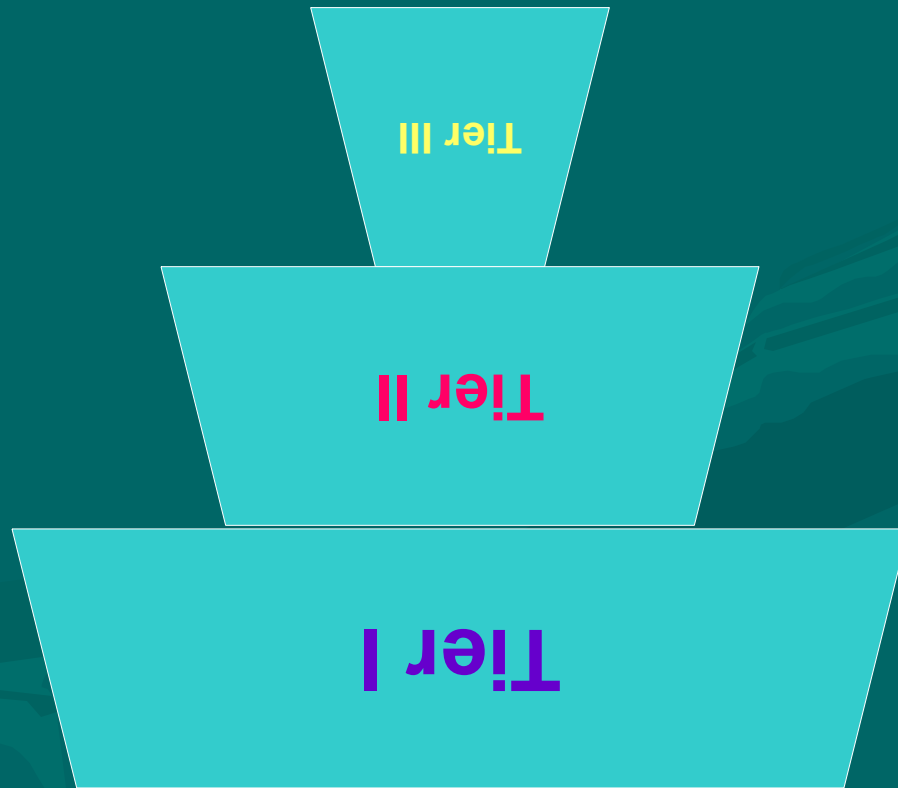
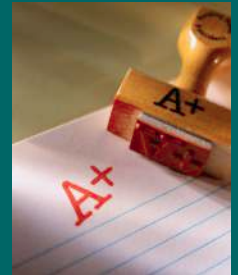


The Three-Tier Model for Reading Intervention



Three-Tier Reading Models

- ⑩ Use scientific research-based core, supplemental and intervention reading programs.
- ⑩ Use assessment data to drive differentiated instruction for all students.
- ⑩ Identify struggling students and provide the additional instruction/intervention support they need.

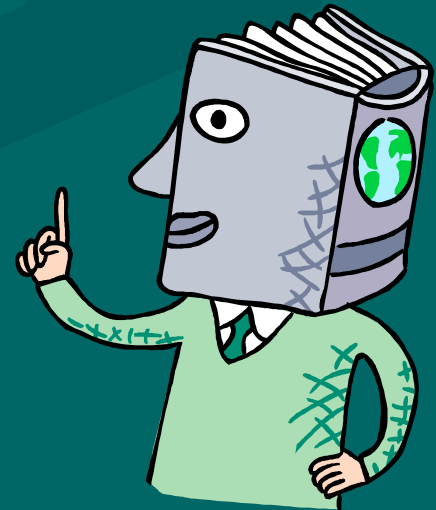


The Three Tiers

⑩ Tier I – Core classroom reading instruction to all students.

⑩ High quality core classroom reading instruction

- Teach the essentials
- Explicit instruction
- Systematic instruction
- Differentiated instruction
- Instructional adaptations



Tier I Reading Instruction

- ⑩ Incorporates the 5 essential components of effective reading instruction
- ⑩ Phonemic Awareness
- ⑩ Phonics
- ⑩ Fluency
- ⑩ Vocabulary
- ⑩ Comprehension



Explicit Instruction

Overtly teaching each step through teacher modeling and many examples..

Most children do NOT learn to read or spell
“naturally” but instead learn from *instruction*



Explicit Instruction

- ⑩ Purposeful planning
- ⑩ Model/explain clearly
- ⑩ Re-teach and clarify
- ⑩ Guided and monitored independent practice
- ⑩ Scaffolding, corrective feedback, praise
- ⑩ High rate of successful and accurate responses



The Importance of Practice

⑩ Provide a lot of opportunities for practice

⑩ Students need extended practice over time

⑩ What is practiced *becomes a habit*

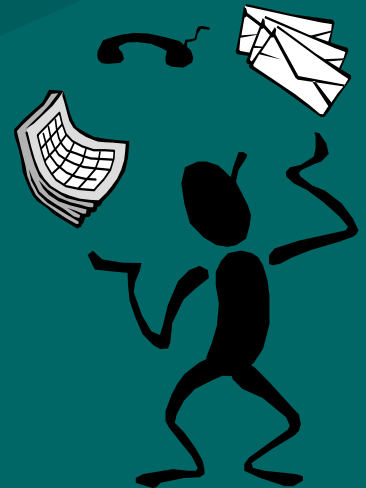
⑩ *Feedback is essential! Don't let students practice their mistakes.*



Excellent

Systematic Instruction

Dividing lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills



Differentiated Instruction

Differentiated instruction **IS NOT:**



Using only whole class instruction

Using small groups that never change

Using the same reading text with all students

Using the same independent seatwork assignments for the entire class

3-Tier Instruction = Differentiated Instruction

Differentiated instruction **IS:**



- ⑩ Using assessment data to plan instruction and group students
- ⑩ Teaching targeted small groups
- ⑩ Using flexible grouping (changing group membership based on student needs)
- ⑩ Matching instructional materials to student ability
- ⑩ Tailoring instruction to address student needs

Tier I Core Classroom Reading Instruction

- ⑩ Classroom teacher delivers to all students at least 90-120 uninterrupted minutes of grade-appropriate core instruction .
- ⑩ Teachers conduct benchmark testing to monitor student progress and then, in response to testing results, adjust and differentiate instruction for students not meeting grade-level expectations.
- ⑩ Teachers use flexible grouping arrangements in small groups for students to receive targeted skill instruction

Tier I Core Classroom Reading Instruction

- ⑩ Grouping practices are a critical component of meeting the reading needs of all students.
- ⑩ Using a variety of grouping patterns helps teachers to differentiate instruction and respond to the needs of individual students.



Tier I Core Classroom Reading Instruction

⑩ Examples of Groups are:

- Alternative groups – (one-on-one, pairs, small group, whole group) for different instructional purposes and to meet student needs.
- Flexible grouping that provides opportunities for students to be members of more than one group and does not label the student as being in the “low group.”
- Small group rather than whole group instruction. Remember that as students master certain skills, new groups are formed.
- Groups are continually created and recreated in response to student needs.

Assessment in Tier I

⑩ Involves the assessment of **ALL** students to:

- Guide instructional decision-making
- Monitor student progress
- Identify struggling students who need intervention



Targeted Instruction



- ⑩ Meet students where they are
- ⑩ Go from the known to the unknown
- ⑩ Assessments guide instructional decisions
- ⑩ Teach them what they need to learn

You're Teaching, but Are They Learning?

- ⑩ Don't just “cover” critical content, **teach it to mastery**
- ⑩ When confusion is built on confusion, the result is a *MESS*
- ⑩ **Reteach** as needed
- ⑩ Practice, practice, practice!
- ⑩ Monitor progress
- ⑩ Some students need more time to master critical content



Instructional Adaptations

- ⑩ Monitor students' understanding and mastery of targeted objectives
- ⑩ Scaffold instruction to provide the support students need – **DON'T WAIT!!!**
- ⑩ Make adaptations to Tier I lessons



Even with high-quality, differentiated, core classroom reading instruction, there will be some students who require supplemental instruction of greater intensity.



High-Quality Tier II Intervention

- ⑩ Targets struggling learners
- ⑩ Includes additional, targeted instruction
- ⑩ Involves frequent progress monitoring
- ⑩ Uses assessment data to guide instruction



Features of Effective Tier II Lessons

- ⑩ Provide explicit and systematic instruction
 - Model with many examples
 - Break activities/tasks into small, manageable steps
 - Pace instruction to match students' learning needs
 - Scaffold instruction



Features of Effective Tier II Lessons

10 Include many practice opportunities

- Provide guided and independent practice opportunities
- Maximize opportunities for students to participate and respond



Features of Effective Tier II Lessons

⑩ Provide corrective and appropriate positive feedback

- Check for understanding



Tier II Intervention

- ⑩ Tier II focuses on students who do not achieve the minimum levels of satisfactory reading performance on essential grade-level skills.
- ⑩ Students receive 30 - 60 minutes of instruction in small groups (3 -5 students) each day, **in addition** to the uninterrupted 90-120 minutes during the core block.
- ⑩ Typically implemented for a period of 8 – 12 weeks, but could be longer depending on student progress toward benchmarks.



Tier II Interventions

- ⑩ Progress of each student is monitored at least twice a month on the target skills (skills they have not mastered) to adjust instruction and ensure learning.
- ⑩ The professional providing the intervention may be the general classroom teacher, a specialized reading teacher, a reading coach, a special education teacher, or other personnel designated by the school and/or district.



Tier II Intervention

- ⑩ Student's time in Tier II is flexible. After a round of Tier II instruction (8-12 weeks), a decision is made about each student's instructional needs.
- ⑩ Options for a student who has finished a round of Tier II instruction include discontinuing Tier II because benchmarks have been achieved, continuing with another round of Tier II intervention, beginning Tier III, and/or being referred for special education services.



How does Tier II reading instruction differ from Tier I reading instruction?

- ⑩ Tier II instruction is MORE explicit, systematic, intensive, and supportive, with struggling learners receiving MORE instructional time than just regular Tier I classroom reading instruction
- ⑩ Tier II instruction often focuses on phonological awareness, phonics and fluency in early grades
- ⑩ Tier II is conducted with small same-ability groups of 3 to 5 students within or outside the classroom
- ⑩ Tier II instruction involves frequent progress monitoring (every 2 weeks) to track student progress and inform instruction



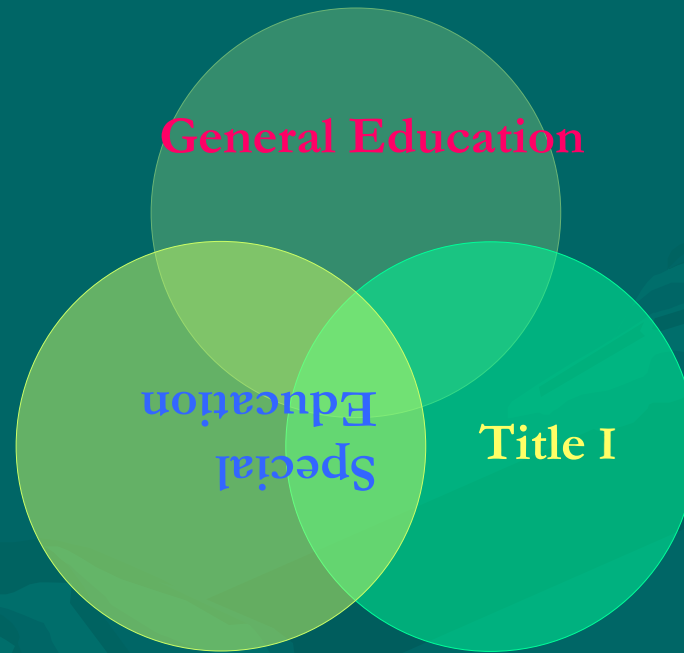
Tier III Interventions

- ⑩ Tier 3 consists of general education instruction plus an individualized intervention (special education instruction)
 - Individualized instruction (1 – 3 students)
 - Two 30 minute sessions each day in addition to 90 minute block
 - Progress monitored at least every two weeks
 - Most qualified personnel needed to provide intensive instruction
 - Conducted in and out of the general education classroom.
 - Includes a strong supplemental curriculum
 - Referral for Special Education may or may not be warranted

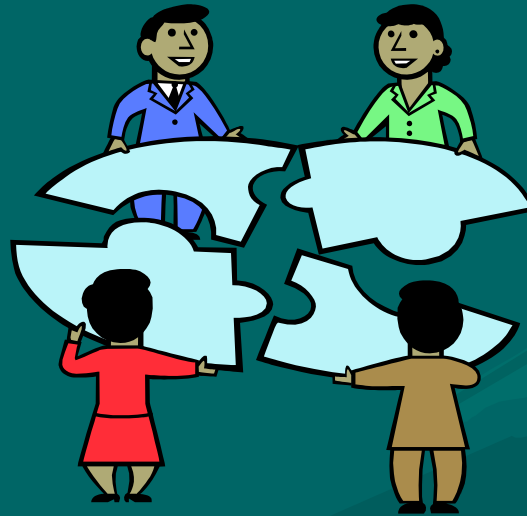
Role of the Interventionist

- ⑩ 1) Possess the same knowledge about scientifically based reading instruction as the general classroom teacher
- ⑩ 2) Thoroughly familiar with the materials, techniques and philosophy of the core reading program
- ⑩ 3) Both the interventionist and the classroom teacher providing core instruction have a consistent, effective system of communication
- ⑩ 4) Has ready access to a variety of materials and knows how to use these materials as well as strategies and techniques to target specific reading difficulties.
- ⑩ 5) The classroom teacher and interventionist conduct progress monitoring for each student.

Working Together to Increase Student Achievement



Believe in the Student



Not **my** kids or **your** kids, but **OUR** KIDS!