

# Interventions A Prescription for Fun!

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We will never teach *all* of our students to read if we do not teach our students who have the greatest difficulties to read.

(Center on Instruction, 2006)



# How Do We Accomplish Such a Task?

It is accomplished by devising a school-wide system which provides high-risk students with “**intensive interventions** needed to become proficient readers by third grade.”

( The Center on Instruction, 2006)



# What are Interventions?

According to the K-3 Reading Academy, interventions are “additional, targeted, and intensive reading instruction provided to students who continue to struggle with learning to read and write despite conventional instruction.”

( Foorman & Torgesen, 2001)



# When Should These Interventions Take Place?

Instruction should be implemented as soon as  
assessment data shows a student is falling behind.

(National Reading First Conference, 2005)



# What Are Some of the Characteristics of Effective Interventions?

- Explicit and systematic instruction
- Focuses upon the needs of the students
- Provides many opportunities for re-teaching and review
- Increases the **intensity** of instruction by:
  - increasing the amount of instructional time
  - decreasing the group size
  - improving the quality of instruction

(Crawford & Torgesen, 2006)



# Where Should We Begin? ...Assessment!

The data gathered from assessments provides educators with answers to many questions.

- **Screenings**- Tells us who is at risk
- **Progress Monitoring**- Tells us who needs extra support, which groups need modifications, and which skills should be emphasized
- **Diagnostics**- Reveals specific strengths and weaknesses
- **Outcome Measures**- Depicts whether we have reached our goals at varying levels.



# Looking Through the Lens of an Administrator

- Data can also identify where extra resources should be utilized
- It can shed light as to areas in need of continued professional development in the future
- The data can be used in evaluating the effectiveness of the core program as well as supplemental pieces
- Assessment results can depict whether our intervention program has been effective



# Thus, Our Journey Began...

The Reading Leadership Team at Purcell Elementary in Polk County decided they needed to look back in order to move forward.

They accepted the invitation of Dr. Evan Lefsky, Executive Director of *Just Read, Florida!* to attend the Just Read, Florida! Summer 2007 Reading Leadership Team Institute in Tampa, Florida.



# Developing a Common Language

- Throughout the two day training, each member of the Reading Leadership Team attended different breakout sessions.
- Mid-day, they shared with one another the information learned to develop a common language.
- They combined this information with the outcomes measures from the spring of the previous year to formulate an action plan.



# Phase 1: Investigating an Area of Concern

- While many topics were discussed during the Reading Leadership Team Meetings, only one area would be studied in greater depth according to student need.
- Based upon the trends in our school EI Report (Effectiveness of Intervention), it was determined that we would take a closer look at our iiii program.



# Effectiveness of Interventions (EI)

- “This index shows the percentage of your students who began the year at some level of risk for reading difficulties (reading below grade level) but who have grown rapidly enough to advance to a lower level of risk by the mid year or end of year assessment (i.e. they move from intensive to strategic, or from strategic to grade level).”

(Crawford, 2006)



# What Information Can Be Provided by the Effectiveness of Interventions?

“This index indicates how effectively the school’s intervention programs are working to accelerate the development of students who are lagging behind in reading growth.”

(Crawford, 2006)



# Phase 2: Studying and Planning the Course of Action

- An in-depth book study would take place using *Research-Based Strategies to Ignite Student Learning* written by Dr. Judy Willis.
- To start the year with a clear vision and create a ‘data culture,’ the entire staff would conduct further analysis of assessment results to specify areas of greatest need.
- The Reading Leadership Team would investigate best practices brought forth in a summary document entitled *Teaching All Students to Read: Practices from Reading First Schools with Strong Intervention Outcomes* by Elizabeth Crawford and Joseph Torgesen.



# Implications of the Resources Studied...

Based upon our new findings, our course of action was defined. Our focus would center upon **intense interventions**.



## Phase 3: Implementing the Course of Action

- Our first step was to revise the school-wide schedule to incorporate a common iii time that would take place first thing every morning. This would be in addition to the 90 minute block.
- Next, we had to make wise use of **all personnel**.
- Intervention Specialists were selected and received professional development to incorporate the strategies brought forth in the book *Ignite* across the fab five.



# Implementation Underway...

- Explicit, systematic lessons were modeled by the reading coach that reflected varying learning styles and multiple intelligences.
- It was determined that the classroom teacher would work with the high risk students and the intervention specialists would focus on the moderate risk students.
- Analysis of DIBELS, the BEAR Inventory, and classroom observations were utilized when formulating the flexible groups.



# Logistics

- Materials were purchased that allowed students to reinforce previously taught skills in engaging activities.
- Each intervention specialist was given a basket and a binder. These are housed on carts according to grade level.
- iii lesson plans are kept in the binder along with any ancillary materials needed that coincide with the core reading program.



# Logistics continued...

- Each intervention specialist has a wide array of materials from which to choose as the week unfolds.
- They can go “shopping” as often as needed for new hands-on manipulatives.
- On Mondays, the carts are delivered to the hallways in close proximity to the classrooms in which services shall be rendered.



# And We're Off!

- When the clock strikes 8:20 a.m. every day, the intervention specialists simply grab their basket and go to the classroom in which they provide intensive interventions.
- The classroom teachers have also been through professional development to incorporate a research based supplemental program with their high risk students.



# Learning that is Focused & Fun!

- High risk students do rotate to the teacher that is delivering an appropriate level of instruction.
- Our administrators observe iii on a regular basis and are thrilled to see students highly engaged and enjoying learning.
- At 9:00 a.m. formal iii is completed for the day. Intervention specialists collect their materials and place them back on the cart. Then, they are off to their regular roles and responsibilities.



# Intervention in Kindergarten

- When school first began, we needed to immediately collect data on our new kindergarteners.
- We utilized this data to formulate flexible groups.
- A Reading Resource Teacher and a paraprofessional have a scheduled rotation enabling them to provide interventions using a “push-in model” to moderate risk students within the classroom.
- Classroom teachers received training in use of the intervention program to use as a supplemental piece with our core series for high risk students.



# Ongoing Professional Development

- Intervention specialists meet regularly to share ideas and learn new strategies.
- Initially, the reading coach provided the bulk of the lessons and materials.
- After the program had been underway for about three weeks, the Intervention specialists met and created an extensive list of strategies and materials to be used in the fab five.



# Gradual Release

- Eventually, the intervention specialists were put into teams and shared the responsibility of locating and providing materials for their grade-level.
- The reading coach worked collaboratively with the classroom teachers to find out what skills they would focus on in the upcoming week and typed up the information for the intervention team.



## Phase 4: Determining the Effectiveness of Course of Action

- As the year unfolded, the progress monitoring tools: DIBELS, the BEAR Inventory, STAR reports (Accelerated Reader), EI Reports, and Kaplan were used to determine whether our program was moving students forward.
- If they were making gains, we would continue with the program as it currently stood.
- If students were not showing gains, we would analyze the data and make changes according to student need.



# Phase 4: Determining the Effectiveness of Course of Action

- This slide will contain the data results for the 2007-2008 school year.



# Now That We Have Provided an Overview, What Needs to Happen to Make an Intervention Session Successful?

- Let's take a look at how the latest brain research on memory and retention can be applied to small group instruction.
- It not only drives the learning process, but it also allows educators to energize and enliven the minds of their students. (Willis, 2006)



# Encoding...

- Is the process of creating a solid memory trace; it is the birth of a memory.
- “The better the quality of this memory trace, the greater the probability that a stable long-term memory representation will result”

(Baddeley, 1998)



# Making Connections...

- The brain constantly and naturally seeks connections.
- It is extremely important that students connect new information to previously learned concepts.
- Students need to make numerous connections with new information in order to truly acquire it.



# Multiple Stimulations Mean Better Memory

- The More regions of the brain in which we store data about a subject using...
    - Color
    - Movement
    - Music
- ...the greater the possibility for retrieval.

(Morris, 2005)



# Making It Stick!

- Students learn using different learning styles (modalities).
  - Kinesthetic: movement
  - Tactile: touch
  - Visual: sight
  - Auditory: speaking and hearing

(Dunn & Dunn, 1987)



# The Hook and Hold Strategy...

- To hook the students, you have them work in their dominant learning style.
- Once hooked, they will be more willing to work with you in their lesser-developed styles.

(Hanson and Silver, 1996)



# Students Learn Through Multiple Intelligences:

- Verbal/Linguistic
- Musical/Rhythmic
- Logical/Mathematical
- Visual/Spatial
- Bodily/Kinesthetic
- Intrapersonal
- Interpersonal

(Gardner, 1993)



# Intelligence-Fair Instruction...

- *Intelligence fair* - means every individual has a chance to learn using his or her own unique way of processing information.
- Since each person processes information differently, instruction must be flexible and consist of a variety of processing modes.

(Hook, 2000)



# How Does This Impact Intensive Reading Interventions?

When conducting small-group sessions, instruction will be differentiated to include many modalities and intelligences.

(Gregory & Chapman, 2002)



In other words...  
our delivery of  
instruction  
must be...  
**Flexible!!!**



# Intervention Specialists Provide Multiple Opportunities for “Guided Practice” to Enhance Learning

This practice will include:

- **Novelty-** enthusiasm is generated when presented with unique experiences
- **Stimulation of their senses-** using a wide array of hands-on manipulatives to create multiple pathways to the same memory storage destination



**Movement-** the door to learning (Willis, 2006)

# The Good News...

Learning  
causes  
growth  
of brain  
cells.

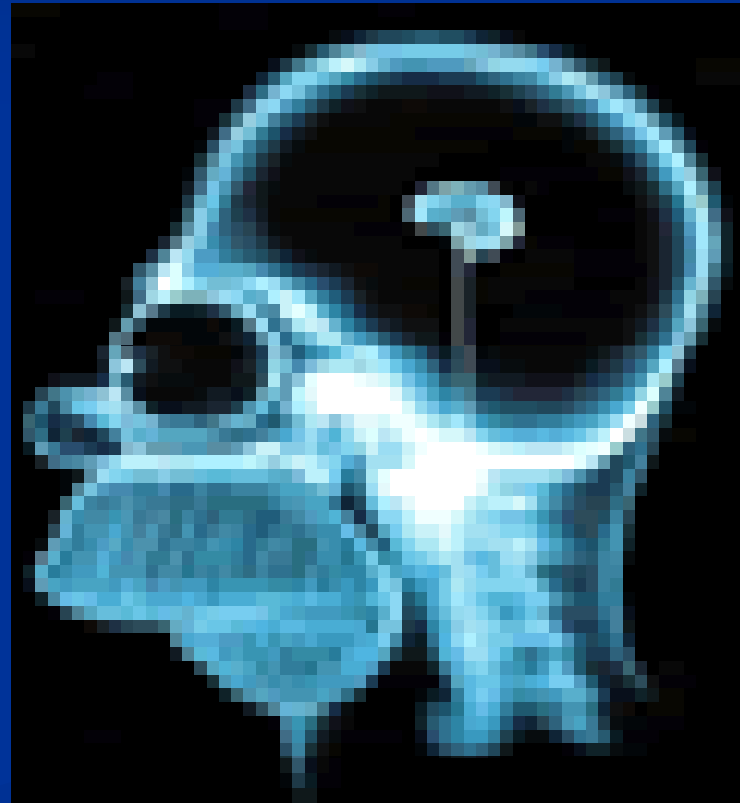


# The Bad News... “Pruning”

Use it or lose it!

Neurons are  
pruned  
(eliminated)  
when they are  
inactive.

(Willis, 2006)



# Repetition and Consolidation

- Multiple mechanisms work to maintain stored memory, including recollection, familiarity, and priming.
- Once remembered, it still needs to be reviewed over gradually lengthened intervals.
- When the brain perceives information repeated in multiple ways, there is a priming process that makes encoding more efficient.
- Consolidation involves acquiring and rehearsing information. (Willis, 2006)



# The Power of Play in Learning

- To play, the human brain must be engaged.
- To learn, the human brain must be engaged.
- To remember, the human brain must be engaged.
- Playing with newly learned information allows students to explore and interact in valuable ways.
- It gives the new skill a purpose.
- Without purpose, learning becomes tedious and opportunities for retention are lessened.

( Morris, 2005)



# Keeping All of These Factors in Mind...

- Purcell Elementary began meeting the needs of all learners by filling intervention prescriptions to “cure” diagnosed gaps.
- The lessons were focused and intense , yet fun and engaging.
- The strategies to follow will incorporate what we know about the brain, memory, and learning as it is related to providing interventions that include many modalities and intelligences.



(Gregory & Chapman, 2002)

# Phonemic Awareness and Phonics

## Syllable Squat

- **Purpose:** Using words called out by the teacher, the students will use large muscle movement to clearly define where words divide into syllables. (Bending at the knees and back up for each syllable)
- **Bodily/Kinesthetic**
- **Teacher Talk:** Ex ag ger ate
- **We would squat four times.**



# The Electric Slide

- **Purpose:** The music entitled “The Electric Slide” plays for rhythm. The students will take one step to the right for each sound in a word and then jump with both feet and say it fast. (After the teacher has called out the definition) On the next word, they step to the left and jump to blend.
- **Bodily/kinesthetic, Musical/Rhythmic**
- **Teacher Talk:** This word means to jump into a pool head first and arms extended. (start music) 1, 2, 1, 2 ready go /d/ /i/ /v/ dive!



# Slinky Sly: Segment and Blend Words

- Purpose: Students begin by repeating a word, saying it slowly, while pulling apart a slinky. Then, “saying it fast” as they put it back together.
- Modality: bodily/kinesthetic, auditory, visual
- Teacher Talk: You were able to segment that word out loud quite well. Then, when you said it fast, you were able to blend it back together.



# Colors: In a Flash of Light

- Purpose: Two students will hold a flashlight. Each has been covered with a different color Syran wrap. As the teacher calls out a sound or a word or a question, the students must locate the correct response on the chart and flash it.
- Modality: **bodily/kinesthetic, auditory, visual (color)**
- Teacher Talk: I noticed when I called out the sound /d/, you both knew it right away because your blue light and her yellow light made green!



# Letter, Letters Everywhere: Can You Make a Word?

- Purpose: Students use letter tiles, magnetic letters, and letter puzzles to manipulate and create words segmented by the teacher.
- Modality: Verbal/linguistic, bodily-kinesthetic
- Teacher Talk: Now you are able to use letters to sound out and make words. The order in which the letters go is very important.



# Fluency

## Reader's Theater

- Purpose: In Reader's Theater, students stand in front of an audience and read scripts they have practiced beforehand. No costumes, props, or scenery are necessary.
- Modality: verbal/linguistic, interpersonal, auditory, visual
- Teacher Talk: You used your voices to really bring the characters to life.



(Rasinski, 2003)

# Poetry and Song: Using Whisper Phones

- Purpose: Students use whisper phones to practice the poem or song quietly. The sound goes directly into their ear to be processed at the auditory level. It also cuts down on distractions.

The poems are practiced throughout the week in a variety of ways and then on Friday, they have a “poetry party” or “poetry coffeehouse.”

- Modality: verbal/linguistic, interpersonal, auditory, visual

 ■ Teacher Talk: I like your interpretation of that poem. (Rasinski, 2003)

# Repeated Readings

- Purpose: As a child reads a passage at his or her instructional level, the teacher times the reading. The teacher then gives feedback on word-recognition errors and the number of words read accurately and records this data on a graph.
- The child then practices reading the same selection independently or with a partner.
- The process is repeated and the child's progress is plotted on a graph until the child masters the passage.

(Blevins, 2001)



# Vocabulary

## Swat the Word!

- **Purpose:** Students will listen to a sentence with one of their vocabulary words omitted. Each child holds a fly swatter and the first one to swat the word on the chart that fits the sentence wins.
- **Modality:** bodily/kinesthetic/auditory
- **Teacher Talk:** “And then, one day, the Boy was ill. His face grew very \_\_\_\_\_, and he talked in his sleep, and his little body was so hot that it burned the Rabbit when he held him close.” (The Velveteen Rabbit by Margery Williams, 1997)



# Act It Out!

- **Purpose:** To make a mental image of a word/concept to aid in recalling the word.
- **Modality:** Kinesthetic
- **Teacher Talk:** “What part of the pantomime helped you to know the word?”

(Tilton, 2003)



# Hit the Buzzer!

- Purpose: The teacher calls out a definition and if the students know the word, they hit an invisible buzzer. (Every Student Response)
- Modality: Auditory/kinesthetic
- Teacher Talk: I see many of you know this one, on the count of three everyone whisper the word. One, two, three. (Unison response)



# Comprehension

## Sticky Note Visualization

- Purpose: The teacher will read aloud from a piece of age-appropriate poetry. The students will visualize what the author describes and then sketch it out.
- Modality: **auditory, verbal/linguistic, and visual/spatial**
- Teacher Talk: The way you interpreted the author's words in your drawing is creative.



# Plowboy

by Carl Sandburg

After the last red sunset glimmer,  
Back on the line of a low hill rise,  
Formed into moving shadows, I saw  
A plowboy and two horses lined against the  
Gray,  
Plowing in the dusk the last furrow.  
The turf had a gleam of brown,  
And smell of soil was in the air,  
And, cool and moist, a haze of April.



I shall remember you long,  
Plowboy and horses against the sky in  
shadow.

I shall remember you and the picture  
You made for me,  
Turning the turf in the dusk  
And haze of an April gloaming.

1992)

(Sandburg,



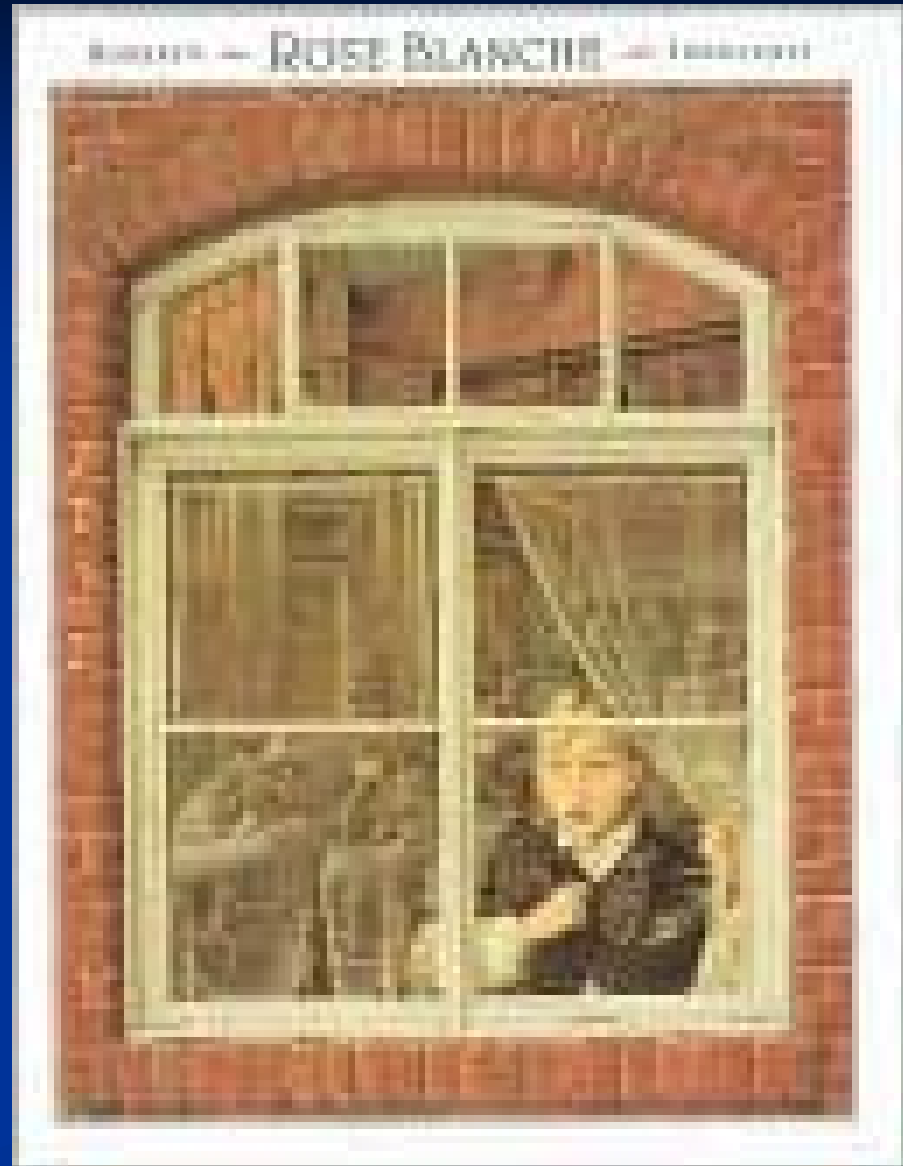
# Questioning

Purpose: I Wonder

Why- The students look at the cover of the book and create questions (I wonders) stemming from what they see.

Modalities:  
interpersonal,

**R<sub>x</sub>** visual



# The Magic Stone

- Purpose: Determining Importance of a passage by locating key information using a magic stone that magnifies the important words. You could also substitute a magnifying ruler to magnify the important sentences.
- Modality: verbal/linguistic, visual, tactile
- Teacher Talk: I see you selected a portion of the text. Could you please read what you have chosen? Why did you pick that part?



(Zimmermann & Hutchins, 2003)

# Have a Ball With Interventions!

**Purpose:** Students will practice previously taught words, sight words, or word parts (prefixes, suffixes, root words) using a beach ball. The words or word parts are written on the ball. They toss it to each other. When caught, where the right thumb lands is your word to define. (or word part to create a word with)

**Bodily/kinesthetic, Verbal/linguistic, tactile**

**Teacher-Talk:** Your thumb landed on the word collapsed? What does that mean to you?



# Have a Ball With Interventions!



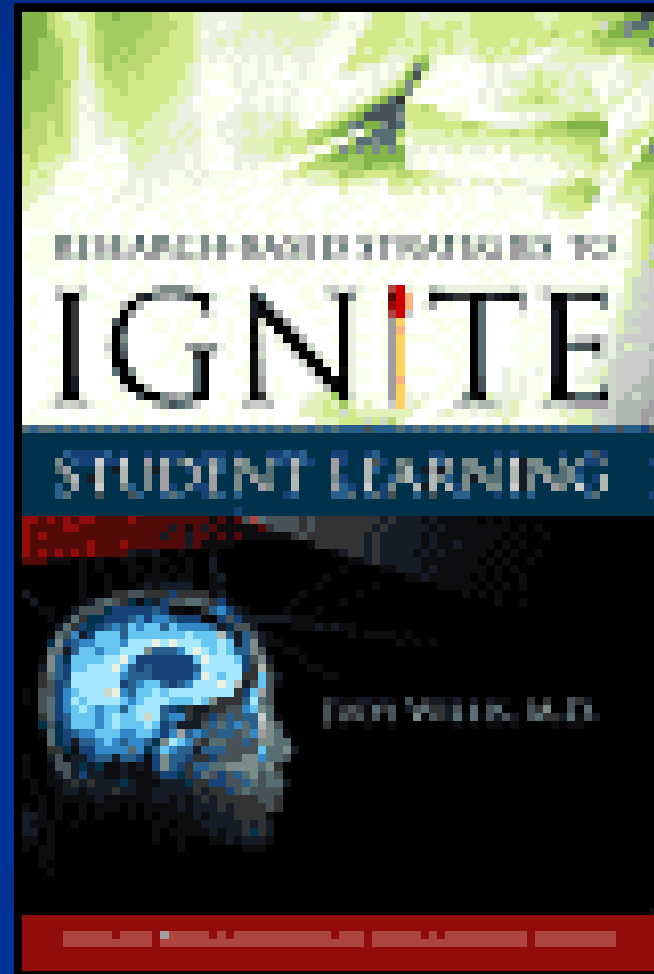
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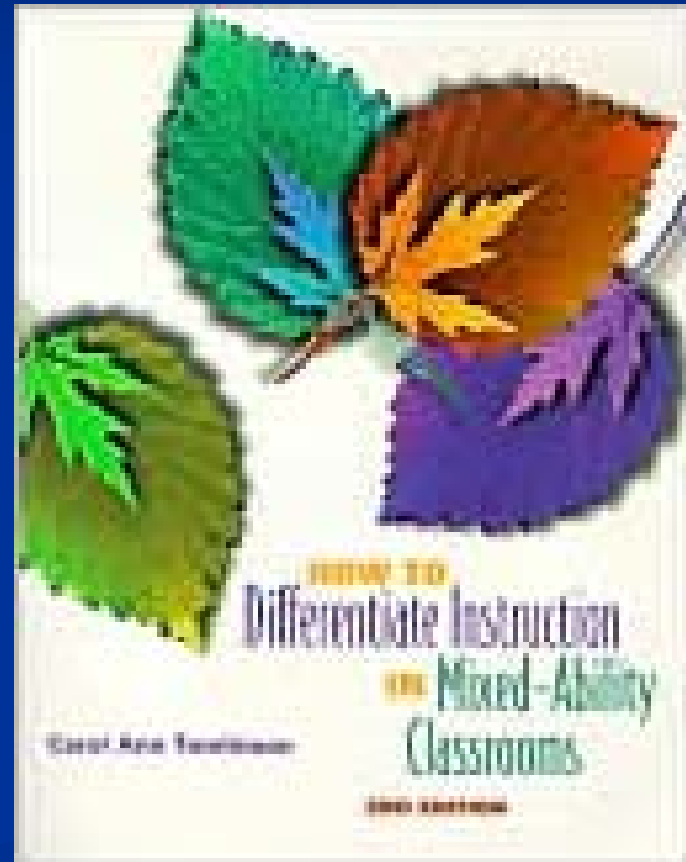


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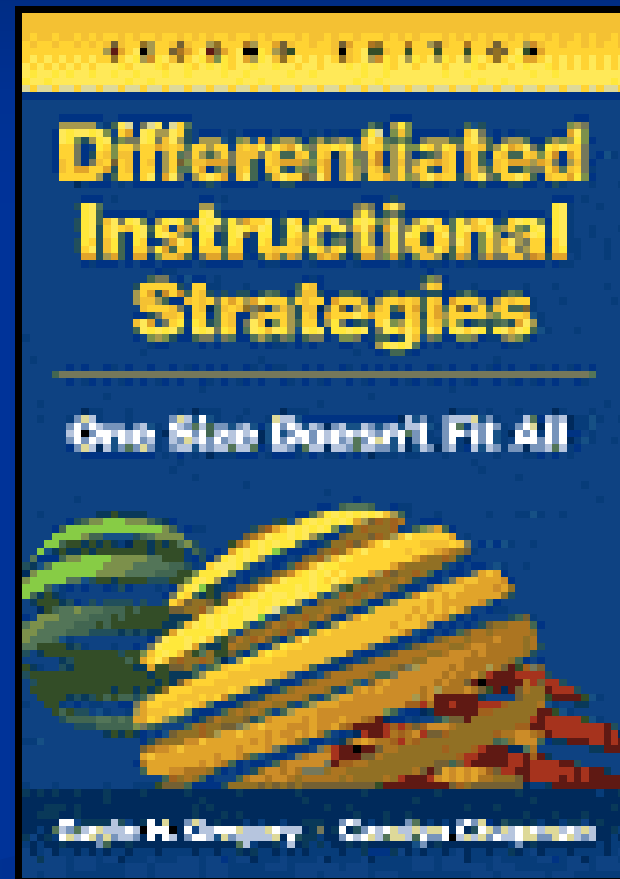
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[interventions@fcrr.org](mailto:interventions@fcrr.org)

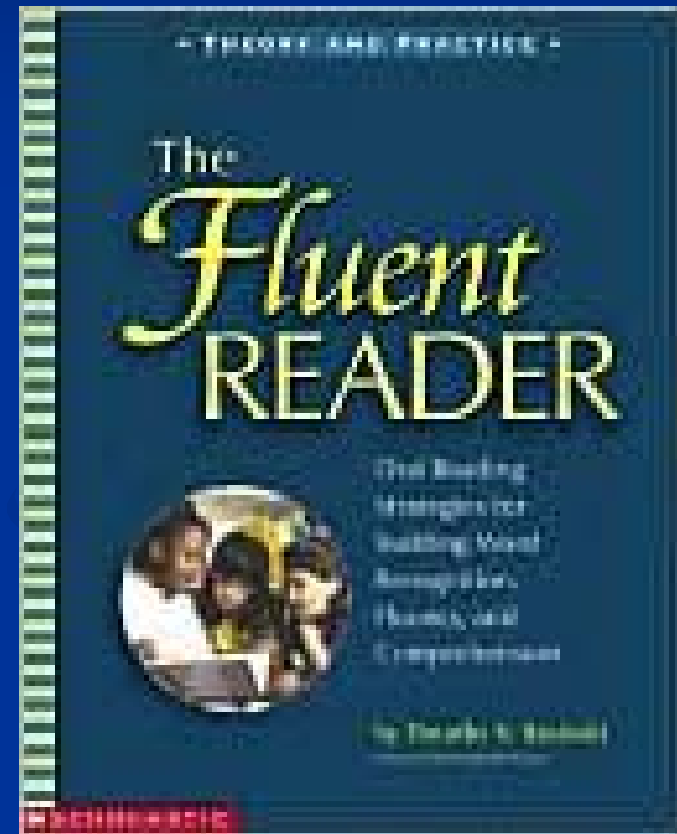
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**Information & Ideas for the Support of Struggling Readers**



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