

Proven Practices for Tier 2 Intervention

February 8, 2022



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Today's Presenters



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What We'll Share Today

1

The importance of a clearly defined tiered system of support

2

How to use diagnostic data to plan Tier 2 interventions

3

The components of effective Tier 2 interventions and progress monitoring

Your work for students in the face
of uncertainty inspires our work.

THANK YOU!

The Importance of a Clearly Defined Tiered System of Support

How do you define Tier 1 and Tier 2 instruction?

- Tier 1 is implementation of high quality, evidence-based curriculum that reflects grade-level standards and is designed to meet the needs of ALL students.
 - Includes differentiated small group instruction to address specific needs
 - Might include the use of technology for additional practice
- Tier 2 is targeted instruction on *specific foundational skills* that is in addition to core instruction.
 - Providing explicit instruction with practice and feedback on targeted skills to small groups of students with similar needs
 - Progress monitoring to change groupings frequently as students demonstrate mastery

Multi-tiered model builds upon the instruction in earlier tiers.



Across all 3 tiers:

1. Use explicit instruction
2. Focus on engagement
3. Sequence skills from easy to hard
4. Embed cumulative review
5. Provide immediate corrective feedback
6. Practice to automaticity

Achieving Equity Requires A Systemic Approach

Components of MTSS That Facilitate Equitable Outcomes:

Culturally responsive
assessments and instruction

High-quality instruction and
early intervention

Data-based decision
making to facilitate
equitable outcomes

Leadership

Professional learning

How can we efficiently address early reading difficulties?

Use data to:

- Target students' needs
- Design impactful instruction
- Solidify foundational skills



How can we respond when reading difficulties are a barrier to learning content?

Ensure access to **grade-level text** while intervening with missing foundational skills in small groups.



How to Use Diagnostic Data to Plan Tier 2 Interventions

Data, Data, Data!

Purpose	Assessment	For Whom	When
Proficiency on grade-level content	Outcome	ALL: Often grade 2 and up	End of Year
Identify who is at-risk	Universal Screener	ALL: Elementary grades (some Middle/High School)	3 Times a Year
Determine what to teach	Diagnostic	FEW: Those students at-risk	Anytime
Are students benefiting/improving	Progress Monitoring	FEW: Those students at-risk	Weekly, Biweekly

Why Universal Screening?

Universal Screening is a process of systematically seeking early warning signs of a later problem (i.e., predictive).

Screening systems **MUST**:

- Be **quick & efficient**
- Measure a **continuum** of skills
- Focus on **high priority** skills
- Link to **instructional priorities**

Answers: **WHO to TEACH**

Why Diagnostic Assessments?

*Diagnostics is a process for determining students' strengths and weaknesses on **specific high-priority skills**.*

Diagnostic assessments **MUST**:

- **Directly measure** skills
- Include **numerous** skills
- Provide **multiple opportunities** to respond
- Be scored at the **error level**

Answers: **WHAT to TEACH**

Why Progress Monitor?

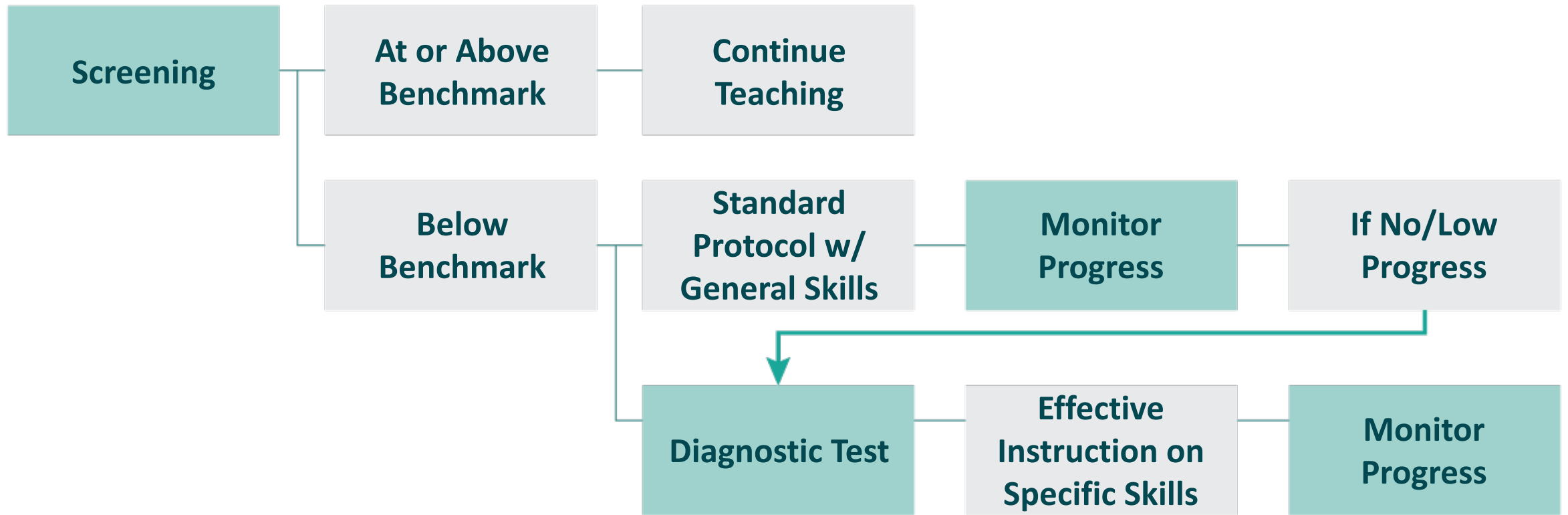
Progress Monitoring is a process for determining if the student is learning what we are teaching.

Progress Monitoring assessments **MUST:**

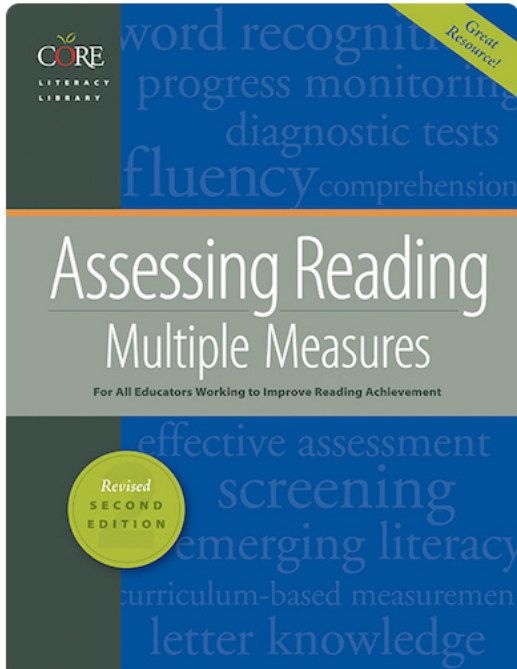
- Be given **frequently**
- Be **efficient**
- Focus on **high-priority skills**
- Capture **growth**

Answers: **IS IT WORKING**

How Screening, Diagnostics, and Progress Monitoring Fit Together



Phonological Awareness: Diagnostics



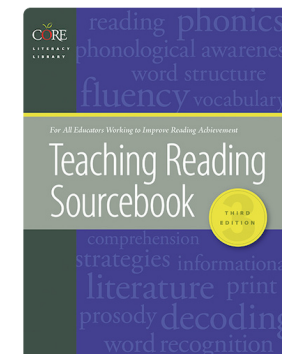
Phonological Segmentation Test (Page 19)

- Grades: K – 1
- Task(s): Sentence Segmentation, Syllable Segmentation, Phoneme Segmentation
- Purpose: Screen, Diagnostic, Progress Monitor

Phoneme Segmentation Test (Page 30)

- Grades: 2 and Up
- Task: Phoneme Segmentation
- Purpose: Diagnostic

How to Use the Data to Plan Tier 2 Instruction for PA Grades K-2+



Phoneme Segmentation (K-1)

Example: keep

Student: says the phoneme and moves different colored blocks to indicate each phoneme

/k/ /e/ /p/

Teach: if Score is below Benchmark

Instruction: CORE's Teaching Reading Sourcebook: Elkonin Sound Boxes p. 135

Phoneme Segmentation (2+)

Example: shop

Student: says the phoneme and moves different colored blocks to indicate each phoneme

/sh/ /o/ /p/

Teach: if Score is below Benchmark

Instruction: CORE's Teaching Reading Sourcebook: Say-it-and-move-it p. 154 & Elkonin Sound Boxes p. 135

Phonics: Diagnostics



- Grades: 1 and Up
- 12 Phonic Categories
- Purpose: Screen, Diagnostic, Progress Monitor

CORE Phonics Survey (Page 41)

- Grades: K and Up
- 10 Phonic Categories
- Purpose: Screen, Diagnostic, Progress Monitor

CORE Phonics Survey

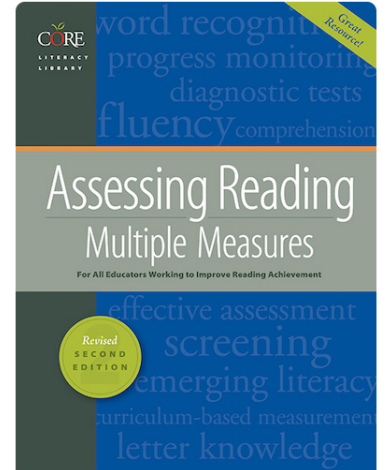
Which specific phonics skills does a student need help with?

~~sip~~ mat ~~let~~ bun hog

rut ~~fit~~ bat hot ~~set~~

nop sut ~~dit~~ ~~pem~~ fap

Student needs help with /i/ and /e/





Which specific phonics skills does a student need help with?

Diagnostic Student Tile: CVC Skill Analysis

Diagnostic Student Tile: CVC Skill Analysis

Key

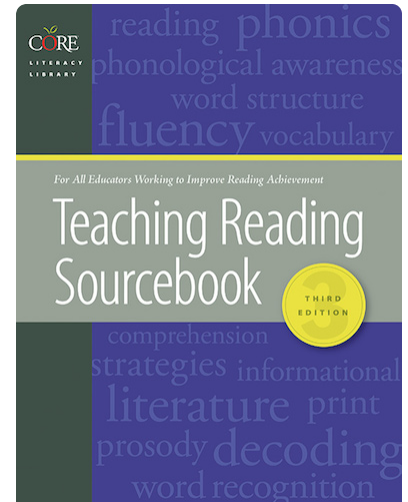
- White - Correct
- Red - Incorrect

a	e	i	o	u
d a k	d e g	b i f	b o n	f u p
l a t	h e t	f i m	h o k	g u b
n a m	n e f	n i z	p o g	j u n
t a d	p e d	r i t	r o f	t u s
y a f	s e p	z i b	v o d	y u d

View Notes Next

How to Use the Data to Plan Tier 2 Instruction for Phonics Grades K-2+

Explicit Phonics Lesson Sequence	
1. Develop Phonemic Awareness	A variety of phonemic awareness activities help students make sense of the alphabetic principle and develop their phonics skills. Letters are incorporated into this explicit instruction.
2. Introduce Sound/Spelling	Phonic elements are explicitly taught in isolation.
3. Blend Words	Blending includes explicit instruction and practice in sounding out and reading words. Routines include sound-by-sound, continuous, spelling-focused, and whole word blending.
4. Build Automatic Word Recognition	Activities to develop automaticity focus on the rapid and effortless decoding and reading of words in isolation.
5. Apply to Decodable Text	Opportunities to practice reading and rereading decodable texts also develop automaticity. Decodable texts contain a high proportion of the words that are made up of previously taught sound/spelling correspondences.
6. Word Work for Decoding and Encoding	A range of activities leads students to practice sound/spelling patterns by building, manipulating, and sorting words. Word-work activities include word sorting, Elkonin boxes with letters, word building, and dictation.



Teaching
Reading
Sourcebook
p.175

CORE: Teaching Reading Sourcebook

Phonic Skills in Chapter 6	CORE Phonics Survey	KeyPhonics
Letter Sound (pgs. 196 – 199)	Consonant and Vowel Sounds	In development
Digraphs (pgs. 200 – 203)	Short Vowels, Digraphs, and –tch trigraph	Digraphs
Short Vowels (pgs. 204 – 207)	Short Vowels, Digraphs, and –tch trigraph	CVC, CVCC (Digraphs & Blends)
CVC (pgs. 208 – 213)	CVC	CVC
CVCC (pgs. 214 – 220)	Consonant Blends w/ short vowels	CVCC
CVCe (pgs. 221 – 225)	Long Vowel Spellings	CVCe
Vowel Combinations (pgs. 226 – 231)	R-Controlled, Long Vowel Spellings	Vowel Teams, R-Controlled
Phonograms (pgs. 232 – 234)	ALL Categories (Mostly with digraphs and blends)	ALL Categories (Mostly with digraphs and blends)
Syllable Division VC/CV (pgs. 276 – 282)	Multisyllabic words	CVCCVC
Syllable Division V/CV (pgs. 283 – 291)	Multisyllabic words	LV Suffix
Syllable Division VC/V (pgs. 283 – 291)	Multisyllabic words	SV Suffix
Affixes (pgs. 304 – 313)	Multisyllabic words	Prefix, LV Suffix, SV Suffix
		Contractions

How to Ensure Good Outcomes for Tier 2 Interventions

Two Commonly Used Approaches to Providing Tier 2 in a RtI/MTSS Model

1

Standard Protocol

All students receive the same, empirically validated intervention.

2

Problem Solving

A school-based team works to identify the student's specific needs and develops and implements a plan to address the needs.

Essential Components of Tier 2 Interventions

a focus on the big ideas in beginning reading	✓
explicit instruction	✓
systematic instruction	✓
multiple opportunities for students to practice	✓
a high level of teacher-student interaction	✓
specific error correction procedures/frequent and immediate feedback from teachers	✓

Essential Components of Tier 2 Interventions (continued)

students learn skills to mastery	✓
cumulative review	✓
formative assessment to provided targeted and timely instruction	✓
placement tests and mastery tests in commercially available programs	✓
opportunity for application of skills and strategies in connected text	✓
incorporation of complex reading skills	✓
instructional design that accelerates student growth	✓

Resources for Finding Tier 2 Interventions

- The National Center for Intensive Intervention (NCII) Academic Interventions Tool Chart (<https://charts.intensiveintervention.org/aintervention>)
- IES's What Works Clearinghouse, Find What Works Based on the Evidence (<https://ies.ed.gov/ncee/wwc>).

Resources for Finding Tier 2 Interventions

- Educators can also visit the IRIS Center to find a list of organizations that are trustworthy sources for current evidence-based practices for students in Grades K–12 (https://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q2/p06/#content).

Tips for Monitoring Student Progress in Tier 2

- IES Practice Guide recommends students in Tier 2 be monitored **at least monthly**.
- IES Practice Guide states that if a Tier 2 program does not include mastery checks, monitor students' progress **weekly if possible, but no less than once a month**.
- **Bi-weekly or weekly progress monitoring provides more data points to assist with timely decision making.**
- Measures should be efficient, reliable, and valid.

Appropriate Progress Monitoring Measures for K-2

Grade	Measure
K	Phonemic Awareness Measures (especially measures of phoneme segmentation)
1	Fluent Word Recognition Nonword (pseudo word reading) Oral Reading Fluency
2	Fluent Word Recognition Oral Reading Fluency

What if a Student is Not Making Expected Progress?

- The team needs to compare a student's progress to the group's progress to determine if it is an **individual student problem** or if the **whole group** is not making expected progress to determine appropriate remedies.

Is It an Individual Student Problem or a Group Problem?

GROUP 1

Student	Level	Trend	Variability	Recommendation
Shelly	Above goal line; ~60 wpm	Positive; expected to exceed goal	Stable; little variability, no extreme points	Increase goal
Sara	Above goal line; ~70 wpm	Positive; expected to exceed goal	Stable; little variability, no extreme points	Increase goal
Gail	Above goal line; ~55 wpm	Positive; expected to meet goal	Some variability, no extreme points	Keep intervention and goal as is
Jill	Above goal line; ~75 wpm	Positive; expected to meet goal	Some variability, no extreme points	Increase goal
Kristina	Above goal line; 40-55 wpm	Positive, but gap will widen over time - student not expected to meet goal	Some variability, no extreme points	<ul style="list-style-type: none"> - Look at attendance and PM fidelity - Individual Sound Partner remedies

GROUP 2

Student	Level	Trend	Variability	Recommendation
Kim	Above goal line; ~60 wpm	Positive; expected to meet goal	Stable; little variability, no extreme point	Keep intervention and goal as is
Carrie	Below goal line; ~35 wpm	Flatline; not expected to meet goal	Two extreme points	<ul style="list-style-type: none"> - Examine SP fidelity - Group solution
Dale	Below goal line; ~38 wpm	Flatline; not expected to meet goal	Lots of variability	<ul style="list-style-type: none"> - Examine SP fidelity - Group solution
Nicole	Below goal line; ~42 wpm	Negative; not expected to meet goal	Stable; little variability, no extreme points	<ul style="list-style-type: none"> - Examine SP fidelity - Group solution
Kay	Below goal line; ~45 wpm	Flatline; not expected to meet goal	Lots of variability	<ul style="list-style-type: none"> - Examine SP fidelity - Group solution

What if a Group/Student is Not Making Expected Progress?

ASK

Is the intervention program being implemented with fidelity?

IF NO...

Provide additional training and support through coaching.

What if a Group/Student is Not Making Expected Progress?

ASK

Is the lesson placement appropriate?

Are all students placed appropriately in the group?

IF NO...

Examine mastery test data. Repeat a series of lessons if the data indicate a need.

Examine mastery test data. Observe group and collect data on student responses.

What if a Group/Student is Not Making Expected Progress?

ASK

Is the interventionist utilizing individual turns throughout the lesson to check for student mastery?

Is the interventionist presenting remedies based on mastery test performance?

IF NO...

Provide additional training and support through coaching.

Review mastery test data with the interventionist and discuss how to determine appropriate remedies. Model how to present the remedies and map out a plan for integrating remedies into daily lessons.

What if a Group/Student is Not Making Expected Progress?

ASK

Is the intervention being implemented as scheduled?

Is the intervention time sufficient?

Is the pacing of the lessons appropriate (e.g., is the pace too fast or too slow) ?

IF NO...

Work with the interventionist to identify any barriers to teaching as scheduled. Support interventionist in overcoming those barriers.

Increase the number of minutes per day and/or the number of days per week.

Provide coaching support.

What if a Group/Student is Not Making Expected Progress?

ASK

Is the progress monitoring data being reliably collected? (Observe administration and scoring of progress monitoring measures.)

IF NO...

Retrain on test administration and scoring. Conduct additional checks for reliability. Change personnel administering the measures if needed.

ASK

Is there an extreme data point (an outlier) or extreme variability in the data that is affecting the trend line of the data?

IF YES...

Collect additional data points.

What if a Group/Student is Not Making Expected Progress?

ASK

IF YES...

Is student attendance impacting the student's progress?

Problem solve with team and parents re: how to improve student attendance.

Is a student's behavior or lack of engagement negatively affecting progress?

Implement a point system with rewards to increase positive behavior and engagement.

Goal:

Getting students back on track so they can meet grade-level benchmarks without intervention!





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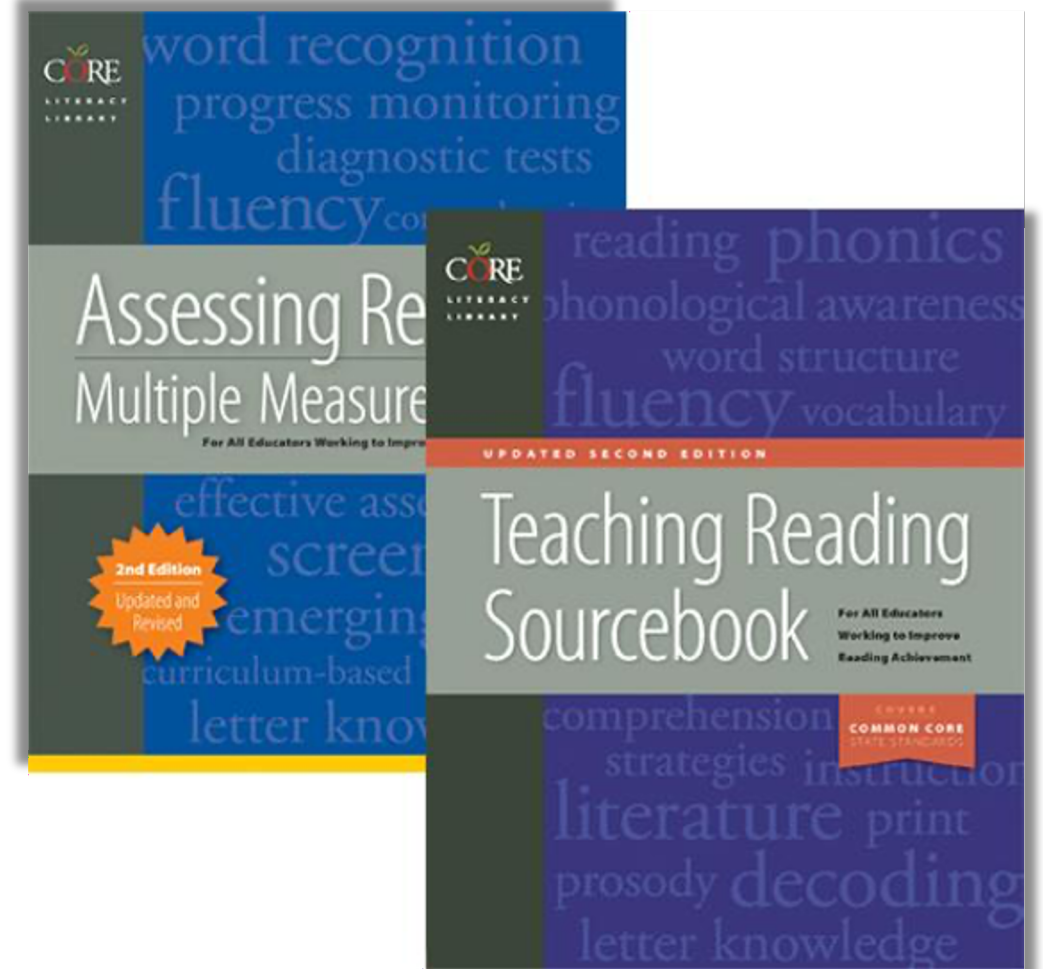
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