



CORE
LEARNING

Targeting Reading Interventions to Increase Success: Getting Beyond Levels



Meet Your Presenter



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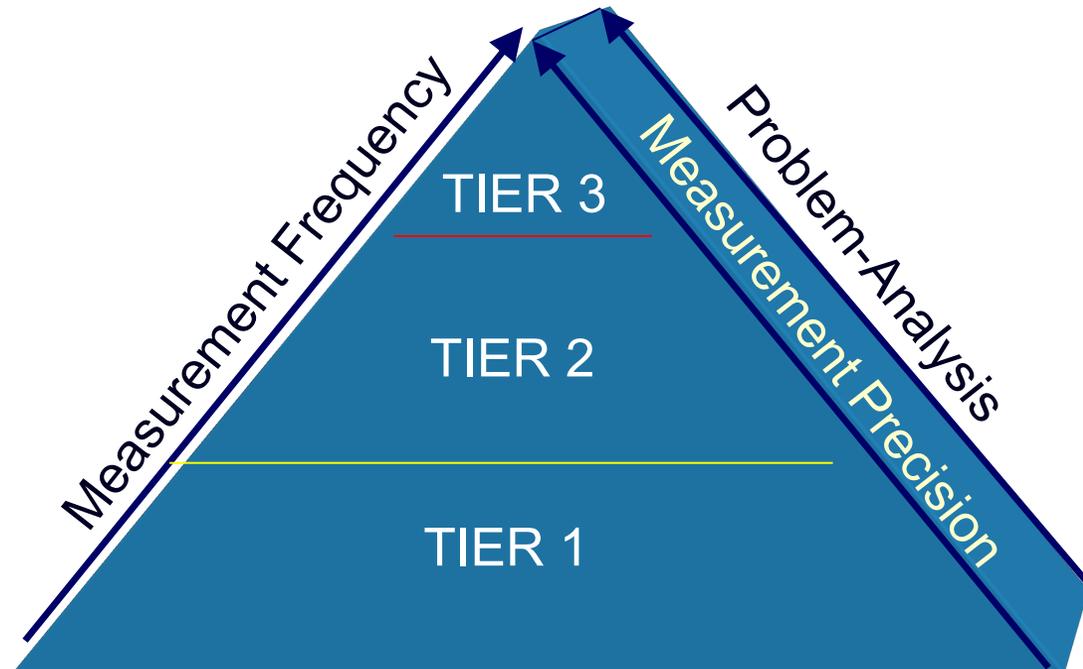


What You'll Learn

- A framework to better identify student needs using assessments that are either free or already in use
- How to create more precise groupings for intervention
- How to match reading intervention to student needs
- Reading interventions to address specific needs



MTSS and Problem-Solving



Problem Solving

Tier I – Identify discrepancy between expectation and performance for class or individual (**Is there a classwide need?**)

Tier II – Identify discrepancy for individual. Identify category of problem. (**What is the category of the problem?**)

Tier III – Identify discrepancy for individual. Identify causal variable. (**What is the causal variable?**)

All Tiers – Identify discrepancy between expectation and performance for student progress (**Is the student making adequate progress?**)



Personalized = Target Intervention
to Reading Skills

Does One Size Fit All?











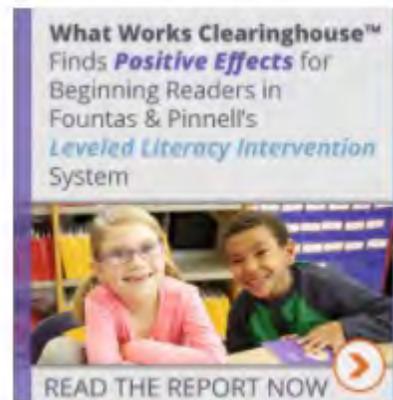
Intervention?





Leveled Literacy Intervention (LLI)

The *Fountas & Pinnell Leveled Literacy Intervention* is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. *LLI* turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.



What is it?

Who is it for?

What is inside?

How is it implemented?

The *LLI* systems are designed to be used with small groups of students who need intensive support to achieve grade-level competencies in grades K through 12. It also provides strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English. You may also decide to include students who are identified as having special needs if the content of *LLI* meets the educational program specifications for the student.

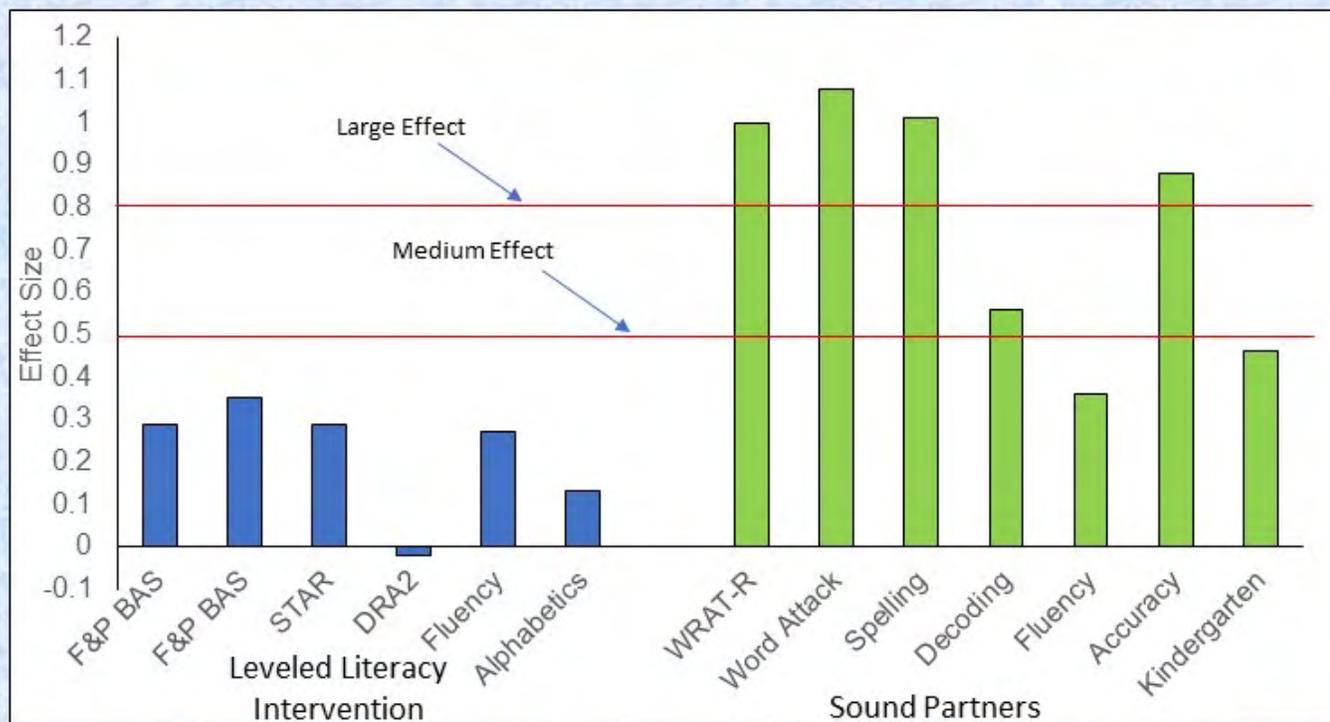


Leveled Literacy Intervention

- Effect Sizes
- Kindergarten = 0.26
- First Grade = 0.36
- Second Grade = **-0.09**

Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L. A., Zoblotsky, T. A., Huang, Y., & Gallagher, B. (2010). Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention Program (LLI) for 2009-2010. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

How Effective is the Leveled Literacy Intervention for K-2 Students?



Fountas & Pinnell:

- BAS – Diagnostic accuracy of 54% for identifying struggling readers (Parker et al., 2015)
- 58% of Struggling readers could not read the book that was at their level according to F&P (Burns et al., 2015)

Sources:

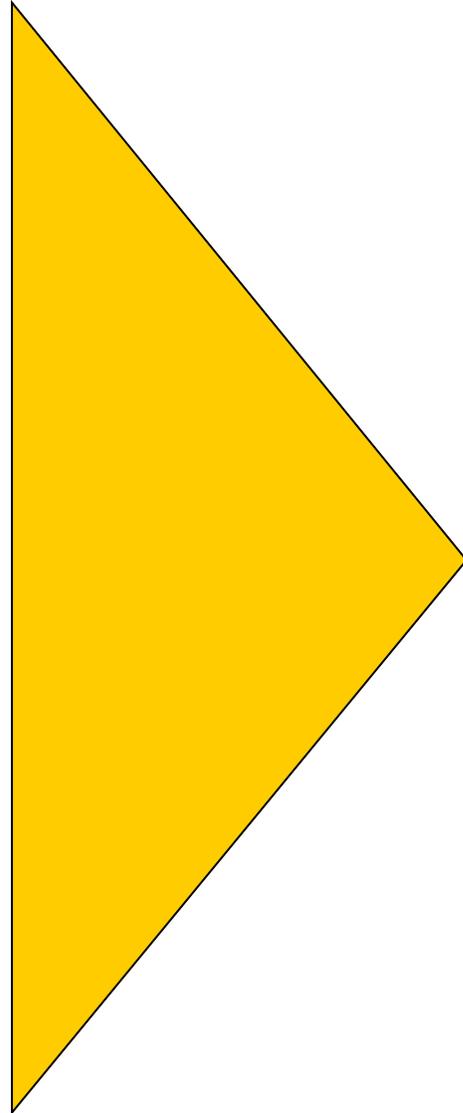
LLI - https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf

Sound Partners - <https://charts.intensiveintervention.org/aintervention>

Student	MAP RIT	MAP %ile	F&P	ORF	Accuracy
1	149	1	G	30	77%
2	158	3	G	37	88%
3	159	4	G	30	94%
4	170	27	G	32	87%
5	166	17	G	58	89%
6	188	73	G	80	98%
7	157	1	G	26	93%
8	149	1	G	27	84%
9	160	6	G	36	86%
10	154	1	G	30	77%
11	160	6	G	31	82%
12	166	17	G	44	90%
13	163	11	G	47	90%
14	161	8	G	61	95%
15	167	19	G	70	100%
16	155	1	G	17	77%

Reading Interventions for Tier II

- PALS
- Read 180
- Read Naturally
- Rewards
- LLI
- Etc., etc., etc.



**PROFICIENT
READING**

National Reading Panel

- Is phonemic awareness instruction effective in helping children learn to read?
- Reviewed 52 studies of PA instruction.
- Three general outcomes were explored
 - PA tasks such as phoneme manipulation,
 - spelling,
 - and reading tasks such as word reading, pseudoword reading, reading comprehension, oral text reading, reading speed, time to reach a criterion of learning, and miscues

National Reading Panel Results

- PA instruction demonstrated better efficacy over alternative instruction models or no instruction
- Improved PA measures (strong), reading ($d = .53$) and spelling skills
- Teaching one or two PA skills was preferable to teaching three or more
- PA instruction benefited reading comprehension (Ehri et al.).

Means and Ranges of Effect Sizes by Reading Outcome Measure

	N	Mean ES	SD	Minimum	Maximum
Pseudowords	24	0.84	0.80	-0.19	3.60
Words in Isolation	48	0.92	0.89	-0.05	4.33
Contextual Reading	24	0.37	0.38	-0.37	1.18

Assess 4 NRP Areas



Phonemic Awareness

Phoneme segmentation fluency (PAI, CTOPP)



Phonics

Nonsense word fluency, spelling (WJ Pseudoword)



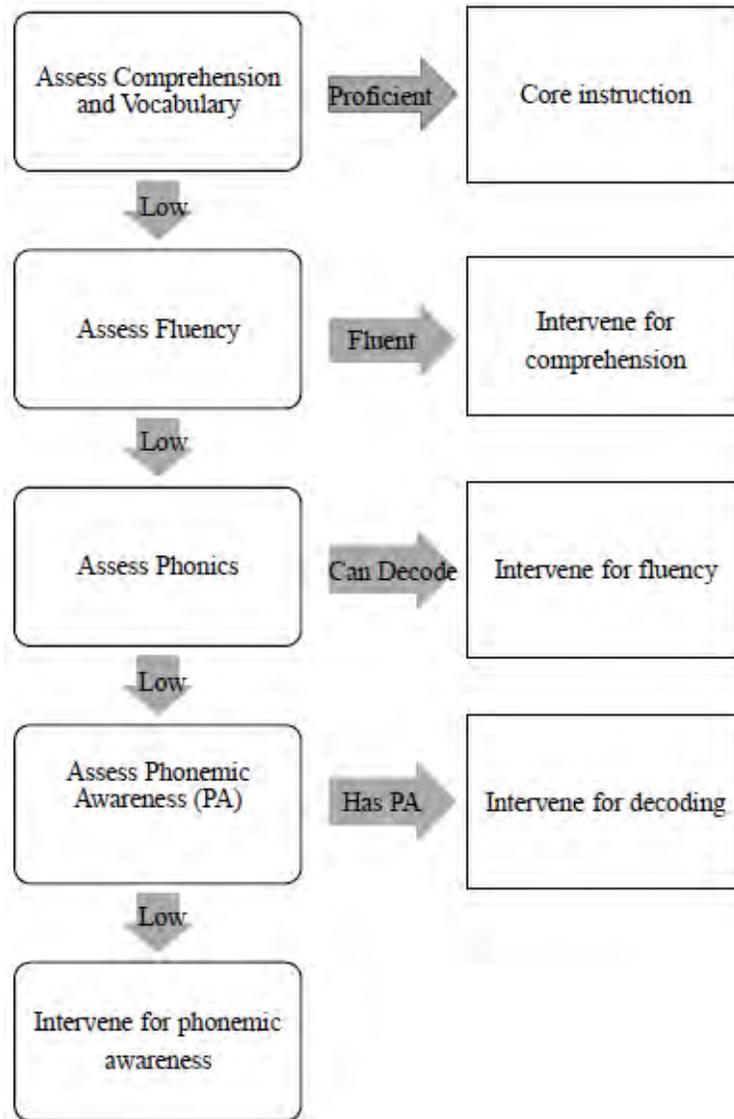
Fluency

CBM-R (TOSCRF)



Vocabulary/Comprehension

Measures of Academic Progress or STAR Reading



Grade	Phonemic Awareness	Phonics	Fluency	Comprehension
Kindergarten	Road to the Code	Sound Partners	NA	NA
First Grade	Road to the Code	Sound Partners	NA	NA
Second Grade	Phonological Awareness Tools and Strategies	Sound Partners	Read Naturally	LSC: Inferencing
Third Grade	NA	Phonics for Reading	Read Naturally	LSC: Inferencing
Fourth Grade	NA	REWARDS	Read Naturally	LSC: Inferencing
Fifth Grade	NA	REWARDS	Read Naturally	LSC: Inferencing

PRESS PHONEMIC AWARENESS INVENTORY

Student: _____ Date: _____ Administered by: _____

Isolated Sounds

Say to the student, "I'm going to say some words and then you will tell me the first sound in each word. For example, the first sound in big is /b/. Now you try." Say the three initial sound words and record the student's responses.

"Now, I am going to say some more words and you will tell me the last sound in each word. For example, the last sound in pal is /l/. Now you try." Say the three final sound words and record the student's responses.

Word	Initial Sounds "What's the first sound in ___?"			Final Sounds "What's the last sound in ___?"		
	sun	top	met	can	dip	fog
response						
correct						

≤ 5 consider PA-1 or PA-2 > 5 move to Segmenting*

Segmenting

Say to the student, "I'm going to say a word and you will say the sounds you hear in the word. For example, if I say the word pen the sounds are /p/ /e/ /n/. Now you try." Say the following words and record the student's responses.

Word	fan	set	bin	dot	nut	sad
segmented sounds						
correct						

≈ 5 consider PA-3* > 5 move to Blending

*Consider assessing blending skills as well to determine the most appropriate intervention.

PRESScommunity.org
Revised Apr 2019

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PRESS PHONEMIC AWARENESS INVENTORY (CONTINUED)

Blending

Say to the student, "I'm going to say some sounds and you will say them fast to make a word. For example, the sounds /d/ /a/ /g/, make the word dog. Now you try." Say the following sounds and record the student's responses.

Sounds	/b/ /a/ /t/	/p/ /e/ /t/	/s/ /u/ /n/	/h/ /o/ /p/	/p/ /i/ /g/	/s/ /a/ /t/
response						
correct						

≤ 5 consider PA-4 > 5 move to Manipulation

Manipulation

Say to the student, "I am going to say some words and you will change a sound in each word to make a new word. For example, if I change the /c/ in cat and put /h/ in its place, the new word is hat. Now you try." Say the following words and sounds to manipulate and record the student's responses.

Word	Initial Sounds		Final Sounds		Medial Sounds	
	can	bet	tip	sad	dog	fun
	"Change the /c/ in can and put /f/ in its place." [fan]	"Change the /b/ in bet and put /n/ in its place." [net]	"Change the /p/ in tip and put /n/ in its place." [tin]	"Change the /d/ in sad and put /t/ in its place." [sat]	"Change the /o/ in dog and put /i/ in its place." [dig]	"Change the /u/ in fun and put /a/ in its place." [fan]
response						
correct						

≤ 5 consider PA-5 or PA-6 > 5 move to the Decoding Inventory

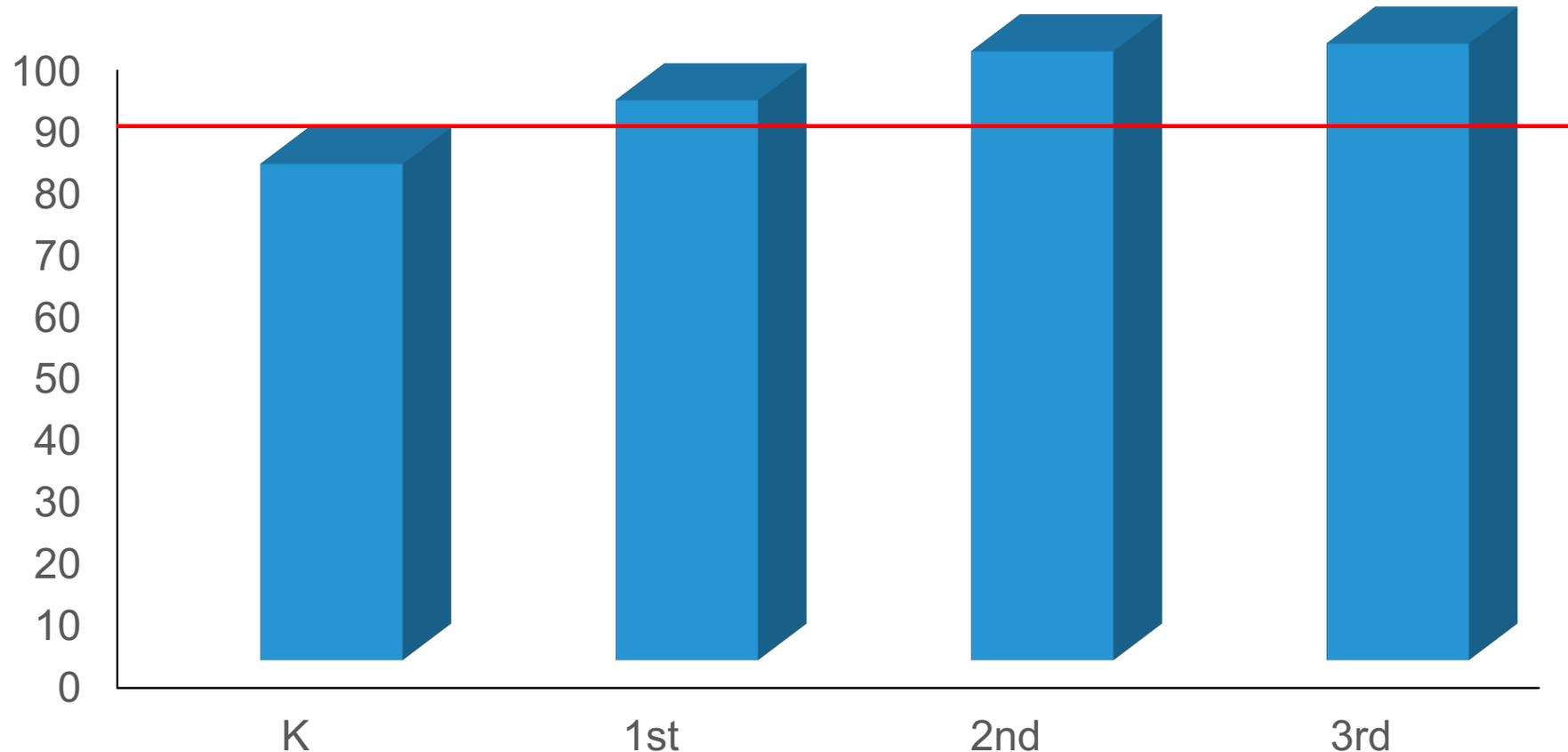
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PA and Struggling Readers

123 struggling readers (as measured by Star-Reading)

Average CTOPP PA Composite Score by Grade



Relationship Between DIBELS Composite and CTOPP Score

Grade	<i>N</i>	Correlation	Number of Students Low PA
Kindergarten	28	.35*	20 (70%)
First Grade	26	.19	10 (38%)
Second Grade	32	.27	7 (21%)
Third Grade	37	.02	5 (14%)

Regression of Oral Reading Fluency on Phonemic Awareness (as Measured by Comprehensive Test of Phonological Processing Second Edition) and Reading Decoding (as Measured by Nonsense Word Fluency) with Decoding in Model 2 with Students in Second and Third Grades (n = 69).

Variable	<u>Model 1</u>				<u>Model 2</u>				<u>Model 3</u>			
	B	SE	Beta	T	B	SE	Beta	t	B	SE	Beta	t
Constant	-0.16	0.71		-0.23	-0.42	0.47		-0.89	-0.31	0.54		-0.57
Phoneme Blending	0.04	0.05	.11	0.85	0.01	0.03	.02	0.29	0.01	0.04	.03	0.36
Phoneme Isolation	-0.04	0.06	-.08	-0.67	0.04	0.04	.08	0.93	0.04	0.04	.08	0.99
Reading Decoding					0.77	0.08	.77	9.27	0.79	0.10	.78	8.33*
Phoneme Elision									-0.02	0.04	-.04	-0.47

* $p < .05$

$R^2 = .02, \Delta = .02, F = 0.51$

$R^2 = .58, \Delta = .56, F = 85.85^*$

$R^2 = .58, \Delta < .01, F = 0.22$

Category of Problem MN HS

- 9-12 with approximately 1600 students
- 69.2% pass reading
- 9th-10th grade
- 28% low on MAP (~225)
- 45% Low on TOSCRF (~100)
 - 64% low on phonics (~65)
 - 36% acceptable phonics (~36)

1. GO HOME

2. STOP NOW

3. HELP ME RIDE FAST

11
4. SIT DOWN LOOK AROUND

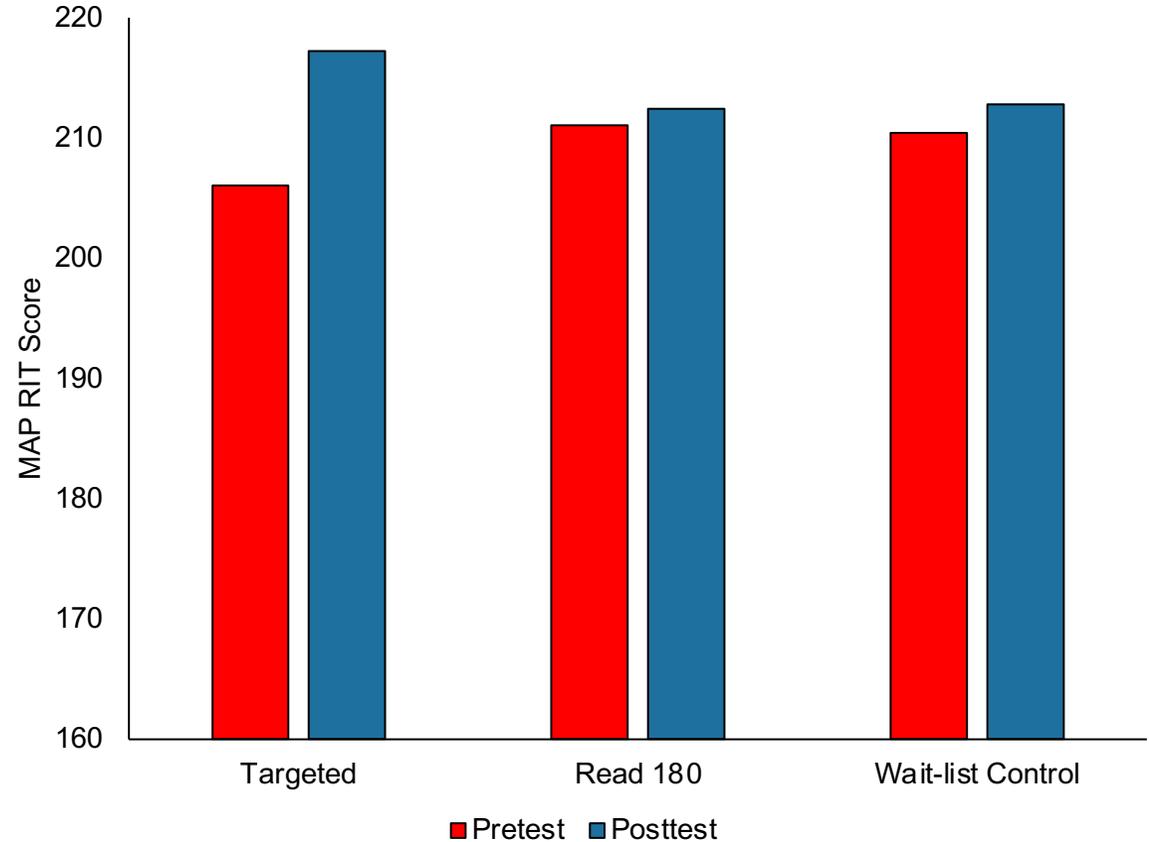
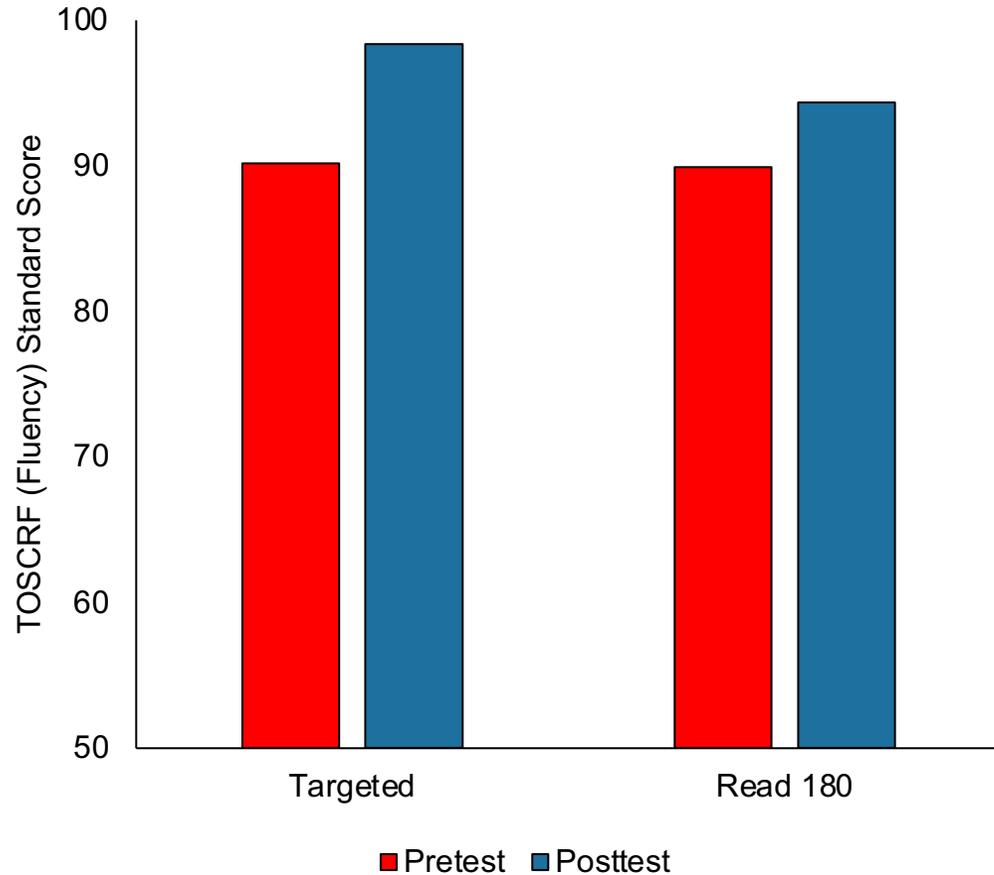
17
5. TWO GIRLS WENT TO A FARM FOR A VISIT THERE WERE COWS
PIGS DUCKS AND FIVE HENS THE GIRLS GATHERED THE
EGGS EVERY MORNING

15
6. FATHER WENT OUT TO BUY SOME PRETTY FLOWERS THE CAKE
COOKED A LITTLE TOO LONG SO IT WAS BROWN

Groups

- Randomly assigned to two groups
 - Read 180
 - Targeted (phonics – REWARDS, fluency – Read Naturally, comprehension – Read 180)
- Wait list control group
- 20 minutes each day for 13 weeks in addition to reading and study skills

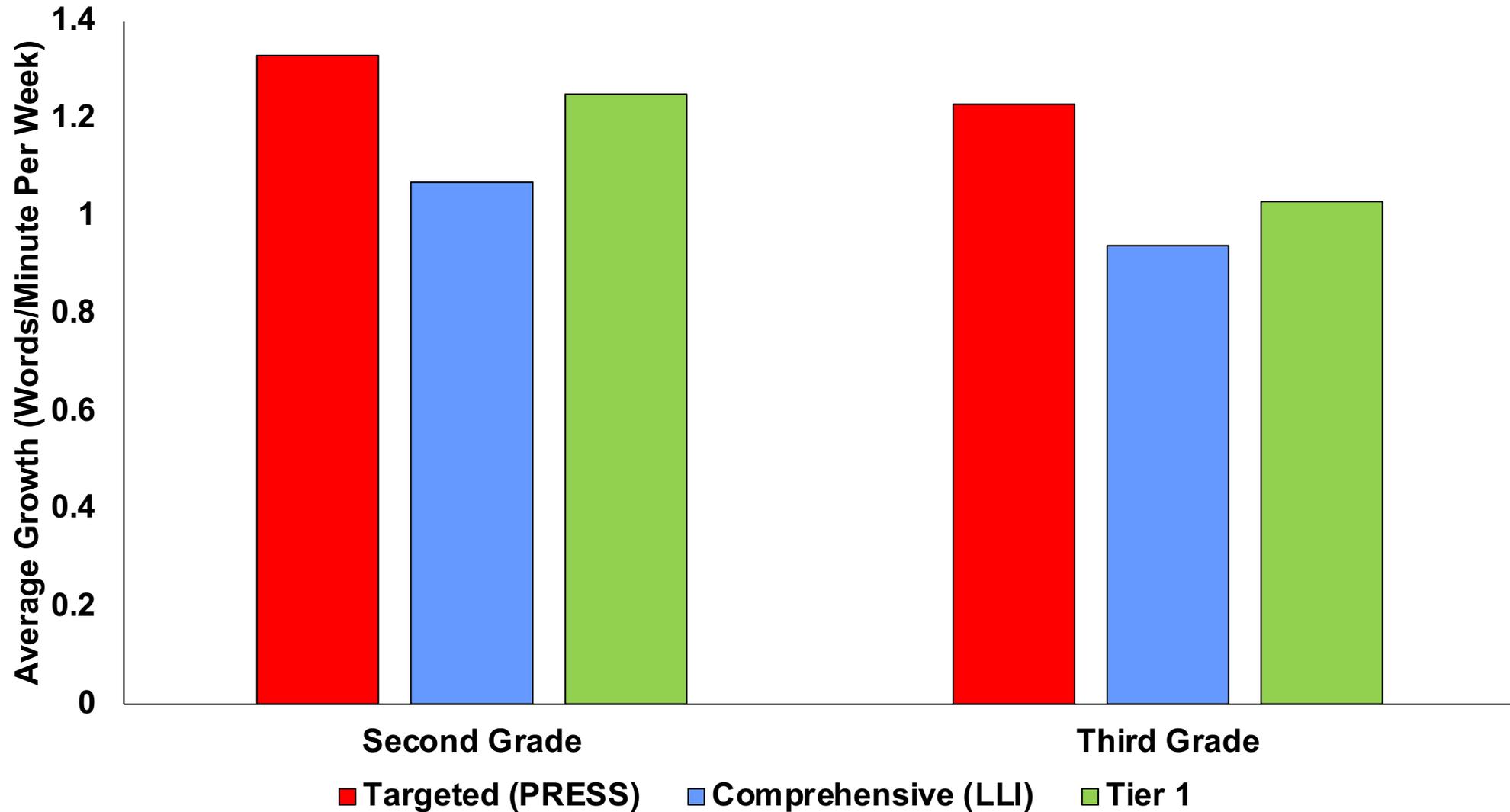
Targeting Intervention at Tier 2 — HS

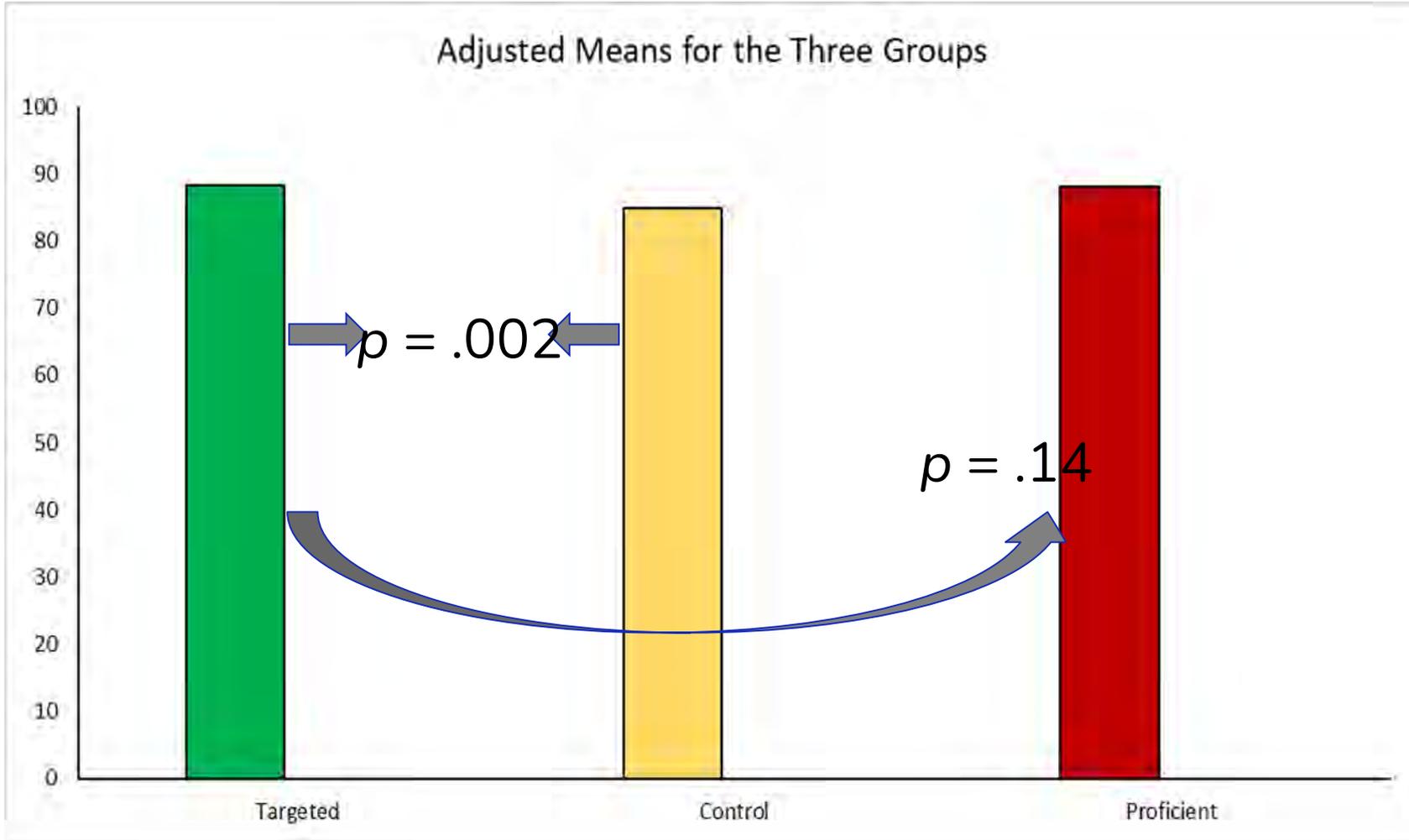


ANCOVA for fluency $F(1, 42) = 4.98, p < .025, d = 0.50$

ANCOVA for MAP $F(2, 74) = 5.84, p < .025, \eta^2 = .14.$

Elementary School Results





Meta-Analysis

- 24 studies of K-8 small-group reading interventions
 - 27 effects
- Median $g = 0.54$
- Age
 - K-2 = 0.66
 - 3-8 = 0.22
- Targeted (comprehension, fluency, vocabulary, decoding, phonemic awareness)
 - 14 effects, $g = 0.65$
- Comprehensive
 - 13 effects $g = 0.33$

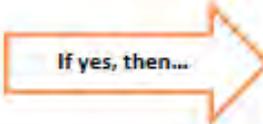
Hall & Burns (2018)

Student	MAP RIT	RIT %ile	ORF	Accuracy
2	144	1	2	20%
36	146	1	7	41%
33	148	1	11	52%
34	160	6	22	82%
10	158	3	23	77%
27	158	3	27	87%
7	154	1	30	77%
11	160	6	31	82%
6	160	6	36	86%
5	152	1	38	91%
4	169	24	42	91%
32	166	17	44	90%
37	161	8	50	96%
17	174	37	54	95%
9	162	9	57	88%
30	155	1	57	93%
26	166	17	58	92%
3	177	45	68	96%
19	180	53	68	94%
22	190	78	72	99%
13	172	32	74	96%
1	175	39	75	95%
8	187	71	76	96%
14	182	58	78	99%
31	172	32	81	96%
25	176	42	86	99%
38	184	64	97	97%
28	193	84	100	99%
23	191	80	105	98%
18	188	73	110	99%
21	178	47	110	99%
16	186	69	116	99%
35	181	56	140	100%

Analysis to Action

Benchmark Data Worksheet

Meeting Date: _____ Teacher Name: _____ Assessment Analyzed: _____ Class-wide Median: _____

Determine Need:			Action Items:	
Is a Class-wide Intervention necessary? Yes No <div style="text-align: center; margin-top: 20px;">  </div>			<ul style="list-style-type: none"> Determine appropriate Class-wide Intervention: _____ Determine Start Date: _____ Determine End Date: _____ Schedule Fidelity Check: _____ Progress Monitor Assessment _____ 	
Which students fall within the at-risk range? Are there any students we missed?			Among students identified as needing a Tier 2 intervention, what is the category of the problem? (phonemic awareness, decoding, fluency, vocabulary, comprehension)	
What intervention do you plan to use to address the problem?				
Student Name:	WRC/Error	Accuracy		
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Benchmark Criterion FALL: ____ WINTER: ____ SPRING: ____

Second Grade Practice Data

- ❖ What is the class median?
- ❖ Does this class need a class-wide intervention?
- ❖ Why?
- ❖ Use the Intervention Flowchart to decide what is appropriate for this class.
- ❖ Assign student partnerships, if appropriate.

Student Partnerships	
Coach	Reader

Spring Benchmark		90		
Student	Grade	ORF		Accuracy
		WRC	Errors	
A	2	31	6	83.8%
B	2	47	5	90.4%
C	2	47	4	92.2%
D	2	48	4	92.3%
E	2	51	2	96.2%
F	2	54	3	94.7%
G	2	55	4	93.2%
H	2	58	7	89.2%
I	2	61	7	89.7%
J	2	61	1	98.4%
K	2	65	0	100%
L	2	71	1	98.6%
M	2	78	2	97.5%
N	2	82	6	93.2%
O	2	84	0	100%
P	2	86	0	100%
Q	2	95	0	100%
R	2	98	2	98.0%
S	2	108	1	99.1%
T	2	121	2	98.4%
U	2	141	3	97.9%
Class Median				

Third Grade Practice Data

- ❖ What is the class median?
- ❖ Does this class need a class-wide intervention?
- ❖ Why?
- ❖ Use the Intervention Flowchart to decide what is appropriate for this class.
- ❖ Assign student partnerships, if appropriate

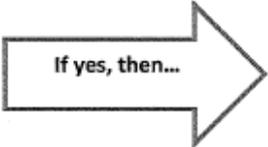
Student Partnerships	
Coach	Reader

Winter Benchmark		91		
Student	Grade	ORF		Accuracy
		WRC	Errors	
A	3	34	6	
B	3	41	5	
C	3	44	4	
D	3	58	4	
E	3	67	2	
F	3	78	3	
G	3	83	4	
H	3	87	7	
I	3	89	7	
J	3	93	1	
K	3	94	0	
L	3	96	1	
M	3	97	2	
N	3	100	6	
O	3	112	0	
P	3	125	0	
Q	3	130	0	
R	3	149	2	
S	3	156	1	
T	3	161	2	
Class Median				

Analysis to Action

Benchmark Data Worksheet 3rd grade

Meeting Date: 1/21/13 Teacher Name: Burke Assessment Analyzed: ORF Class Wide Median: 93.5

<p>Determine Need:</p> <p>Is a Whole Class Intervention necessary? Yes <input type="radio"/> No <input checked="" type="radio"/></p> <div style="text-align: center; margin-top: 20px;">  <p>If yes, then...</p> </div>	<p>Action Items:</p> <ul style="list-style-type: none"> • Determine appropriate Class Wide Intervention: _____ • Determine Start Date: _____ • Determine End Date: _____ • Schedule Fidelity Check: _____ • Progress Monitor Assessment: _____
<p>Which students fall within the at-risk range? Are there any students we missed?</p>	<p>Among students identified as needing a Tier 2 intervention, what is the category of the problem? (phonemic awareness, decoding, fluency, vocabulary, comprehension)</p>

Student Name:	WRC/Error	Accuracy	
1. Student A	34/6	.85	Decoding
2. Student B	41/5	.89	Decoding
3. Student C	44/4	.92	Decoding
4. Student D	58/4	.94	Fluency
5. Student E	67/2	.97	Fluency
6. Student F	78/3	.96	Fluency
7. Student G	83/4	.95	Fluency
8. Student H	87/7	.93	Decoding / Fluency
9. Student I	89/7	.93	Decoding / Fluency

ACCURACY
≥ 93%
Fluency
intervention

Benchmark Criterion FALL: 70 WRC WINTER: 91 WRC SPRING: 109 WRC

What You Learned

- Use screening data to identify student needs
- Create small-groups for intervention
- How to match reading intervention to student needs
- Specific interventions for PA, phonics, fluency, and comprehension



“Sometimes the questions are complicated
and the answers are simple.”

~ Dr. Seuss



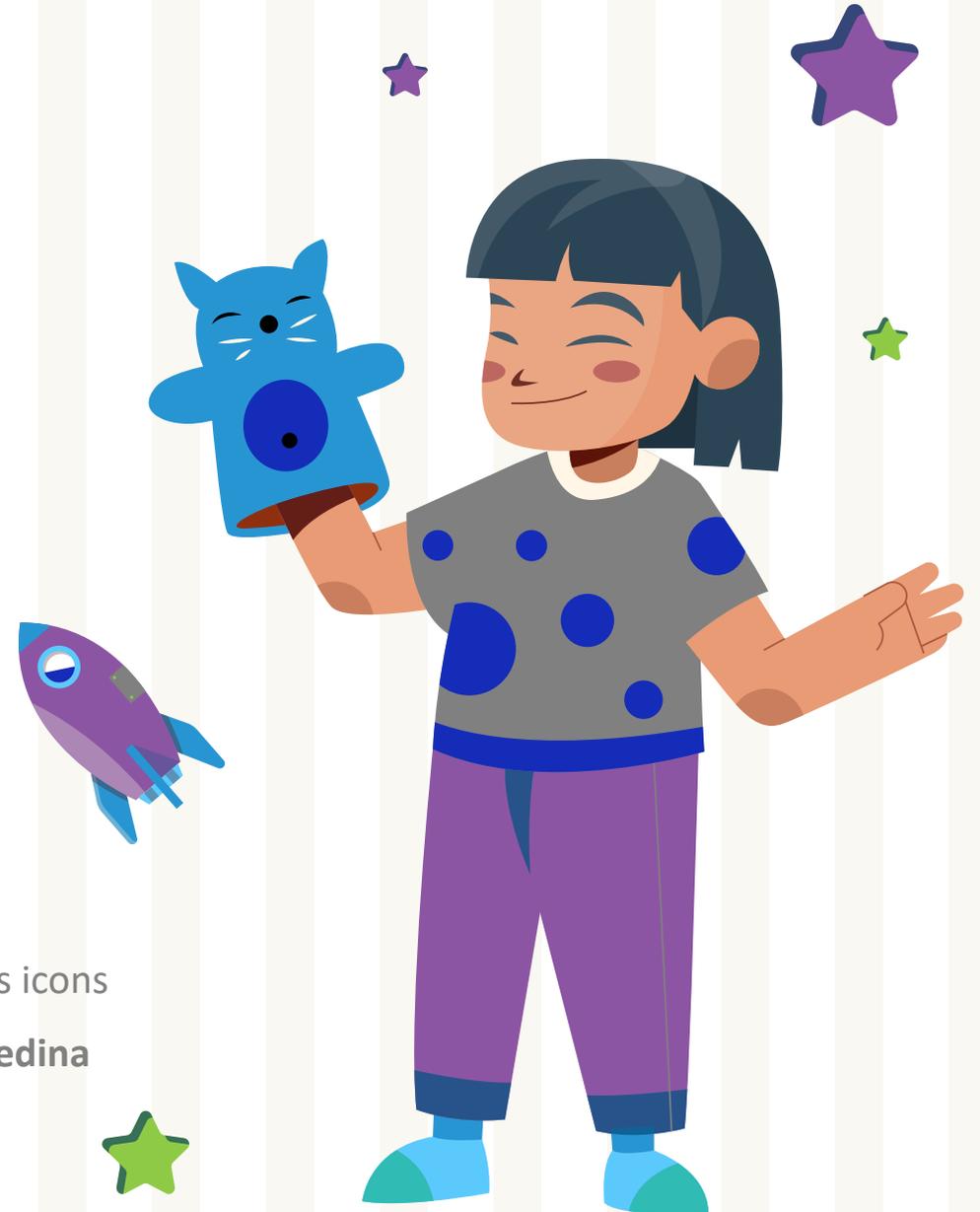
Thanks!

Any questions?

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