First 5 Success Factors (burgundy = focus)

1. Group by skill deficit (not “yellow” or “red” groups)
2. Use diagnostic assessments
3. Implement a walk-to-intervention model
4. Monitor progress with an appropriate assessment
5. Flood the intervention block with extra instructors

Second 5 Success Factors

6. Use intervention time wisely
7. Be aware of what makes intervention effective
8. Provide teachers with intervention lesson materials
9. Invest in professional development
10. Inspect what you expect
Instructional Recommendation Levels are “Urgency Indicators”

- Need more information for placing students in groups

**ENOUGH For Grouping**

---

First 5 Success Factors

Factor #2

2. Use diagnostic assessments

---

4 Types of Assessments

- Screening
- Diagnostic
- Progress Monitoring
- Outcome

---

Purpose of Assessments

Medical Model Analogy

Universal Screener

DIBELS™

Triage Nurse or Internist

---

Diagnostic Screener

PASI™ & PSI™

Specialist & Additional Testing
95 Percent Group Uses Medical Model

Screen ➔ Diagnose ➔ Treat

Purpose of Universal Screeners

To identify WHO Needs Intervention

Diagnostic Tells WHY Student Didn’t Benchmark

Two Ways to Group

Identify Student Needs Using DIBELS Indicators

Initial Grouping Using DMG’s Grouping Worksheets ➔ Diagnostic Assessment ➔ DMG’s DIBELS Deep ➔ 95 Percent Group’s PASI & PSI

Features of an Effective Diagnostic

What to Look For

- Measures 1 subskill at a time
- Skills measured in order of complexity
- Keeps subskill scores separate – adding them together masks deficits
- 10 probes is adequate
- 3 forms
  - Form A for initial assessment – 1st group placement
  - Forms B & C for progress monitoring
Example of a Phonics Diagnostic

**Student Materials**

**Student Scoring Form**

---Example from 95 Percent Group’s Phonics Screener for Intervention™ (PSI)

Scoring a Phonics Diagnostic

- Score reflects errors on target phonics pattern
- Notes show errors on other skills

--- Example from 95 Percent Group’s Phonics Screener for Intervention™ (PSI)

Use PHONICS Diagnostic Data to Group Students with Similar Needs

---

How Important are Diagnostic Assessment?

“Diagnostic assessment is the **gateway** to being able to group by skill deficit, which is probably the most essential requirement for robust results.”

First 5 Success Factors

Factor #3

3. Implement a Walk-to-Intervention model

Excerpt from 10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School, by Susan L. Hall, Ed.D., Copyright © 2018 ASCD. All Rights Reserved. Used with permission.

“Walk-to-Intervention” Grouping Across a Grade Level

3rd Grade
4 Classrooms
94 students
6 Staff Members

Decoding Group
6 students
Reading Teacher

Decoding Group
6 students
Spec. Ed. Teacher

Advanced Word Study Group
18 students
Classroom Teacher # 2

Fluency Group
30 students
Classroom Teacher # 3

Enrichment Group
30 students
Classroom Teacher # 4

An Issue With Common Practice...

“Too frequently the teachers’ paradigm is that they send students out of their class for intervention. Somebody else teaches “those kids.”

How Important is Walk-to-Intervention?

"With Walk-to-Intervention the grade-level team thinks and acts more systematically."

First 5 Success Factors

Factor #4

4. Monitor progress with an appropriate assessment

First 5 Tips

Tip #5

5. Flood the intervention block with extra instructors

Second 5 Success Factors

Factor #6

6. Use intervention time wisely

"Struggling readers are under a time line – they urgently need to catch up to grade level, and there are only so many resources a school can devote to one student."

Excerpt from 10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School, by Susan L. Hall, Ed.D., Copyright © 2018 ASCD. All Rights Reserved. Used with permission.
Use Intervention Time Wisely

DON’T waste time on skills they have mastered
DO teach what students need

How do you do that?

• Use continua to instruct in a sequence
• Assess periodically

Successful Intervention

“The highly successful intervention results involved eliminating the phonological awareness difficulties in those weak readers. Other intervention studies that did not eliminate phonological awareness deficits had less impressive outcomes.”


Second 5 Success Factors

Factor #7

7. Be aware of what make intervention effective

Excerpt from 10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School, by Susan L. Hall, Ed.D., Copyright © 2018 ASCD. All Rights Reserved. Used with permission.
Example of Explicit Instruction
Blend and Segment Onset

1. man

2. /m\ an

3. man

Technique to Teach Rhyming

1. I Do—Shapes
   - We're going to listen to 2 words and decide if the ending parts, or rimes, are the same or different. We'll use this mat and some pictures and shapes.
   - 1. Watch me. My turn. (Place man next to green onset in top row and point to it.) The first word is man.
   - 2. I tap the first part and say /m/ and the rime and say /an/.
   - 2. (Place lon, yellow onset, and red rime in bottom row and point to lon.) The next word is man.
   - I tap the first part and say /l/ and the rime and say /an/.
   - Tap both rimes. These 2 parts look the same. They sound the same, /an/, /an/.
   - These 2 parts rhyme. When words rhyme they sound the same at the end.

Gail Gillon on Onset-Rime

Onset-Rime may be important for orthographic, not just phonological, awareness

“Goswami and Bryant (1992) hypothesized that children's phonological awareness at the onset-rime level contributes significantly to their formation of an orthographic category of common spelling patterns.”

Gillon (2000), Phonological Awareness: From Research to Practice, pp. 20

Characteristics of Routines

- Multisensory
  - Uses multiple modalities
- Cueing
  - Hand signals
  - Verbal cues
- Minimal teacher talk
Example: Routine to Teach Syllables

Step 1 – Recognize the Syllable Type

Step 2 – Read Single-Syllable Pseudowords

Step 3 – Read Two-Syllable Pseudos and Real Words

Gesture for Each Syllable Type

<table>
<thead>
<tr>
<th>Gesture/Font</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Closed syllable</td>
</tr>
<tr>
<td></td>
<td>Long vowel silent-e syllable or sound</td>
</tr>
<tr>
<td></td>
<td>Open syllable</td>
</tr>
<tr>
<td></td>
<td>Vowel team syllable or sound</td>
</tr>
<tr>
<td></td>
<td>Vowel-r syllable</td>
</tr>
<tr>
<td></td>
<td>Consonant-le syllable</td>
</tr>
</tbody>
</table>

Step 1: Recognize the Syllable

Step 2: Read the Syllable
Step 3: Read Multisyllable Word

Pseudo and Read Words – Syllable Division Rule

**Routine**

<table>
<thead>
<tr>
<th>Closed Syllable</th>
<th>Step 3: Read Multisyllable Words</th>
<th>Step 5: Read Word</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: First Syllable</strong></td>
<td>simdap</td>
<td>simdap</td>
</tr>
<tr>
<td><strong>Step 2: Second Syllable</strong></td>
<td>simdap</td>
<td>simdap</td>
</tr>
<tr>
<td><strong>Step 3: Read First Syllable</strong></td>
<td>simdap</td>
<td>simdadap</td>
</tr>
<tr>
<td><strong>Step 4: Read Second Syllable</strong></td>
<td>simdadap</td>
<td>simdadap</td>
</tr>
<tr>
<td><strong>Step 5: Read Word</strong></td>
<td>simdadap</td>
<td>simdadap</td>
</tr>
</tbody>
</table>

Say the word
Fingerstretch the sounds
Count the sounds
Draw around the boxes
Pull down one sound at a time
Write the letters below each box
Say the word

Example: Routine to Teach Phoneme-Grapheme Mapping

Steps 95 Percent Group Recommends:
- Say the word
- Fingerstretch the sounds
- Count the sounds
- Draw around the boxes
- Pull down one sound at a time
- Write the letters below each box
- Say the word

Phoneme-Grapheme Mapping

Recommended Steps:
- Say the word
- Fingerstretch the sounds
- Count the sounds
- Draw around boxes

wig
/w/ /i/ /g/
3

Write the Letters Below

Trade sound chip for spelling chip
Write word (encode)
Second 5 Success Factors

Factor #8
8. Provide teachers with intervention lesson materials

What Holds Teachers Up?

“The MTSS process may sound simple or even just sound like good teaching practice, but it is not only really hard, it is a huge amount of work. While the district and the school have a part to play, the bulk of the work falls on the teacher . . .
Mas, 2016

What Holds Teachers Up?

“For it (MTSS) to work the district (or someone) would have to create all these little, tailored lessons like additional skill practice in a specific skill like long division . . . I think this may be one of the really big problems with the MTSS implementation: this district hasn't built the catalog of lessons. Instead, they are relying on the teachers to create them”. (Mas, 2016)

5 Key Characteristics of Successful Intervention Lessons

- Lessons organized in sequence
- Lessons tied to diagnostic assessment skills
- Manipulatives available to support learning
- Research-based strategies are at the heart of the lesson
- Routines are used throughout the lesson to minimize explanation time

**Blueprint for Intervention:® Phonological Awareness**

**Product includes:**
- 151-page Teacher’s Guide for 39 subskills
- Can download and print all mats, pictures, and shapes

**Ancillary materials also available:**
- Sets of 5 Flip Books (for phoneme skills)
- Manipulatives Kit With Case (all materials printed)
- Access to Lesson Demonstration Videos on all 39 subskills

**Teacher Guide**

Includes: 39 lessons in the following categories:
- Skill 1: Concepts and Terms
- Skill 2: Applying Language
- Skill 3: Syllables
- Skill 4: Onset-Rime
- Skill 5: Phonemes

**Skill 3.1: Segmenting/Blending (Compound Words)**

**Manipulatives**

Includes manipulatives (mats, picture cards, and shapes) for teacher and students.

**How Important is Walk-to-Intervention?**

“Saving funds by not buying evidence-based intervention lessons is penny wise and point foolish. The amount of salary dedicated to intervention instruction exceeds the cost of a good intervention program within a month.”

Second 5 Tips

Tip #9
9. Invest in professional development

How Important is Walk-to-Intervention?

“MTSS in literacy is not about the stuff you buy; it’s about implementing new structures, processes, and instructional materials so that the school undergoes a paradigm shift in how teachers identify and address struggling readers.”


Coaching Supports PD

Grade-Level Meetings

- Fall: Follow-up #1
- Winter: Follow-up #2
- Spring: Follow-up #3

Workshops
- Teachers from all schools attend by grade
- Grade-level specific
- a.m.: Grade level
- p.m.: Grade level

Grades

Building-Based

PD Topics for Administrators

- Understanding of MTSS goals and objectives
- Knowing state and district requirements
- Building buy-in with staff
- Communicating the rational for MTSS
- Understanding building-level decisions
- Adding intervention blocks to school’s schedule
- Determining optimal delivery model
- Planning PD for staff
- Inspecting quality and fidelity of tiers
- Setting expectations
PD Topics for Reading Coaches

- Extensive training on assessments
- Interpretation of data
- Evaluation of tiers and recommending improvements
- Moving students between groups
- Program training
- Facilitation strategies to lead team-level meetings
- Access to outside experts

PD Topics for Teachers

- Understanding the goals and purposes of MTSS
- Administering and scoring all assessments
- Placing students in groups
- Evaluating instructional effectiveness
- Steps when students aren’t making progress
- Teaching materials with fidelity

Second 5 Tips

Tip #10
10. Inspect what you expect

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Informal Spontaneous Observations

Minnesota-Toronto Study

“High-scoring principals frequently observed classroom instruction for short periods of time, making 20-60 observations a week, and most of the observations were spontaneous.”

The School Principal as Leader
The Wallace Foundation