


**10 Success Factors for Literacy Intervention: Getting Results with MTSS in Elementary Schools**

**Susan L. Hall, EdD**  
CEO & Co-Founder, 95 Percent Group  
[www.95percentgroup.com](http://www.95percentgroup.com)  
Twitter: @susanhall\_EdD

Education Consulting and Professional Development  
95 percent of students reading at grade level... an achievable goal

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0




**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

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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 2



**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

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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 3



**First 5 Factors**

**Factor #1**

1. Group by skill deficit  
(not “yellow” or “red” groups)

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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 4

## Instructional Recommendation Levels are “Urgency Indicators”

- Need more information for placing students in groups

Score	Count	Instructional Recommendation
20	27	Well Below Benchmark
46	56	Well Below Benchmark
71	94	Well Below Benchmark
46	96	Well Below Benchmark
79	96	Below Benchmark
71	104	Below Benchmark
71	114	All or Above Benchmark
57	118	All or Above Benchmark

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 5

## First 5 Success Factors

### Factor #2

2. Use diagnostic assessments

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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 6

## 4 Types of Assessments

- Screening
- Diagnostic
- Progress Monitoring
- Outcome

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 7

## Purpose of Assessments

### Medical Model Analogy

**Universal Screener**  
DIBELS™

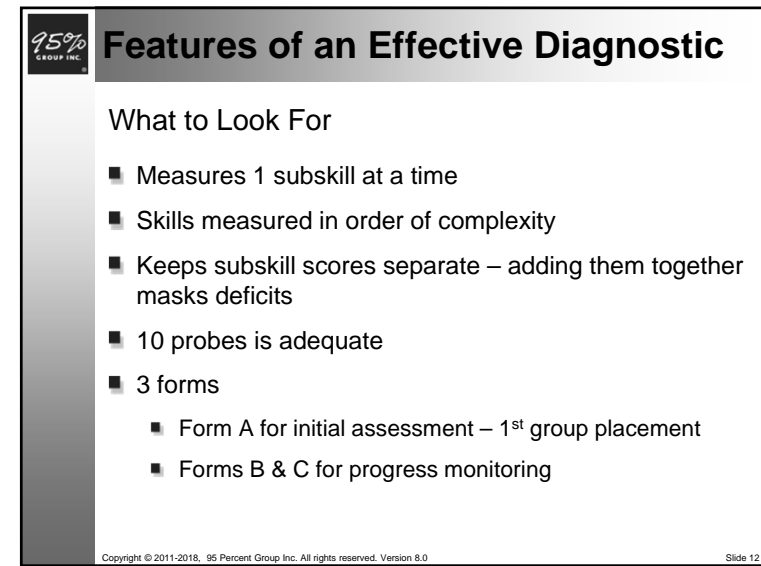
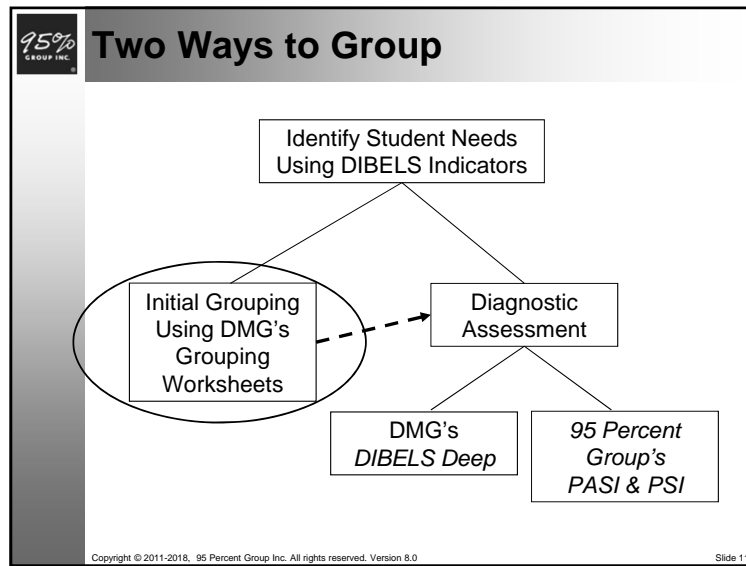
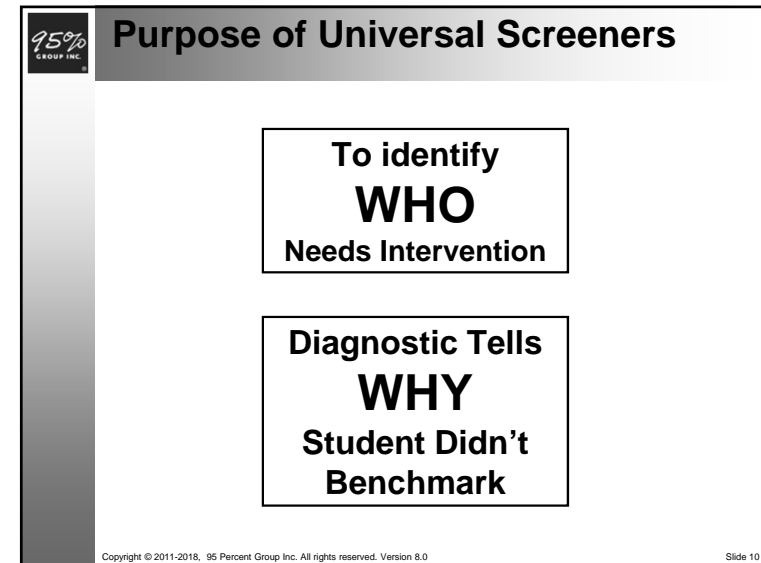
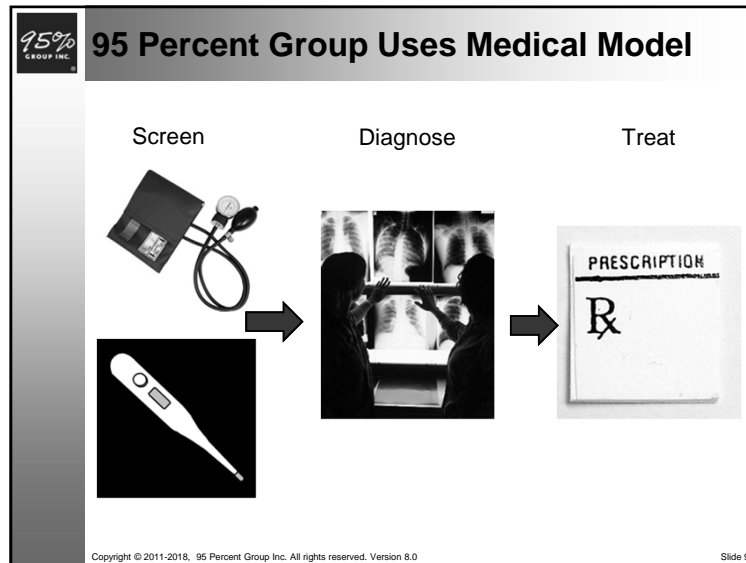
**Diagnostic Screener**  
PASI™ & PSI™

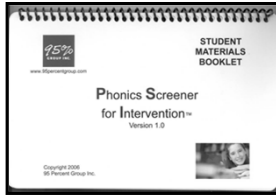
**Triage Nurse or Internist**

**Specialist & Additional Testing**

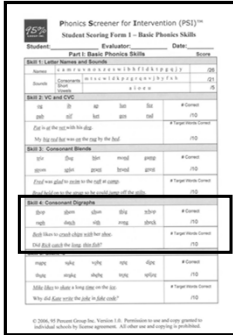
Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 8






**Student Materials**



**Student Scoring Form**

Skill 4

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0



**Scoring a Phonics Diagnostic**

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

**Skill 3: Consonant Blends**

*Error on blend & vowel*

*Error on sight word*

# Correct


5 /10

# Target Words Correct

7 /10

—Example from 95 Percent Group's Phonics Screener for Intervention™ (PSI)


Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0




**Use PHONICS Diagnostic Data to Group Students with Similar Needs**

Student Name	Beginning Phonics Skills					Advanced Phonics Skills				Other
	1a: Letter Names	1b: Letter Sounds	2: VC VC VC	3: Consonant Blends	4: Consonant Digraphs	5: Silent -e	6: Vowel Teams (Predictable)	7: Vowel Teams	8: Vowel -r	
Maximum Points	26	21/5	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10
Brian			10/10	7/10	7/10	2/10				
Hadley			10/10	7/4						
Becca			6/10	7/7	6/7					
Martinez			9/9	9/10	7/8	8/10				
Krist			10/10	9/10	8/7	7/10				
Quinn			9/9	9/9	7/9	6/8				
Jed			9/10	9/7	6/8	7/6				
Jordan			9/9	9/10	9/10	4/10				
Brittanie			9/10	10/10	9/9	1/8				
Sommer			10/10	9/10	10/9	6/10				
Shandra			9/10	10/10	9/9	7/9				
Jaden			9/10	10/10	9/10	7/8				

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0



**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.”

Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*. Pg. 27.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

**95% GROUP INC.**

## 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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 17

**95% GROUP INC.**

## Intervention in the Classroom With Support

Writing Workstation

Library

Teacher with Small Skill Group

Listening

Aide or Title I teacher with intervention group

Computer Workstation

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 18

**95% GROUP INC.**

## "Walk-to-Intervention" Grouping Across a Grade Level

**3<sup>rd</sup> Grade**  
**4 Classrooms**  
**94 students**  
**6 Staff Members**

- Decoding Group  
4 students  
Spec. Ed. Teacher
- Decoding Group  
6 students  
Reading Teacher
- Decoding Group  
6 students  
Classroom Teacher # 1
- Advanced Word Study Group  
18 students  
Classroom Teacher # 2
- Fluency Group  
30 students  
Classroom Teacher # 3
- Enrichment Group  
30 students  
Classroom Teacher # 4

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 19

**95% GROUP INC.**

## 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."

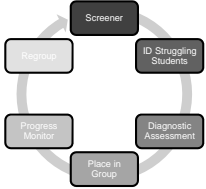
Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*. Pg. 58.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 20

**95% GROUP INC.**

## How Important is Walk-to-Intervention?



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

Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*, Pg.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0 Slide 21

**95% GROUP INC.**

## First 5 Success Factors

### Factor #4

4. Monitor progress with an appropriate assessment

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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0 Slide 22

**95% GROUP INC.**

## First 5 Tips

### Tip #5

5. Flood the intervention block with extra instructors

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.


Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0 23

**95% GROUP INC.**

## 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.”

Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*. Pg. 89.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0 Slide 24



## Use Intervention Time Wisely


**DON'T waste time on skills they have mastered**

**DO teach what students need**

*How do you do that?*

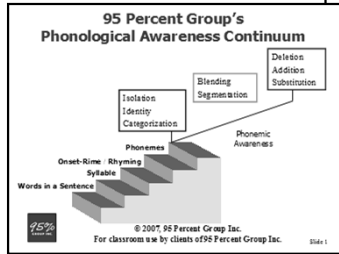
- Use continua to instruct in a sequence
- Assess periodically

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 25



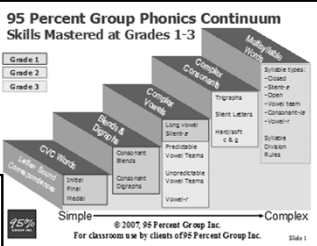
## Use Continuums to Provide Sequence of Skills for Intervention

**95 Percent Group's Phonological Awareness Continuum**




© 2007, 95 Percent Group Inc.  
For classroom use by clients of 95 Percent Group Inc. Slide 1

**95 Percent Group Phonics Continuum Skills Mastered at Grades 1-3**




© 2007, 95 Percent Group Inc.  
For classroom use by clients of 95 Percent Group Inc. Slide 26

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 26




## 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.”

Kilpatrick, D. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, pg 66

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 27



## 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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 28

## Example of Explicit Instruction Blend and Segment Onset

man

/m/ an

man

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 29

## Technique to Teach Rhyming

### 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.

- Watch me. My turn. (Place man next to green onset in top row and point to it.) The first word is man.
  - I tap the first part and say /m/. I tap the rime and say /an/.
- (Place fan, yellow onset, and red rime in bottom row and point to fan.) The next word is fan.
  - I tap the first part and say /f/. I tap 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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 30

## 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

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 31


## Characteristics of Routines

- Multisensory
  - Uses multiple modalities
- Cueing
  - Hand signals
  - Verbal cues
- Minimal teacher talk

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 32





## 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**


Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 33



## Gesture for Each Syllable Type

Gesture/Font	Description
	Closed syllable
	Long vowel silent-e syllable or sound
	Open syllable
	Vowel team syllable or sound
	Vowel-r syllable
	Consonant-le syllable

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 34




## Step 1: Recognize the Syllable


**ROUTINE 23**


**Closed Syllable**

Step 1: Recognize

Step 1: Recognize Closed Syllables

Step 1: Find Vowel  


Step 2: Find Consonant  


Step 3: Gesture  


Step 4: Place Card  

closed


mit

**I Do**

Good readers use their knowledge of syllable types to read and spell multisyllable words. There are six syllable types; today we'll study the first one, which is called the closed syllable. To recognize a syllable type, we'll focus on the pattern of the vowel and consonants. The pattern for the closed syllable type is 1 vowel letter, followed by 1 or more consonants. It's called a closed syllable because the consonant "closes in" the vowel letter. Watch what I do to decide if a syllable is closed. Sometimes we'll use syllables that are not words; therefore, you may not recognize these syllables.

- (Show mit.) Look at this syllable.
- 1. First I find the vowel letter and touch under it. (Touch under vowel letter.) There is 1 vowel letter.
- 2. Then I look at the consonants. The single vowel letter is followed by 1 or more consonants. (Scoop index finger under vowel and final consonant.)
- 3. The gesture for a closed syllable is a closed fist, which I position under the syllable.
- 4. I place the mit card under the column for Closed Syllable.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 35




## Step 2: Read the Syllable


**ROUTINE 23**


**Closed Syllable**


Step 2: Read Syllables

Step 2: Read Closed Syllables

Step 1: Identify Syllable Type  


Step 2: Say Vowel Sound  


Step 3: Read Syllable  



Step 4: Identify Nonexample  


**I Do**

Now that we've learned how to recognize a closed syllable, we'll learn about the vowel sound. Every syllable must have a vowel sound. In a closed syllable pattern, the vowel is spelled with 1 vowel letter, followed by 1 or more consonants, and is pronounced with its short sound. Watch how I use the pattern to read these closed syllables.

- (Show pim.)
- 1. Closed. (Place closed fist under the syllable.)
- 2. Since it's a closed syllable, I pronounce the vowel with its short sound, /i/.
  - (Touch under the vowel letter.) Sound? (Tap below the vowel letter.) /i/.
- 3. (Point to the left of the syllable.) Read syllable. (Slide a finger below the syllable.) pim.
- 4. Watch what I do if a syllable does not follow the closed syllable pattern. (Show yaip.)
  - (Touch under the vowel letters with 2 fingers together.) I use 2 fingers because there are 2 vowel letters in this syllable.
  - This is not a closed syllable, so I'll set it aside.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 36



## Step 3: Read Multisyllable Word

Pseudo and Read Words – Syllable Division Rule


ROUTINE  
23

Closed Syllable

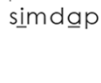
Step 3: Read Words

Step 3: Read Multisyllable Words


Step 1: Find Vowels




Step 2: Underline Vowels




Step 3: Divide Syllables




Step 4: Read First Syllable



Step 5: Read Second Syllable




Step 6: Read Word



Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 37




## 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

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 38



## Phoneme-Grapheme Mapping

**Recommended Steps:**

- Say the word
- Fingerstretch the sounds
- Count the sounds
- Draw around boxes

**wig**


**/w/ /i/ /g/**

**3**

--	--	--	--	--	--

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 39



## Write the Letters Below

- Trade sound chip for spelling chip
- Write word (encode)

●	i	●	
w	i	g	

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 40

**95% GROUP INC.**

## Second 5 Success Factors

### Factor #8

8. Provide teachers with intervention lesson materials

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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 41

**95% GROUP INC.**

## 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

Teacher quote on blog of Seattle Public Schools

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 42

**95% GROUP INC.**

## 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)

Teacher quote on blog of Seattle Public Schools

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 43

**95% GROUP INC.**


## 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


Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*, Pg. 118.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 44



## Blueprint for Intervention:<sup>®</sup> Phonological Awareness




**Product includes:**

- 151-page Teacher's Guide for 39 subskills
- Can download and print all mats, pictures, and shapes

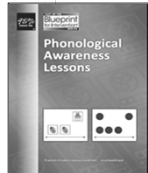
**Ancillary materials also available:**

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

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 45



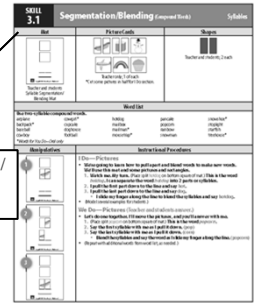
## Teacher Guide



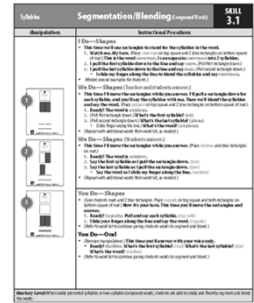
Includes 39 lessons in the following categories:

- 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)**



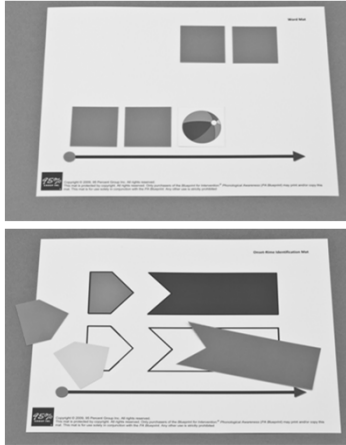
**Skill 3.1: Segmenting/Blending (Compound Words)**



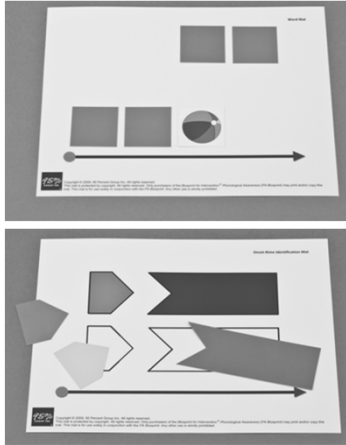
Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved.
Slide 46




## Manipulatives



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




Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 47



## 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 exceeds the cost of a good intervention program within a month.”



Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*, Pg.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0
Slide 48

95%  
GROUP INC.

## Second 5 Tips

### Tip #9

9. Invest in professional development

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.

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 49

95%  
GROUP INC.

## 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.”

Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*. Pg. 127

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 50

95%  
GROUP INC.

## Coaching Supports PD

### Workshops

Teachers from All Schools Attend by Grade

Grade-level specific

dates

Grades

date

Grades

### Grade-Level Meetings

Building-Based

Fall

Follow-up #1

a.m.

Grade level

p.m.

Grade level

Winter

Follow-up #2

a.m.

Grade level

p.m.

Grade level

Spring

Follow-up #3

a.m.

Grade level

p.m.

Grade level

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 51


95%  
GROUP INC.

## PD Topics for Administrators

- Understanding of MTSS goals and objectives
- Knowing state and district requirements
- Building buy-in with staff
- Communicating the rationale 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

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 52




## 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

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 53




## 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

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 54



## Second 5 Tips


### Tip #10

10. Inspect what you expect

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.


Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 55



## 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

Copyright © 2011-2018, 95 Percent Group Inc. All rights reserved. Version 8.0

Slide 56