Intensive Intervention in Reading

Module 3 Workbook

Intervention Programs in Reading

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

UCONN | **NEAG SCHOOL OF EDUCATION**

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Guided Notes

Objective

You will learn…

- How intervention programs support students and teachers
- Intervention options for teaching reading

MTSS/RTI
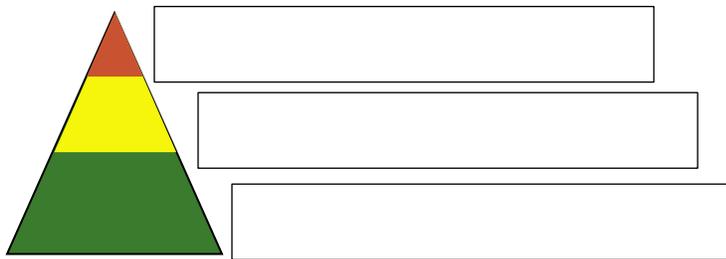
Intervention Programs Support Teachers

- _____, _____, and _____ content over time
- Selects _____ for you
- Breaks down _____ so that you can more easily model and demonstrate them
- Provides _____ for giving clear explanations to reduce confusion
- Provides all _____

- Focus on _____, not designing it
- Focus on how _____, so you can correct, expand, elaborate
- Maintain a _____ -- to maximize engaged learning time
- Save planning time for _____ (and individualization), rather than lesson development

Intervention Programs Support Students

- Aligned to _____
- Provide _____ across teachers and grades
- Have evidence of _____

Intervention Options

Evidence-Supported Program

- _____ component (reading fluency) or _____ component
- _____ (multiple lessons, scope and sequence, detailed lesson plans)
- Research has evaluated the program _____

Evidence-Supported Practice

- _____ or _____ (may have general guidelines, but no scope and sequence or detailed lesson plans)
- Outlines an _____ (explicit instruction), a _____ (asking and answering questions), or _____ (phonemic awareness)
- Research has evaluated the _____, not the _____

Promising Program or Practice

- Program or practice that is consistent with existing _____ and _____ on reading development and reading instruction
- There is _____ demonstrating positive effects of the program or practice

Examples	Intervention Option
Phonics Foundations: a phonics program with a clear scope & sequence and detailed lesson plans	
Early Interventions in Reading: a phonics program reviewed favorably by the What Works Clearinghouse	
Question Answer Relationships (QAR): An effective comprehension strategy evaluated in multiple peer reviewed journals	

Activity 3.1 – Quiz: *Intervention Options*

Look at the examples below. Decide if it is an example of evidence-supported program, evidence-supported practice, or promising program or practice.

Examples	Type of Practice
Cognitive Strategy Instruction	
Enhanced Core Reading Instruction	
Read180	
Direct and Explicit Comprehension Strategy Instruction for Adolescents	
Foundations	
Incremental Rehearsal	
Quick Reads	
Bonus: Headsprout Early Reading	

Part 2

Objective

You will learn…

- How to evaluate an intervention program's materials

DBI

- DBI is a Validated Intervention _____.

Evaluating a Program: Materials

- _____ Like a Detective
- Program _____
- Look across lessons (_____ and _____)
- Look within lessons (_____ instruction)
- Program _____

Program Overview

- _____ of the program
- _____
- _____ level

- Content _____

Corrective Reading

- _____ Awareness
- _____ Skills
- _____
- _____

Complete a program overview for **Sound Partners.**

Find:

- Name of the program
- Publisher
- Grade level
- Content Focus

Look Across Lessons: Scope and Sequence

- Specific _____
- _____ & sequence
- Systematic introduction of _____, and strategies
- _____ review

Activity 3.3 – Apply Your Knowledge

Look across lessons in **Sound Partners** and evaluate each of the following:

- Specific outcomes
- Scope & sequence
- Systematic introduction of skills, and strategies
- Adequate review

Look Within Lessons: Explicit Instruction

- Clear _____
- _____
- _____ practice
- Student _____

Are lessons designed to maximize _____ _____?

Activity 3.4 – Apply Your Knowledge

Identify and evaluate evidence of explicit instruction within **Sound Partners.**

- Clear objectives
- Modeling
- Guided practice
- Student engagement

Program Implementation

- Dosage/_____
- _____
- Training
- _____

Evaluate program implementation in **Sound Partners.**

- Dosage/Length
- Interventionist
- Training
- Cost

Part 3

Objective

You will learn…

- How to evaluate an intervention program's research evidence

Evaluating a Program: Research

- Independent _____
- _____ quality _____
- _____ effects

Independent Evaluation

- _____
- Evidence for _____
- _____

Activity 3.6 – Apply Your Knowledge

Determine whether or not the following sites conducted an independent review for **Sound Partners.**

Find:

- NCII
- Evidence for ESSA
- WWC

High Quality Studies

- Evidence for _____
- _____
- Other _____

Activity 3.7 – Apply Your Knowledge

Evaluate whether **Sound Partners** has been supported by high quality research studies.

Find:

- NCII
- Evidence for ESSA
- WWC
- Other Sources

Positive Effects

- _____ for ESSA
- _____
- _____ sources

Activity 3.8 – Apply Your Knowledge

Determine if the studies evaluating **Sound Partners** have shown positive effects.

Find:

- NCII
- Evidence for ESSA
- WWC
- Other Sources