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EVIDENCE BASED EDUCATION REQUEST DESK

OUR GOAL

To assist educators and policymakers in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter.

★ **Greensboro**
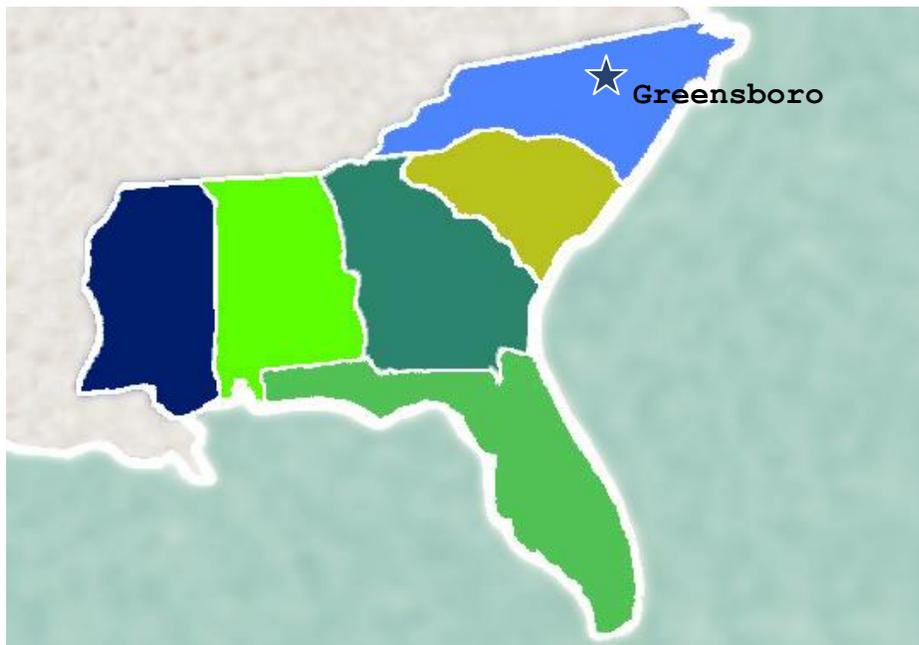
REQUEST:

Provide information on Tier II (Targeted Interventions) Reading Interventions.

RESPONSE

Most of the literature on Response to Interventions (RtI) has focused on reading instruction and interventions. For more than a decade, there has been a plethora of research on reading achievement in preschool and primary grades (National Reading Panel, 2000). Over the last 7 years, there has been tremendous growth in the development and research on adolescent literacy (Biancarosa & Snow, 2004; Bottoms, 2005; Kamil, 2003). Therefore, educators have a wide range of interventions from which to select a program for their students. However, the whole process begins with assessing your student's needs.

Your screening will determine which students need intensive instruction and the type of intervention needed. If there is only a small group of students that need additional instruction, then you probably won't be looking to change your whole curriculum; you will be looking for supplementary interventions. Once you know what type of intervention you are looking for, then the What Works Clearinghouse and Best Evidence Encyclopedia can provide more details on the effectiveness of the interventions. Just a reminder, Tier II interventions are usually implemented for students who are not progressing with the regular classroom instruction and generally include:

- Small-group instruction (2-4 students)
- 3-4 intervention sessions per week (30-60 minutes per session)

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- Conducted by trained and supervised personnel (not the classroom teacher)
- Conducted in and out of the general education classroom
- 9-12 weeks in duration (repeated, as needed)

The table below is just one example of laying out the interventions you are exploring. It provides your planning team a quick glance at the intervention, related research studies, and its evidence of effectiveness. Another table could point out the features of the interventions for a quick comparison (See Gersten et al., 2009; Table D1, p. 69).

	Intervention Examples				
RtI Tier II Intervention	**Elementary**	**Middle School**	**High School**	**Examples of Research Studies**	**Evidence of Effectiveness**
AMP			x A program for low- literacy adolescent readers that focuses on explicit teaching of comprehension strategies along with intensive vocabulary development and oral reading fluency practice.	Mid-continent Research for Education and Learning. (n.d.). *Final Evaluation Report, AGS Globe's AMP Reading System Efficacy Study*. Denver, CO: Author.	**No Qualifying Studies** Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly, 43*(3), 290-322.
Fusion Reading			x The intervention, the Fusion Reading Program, is comprised of three major elements: motivation, reading instruction, and classroom management. Ninth- and 10th-grade students involved in this program represent "urban struggling readers" or those students who are below proficiency on state-administered reading measures and fall two or more years below grade level in reading comprehension.	**Subject of IES Goal 2 Development Study** http://www.ku-crl.org/projects/fusion.shtml	**None yet**
Read 180	x	x	x READ 180 is a research-based reading program that uses technology to help students. It incorporates direct instruction in reading skills with instructional decision-making procedures and state of the art materials, such as software and high-interest literature.	Johnson, J., Haslam, M., & White, R. (2006). *Improving student literacy in the Phoenix Union High School District, 2005–06*. Washington, DC: Policy Studies Associates. White, R. N., Haslam, M. B., & Hewes, G. M. (2006, July). *Improving student literacy in the Phoenix Union High School District 2003–04 and 2004–05. Final Report*. Washington, DC: Policy Studies Associates	**Moderate Evidence of Effectiveness for Middle & High School** Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly, 43*(3), 290-322.

Relevant Literature

Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. *Journal of Educational Psychology*, *98* **(2), 394-409.**

Response to intervention (RTI) models for identifying learning disabilities rely on the accurate identification of children who, without Tier 2 tutoring, would develop a reading disability (RD). This study examined two questions concerning the use of 1st-grade data to predict future RD: (a) Does adding initial word identification fluency (WIF) and 5 weeks of WIF progress-monitoring data (WIF-Level and WIF-Slope) to a typical 1st-grade prediction battery improve RD prediction? and (b) Can classification tree analysis improve the prediction accuracy compared to logistic regression? Four classification models based on 206 1st-grade children followed through the end of 2nd grade were evaluated. A combination of initial WIF, WIF-Level, and WIF-Slope and classification tree analysis improved prediction sufficiently to recommend their use with RTI.

Ferraro, J., Klund, S., Hexum-Platzer, S., & Vortman-Smith, J. (2006). *A model secondary (6-12) plan for reading intervention and development: A response to requests from Minnesota schools & districts to provide guidance in developing reading intervention programs for secondary students.* **Minnesota: The Quality Teaching Network: Reading.**

The Model Secondary (6–12) Plan for Reading Intervention and Development has been designed to meet the cognitive needs of middle school through high school students whose reading performance ranges from those significantly below expectation through those reading at or above grade level. The reading needs of the population of students in need of intervention are so significant that additional support above and beyond reading in language arts and other content areas is necessary. Students reading at or above grade level will also benefit from explicit reading instruction at a developmental level. Reading intervention instruction requires delivery by a licensed reading professional during a specified daily reading class period. Class size is also of importance and depends upon the program of intervention being delivered. Developmental reading instruction may be delivered through content area courses. This document is designed to assist schools and districts in beginning the process of constructing a reading program.

Riley-Tillman, T. C., Kalberer, S. M. , & Chafouleas, S. M. (2005). Selecting the right tool for the job: A review of behavior monitoring tools used to assess student Response-to-Intervention. *The California School Psychologist*, *10*, **81-91.**

The educational accountability movement has demanded that educators implement and also monitor students' responses to positive behavioral accommodations in schools as well as communicate this information to others. This new responsibility has left many educators struggling with ways to monitor students effectively. This article provides a brief overview of how to choose a behavioral monitoring strategy effectively. Four options for behavioral

monitoring are reviewed: (a) permanent products; (b) behavior rating scales; (c) systematic direct observation; and (d) behavior report cards. In addition, the strengths and weaknesses of each method are discussed along six areas of consideration: (a) goodness of fit; (b) directness; (c) generalization; (d) feasibility; (e) training; and (f) intrusiveness. Finally, the methods are considered in relation to each stage of the intervention process. This article provides a brief guide for school-based professionals focusing on behavior problems--one that provides multiple options for assessment and monitoring procedures and outlines considerations for selecting among these options.

Scott, V. G., & Weishaar, M. K. (2003). Curriculum-based measurement for reading progress. *Intervention in School & Clinic***, *38*(3), 153-160.**

This article contains a set of detailed steps that will assist middle and high school special education teachers in the construction and implementation of curriculum-based measurement (CBM) to track reading progress**.** CBM involves teachers, students, and parents in progress monitoring. The steps include information on how to construct and organize a CBM, how to administer and score a CBM, how to use the information for instructional changes, and how to use the data collected from a CBM to inform parents about their child's progress.

Resources

Best Evidence Encyclopedia (BEE): http://www.bestevidence.org
- Slavin, R. E., Lake, C., Davis, S., & Madden, N. (2009, June). Effective programs for struggling readers: A best evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education.
- *Better: Evidence-Based Education* Magazine

Center on Instruction: http://www.centeroninstruction.org

Florida's Problem-Solving and Response to Intervention Project: www.floridarti.usf.edu

Institute of Education Sciences: http://ies.ed.gov
- Regional Educational Laboratories
- What Works Clearinghouse
- IES Practice Guides
  - Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Learning Point Associates/Great Lakes West Comprehensive Assistance Center RTI Resource Guide (includes list of various state RtI websites) -
http://www.learningpt.org/greatlakeswest/rti/rtiresourceguide.pdf

National Association of School Psychologists: List of State and District RTI Initiatives, Models, and Resources - http://www.nasponline.org/advocacy/rtistatedistrict.pdf

National Center on Response to Intervention – http://www.rti4success.org

University of Texas at Austin - **Meadows Center for Preventing Educational Risk** -
http://buildingrti.utexas.org/

References

Biancarosa, G., & Snow, C. E. (2004). *Reading Next – A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Bottoms, G. (2005). Why we need an across-the-curriculum emphasis on literacy. Chapter in *Literacy across the curriculum: Setting and implementing goals for grades six through 12. Site Development Guide #12.* Atlanta, GA: Southern Regional Board.

Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, S. K., Mellard, D. F., McKnight, M. A., & Deshler, D. D. (2007). *The ABCs of RTI: Elementary school reading, a guide for parents.* Lawrence, KS: National Research Center for Learning Disabilities.

Kamil, M. L. (2003, November). *Adolescents and literacy: Reading for the 21st century.* Washington, DC: Alliance for Excellent Education.

National Institute of Child Health and Human Development. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Report of the National Reading Panel. (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

National Reading Panel. (2000). *Report of the National Reading Panel*. Washington, DC: National Institute of Child Health and Human Development.

Phelps, S. (2005). *Ten years of research on adolescent literacy, 1994-2004: A review*. Naperville, IL: Learning Point Associates.

Shanahan, C. (2005). *Adolescent literacy intervention programs: Chart and program review guide*. Naperville, IL: Learning Point Associates. Available online: http://www.learningpt.org

Methodology

In order to answer this request, we looked in several databases: Wilson Web (UNCG Education Database), ERIC, PsycInfo, and PsycArticles. In addition, we also searched Google using the phrases "RtI," "reading intervention," "Tier II," and "Response to Interventions." We also searched the websites of the following organizations: Best Evidence Encyclopedia, RtI Action Network, Vaugh Gross Center for Reading & Language Arts, Florida Center for Reading Research, National Center on Response to Intervention and the Center on Instruction. The years of our search were 2004 through April 2009. Our search began in 2004 because that is when the reauthorization of the Individual with Disabilities Education Act (IDEA) allowed RtI to be used as a component of determining special education eligibility.
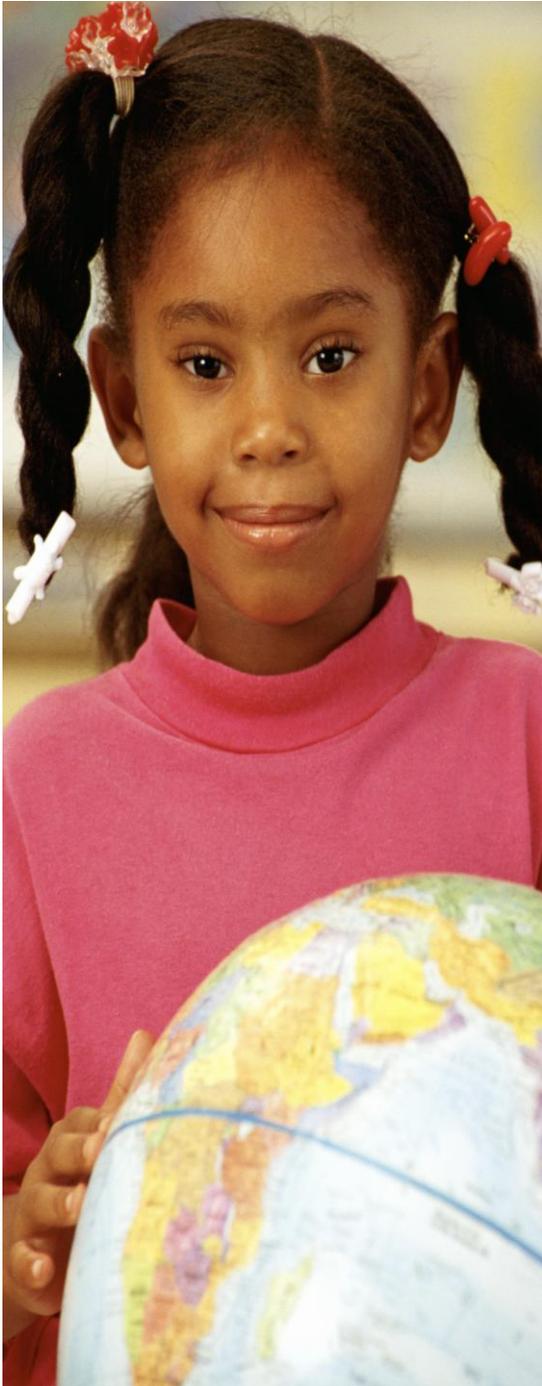
We provide research based information on educational initiatives happening nationally and regionally. The EBE Request Desk is currently taking requests for:

- **Research on a particular topic**
- **Information on the evidence base for curriculum interventions or professional development programs**
- **Information on large, sponsored research projects**
- **Information on southeastern state policies and programs**

For more information or to make a request, contact:
Karla Lewis
1.800.755.3277
klewis@serve.org