

3-Tier Reading Model: Helping Your Struggling Readers

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Need for Early Intervention

- According to the National Institute of Health and Human Development
 - It takes 4 times as long to intervene in 4th grade as it does to intervene in late Kindergarten.

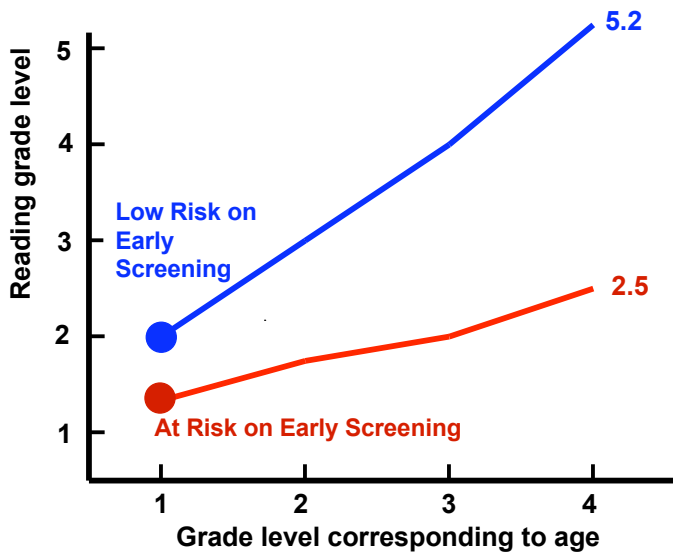
30 mins./day

Late K

**2 hours
per day**

4th Grade

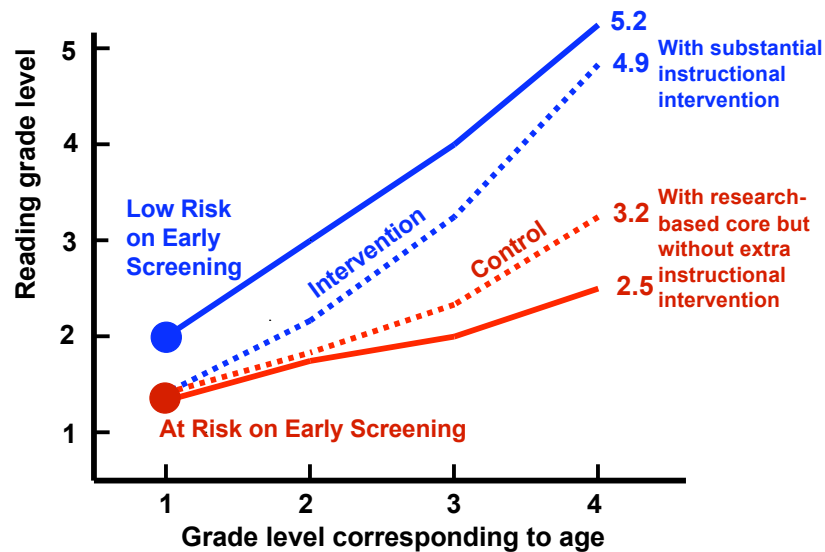
Early Screening Identifies Children At Risk of Reading Difficulty



Additional Instructional Intervention Changes Reading Outcomes

- Four years later, the researchers went back to the same school. Two major changes were implemented:
 - *research-based comprehensive reading program*
 - *Intervention program for at risk students*

Early Intervention Changes Reading Outcomes



New Model for Intervention

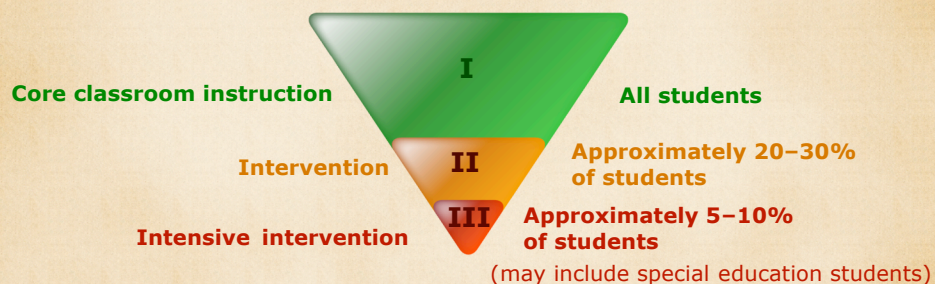
- Old Model - Wait to Fail
 - Too often intervention instruction was tied to special education qualification practices.
- New Model - Preventive
 - Early intervention

Response to Intervention (RTI)

- Individuals with Disabilities Education Improvement Act (IDEA 2004)
 - IQ-Achievement Discrepancy
 - RTI: permits districts to use as much as 15% of their special education monies to fund **early intervention activities**



3-Tier Reading Model



Overview of the Three Tiers

Tier I: Core classroom reading instruction that all students receive, **assessment of student progress three times per year**, and **ongoing professional development**

Tier II: **Intervention** (additional reading instruction) and **frequent progress monitoring** that struggling readers receive

Tier III: **More intensive intervention** and **frequent progress monitoring** that students with extreme reading difficulties receive after not making adequate progress in Tiers I and II

Is the 3-Tier Reading Model a new Reading “program”?

- No, the 3-Tier Reading Model is a **prevention** model that:
 - Provides an **instructional framework** for delivering assessment-driven, differentiated instruction to all students, including students at risk for and with reading difficulties
 - Focuses on reading instruction that uses **scientific research-based core, supplemental, and intervention reading programs**
 - Identifies struggling students and provides the support (**additional instruction/intervention**) they need

Student Improvement Team Process

- What is your student improvement team process?
 - Identifying students
 - Team members involved
 - Implementation
 - 504 / Special Ed identification

3-Tier Reading Model

Professional Development

Core Instruction in Reading and Writing

Targets all students
Guaranteed and Viable Curriculum
90 minutes
Benchmark assessments 3 x year

Strategic Intervention

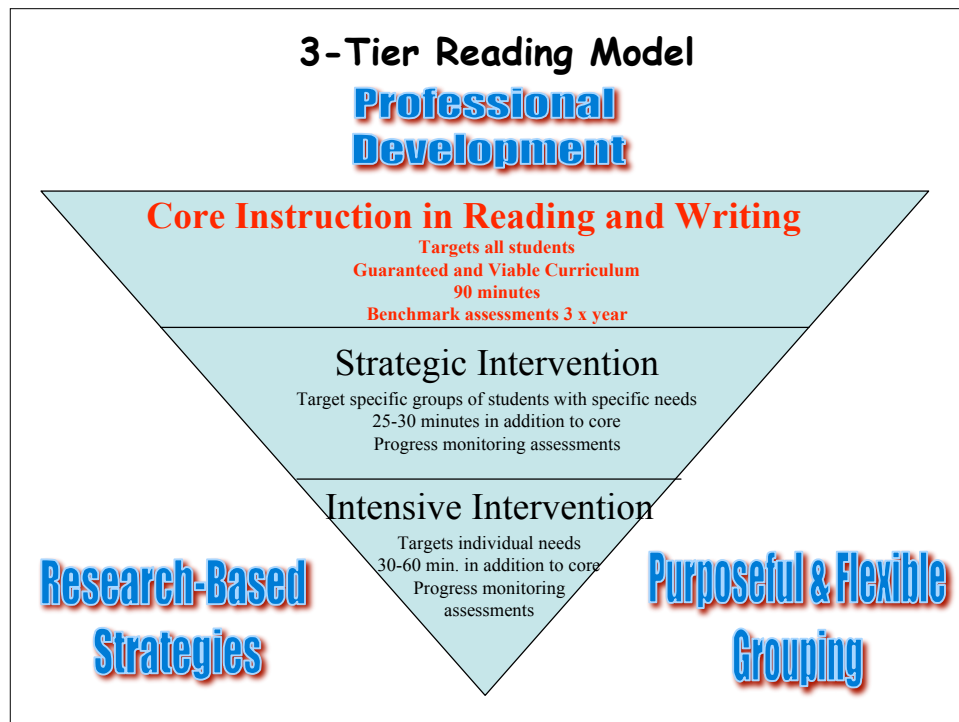
Target specific groups of students with specific needs
25-30 minutes in addition to core
Progress monitoring assessments

Intensive Intervention

Targets individual needs
30-60 min. in addition to core
Progress monitoring assessments

**Research-Based
Strategies**

**Purposeful & Flexible
Grouping**



Key Elements of Tier I Reading Instruction

- Core classroom reading instruction that focuses on the grade-specific **essential reading components** (based on SBRR)
- Systematic **assessment** of ALL students three times per year
- Ongoing **professional development** to provide teachers with the necessary tools to ensure every student receives high-quality reading instruction

Tier 1: Core Class Instruction

Focus	All students
Program	Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading
Time	90 minutes per day or more
Interventionist	General education teacher
Setting	General education classroom
Grouping	Multiple grouping formats to meet student needs
Assessment	Benchmark assessment at the beginning, middle, and end of year

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Key Terminology Effective Reading Instruction

Phonemic Awareness

Phonics & Word Study

Spelling & Writing

Fluency

Text Comprehension

Vocabulary

Grouping



Maximizing Student Learning



Effective Reading Interventions



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Team Planning Guide: Tier I

1. **What programs are used?**
2. **How much time is devoted to literacy instruction?**
3. **Who provides the instructional support?**
4. **Where does the instruction take place?**
5. What grouping formats are used?
6. What assessments are given?
Purpose?



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Grouping for Tier I Instruction





Use assessment data to:

- Group students for Tier I instruction
- Identify the instructional focus for each group

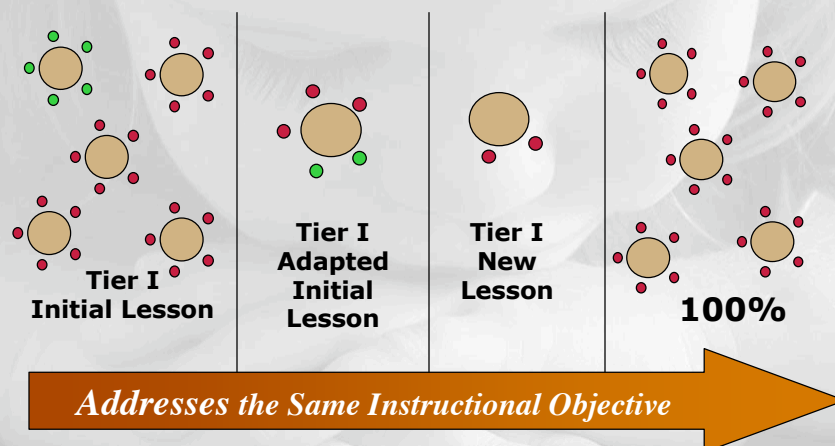
Key Points to Remember:

- Incorporate a variety of grouping formats (e.g., individual, pairs, small groups, and whole group)
- Use flexible grouping practices (group and regroup students based on their progress, interests, and changing needs)

Optimal Learning Model - Gradual Release of Responsibility

DEMONSTRATION (Teacher Directed)	SHARED DEMONSTRATION (Joint Practice)	GUIDED PRACTICE (Student Practices Under Teacher Guidance)	INDEPENDENT PRACTICE (Independent Use)
Model thinking Model fluency Explicit strategy instruction 	Collaboration Share Thinking 	 Scaffolding Strategy Use Differentiation Small Group Assessment	 Application Transferable
I DO YOU WATCH	I DO YOU HELP	YOU DO I HELP	YOU DO I WATCH

Meeting Diverse Needs in Tier I



Adapted from the University of Texas Center for Reading and Language Arts, 2003

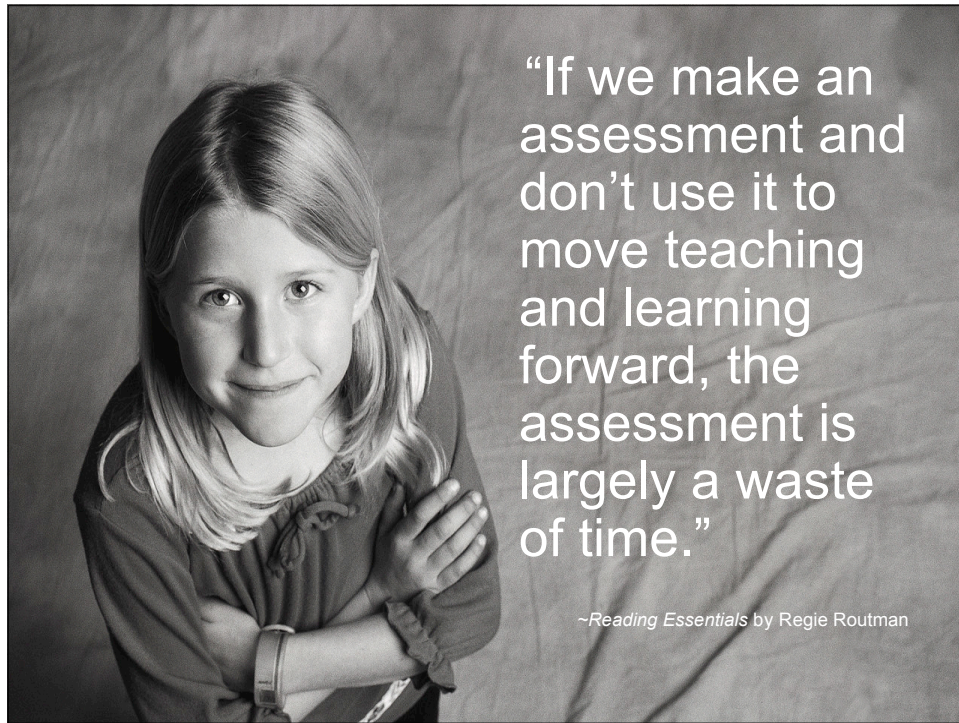
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Using Assessment to Drive Instruction

- Improving Tier I instruction involves using assessment data to make informed instructional decisions related to:
 - Grouping students
 - Planning targeted instruction
 - Monitoring students’ understanding and mastery of state’s standard objectives
 - Scaffolding instruction

Types of Assessments

Screening

Given to all students to determine which students may be at risk for reading failure.

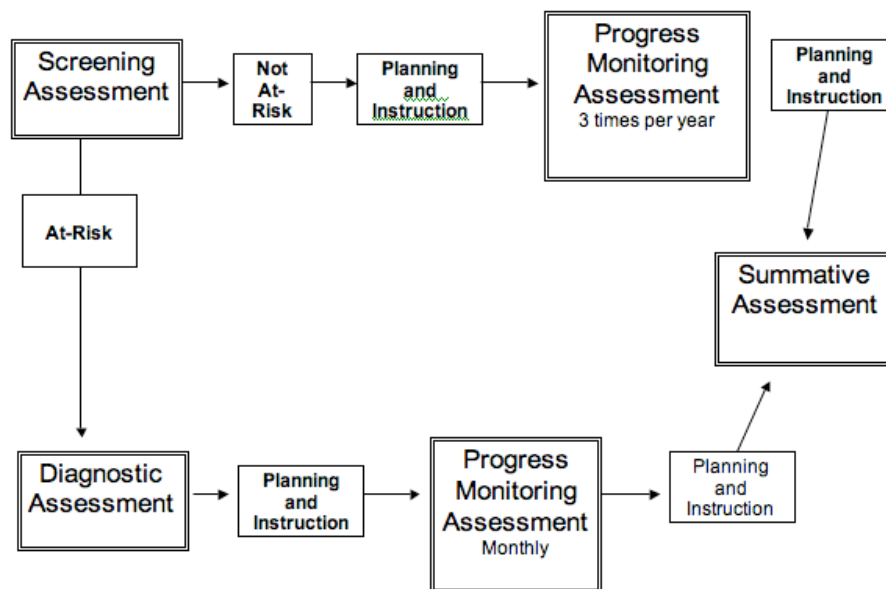
Diagnostic

Administered to individual students who were identified through the screening process as being potentially at risk. Provides more in depth information.

Progress Monitoring

Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

Instructional Assessment and Planning Cycle



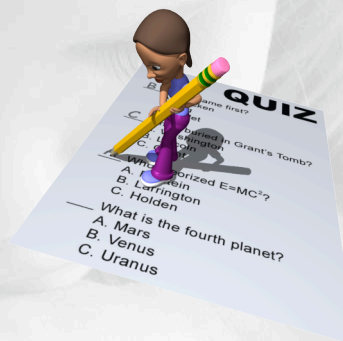
Team Planning Guide: Tier I

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6. **What assessments are given?**
Purpose?



Types of Assessments

1. Screening
2. Diagnostic
3. Progress Monitoring



Are all five areas included in your assessment program?

Professional Development

Teachers need ongoing professional development that is:

- Timely
- Effective
- Responsive to their needs
- Supportive
- Assessment driven



Reflect on Tier One: Core Instruction



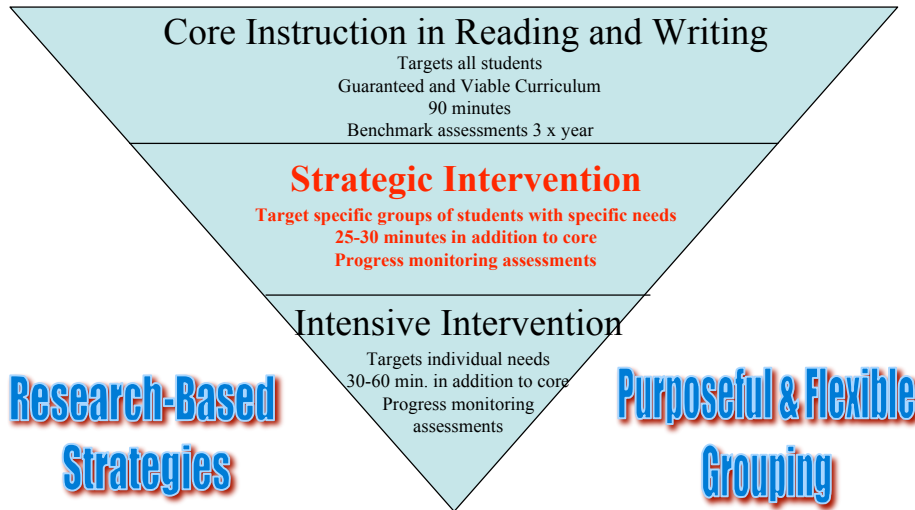
What are the **strengths** of your current core reading instruction?

What areas might **need improvement**?

What **information, resources, and/or training** might you need to make those improvements?

3-Tier Reading Model

Professional Development



Tier II: Strategic Intervention

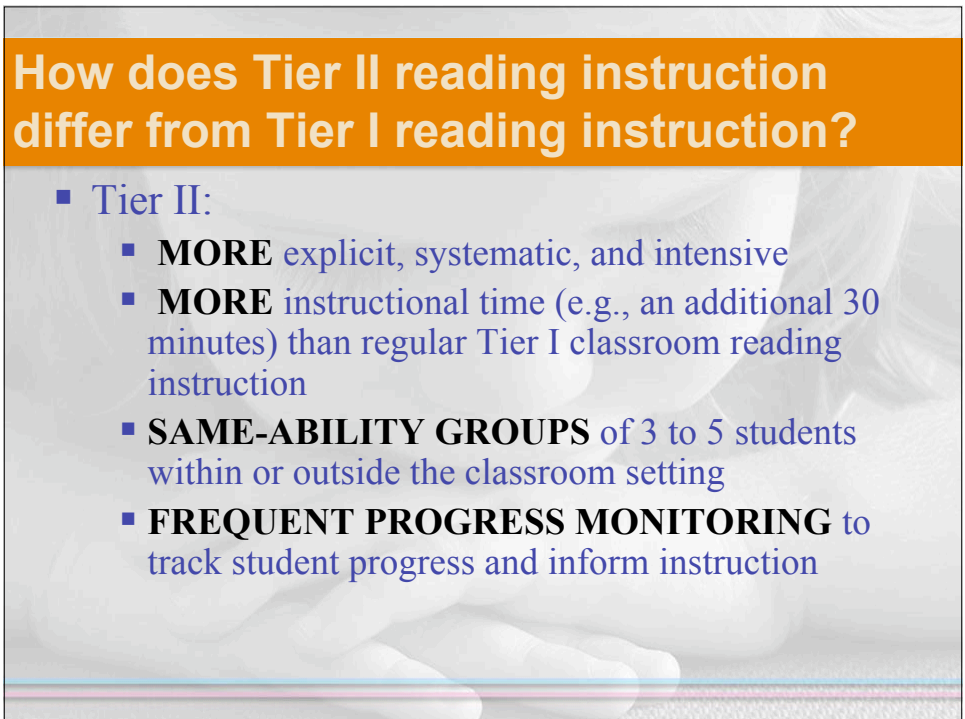
Focus	For students identified with marked reading difficulties, and who have not responded to Tier 1 efforts
Program	Scientificallly-based strategies emphasizing the five critical elements of reading
Time	25-30 minutes per day in addition to core
Interventionist	Classroom teacher, specialized reading teacher, special education teacher
Setting	General education classroom or outside of the classroom
Grouping	Homogeneous small group instruction (1:5)
Assessment	Progress monitoring



Interventionists...How are they used?

How do you currently utilize your:

- Title One Staff?
- Paraprofessionals?
- Instructional Aides?
- Trained Parents or Volunteers?



How does Tier II reading instruction differ from Tier I reading instruction?

- Tier II:
 - **MORE** explicit, systematic, and intensive
 - **MORE** instructional time (e.g., an additional 30 minutes) than regular Tier I classroom reading instruction
 - **SAME-ABILITY GROUPS** of 3 to 5 students within or outside the classroom setting
 - **FREQUENT PROGRESS MONITORING** to track student progress and inform instruction

Meeting Diverse Needs in Tier II


**Tier II
Initial
Lesson**


**Tier II
Adapted
Initial
Lesson**


**Tier II
New/
Different
Lesson**


**100%
Students
Achieve
Mastery**

Addresses the Same Instructional Objective



Adapted from the University of Texas Center for Reading and Language Arts, 2003

Explicit Instruction

Gradual Release of Responsibility Model

This model indicates a progression from teacher modeling to shared reading and writing, to guided reading and writing in small groups or with individuals to independent reading and writing.

DEMONSTRATION (Teacher Directed)	SHARED DEMONSTRATION (Joint Practice)	GUIDED PRACTICE (Student Practices Under Teacher Guidance)	INDEPENDENT PRACTICE (Independent Use)
<p>The teacher does all the work through modeling and demonstrating. Think aloud is a core strategy.</p> <ul style="list-style-type: none"> •Model thinking •Model fluency •Explicit strategy instruction 	<p>The teacher invites the student to participate.</p> <ul style="list-style-type: none"> •Students share thinking •Students and teacher collaborate 	<p>Students do the work with help from the teacher.</p> <ul style="list-style-type: none"> •Students share most of thinking •Students explain how strategy use helps him/her understand text •The teacher supports the students by suggesting strategies and helping students use those strategies 	<p>Students read and write for different purposes.</p> <ul style="list-style-type: none"> •Students apply the strategies and skills they have learned
I DO YOU WATCH	I DO YOU HELP	YOU DO I HELP	YOU DO I WATCH

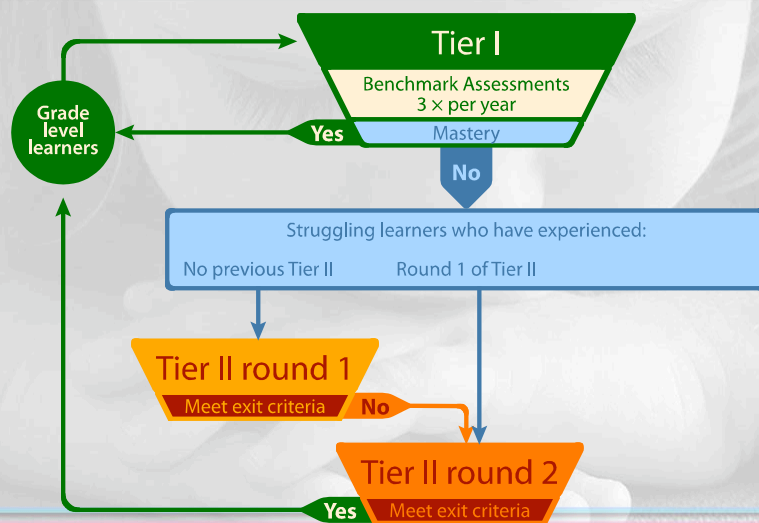
Keep in Mind

- During a semester, frequent Tier II progress monitoring may indicate that a student has mastered targeted concepts and skills

- Make sure that a student **can apply and maintain newly mastered concepts and skills** over a period of time before exiting Tier II
- **Significant scaffolding or support in Tier I** is recommended for a student after exiting Tier II



Movement Through the Tiers



What happens if most of the students in a class are identified for Tier II?

- a. Change the criteria so it seems like your students don't need Tier II
- b. Provide additional 30 minutes of Tier II intervention for those students.
- c. Focus on improving Tier I core classroom reading instruction that ALL students receive

Team Planning Guide: Tier II

What systems are currently in place to provide additional support?

1. What programs are used?
2. How much additional time is devoted?
3. Who provides the additional instructional support?
4. Where does the additional instruction take place?
5. What grouping formats are used?
6. Does your current assessment system show:
 - When interventions are needed?
 - If interventions are working?



Reflect on Tier Two: Strategic Intervention



What are the **strengths** of the current strategic interventions?

What areas might **need improvement**?

What **information, resources, and/or training** might you need to make those improvements?

3-Tier Reading Model

Professional Development

Core Instruction in Reading and Writing

Targets all students
Guaranteed and Viable Curriculum
90 minutes
Benchmark assessments 3 x year

Strategic Intervention

Target specific groups of students with specific needs
25-30 minutes in addition to core
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Intensive Intervention

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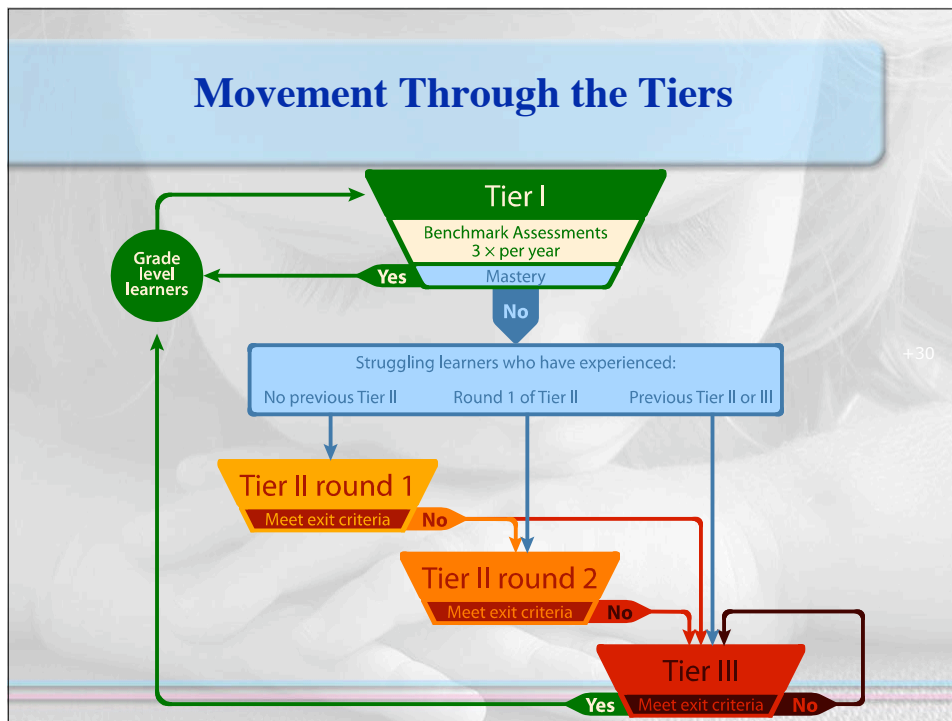
**Research-Based
Strategies**

**Purposeful & Flexible
Grouping**

Tier III: Intensive Intervention

Focus	For students identified with marked reading difficulties, and who have not responded to Tier 1 or 2 efforts
Program	Sustained, intensive, scientifically-based reading program emphasizing the critical elements of reading for students with reading difficulties/disabilities
Time	30-60 minutes per day in addition to core
Interventionist	Specialized reading teacher, special education teacher
Setting	Outside of the classroom
Grouping	Homogeneous small group instruction (1:3)
Assessment	Progress monitoring

Movement Through the Tiers



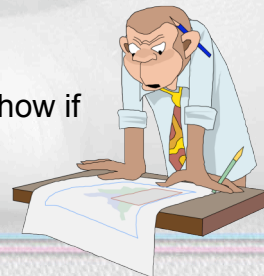
Are most students who qualify for Tier III usually receiving 504 or special education services?

- The answer to this question varies from school to school
- Some students, but probably not all, who qualify for Tier III may be receiving 504, or special education services
- Each school determines the relationship of instruction in Tier III and instruction delivered through 504 and special education services

Team Planning Guide: Tier III

What systems are currently in place to provide intensive intervention?

1. What programs are used?
2. How much additional time is devoted to intensive intervention?
3. Who provides the intensive intervention?
4. Where does the intensive intervention take place?
5. What grouping formats are used?
6. Does your current assessment system show if intensive interventions are working?



Reflect on Tier Three: Intensive Intervention



What are the **strengths** of the current strategic interventions?

What areas might **need improvement**?

What **information, resources, and/or training** might you need to make those improvements?



Action Planning: 3-Tier Model

- Create your own 3-Tier Reading Model
 - Show current practices
 - Highlight components that need to be added in red

First Steps for Implementing the 3-Tier Reading Model

1. Focus on improving the **core classroom** reading instruction (Tier I) that all students receive
2. Provide **high-quality intervention** (Tier II) for struggling readers
3. Participate in ongoing **professional development** to enhance classroom implementation of SBRR practices
4. Make sure the Student Improvement Team and Staff Members understand the 3-Tier Model

How will we respond to students who aren't learning?

Move from **good** to **great** in our:

- **Core Instruction**
 - What research based practices should all students be exposed to?
- **Strategic Intervention**
 - What strategies can be used with specific students or group of students who have not mastered a specific strategy or skill?
- **Intensive Intervention**
 - What support do we need to have in place for students who do not show progress with strategic intervention?