



Practical Strategies for Tier II Intervention

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Our Agenda

- Dynamic Assessment
- RTI information/Tiers 1 & 2
- Criteria for Classroom-Based Intervention
- Progress Monitoring
- Permanent Products
- Practical Classroom Strategies




Presenter Disclosure Statement

- We have no financial interest in any of the products or programs discussed in today's presentation. They are ideas that we have found useful and hope that you will find the same.




Dynamic Assessment

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Definitions (Background knowledge)


- **Vygotsky's zone of proximal development (ZPD):** The "space" between what a child can do independently (*actual* developmental level) and what the student can do with support (*potential* developmental level).
- **Modifiability:** The ability of the child to change/learn within the ZPD. The *stability* of this change is important for generalization.
- **Mediated learning experiences (MLE):** The instruction that takes place within the ZPD with support from the adult.



Static versus Dynamic Assessments

Pena, E. retrieved 9/30/11 on-line at www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm

Static	Dynamic
• Passive participants	• Active participants
• Examiner observes	• Examiner participates
• Identify deficits	• Describe modifiability
• Standardized	• Fluid, responsive



Methods of Dynamic Assessment

- **Testing the Limits** (elaborated feedback)
- **Graduated Prompting** (identify ZPD with hierarchy of predetermined prompts)
- **Test-Teach-Retest** (best for differentiating differences from disorders)

Gutiérrez-Clellen & Peña (2001)



Why dynamic assessment?

- Provides information regarding how the child is currently functioning
- Provides information regarding the zone of proximal development (student's modifiability)
- More sensitive measure than static assessments when measuring subtle language deficits
- Provides information for **intervention planning**
- Information used for **progress monitoring**



Dynamic Assessment and Culturally and Linguistically Diverse populations

- Most appropriate assessment to use with CLD population (Hasson & Joffe, 2007; Laing & Kamhi, 2003)
- Considered "culturally neutral" and culturally responsive
- Test-Teach-Retest method most often advocated DA method for ELLs
- Decreases likelihood of over- or under-identification of ELL students
- Provides information regarding **CALPS** (cognitive and academic language proficiency skills)



Determine language skills needed for the classroom/school

- What are the language demands of the **official curriculum**?
- What are the language demands of the **de facto curriculum**?
- What are the language demands of the **school culture curriculum**?
- What are the demands of the **hidden curriculum**?



Assessing curricular demands

Nelson (2005)

- **What factors make the instructional discourse more or less difficult?**
 - Complexity of micro- or macro-structures of text
 - Complexity of concepts
 - Difference between language of instruction and conversational discourse



Assessing curricular demands

Nelson (2005)

- **What are the particular difficulties of students with language/learning disorders?**
 - Is there a discrepancy between teacher's instructional language, student's comprehension, and conceptual complexity?
 - Are there deficits in information processing or memory capacity?



Assessing curricular demands

Nelson (2005)

- **What are the implications for service delivery?**
 - Does child have underlying language skills needed to learn curriculum task
 - What level of prompting/scaffolding is most successful and how might instruction be modified
 - Effective scaffolding begins where student is successful
 - During scaffolding task, SLP provides feedback to assist student identify missing pieces and to problem solve



Which strategies does the student currently use?

- Interview teacher
- Interview student
- Onlooker observations (also good for determining demands of classroom/school)
- Participant observations
- Language samples



Phonology

Scaffolding Scale of Stimulability (Glaspey, 2006; Glaspey & Stoel-Gammon, 2007)

- Can be used after traditional assessment to provide information for information planning
- A more sensitive measure of change, particularly early on, than repeated static measures
- Uses a *graduated prompting* approach to blend assessment and intervention



From Glaspey & Stoel-Gammon, 2007, p.289

CUES	Level 0	Level 1	Level 2	Level 3
LINGUISTIC ENVIRONMENTS		Intonation	Intonation, vocal quality	Intonation, vocal quality, segmental production, prosody, pitch rate
Not Stimulable				21
Isolation				20
Word	16	17	18	19
Carrier Phrases	12	13	14	15
Novel Phrases	9	10	11	
One-target sentence	6	7	8	
Two-target sentence	3	4	5	
Connected Speech	1	2		

Figure 1. The Scaffolding Scale of Stimulability: Cues and Environments.



Vocabulary

- Supporting students through morphological analysis (Larsen & Nippold, 2007)
- Graduated prompting dynamic assessment procedure
- Findings suggest that this can be used to identify how much support a student needs to learn low-frequency or content words through morphological analysis



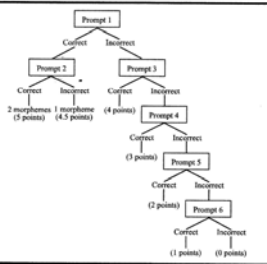
Graduated prompts from Larsen & Nippold (2007)

- Prompt #1:**
"Tell me what the word beastly means."
A. If the child answers correctly, the examiner goes to Prompt #2.
B. If the child does not respond or answers incorrectly, the examiner goes to Prompt #3.
- Prompt #2:**
"How did you know that?"
A. If the child's explanation refers to the individual morphemes, the examiner goes to the next word.
B. If the child's explanation does not refer to the individual morphemes, the examiner goes to Prompt #3.
- Prompt #3:**
"Does the word beastly have any smaller parts?"
"What are those parts?"
A. If the child answers correctly, the examiner asks, "Now can you tell me what the word means?"
B. If the child does not respond or answers incorrectly, the examiner goes to Prompt #4.
- Prompt #4:**
"The smaller parts in this word are beast and ly. Now can you tell me what the word means?"
A. If the child answers correctly, the examiner goes to the next word.
B. If the child does not respond or answers incorrectly, the examiner goes to Prompt #5.
- Prompt #5:**
"Listen to this sentence and then tell me what beastly means: 'Jan tried to scare her brother by dressing up and acting beastly.'"
A. If the child answers correctly, the examiner goes to the next word.
B. If the child does not respond or answers incorrectly, the examiner goes to Prompt #6.
- Prompt #6:**
"Which of these choices gives the meaning of the word beastly? (examiner presents three choices):
a) like an animal; b) like a plant; c) like a clown"



Scoring for graduated prompts

Figure 3. Flow chart illustrating the prompting and scoring procedures for the Dynamic Assessment Task of Morphological Analysis.



RTI, Interventions, Progress Monitoring, Permanent Products

Lisa Froehlich, Ph.D.

Now What? Designing Classroom Based Interventions Tiers 1 and 2

(Barnett, D., Hawkins, R., Prasse, D., Graden, J., Nantais, M. & Pan, W., 2007).



Remember

- > the emphasis in RTI is on demonstrating student need based on outcomes using time-series data
- > A baseline of behavior is essential
- > decision making validity is central in this model, with emphasis on determining child service needs using scientifically based and empirically demonstrated interventions
- > professionals are valued when they assist with the highly challenging decisions needed to promote positive outcomes for individuals

RTI Considerations

- Students cannot be identified with a learning disability without documenting numerous attempts in regular education to meet their needs using scientific research-based strategies
- Student progress must be monitored
- Progress data must be provided to parents

Tier 2

- Now what? The child's performance indicates he is at risk for learning failure.
- Collect Baseline Data
- We gather the information and plan with the teacher/team a Tier 2 intervention.


Strong Interventions

(Lentz and Allen, 1996)

- Socially significant, lasting outcomes
- Minimally disrupt existing school ecology
- Outcomes satisfy those who present the problem
- Promote treatment adherence

Principles Guiding Development of Strong Interventions


- Use applied research to guide intervention planning
- Know that some students will require continued assistance
- Incorporate progress monitoring and data-based decision making



Critical Variables for Academic Interventions


(Lentz and Allen, 1996)

- Opportunities to respond
- Positive contingencies
- Immediate feedback
- Decision making through progress monitoring
- Instructional variables
 - Pacing
 - Error correction
 - Targets for contingencies
 - Models, prompts, and fading of both (varied intensity-"dosage")




Collecting Baseline Measures

1. Curriculum-Based Measurements
2. Authentic Assessment



Comprehension Questions

1. What made a bridge in the Behring Sea?
 Explicit Answer/Right There- Land
 Score: _____ (2, 1, or 0)
2. Where did the hunters come from that crossed the bridge?
 Explicit Answer/Think and Search-Asia
 Score: _____ (2, 1, or 0)
3. At first, why weren't there any plants or animals?
 Implicit Answer/Author and You-It was very cold.
 Score: _____ (2, 1, or 0)
4. Pretend you lived in Asia and didn't want the nomads to stay in America, how would you persuade them to come back?
 Implicit Answer/ On Your Own-Answer should give logically reasons on why the nomads should travel back to Asia.
 Score: _____ (2, 1, or 0)



Grammatical Structures


The animals were killed by the nomads. Who was killed? (animals)
 Score: _____ (1 or 0)

When the hunters left Asia they could take either a blanket or a warm coat with them on their journey. What could the hunters take with them? (blankets or a warm coat)
 Score: _____ (1 or 0)

The land bridge, which was eventually covered by water, was the main transportation route of the nomads. What was the main transportation route of the nomads? (land bridge)
 Score: _____ (1 or 0)

Children of the nomads became the first Native Americans. Who became the first Native Americans? (children of the nomads)
 Score: _____ (1 or 0)


Wild animals were dangerous to the nomads but because hunters killed larger animals they disappeared. What was dangerous to the nomads? (wild animals)
 Score: _____ (1 or 0)



Writing Sample

- Him and me went to the hunted house it was scare and then a gost came out boo and then I run the end

23 words correct
 8 Units



Narrative Development

Brady, the StoryBraid™
Progress Monitor and Instructional Planner—Form 2

Student Name: _____ Date: _____ School Year: 2011-2012

Grade: _____

Character

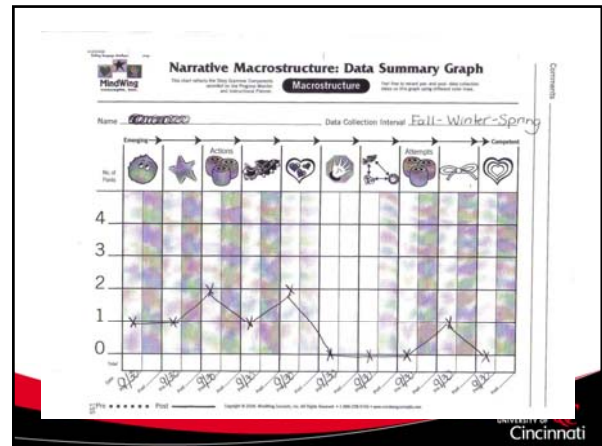
Setting

Action Sequence

Initiating Event

Internal Response

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Treatment Adherence

1. Student Outcomes (Noell et al, 2000, 2001, 2002)
2. Collaboration Team Approach (Burns, Peters & Noell, 2008)
3. Permanent Products (Noell, 2002)

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Permanent Product Examples

1. Student Notebook
2. Chart Paper
3. Worksheet
4. Small Group Secretary
5. Teacher Checklist

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Assessing Prior Knowledge

**For small group discussion prior to reading book

Student's Name: _____
Date: _____
Title of Book: Amazing Dinosaurs

1. Predicting/looking at cover, pictures, title of story. What do you think this book is about?
**Teacher to scaffold students to appropriate responses
**Teacher may model what he/she already knows about topic through think-aloud

Student Responses:

_____ - Dinosaurs

_____ - Dinosaurs

2. What do you already know about Dinosaurs?
(topic)
**Teacher to scaffold students to appropriate responses
**Teacher may model what he/she already knows about topic through think-aloud

Student Responses:

_____ - They dead

_____ - They are big

3. What questions do you have about Dinosaurs?
(topic)
(What do you want to know about this topic?)
**Teacher to scaffold students to appropriate questions
**Teacher may model possible questions about topic through think-aloud

Student Questions:

_____ - What are some of the dinosaurs name

_____ - what can they do?

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Vocabulary

Word shudder

Word peck

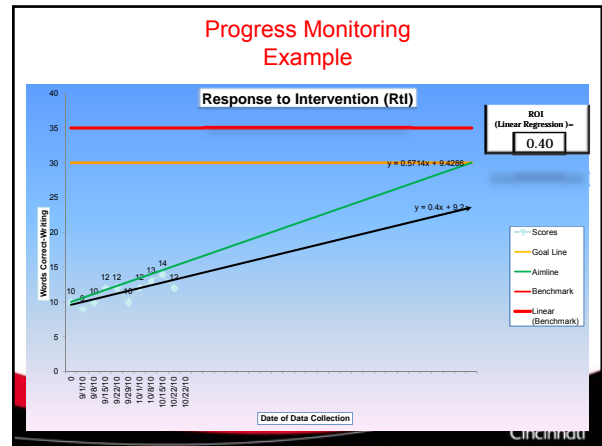
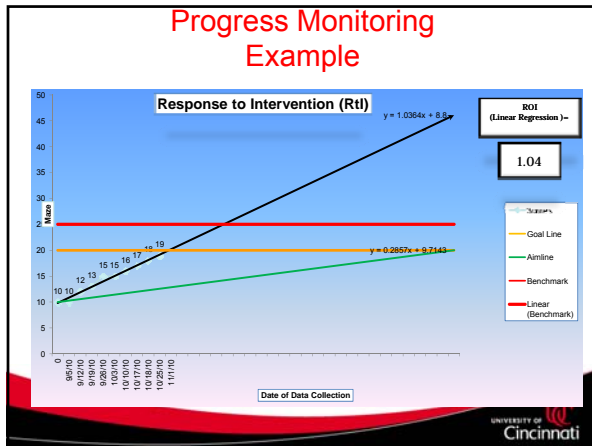
Word eerie

Word chill

Word howl

Word mist

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Story Retell/Narratives


Two Tools

- Braidy
- Story Grammar Marker



MindWing Concepts Inc. Copyright 2006

Intervention: Story Cloths




Vocabulary Permanent Product

Directions:

1. Read the story
2. If you read a word that you don't understand write it down in the first column.
3. Use one of your vocabulary strategies to try to figure out the word.
4. After reading, place a checkmark in the correct column.
5. Show you paper to your teacher and talk to her about all of the words

New word I came across when reading and page number.	I understand the word.	I don't understand the word.	I talked with my teacher about this word.
			Yes or No
			Yes or No
			Yes or No
			Yes or No

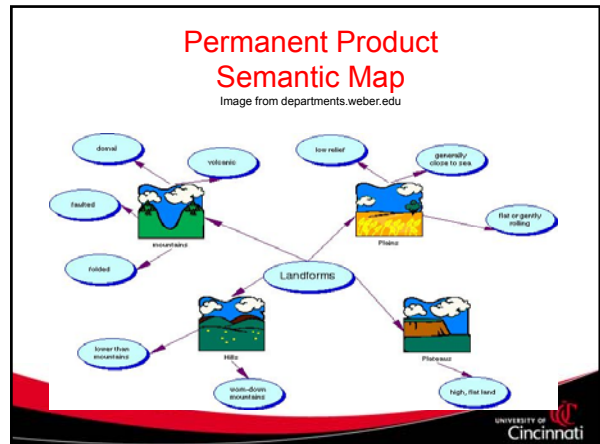
Vocabulary



Word _____	Word _____	Word _____
Word _____	Word _____	Word _____

Summarization

Somebody	Wanted	But	So
The Big Bad Wolf	Pigs for dinner	They hid in the brick house.	He went hungry.
Anne Frank	To hide from the Nazis	Someone turned her in	She died in a concentration camp.
Thomas Edison	To invent the incandescent light bulb.	His light bulb blackened (the Edison effect)	It later led to the electron tube, the basis of the electronics industry.
Stephen Hawking	To be a mathematician	His father wanted him to be a Chemist.	He combined science and math to study black holes in the universe



Summarization

Name _____

Title _____

Source _____

Fill in the 5Ws and H

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

Write a 20 word Gist of the Story

- ### Intervention: Sentence Combining for Writing
- Teachers should use direct instruction (Saddler, 2005)
 - Teacher models several types of sentence combining (using a think aloud to model thought process)
 - Students practice in pairs

Practical Classroom Strategies

Emily Hasselbeck, MA CCC-SLP

Relevant Research

“In an extensive longitudinal study involving numerous predictor variables, kindergarten oral narrative production correlated significantly with fourth and seventh grade reading comprehension and receptive vocabulary.”

Tabor, F., Snow, C., & Dickinson, D. (2001). *Homes and schools together: Supporting language an early literacy development.* In D.K. Dickinson & P.O. Tabor (Eds.), *Beginning Literacy with Language.* Baltimore: Brookes.

“What does competence in story grammar do for children? It provides children with a means for understanding and predicting the structure and function of story parts in relation to the overall structure of a story. It also allows children to follow the flow of a story they are reading or listening to, and provides them with an organizational structure for creating their own oral or written stories.”

Duchan, J. (2004). *The foundational role of schemas.* In A. Stone, E. Silliman, B. Ehren & K. Apel (Eds.), *Handbook of Language and Literacy: Development and Disorders.* New York: Guilford Press.

Comprehension

- “Interest-driven process where the purpose for reading can change over time” (Blachowicz & Ogle, 2008, p. 27)
- Comprehension doesn't happen- it's a process- constructive
- Socially constructed
- Scaffolded
- Skillful and strategic
- Self-monitored and self-regulated (Blachowicz & Ogle, 2008)



Things to Remember

- Comprehension is not a destination
- Goal- Comprehension strategies become skills that students can use effortlessly and without conscious thought in their reading (Afflerbach, Pearson, & Paris, 2008)
- Comprehension strategies are only effective if teachers expect more than literal answers from their students (Keene, 2008)
- Focus on meaning (rough draft compositions)
- Don't forget about the joy of reading- don't get stuck on decoding!
- For upper elementary grades- motivation impacts how well and in what ways they use comprehension strategies (Guthrie et al., 1996)



Reading Strategies

Generic

- Monitor comprehension
- Pre-read
- Set goals
- Think about what one already knows
- Ask questions
- Make predictions
- Test predictions against the text
- Re-read
- Summarize

Discipline specific

- Build prior knowledge
- Build specialized vocabulary
- Learn to deconstruct complex sentences
- Use knowledge of text structures and genres to predict main and subordinate ideas
- Map graphic (and mathematical) representations against explanations in the text
- Pose discipline relevant questions
- Compare claims and propositions across texts
- Use norms for reasoning within the discipline (i.e. what counts as evidence to evaluate claims)



Comprehension Strategies

- Think Alouds
- Accessing Prior Knowledge
- Building Vocabulary Knowledge
- Levels of Comprehension
- Text Structure Analysis
- Summarizing
- Comprehension Monitoring
- Question/Answering
- Graphic Organizers



Accessing Prior Knowledge

- “We can't understand what we read without thinking about what we already know.” (Harvey & Goudvis, 2007 p. 17)
- Readers hook new information to old in order to construct meaning
- Connecting what readers know to new information is the core of learning and understanding
- Building schema (Ganske & Fisher, 2010)
- EXAMPLES:
 - “This story reminds me of...”
 - “Have you ever.....”
 - “What do you think _____ would be like?”
- Use on a variety of text structures- story books to expository books to poems
- Internet sources
- Pictures for kids to relate to content



Accessing Prior Knowledge Chart

What We Think We Know	What We Learned from the Book				
What I think I know	Confirmed	Misconceptions	New Information	Wonderings	

- Compare and Contrast Columns for a classroom discussion
- K-W-L chart
- Similar strategy for analyzing nonfiction– Ganske & Fisher (2010)
- Genre background- Ganske & Fisher (2010)



Building Vocabulary Knowledge

- Through read alouds
- Exposure to new words repeatedly throughout the day
- Access to high-quality literature in classrooms

Levels of Comprehension

- Explicit to inferential to critical
- QAR strategy- (question-answer relationship)
 - Right there- literal
 - Putting it together- literal
 - On my own-inferential/critical
 - Author/Writer and me-inferential/critical
- Allowing students to answer all questions all of the time (choral responses, partner sharing)

Text Structure Analysis

- Knowing text characteristics increases comprehension
 - Expository texts –prepare for standardized tests/textbook usage
- When students know what to look for- meaning comes more easily (Harvey & Goudvis, 2007).
- Ask children purpose for reading - finding out info, entertainment, instructions, to cook, for specific answer etc.
- How do we choose what to read? Reading the book flap, reading the back of a book, reading the first few pages, length, a favorite author

Discursive knowledge: Text Structure

1. Teach about content differences
2. Identify macrostructures
 - Description
 - Enumeration
 - Sequence/procedure
 - Comparison/contrast
 - Cause/effect
 - Problem/solution
 - Argumentation/persuasion

Text structure continued...

3. Teach students to attend to signaling devices
 - Introductory paragraphs
 - Topic sentences
 - Subheadings
 - Signal words
 - Text features

Text structure continued...

4. Cohesive ties—linguistic devices used to put ideas together; assists with inferencing
 - Reiteration
 - Collocation
 - Reference or correct use of pronouns
 - Substitution
 - Ellipsis

Text structure continued...

5. Sentence level factors
 - Complexity of sentences affects comprehension and recall of information
 - Simplifying all text is undoable—teach students to unpack



Summary: General considerations when teaching text analysis

1. Teaching must be explicit
 - What is author's purpose
 - Identify organization of text
 - Conduct discussion with framework in mind
 - Guide students to make connections with major and minor topics
 - Highlight or add devices that signal organization
 - Make connections between sentences clear



Summary: General considerations when teaching text analysis

2. Must use a variety of genres—reading and writing
3. Use visual depictions
4. Order of Teaching (use of considerate texts)
 - Some are easier than others: easiest to hardest—
 - Sequence/procedure
 - Enumeration/description
 - Comparison/contrast
 - Cause/effect



Comprehension Monitoring

- Comprehension monitoring instruction teaches students to:
 - be aware of what they **do** understand,
 - identify what they **do not** understand, and
 - use appropriate "fix-up" strategies to resolve problems in comprehension.



Comprehension Monitoring

- Inner conversation with the text in our heads while we read-active reading/engagement
 - Kids need to know -all readers get distracted, don't feel inadequate when it happens- less likely to think they are poor readers if they hear adults talk about their experiences
 - 2 column chart why meaning breaks down and what to do about
 - Later primary- teaching kids to stop/think/react to information in text
- (Harvey & Goudvis, 2007)

Why Meaning Breaks Down	What to Do About It
Thirst	Get a drink of water
Don't like the book	Choose another one
Too hard	Talk about what you know and try to connect it to new information
Boring (examples from pg. 80)	Talk to someone who finds the topic interesting



Comprehension Monitoring Techniques

- EXAMPLE- Sticky notes -track the flow of thinking
- EXAMPLE: sticky notes/ notes in margins to react to things in text. Share with others who have read same text. Model this process (inner conversation with the text, jotting notes, and then stopping and thinking before sharing notes with others) then allow children to try it on their own.
- awareness of when you know and when you don't-- sticky notes with a ?– teachers can then realize when/where kids get confused and help them figure it out. Light bulb once they figure out answer. Place 2 sticky notes in both places.



Example- Comprehension Monitoring

- √ = confirms what you already knew
- = contradicts what you thought
- ? = "I don't understand this."
- + = new information- "I didn't know that!"

Question/Answering- Early Primary Grades

- "The More we Learn, the More we Wonder" (Harvey & Goudvis, 2007, p. 111)
- Schools -more interested in answers than questions, - remind kids that they are supposed to ask questions!
- EXAMPLE: use chart with "I learned" column and "I wonder" column- facts on one side and then questions on other column – have kids research the answers to the questions – prepares them for later grades

I Learned	I Wonder
Leopard seals eat penguins.	Do they eat the feet?
Leopard seals catch penguins in the water.	Can penguins swim faster than leopard seals?
(examples from pg. 111)	

Question/Answer- Later Primary Grades

- "Some Questions are Answered, Others Are Not" (Harvey and Goudvis, 2007)
 - Ganske & Fisher (2010)- nursery rhyme activity
- Before, during and after reading -children make lists of questions- stop to have children ask questions throughout the story.
- Categorize by Answered in text, Background Knowledge, Inferred, Discussion, Research, and Confused -whole group activity, then independently
- Students tend to ask the kinds of questions that are asked of them
 - Model questions that are inferential, analyzing, evaluative, etc., and your students will ask similar questions of themselves (Ganske & Fisher, 2010).

Categorize questions students come up with- first as a group, then independently

Understanding and Answering Questions

- Understanding content
- Understanding vocabulary
- Understanding the demands of the question word
- Understanding the syntactic structures
- Knowing how to formulate the response (content, vocabulary, syntax, discourse)
- Ability to inference and predict

Graphic Organizers

- Help analyze text structures
- visual organization for identifying key elements in text
- EXAMPLES-
 - Venn diagram for compare/contrast
 - Attribute guide- summarizes info about a character
 - Many types that go with different text structures
- Not every type is good for every student- give options
- MUST be modeled by teacher/SLP in order for students to understand how to use them!

Use of Graphic Organizers

- Readers taught to make graphic representations of text material
- Graphic organizers: semantic maps, expository maps, story maps, story schema
- Graphic organizers visually represent superordinate and subordinate ideas
- Spatial metaphors are assumed to facilitate learning

<http://www.eduplace.com/graphicorganizer/>

Examples of Graphic Organizers

The image displays several examples of graphic organizers used in education. These include a hierarchical chart with multiple levels of boxes, a mind map with a central circle and radiating lines, a story map with a central box and surrounding boxes, a Venn diagram with two overlapping circles, and a timeline with a central line and radiating lines. The text 'TRANSPORTATION' is visible in the mind map.

Other strategies

- Prediction- anticipation guides
- Comprehension bookmarks- questions to answer while independently reading (encourages accountability)
- Relationship between text and illustrations (book walk; read text only and then show pictures)
- Double Entry Drafts – used in a variety of ways
- Visualizing – incorporating art as well as mental visualizing
- Countdown summaries- (Ganske & Fisher, 2010)

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