Implementing a Large-Scale Problem-Solving Initiative: Scaffolding Accountability, Response to Intervention, and Staff Training

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Problem-Solving Method
Statewide Goal:

Improve the rate and level of student performance in Florida public schools

“MEMO: It has come to my attention that every time we solve one problem, we create two more. From now on, all problem solving is forbidden.”
Rationale for the Initiative

• Student progress has become the primary concern of the Florida Department of Education
• State-adopted Continuous Improvement Model (CIM)
• Each school in FL is “graded” (A-F) and accountability is public
• The legislature is very “hands on” and passed legislation for such practices as “mandatory retention” and academic improvement plans (AIPs) for students who do not make adequate progress.

Rationale for the Initiative

• Statewide universal interventions for Reading First, Positive Behavior Support, and Early Intervention exist but lack integration.
• The PSM can serve to:
  – Facilitate the integration of universal interventions
  – Provide a process to develop strategic and intensive interventions
  – Monitor and document student progress (RtI)
  – Increase the speed and efficiency of services that improve student performance

What Educators Should Be Able to Do

• Understand the “big ideas” associated with NCLB and IDEA 2004
• Collaborate and communicate effectively
• Apply the basic steps of the problem-solving process
• Understand concepts related to universal, strategic, and intensive intervention/assessment practices
• Accurately identify the needs of students at-risk for school failure
• Collect high frequency, unobtrusive data that accurately reflect student performance
• Determine if a student is in an “effective” instructional or social environment
### What Educators Should Be Able to Do

- Quantify levels of peer performance
- Facilitate the implementation of evidence-based interventions
- Evaluate levels of risk
- Implement a response to intervention paradigm
- Determine when a student is eligible to generate funding for special education services
- Use technology to facilitate implementation

### Florida PSM: Basic Assumptions

- **Build** on existing universal intervention and assessment practices
- **Respect** “behavioral regularity” concept:
  - Use as many of the existing skills and structures as possible
  - Introduce as few “new” practices as possible
- **Use** existing statewide training and technical assistance support networks to deliver the model
- **Secure** senior state-level support through rules changes and financial and practice incentives

### Florida PSM: Conceptual Model

- Integrate with Continuous Improvement Model adopted by Florida Department of Education
- 3-4 Tiered Model of Service Delivery and Decision-Making
- 4-Step Problem-Solving Method
Why Problem-Solving?
BIG IDEAS

- AYP and Disaggregated Data (NCLB) move focus of attention to student progress, not student labels
- Building principals and superintendents want to know if students are achieving benchmarks, regardless of the students “type”
- Accurate “placements” do not guarantee that students will be exposed to interventions that maximize their rate of progress
- Effective interventions result from good problem-solving, rather than good “testing”
- Progress monitoring is done best with “authentic” assessments that are sensitive to small changes in student academic and social behavior

Big Ideas (con’d)

- Interventions must be “evidence based” (IDEA/NCLB)
- Response to Intervention (RtI) is the best measure of problem “severity”
- Program eligibility (initial and continued) decisions are best made based on RtI
- Staff training and support (e.g., coaching) improve intervention skills
- “Tiered” implementation improves service efficiency

Problem Solving: Integrating Universal Assessment and Prevention/Intervention Systems

- Continuous Progress Monitoring
- CBM/DIBELS
- Evidence-Based Reading Interventions
- FCRR.org
- Progress Monitoring Reporting Network (PMRN)

Problem Solving Method (PSM)

Positive Behavior Support Project
- Evidence Based Behavioral Interventions
- System Level Assessment (SWIS)
- SW Reading and Evaluation Tools
- www.fmhi.usf.edu/cfs/dares/flyer

Early Intervention
- Universal Pre-K
- Early Screening
- Progress Monitoring
- SRUSS
- ESI-K/DIBELS
Multi-Level Process*

Level I Consultation Between Teachers-Parents 100%

Level II Consultation With Other Resources

Level III Consultation With Extended Problem Solving Team 58%

Level IV IEP Consideration Core Program + Supplemental + Intensive

Amount of Resources Needed to Solve the Problem

Intensity of Problem (Solving)

Struggling Reader Chart

Screening Criteria

All K through Grade 5 students on AIPs and students in Grade 2 and 5 below 51 percentile on SAT-9 students below level 3 on CAT-3 GSS or below 50 percentile on PCT-WRT in grades 6-12

Entering ESE students with IEP's involved in language deficits students without a test score

P-4K Emergent Literacy

Level 1: Screening: Analyze reading assessment data to determine if students need special education services.

Level 2: Interventions: Implement interventions to support students in developing reading skills.

Level 3: Monitoring Progress: Regularly monitor students' progress to determine if interventions are effective.

Level 4: Assessments: Evaluate students' progress to determine if they are meeting reading goals.
**2004 - 05**

**Florida School Readiness Uniform Screening System Results**

ESI-K: Students with Valid Scores

(N=175,806)
Problem Solving

- A process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that improve significantly the school performance of students.
Problem Solving

- Can be applied to the student, classroom, building and district levels
  - Student: academic and/or behavior problem
  - Classroom: discipline, returning homework
  - Building: bullying, attendance
  - District: over-under-representation
  - Problem: any problem shared by numbers of students

Problem-Solving: What It Is and Is Not

- What it is:
  - A process designed to maximize student achievement
  - A method focused on outcomes
  - A method to ensure accountability and intervention evaluation
  - It is all about student progress, regardless of where or who that student is
- What it is not:
  - A way to avoid special education placements
  - A less expensive way of schooling

Child-Study vs Problem Solving

- Focus on interventions (not test scores)
- Assessment linked to interventions (not to diagnoses or categories)
- Balance between needs/resources (not strictly to eligibility)
- Change process (not a "fix")
- Student outcome-based, not placement-based (What students DO is important, not what students are CALLED)
Contextual Issues Affecting General and Special Education-cont’d

- Authentic/Curriculum-Based Assessment
- Evidence-based Interventions
- Response to Intervention
- Accountability-Student Outcomes
- Early Intervention Programs
- High-Stakes Testing
- Problem-Solving as Primary Service Delivery Process

Individuals With Disabilities Education Improvement Act

- In general, Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602(29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in ...

Individuals with Disabilities Education Improvement Act

- (B) Additional authority, In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention.
(5) SPECIAL RULE FOR ELIGIBILITY DETERMINATION— In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is—

(A) lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in section 1208(3) of the ESEA of 1965);
(B) lack of instruction in math; or
(C) limited English proficiency.

Response to Intervention

• Ensure adequate instruction in general education
• Identify that “discrepancy” exists—initial intervention
• Problem solve—intensive intervention in general education
• Special Education Services—response to intervention will determine continued eligibility(Fuchs, Fuchs, and Vaughn)

What We Know:
Evaluation of Practices to Improve Student Performance

• Treatment/Intervention/Practice
  – EMH Sp Ed Prog ES - .14
  – Slow Learner/Sp Ed ES - .34
  – SLD/EBD ES + .29
  – Applied Behavior Analysis ES +1.00
  – CBM+Graph Formative Eval ES + .70
  – CBM+Graph+Formative Evaluation + Reinforcement ES +1.00

Source: Dan Reschly
The Job Ahead

- Implement PS as efficiently as possible
- Use Multi-Level System
- Use Graduated Skill Base
- Use existing evidence-based interventions
- PS Process Increases in Complexity with Intensity of Problem

Problem Solving Process

Define the Problem
Defining Problem/Directly Measuring Behavior

Evaluate
Ws it Effective?

Problem Analysis
Validating Problem
Ident Variables that Contribute to Problem
Develop Plan

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Steps in the Problem-Solving Process

1. Identify replacement behavior
2. Determine expectation level
3. Develop hypotheses (brainstorming)
4. Develop predictions/assessment
5. Develop interventions in those areas for which data are available and hypotheses verified
6. Collect data for hypotheses not verified
7. Follow-up schedule and data sharing
Functional Behavior Assessment: Integration with the PSM

- Step 1: Clear Description of the problem behavior (PSM: Replacement Behaviors)
- Step 2: Identification of events, times and situations that predict when the behavior will and will not occur. (PSM: Hypotheses and Predictions)
- Step 3: Identification of the consequences that maintain the problem behaviors (function behavior serves). (PSM: Hypotheses)
- Step 4: Development of hypotheses
- Step 5: Direct Observation data that support hypotheses. (PSM: RIOTS)
- (O'Neil, 1997)

Research on Integrity of Problem Solving (Flugum and Reschly)

- Use of Behavioral Definition
  - 41% of Teachers/45% of Related Services
- Use of Direct Measure/Baseline
  - 38% of Teachers/27% of Related Services
- Use of Step-by-Step Intervention Plan
  - 53% of Teachers/44% of Related Services
- Graphing Results
  - 7% of Teachers/2% of Related Services
- Compare Results to Baseline
  - 14% of Teachers/11% of Related Services

Personnel Critical to Successful Implementation

- District-Level Leaders
- Building Leaders
- Facilitator
- Teachers/Student Services
- Parents
- Students
Role of District Leaders

- Give "permission" for model
- Provide a vision for outcome-based service delivery
- Reinforce effective practices
- Expect accountability
- Provide tangible support for effort
  - Training
  - Coaching
  - Technology
  - Policies

Role of the Principal

- Sets vision for problem-solving process
- Supports development of expectations
- Responsible for allocation of resources
- Facilitates priority setting
- Ensures follow-up
- Supports program evaluation
- Monitors staff support/climate

Role of the Facilitator

- Ensures pre-meeting preparation
- Reviews steps in process and desired outcomes
- Facilitates movement through steps
- Facilitates consensus building
- Sets follow-up schedule/communication
- Creates evaluation criteria/protocol
- Ensures parent involvement
Role of Participants

- Review Request for Assistance forms prior to meeting
- Complete individual problem-solving
- Attitude of consensus building
- Understand data
- Research interventions for problem area

Role of Parent

- Review Request for Assistance form prior to meeting
- Complete individual problem solving
- Prioritize concerns
- Attitude of consensus building

Student Involvement

- Increases motivation of student
- Reduces teacher load
- Teaches self-responsibility
Impact on Leaders: A Change in Focus

- Student progress, not labels are most important
- All students compared to general education expectations
- All students affect AYP
- A student’s response to intervention is the most important data
- Academic Engaged Time is the currency of problem-solving
- Training and coaching must be focused on PSM
- Increase the use of technology
- Interventions must be evidence-based

High above the hushed crowd, Rex tried to remain focused. Still, he couldn’t shake one nagging thought: He was an old dog and this was a new trick.

We are being asked to accomplish things we’ve never done before. Lack of knowledge = Lack of confidence

A Decade of Building Capacity (1992-2004)

Structures to Build Upon

- The Problem-Solving Process
- Assessment/Progress Monitoring
  - CBM/DIBELS
- Intervention Support
- Program Evaluation and Accountability
- Organizational Development and Systems Support
Implementation in Florida: Critical Components

• Integrate with existing initiatives
  – PBS
  – Reading First
  – Early Intervention

• Efficient Training
  – Problem Solving Method
  – Data Collection and Interpretation
    • CBM, DIBELS, PBS, Local Initiatives
    • Evidence-based Interventions
    • Broward Model, PBS, Reading First
  – Response to Intervention
    • Reading First, Fuchs Model

Critical Components Con’d

• Technical Assistance
  – State and Regional Levels
  – District Personnel (Student Services et al)
  – Technology

• Coaching Model
  – Building Level
  – Strong Project Evaluation Model

• Demonstration Districts
• Schools within Districts
• RFA process with commitment and incentives

Timeline

• 2004-2005
  – Hire Central Staff
  – Establish Training Materials and Network
  – Establish RFA Process for Districts
  – Hire TA, Coaching Staff for selected districts

• 2005-2006
  – Initiate in a minimum of 3 Districts with demonstration schools
  – Evaluate implementation and initial outcomes

• 2006-Beyond
  – Expand implementation based on evaluation data from 05-06
Criteria for Demonstration Districts

- Can identify 3 schools to participate
- Commitment of local staff
- Acceptance of coach
- 3-Year Commitment
- Commitment to Data Collection
- Commitment to use of Technology support

Criteria for Schools

- Demonstrated “Need”
  - Academic
  - Behavior
  - Both
- 3-Year Commitment
- Basic Understanding of PSM
- Staff Support
- Willing to accept coach and TA
- Willing to support development in future schools

Training Modules

- Problem-Solving Method
- Evidence-Based Interventions
- Progress Monitoring
- Response to Intervention
- Building-Level Implementation
- Coaching
Project Structure

- Regional Assistance Centers
  - Training
  - Technology
  - Intervention Resources (EBIs)
- Demonstration Districts
  - Selected by RFPs
  - Coaches
- Pilot Buildings within Districts

Effective Leadership

- Effective leadership is essential for successful implementation…
  - Building principal who focuses priority on student outcomes
  - Superintendent that supports principals through prioritizing staff training and support
  - District policies and procedures that give priority to practices that relate directly to improving outcomes
  - District policies and procedures that minimize practices that do not have a direct relationship to improving outcomes
An Academic Support Plan for K-3 Readers

This document is to provide technical assistance regarding students experiencing reading difficulties. The state has created a three tiered academic support plan for K-3 students.

<table>
<thead>
<tr>
<th>TIER ONE</th>
<th>TIER TWO</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Never Retained –</td>
<td>Students Retained Once</td>
<td>Students Retained</td>
</tr>
<tr>
<td>with Identified Reading</td>
<td>1008.25(7)(a), F.S.</td>
<td>Two Times in the Same</td>
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<tr>
<td>Deficiency 1008.25(7)(b) 7, F.S.</td>
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<td>Academic Grade</td>
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<td>E.S.</td>
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<td>1008.25(7)(b) 8, F.S.</td>
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</tbody>
</table>

READ INITIATIVE READ INITIATIVE INTENSIVE ACCELERATION

Just Read, Florida! recommends at least a 90 minute reading block for K-5 students. In addition to the 90 minute block of initial instruction and differentiated instruction, extra time in the school day should be provided for students that are having difficulty. Screening, progress monitoring, and diagnostic assessments must be readily available at every school and be used to guide instruction.

### 90 Minute Reading Block

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Range of Time</th>
<th>Class Configuration</th>
<th>Examples of Teacher-Lead Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial</strong></td>
<td>25-60 minutes</td>
<td>Whole Group</td>
<td>Work with Core Comprehensive Reading Program (CCRP)</td>
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<tr>
<td>90+ minutes daily</td>
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<td>Phonemic Awareness:</td>
</tr>
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<td>✓ Manipulating sounds</td>
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<td>✓ Segmenting sounds</td>
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<td>✓ Sound-letter relationships</td>
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<td>✓ Dictation</td>
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<td>Vocabulary &amp; Comprehension:</td>
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<td></td>
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<td></td>
<td>✓ Pre-reading strategies</td>
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<td>✓ Reading</td>
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<td></td>
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<td>✓ Post reading</td>
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</tbody>
</table>

* This sample class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1, 2, and 3. While not working with the teacher, students will be working in small groups at literacy centers.

<table>
<thead>
<tr>
<th>SMALL GROUPS (GROUP 1-5)**</th>
<th>TOTAL TIME 45-60 minutes</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>15-20 minutes</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Session 2</td>
<td></td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Session 3</td>
<td></td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

** Small group size can vary, but the immediate, intensive intervention group should no larger than 3-5 students.

### Immediate Intensive Intervention (iii)

<table>
<thead>
<tr>
<th>Time 20 minutes</th>
<th>3 Times per Week</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
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* This sample class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1, 2, and 3. While not working with the teacher, students will be working in small groups at literacy centers.

** Small group size can vary, but the immediate, intensive intervention group should no larger than 3-5 students.

| Group 1 also needs iii, which requires work on the following skills in addition to work with Elkonin boxes | Work with Supplementary Reading Programs (SRPs) |
|                                                                                                             |                                               |
| ✓ Phonemic segmentation with mirrors                                                                     | Group 1: segment sounds with Elkonin boxes     |
| ✓ Common syllable patterns with spelling                                                                   | Group 2: word building with letters and pocket charts |
| ✓ Reading a decodable book at an instructional level                                                     | Group 3: review complex blending strategies    |
|                                                                                                             | Group 4: reread the decodable book             |
|                                                                                                             | Group 5: choral reading of a new poem          |

10
| TIER ONE – Students Not Retained – But Having Difficulty
READ INITIATIVE |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Student Ratio</strong></td>
<td>Same As Other Students</td>
</tr>
<tr>
<td><strong>Instructional Time</strong></td>
<td>90 Minute Reading Block with additional time for intervention. 1008.25(7)(b) 7, F.S.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td><strong>CORE/ State Identified</strong> Reading Program that is research based and has proven success teaching the five components of reading. <strong>Differentiated Materials</strong> Research based materials that reinforce the initial instruction <strong>Intervention Materials</strong> Research based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in addition to the 90 minute block. Intervention Materials should be different from supplemental and CORE materials. 1008.25(7)(b) 7, F.S.</td>
</tr>
<tr>
<td><strong>Screening</strong></td>
<td>SAT 9, FCAT, Program based materials, DIBELS 1008.25(7)(b) 7, F.S.</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
<td>Should be on going. This can be as simple as a CCRP or SRP reading program weekly test, timed readings, or observations. DIBELS is an appropriate screening and progress monitoring tool and can be used for these students. 1008.25(7)(b) 7, F.S.</td>
</tr>
<tr>
<td><strong>Diagnostic</strong></td>
<td>A diagnostic measure should be given to students if differentiation and immediate intensive intervention are not working. For more information on diagnostic tools that meet psychometric standards contact the Florida Center For Reading Research. <a href="http://www.fcrr.org">www.fcrr.org</a> 1008.25(7)(b) 7, F.S.</td>
</tr>
<tr>
<td><strong>Academic Improvement Plan (AIP)</strong></td>
<td>An AIP should be written for any child that is not on grade level. When determination is made that a child is not on grade level, no matter what time of year, an AIP should be written that is driven by a diagnostic assessment.</td>
</tr>
<tr>
<td><strong>Summer Reading Camps</strong></td>
<td>For Students with Level I FCAT Third Grade 1008.25(7)(a), F.S. 1008.25(7)(b) 2, F.S.</td>
</tr>
</tbody>
</table>
### Requirements Prescribed by school district, which may include, but are not limited to:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Teacher Student Ratio</td>
<td>Reduced Student Teacher Ratio 1008.25(7)(b) 2, F.S.</td>
</tr>
<tr>
<td>Instructional Time</td>
<td>90 Minute Reading Block which includes small group instruction 1008.25(7)(b) 2, F.S. Intervention In Addition to 90 Minute Block 1008.25(7)(a), F.S.</td>
</tr>
<tr>
<td>Materials</td>
<td>Must be provided a different curriculum from the year before. This may be a change in supplemental and intervention materials. You are not required to change the CCRP. CORE Reading Program that is research based and has proven success teaching the five components of reading. Differentiated Materials Research based materials that reinforce the initial instruction. Intervention Materials Research based materials that teach areas of deficits. This instruction should take place in addition to the 90 minute block. Differentiated Instruction should be treated as immediate intensive intervention with prescribed materials for the students’ deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90 minute block. 1008.25(7)(a), F.S.</td>
</tr>
<tr>
<td>Screening</td>
<td>FCAT, DIBELS, Program based assessments i.e., CCRP or SRP based assessments, one minute timed reading...</td>
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<tr>
<td>Progress Monitoring</td>
<td>Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. DIBELS is a strong screening and progress monitoring tool. 1008.25(7)(b) 2, F.S.</td>
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<td>AIP</td>
<td>All students retained must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S.</td>
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(continues)
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<td>Tutoring and Mentoring</td>
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| Transition classes | In a district’s pupil progression plan there should be language that describes a district’s mid-year promotion procedures. Students should be provided on-grade level work for the subject areas that are not at risk. 3rd – 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S. 
Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S. |
| Extended School Day | Provide an after school program with research based materials and certified teachers to tutor and remediate students. Saturday School with research based materials and certified teachers to tutor and remediate students. Extended Year with research based materials and certified teachers to tutor and remediate students. 1008.25(7)(b) 2, F.S. |
### 180 Minute Reading Block

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<td><strong>Vocabulary &amp; Comprehension:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Pre-reading strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Post reading</td>
</tr>
</tbody>
</table>

| Initial     | 45 minutes    | Whole Group          | Work with Core Comprehensive Reading Program (CCRP) |
| Group 1:    | segment sounds with Elkonin boxes |
| Group 2:    | fluency       |
| Group 3:    | review complex blending strategies |
| Group 4:    | reread the decodable book |
| Group 5:    | vocabulary    |

<table>
<thead>
<tr>
<th>Immediate Intensive Intervention (iii)</th>
<th>60 minutes daily</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Groups (Group 1-5)**</td>
<td>15-20 minutes*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>1 4 2 5 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>2 5 3 1 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>3 1 4 2 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immediate Intensive Intervention (iii)</th>
<th>60 minutes daily</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M T W T F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Center</td>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trained Para Center</td>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center 3 w/out adult</td>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Social Studies text can and should be incorporated into the reading block of time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immediate Intensive Intervention (iii)</th>
<th>60 minutes daily</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M T W T F</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with Supplementary Reading Programs (SRPs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Phonetic segmentation with mirrors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Common syllable patterns with spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Reading a decodable book at instructional level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Fluency Building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Prefixes Roots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Comprehension Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Language Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Sequencing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Retelling a Story</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Computer Block</th>
<th>30-60 minutes three times a week</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Lab</td>
<td>M T W T F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Lab</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.
### Language Lesson

<table>
<thead>
<tr>
<th>Language Lesson</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Utilize Language Materials and Guidance From the Language Pathologist. (SBRR)

### Total Reading Time

<table>
<thead>
<tr>
<th>Accelerated Core with Intervention</th>
<th>Intervention</th>
<th>Computer Lab or Language Lesson</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 Minutes a Day</td>
<td>60 Minutes a Day</td>
<td>30-60 Minutes Two Times a Week</td>
<td>3.5—4 Hours a Day</td>
</tr>
</tbody>
</table>

### Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Teacher Ratio</strong></td>
<td>Reduced Student Teacher Ratio 1008.25(7)(b) 8, F.S.</td>
</tr>
<tr>
<td><strong>Instructional Time</strong></td>
<td>180 Minute Reading Block with at least a 90 minute segment of uninterrupted time. 1008.25(7)(b) 8, F.S.</td>
</tr>
</tbody>
</table>
| **Materials**                        | Must be provided a different CORE curriculum from the year before. **CORE** Reading Program that is researched based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year. **Differentiated Materials** 
Research based materials that reinforce the initial instruction **Intervention Materials** 
Research based materials that teach areas of deficits. This instruction should take place in the 120 + 60 reading block. **Differentiated Instruction** should be treated as immediate intensive intervention with prescribed materials for the students’ deficit. **Immediate Intensive Intervention** (iii) 
Materials should continue to be used during iii after the 90 minute block. **SBRR Language Materials** researched based materials that instruct students on language and vocabulary skills. A speech/language pathologist should consulted about appropriate materials. 1008.25(7)(b) 8, F.S. |
| **Screening**                        | FCAT, DIBELS, Program based assessments. |
| **Progress Monitoring**              | Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. **DIBELS must be used for these students.** 1008.25(7)(b) 8, F.S. |
| **Diagnostic**                       | Every child should be given a diagnostic measure. For more information on diagnostic assessments that meet psychometric standards contact the Florida Center For Reading Research at www.fcrr.org |

(continues)
## Requirements (continued)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIP</strong></td>
<td>All students retained and below grade level must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S.</td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td>Any child retained in third grade must have an ongoing portfolio that meets that state portfolio requirement. To find information about state requirements for portfolio go to: <a href="http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf">http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf</a></td>
</tr>
</tbody>
</table>
| **Transition classes** | In a district’s pupil progression plan there should be language that describes the district’s mid-year promotion procedures. Students should be provided grade level work for the subject areas that are not at risk.  
3rd – 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S.  
Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S. |

### At least two professionals

- **Instructor**
  
  A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.

- **Speech Language Pathologist**
  
  A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning. 1008.25(7)(b) 8, F.S.

- **Para-Professional**
  
  Trained on materials and strategies used the classroom.

## Reporting Requirements

- Progress Monitoring will be reported to DOE on the Progress Monitoring and Reporting Network (PMRN). These classes will follow the same schedule as Reading First Schools.

  - Report DIBELS data. Schools will enter DIBELS information on the Progress Monitoring and Reporting Network. 1008.25(7)(b) 8, F.S.
  
  - If progress is not being made additional diagnostics will be administered and used in conjunction with DIBELS.
  
  - All of these measures will be reported on the PMRN.

## Monitoring by the State

- The state will monitor reports and make visits to districts if needed.
# Elementary Instructional Reading Level → Readiness - 2.0

Reading Assessments and Supplementary Interventions for Struggling Readers (Including ESOL and ESE Students)

<table>
<thead>
<tr>
<th>Five Essential Components of Reading Instruction</th>
<th>STEP 1 Screening</th>
<th>STEP 2 Interventions</th>
<th>STEP 3 Monitoring Progress</th>
<th>STEP 4 Diagnostic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics</strong></td>
<td><strong>DIBELS</strong></td>
<td><strong>Low Risk</strong></td>
<td><strong>Medium Risk</strong></td>
<td><strong>High Risk</strong></td>
</tr>
<tr>
<td><em>Basic Reading Inventory by Johns</em></td>
<td></td>
<td><em>Breakthrough to Literacy by Wright Group</em></td>
<td><em>Wilson’s Fundations (Grade Placement K-2)</em></td>
<td><em>DIBELS</em></td>
</tr>
<tr>
<td><em>Informal Reading Inventory (IRI) by Burns and Roe</em></td>
<td></td>
<td><em>Destination Reading by Riverdeep</em></td>
<td><em>Read Well, Write Well by Spitz (Grade Placement K-1)</em></td>
<td><em>Basic Reading Inventory by Johns</em></td>
</tr>
<tr>
<td><em>Reading Running Records - Developmental Reading Assessment (DRA)</em></td>
<td></td>
<td><em>MatchWord by Wright Group</em></td>
<td><em>Reading Mastery by SRA Reading &amp; Spelling</em></td>
<td><em>Informal Reading Inventory (IRI) by Burns and Roe</em></td>
</tr>
<tr>
<td><em>Reading &amp; Writing Assessment Portfolio by Dominie Press</em></td>
<td></td>
<td><em>Month by Month Phonics by Cunningham</em></td>
<td><em>Stevenson Language Skills Programs - Reading and Spelling (ESE and intervention resistant students)</em></td>
<td><em>Reading Running Records - Developmental Reading Assessment (DRA)</em></td>
</tr>
<tr>
<td><em>Rigby PM Benchmark</em></td>
<td></td>
<td><em>Phonics Lessons (K-2) by Fountas &amp; Pinnell</em></td>
<td><em>FAST TRACK Reading by Wright Group (Grade Placement 3-5)</em></td>
<td><em>Reading &amp; Writing Assessment Portfolio by Dominie Press</em></td>
</tr>
<tr>
<td><em>Recipe for Reading by Traub</em></td>
<td></td>
<td><em>Systematic Sequential Phonics They Use by Cunningham</em></td>
<td><em>Accelerated Literacy Learning (ALL) (Grade Placement 1-2)</em></td>
<td><em>Rigby PM Benchmark</em></td>
</tr>
<tr>
<td><em>Teach Them All To Read: Catching The Children Who Fall Through the Cracks by McEwan</em></td>
<td></td>
<td><em>Word Matters: Teaching Phonics and Spelling in the Reading and Writing Classroom by Pinnell &amp; Fountas</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Words Their Way by Bear &amp; Innunzili</em></td>
<td></td>
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</tr>
</tbody>
</table>

**All students are to participate in TROPHIES through Read Aloud, Audio Tapes & Book Buddies**

Items listed in red are District Supported.

1 From National Reading Panel Teaching Children To Read
2 Grade Placement, Not Instructional Placement
3 Provided by DOE

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# Middle School Struggling Readers Chart

Reading Assessments and Supplementary Interventions for Struggling Readers (Including ESOL and ESE Students)

<table>
<thead>
<tr>
<th>Five Essential Components of Reading Instruction</th>
<th>STEP 1 Screening</th>
<th>STEP 2 Interventions</th>
<th>STEP 3 Monitoring Progress</th>
<th>STEP 4 Diagnostic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>TOWRE Assessment</td>
<td>Wilson Reading Program</td>
<td>TOWRE</td>
<td>DAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sounds &amp; Letters</td>
<td>Wade</td>
<td>Yopp-Singer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lindamood (ESE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>TOWRE Assessment</td>
<td>Wilson Reading Program</td>
<td>REWARDS</td>
<td>DAR</td>
</tr>
<tr>
<td></td>
<td>San Diego Word List</td>
<td>SRA Corrective Reading W/Sounds &amp; Letters</td>
<td>Great Leaps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmark (ESE only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8th graders decoding at 6th grade use REWARDS</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>One-Minute Graded Passage</td>
<td>Wilson Reading Program</td>
<td>Great Leaps</td>
<td>TOWRE</td>
</tr>
<tr>
<td></td>
<td>DAR</td>
<td>SRA Corrective Reading W/Sounds &amp; Letters</td>
<td>Jamestown Reading Fluency</td>
<td>Timed Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Great Leaps</td>
<td>Jamestown Reading Fluency</td>
<td>In Program Assessments (SRA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multisequence Speed Drills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Students at this level will not experience phonemic awareness deficits.

*From National Reading Panel Teaching Children To Read*

*Items listed in red are District Supported.*

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