Response To Intervention: Finding the Best Intervention for Tier 2 & Tier 3

Using the Sonday System to meet the requirements of House Bill 1031 and Senate Bill 2347

RTI: In A Nutshell

**TIER 1**
Core Instruction: Quality reading instruction based on SBRR for all students. Reduces the number of students at risk for reading problems.

**TIER 2**
Supplemental Intervention: Small group instruction. Addresses essential reading skills for students not making adequate progress with core reading program. Reduces the number of students in need of intensive intervention.

**TIER 3**
Intensive Intervention: Small Group and One-to-One Instruction. Increases intensity and duration for students showing a lack of adequate progress in Tiers 1 and 2.

CBM Progress Monitoring between all tiers

IF PROGRESS IS INADEQUATE, MOVE TO THE NEXT LEVEL.

RtI – A Simple Vision

- **Tier 3**: Highly Intensive Individual Instruction (Sonday System Product Line)
- **Tier 2**: Very Structured instructional intervention for small groups (Sonday System Product Line)
- **Tier 1**: Core Program Provide scientifically researched-based reading instruction to all students
"Any program that is used for dyslexia intervention should have been originally designed only for students with dyslexia. Interventions based upon traditional reading instructional programs and only adapted for students with dyslexia should be avoided because they will not include all of the components necessary for success."

Mississippi Best Practices Dyslexia Handbook, 2010

**Required Components of Reading Instruction**

- **Phonemic awareness** to enable students to detect, segment, blend and manipulate sounds in spoken language;
- Graphophonemic knowledge (phonics) for teaching the letter-sound plan of English;
- The entire structure of the English language that encompasses morphology, semantics, syntax and pragmatics;
- Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning (vocabulary); and
- Strategies that students use for decoding, encoding, word recognition, fluency and comprehension.

Mississippi House Bill 1031

**Required Instructional Approaches**

These components shall be taught using instructional approaches that include explicit, direct instruction which is systematic, sequential and cumulative, following a logical plan of presenting the alphabetic principle commensurate with the students' needs, with no assumption of prior skills or language knowledge; individualized to meet the specific learning needs of each individual student in a small group setting; intensive, highly concentrated instruction that maximizes student engagement and uses specialized methods and materials; meaning-based instruction directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.
Response To Intervention - Meeting the needs of every student.

Schools Having Success Implementing RtI Find These Elements Essential:

- Quality Core Reading Program in place
- Easy to use progress monitoring
- Teacher friendly/student driven intervention
- Intervention that can be delivered by teachers, specialists, paraprofessionals and other support staff in a timely manner
- Interventions that teach the Five Essential Components: phonemic awareness, phonics, fluency, vocabulary and text comprehension.

Required Instructional Setting

"In order for a student with dyslexia to achieve the goal of reading efficiently, appropriate dyslexia-specific reading, writing, and spelling instruction should be offered in a one-on-one or small group setting. Dyslexia intervention strategies utilize individualized, intensive, explicit and multisensory methods."

Mississippi Best Practices Dyslexia Handbook, 2010

The Sonday System & Tiered Interventions

- Suited for small group instruction (Tier 2)
- Suited for Individual Instruction (Tier 3)
- Systematic, explicit, sequential and cumulative
- Uses multisensory practice to cement learning into long-term memory
- Student-driven NOT curriculum-driven
- Seamless with popular Progress Monitoring Programs (AIMSweb, DIBELS)
- Easy to use – Easy to replicate
Response To Intervention - Meeting the needs of every student.

The Sonday System in Tier 1
- Schools using Sonday System* as a supplement to a Core reading program in Grades K-6 have greatly reduced referrals to Special Education in the higher grades.
- Multisensory or Differentiated teaching methods prevent the need for additional support in Tiers 2 & 3.

* Sonday System Product Line: Let’s Play Learn, Sonday System 1 & Sonday System 2

The Sonday System in Tier 2
- Program is applied with struggling students identified by Progress Monitoring.
- Teachers, Paraprofessionals, and Tutors are provided the tools and trained to:
  - work with small groups
  - enhance basic skills that promote fluency and comprehension growth

The Sonday System in Tier 3
- Intense Intervention is the setting in which the Sonday methods were perfected.
- Teachers and Tutors are provided the tools and training to increase student achievement by applying diagnostic reading methods in their classroom.
- Progress monitoring tracks student progress.
Response To Intervention - Meeting the needs of every student.

Effective Intervention: The Sonday System

**TIER 1**
Core Instruction

Schools using Sonday System as a supplement to a Core reading program in Grades K-6 have greatly reduced referrals to Special Education in the higher grades. Multisensory teaching methods prevent the need for additional support in TIERs 2 & 3.

**TIER 2**
Supplemental Intervention

The Sonday System shines in TIER 2. Teachers, Paraprofessionals, and Tutors are trained to work with small groups to enhance basic skills that promote fluency and comprehension growth.

**TIER 3**
Intensive Intervention

The Sonday System is highly effective in TIER 3. Intense Intervention is the setting in which the Sonday methods were perfected. Teachers and Tutors are provided the tools and training to increase student achievement by applying diagnostic reading methods in their classroom. Progress monitoring tracks student progress.

Schools using Sonday System as a supplement to a Core reading program in Grades K-6 have greatly reduced referrals to Special Education in the higher grades. Multisensory teaching methods prevent the need for additional support in TIERs 2 & 3.

Successful Models Include:

- Quality Core Program
- Progress Monitoring to assess progress
- Intervention Instruction in small groups
- Intensive Intervention for small percentage who need it
- Tools to implement intervention
- Enhanced Teacher skills to implement model

I HAVE TESTED: Now What?

1. Follow the advice of research.
2. Find a good intervention.
Research Says…

Struggling Readers are deficient in the underpinnings of Vocabulary and Comprehension.

- Source: National Reading Panel

Underpinnings

- Phonological Awareness
- Phonics
- Automaticity
- Fluency
- Each of these skills need to be in place for students to reach their full potential in Vocabulary and Comprehension.

Source: National Reading Panel

Less Fluent Readers

- Must focus their attention primarily on decoding individual words. Therefore, little attention is left for comprehending the text.

Source: National Reading Panel
Response To Intervention - Meeting the needs of every student.

A Good Intervention Creates:
Independent Comprehending Readers
With Underpinnings Secure

- Teachers are comfortable teaching Vocabulary and Comprehension skills.
- Teachers are less comfortable teaching the underpinning skills.

Instructional Approaches/Programs

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability level, and demonstration of progress;

Continued...

- Individualized instruction that meets the specific learning needs of each individual student in a small group setting using a reading curriculum that matches each student's individual ability level;
Response To Intervention - Meeting the needs of every student.

Continued...

- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, and produces results;
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and

Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

Mississippi Best Practices Dyslexia Handbook, 2010

Solution: Sonday System

- Has built-in template for teaching underpinning skills (PA, Phonics, Automaticity, Fluency)
- Provides time in the lesson plan for Vocabulary and Comprehension practice
- Systematic and Cumulative
- Individualized and Intensive
- Multisensory and Meaningful
- It just makes sense.
Response To Intervention - Meeting the needs of every student.

How?

It’s all in the Sonday System template. Let’s take a look...

The Sonday System Template

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. Introduce New Material
6. Read Aloud

National Reading Panel Recommends

- Explicit phonics instruction
- The phonology of English
- Orton-Gillingham structured language approach
- Sound structure
- B says /b/ etc.
Response To Intervention - Meeting the needs of every student.

Template: Read Sounds

- **Phonics**
  - Automaticity (quickly & accurately)

Template: Spell Sounds

- **Phonemic Awareness**
- **Phonics**

Template: Read Words

- **Phonics** Blend known sounds into words automatically
- **Automaticity** Response is quick & accurate
- **Vocabulary** Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)
- **Comprehension** Practice at word level Eases transition to sentence level.

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Response To Intervention - Meeting the needs of every student.

Structured and Explicit

- Sonday System is useful for any student because it is delivered via the use of Multi-sensory Strategies

- Samuel Orton – teaching by breaking English into its smallest component (the phoneme). Taught one-at-a-time in a multi-sensory way.

Template: Spell Words

- Phonemic Awareness
- Phonics
- Fluency
- Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)
- Comprehension

Students with Reading Disabilities

- Multi-sensory strategies are critical for these types of students.
- The bypass/detour to the brain is through Tactile-Kinesthetic modalities.
- All the verbalizing/tracing and writing in Sonday System 1 is T-K.
- Students are taught error correction throughout the training.
Response To Intervention - Meeting the needs of every student.

Template: New Material

Steps 1-4 in Lesson Plan repeated
- Phonemic Awareness
- Phonics
- Automaticity (leads to fluency)
- Vocabulary
- Comprehension

Template: Read Aloud

Time in lesson for Comprehension and Vocabulary Practice

- Phonemic Awareness
- Blend sounds to pronounce words
- Phonics
- Apply rules to read words automatically
- Fluency
- Read with prosody to show meaning
- Vocabulary
- Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)
- Comprehension
  All underpinning skills in place allows freedom for comprehension at text level.

Multisensory Strategies

- Tactile–kinesthetic modalities
- Vocalization of sounds while reading/spelling (tactile–kinesthetic strategies)
- Tracing new graphemes (letters)
- Touch spelling/phoneme segmentation
- The sounds/rules of English vs MS
Response To Intervention - Meeting the needs of every student.

The Sonday System is:

- Ideally suited for small group instruction
- Systematic, explicit, sequential and cumulative
- Embedded with multisensory practice to cement learning into long-term memory
- Easy to use – Easy to replicate
- Student-driven
- Based on the Orton-Gillingham approach
- Seamless with popular Progress Monitoring Programs (AIMSweb, DIBELS)

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**CBM Progress Monitoring between all tiers**

If progress is inadequate, move to the next level.

**What Grouping Formats Are Recommended For Each Tier:**

- **Tier 1** - A variety of grouping formats (e.g., individual, pairs, small groups, and whole group)
- **Tier 2** - Same: ability small groups of three to five students
- **Tier 3** - Same: ability small groups of three students or fewer, depending on student needs

The 3-Tier Reading Model incorporates flexible grouping practices to group and regroup students based on their progress, interests, and changing needs.
Make the right choice…

<table>
<thead>
<tr>
<th>Programs that are MOST effective in teaching dyslexic students involve:</th>
<th>Sunday System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orton-Gillingham based multisensory and discovery learning</td>
<td>Yes</td>
</tr>
<tr>
<td>Synthesizing phonics with regular rules and sound-letter relationships</td>
<td>Yes</td>
</tr>
<tr>
<td>Scientifically structured, sequential instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Daily review to ensure success for every kind of learner</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Educators completing training in the use of the Sunday System are:
- Certified to used the program which meets the requirements of HB 1031
- Able to deliver a daily Orton-Gillingham based therapy with students.

“The best intervention is effective instruction.”

National Research Council

SB 2347
Literacy-Based Promotion

Everything that we have discussed regarding HB1031 can be used to effectively address SB 2347...

Make your funding go twice as far.
SB 2347 Legislative Highlights

- Establishes the "Literacy-Based Promotion Act" to improve kindergarten and first through third grade public school students' reading skills so that every student completing third grade reads at or above grade level.
- Requires school districts to provide intensive reading instruction and intervention to students exhibiting a substantial deficiency in reading in kindergarten and grades 1 through 3.
- Prohibits the promotion of students whose reading deficiency is not remedied before the end of third grade.
- Prohibits the promotion of public school students based solely on a student's age or other social promotion factors.

Important Excerpts:

<table>
<thead>
<tr>
<th>The purpose of the &quot;Literacy-Based Promotion Act&quot; is to improve the reading skills of Kindergarten and First through Third Grade students enrolled in the public schools so that every student completing the Third Grade is able to read at or above grade level.</th>
<th>We help you do this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each public school student who exhibits a substantial deficiency in reading at any time...must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.</td>
<td>✔</td>
</tr>
<tr>
<td>Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.</td>
<td>✔</td>
</tr>
</tbody>
</table>

Important Excerpts, cont.

Beginning in the 2014-2015 school year, each school district shall take the following actions for retained Third Grade students: Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district, which may include, but are not limited to:

- Small group instruction
- Reduced teacher - student ratios
- Tutoring in scientifically research-based reading services in addition to the regular school day
- The option of transition classes
- Extended school day, week or year
- Summer reading camps.
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Product Line

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