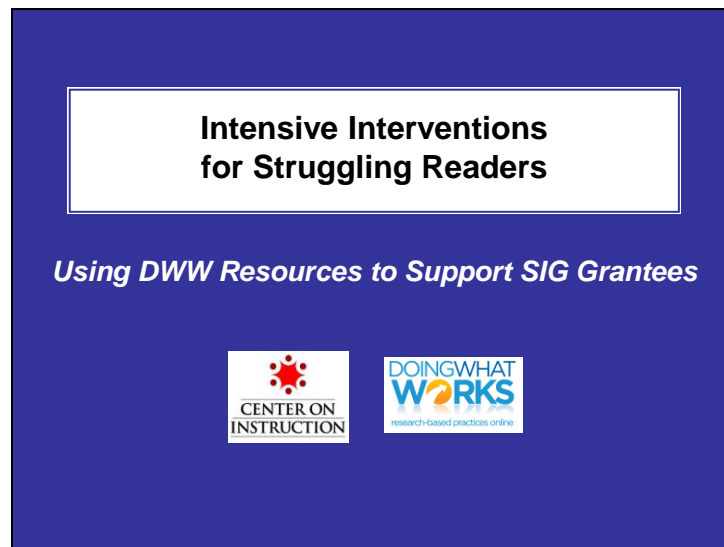


**Adolescent Literacy Webinar Series  
Module 5 Intensive Intervention  
Presenter Transcript**

Slide 1




**Module Description**

Hello everyone! Thank you for joining the Center on Instruction's webinar on:  
**Intensive Interventions for Struggling Readers – Using Doing What Works (DWW) Resources to Support SIG Grantees.**

This is the fifth module in a series of Adolescent Literacy webinars designed to provide key principles and practices that support the federally funded **School Improvement Grants (SIG)**. Each module provides resources useful to SIG grantees as well as to technical assistance providers and others interested in school improvement.


The webinars introduce the **Center on Instruction (COI)** and the **Doing What Works (DWW)** websites and demonstrate how COI and DWW Adolescent Literacy resources can be used to support the implementation of effective reading practices in SIG schools. These and other multimedia resources for improving instruction across a variety of topics can be found on the COI and DWW websites.

My name is Peggy Simon from RMC Research Corporation. I am an adolescent literacy content lead for the Doing What Works project. I will be presenting this webinar on Intensive Interventions for Struggling Readers.



**Overview of COI and DWW**

- A national content center that provides materials and technical assistance
- Supports instruction in literacy, mathematics, science, special education, and with English language learners



**Support SIG grantees  
with practical implementation resources**

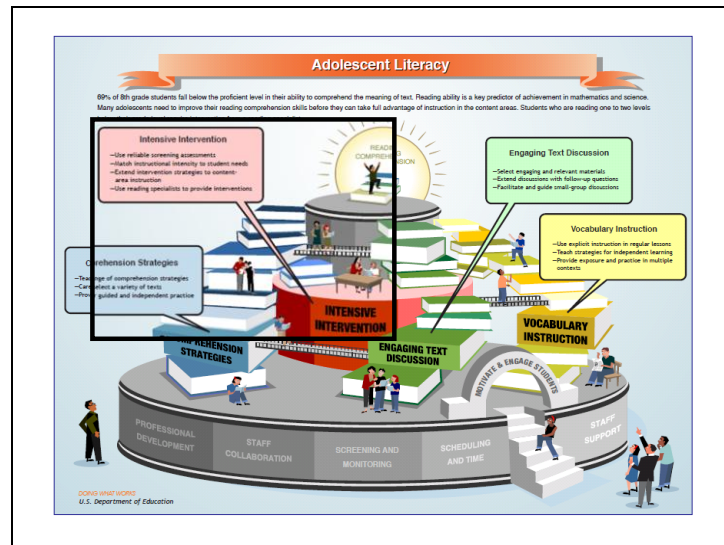
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

COI and DWW are funded by the **U. S. Department of Education** for the purpose of providing easy access to research-based educational resources.

- ❑ **The Center on Instruction** is a national content center that develops and identifies materials and technical assistance for instruction in literacy, mathematics, science, special education, and with English language learners.
- ❑ **Doing What Works** is a website created to disseminate information about practices that work in a variety of topic areas.
  - **Development of the DWW practices, content, and resources** is guided by expert research reviews conducted by the Institute of Education Sciences (IES):
    - IES is the Department of Education's research arm, charged with identifying what works, what doesn't, and why.
    - It issues Practice Guides developed by expert panels on a range of topics, such as adolescent literacy, elementary reading, K-12 math, using data to support instruction, turnaround schools, and Response to Intervention in Reading and Math.
  - **DWW builds a bridge from research to action** by using a Learn-See-Do model to translate research into *practical* tools and resources for building knowledge and implementing practices.

**COI and DWW literacy resources are well aligned with SIG recommendations** because they are evidence-based and support school improvement in PRACTICAL ways.

**This webinar will show how DWW and COI resources and tools** can support SIG grantees with planning and implementing effective instruction for struggling readers in low-performing middle and high schools.



## Visual Diagram

Here is a **Visual Diagram** to orient you to DWW's Adolescent Literacy topic. It provides a snapshot of four recommended research-based practices for improving Adolescent Literacy, which are:

- Teach Comprehension Strategies,
- Provide Vocabulary Instruction,
- Engage Students in Text Discussion, and
- Provide Intensive Intervention to Struggling Readers

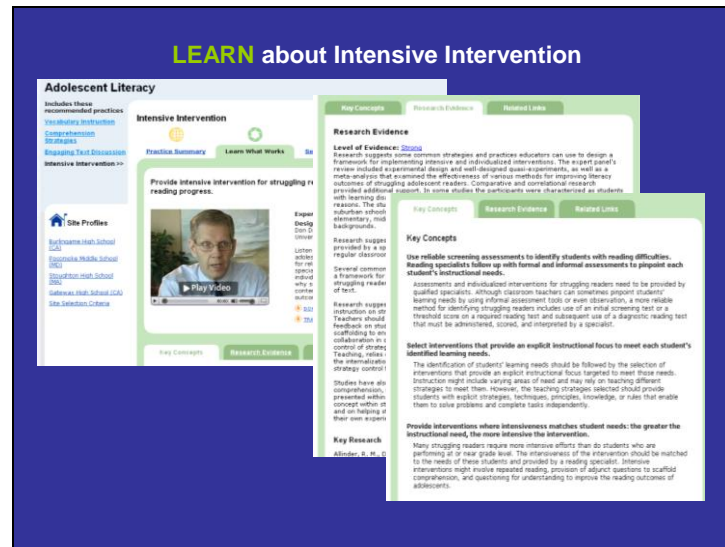
The bridges in the diagram show how these practices are interrelated and work together to improve student reading comprehension.

The practices are based on recommendations from the IES Practice Guide, ***Improving Adolescent Literacy: Effective Classroom and Intervention Practices***, which is available for download from the DWW and COI websites.

In this webinar:

We're going to take a closer look at **Intensive Intervention** and preview a sampling of DWW LEARN-SEE-DO resources to help implement this practice, namely...

**To provide intensive interventions for struggling readers  
and monitor all students' reading progress.**



## LEARN About Intensive Intervention

We'll start exploring what DWW has to offer by looking at some of the resources found in the website's **LEARN What Works** section (*remember that DWW follows a LEARN-SEE-DO model*).

Here you'll find video interviews with nationally-known experts, who share their knowledge about the research, essential components, and implementation strategies related to a practice.

In addition, the LEARN section includes a brief summary of the research evidence underlying the practice as well as links to the key research reviewed by the expert panel, and the key concepts or components that need to be in place to effectively implement a practice.

First, we're going to take a closer look at the Research Evidence and Key Concepts to learn:


- what the research says about interventions for struggling readers, and
- what this means for designing supplemental or intensive interventions.

**LEARN about Intensive Intervention: Research Findings**

Struggling readers require supplemental or intensive interventions often provided by a trained specialist in addition to the reading support students typically receive in their regular classrooms.

**Provide interventions that...**

- are based on screening and diagnostic assessment data
- match instructional focus and intensity to student needs
- involve collaboration between specialists and content area teachers



### LEARN: Research Findings

#### What does the research say?

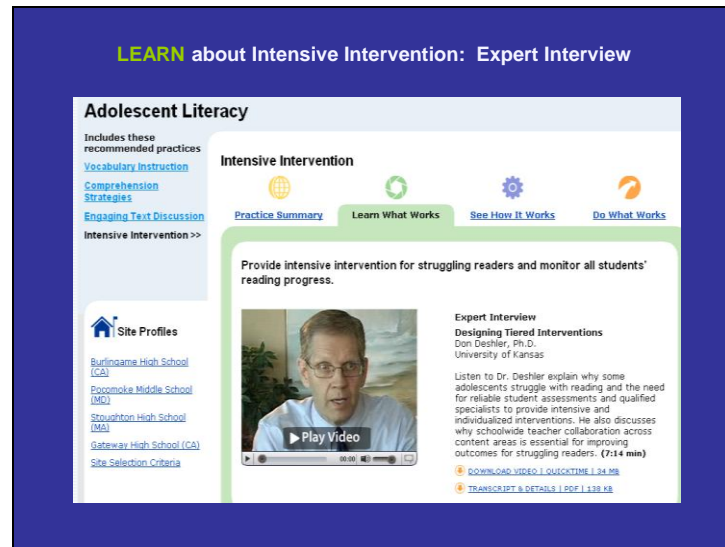
The expert panel found that struggling readers require supplemental or intensive interventions often provided by a trained specialist in addition to the reading support students typically receive in regular classrooms.

Struggling readers benefit from:

- explicit instruction targeted to meet individual learning needs and proven to help students comprehend complex texts;
- scaffolded activities to ensure that students develop the knowledge and skills they need to become proficient readers;
- teacher modeling and feedback on students' use of comprehension strategies; *and*
- teacher-guided instruction and peer interaction that help students internalize strategies and lead to independent student learning.

#### What does this mean for providing supplemental or intensive interventions in low-performing schools?

- **Base interventions on reliable screening and diagnostic assessment data.**
  - Begin with screening tests to identify students with reading difficulties.
  - Follow up with diagnostic assessments conducted by a reading specialist to pinpoint individual instructional needs.
- **Match instructional focus and intensity to student needs.**
  - Select interventions that target students' instructional needs.
  - Teach explicit strategies that help students complete reading tasks independently.
- **Include opportunities for specialists and content area teachers to collaborate on planning instruction.**
  - Reading specialists should collaborate with subject matter teachers in discussing student needs, sharing reading strategies, and designing instruction.



## LEARN: Expert Interview

To learn more about how to implement this practice, we're going to watch an excerpt from the interview with **Dr. Don Deshler** who talks about *Designing Tiered Interventions*...

### Take notes as he explains:

Why it's important for reading specialists to collaborate with content area teachers.

For example, to

- identify student needs,
- implement research-based strategies into classroom instruction, and
- design supplemental or intensive interventions for struggling readers.

### Let's watch the video...

- **Now that you've heard Dr. Deshler, pause here** and take a few minutes to share your thoughts and reactions to his comments.
- **As an optional activity, you can:**
  - download the transcript of this expert interview *before the webinar begins*, and
  - "mark it up" with your notes, questions, and comments or highlights for later reflection or group discussion.

The screenshot displays a website interface with a blue header and a white content area. The header has four tabs: 'Practice Summary', 'Learn What Works', 'See How It Works' (which is active), and 'Do What Works'. The main content area is titled 'Intensive Intervention' and features a large photo of Judith Hamilton, a woman with short grey hair, smiling. Below her photo is the text 'Hear Judith Hamilton explain how one high school uses a schoolwide, data-driven process to identify reading needs and plan tiered classroom and supplemental interventions, and the role of reading specialists in this process. (5:23 min)'. To the right of the photo are sections for 'Presentations', 'Interviews', and 'Sample Materials'. The 'Presentations' section includes a link to 'High School Academic Literacy Intervention Class'. The 'Interviews' section includes a link to 'Benchmark Assessment and Data Sharing'. The 'Sample Materials' section includes links to 'Planning for Student Success', 'ACCESS Class Weekly Record and Program Overview', and 'Assessments'.


## SEE Intervention in Action

This slide shows the resources available in the **SEE How It Works** section. Here you'll find examples of the practice in action, such as slideshow presentations, video and audio staff interviews, and sample materials (including lesson planners, data and assessment resources, and student work).

We're going to listen to an audio interview, and then watch a classroom example.

In the audio, ***High School Literacy Intervention***, an English director talks about how reading specialists at her school work with content area teachers to support struggling readers in the classroom setting.

Think about...



- ☐ The relationship between reading specialists and teachers at your school.
- ☐ The benefits of integrating reading intervention strategies into content area instruction.
- ☐ *How specialists can team with teachers at your school to plan reading interventions.*

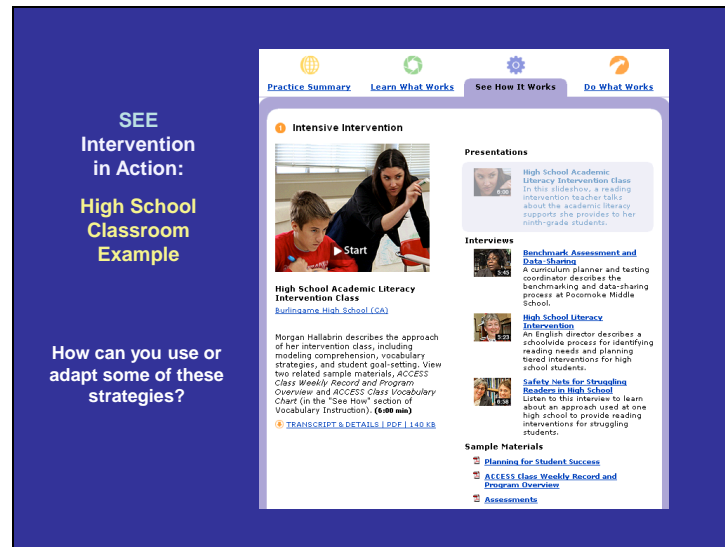
**As you listen, think about:**

- ☐ The relationship between reading specialists and teachers at your school.
- ☐ The benefits of integrating reading intervention strategies into content area instruction.
- ☐ ***How specialists can team with teachers at your school to plan reading interventions.***

**Let's listen to her...**

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- **Pause here** and take a few minutes to discuss ways content area teachers and reading specialists might work together at your schools.
- **As an optional activity, you can:**
  - download the transcript of this interview *before the webinar begins*, and
  - “mark it up” with your notes, questions, and comments or highlights for later reflection or group discussion.



## SEE Intervention in Action

Let's look at a high school intervention class in action to see how a ninth-grade teacher helps struggling students set goals and make plans for reaching their goals.

**While you watch, write down your thoughts on the intervention strategies used.**

*For example...*

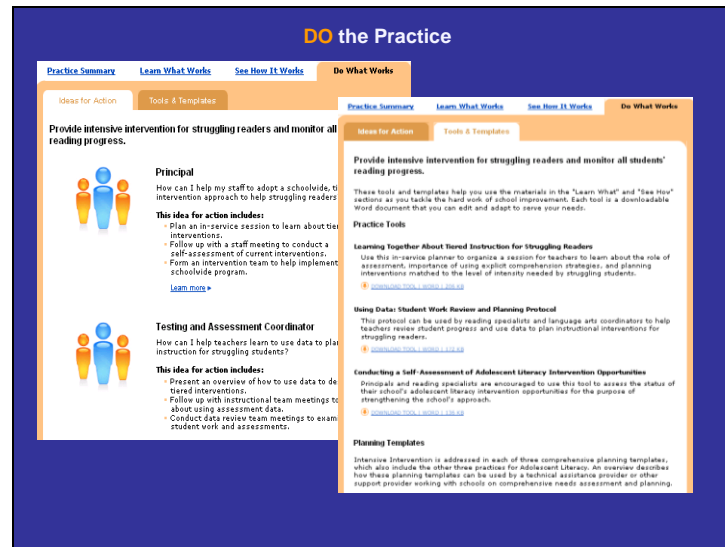
- The role of screening in identifying students for reading interventions.
- How the graphic organizer helps students organize their time and set weekly goals.
- The "3 Ps" approach (preview, plan, purpose), and how it can help struggling readers.

**Think about...**

- **Which of these intervention strategies you can use or adapt to help your struggling readers.**

**Let's watch...**

- 
- ***What do you think?* Pause here** and take a few minutes to talk about how you might adapt these intervention strategies to your setting.
  - **After the webinar**, you can download the slideshow transcript to review the teacher's approach to working with struggling students.
  - **In addition**, you can download the handout of the sample material that shows the instructional materials used during this lesson.
    - ***Let's take a quick look at this sample material...*** (*ACCESS Class Weekly Record and Program Overview*)



## DO the Practice: Ideas for Action and Tools


Here you see the resources available in the **DO What Works** section, which include Ideas for Action and Tools. These resources are intended to help you implement the practice. They can be adapted and combined in different ways to fit your specific needs.

Ideas for Action show how DWW practice resources can be combined and used to address a specific school or classroom issue, such as “*How can teachers use data to plan instruction.*” These often include resource examples for planning lessons, mini-workshops, or staff meetings.

Tools help you use specific **Learn** and **See** materials to implement the practice and improve your instruction. Each tool is a downloadable Word document that you can edit and adapt to serve your needs.


Let’s take a quick look at some tools...

**DO the Practice: Plan Data-Based Interventions**  
***Follow-Up Activities***



**2. Use a work review and planning tool:**  
In collaboration with a reading specialist, examine a student's work across content areas and assess the student's progress; then plan an intervention based on this data.

**1. Use a learning tool:**  
Learn about using data and how to plan interventions matched to the levels of intensity needed by struggling students.



**DO the Practice: Plan Data-Based Interventions**  
***Follow-Up Activities***

Here are two tools for you to use as follow-up activities to this webinar:

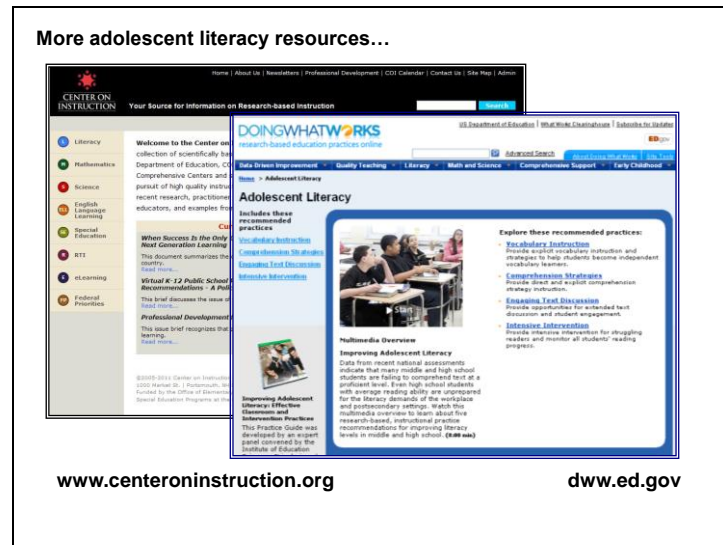
**Activity #1** asks you to use a **Learning tool** to learn how to implement instructional interventions.

- **Let's take a look...** It includes:
  - suggested resources and activities for learning about the key components of interventions;
  - a chart to help identify a list of supports administrators and teachers at your school need to provide supplemental or intensive instruction matched to the needs of struggling students; *and*
  - a planner to help identify next steps for improving regular classroom instruction as well as interventions for struggling readers.

**Activity #2** asks you to use a **Work Review and Planning tool** that provides guidelines and examples to help instructional teams examine a student's work across content areas and plan interventions.

- **As we take a quick look...** Think about:
  - how the reading specialist at your school collaborates with teachers to help struggling students;
  - procedures currently in place for reviewing student work and monitoring progress; *and*
  - ways you can improve your use of data to plan individualized interventions for struggling students.

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- **After the webinar**, download the tool handouts:
    - *Learning Together About Tiered Instruction for Struggling Readers*
    - *Using Data: Student Work Review and Planning Protocol*
  - **As an optional activity**, you can take a look at one of the "**Ideas for Action**" in the **DO** section. *For example*, review the *Idea for Action* that can help a testing and assessment coordinator assist teachers with planning instructional interventions based on student data. It includes resources that can help with:
    - learning about screening and intervention,
    - developing guidelines for reviewing student work and protocols for conducting data team meetings, and
    - analyzing data from multiple assessments and designing individualized reading interventions.



**Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional adolescent literacy resources that can support SIG grantees with their school improvement efforts.**

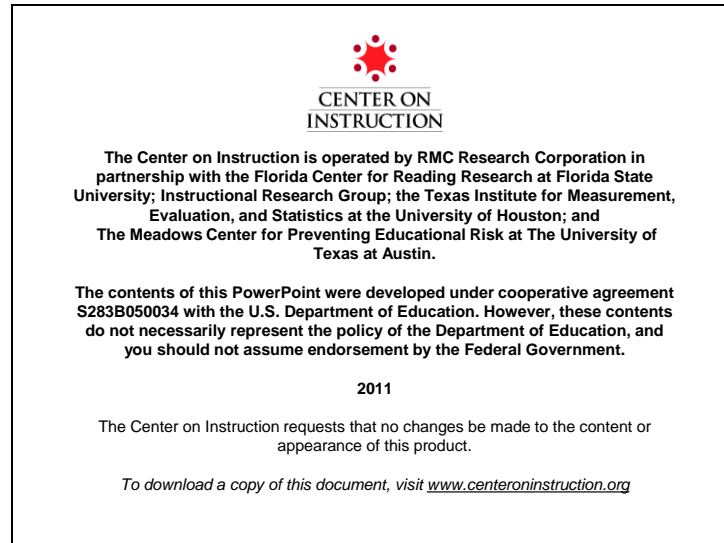
**COI offers materials and technical assistance to support:**

- Leadership
- Improving Literacy Instruction
- Professional Development

**DWW offers practical tools and resources for implementing:**

- Vocabulary Instruction
- Comprehension Strategies
- Engaging Text Discussion
- Intensive Intervention

**Review the DWW and COI resource list handouts** to identify information that can be used to implement plans or provide additional information for planning adolescent literacy instruction.



***Disclaimer:*** The Center on Instruction is funded by the U. S. Department of Education for the purpose of providing research-based resources and technical assistance. However, its work is not explicitly endorsed by the federal government.

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Available for download from the COI website are the webinar's [video](#), [presenter transcript](#), [participant note-taking form](#), and [handouts](#) that can be used as professional development tools for states, districts, and schools.

**Webinar Handouts:**

1. **Visual Diagram** (Slide 3) – Adolescent Literacy and 4 Recommended Practices
2. **IES Practice Guide** (Slide 3) – Improving Adolescent Literacy: Effective Classroom and Intervention Practices
3. **Expert Interview transcript** (Slide 6) – Designing Tiered Interventions
4. **Audio Interview transcript** (Slide 8) – High School Literacy Intervention
5. **Slideshow transcript** (Slide 9) – High School Academic Literacy Intervention Class
6. **Sample Material** (Slide 9) – ACCESS Class Weekly Record and Program Overview
7. **Tool** (Slide 11) – Learning Together About Tiered Instruction for Struggling Readers
8. **Tool** (Slide 11) – Using Data: Student Work Review and Planning Protocol
9. **COI Resource List** (Slide 12) – COI Resources Linked to Adolescent Literacy
10. **DWW Resource List** (Slide 12) – DWW Resources Linked to Other SIG Topics