

# Navigating Interventions

Reading First

California Technical Assistance Center

LEA Presentation

December 2004

## Reading First Special Education Referral Reduction Plan

# Status

- ▶ 97 applications submitted
- ▶ 87 grant awards
- ▶ 10 requesting budget information
- ▶ Notifications are expected to be mailed by CDE by December 15<sup>th</sup>

# Clarification

- ▶ Reading First funds may only be used for materials on state adopted list
- ▶ Petition option requires:
  - University approval
  - Phase 1 and phase 2 reviews

# What's Getting Us Going?

- ▶ Too many students not succeeding
- ▶ Desire to have ALL students proficient
- ▶ High levels of accountability
- ▶ Opportunity for funding (Special Ed Referral Reduction)
- ▶ Diagnostic assessments to “pinpoint” problems
- ▶ Specialized intervention programs to support instruction

## Navigating Interventions

# Cautions

**CAUTION**

No amount of intervention can replace good first teaching

- Prevention is far superior to remediation
- Early intervention- the sooner the better

## Navigating Interventions

# Cautions

Interventions are more effective when

- Use the “RIGHT” materials
- Target the “RIGHT” students
- Provide the “RIGHT” amount of time

***But, an intervention is only as effective as the teacher who delivers it***

**Intervention is not a  
destination....**

**Rather a frontage road to  
the main highway**

## Navigating Interventions

# Stand Alone Programs



- ▶ Provide accelerated access
- ▶ Not the first choice
- ▶ Defaults after all other avenues have been exhausted
- ▶ Instruction supports the core

# Supplemental Programs



Materials highly aligned to core program

- Common language
- Common routines
- Common structures

## Navigating Interventions

# Interventions



- ▶ Takes on a life of it's own
- ▶ Detracts from core
- ▶ Relegates some kids to lower level instruction and expectations
- ▶ Becomes a life sentence

## Navigating Interventions

# Danger



- ▶ Abandon the core without exhausting its resources
- ▶ It's the "Silver Bullet"

# Getting to the Destination



## Core Comprehensive Program

- Full implementation
- Focus on effective first instruction
- Preventative vs. remediation

# Getting to the Destination



## Supplemental Intervention

- Strategic level
- Core curriculum
- Additional instruction using core materials
- Additional time within the language arts block

# Getting to the Destination

## Supplemental Intervention



- Strategic and or intensive level
- Core curriculum
- Additional instruction using **supplemental materials**
- **Additional time** beyond the language arts block
  - ▶ Within the school day
  - ▶ Beyond the school day
  - ▶ Extended week and/or year

# Getting to the Destination



Stand alone comprehensive intervention program

- Intensive level
- Complements the core curriculum
- Higher degree of scaffolding
- Includes **additional time**

## Navigating Interventions

# Road Map for Success

- ▶ Highly Qualified Teacher
- ▶ Effective program
- ▶ Sufficient time and duration
- ▶ Monitor and adjustment
- ▶ On-going support

## Navigating Interventions

# Road Work Ahead



- ▶ Who's doing the teaching?
- ▶ How is the school schedule being adjusted?
- ▶ How do students enter/exit the intervention?
- ▶ How do we respond to a student not succeeding in an intervention?
- ▶ How will the success of the intervention be evaluated?

Inter-road map for success

# Reflection

Think about the intervention plans and/or efforts in your district....

Discuss with your team

- How effective are they?
- What are your challenges and/or concerns?
- What changes can be made?

▶ [Inter-road map for success](#)

# Effective Interventions

Convergence between diagnostic assessment and program approach

- ▶ How severe is the gap?
- ▶ What is the area of weakness?
- ▶ Does the program address the correct level of foundational reading skill?

Navigating Interventions

# Role of Special Education

Article:

*“A New Look At Special Education”*

Jerry L Shaw and Sonja L Yates; Leadership; Association of California Administrators; November-December 2002

# Stop and Think

Any potholes in your plan?

- Is the focus weighted on first instruction?
- Have you planned to use assessment critically to assure that the right kids get the right instruction?
- Are there plans to sustain intervention beyond July 2005?

# Navigating Interventions

This power point presentation will be available on the web site:

[www.calread.net/lea\\_sessions](http://www.calread.net/lea_sessions)

# Navigating Interventions

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LEA Presentation - Rounds 1 and 2

December 8 and 15, 2004

# Navigating Interventions

Reading First

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LEA Presentation - Round 3

December 9 and 16, 2004