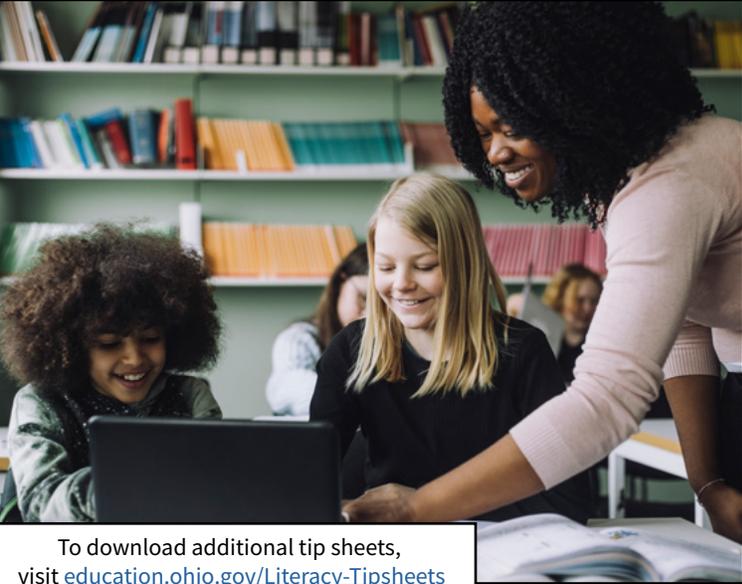




Pay Attention to Intervention



Early identification of students who experience reading difficulties is possible, and focused core instruction and intervention efforts using a structured literacy approach are effective for reducing negative long-term impacts. Once a student is identified as either reading below grade level or at risk for dyslexia, the best practice is to continue strong core instruction and begin interventions focused on the specific area of need of the student. Progress monitoring will guide decisions on the intensity, specificity, and duration of the support.

Districts must select evidence-based intervention materials from the [Department’s list of approved reading intervention programs](#) for students prekindergarten through grade 12. The [Ohio Dyslexia Guidebook](#) provides detailed information about the best practices on implementing structured literacy intervention. Districts should also consider [Ohio’s Plan to Raise Literacy Achievement](#) and other guidance, including the [Third Grade Reading Guarantee](#), when planning for intervention.

To download additional tip sheets, visit education.ohio.gov/Literacy-Tipsheets

Requirements Under Law

Dyslexia law: [Ohio law](#) requires structured literacy intervention for students who have been identified as at risk for dyslexia and requires that districts provide intense remediation and intervention services until the student is able to read at grade level.

Third Grade Reading Guarantee law: [Ohio law](#) requires districts and schools to provide students that qualify for a Reading Improvement and Monitoring Plan (RIMP) with intensive reading instruction services targeted at the student’s identified reading deficiencies and high-dosage tutoring aligned with the student’s classroom instruction.

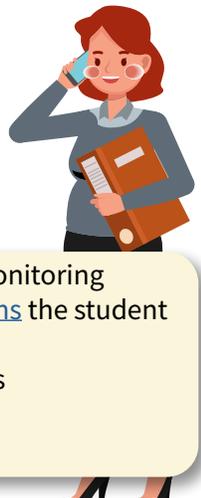
Science of reading law: [Ohio law](#) requires each school district, STEM school, and community school to use [evidence-based reading intervention programs](#) only from the lists established by the Department. Districts and schools may not use any intervention program in grades prekindergarten to five that use the three-cueing approach.

DID YOU KNOW that these laws are interconnected and work together? Make sure school decisions on intervention meet all requirements!



Communication is Key:

Partnering with families is critical for supporting students with dyslexia and other reading difficulties. If a student is reading below grade level and requires intervention under Ohio law, schools must communicate the following, as soon as possible and in writing, to the parents. Helpful communication should include:



- A notice that their child is not reading on grade level and which assessments were used
- The expected performance and the student’s performance
- Specific skills measured along with the student’s strengths and areas of support needed
- Next steps for instruction and progress monitoring
- A description of the [approved interventions](#) the student is receiving
- Frequent updates on their child’s progress

Remember, intervention is not only about remediation or “reteaching” to address a student’s reading deficiencies. Intervention also includes acceleration to help students master grade-level content with “just in time supports.”

Scenario

Oh, no! Suzie is NOT on-track for reading in her second-grade classroom, but Teacher Tom is terrific! He notified Suzie’s parents of her screening results and administered a diagnostic assessment to determine Suzie’s instructional needs. Then, he provided targeted interventions using an approved intervention program. Teacher Tom monitored Suzie’s progress regularly and continued explicit interventions until she was reading at grade level. Totally terrific!

Wait a minute... What if after six weeks, Suzie is still **NOT** making progress? What should Teacher Tom do next? Choose the correct answer(s) below.

1. Since consistency is helpful for students, Tom should keep trying with the same interventions. Suzie will figure it out eventually.
2. First, Teacher Tom should consult with the multidisciplinary team to rule out factors that may be impacting Suzie’s progress and consider these questions:
 - What was Suzie’s attendance during intervention?
 - Was Tom implementing the interventions with integrity?
 - Should Tom ask for a coach or colleague to observe and provide feedback during interventions?

Then, Tom should intensify the interventions based on the results of progress monitoring. This might look like: a reduction in group size, increased duration, and additional opportunities for practice with explicit feedback and additional support from Teacher Tom.

If you chose answer 2, you are on the right track!

TERRIFIC TIPS

for

Aligned Structured Literacy Intervention

Multidisciplinary teams use student data to develop three tiers of instruction (multi-tiered systems of support) that support all students to meet grade-level reading expectations.

It is best practice to align the instructional approach to literacy across all tiers of instruction.

Tier 1 Core Instruction

- Necessary informal or formal diagnostic assessments are administered to determine the instructional needs of the students.
- All students receive tier 1 instruction with differentiated supports as needed.
- Whole group, small group, and individualized instruction are included.
- Skills taught within and across grades should include a clear scope and sequence that progresses from simple to complex.
- Parents and guardians are notified of screening results if the student is not on-track.

Tier 2 Targeted Structured Literacy Instruction

- Strategic small-group structured literacy intervention provided in addition to tier 1 instruction
- Specifically tailored to the needs of students in the group
- Provided by classroom teacher and/or other instructors trained in using a structured literacy approach
- Delivered in a 30-to 45-minute block, three to five days a week
- Explicit instruction that includes opportunities to respond and practice, is delivered at a brisk pace, and includes corrective feedback and review
- Tier 2 includes weekly progress monitoring to understand if the interventions are effective.
- Progress is shared with parents/guardians.

Tier 3 Intensive Structured Literacy Intervention

- More intensive and individualized instruction
- Smaller, skill-focused groups
- More frequent and/or longer instructional sessions
- Explicit modeling of new skills and breaking tasks into smaller chunks
- Additional opportunities for practice
- Immediate and individualized feedback
- Ongoing progress monitoring and intensification of support
- Parents and guardians are kept informed, highlighting the importance of ongoing communication.

