

**ACCEPT Intervention:
Adapting Core Curriculum to
Enable a Practical Tier 2
Intervention**

A Supplemental Reading Support

Teacher's Manual

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RATIONALE

No Child Left Behind Act ([NCLB],2001) mandates that curriculum be aligned with state standards through school wide reform in meeting the academic needs of all students, with a particular focus on reading. Aligned with this directive, the reauthorization of Individuals with Disabilities Educational Act ([IDEA], 2004, cited in Division for Learning Disabilities, 2007) recommends a tiered model of intervention, most commonly referred to as Response to Intervention (RtI). It is suggested that this model enhances the education of all students through tiers of support (Division for Learning Disabilities, 2007; Vanderheyden, A.M. & Burns, M.K., 2010; Sailor, W., 2009). Under this model, Tier 1 is comprised of evidence-based instruction within the core curriculum for **all** students, with a goal of ruling out ineffective instruction as a reason for insufficient progress. When Tier 1 is not enough, a Tier 2 intervention is implemented, usually in small groups, to address prerequisite reading skills through additional supports. A successful planning framework for a supplemental intervention should include research-based elements for reading achievement: phonemic awareness, phonics, vocabulary, fluency, and comprehension skills (Feifer, 2008; National Reading Panel, 2000; Stuart & Rinaldi, 2009).

With workload high on the list of threats to teacher attrition (Buchanan, 2010), there is a need for effective, research-based reading interventions that provide ease and utility for classroom teachers while improving positive outcomes for struggling readers. One way to provide this intervention is by *adapting the core curriculum to enable a practical Tier 2 (ACCEPT) intervention*. **The intent of ACCEPT is to provide a contribution to student achievement while easing the burden of executing an effective Tier 2 intervention for teachers' use in the classroom. ACCEPT is a comprehensive literacy intervention that adapts to the school wide core reading program and suggests bridging Tier 1 and Tier 2 for ease, utility, and effectiveness in the classroom. It is designed for small group instruction. ACCEPT uses a lesson plan that addresses the five research-based elements for reading achievement through sections titled 1) Vocabulary, 2) Supported Reading, 3) Word Sorts, and 4) Fluency Passages. In a multi-tiered system of supports (2009, Kansas MTSS), ACCEPT Intervention may be used in its entirety as the first supplemental small group intervention, with individual sections being used as targeted support(s) at subsequent levels for small groups or one-on-one instruction.**

IMPORTANT TO NOTE: ACCEPT Intervention should be used in addition to reading groups at a Tier 1 level.

SUGGESTION FOR USING ACCEPT INTERVENTION IN THE CLASSROOM

1) Learning Centers

Typically, differentiated reading groups at a Tier 1 level (e.g., above level, at level, below level) are conducted in the classroom while other students have additional assignments to complete. Tyner (2004) suggests engaging other students in learning centers during small group instruction (pgs. 41-65):

- Assign five centers, and have five “free” centers
- Actively involve students while they work on literacy skills
- Be fair in center expectations of students involved in reading groups, particularly of students receiving additional support

You can also find suggestions for learning centers on the internet. Some sites include:

- Oregon Reading First Center (University of Oregon CTL – Center for Teaching and Learning) – <http://oregonreadingfirst.uoregon.edu/>
- Florida Center for Reading Research (FCRR) – <http://www.fcrr.org>
- Abcteach.com – http://www.abcteach.com/free/1/learningcenters_rev.pdf

2) Schoolwide Enrichment Model in Reading (SEM-R)

The ACCEPT Intervention is designed to be used in the classroom with ease for teachers as a supplemental reading intervention for struggling readers at a Tier 2 level. One suggestion follows the **SEM-R** (Reis, et. al., 2003 - cited in Reis & Fogarty, 2006. See *Appendix* for copy of article). Designed to enrich the reading experience for ALL learners, a SEM-R could be implemented as an additional literacy block where ACCEPT could be utilized in individual classrooms for struggling readers [e.g., during a daily “free-choice” literacy period (pg. 34)], or with shared responsibility of teachers across grade levels (e.g., leveled groupings).

MATERIALS NEEDED

- For progress monitoring - DIBELS® *Next* Progress Monitoring booklets (<https://dibels.org/next/>)
- *2006 Hasbrouck & Tindal Oral Reading Fluency Data* (Hasbrouck & Tindal, 2006. Downloaded from www.readnaturally.com. See *Appendix*)
- Supplemental intervention basal reader or leveled books from the *school wide core curriculum* at student’s instructional level.
- Binder for each supplemental group with ACCEPT Lesson Plans for Reading
- Prepared Word Sorts (Tyner, 2004. See *Appendix*)
- Fluency passages and charts [<http://www.uen.org/Lessonplan/>]. See *Appendix*]. Use passages included in the core curriculum, or a 100-word timing as a reread from a familiar story in a previous lesson (see *Fluency Passage*).
[Other suggested passages: [Great Leaps](http://www.greatleaps.com) (greatleaps.com); [Quick Reads](http://www.quickreads.org) (quickreads.org)]
- Timer

ASSESSMENT

The use of a Curriculum Based Measurement (CBM) can help to determine a need for supplemental support. *Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) Next* is a suggested CBM for **1) identifying students who may be at risk for reading difficulties, and 2) measuring progress** (see dibels.org/next/). The following chart identifies how *DIBELS® Next* measures are aligned with literacy skills (Good, et. al., 2011, pg. 3; retrieved from <http://www.dibels.org/>):

Table 1. DIBELS® Indicators

Basic Early Literacy Skills	DIBELS Indicators
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)
Alphabetic Principle & Basic Phonics	Nonsense Word Fluency (NWF) -Correct Letter Sounds -Whole Words Read
Advanced Phonics & Word Attack Skills	Oral Reading Fluency (ORF) -Accuracy
Accurate & Fluency Reading of Connected Text	Oral Reading Fluency (ORF) -Correct Words Per Minute -Accuracy
Reading Comprehension	Daze Oral Reading Fluency (ORF) -Correct Words Per Minute -Retell Total/Quality of Response
Vocabulary & Language Skills	Word Use Fluency-Revised (WUF-R)(available as an experimental measure from http://www.dibels.org/)

****HOW DO YOU DECIDE IF A STUDENT NEEDS A SUPPLEMENTAL READING INTERVENTION?***

Suggestion:

DIBELS®*Next* identifies cut points for students at risk in the document ***DIBELS Next: Summary of Benchmark Goals and Cut Points for Risk*** (see *Appendix* – retrieved from <http://www.dibels.org/>). Students scoring somewhere between the “Benchmark Goal” and “Cut Point For Risk” would benefit from the ACCEPT Intervention. According to Hasbrouck & Tindal (2006; see *Appendix*), “students scoring 10 or more words below the 50th percentile” of oral reading fluency (ORF) would benefit from supplemental support.

BENCHMARK ASSESSMENT

Benchmark assessment is typically conducted three times a year on grade level (often school wide).

PROGRESS MONITORING

For the ACCEPT Intervention, progress monitoring should be conducted weekly or biweekly on student's instructional level (note the DIBELS® chart above for areas of concern and which

DIBELS progress monitoring support to use: FSF, PSF and NWF or ORF). Each new reading should be charted on the progress monitoring booklet with a focus on the student’s goal and aim line.

***HOW IS THE “PROJECTED INSTRUCTIONAL LEVEL” DETERMINED FOR PROGRESS MONITORING?**

*To determine the appropriate instructional level for ORF progress monitoring, use the following **Fluency Rates and Accuracy Formula** when testing student on the DIBELS® Next Progress Monitoring booklet at the projected instructional level. Continue assessing until the criteria is met. This will determine the progress monitoring level for ORF.*

Table 2. Fluency Rate & Accuracy Formula

FLUENCY RATES: *Number of words read correctly in one minute = fluency rate (correct words per minute). **Words read – errors = fluency rate***

Reading Stage (Note Table 3 for definition of stages)	Fluency Rate (<u>minimum</u> correct words per minute)
Emergent & Beginning	Fluency rate does not need to be determined (use FSF, PSF or NWF)
Fledgling	40
Transitional	60
Independent	70

Fluency rate information gathered from Tyner (2004)

ACCURACY FORMULA:

$$\frac{\text{Words read} - \text{Errors}}{\text{Words read}} \times 100 = \text{_____ \% accuracy}$$

Accuracy Rate	Levels	Instructions
95% - 100%	Independent	Move to the next level
90% - 94%	Instructional Level	Remain at present level
Below 90%	Frustration Level	Move down a level

Morris (1999); Tyner (2004)

PROGRESS MONITORING AIM LINE

The *average weekly improvement* (words per week growth) is found in the **2006 Hasbrouck & Tindal Oral Reading Fluency Data** (Hasbrouck & Tindal, 2006. Downloaded from www.readnaturally.com. See *Appendix*). To determine the progress monitoring aim line for each student (if not already indicated on the booklet):

$$\text{Average Weekly Improvement} \times \text{Number of monitored weeks} + \text{*Beginning Point} = \text{GOAL!!}$$

***Beginning point** – first progress monitoring score (once instructional level is determined – see above)

End point – Goal

Aim line – a line from beginning to goal

(Refer to DIBELS @Next manual on <http://www.DIBELS.org/> for progress monitoring of the other skills)

ACCEPT LESSON PLAN FOR READING

The “*ACCEPT Lesson Plan for Reading*” (see *Appendix*) includes research-based components. The following instruction is to be used as a guide in using the lesson plan.

- **INTENDED FOR SMALL GROUP INSTRUCTION**
- **DESIGNED FOR USE WITH THE SUPPLEMENTAL SUPPORTS OF THE SCHOOL WIDE READING PROGRAM AT STUDENTS’ INSTRUCTIONAL LEVEL (SEE “ASSESSMENT” TO DETERMINE LEVEL) FOR STRUGGLING READERS AT ANY GRADE LEVEL**
- **SUGGESTED TIMEFRAME USING ALL 5 COMPONENTS FOR A FULL SUPPLEMENTAL READING INTERVENTION: 20-30 MINUTES, 3 TO 5 DAYS PER WEEK, 8 TO 10 WEEKS.**
- **INDIVIDUAL COMPONENTS OF THE LESSON PLAN MAY BE TARGETED BASED ON NEEDS OF GROUP**
- **THE CHECK OFF COMPONENT UNDER EACH SECTION OF THE LESSON PLAN ACTS AS A MEASURE OF FIDELITY IN IMPLEMENTATION**

1) VOCABULARY

(Vocabulary from lessons)

RATIONALE: VOCABULARY IS EMPHASIZED FOR THE PURPOSE OF UNDERSTANDING AND CORRECTLY USING A VARIETY OF WORDS (DIBELS.ORG BROCHURE – [HTTP://WWW.DIBELS.ORG/](http://www.dibels.org/)).

Suggested:

- Teacher reads vocabulary words 1st time through.
- ***Choral reads words with students 2nd time through.
- If small passage with vocabulary words (separate from the story in lesson), teacher *model reads while students follow along (have younger students track with their finger).
- If sentences with vocabulary words, teacher **echo reads sentences with students.
- If spelling/writing piece with vocabulary words, students fill in the blanks legibly or verbally with correct word.

2) SUPPORTED READING

(Stories from lessons)

RATIONALE: SUPPORTED READING OPTIMIZES READING TIME WITH THE TEACHER AS A MODEL AND SUPPORT OF APPROPRIATE STRATEGIES, FOR THE PURPOSE OF PROMOTING INDEPENDENT READING WHILE MEETING STUDENT NEEDS (TYNER & GREEN, 2006).

Suggested:

- Preview story: take a picture walk, have students make predictions.
- During story, take a variety of reads:
 - ***Model read** (teacher reads with expression and correct phrasing)
 - ****Echo read** (students repeat after teacher)
 - *****Choral read** (teacher and students read together)
 - **Whisper read** – students should follow these rules:
 - Do your best reading

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- Use a whisper voice
- When the teacher taps your book, read a little louder
- When you finish, start the story over
- Ask comprehension questions during and after (if available, utilize the questions that accompany the story in the lesson).

3) WORD SORT

[**Blacklines** (Tyner, 2004) included in this manual - see Appendix. See chart (Table 3) with suggested sorts connected to reading levels. See “Word Sort Packets” below on how to build packets from blacklines for small groups; may also use word sorts in the core program]

RATIONALE: WORD SORTS BUILD AUDITORY SKILLS (PHONEMIC/SOUND AWARENESS) AND CONNECTIONS BETWEEN SOUNDS AND SYMBOLS (ALPHABETIC PRINCIPLE AND PHONICS) - TYNER & GREEN, 2006.

Suggested:

Step 1: Hand students a word sort packet with 3 headers and 9 additional cards (3 across 4 down)

Step 2: Line up the “**headers**” – 3 across:

- Picture sorts – **letters or pictures**
- Word sorts – “**asterisked**” words or “**Advanced Sort**” headers (see below)

Step 3: Teacher “model” reads the headers.

Step 4: Put additional cards in a pile facing down.

Step 5: Students take turns picking a card, saying the word, putting it under the right header, and reading it down the column.



Step 6: Once all the cards are placed under the correct headers, students play the matching game:

- Flip cards over and mix up
- Students take turns finding matches
- Remind students to read each word when turned over, whether a match or not
- Once student finds a match, they hold onto it and take another turn

ADVANCED SORT

(See Appendix for how to procure blacklines)

Sort by patterns. Example of **headers**: Short vowel/Long Vowel/Oddball

C-V-C/C-V-C-C/C-V-V-C/C-V-V/C-V-Ce/Oddballs

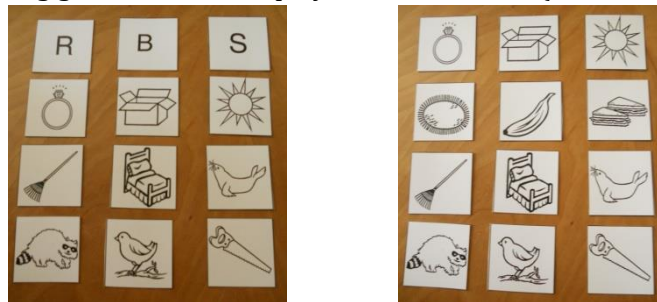
(Tyner, B., Green, S. E., 2006. *Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers*, pgs. 66 & 67)

PICTURE SORT

(See Appendix for blacklines)

The picture sort should be used with students who need **phonemic awareness** support in the “word sort” part of the lesson plan.

- Letters or pictures act as headers (3 letters across)
- Follow steps 1-6 (above). The teacher models the letter sounds or emphasizes the beginning sound of the header pictures. Each student chooses a card and says the name of the picture, placing the card under the correct beginning sound
- Students take turns drawing and placing cards
- A matching game can also be played with this sort (minus the letter “headers”)



Note: For English Language Learners (ELLs), picture sorts can be organized in their primary language for practice with phonemic awareness.

Alphabet Sort

(See Appendix for blacklines)

The alphabet sort should be used with students who need **letter identification and sound awareness** support in the “word sort” part of the lesson plan. It can be used in conjunction with the picture sort.

- Select 3 familiar letters and 3 unfamiliar letters (matching upper and lower case)
- Teacher places either the upper case or lower case letters as the headers and model reads (letter or sound); students echo read
- The remaining cards are placed in a pile
- Students take turns picking a card, saying the letter/sound, and placing it under the corresponding letter
- A matching game can also be played with this sort

SORT PACKETS:

WORD SORT PACKETS

- 1) Copy blacklines onto cardstock for best results (lamine for longer usage)
- 2) Cut out individual cards
- 3) Place 3 headers (with asterisk – add asterisks to cards if need more headers) and 3 additional cards for each header in a plastic sandwich or snack bag (packets)
- 4) Continue making packets and write type of sort on outside of bag (e.g., vowel patterns- Level 1)
- 5) Place packets in a container with labeled cards to separate type of sorts

ALPHABET SORT PACKETS

- 1) Follow steps 1 and 2 of the Word Sort Packets
- 2) Place capital letters in a separate bag from lowercase letters and label.

PICTURE SORT PACKETS

- 1) Follow steps 1 and 2 of the Word Sort Packets
- 2) Place pictures in plastic bags with corresponding beginning sound letter.

Table 3. Readers, Levels, and Word Sorts

Readers	Characteristics	Suggested Reading Levels	Word Sorts
Emergent Readers	*Recognize ½ alphabet *Lack phonemic awareness	DRA: A–2 Reading Recovery: 1–2 Fountas & Pinnell: A–B	Alphabet letters (name & match upper/lower cases)
Beginning Readers	*Understand word concept *Some limitation in identifying letter names that go with the sounds	DRA: 3 – 5 Reading Recovery: 3–5 Fountas & Pinnell: C–D	Picture cards (match with beginning sounds)
Fledgling Readers	*Read text with simple sentences and picture support *Basic sight word – at least 50 words	DRA: 6–10 Reading Recovery: 6–11 Fountas & Pinnell: E–G	Short Vowel
Transitional Readers	*Learning to read and process text *Basic sight word – at least 100 words	DRA: 11–17 Reading Recovery: 12–16 Fountas & Pinnell: H–I	Vowel Patterns (Level 1)
Independent Readers	*Read with speed, accuracy, and proper expressions *Word recognition and comprehension	DRA: 17–20+ Reading Recovery: 18–28 Fountas & Pinnell: J–M	Vowel Patterns (Level 2)
Evolving Readers	*Basic decoder to comprehender of text *Sets stage for reading abilities as adults	DRA: 20–40 Fountas & Pinnell: K–R	Vowels Patterns (for evolving readers)
Maturing Readers	*Should silently read from a variety of genres	DRA: 40-44+ Fountas & Pinnell: S-W	Maturing Reader (Years 1 and/or 2)
Advanced Readers	*Should advance critical reading skills	Fountas & Pinnell: U-Z+	Advanced Reader (Years 1 and/or 2)

Gathered from Tyner, B. & Green, S. E. (2006); Tyner, B. (2004)

4) FLUENCY PASSAGE

RATIONALE: DEVELOPING SPEED AND ACCURACY TO AID IN THE ORAL TRANSLATION OF TEXT (FUCHS, FUCHS, HOSP & JENKINS, 2001).

Suggested:

- **100-word passages from previous lessons:**
 - 1) Count out and mark off 100 words of a previously read passage
 - 2) Student reads for 1-minute. If student finishes passage before end of 1-minute, have them go back to the beginning
 - 3) Teacher counts errors on fingers while student is reading

- 4) At the end of 1-minute, teacher counts the correct words read, subtracting the errors, to get the correct words per minute (wpm)
- 5) Student colors a bar on the “Timed Reading Chart” (see *Appendix*). The passage should be read for a total of 3 subsequent lessons, building on the bar of the chart each time with a different color. After 3 readings, the minimum fluency rate should be met or exceeded (see *Table 2*).

- **Passages from the core curriculum**

Steps 2 – 5 can also be used with pre-developed fluency passages from the core curriculum.

HOW DO YOU DETERMINE THE LENGTH OF THE ACCEPT INTERVENTION?

Researchers suggest a timeframe of at least eight weeks for a Tier 2 intervention (VanDerHeyden & Burns, 2010; Fuchs, Fuchs & Stecker, 2010).

AT THE END OF AT LEAST EIGHT WEEKS, WHAT NEXT?

Schools need to decide on criterion levels (e.g., expected percentage of improvement within the timeframe of the intervention) to determine movement through tiers of support (Fuchs & Fuchs, 2006). Progress monitoring should supply information that will help determine if the intervention helped and the student can return to support at a Tier 1 level, or if a more intensive intervention is needed (e.g., Tier 3).

GROUP MANAGEMENT AND REWARDS

A positive reinforcement and reward system is recommended for positive student behavior (Kauffman, et. al., 2011). In particular, when working in small groups with supplemental reading needs, a management system will enhance instruction through the encouragement of appropriate behaviors. With a simple point system (Jenson, Rhodes & Reavis, 1997), students can receive immediate reinforcement by being awarded points on a **point card** (see *Appendix* for a blackline from The Tough Kid Tool Box, Jenson, Rhodes & Reavis, 1997) for appropriate academic, social, and/or classroom behaviors. A tangible reward system can provide rewards for earned points, with a variety of items priced by varying costs (e.g., small items priced with a low cost – 10 points; large items priced with a high cost – 50 points).

ENGLISH LANGUAGE LEARNERS (ELLs)

With respect to cultural and linguistic diversity, ELLs benefit from explicit teaching of the essential components to good reading instruction (Goldenberg, 2008).

FIDELITY OF IMPLEMENTATION

The ACCEPT Intervention may be used in its entirety as a full reading intervention or with emphasis on individual reading components where group support is most needed. The check off structure within each component confirms completion of each step. This demonstrates adherence to the program with accuracy in details (fidelity).

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