Advantages of a Strategic W2S Reading Intervention System

1. Entire intervention team is highly trained in small group instruction, reading interventions, and easyCBM and DRA assessments.
2. Intervention team members may specialize in a specific intervention.
3. Four-day model provides built in training and regular feedback on student progress using easyCBM process monitoring.
4. Model supports IDEA requirement of inclusion for special education students in the Least Restrictive Environment (LRE).
5. Student easyCBM and DRA data is regularly analyzed to determine students at high and some risk for reading failure.
6. easyCBM and DRA data is triangulated and analyzed to determine specific reading deficits.
8. Based on data and teacher input, students are placed in fluid small walk-to-strategy groups.
9. Resources are used efficiently as students within a grade level “walk” to their strategy group.
10. All grade levels benefit from resources. All students at risk for reading failure participate in strategic reading interventions.
11. Groups are fluid. Students move out of a strategy group when no longer at risk in specific deficit area.

Disadvantages of a Strategic W2S Intervention System

1. Some grade levels may experience decreased reading support over the previous model.
2. Students not at risk for reading failure may not meet in small reading groups which is an inclusion model.
3. Teachers are required to meet this need.
4. Some students will not receive their intervention within their own classroom due to the specific deficit area.
5. Teachers may feel less involved since they may not be providing the intervention materials.
6. Time constraints may make it difficult for classroom teachers to discuss student progress with instructional team members.

Advantages of the Lynch W2S strategic reading intervention model

1. Entire intervention team is highly trained in small group instruction, reading interventions, and easyCBM and DRA assessments.
2. Intervention team members may specialize in a specific intervention.
3. Four-day model provides built in training and regular feedback on student progress using easyCBM process monitoring.
4. Model supports IDEA requirement of inclusion for special education students in the Least Restrictive Environment (LRE).
5. Student easyCBM and DRA data is regularly analyzed to determine students at high and some risk for reading failure.
6. easyCBM and DRA data is triangulated and analyzed to determine specific reading deficits.
8. Based on data and teacher input, students are placed in fluid small walk-to-strategy (W2S) groups.
9. Resources are used efficiently as students within a grade level “walk,” to their strategy group.
10. All grade levels benefit from resources. All students at risk for reading failure participate in strategic reading interventions.
11. Groups are fluid. Students move out of a strategy group when no longer at risk in specific deficit area.

Disadvantages of W2S

1. Some grade levels may experience decreased reading support over the previous model.
2. Students not at risk for reading failure may not meet in small reading groups which is an inclusion model.
3. Teachers are required to meet this need.
4. Some students will not receive their intervention within their own classroom due to the specific deficit area.
5. Teachers may feel less involved since they may not be providing the intervention materials.
6. Time constraints may make it difficult for classroom teachers to discuss student progress with instructional team members.

Expected Outcomes

Expected outcomes include:
1. An increase in students “on target” above 50th percentile according to the easyCBM fall, winter, and spring screener.
2. A decrease in students at high risk and some risk according to the easyCBM fall, winter, and spring screener.
3. An increase in students reading “on grade level,” according to the diagnostic DRA assessment.
4. All students reading by first grade.
5. All students reading on grade level by 3rd grade.
6. An increase in students meeting reading benchmark on the Oregon Assessment of Skills and Knowledge (OASK).

Research Based Interventions used in W2S

1. Read Naturally
2. Phonics for Reading
3. Lexia Reading (online)
4. Early Reading Intervention (ERI)
5. Levelled Literacy Intervention (LLI)
6. Houghton Mifflin SOAR
7. Reading Mastery
8. Road to the Code
9. Florida Reading Materials
10. The Comprehension Task Kit

References


Contact Information

For further information, or sources contact Desiree Margo.