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Meghan Wiebe
meghan.wiebe@isd47.org

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**The Efficiency of Two Simultaneous Reading Interventions on Shortening
the Length of Service Time a Student Needs**

by

Meghan Wiebe

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Starred Paper Committee:
Ramon Serrano, Chairperson
Kristie Bergeson
JoAnn Johnson

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Chapter 1: Introduction

According to Wiggins and McTighe (2005), “The difference between knowledge and understanding is that knowledge is knowing something to be true, and understanding is knowing why the knowledge is true” (p. 38). Why is something so? In the education profession, we get to continually explore this. Each child is an individual and represents the challenge of determining how that child will learn best. These decisions will encompass teacher philosophy, quality materials, and methods of delivery. The potential to discover the best way to reach each child is at the very heart of this paper.

Approach to Teaching Reading

I have been an elementary reading teacher for 16 years. I have learned to continually ask myself, “How can I ensure that my students accomplish the standards at their grade level?” My educational philosophy will impact how I answer this question.

My philosophy begins with the importance of my own experience as a child and my self-efficacy with reading. I was read to a lot. We took trips to the local libraries. A lot. My parents talked about the books they were reading, that we were reading, that I was reading. A lot. Taylor (1983) coined the term *family literacy*. He believed an emphasis on family literacy at home could greatly contribute to successful literacy development in an individual. I agree. My own expectations to learn to read being surrounded by many books as a young child made the idea of learning to read very natural. I learned to read and understood why I needed to learn to read. My family’s impact on my literacy development was both influential and positive. Toomey (1986) supported this idea by arguing that across grade levels, a focus on listening to children read will support children’s development of word reading accuracy and fluency (as cited in Paratore, Edwards, & O’Brien, 2015, p. 404). On the flip side of this, I believe that a family’s

lack of reading engagement at home negatively impacts an individual. Therefore, reaching out and helping families engage children more in reading is a top priority for me.

In addition to the family literacy theory, I also believe the acquisition of language and social language is key to literacy success. The Sociolinguistic Theory (Labov, 1972) found its roots in the second half of the 20th century. Under this theory, Bernstein (1971), Bakhtin (1981), and Gee (2005) studied the influence of social language, recognizing the foundations of oral language with correlations and tendencies to social language interactions and learning (McTighe & Wiggins, 2005). I believe diving into an environment rich in oral language can help students see how language CAN interact. Rich language can serve as a model for students who then can practice and ultimately enrich their own language. Reading and writing letters, notes, and morning messages had a profound impact on my students. They seem to remember these things and mimic ideas of their own this way. They seem most eager with these activities when they are in the midst of interactions with people around them.

In my work, I am responsible for teaching some very young learners. I work with children as young as 5 years old who are in Kindergarten. Because of the nature of my position, I repeatedly see how the children come to my classroom with enormous gaps in literacy skills with their peers. These children are struggling to connect with reading, and it is my job to accelerate their skills to meet the performance level of the Common Core State Standards. When they get behind, it seems they often stay behind. My work is to prevent students from becoming even further behind and, hopefully with the right systems in place, to catch up. Because I passionately want these young students to succeed, I find ways to expose them to many, many texts and oral language experiences. I want to strengthen this experience to the fullest extent for

them. How do I do this? In broad terms, the more texts I can expose my students to and the more opportunities to listen and speak, the better. It has been found that “volume of reading was reliably correlated to reading comprehension performance in both disabled and normally achieving readers” (Allington, 2012). Jalongo and Sobolak (2011) determined “that in order to become proficient readers, children should know 10,000 words by age 6” (Tracey & Morrow, 2015, p. 90). In addition, Walsh and Blewitt (2006) also stated: “there is a positive correlation between how often children listen to storybooks and the size of their vocabulary” (Paratore et al., 2015). Undoubtedly, young children need to have a variety of interactions and experiences with words in text and understand the language and vocabulary to aid it. It starts at birth.

There are many avenues my instruction can take. Most avenues rest on the five pillars of literacy instruction, defined by the National Reading Panel (2000). This meta-analysis of literacy studies nicely targets the individual skills proficient readers need to obtain and lists five pillars. These five pillars include phonemic awareness, phonics, vocabulary, fluency, and comprehension. The definitions of the pillars have helped me narrow in and focus instruction based on students’ individual needs. This differentiation is essential because every learner is different and has different needs. If I can define the area of deficit for a student (usually identifying 1-2 pillars at a time), then I can help the student correct it. For example, if a student in Grade 1 is struggling with accuracy while they are reading, I would focus on phonics. I would utilize my phonics resources and teach with fidelity. If that strategy did not work, I would try something else associated with phonics. I may also conduct further assessments to determine if the student needs additional work in the area of phonemic awareness. I would also recognize and analyze other variables in instruction that may affect the student’s progress.

Comprehension is the ultimate goal of reading. To me, it is the highest point of achievement with my students. As I have experienced, however, this is a complicated task to teach. I find that teaching my students strategies offers them helpful ways to connect, engage, and comprehend the text they are reading. The comprehension strategies can be taught to students, but ultimately, the student has to choose to use them when they are reading independently. The student with a poor self-image is not going to be motivated to try to comprehend the text, with strategies that sound like more work. They do not believe that they can do it. On the other hand, the student with a more positive image of themselves is going to be more motivated and inclined to use the strategies. The student believes that they can, so they work harder. This is the idea of self-efficacy in the Social Learning Theory, *The Little Engine that Could*.

I have a responsibility to teach the students the strategies and skills of the five pillars of reading for the ultimate goal of learning comprehension. I also have a moral obligation to connect with the students, encourage them, and choose my words mindfully in order to help the students learn to believe in themselves. This is arguably the most difficult part of my job. I have to help them believe they can do it.

I believe all children can learn to read. I can teach students in a variety of ways. It may be a different process for each student. The journey can look perilous and full of struggle for students and educators alike, but it is often through struggle, learning blossoms. I do not know if I am teaching a future lawyer, scientist, novelist, engineer, singer, artist, or whatever they choose to do to contribute to this world, but I do know they will need to be literate. It is my job to use

my heart and own experiences with a variety of well documented educational theories and instructional best practices to help my students learn to read.

Delivering quality reading instruction in Kindergarten, Grade 1, and Grade 2 has a substantial and lasting impact on learning. For this reason, I focus on reading interventions in the primary years, particularly Kindergarten through Grade 2. The school systems I have worked in have had the approaches of layering reading interventions for certain students in Kindergarten through Grade 2. It is well understood that these are the most important years for students learning how to read. Denton (2012) mentioned that multiple studies have demonstrated that with typical instruction, children who do not learn to read adequately in the primary grades will likely continue to struggle with reading in subsequent years.

Defining Intervention

For the purpose of this paper, it is appropriate to discuss the meaning of the term “intervention” as it refers to teaching reading. The answer may seem obvious that in order to help a student catch up in reading, they would need a specialized approach, an intervention. However, systematically speaking, if an entire group of students is struggling within the same classroom or school, it is possible that all children in the classroom or school are not receiving adequate instruction. Core methods and curriculum should be managed at this point from the perspective of broad changes. Improving literacy achievement across an elementary school is a challenging task. It requires effective infrastructure, shared leadership, and well-defined approaches to curriculum and assessment. According to Au, Strode, Vasquez, and Raphael (2014), this Standards Based Change (SBC) process has provided many school

opportunities to improve literacy for all students. When an effort of this scale is implemented, it has the potential of moving an entire school forward in literacy.

Intervention is a term used to help students who do not respond to core instruction that is effective for the majority of their peers. This could be a handful of students in each classroom. These students need a different form of instruction, or intervention. Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) are systems that were developed to understand the proportions and organization of services for all students.

Students who are placed into reading interventions are trying to catch up with their peers. They lack any number of reading skills and are placed with like-students to review and intensify practice of these skills. Progress is monitored closely in hopes of achieving the gaps. Formative assessment data in reading skills are gathered, but it is not the sole source from which decisions are based. According to Duffy-Hester (1999), “reading programs should be based on multiple goals for student success--that is enhancing voluntary reading, discussion, genre knowledge, and other goals beyond improved test scores” (p. 485).

Decision-Making

Not all students are placed correctly in the reading intervention system. Some students are misplaced because there is too little data or not enough thorough evaluation or interpretation. Students that fall into this category may not get the specialized interventions they need. Student data without enough evaluation or interpretation causes overlooking fine points in the decision-making process. Revisiting progress is crucial. Lesaux and Marietta (2012) recommended four key purposes for monitoring progress. They are:

1. Determine whether students are benefitting appropriately from an instructional program.
2. Identify students who are not demonstrating adequate progress.
3. Build more effective instructional programs.
4. Compare the efficacy of different forms of instruction and use this comparison to design more effective, individualized instructional programs. (p. 40)

Qualifying students for the layered services we provide in our school (including Special Education, Targeted Services, and Title I) requires close monitoring of assessments and teacher judgements. We rely on data systems for particular assessments of which the most crucial grade level information is recorded. In Kindergarten, the crucial reading assessments include segmenting word sounds, letter sounds, and print concepts. In Grade 1, the crucial reading assessments include decoding words, sight words, and running records. In Grade 2, the crucial reading assessments include running records with rate and accuracy of grade level reading. This information provides definite numbers to work with and a scientific approach to follow the rate of student improvement.

Veteran teachers have the ability to aid identification of struggling students in reading. Because of student circumstances including, but not limited to, home life, self-efficacy, motivation, exposure to opportunity, and behaviors, teachers understand more about student needs without the sole reliability of a singular assessment. Teachers are key to the social science of identifying struggling readers.

Once students are identified, Title I law requires a school to have a system in place. This system ensures that those who need the most academic help, receive it. We use reading

assessments at each grade level to provide numbers and we listen to thoughtful and observant teachers to nearly guarantee that students who are identified as needing the most reading help, are matched with the appropriate service.

As the lead Title I reading instructor in my school, and the professional overseeing two paraprofessionals and an MRC tutor, it is crucial for me to have the right tools for making the best decisions I can for students with difficulties in reading.

I have had several students who have briefly overlapped reading services in the past, as they require much of our time and concern. I have wondered at times if these students in two simultaneous interventions (even if briefly) have had a great advantage in accelerating growth. Similarly, I have been concerned if, by doing this, this approach has taken up limited space in an intervention that would have otherwise been available to another student who could benefit more. In other words, I have questioned if more daily reading intervention time in two interventions is indeed more effective than one intervention at a time, thus reducing the total service time a student needs, in particular, in the school I am teaching in, with the students I serve. Because the research so heavily demands reading interventions to take place early, I have focused much of my attention to this research in Grade 1.

Sometimes, a student needs a lot of intervention because they are so far behind. The intensity of the intervention seems obvious to me that in order to advance further, more intense instruction should happen. However, I realized this has been an assumption I have made without doing proper research to support it. In order to make sensible programmatic decisions for these children, I must find out if it is more efficient to intensify the instruction by doing two simultaneous interventions or allow for extended time in one intervention at a time. Because I

feel this inefficiency could be a problem in Kindergarten through Grade 3 when trying to precisely match individual student needs with reading interventions,

The Research Questions

Multiple research questions surfaced:

- How do we help those most critically behind reach grade level?
- Does layering reading interventions actually help accelerate learning in the primary years?
- Is it more efficient to double up reading interventions in the primary years to shorten the length of service a student will need?

Chapter 2: Review of the Literature

Early Intervention

Hernandez (2011) indicated that students who do not become readers by Grade 3 tend to have an onslaught of life challenges before them. One key finding in a study titled *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation Rates* (2003), was that the literacy achievement gap starts early and persists throughout the grades. The study found that “one out of six children who are not reading proficiently in Grade 3 did not graduate high school on time” (p. 3). That’s an alarming consideration!

The road to literacy starts early in life, but there is still hope for those who do not have literacy enriched preschool years. Early identification of our youngest students entering kindergarten who are at risk for literacy difficulties can initiate getting the help they need. It is critical to catch them early if we are to provide timely and appropriate intervention services and avoid the onset of more serious reading problems (Gilbert et al., 2013).

Students in the primary grades can exhibit reading challenges in many areas. Pinnell and Fountas (2009) listed 10 areas of reading difficulties: language processing, phonological processing, visual processing, use of background knowledge to construct meaning, connecting reading and writing, reading fluency, attention, memory, processing actions/cognitive actions, and emotion/motivation.

Because of the widespread areas of concerns in the primary years, due diligence must be had in order to help design appropriate programming to fix them. The school’s responsibility is to effectively match instruction to the needs in any area of concern for each student.

Variable of Time

The time spent in reading interventions is only one variable in a lengthy list affecting student achievement. For many, myself included, coordinating services for early readers is one variable that can be controlled. That is why it has held a great interest for me as an educator. Students attend school for roughly 7 hours a day. In the other 17 hours a day we have no control. What we do within that 7 hours of dedicated learning time matters to students.

Recommendations for scheduling literacy blocks has been a focus for experts, for core instruction as well as interventions. The school day has to be chopped into sections for a number of reasons, in part to meet the needs of the Common Core State Standards in all areas of academics, including mathematics, science, the arts, etc. Students need breaks for recess and lunch. This limits the time spent in the area of reading, although an argument can be made that reading crosses into every one of the disciplines.

Allington (2012) described the wide variety of far different reading time expectations in one classroom after another in the classrooms he visited. He described the activities within the reading block vs. the time spent in *actual reading*, adding that “students who spent more time in *actual reading* were the ones who made more gains” (p. 63). This would be for all students in core instruction.

Time spent in reading interventions depends on student goals, availability of teachers, and the framework of scheduling interventions. An intervention could be as little as 5 minutes reviewing letter sounds and as long as 40 minutes for a complex comprehension lesson. The goal, intervention, and assessment must all align.

In one study by Austin, Vaughn, and McClelland (2017), a summary of reading interventions for children with inadequate response in a Tier II intervention showed that an increase in duration of time spent in intensive intervention for Tier III *did not* produce statistically significant gains. In other words, increasing the time spent in the same reading intervention did not help students who had previously failed to respond to intervention. This particular study elaborated on whether or not there was an increase in the same assessment over time.

This is of high interest since I found different results in my action research. While the variable of time was altered as well in my action research, so were other variables discussed in the coming pages. It is my thought that more considerations must be made to evaluate whether the sole variable of time is an impact independently or dependent upon other factors. Students and teachers are not simple machines, but complex learners. There are a lot of variables that must be considered such as, but not limited to: student motivations, age of students, success rate of intervention, teacher expertise, quality of materials, familial risk of reading disability, student health, demographics, home literacy environment, etc.

A possible cause to what had happened in the Austin et al. (2017) study was the intervention used was not effectively matched to the students' specific needs. Therefore, investing more time in the intervention did nothing more to help the students. Something else needed to be changed in the instruction and was not.

Doubling Up with Minnesota Reading Corps

Minnesota Reading Corps (MRC) offers a nice addition to the service of time for students. Not only does it add more time, supporting data also says MRC helps improve overall

reading performance and supplements well with other interventions for first graders. By using the 1:1 delivery model such as explicit scripts and effective tutor training, MRC matches a desired intervention program suited for children with reading difficulties. They are a prized part of many school district's MTSS approach. The more accurately teachers and reading specialists can define the student's challenge, the more effective the intervention is. MRC program leaders train tutors to do exactly this. Tutors work with district staff to pinpoint students' specific skill deficits and work with up to 20 students daily on these skills.

According to an Impact Report led by Markovitz, Hernandez, Hedberg, and Silberglitt (2014) of MRC, key findings include that statistically significant gains were measured in the K-3 students it serves. It also stated that Kindergarten and Grade 1 student improvements were greater than those in Grades 2 and 3, respectively, and that "tutoring Kindergarten and Grade 1 students was effective despite risk factors including free and reduced lunch status, minority group, or dual English learners" (p .5).

According to the What Works Clearing House (WWC; 2013), a systematic review system for evidence and research-based literacy interventions, programs with one to one delivery model such as Reading Recovery (RR) or MRC, have a higher rate of success. RR received high improvement indicator index ratings in alphabets and overall reading achievement in first graders in multiple studies, including Pinnell, Lyons, DeFord, Bryk and Seltzer's (1994) report titled *Comparing Instructional Models for the Literacy Education of High-Risk First Graders*. Further, in an afterword by Clay (2016), in *Research in Reading Recovery: Volume 2*, it is discussed that current adaptations for RR have also included effective one to one instruction in phonemic awareness and writing.

Clay (2003) recommended that students who have extreme reading difficulties be exposed to individually designed lessons in a short series with ample practice. The RR model tailors instruction to meet the needs of individuals. It is one to one delivery, much the same as with MRC, includes high modeling, ample practice, and feedback specifically designed to meet the needs of struggling readers. This has helped make it highly successful.

Wasik and Slavin (1993) found when comparing five tutoring programs including RR, that “the effects of one-on-one tutoring were substantial and long lasting” (p.178). A major difference from MRC and the RR program is that the RR program utilizes certified teachers whereas MRC does not. Nonetheless, extensive training and one on one delivery models to non-special education primary students have gained the respect of comparing the two and their success rates.

MRC uses the same one to one delivery model as RR, but with more work in specific areas of phonological awareness, letter recognition, and fluency. Specific examinations of effect, according to WWC on delivery in phonological awareness, shows that the program received high improvement indicator index ratings in phonological processing and overall print knowledge.

MRC utilizes several successful components in its program. Using scripts for tutoring every child emphasizes the explicit, direct, and controlled nature of delivery and is suggestive of the idea that predictability of routine eases the focus for students with specific needs. Another MRC component exemplifies appropriate scaffolding for students. It builds on specific skills recognized in the National Reading Panel (2000). An example of successful scaffolding in MRC is syllable recognition. The skill is worked on continuously until mastery in an assessment of syllable recognition in phonemic awareness. The student absolutely must master this skill before

moving onto a more complex skill. This may take just a few, but up to many days of repetition. These components benefit both the tutor and the student.

One of the deficits to MRC if viewed from the older research base perspective of RR, is the fact that tutors for MRC are not teachers. However, this may not be as impactful as previously thought. In his section about tutoring, Allington (2012) stated that “...studies that have been conducted report a facilitative impact on fluency, regardless of who leads the tutorial intervention.” (p. 109). Many goals in early reading are related to fluency.

MRC tutors are also highly trained. Despite not being certified teachers, efforts to train individuals go the distance. Week-long start up training and required detailed and frequent fidelity checks keeps tutors on top of their game when delivering reading interventions.

Coordination and Roles of Educators

With so many programs taking place in schools targeted to meeting the needs of students who need extra help, it is sometimes difficult pinpointing and sharing what works and what does not. Teachers are sharing the responsibilities for helping the student and are, therefore, reliant upon each other to share results. According to Shapiro (2005), “The key to providing tiered instruction lies in the establishment of a workable schedule that maximizes school personnel resources and a high degree of collaboration among all members of the teaching force of a school.” (p. 4).

Such collaboration is evident in documenting the needs of students who have an Individual Education Plan (IEP). For example, the Individuals with Disabilities in Education (IDEA) governs that children with disabilities be taught in the “least restrictive environment.” If the definition of that term is not communicated for a particular student, his/her plan may run off

course from year to year or even teacher to teacher. The student could be mainstreamed more or less dependent on the communication of the goals on the IEP.

Documentation can certainly help ensure that coordinating services are provided for students who need extra help or reading interventions. This includes students in transition between reading interventions with and without an IEP for reading. Coordinating teachers and special education staff, including paraprofessionals and other school staff, should meet regularly to discuss individual student needs and successes.

Dieker (2001) stressed the importance of not only engaging in collaborative processes within the school but also that "ongoing collaboration across grades and schools could ensure that students are not the victims of disjointed service delivery" (p. 265).

Within an MTSS, students who see a reading tutor or teacher for extra help are often not on an IEP for academics. Because there is less documentation required, tracking appropriate courses of student interventions can be tricky.

Is it possible that disjointed instruction is harmful to student learning? With the day-to-day interactions that students have with so many adults, sight *can* be lost easily without regular times to meet to discuss progress.

Academic Motivation

It would be a disservice to this paper to ignore the impact of student engagement and motivation. With interventions being the effect to the trouble a student experiences in learning something new, in this case reading, emotional responses should be noted as a factor in performance. Much of the success a student sees can be traced to self-efficacy and belief which can be transferred from relationships experienced in school, whether positive or negative.

Furrer and Skinner (2003) found that children who experienced trust with others, including peers, parents, and teachers, respond with more vigor, flexibility, and constructive actions. In their study, girls tended to be more affected by relationships with peers, parents, and teachers, whereas boys were most affected by relationships with teachers, particularly from third to sixth grade.

Past studies had emphasized engagement and motivation through the use of reward structures, organization, and curriculum, whereas this study quantified relatedness to others as a means for engagement and academic performance.

Chapter 3: Action Research

Methods

The information I find may be helpful for classroom teachers and reading specialists, such as myself, to know which approach is most effective for students and so that students can be more successful sooner. I feel it is my job to provide equity amongst all students who will benefit from reading interventions and need to know what approach works best. Will placing students in two reading interventions simultaneously decrease the overall time they need to be in services? I intend to dig deep into this so that future decision-making can be as effective as possible. To quote Jim Rohn, “Don’t let your learning lead to knowledge. Let your learning lead to action” (Goodread Quotes Jim Rohn, n.d., p. 1). In my case, let my action be better decision making for my students.

In order to further understand my rationale, some relevant background information is needed regarding the framework of intervention programming. Response to Intervention, known as RTI and later known as MTSS (Multi-Tiered System of Supports), is a recommended practice in the special education law (Individuals with Disabilities Education Improvement Act, 2004). In an RTI or MTSS model, students are placed in tiers based on universal screenings. Tier I represents the students in core instruction provided primarily in the classroom with all students. Tier II represents students who need more intense intervention in a specified area matched to need and rate of progress. Students who do not respond well to Tier II intervention are referred for a comprehensive evaluation and may become eligible for Special Education Services. These students are considered to be in Tier III.

The length of time provided to students in Tier II interventions may vary depending upon progress, change in intervention including frequency, group size, level of training of the professional delivering the instruction, and school calendar. Torgesen et al. (2001) recommended this timeline to “be anywhere from 8-30 weeks in Tier II interventions” (p. 37). According to Vaughn and Denton (2008), “it is recommended that interventions in Tier II reach the frequency of 3-5 times per week with at least 30 minutes per day” (p. 3).

These parameters work well with my school and the services we provide. Our Title I program consists of one certified teacher (myself). The Alternative Delivery of Specialized Instructional Services program, known as ADSIS, consists of two trained paraprofessionals. Our Reading Corp program consists of one trained reading tutor. The Title and ADSIS programs see three to four students at a time for 30 minutes of instruction 5 days a week. Our Reading Corp services provided 20 minutes of instruction with one student at a time 5 days a week. Some of our students have been in their respective service all year, close to 30 weeks. All these services are considered Tier II.

What I found in terms of factors that affect student rate of growth during intervention include level of intensity of intervention (as described above), amount of individualization and coordination, reading skills taught, extended opportunities for practice, and nature and severity of individual student deficits (Vaughn & Denton, 2008). All of these factors are unique to the setting I teach in.

The school I teach in is located in central Minnesota and has 350 students in grades K-5. There are 57 Grade 1 students amongst three classrooms. For this action research, I will be following eight Grade 1 students. Four will be in two simultaneous interventions; one Title I or

Alternative Delivery of Support of Intervention Services (ADSIS) intervention plus one Reading Corps intervention. This shall be for a period no less than 8 weeks. These students will receive 50 minutes of daily intervention. I will compare these students' rates of growth with the other four students in Grade 1 rates of growth who only received one of these interventions for a total of 20-30 minutes daily.

I am familiar with all eight of the now Grade 2 students, as they have passed through my classroom often this past year and three who are my current students. Of the students receiving two interventions, three are boys and one is a girl and span across all three classroom teachers. I have a good working relationship with the three intervention instructors as well as the six classroom teachers in both grades. It is important to me that I get feedback along the way from each of them. This action research is not only qualitative in nature, but also quantitative as periodic feedback will be asked of each of the students as well as the instructors. I will use field notes, surveys, and interviews to conduct such qualitative measures. Quantitative measures will consist of weekly progress monitoring and benchmark scores for oral reading fluency, all found in the Fastbridge assessment management system.

By the end of the study period, I will analyze whether the strategy of placing students in two simultaneous interventions has an increased benefit over one intervention or another and whether or not it affects an overall decrease of time in services.

Collecting and Analyzing Data

The students for the study included eight now Grade 2 students, four of whom received one reading intervention in the spring of Grade 1, and four of whom received two simultaneous reading interventions during the same time period. All students are currently still attending the

central Minnesota public elementary school with approximately 350 of their K-5 peers. Four are boys and four are girls, two of each in each group. Reading interventions emphasized a variety of phonemic awareness, phonics, and fluency skills which were identified to be what students were lacking individually. The interventions ranged from 20-30 minutes daily, and therefore, up to 50 minutes daily for students receiving two interventions. All interventions were a pull-out model in a separate classroom. Students receiving two simultaneous interventions had at least one of the interventions in a 1:1 teacher ratio setting. This program is Minnesota Reading Corps. One student has had a learning disability identified in kindergarten, and one student is currently being tested for a learning disability. The two students are in separate groups in Table 1, respectively. None of the students are identified English Language Learners. All gathered data are documented from the school's data platform, Fastbridge for Learning in the school years 2018-2019 and 2019-2020.

Table 1

Students Receiving One Reading Intervention in Grade 1

Students	Grade 1 Dec. CBM (Acc%)	Grade 1 May CBM (Acc%)	Growth in Grade 1	Growth per week (23 weeks)	Grade 2 Sept. CBM (Acc%)	Grade 2 Nov. CBM (Acc%)	Growth so far in Grade 2	Growth per week (8 weeks)
A1	10 (53%)	24 (86%)	14 (33%)	.61	17 (74%)	23 (79%)	6 (5%)	.75
B1	17 (65%)	47 (96%)	30 (31%)	1.3	35 (81%)	64 (98%)	29 (17%)	3.6
C1	20 (80%)	52 (88%)	32 (8%)	1.4	30 (64%)	37 (79%)	7 (15%)	.88
D1	38 (90%)	78 (100%)	40 (10%)	1.74	46 (90%)	68 (93%)	22 (3%)	2.75

Table 2*Students Receiving Two Reading Interventions Simultaneously in Grade 1*

Students	Grade 1 Dec. CBM (Acc%)	Grade 1 May CBM (Acc%)	Growth in Grade 1	Growth per week (23 weeks)	Grade 2 Sept. CBM (Acc%)	Grade 2 Nov. CBM (Acc%)	Growth so far in Grade 2	Growth per week (8 weeks)
A2	14 (54%)	42 (89%)	28 (35%)	1.21	13 (50%)	44 (85%)	31 (35%)	3.88
B2	18 (49%)	50 (87%)	32 (38%)	1.4	25 (74%)	46 (94%)	21 (20%)	2.6
C2	32 (78%)	78 (94%)	46 (16%)	2.0	58 (94%)	**93 (94%)	36 (0%)	4.5
D2	30 (64%)	85 (100%)	55 (36%)	2.4	58 (94%)	**82 (96%)	24 (2%)	3.0

** currently on track or above for Grade 2 targets

Discussion of Results

At first glance, it appears that the students who received two simultaneous reading interventions in first grade made much more progress than did the students who received one reading intervention in first grade. After some analysis, other notes are recognized here as well, including the impact of losing the additional intervention as students went on to Grade 2, “summer slide” impact, and overall meeting of grade level targets.

According to Fastbridge, expected target growth rates in the CBM-Reading measure for Grade 1 winter to spring is 1.69 words per week while in Grade 2 from fall to winter is 1.62 words per week. (The fall to winter window was cut short to 8 weeks in this review. This information was difficult to gather from Fastbridge but is still aligned to weekly growth). The students in the two interventions group made an average gain of 1.75 words per week in Grade 1, whereas the students in the 1 intervention group made an average gain of 1.26 words per week in Grade 1. The same information was gathered for the two groups in Grade 2. The students in the

two-intervention group made an average gain of 3.49 words per week in Grade 2, whereas the students in the 1 intervention group made an average gain of 1.99 words per week in Grade 2. This information suggests that placing students in 2 simultaneous reading interventions in Grade 1 may not only have a positive impact of rate of reading growth in Grade 1, but also have a lasting impact on the rate of growth into Grade 2 and beyond.

In addition to collecting quantitative data, qualitative data were also collected. Teacher and student feedback was necessary to see how teachers and students felt about doubling up reading interventions since how people feel can contribute to their reflections and motivations.

In the spring, two teachers and all four students receiving two interventions responded to questions regarding the doubled intervention time.

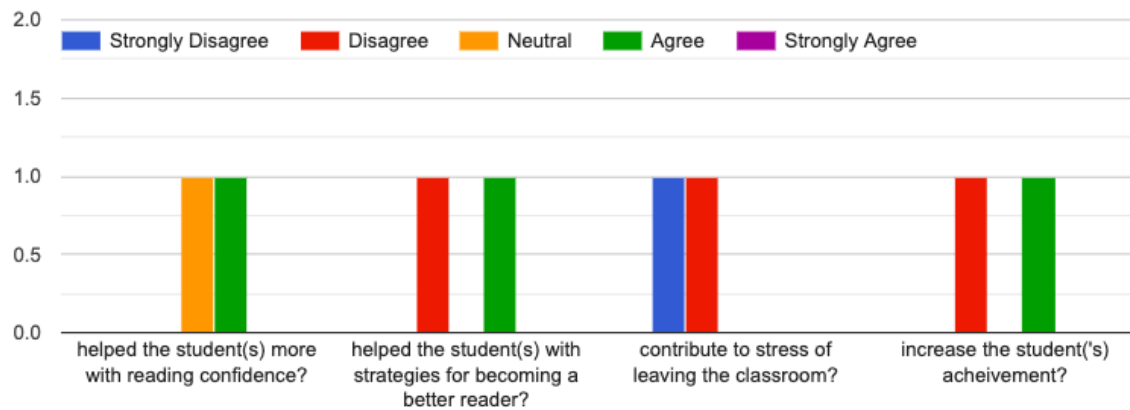
The teachers responded to the following seven questions via electronic survey. Questions 2-5 had a scale of strongly disagree, disagree, neutral, agree, and strongly agree.

1. Did the interventions match the needs of the student?
2. Did doubling up services help the student(s) with reading confidence?
3. Did doubling up services equip student(s) with strategies to become a better reader?
4. Did doubling up services contribute to stress leaving the classroom?
5. Did doubling up services increase student achievement?
6. What aspects of doubling up services has been valuable?
7. Would you recommend doubling up reading services in the future? Why or why not?

For Question 1, both teachers indicated that the reading interventions chosen for the student(s) matched their needs. Both teachers had students who overlapped services for 6 months. Questions 2-5 were answered and are shown in Figure 1:

Figure 1*Teacher Interview Question 1*

Do you feel doubling up services....



Questions 6 and 7 were answered as follows:

Figure 2

Teacher Interview Question 1

What aspects of doubling up services has been valuable?

2 responses

One on one and small group was great for my student who had some attention issues.

The student that went to both liked the undivided attention of just being the only member to receive reading corps services at that time.

Would you recommend doubling up reading intervention services for students in the future? Why or why not?

2 responses

I think it depends on the student and should be monitored carefully. The growth should be more significant than a student only receiving one service and should focus on the exact same skill. If progress is not being made at an expected rate the interventions should be changed and the double dipping revisited.

Yes, Doubling up doesn't hurt. I do think it should be split up between morning and afternoon so they could have a mental break of reading.

The four students responded to the following three questions via interview:

1. Did reading two times per day make you feel stress?
2. Did reading two times per day help you become a better reader?
3. Do you like reading?

Two of the four Grade 1 students receiving two simultaneous reading interventions responded to Question 1 that reading two times a day made them feel stressed. It should be noted that one of the students was in the classroom of the teacher who responded in Question 4 that they disagree that the student leaving the classroom was contributing to stress. All four students stated that reading two times per day helped them become a better reader for Question 2, and all four also stated that they liked reading for Question 3, with one adding that they liked reading, but not all the time.

Student feedback indicated that there was some hesitation by two students in particular in the first question, but then reconsidered more positive answers for Questions 2 and 3. With a total of 12 answers given, nine were overall positive, respectively.

The two teachers who responded to the electronic survey agreed that stress was not a considerable factor for students and that confidence was not negatively affected by being placed in two simultaneous reading interventions. The two teachers did disagree on two of the questions regarding student achievement and gaining strategies for becoming a better reader.

Limitations

Parental feedback is an area where this action research lacked qualitative data. Because of the high interest in quantitative data for this action research, it is recognized that this is a piece that is missing. For instance, interview questions were asked of teachers and students, but not of parents. Could a link be found in engagement through the home? Knowing the impact of home life and communication on student achievement, this could be important data to collect. Future action research could evaluate the role of the parent and home further. It could link the

measurement of growth in reading with stability and engagement within the home and with the parent(s).

The full impact of motivation was not thoroughly examined. The individuality of the student and his/her motivation to understand the importance of becoming literate is not an easy piece of data to collect. If allowed more time to this action research, it would have been interesting to develop a tool for measuring the impact of individual student motivation on learning to read.

Recommendations

Although this was a small action research study, it reiterated the success of one-on-one tutoring, early interventions, collaborative efforts in teacher communications, and matching needs with delivery of effective interventions.

MRC has offered a nice addition to the service of time for kids. How that one on one time affects motivations and confidence is still unclear, but based on what I have learned from other studies and witnessed from this action research, the students in our school setting have benefitted from doubling up reading interventions with MRC in Grade 1 both academically and is also supported with self-efficacy.

Going forward, it is beneficial to support students in two interventions in Grade 1, including a one on one intervention in MRC. Students who have had this experience in this study have grown stronger in their ability to read.

To extend back, continual exploration of answering *why* something is so seems pertinent. Researching in my own classroom with students in my care seems like the right thing to do. Undoubtedly, my teaching philosophy, knowledge, and care to motivate and engage

students, along with individualized considerations and team monitoring of early interventions contributes to student success in reading. I am grateful to have had the opportunity to be a part of this action research in my own classroom and to see for myself what a difference it can make. In the future, I hope to afford myself more opportunities to continue this framework of action so that all children fulfill their basic right to learn to read early.

It takes many involved to ensure that a reading program remains solid for students. The teachers and tutors themselves are backbone to communication and coordination efforts. There are many packaged programs that have shown to improve reading success in students of all ages. There are hundreds of them on the market today. Since the 1960s, it has been popular to expose students with reading difficulties to these programs, but our problems still exist. To this, I would say that such popular reading programs are popular because they have been marketed well. Education materials and programs are a profitable business. Believing in one program, and in one program only, will not be effective. It will not be effective for the simple fact that there is no one magic bullet program for reading success. I believe that combining programs, particularly relative to the variable of time, could be the answer. The efficiency of doubling up reading interventions to be can be effective with the right people, programs, and procedures in place.

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Appendix

Interview Questions for Teachers

1. Did the interventions match the needs of the student?
2. Did doubling up services help the student(s) with reading confidence?
3. Did doubling up services equip student(s) with strategies to become a better reader?
4. Did doubling up services contribute to stress leaving the classroom?
5. Did doubling up services increase student achievement?
6. What aspects of doubling up services has been valuable?
7. Would you recommend doubling up reading services in the future? Why or why not?

Interview Questions for Students

1. Did reading 2 times per day make you feel stress?
2. Did reading 2 times per day help you become a better reader?
3. Do you like reading?