Instructions for Nuclear Reading Intervention

1) Go to website: bitwww1.psyc.lsu.edu
2) In the purple left panel, click on "Reading Center Probes"
3) Print out "Directions for Intervention Implementation."
4) Print out "Determining Appropriate Room - __ Grade" depending on grade of student.
5) Assess the appropriate level to implement the intervention using "Determining Appropriate Room - __ Grade"
6) Provide teacher with all materials necessary to implement the intervention
    a. Student passages and Teacher Passages
        i. Go to bitwww1.psyc.lsu.edu
        ii. Click Reading Center Probes
        iii. Click on the appropriate room based on students reading fluency in each Room when "Determining Appropriate Room - __ Grade" was administered.
    b. "Implementing the Intervention" PDF form
    c. "Directions for Assessing Reading Fluency (CBM)"
7) Train teacher how to implement:
    a. Intervention (Modeling, Repeated Readings, Word Identification, Comprehension, Feedback)
    b. Assessment (Conducting CBM on passage C in order to determine the next day's level)
8) On a bi-weekly basis monitor the intervention using curriculum based measurement probes.
    a. Develop probes by typing randomly selected probes from the students reading text into the website at www.interventioncentral.com/htmdocs/tools/okapi/okapi.shtml
    b. Twice a week administer three probes and plot the median score of those probes.
9) Check with the teacher once a week to ensure the intervention is running.
10) Review monitoring data with SBLC to determine if the student was/was not resistant to intervention

Implementing the Intervention

1. Provide the student with Lesson A from the appropriate Room.
    a. If it is the first day of intervention then Lesson 1A should be used.
    b. The intervention lesson is determined by the student's reading of story <u>C</u> during the previous intervention session.

2. Read the story to the student slowly.

3. Have the student read the story back to you twice.
    a. Provide immediate error correction.
4. Have the student identify words in the Word Recognition Quiz.
    a. Ask the student to make an "X" near the word that you say.
    b. Say the word that has an "X" next to it on the teacher's copy.
    c. If the student makes an error, say "No that's not right, try finding the word _____ again."
    d. If the student fails to choose the correct word again, show the student the correct word.
    e. Perform these steps for the remaining word identification problems
5. Have the student answer the comprehension questions for the passage.
    a. Read the question to the student and have the student mark an "x" near the correct answer.
    b. If the student does not get the answer correct, help the student find the answer in the passage.
    c. Complete all three comprehension questions for this passage.

6. Repeat steps 1 through 5 for stories B and C.

7. After the student has read all three stories (a, b, & C) in a level and has answered all word identification and comprehension questions, use CBM procedures to assess students reading fluency on story <u>C.</u> (This will be the third time that the student reads story <u>C</u>.)
    a. CBM involves giving the student one minute to read as many words as he/she can and recording the student's errors.
    b. Record the number of words the student read in a minute for story <u>C</u> on the Level Determination Form.
    c. The number of words read correctly in one minute of story <u>C</u> determines the intervention set that will be used during the next intervention session.
8. If a student is reading stories out of the <u>Blue Circle</u> or <u>Red Star</u> rooms the student must read 60 words correct in a minute in order to move to the next level in that room. If the student reads less than 60 words in a minute, implement the intervention at the same level during the next session.
9. If a student is reading stories out of the <u>Green Square,</u> <u>Yellow Triangle,</u> or <u>Purple Diamond</u> rooms the student must read 100 words correct in a minute in order to move to the next level in that room. If the student reads less than 100 words in a minute, implement the intervention at the same level during the next session.

LEVEL DETERMINATIN FORM

Student's Name: _____

Circle Room: Blue Circle,   Red Star,   Green Square,   Yellow Triangle,   Purple Diamond

Day/ Date:	Level Administered	Word Read Correct in 1 min. Passage C	Next Day's Level

If a student is reading stories out of the **Blue Circle** or **Red Star** Rooms the student must read 60 words correct in a minute in order to move to the next level in that room. If the student reads less than 60 words in a minute, implement the intervention at the same level during the next session.

If a student is reading stories out of the **Green Square**, **Yellow Triangle**, **Purple Diamond** Rooms the student must read 100 words correct in a minute in order to move to the next level in that room. If the student reads less than 100 words in a minute, implement the intervention at the same level during the next session.

CBM Instructions

Assessing Reading Fluency

1) Say to the student, "When I say 'start,' begin reading aloud at the top of the paragraph. Read across the page (demonstrate by pointing). Try to read each word. If you come to a word that you do not know, I will tell it to you. Be sure to do your best reading. Do you have any questions?"

2) Set the timer for one minute and say, **"Start."**
   a. Start the timer as soon as the student says the first word. If the student hesitates for three seconds, provide the student with the word and mark a line through the word indicating an error.
   b. Start the timer when the student says the first word, not before.
   c. If the student says the first word incorrectly, do not correct the student just as you do not correct the student at any other time during this one-minute reading of the passage.

3) Allow the student to read for one minute. Follow along on your copy, marking the words that are read incorrectly. If the student pauses on a word, wait only three seconds, tell the student the word, and move on.
   a. Do not correct student if he/she makes a mistake only provide the correct word if the student hesitates for 3 seconds.
   b. Simply provide the correct word to the student if the student hesitates for three seconds. Do not attempt to have the student sound the word out.

4) When the timer rings say, "Stop reading." Draw a bracket after the last word read. Thank the student for reading.

5) Count total number of words read, count errors.
6) Subtract errors from words total words read for Correctly Read Words.

Scoring

ONE error is counted for the following
➢ Mispronounced words
➢ Skipped words
➢ Transposition of word pairs (reads: "beautiful red tree" as red beautiful tree)
➢ Substitutions (reads: "mother" as mom)
➢ Word told to the student after 3-second hesitation.

Words that are *NOT* counted as errors,
➢ Words read correctly
➢ Insertions
➢ Repetitions
➢ Self-corrections