

## TTSD Standard Reading Protocol 2011-12 (SAMPLE)

	CORE PROGRAM		INTERVENTIONS		
3	90 min. daily	<ul style="list-style-type: none"> <li>• Macmillan</li> <li>• Reading Mastery</li>   <li>• Edmark (at the determination of the IEP team)</li> </ul>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup> Intervention:</b> Core + 30 minutes daily – small group   <b>3<sup>rd</sup> Intervention:</b> Core + a minimum of 45 minutes daily – small group	<ul style="list-style-type: none"> <li>• Triumphs</li> <li>• Phonics For Reading</li> <li>• Read Naturally</li> <li>• STARS</li> <li>• Reading Success</li> <li>• REWARDS (after Jan. of 3<sup>rd</sup> grade)</li> </ul>	<ul style="list-style-type: none"> <li>• Triumphs</li> <li>• Horizons</li> <li>• Read Naturally</li> <li>• Reading Mastery</li> <li>• Reading Success</li> <li>• Phonics For Reading</li> <li>• Corrective Reading</li> </ul>
4 and 5	90 min. daily	<ul style="list-style-type: none"> <li>• Macmillan</li> <li>• Reading Mastery</li>   <li>• Edmark (at the determination of the IEP team)</li> </ul>			<ul style="list-style-type: none"> <li>• Triumphs</li> <li>• REWARDS</li> <li>• Six-Minute Solution</li> <li>• Read Naturally</li> <li>• STARS</li> <li>• Reading Success</li> </ul>

### EBIS Reading Decision Rules: Grades 1-5 (SAMPLE)

**Change interventions when:**

Progress monitoring indicates 4 consecutive data points below the aim line or if data are highly variable (points are above and below the aim line), maintain the current intervention until 6 data points have been collected, analyze aim line and trend line (IPAS calculates). Change intervention if the slope is flat or decreasing and the scores are below benchmark.

- For English Language Learners (ELLs) who meet the above criteria, check the progress of the cohort group after each 6-week period to determine whether an individual student’s progress is significantly different from the group. (See page 16 for explicit guidelines for intensifying interventions for ELLs)

**Individualize interventions when:**

- Progress is below the aim line for **TWO** consecutive intervention periods. Prior to selecting the individualized intervention, the EBIS team should select a case manager, complete pages one to four of the Individual Problem Solving Worksheet, complete a developmental history, and provide parents with the RTI Brochure. If the student receives ELL services, review ELL information specified on page 16. The team should meet to complete page five (hypothesis development section) of the Individual Problem Solving Worksheet using the above information and select an intervention tailored to the student’s specific needs.