

## **Intervention to Support Learning and Behavior**

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## **READ 180: Tier 2 Literacy Intervention to Support Learning and Behavior**

Schools nationwide utilize interventions and support to help learners struggling with reading. They spend about \$3800 per student a year on intervention support to raise struggling readers' achievement scores (Lewis, Williams, and Farmer, 2021). One such program that has shown to be successful is Read 180, a Tier 2 reading intervention program for struggling readers in Grades 4-12 whose reading achievement is at least two or more years below grade level (in-state reading achievement tests). The program utilizes an effective combination of technology, leveled literature, and intensive direct instruction in reading. Extensive research within this program has shown how effective this highly structured instructional model addresses gaps in students' literacy skills.

### **WWC Evidence-based Literature Reviewed**

What Works Clearinghouse (WWC), a centralized source of information for educators, is utilized to find trusted information and scientific evidence related to intervention programs. When looking for a high-quality reading intervention program, WWC looks at the data in four areas: comprehension, general literacy achievement, reading fluency, and alphabets. WWC reviewed nine successful READ 180 intervention studies (WWC, READ 180, 2016) that meet WWC group design standards. While WWC confirms the extent of evidence to be medium to large for all four outcome areas, the effectiveness rate is positive for the comprehension and general literacy achievement domain, potentially positive for the reading fluency domain, and no discernable effects on alphabets. To build the READ 180 Intervention grid, we have reviewed data (entry criteria, intervention settings, agents, duration, and outcome measures) from three studies.

Hartry et al. (2008) examined the effects of the READ 180 on two cohorts of students in grades 4-6 over two academic years in four elementary schools in Massachusetts. Students were randomly assigned to receive READ 180 (scores below proficiency on the Massachusetts Comprehensive Assessment System - MCAS) during an afterschool program (as 60 - 90-minute sessions, four days per week with moderate to high fidelity levels) or participate in a standard afterschool program. Cohort 1's Stanford Achievement test, 10 Vocabulary and Reading Comprehension subtests results showed statistically significant positive differences for the READ 180 groups on both outcomes (effect size of 0.25) (*Read 180: Research Evidence Base | Houghton Mifflin Harcourt, n.d.*).

Swanlund et al. (2012) examined the effects of the READ 180 on students in grades 6-10 in five schools in Wisconsin. During 2010-11, students were randomly assigned to receive the READ 180 (scores minimal on the Wisconsin Knowledge and Concepts Examination - WKCE or at least two grades below expectations) program as a 90-minute daily supplement or a comparison group. Teachers underwent READ 180 training and ongoing support from their coordinators. Based on its effectiveness rating on the MAP testing (scores were 1.8 points higher after one year), WWC confirmed a statistically significant positive effect (effect size of .14) on the general literacy achievement domain of struggling readers in grades (6-10) (*Read 180: Research Evidence Base | Houghton Mifflin Harcourt, n.d.*).

Sprague et al. (2012) examined the effects of the READ 180 over five annual cohorts (2006-2011) on ninth-grade students in five high schools in western Massachusetts. Students at least two years behind grade level were randomly assigned to receive READ 180 as a 90-minute daily supplement or to a comparison group. The schools implemented the intervention program with moderate to high levels of fidelity. SDRT-4 testing results demonstrated that the intervention

group scored 1.5 points higher than the comparison group. A statistically significant positive effect (effect size of .11) on struggling readers' general literacy achievement domain was observed. (*Read 180: Research Evidence Base* | Houghton Mifflin Harcourt, n.d.).

### **Information From Evidence-based Literature used for Building the Intervention Grid**

The READ 180 intervention program has been scientifically proven to show considerable success when implemented with moderate to high levels of fidelity for students (from minorities, lower socioeconomic groups, and with special needs) whose reading performance falls two years or more below the state-mandated benchmarks. Through adequate training in READ 180 curriculum, educators can successfully administer the program in 60 - 90-minute sessions 4-5 days a week. These sessions will include 15-20 minutes of whole group instruction, three 20-minute small group rotations, and a 5 - 10-minute whole group wrap-up. The intervention is continued until students are ready to be released by achieving their instructional goals of a reading inventory score in the 35th percentile, level 4 in the READ 180 software, Grade-level rSkills test with 70% or higher, and grade level achievement on state-mandated assessments.

### **Additional Supports to help Students with Emotional and Behavioral Issues**

Students eligible for Tier 2 academic interventions, such as READ 180, will likely have moderate underlying behavioral issues (Student Risk Screening Scale SRSS; score 4-8). Therefore, it is essential to consider not only the academic struggles in students but the behavioral struggles that often coincide. When looking for an academic intervention program, it is vital to find one that analyzes academic and behavior screening data together while providing positive behavior intervention and support (PBIS) with Tier 2 literacy instruction to help students holistically access academic instruction while decreasing off-task and disruptive behaviors.

The READ 180 reading intervention curriculum offers many areas in which PBIS can be addressed through the literacy program. One area of focus is its use in activating struggling readers with a positive growth mindset, who often demonstrate negative behavior and attitudes towards learning. Read 180 builds a growth mindset by providing many ways to enhance student engagement through multimedia tools, audiobooks with CDs for modeled and repeated reading, relevant high-interest nonfiction text, and leveled books in multiple genres. The adaptive technology (the student dashboard and the student App) allows students with self-regulatory and behavioral issues to take responsibility for their learning, track and monitor their progress and take ownership by setting achievable goals for academic success. (*Read 180: Research Evidence Base* | Houghton Mifflin Harcourt, n.d.). The 'class poll' option can benefit students with internalizing issues to respond and participate in class activities without anxiety (opportunities to respond). The 'Groupinator' tool allows interventionists to group students based on their level and trigger behaviors, thereby proactively managing challenging behavior (*READ 180 Universal Technology User's Guide*, 2021). A tiered, multi-component model offering differentiated instruction in varying pedagogical styles and opportunities to weave in individualized low-intensity strategies into the academic instruction by trained interventionists enable struggling readers to address behavioral, social, and academic deficits, cultivate self-determined behaviors, and get the most out of the academic instruction (Lane et al., 2015).

**Appendix  
Grades (6-12) Tier 2 Intervention Grid**

<b>Support</b>	<b>Description</b>	<b>Schoolwide Data: Entry Criteria</b>	<b>Data to Monitor Progress</b>	<b>Exit Criteria</b>
<p>READ 180 Reading Intervention</p>	<p>Students participate in 90-min sessions:            15–20-min: whole-group instruction            60-min: 3 station rotations (Student App, Small-Group direct instruction, and Independent Reading stations, 20 mins each)            5-10-minute: whole-group wrap-up</p> <p>Students meet in the class setup with computers for satisfying technology components. Teachers (special education or general education) trained in READ 180 curriculum run the program.</p> <p>SAM platform: For teachers to keep track of student data and progress.            Student Dashboard: Students can track their progress toward and mastery of reading skills.            Student App: consists of six zones - provides targeted instruction, practice, and feedback on the components of reading.</p>	<p>Students in Grades (4-12)</p> <p>Academic Screening (Tier 2 Reading):</p> <p>Reading performance</p> <ul style="list-style-type: none"> <li>● basic or below benchmark on state assessment or</li> <li>● performing one or more grades below their assigned grade level ((but above fourth-grade reading level)</li> <li>● Reading Inventory Scores: Below the 20<sup>th</sup> percentile</li> </ul> <p>Behavior Screening: SRSS-IE (Moderate Risk)</p>	<p>Academic Measures (<i>Read 180: Course Expectations and Overview</i>, n.d.):</p> <p>Meeting READ 180 reading goals:</p> <ul style="list-style-type: none"> <li>● Scholastic Reading Inventory (RI)</li> <li>● Writing Assessments</li> <li>● Ongoing teacher assessments (Formative)</li> <li>● Reading Quizzes</li> <li>● rSkills Test</li> <li>● Computer Software assessments</li> </ul> <p>Social Validity: Surveys completed by students and Teachers</p> <p>Treatment Integrity: Monitors attendance, Screening, weekly checklists of activities &amp; assessments completed</p>	<p>Students meet instructional reading goals.            Read 180 Goals:</p> <ul style="list-style-type: none"> <li>● RI Score (In the 35<sup>th</sup> percentile)</li> <li>● Grade Level rSkills Test – 70% or higher</li> <li>● Writing – exemplary in 3 writing pieces</li> <li>● Level 4 in the Read 180 software for one-quarter minimum</li> </ul> <p>Other Tests:</p> <ul style="list-style-type: none"> <li>● MAP Reading &amp; Language scores - above the 40<sup>th</sup> percentile</li> <li>● DIBELS ORAL - for the reading fluency domain</li> <li>● Stanford Achievement test, 10 Vocabulary &amp; Reading Comprehension subtests.</li> </ul> <p>Behavior Screening: SRSS-IE (Low Risk)</p>

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