

# Key Components of Interventions

## LIPS

- Intensive Tier 3 intervention from Pre-K – adult
- 1:1 or small group/2 to 4 hours a day for 8-12 weeks or more
- For nonreaders or those with severe sound-symbol weakness including students with speech-language delay, dyslexia, autism, traumatic brain injury, and stroke
- More basic and more extensive than traditional phonics programs
- Through guided discovery techniques, students explore the physical movements involved in producing sounds and learn to hear, see, and *feel* the physical characteristics of sounds
- When sensory feedback from the ear, eye, and mouth are integrated, students can verify the correspondence between spoken and written patterns (this in-depth knowledge leads to the student's ability to understand how words are constructed and to self-correct—essential skills for independent reading and spelling)

## Wilson

- Intensive Tier 3 for grades 2-12 and adults with word-level deficits who have not internalized the sound-symbol system for reading and spelling
- 1:1 or small group of 3-6 students (One-on-one instruction 2-5x week/60-90 mins. or small group 3x week /90 mins. or 5x week/45-90 mins.
- For students that have vulnerability with phonological awareness and/or orthographic processing
- Students have a language-based learning disability such as dyslexia or are struggling readers/writers not making sufficient progress through their current intervention and require multi-sensory instruction

- Research-based structured literacy program based on Orton-Gillingham principles

- Explicit, direct, cumulative, intensive, and focused instruction on the structure of the English Language
- 10 part lesson plan addresses phonemic awareness, decoding/word study, sight words, spelling, fluency, vocabulary, oral expressive language development, and comprehension
- Can take 2-3+ years to complete entire 12 Step curriculum
- Incorporates criterion-based assessments to measure student progress

## Visualizing and Verbalizing

*"If I can't picture it, I can't understand it."*  
—Albert Einstein

- For any age or grade level, 1:1, small group or whole classroom
- Students with high word accuracy but poor reading comprehension (words seem to go "in one ear and out the other")
- Language comprehension problem is due to difficulty creating an imagined gestalt (students lack the skill to visualize language or see "movies" in their head when they read) - individuals only get parts of information they hear or read, but not the whole (often they don't get the "big picture")
- Process-based instruction teaches students to create mental imagery and connect it to oral and written language
- Development of concept imagery improves reading/listening comprehension, memory, oral vocabulary, oral expression, critical thinking, and writing

## LLI

- Tier 2 intervention for grades K-12
- Small group short term intervention (3:1 ratio for primary grades K-2 & 4:1 ratio for intermediate grades 3-4)
- For students who need support beyond classroom instruction to achieve grade level literacy skills
- Provides daily 30 or 45 minute lessons for 15-21 weeks on average supplementing regular classroom instruction. LLI incorporates phonics and word work, daily reading, comprehension strategy practice, fluency work, and writing about reading with regular progress monitoring

## Reading Recovery

- Grade 1 intervention for lowest-achieving children in the first grade
- 1:1 for 30 minutes for 12-20 weeks with specially trained teacher
- Lessons designed to build on each child's strengths and develop strategies that good readers and writers use
- Students read 3-4 books per lesson and write stories to develop fluency, word problem solving skills while monitoring and checking their own reading and writing
- Running record per lesson



## TIER 1

*All Students, Prevention, Early Intervention*

### Core Instruction

*Prevention and early intervention within classroom*

*(guided reading, extra time, visuals, word work, hands on games, extra review, etc.)*

**Reading Therapy  
Dog Program**

## TIER 2

**Targeted Interventions**

*Struggling Students (at risk),  
Rapid Response, Frequent Progress  
Monitoring*



**III**  
Fountas and Pinnell Leveled  
Literacy Intervention



**Title I Literacy  
Support,  
ELL services**

## TIER 3

*Intensive Intervention*

*Individual Students, Diagnostic  
Assessments, High Intensity*

### LIPS

Lindamood Phoneme  
Sequencing Program for  
Reading, Spelling & Speech



**Visualizing &  
Verbalizing**

Program for Cognitive  
Development,  
Comprehension, & Thinking

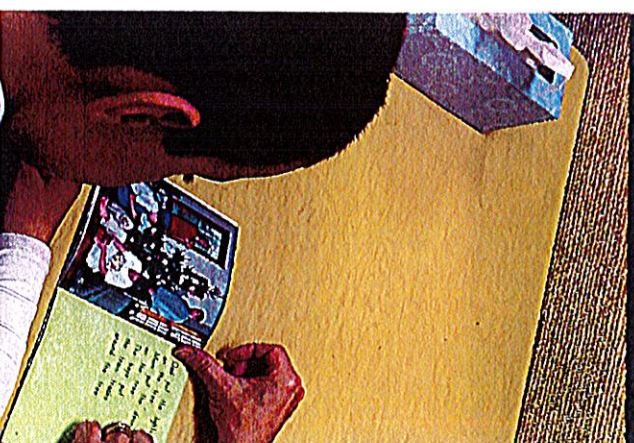


**Reading  
Recovery**



**Wilson  
Reading System  
(WRS)**

**Pentucket Lake  
Elementary**



**Reading  
Interventions**

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