

# PRESS MODIFICATIONS TIP SHEET



**“Now more than ever, it is critical to attend to universal, evidence-based Tier 1 practices.”**

Sullivan, A. L., Miller, F. G., McKeve, N. M., Muldrew, A., Hansen-Burke, A., & Weeks, M. (2020, September). Leveraging MTSS to Advance, Not Suppress, COVID-Related Equity Issues. *NASP Communique*, 49(1), 1-26.

## **TIER 1 - UNIVERSAL INSTRUCTION**

Focus on these evidence-based practices:

- Quality differentiated instruction
- Formative assessment
- Opportunities for student response and teacher feedback
- Systematic and explicit instruction
- Connected and meaningful reading and writing opportunities

Consider exploring the PRESS Intervention Manual section on quality core instruction (especially pages 252-267) for syntheses of research on key instructional components.

### **What about Classwide Interventions?**

A classwide intervention is intended to be an efficient way to meet a majority of student needs based on screening data. It is important to have universal screening data as a measure to determine that there is a need, along with the opportunity to assess all students after the classwide intervention. With that said, if assessment is a barrier, you could consider using a PRESS classwide intervention protocol as a booster to your core instruction.

## Classwide Interventions for Various Learning Models

	Distance Learning	Hybrid	In-Person
General Recommendations	<p>Likely not an efficient way to deliver a classwide intervention due to the difficulty of collecting student responses, student data and offering teacher feedback.</p> <p>Consider embedding PRESS strategies into your core instruction, whether that is in small groups or whole groups. Additionally, focus on the steps within the protocol that provide the most support around student learning.</p>	<p>Consider delivering classwide interventions on days that students are at school. You may need to extend the length of time so that students have 10 lessons with the intervention.</p> <p>Offer activities that align with the Generalized Practice recommendations at the end of the intervention protocol for students to complete during distance learning days.</p>	<p>Consider lengthening the classwide intervention based on current data and what students have learned in core instruction.</p>
Example: F-4, Partner Reading with Paragraph Shrinking	<p>Fluency may be an area where small group instruction is likely to be significantly more effective than whole group instruction.</p> <p>For example, you might complete steps 1-5 of day 1 - partner reading and day 2 - paragraph shrinking as a whole group to explain and model the interventions. Days 3-12 should be done in small groups and have a greater focus on guided practice, specific feedback, and independent practice.</p>	<p>Consider recording demonstrations of partner reading and paragraph shrinking (steps 1-5 of days 1-2) for students to watch on distance learning days. Start with day 3 on an in-person day, and spend more time on the guided practice before going all the way to independent practice.</p> <p>Encourage students to use paragraph shrinking strategies with other reading and submit written 10 word summaries of other text during distance learning days.</p> <p>Additionally, if some students are in the classroom while other students are at home, consider using technology to allow students to read together when they are not in the same space.</p>	<p>Follow local recommendations for distancing between students. Consider using technology as a supporting tool if students are so far apart that volume is an issue.</p>

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**“Without intentional, sustained focus on bolstering Tier 1, misuse of MTSS, particularly via segregating or labeling students, would compound inequalities.”**

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## TIER 2 - SMALL GROUP INTERVENTION

There is an important distinction to be made between small group instruction and tier 2 interventions in our current climate. It is essential to have a strong instructional core in place that is offering small group, differentiated instruction before identifying students who would benefit from tier 2 interventions.

### Tier 2 Interventions for Various Learning Models

Distance Learning	Hybrid	In-Person
Prioritize tier 2 interventions for synchronous/live instruction. Whenever possible, work with students 1:1 or in groups of 2 (especially for fluency interventions).	Consider delivering tier 2 interventions on days that students are in school. Offer activities that align with one or more of the Generalized Practice recommendations at the end of the intervention protocol for students to complete during distance learning days.	Depending on local recommendations, consider keeping group sizes smaller than usual and/or spreading out when possible. Consider starting with classwide interventions when indicated to address large numbers of students requiring interventions.



## Progress Monitoring at Tier 2 for Various Learning Models

Distance Learning	Hybrid	In-Person
<p>Considering scheduling and logistical challenges, we suggest you prioritize using skill measures over general outcome measures, as skill measures are more informative when it comes to adjusting the intervention.</p> <p><b>Skill Measures:</b> Use a skill measure aligned with the intervention every 5th lesson. Consider using screensharing capabilities to complete the assessment.</p> <p><b>General Outcome Measures:</b> Look to your assessment company for modified growth expectations and recommendations for how frequently to use a general outcome measure.</p>	<p>Consider completing progress monitoring when students are in school.</p> <p><b>Skill Measures:</b> Use a skill measure aligned with the intervention every 5th lesson (or sooner if the student is demonstrating mastery within the intervention lesson).</p> <p><b>General Outcome Measures:</b> Look to your assessment company for modified growth expectations and recommendations for how frequently to use a general outcome measure.</p>	<p>Follow traditional progress monitoring recommendations (in the PRESS Intervention Manual, 3rd edition, see pages 2 and 17-18).</p>

## DISTANCE LEARNING MODIFICATIONS

What makes an intervention effective? Researchers outline five key considerations<sup>1</sup>, which are also included as steps in each PRESS intervention protocol:

- Correctly targeted
- Explicit instruction
- Appropriate challenge
- Opportunities for students to respond
- Immediate feedback

Keeping these considerations in mind, it is essential to:

1. Use data to determine the targeted intervention for a student.
2. Include explicit instruction (articulate the objective, explain the activity, model the activity)
3. Ensure the text used or target letters/sounds is at an appropriate level for the students.
4. Provide ample opportunities for students to respond.
5. Offer immediate feedback for students.

## Logistical Considerations

Nearly all PRESS interventions can be modified for distance learning. Please see the following table for recommendations.

<sup>1</sup>Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). 71 Best Practices in Delivery of Intensive Academic Interventions.

### **Phonemic Awareness & Phonics**

Considering which materials may be simpler to do in a distance learning environment, we suggest using PA-1 in place of PA-2, and P-1 in place of P-2. All other interventions, with modifications, may be used via distance learning.

When using picture cards (PA-1, PA-5, PA-6, P-1) consider:

- \* Creating a powerpoint with images inserted onto the slides
- \* You may use PRESS picture cards or other images that you have access to

Have students use manipulatives that they have in their own home. For phonemic awareness consider:

- \* Coins
- \* Small toys
- \* Finger foods

For phonics consider:

- \* Providing letter cards for the students to use at home
- \* Encouraging students to write the letters as you go rather than using magnetic letters or letter cards

*View distance learning demonstrations for:*

- [Phonemic Awareness](#)
- [Phonics](#)

### **Fluency**

Have a version of the text on your computer so you can screenshare. Depending on permissions:

- \* Take a photo of the text
- \* Find a PDF version
- \* Type the text into a fluency passage generator if needed (for F-2 and F-3)
- \* When graphing is needed use a spreadsheet tool (Excel, Google Sheets, etc.) to show students their progress between reads on a bar graph

*View a distance learning demonstration:*

- [Repeated Reading](#)

### **Vocabulary & Comprehension**

Have a version of the text on your computer so you can screenshare. Depending on permissions:

- \* Take a photo of the text
- \* Find a PDF version

Have supporting images for key vocabulary words prepared to screenshare

*View a distance learning demonstration:*

- [Vocabulary](#)