

# Considerations for Scheduling Early Literacy Interventions



**Scheduling sufficient time for instructional interventions is necessary in order for struggling readers to receive the appropriate duration and intensity of instruction needed for academic growth.<sup>1,4</sup>**

## What should be considered?

Several considerations should be made when identifying the duration of intervention including student grade level and instructional needs.<sup>5</sup> School schedules should allocate sufficient and consistent instructional time to facilitate early literacy interventions and meet students' instructional needs.<sup>2</sup>

According to the IES Practice Guide [Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades](#), Tier 2 instruction should last 20-40 minutes per day, three to five days per week.<sup>3</sup> Below is an example of a master schedule from the IES tool, [Self-study guide for implementing early literacy interventions](#), that enables interventionists to serve students in 45-minute sessions two times per day per grade.

| Time  | Kindergarten                        |                                     | Grade 1                             |                                     | Grade 2                             |                                     | Intervention times        |
|-------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------|
|       | Schedule A                          | Schedule B                          | Schedule A                          | Schedule B                          | Schedule A                          | Schedule B                          |                           |
| 8:30  |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 8:40  | Science                             | Math intervention                   |                                     |                                     |                                     | Reading/ language arts intervention | Grade 2 intervention      |
| 8:50  |                                     |                                     | Special area                        | Special area                        |                                     | Health                              |                           |
| 9:00  | Math intervention                   | Science                             |                                     |                                     |                                     | Social studies                      |                           |
| 9:10  |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 9:20  |                                     |                                     | Reading/ language arts intervention |                                     | Reading/ language arts              | Math                                | Grade 1 intervention      |
| 9:30  | Special area                        | Special area                        | Social studies                      | Math                                |                                     |                                     |                           |
| 9:40  |                                     |                                     | Health                              |                                     |                                     |                                     |                           |
| 9:50  |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 10:00 |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 10:10 |                                     | Social studies                      |                                     |                                     |                                     |                                     |                           |
| 10:20 | Lunch                               | Lunch                               | Math                                |                                     |                                     |                                     |                           |
| 10:30 |                                     |                                     |                                     | Math intervention                   |                                     |                                     |                           |
| 10:40 |                                     | Health                              |                                     |                                     | Reading/ language arts intervention |                                     | Grade 2 intervention      |
| 10:50 |                                     |                                     |                                     | Health                              |                                     |                                     |                           |
| 11:00 |                                     |                                     | Lunch                               | Lunch                               | Health                              | Reading/ language arts              |                           |
| 11:10 |                                     |                                     |                                     |                                     | Social studies                      |                                     |                           |
| 11:20 |                                     | Math                                |                                     |                                     |                                     |                                     |                           |
| 11:30 |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 11:40 | Reading/ language arts              |                                     |                                     |                                     | Math                                |                                     |                           |
| 11:50 |                                     | Reading/ language arts intervention |                                     |                                     |                                     |                                     |                           |
| 12:00 |                                     |                                     | Reading/ language arts              | Reading/ language arts              |                                     |                                     | Kindergarten intervention |
| 12:10 |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 12:20 |                                     |                                     |                                     |                                     | Lunch                               | Lunch                               |                           |
| 12:30 |                                     |                                     |                                     |                                     |                                     |                                     | Kindergarten intervention |
| 12:40 |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 12:50 | Health                              |                                     |                                     |                                     |                                     |                                     |                           |
| 1:00  | Social studies                      |                                     |                                     |                                     |                                     |                                     |                           |
| 1:10  | Reading/ language arts intervention | Reading/ language arts              |                                     |                                     | Special area                        | Special area                        |                           |
| 1:20  |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 1:30  |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 1:40  |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 1:50  | Math                                |                                     | Math intervention                   | Reading/ language arts intervention | Math intervention                   | Math intervention                   | Grade 1 intervention      |
| 2:00  |                                     |                                     |                                     |                                     |                                     |                                     |                           |
| 2:10  |                                     |                                     | Science                             | Science                             | Science                             | Science                             |                           |
| 2:20  |                                     |                                     |                                     |                                     |                                     |                                     |                           |

This school split schedules by grade so that half the classrooms followed schedule A and half schedule B. The column on the right identifies the blocks of time for each 45-minute intervention session. Using this setup, two adults serving small groups can reach 16–20 students in each grade, and four adults can reach 32–40 students in each grade, maximizing instructional time across grade levels. For example, interventionists can serve grade 2 students during two blocks of time. The first block is from 8:30 to 9:15 while students not receiving intervention services are receiving reading/ language arts, health, social studies, and math instruction. The second block is from 10:15 to 11:00 while students not receiving intervention services are receiving reading/language arts instruction.

<sup>1</sup>Baker, S. K., Smolkowski, K., Chaparro, E. A., Smith, J. L. M., & Fien, H. (2015). Using regression discontinuity to test the impact of a tier 2 reading intervention in first grade. *Journal of Research on Educational Effectiveness*, 8, 218–244.

<sup>2</sup>Dombek, J. L., Foorman, B. R., Garcia, M., & Smith, K. G. (2016). *Self-study guide for implementing early literacy interventions* (REL 2016–129). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

<sup>3</sup>Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades: A practice guide* (NCEE 2009–4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf).

<sup>4</sup>Hagan-Burke, S., Coyne, M. D., Kwok, O., Simmons, D. C., Kim, M., Simmons, L. E., . . . McSparran, R. M. (2013). The effects and interactions of student, teacher, and setting variables on reading outcomes for kindergarteners receiving supplemental reading intervention. *Journal of Learning Disabilities*, 46(3), 260–277.

<sup>5</sup>Ross, S., & Begeny, J. (2015). An examination of treatment intensity with an oral reading fluency intervention: Do intervention duration and student-teacher instructional ratios impact intervention effectiveness? *Journal of Behavioral Education*, 24(1), 11–32.



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