



Video

FULL DETAILS AND TRANSCRIPT

## Intensive Tier 3 Instruction

Joseph Dimino, Ph.D. • September 2009

Topic: Response to Intervention in Primary Grade Reading  
Practice: Systematic Skill Instruction

### Highlights

- Tier 3 interventions are more intensive, the pace of lessons is slower, and one-to-one instruction is recommended.
- Dr. Joseph Dimino describes intensive Tier 3 interventions and discusses the importance of considering how to group students, pace lessons, and provide error correction and student practice.
- Practice is essential at this tier level, and Dr. Dimino suggests several ways that teachers can provide students with multiple and varied practice opportunities.
- Guided practice and scaffolding are explained in detail, and examples are presented.
- Dr. Dimino suggests how teachers can structure intensive instruction for students.
- The term *double dosage* is explained, and Dr. Dimino gives an extended example of how a teacher can structure this type of instruction.
- Mastery is essential. It is critical for students to master one skill before moving on to the next.

## About the Interviewee

Joseph Dimino, Ph.D., Senior Research Associate, Instructional Research Group. Since the early 1970s, Joseph Dimino has had experience as a general education teacher, special education teacher, administrator, behavior consultant, and researcher. He has extensive experience working with teachers, parents, administrators, and instructional assistants in the areas of instruction and early literacy, reading comprehension strategies, and classroom and behavior management in urban, suburban, and rural communities.

Dr. Dimino is a senior research associate at Instructional Research Group, in Los Alamitos, California, where he developed and conducted professional development as part of a national evaluation investigating the effectiveness of reading comprehension programs and is co-principal investigator for a study assessing the impact of Collaborative Strategic Reading on the comprehension and vocabulary skills of English language learners and English-speaking fifth graders. He is the professional development coordinator for a study investigating the impact of Teacher Study Groups on teaching practices and student vocabulary knowledge. He is also a panel member for the RtI Reading Practice Guide and researcher for the RtI Mathematics Practice Guide, published by the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education (<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>).

He served as one of the seven professional development staff members for the National Center on Student Progress Monitoring, a technical assistance and dissemination center funded by the Office of Special Education Programs within the U.S. Department of Education.

Dr. Dimino has co-authored books in reading comprehension and early reading intervention. He has published in numerous scholarly journals, including *Elementary School Journal*, *Reading Research Quarterly*, *The Journal of Learning Disabilities*, *Educational Leadership*, *Remedial and Special Education*, *Learning Disabilities Research and Practice*, *Learning Disability Quarterly*, *Exceptional Children*, *The Journal of Special Education*, and *Reading and Writing Quarterly*. He has delivered papers at numerous state, national, and international conferences, including the American Educational Research Association, the Society for the Scientific Study of Reading, the National Reading Conference, the International Reading Association, the Council for Exceptional Children, the Association for Supervision and Curriculum Development, the International Association of Applied Psychology, and the European Association for Research on Learning and Instruction. He consults nationally in the areas of early literacy and reading comprehension instruction.

## Full Transcript

Hi, my name is Joe Dimino. I am a senior research associate at the Instructional Research Group, in Los Alamitos, California.

Tier 3 instruction is much more intensive than Tier 2 because these students have not been successful with

the small-group instruction in Tier 2 and they are moved on to Tier 3. The delivery of instruction should be more intensive, and the pace of the lesson should be slower. One-to-one or small-group instruction is good. In one-to-one instruction, you obviously would have more interaction with the teacher; the child could practice more. And a very important part of one-to-one instruction is that when a child makes a mistake, the teacher can correct those errors immediately. There are problems with resources; we all know that. So if you want to do small group, two to three students in Tier 3, we highly recommend that those students have very, very similar needs because even if they're a little bit discrepant, they are not going to get the instruction they need that's going to lead them to mastery of that skill.

### ***Practice Opportunities***

It's important to provide Tier 3 students with a lot of practice. And one way to do that would be to use paraprofessionals or volunteers to reinforce and practice with the students the skill that they are learning. It's very, very important that the teacher teaches the skill and does some guided practice to make sure that they understand it before they hand the child over to a volunteer or a paraprofessional to reinforce the skill through more practice. Another way that you could provide practice is through technology. There are many programs, really a lot of practice programs, and there is a skill and there is practice item after practice item. The interesting thing and the caution is that you don't want to put a child in front of a computer and let the computer do the teaching or do the practicing. Nothing takes the place of a human being. So if you're using technology, I strongly recommend that it's in small portions.

### ***Double Dose***

In the Practice Guide, we talk about the term *double dose*, and what that really means is—it could be a little misleading—what it means is taking a 30-minute block of time and dividing it into two, we'll say 15-minute periods. During the first 15-minute period, the teacher would teach the new skill with explicit instruction, modeling, thinkalouds. And if there is enough time, depending on the complexity of the skill, the teacher would provide a little bit of guided practice. So the 15 minutes is over, the child leaves, and comes back. Maybe they have recess, maybe they're going to PE, maybe the child just needs a break from all this one-to-one instruction. The child comes back, and the teacher would begin the second 15 minutes by reviewing the skill that she modeled. So she would model it maybe one more time just to refresh the child's memory. Then after that, the teacher would then provide a lot of guided practice to make sure that that skill is solidified so that when the child comes to independent practice, he would be able to do it independently, with accuracy, and the Practice Guide of the panel recommends mastery at about 90 percent. So that's our goal.

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