WILSON Fundations® and Response to Intervention

The Fundations reading and spelling program provides a research-based program-defined treatment for Response to Intervention (RTI).

RTI is a process that assesses the learner’s needs and provides early effective instruction to struggling readers.

Core Concepts of RTI include:
- Provision of scientifically-based intervention in general education
- Multi-tiered response
- Measurement of response
- Use of data to inform instruction

CORE CONCEPT: PROVISION OF SCIENTIFICALLY-BASED INTERVENTION IN GENERAL EDUCATION

All students receive high quality, research-based instruction in their general education setting.

How WILSON Fundations® meets this core concept

Fundations is an explicit and highly systematic word study program designed to be combined with the existing literature-based reading curriculum.

Fundations is targeted to K-3 general education and at-risk students with the aim of improving student performance in the areas of phonemic awareness, decoding, and spelling. Fundations also includes vocabulary, fluency, handwriting, and aspects of comprehension.

The Florida Center for Reading Research (www.fcrr.org) reviewed Fundations and determined that it aligns with Reading First and its research requirements. FCRR summary rating for the Fundations program is as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Program</th>
<th>Grade Reviewed</th>
<th>Reading Components</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundations</td>
<td>2</td>
<td>K-3</td>
<td>+++</td>
<td>+++</td>
</tr>
</tbody>
</table>

Key:
- **Type of Program:**
  - 2 = Supplemental or Intervention Program
- **Reading Component:**
  - (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)
- + = some aspects of this component taught and/or practiced
- ++ = most aspects of this component taught and/or practiced
- +++ = all aspects of this component taught and/or practiced

Fundations meets all aspects of Phonemic Awareness, Phonics, Fluency, and Vocabulary. Fundations is designed to be combined with the existing literature-based program.

Furthermore, Fundations instruction is:

<table>
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<tr>
<th>Explicit</th>
<th>Lessons are always interactive. Learning is achieved through modeling and doing. Learning is guided with immediate feedback.</th>
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<tbody>
<tr>
<td>Systematic</td>
<td>All concepts build sequentially, subtly adding skills to reach goals.</td>
</tr>
<tr>
<td>Multisensory</td>
<td>Use of motor memory learning - including gross motor and tactile learning - improves grasps of concepts. Students see, hear, touch, do.</td>
</tr>
<tr>
<td>Repetitious</td>
<td>There is lots of repetition, practiced in a variety of ways.</td>
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CORE CONCEPT: MULTI-TIERED RESPONSE

With multi-tiered instruction, the nature of the academic intervention becomes more intensive at each tier. School staff implements specific, research-based interventions to address students’ needs.

How WILSON Fundations® meets this core concept

Fundations is used as a prevention program for all students, providing high-quality research-based instruction in a general education setting (Tier 1). It is implemented daily for 30 minutes as part of the word study block within the Tier 1 instruction. Fundations is combined with the school’s literature-based program.

Students in the lowest 30th percentile receive additional Fundations instruction during a Double-Dose lesson 3-5 times a week (Tier 2). Students continue to participate in the whole class Fundations lesson. The increase in intensity is achieved by (a) conducting lessons in small, homogenous groups (b) increasing instructional time with the Double-Dose lessons, and (c) targeting specific areas of difficulty. The Fundations Progress Monitoring Tool measures student progress compared to skills taught in the program.

When Fundations is not used in Tier 1, it can be implemented as a Tier 2 Intervention program for students in the lowest 30th percentile. Students receive the daily Fundations standard lesson plus an additional Fundations Double-Dose lesson 3-5 times a week.

Furthermore, the Wilson Reading System (WRS) correlates with Fundations, but provides an even more intensive intervention with students in grade 2 and beyond. WRS can be used at Tier 2, and with more highly trained staff, at Tier 3.

CORE CONCEPT: USE OF DATA INFORMS INSTRUCTION

Universal screening of all students should provide information about students’ needs. There are two approaches to use this data to inform instruction:

- Problem Solving Model: With a problem solving model, the process, not interventions, are standardized. There is an individualized plan for each child that involves different levels of consultation.
- Standard Treatment Model: The standard treatment model utilizes a well defined treatment procedure with a specified research-based intervention. There is a strong emphasis on accurate implementation of the “standard protocol” (fidelity of program) and frequent monitoring of responsiveness.

How WILSON Fundations meets this core concept

School staff conducts universal screening of student achievement. This can be done with assessments such as DIBELS, AIMSweb or ECLAS. Small intervention groups are formed as a result of these scores as well as the Fundations Placement Inventory.

Fundations has been used as a resource for program selection in problem-solving models. Most frequently, Fundations is selected as a standard treatment since it integrates many areas of instruction and is appropriate for struggling readers in the lowest 30th percentile.

Wilson provides professional development so that the program is implemented with fidelity. In addition, the web-based Prevention Learning Community provides lesson demonstrations so that teachers are guided through the program with modeling. Wilson provides guidance on developing school-based study groups, and a Fundations fidelity checklist helps inform reading coaches or other school administrators.
CORE CONCEPT: MEASUREMENT OF RESPONSE

Progress monitoring, including curriculum-based measurement, is used to determine the interventions’ effectiveness and to make needed modifications.

How WILSON Fundations® meets this core concept

Continuous progress monitoring pinpoints students’ specific difficulties. The Fundations Progress Monitoring Tool measures student progress compared to skills taught in the program Fundations Double-Dose lessons can then address specific areas of need.

Additionally, general education staff assumes an active role in the assessment of student progress using classroom observation and the Fundations Unit Tests.

STEPS FOR USING RTI PROCEDURES

The following 10-Steps are outlined by Drs. Rachel Brown-Chidsey and Mark W. Steege to assist in implementing RTI procedures.

Step 1: Implement Evidence-based General Education Instructional Methods (Fundations Tier 1)
Step 2: Collect Benchmarks of All Students' Performance 3 Times During the School Year
Step 3: Identify Which Students Scored Below the Benchmark Targets
Step 4: Provide Daily Scientifically Based Small-Group Instruction (Fundations Tier 2)
Step 5: Monitor Student Progress toward the Benchmark(s) Using Frequent Assessment (Fundations Progress Monitoring)
Step 6: Review, Revise, and/or Discontinue Small-Group Instruction
Step 7: Increase the Intensity, Duration and/or Frequency of Instruction
Step 8: Review, Revise and/or Discontinue Small-Group Instruction
Step 9: Comprehensive Evaluation, If Needed
Step 10: Special Education Eligibility

Fundations Implementation in Standard Protocol Model

RESPONSE TO INTERVENTION: FUNDATIONS® IN TIERS 1 AND 2

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When Fundations is not used in Tier 1, it can be implemented as a Tier 2 Intervention program for students in the lowest 30th percentile. Students receive the daily Fundations Standard Lesson plus an additional Fundations Double-Dose lesson 3-5 times a week.