

# WILSON Foundations<sup>®</sup> and Response to Intervention

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

RTI is a process that assesses learners' needs and provides early effective instruction to struggling readers. Core concepts of RTI include:

- Provision of scientifically based instruction in general education
- Multi-tier response
- Data informs instruction
- Measurement of response

A description of the core concepts and how WILSON Foundations meets these principles follows.

## CORE CONCEPT: PROVISION OF SCIENTIFICALLY BASED INSTRUCTION IN GENERAL EDUCATION

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

### How WILSON Foundations meets this core concept

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

Foundations 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. Foundations also includes vocabulary, fluency, handwriting, and aspects of comprehension.

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

Program	Type of Program	Grade Reviewed	Reading Components					Notes
			PA	P	F	V	C	
Foundations	2	K-3	+++	+++	+++	+++	++	a,b,c,d

**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

Special Considerations:

- explicit
- systematic
- student materials aligned
- ample practice opportunities provided

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

Furthermore, Foundations instruction is:

<b>Explicit</b>	Lessons are always interactive Learning is through modeling and doing Learning is guided with immediate feedback
<b>Systematic</b>	All concepts build sequentially, subtly adding application of skills to reach goals
<b>Multisensory</b>	Uses motor memory learning – including gross motor and tactile learning Students see, hear, touch, do
<b>Repetitious</b>	There is lots of repetition, done in a variety of ways, with ample practice opportunities

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**CORE CONCEPT: MULTI-TIERED RESPONSE**


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

**How WILSON Foundations meets this core concept**

Foundations 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 25-30 minutes as part of the word study block within the Tier 1 instruction.

Students in the lowest 30<sup>th</sup> percentile receive additional Foundations instruction during a Double Dose lesson 3-5 times a week (Tier 2). Students still participate in the whole class Foundations 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.

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

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

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**CORE CONCEPT: DATA INFORMS INSTRUCTION**


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Universal screening of all students should provide information about students' needs. There are two approaches to use this data to inform instruction. 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. 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 Foundations meets this core concept**

- School staff conducts universal screening of student achievement. This can be done with assessments such as DIBELS, AIMS-WEBB or ECLAS. (Please Note: ECLAS scores have previously been mapped to Foundations instruction.) Small interventions groups are formed as a result of these scores as well as the Foundations Placement Inventory.
- Foundations has been used as a resource for program selection in problem-solving models. Most frequently, Foundations is selected as a standard treatment since it integrates many areas of instruction and is appropriate for struggling readers in the lowest 30<sup>th</sup> percentile.
- Wilson provides professional development so that the program is implemented with fidelity. A CD-ROM is also provided so that teachers are guided through the program with modeling. Furthermore, Wilson has created a school-based study group process and a Foundations fidelity checklist to help inform reading coaches or other school administrators.

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**CORE CONCEPT: MEASUREMENT OF RESPONSE**


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

**How WILSON Foundations meets this core concept**

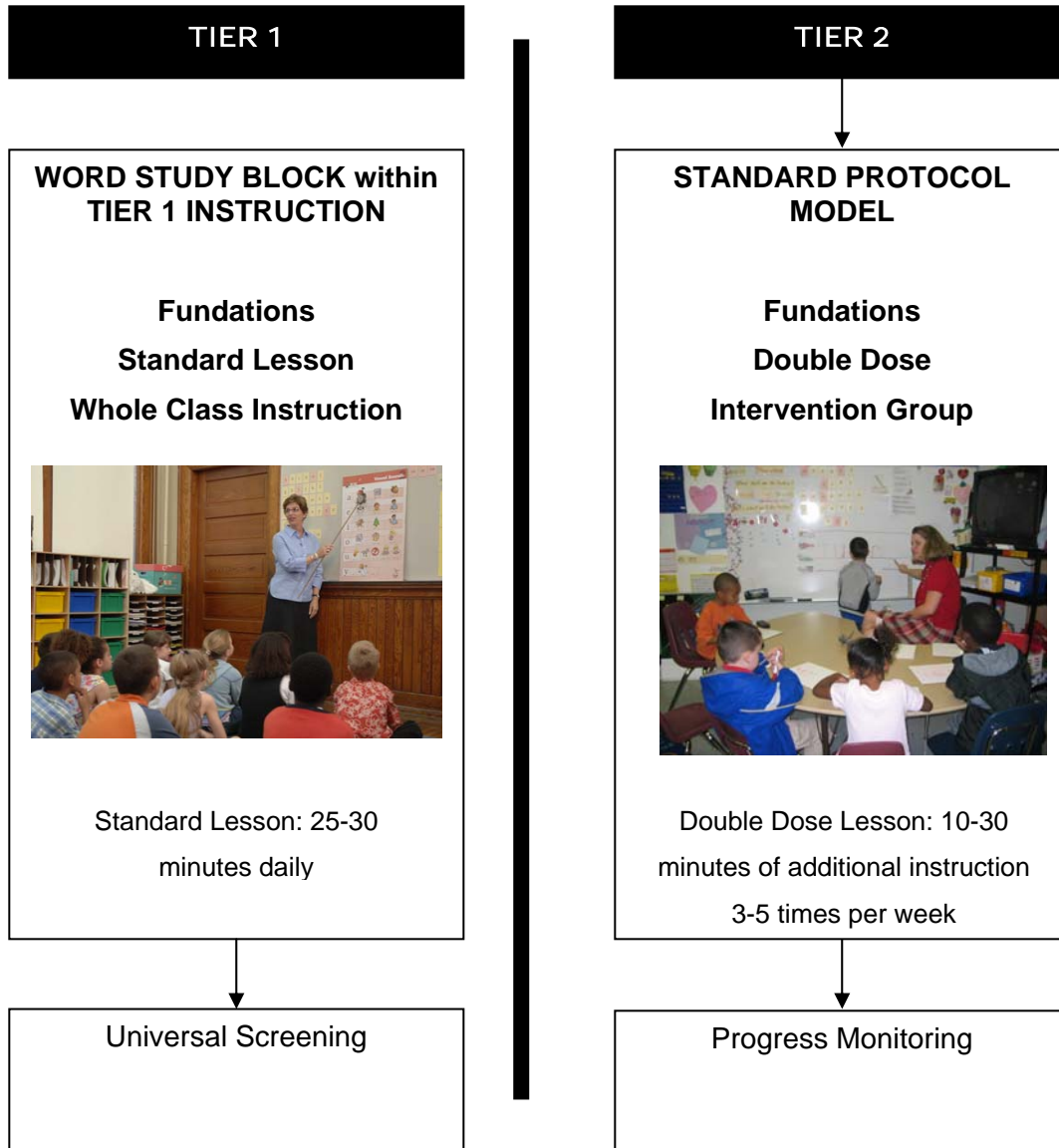
- Continuous progress monitoring pinpoints students' specific difficulties. Curriculum-based measurement can be done with standardized assessments, such as DIBELS. Foundations double-dose lessons can then address specific areas of need.
- Additionally, general education staff assumes an active role in the assessment of student progress using classroom observation and the Foundations Unit Tests.

# Fundations Implementation in Standard Protocol Model

## RESPONSE TO INTERVENTION: FOUNDATIONS IN TIER 1 AND 2

Fundations is used as a Prevention program for all students (Tier 1) providing high-quality research based instruction in a general education setting (Tier 1). It is implemented daily for 25-30 minutes as part of the word study block within the Tier 1 instruction.

Students in the lowest 30<sup>th</sup> percentile receive additional Fundations instruction during a Double Dose lesson 3-5 times a week (Tier 2).



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

