Preventing Reading Disabilities in Young Children: Requirements at the Classroom and School Level

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Florida Center for Reading Research

Utah Branch, International Dyslexia Association, 2005
The essential question for prevention

何 to **accelerate** the development of students who start far behind, and **maintain** the development of those who learn basic skills more slowly
Why aren’t we doing a better job in this area?

A central problem in reading instruction arises, not from the absolute level of children’s preparation for learning to read, but from the diversity in their levels of preparation

(Olson, 1998)
Diversity in Preparation and Ability for Learning to Read

Diversity of Educational Response

1 100

30 70
Diversity in Preparation and Ability for Learning to Read

Diversity of Educational Response
Diversity in Preparation and Ability for Learning to Read

Diversity of Educational Response
A model for preventing reading failure in grades K-3: The big Ideas

1. Increase the quality, consistency, and reach of instruction in every K-3 classroom

2. Conduct timely and valid assessments of reading growth to identify struggling readers

3. Provide more intensive interventions to “catch up” the struggling readers

The prevention of reading difficulties is a school-level challenge
Three Definitions of Schools

A series of autonomous classrooms that are connected by a common parking lot.

A place where the relatively young watch the relatively old work.

A complex organization that is built upon relationships that require individuals to work interdependently.
Evidence from one school that we can do substantially better than ever before.

School Characteristics:

- 70% Free and Reduced Lunch (going up each year)
- 65% minority (mostly African-American)

Elements of Curriculum Change:

- Movement to a more balanced reading curriculum beginning in 1994-1995 school year (incomplete implementation) for K-2
- Improved implementation in 1995-1996
- Implementation in Fall of 1996 of screening and more intensive small group instruction for at-risk students
Hartsfield Elementary Progress over five years

Proportion falling below the 25th percentile in word reading ability at the end of first grade

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<td>20.4</td>
<td>10.9</td>
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Screening at beginning of first grade, with extra instruction for those in bottom 30-40%

Average Percentile for entire grade (n=105)

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<td>61.4</td>
<td>73.5</td>
<td>81.7</td>
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Proportion falling below the 25th Percentile

- 1995: 31.8%
- 1996: 20.4%
- 1997: 10.9%
- 1998: 6.7%
- 1999: 3.7%

Average Percentile

- 1995: 48.9
- 1996: 55.2
- 1997: 61.4
- 1998: 73.5
- 1999: 81.7

Hartsfield Elementary Progress over five years

- 1996: 14.5%
- 1997: 9.0%
- 1998: 5.4%
- 1999: 2.4%

Average Percentile

- 1996: 58.2
- 1997: 67.1
- 1998: 74.1
- 1999: 81.5
FCAT Performance in Spring, 2003

Level 2
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Hartsfield Elem.  State Average

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Level 2
A model for preventing reading failure in grades K-3: The big Ideas

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2. Conduct timely and valid assessments of reading growth to identify struggling readers

3. Provide more intensive interventions to “catch up” the struggling readers

The prevention of reading difficulties is a school-level challenge
Interventions should be organized in tiers

Layers of intervention responding to student needs

Each tier provides more intensive and supportive intervention

Aimed at preventing reading disabilities
TIER I: Core class instruction

TIER I is comprised of three elements

Core reading program

Benchmark testing of students to determine instructional needs at least three times a year

Ongoing professional development
Increasing the ability of classroom instruction to reach more children

1. Teach the essential skills and knowledge required for reading using explicit instructional strategies

2. Need a well designed scope and sequence so that instructional sequences are well coordinated

3. Need to include ample practice opportunities with high quality feedback and engaging applications

4. Student materials need to be well aligned with instruction so that practice and application helps to build skills systematically

5. Need to use assessments to differentiate instruction more effectively
TIER I: Core class instruction

Two types of assessments are critical for guiding instruction in K-3 classrooms.

TIER I is comprised of three elements:

1. **Core reading program**
2. **Benchmark testing of students** to determine instructional needs at least three times a year.
3. **Ongoing professional development**
What can teachers learn from these assessments?

Screening

Which children are entering my class weak in the skills and knowledge that are required for success in my classroom?

What are the skills and knowledge that are particularly weak in these children?

Decisions to be made

What children in my class are most in need of extra support in order to achieve grade level reading by the end of the year?

What areas of skill and knowledge are most in need of extra support?
What can teachers learn from these assessments?

Information from progress monitoring

- Are the children actually learning what I am teaching?
- Are the children ready to move forward in the curriculum?
- Is my intervention strong enough to place the children on a growth trajectory that ends in grade level performance by the end of the year?
2nd Grade Growth in Oral Reading Fluency

Correct words per minute

Sept      Dec      Feb      May

- 96
- 80
- 64
- 48
- 32
- 16
What can teachers learn from these assessments?

Information from progress monitoring

Are the children actually learning what I am teaching?

Are the children ready to move forward in the curriculum?

Is my intervention strong enough to place the children on a growth trajectory that ends in grade level performance by the end of the year?

Decisions to be made

Should I reteach the last unit to some of my children?

Should I move the child to a smaller group, or program more instructional time?

Should I seek help to implement a more powerful instructional strategy?
In order to monitor progress adequately, we need two different kinds of information about progress.

**Information from curriculum embedded tests or teacher obs.**

- Are the children actually learning what I am teaching?
- Are the children ready to move forward in the curriculum?

**Information from “index” tests like the DIBELS**

- Is my instruction powerful enough to place the child on a trajectory for grade level achievement by the end of the year?
What should we be monitoring with Index tests?

Data from many thousands of students has shown that how children perform on certain “index” skills is very predictive of whether they will be reading on grade level by third grade.

In kindergarten, these areas of skill and knowledge are:
- phonemic awareness
- letter knowledge
- vocabulary

In 1st grade, these areas of skill and knowledge are:
- phonemic awareness
- phonemic decoding
- vocabulary
- reading fluency
- reading comprehension

In 2nd and 3rd grade, these areas of skill and knowledge are:
- vocabulary
- reading fluency
- reading comprehension
What should we be monitoring with Index tests?

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In kindergarten, these areas of skill and knowledge are:
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- phonemic decoding
- vocabulary
- reading fluency
- reading comprehension

In 2nd and 3rd grade, these areas of skill and knowledge are:
- vocabulary
- reading fluency
- reading comprehension
The Dynamic Indicators of Basic Early Literacy Success

DIBELS: Basic Rationale

The DIBELS tests are valid and reliable measures of most of these constructs, but not all of them.

In kindergarten, these areas of skill and knowledge are:
- phonemic awareness, letter knowledge, vocabulary

In 1st grade, these areas of skill and knowledge are:
- phonemic awareness, phonemic decoding, vocabulary, reading fluency, reading comprehension

In 2nd and 3rd grade, these areas of skill and knowledge are:
- vocabulary, reading fluency, reading comprehension
## TIER I: CORE CLASS INSTRUCTION (cont’d)

<table>
<thead>
<tr>
<th>Focus</th>
<th>For all students in K through 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading</td>
</tr>
<tr>
<td>Grouping</td>
<td>Multiple grouping formats to meet student needs</td>
</tr>
<tr>
<td>Time</td>
<td>90 minutes per day or more</td>
</tr>
<tr>
<td>Assessment</td>
<td>Benchmark assessment at beginning, middle, and end of the academic year</td>
</tr>
<tr>
<td>Interventionist</td>
<td>General education teacher</td>
</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
</tr>
</tbody>
</table>
A possible structure for the uninterrupted reading instructional block

Initial, systematic, explicit instruction in essential skills and knowledge – 30-60 minutes

Differentiated instruction in small groups targeted to the needs of individual students – 60-90 minutes
Classroom Organization: Learning Centers for differentiated groups

- **Teacher-Led Center**
  - Small group instruction
    - Teaching “on purpose”
    - Careful observation of individual students
    - Addresses particular individual needs
    - Opportunities for responsive scaffolding

- **Student Centers**
  - Academically engaged
  - Accountability
  - Group, Pair, Cooperative, Individual
Differentiated instruction in small groups
Group requiring special support in phonics and fluency
Students with stronger reading skills
Correct words per minute

Sept      Dec      Feb      May

64  48  32  16
Tier II is small-group supplemental instruction in addition to the time allotted for core reading instruction.

Tier II includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I.
## TIER II: SUPPLEMENTAL INSTRUCTION (cont’d)

<table>
<thead>
<tr>
<th><strong>Focus</strong></th>
<th>For students identified with marked reading difficulties, and who have not responded to Tier I efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td>Specialized, scientifically based reading program(s) emphasizing the five critical elements of beginning reading</td>
</tr>
<tr>
<td><strong>Grouping</strong></td>
<td>Homogeneous small group instruction (1:3, 1:4, or 1:5)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Minimum of 30 minutes per day in small group in addition to 90 minutes of core reading instruction</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Progress monitoring twice a month on target skill to ensure adequate progress and learning</td>
</tr>
<tr>
<td><strong>Interventionist</strong></td>
<td>Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Appropriate setting designated by the school; may be within or outside of the classroom</td>
</tr>
</tbody>
</table>
Directly building sight recognition of high utility words
Blending sounds into words
Tier II interventions across the grade levels

Kindergarten – 20 minutes, small group, push in

First grade – 30-45 minutes, small group, push in

2-3 grades – 30-45 minutes, small group, push in plus another 30-45 minutes outside of reading block

or

2nd and 3rd Grade – a different core, smaller class for 90 minutes—”walk and read”
Four Second Grade Classes
Orderly movement between classes
Possible schedule for a 90 minute intervention class in 2\textsuperscript{nd} and 3\textsuperscript{rd} grade

2 teachers -- 30 minute rotations

Group of 5 – decoding and fluency- low, mid, hi

Group of 5 – fluency, comp, vocab – low, mid, hi

Group of 5 – technology-learning center
Screening or Progress monitoring assessment

Correct words per minute

Sept      Dec Feb May
Tier III is intensive, strategic, supplemental instruction specifically designed and customized small-group or 1:1 reading instruction that is extended beyond the time allocated for Tier I and Tier II.
## TIER III: INTENSIVE INTERVENTION (cont’d)

<table>
<thead>
<tr>
<th>Focus</th>
<th>For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts</th>
</tr>
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<tbody>
<tr>
<td>Program</td>
<td>Sustained, intensive, scientifically based reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities</td>
</tr>
<tr>
<td>Grouping</td>
<td>Homogeneous small group instruction (1:1-1:3)</td>
</tr>
<tr>
<td>Time</td>
<td>Minimum of two 30-minute sessions per day in small group or 1:1 in addition to 90 minutes of core reading instruction.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Progress monitoring twice a month on target skills to ensure adequate progress and learning</td>
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<tr>
<td>Interventionist</td>
<td>Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)</td>
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<tr>
<td>Setting</td>
<td>Appropriate setting designated by the school</td>
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(cont’d)
What does it take to effectively manage interventions?

- Regular meetings in which student progress is discussed
- Regular observations to be sure that instruction is being delivered in an effective manner
- Well trained teachers or paraprofessionals who receive regular inservice support
How to choose evidence based programs to guide instruction

Why choose a well-developed intervention “program” to guide instruction?

- It acts as a scaffold for good teaching behaviors
- It should have a well-organized scope and sequence
- It should have coordinated and aligned practice materials and activities
- It should help with proper pacing and movement of instruction
How to choose evidence based programs to guide instruction

Programs should focus on knowledge and skills that are essential to the growth of reading proficiency

<table>
<thead>
<tr>
<th>K-1</th>
<th>2-3</th>
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<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Phonics</td>
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<tr>
<td>Phonics</td>
<td>Fluency</td>
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<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Oral language skill &amp; Reading Comprehension</td>
<td>Comprehension strategies</td>
</tr>
</tbody>
</table>
The top five myths about interventions for struggling readers

1. If a child is a “visual” learner, they should be taught to read using a visual, not an auditory strategy

2. If a child has not learned “phonics” by the end of first grade, they need to be taught to read in some other way

3. Children who struggle with phonemic awareness, vocabulary, or phonics in kindergarten and first grade will frequently “catch up” if given time.

4. We should take guidance from theories of “multiple intelligences” or “learning styles” to help us adapt our reading instruction for different children

5. A little quality time with an enthusiastic volunteer tutor can solve most children’s reading problems
Where can you learn more about evidence-based programs?

The Florida Center for Reading Research provides objective evaluations of core, supplemental, and intervention programs

www.fcrr.org
Florida Center for Reading Research

The Science of Reading Reporting Network
FCRR Reports
Assessment
About FCRR
For Parents
Resources
PIRT

A Florida State University Center
The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an alphabetical listing or a summary table of FCRR Reports.

A Reader's Guide to FCRR Reports

This important one page document describes the purpose, content, and process of FCRR Reports.

Tier 3 Intervention Programs

Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and considered appropriate to be implemented with these students.

Frequently Asked Questions About FCRR Reports

This section contains a list of frequently asked questions and answers concerning FCRR Reports.
Important Note: FCRR reports are prepared in response to requests from teachers and other school personnel for review of specific materials. The reports are intended to be informational and factual. We hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

Core Reading Programs
A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

Supplemental and Intervention Programs
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Technology-Based Programs
Programs that use technology to support instruction.

Programs that may be Implemented by Tutors or Mentors
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

Intervention and Remedial Programs for Students Above Third Grade
These materials can be used to guide instruction for students who are
Supplemental and Intervention Programs

- Academy of Reading
- Accelerated Literacy Learning (A.L.L.)
- Accelerated Reader
- Classworks
- Compass Learning Odyssey Reading
- Corrective Reading
- Destination Reading
- Early Success
- Earbirds
- Elements of Reading, Vocabulary
- Essential Learning Systems
- Failure Free Reading
- Fast Forward Language
- FOCUS Reading and Language Program
- Fundations
- Funnix Reading Programs
- Great Leaps
- Harcourt Trophies First Grade Intervention Kit
- Headsprout Early Reading
- HOSTS
- Kaleidoscope
- Language!
- Language First!
- Language for Learning
- Language for Thinking

56 programs posted so far...
Oregon Reading First Supplemental and Intervention Programs Review

Last update: 11/16/04

The following report, the Review of Supplemental and Intervention Reading Programs, describes the work of the Oregon Curriculum Review Panel and the Oregon Reading First Center, who had responsibility for conducting a critical review of supplemental and intervention curriculum programs in beginning reading for the first cohort of 34 schools participating in Oregon Reading First.

The Panel has identified 106 High Priority Supplemental and Intervention programs for review.

Reviews of specific programs will be released in one of two ways:

Programs Reviewed Before June 15, 2004:

http://oregonreadingfirst.uoregon.edu/SIreport.php

These eighty-five programs, in addition to the thirty-one programs reviewed after June 15, 2004.

Or type in Oregon Reading First in Google
## Oregon Reading First

### Review of Supplemental and Intervention Programs

#### High-Priority Programs

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<th>Program</th>
<th>Target Areas</th>
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<td>Soar to Success</td>
<td>P, C</td>
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<td>Sopris West</td>
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<td>PA, P, F, V, C</td>
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<td>Scott Foresman</td>
<td>Early Reading Intervention</td>
<td>PA, P</td>
<td>K-1</td>
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<td>Open Court Phonics Kits</td>
<td>PA, P, F</td>
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Thank You

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Science of reading section