

Co-Developing Professional Learning to Bring the Science of Reading to Students with Extensive Support Needs

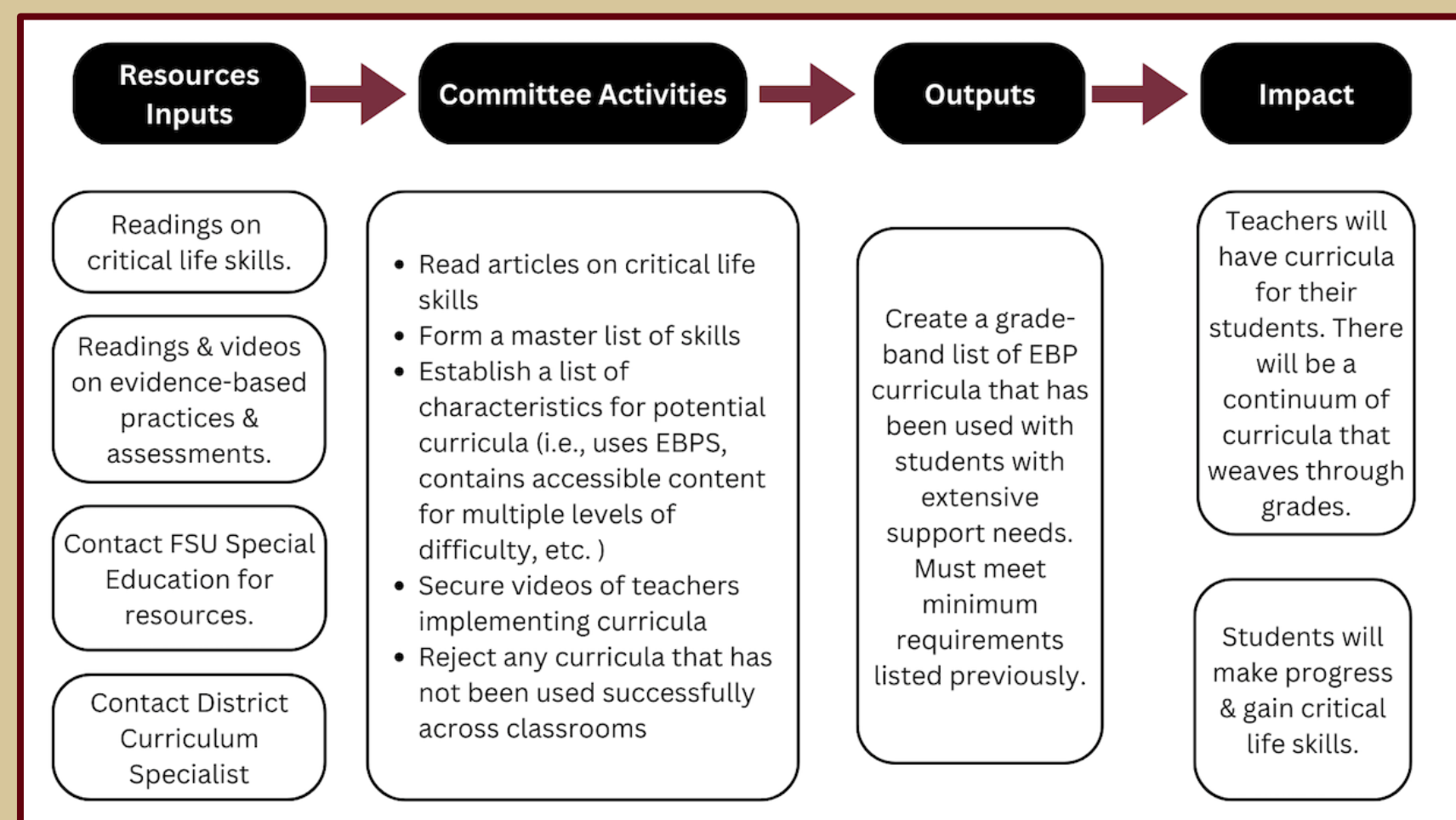
Alice Williams M.S.CCC-SLP

Jenny Root, Ph.D., BCBA

Zellayne Hutchins, EdS

DBIR Principle 1: Focus on persistent problem of practice

The Curriculum Committee of a local center-school created a Theory of Change to guide their decisions and activities



Goal of **READUP** Research-Practice Partnership between school district and FCRR:

Increasing reading achievement for all students through research, innovation, & engagement

DBIR Principle 3: Develop theory, knowledge, & practice related to classroom learning (outcomes) & implementation (process) through systematic inquiry

Researchers provided PD during faculty meetings, support during established grade-level meetings

Chair of Curriculum Committee tailored and provided parallel PD & support for all paraeducators with administration support

Agenda

Tell	Show	Try	Apply
What, When, & Why of SLP	Using SLP to support text comprehension (and collecting data)	Using SLP to support text comprehension (and collecting data)	Make a plan to use SLP (and take data)

After the first PD, researchers and stakeholders determined teachers needed more support in (1) using EBPs for learners with complex communication needs, and (2) creating and using data sheets to monitor student progress

Teachers were given visual supports for the EBP to use during instruction

System of Least Prompts

Date:	TELL/INDEP.	SHOW	DO
Step 1	+	+	
Step 2			+
Step 3			+
Step 4			+
Step 5	+		+
# in each column	2	1	2
Percent independent	2/5=40%		

Task Analysis for Engagement with Text

What the teacher will do	What the student will do
1. Get the students attention	Interact with materials
2. Review or teach vocabulary and new symbols using constant time delay	Say/repeat/point to word or symbol
3. Read the title and author	Point to title and author
4. Ask for prediction	Indicate response to prediction
5. Ask "how do we get started?"	Opens book to first page / indicates advancing slide
6. Read text	Turns pages / advances slides when appropriate / indicates pages need to be turn
7. Pause for repeated story line	Anticipates / finishes / uses AAC for repeated story line
8. Pause for finding vocabulary word/picture on page	Points to picture / word / object that teacher says
9. Ask comprehension questions and/or review prediction using system of least prompts as needed	Answer question

All materials from model lesson were shared, including data sheets matching model video

DBIR Principle 2: Commit to interactive, collaborative design

Participatory process with multiple stakeholders

School: administrators, teachers, related service providers
District: special education director & coordinator
FCRR: faculty, doctoral students

Object of design: Professional development (PD) & support for teachers & paraeducators

Curriculum Committee identified two EBPs to target

DBIR Principle 4: Develop capacity for sustaining change in systems

Researchers attended end-of-year Curriculum Committee meeting; discussed barriers & identified activities to address them in the next school year

READUP leadership reviewed outcomes to identify needs and set priorities for the next school year

Reading Coach now incorporates training on EBPs into induction for new hires (teachers and paraprofessionals) and provides support / coaching for implementation