STRATEGIES FOR HELPING STRUGGLING READERS AT THE SECONDARY LEVEL

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OBJECTIVES

Enhance your understanding of the state of adolescent literacy.

Enhance your understanding of secondary RTI models and how these models can potentially help schools help secondary struggling readers.

Enhance your understanding of features of effective instruction that all teachers can use across the content areas and in supplemental intervention classes to intensify instruction for students who struggle.

Enhance your understanding of selected research-based instructional practices associated with positive effects for adolescent struggling readers and students with disabilities.

Learn how to implement these research-based practices.

Enhance your knowledge of resources to help you provide effective instruction.

(COI: Murray et al. 2010)
DAY 1 AGENDA

9:00-9:15
Overview and Intros

9:15-12:00
State of Adolescent Literacy
- Levels of literacy
- Getting EBPs right
- Observation research
- Implementing literacy in the CCSS era
- RTI? A possible solution?
- Research examples

12:00-12:45
LUNCH

12:30-3:00
Secondary RTI
- The basics
- Data systems
- Tier I: Features of effective instruction

Wrap-Up
### Topics and details

**Review**

Implementing an EB Instructional Routine: Pre-Reading
- Background Knowledge
- Vocabulary: Selecting words and teaching words explicitly
- Set purpose

**LUNCH**

Implementing an EB Instructional Routine: During Reading
- Vocabulary (cont’d)
- Peer mediated gist
- Text-based discussion

**Wrap-Up**
<table>
<thead>
<tr>
<th>Topics and details</th>
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<tbody>
<tr>
<td>Review</td>
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<tr>
<td>Tier 2/3 basics at the secondary level</td>
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<td>LUNCH</td>
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<td>Intensifying Intervention</td>
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<td>• DBI</td>
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<tr>
<td>Wrap-Up</td>
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A NATIONAL CRISIS

PERCENTAGE OF 8\textsuperscript{TH} GRADERS WHO CANNOT READ AT A BASIC LEVEL 24\%
(Aud et al., 2014)

PERCENTAGE OF STUDENTS BELOW PROFICIENT AT THE END OF HIGH SCHOOL 64\%
(2013 Nation’s Report Card; NAEP, 2014)
African Americans, Hispanic Americans, Native Americans, and students from families whose incomes are less than $30,000 are most at risk for having very low reading comprehension (ACT, 2006, 2009).

Approximately 75% of the nation’s students graduate high school in four years (Chapman, Laird, & KewalRamani, 2010).

55% of students with disabilities graduate high school with a standard diploma (Data Accountability Center, 2008).

Each year about 40% of students with learning disabilities and 65% of students with emotional disturbances drop out of school (U.S. Department of Education, 2006).
THE MATTHEW EFFECT: TRAJECTORIES SET EARLY

Matthew Effect in Reading

With Foundation Skills

Without Foundation Skills

READING PERFORMANCE

GRADE

K 1ST 2ND 3RD
So, that’s it?

We can blame elementary schools.

We can just keep going the way we are.

We can work hard to change the situation:

That’s why you’re here.
CONSEQUENCES OF POOR READING
CONSEQUENCES OF POOR ACHIEVEMENT

Inability to read proficiently is one of the strongest predictors of dropout and late graduation.

(Balfanz, Bridgeland, Moore, & Fox, 2010; Barton, Heideman, & Jordan, 2002; Hernandez, 2012)
Poor reading $\rightarrow$ Disengagement & withdrawal $\rightarrow$ Poor achievement $\rightarrow$ Dropout

(Allensworth & Easton, 2005; Balfanz, Herzog, & Maclver, 2007; Fall & Roberts, 2012; Glennie, Bonneau, Vandellen, & Dodge, 2012; Rumberger & Lim, 2008).
LONG-TERM CONSEQUENCES OF POOR ACADEMIC ACHIEVEMENT

Average annual salaries:

- High school dropouts: $19,000
- High school graduates: $26,500
- Associate’s degree holders: $33,400
- Bachelor’s degree holders: $42,200
- Master’s degree holders: $52,300

(U.S. Department of Commerce)

If the graduation rate increased by only 5%, the nation would see an annual savings of $4.9 billion in crime-related costs (AEE, 2006).
BUT DO ADOLESCENTS CARE ABOUT ANY OF THIS?
Secondary struggling readers WANTED to improve their reading

BUT

could not describe much about what their instruction looked like.

Was it because instructional practices were not explicit?

McCray, Vaughn, & Neal (2001)
AT-RISK STUDENTS’ PERCEPTIONS...

“...All this stuff in school—it doesn’t get into my head. None of it matters [in] my life.

When I open a book, just to see those letters makes me want to go away … [I think] ‘Oh, this is frustrating.’

No, I don’t have anyone to count on for support.

At school, it’s all about rules. I don’t learn anything. They just make us tuck in our shirts.

I feel like at any moment, my family can fall apart.”

Vaughn et al., 2012
EVEN THE MOST AT-RISK STUDENTS FEEL THIS WAY:
PERCEPTION OF INCARCERATED ADOLESCENTS

They are almost all struggling readers:
Do they think reading is important?

YES

Students still viewed reading as an important skill and they wanted to learn

Wexler, Reed, & Sturges, in press; aligns with McCray, Vaughn, & Neal (2001)
They could even pinpoint why they stopped going to school

In fact they complained more about their non-incarcerated schools...

“...in the class [in my regular non-incarcerated school], like if I’m not receiving enough help or if it's too noisy...cuz then I’ll be wanting to walk out of class...cuz when a lot of people be talkin, their voices bouncing off the wall...if you the only person in the classroom doin work...I want to roam the halls.”

Result? Many stopped going to school after experiencing failure
AND THEY PERCEIVED POSITIVE OUTCOMES WHEN THEY FINALLY DID RECEIVE EXPLICIT INSTRUCTION

They felt that their skills improved and they didn’t feel ‘as dumb’
THEY SHARED ADVICE

“I didn’t care about reading or nothing until I get locked up. Out on the other school I wasn’t learning nothing and I didn’t have nobody pull me out. I don’t have anybody like Miss B [the reading specialist in the juvenile justice facility]. I was 15 last year and I didn’t go to school since I was 14. I keep getting locked up. On the outside they need good people to help kids out and have them break words down and soon as kids do that they going to understand. I want my kid to go to school. You can’t do nuthin if you don’t know how to read. You gonna be a homeless person.”
LEVELS OF LITERACY: BASICS AND BEYOND
ELEMENTARY VS. SECONDARY LITERACY

Compare and contrast…

- What is the same?
- How are these different?
# Elementary Reading vs. Secondary Reading

<table>
<thead>
<tr>
<th>Elementary and Secondary</th>
<th>Secondary Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic and Intermediate literacy</td>
<td>Disciplinary literacy</td>
</tr>
</tbody>
</table>

Shanahan & Shanahan, 2008; Reed, Wexler, & Vaughn, 2012
BASIC LITERACY
(ELEMENTARY AND SECONDARY)

Essential foundational processes that support word reading.

Phonological awareness
Phonics skills
Sounding out
Letter-sounds
Sight word vocabulary

Reed, Wexler, & Vaughn, 2012
INTERMEDIATE LITERACY
(ELEMENTARY AND SECONDARY)

Strategies and practices that promote understanding of text including knowing the academic vocabulary related to the text as well as understanding the meaning of the words and concepts within the text.

Includes comprehension strategies such as monitoring understanding, generating main ideas, and summarizing key ideas.

Similar in readers from about 2nd grade through adult readers.

Reed, Wexler, & Vaughn, 2012
YOU CAN THINK ABOUT IT IN THIS WAY

<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Word Study</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Fluency</td>
<td>✓</td>
<td>*</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comprehension</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Motivation and Engagement</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Slide Content: Center on Instruction; Murray et al., 2012*
IES GUIDE RECOMMENDATIONS

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

This report is available for download from the IES website at http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8f

Kamil et al., 2008
KEY DIFFERENCE: DISCIPLINARY/ACADEMIC LITERACY

A mature type of literacy development unique to older readers requiring them to understand the genre, academic vocabulary, word use, and sources related to the text they are reading.

Reading for secondary students includes acquiring disciplinary knowledge. (e.g. understanding math, social studies, science terms)

“We call this more advanced form of literacy required of adolescent readers “disciplinary literacy” because each academic discipline or content-area presupposes specific kinds of background knowledge about how to read texts in that area, and often also requires a particular type of reading.” (Lee & Spratley, 2010; p.2)

Reed, Wexler, & Vaughn, 2012
TURN AND TALK

Tell your partner an example of disciplinary/academic knowledge/terms a student may need to understand in the following areas:

math
social studies
science
WHAT DO WE DO ABOUT IT?
EVIDENCE-BASED PRACTICES
SOME QUESTIONS COME TO MIND

The power of RTI at the elementary level was based on having knowledge of evidence-based practices.

What evidence-based practices do we even have confirmed at the secondary level?

How can I tell if the interventions I am using are evidence-based?

How can RTI ‘work’ without evidence-based practices?
EVIDENCE BASED PRACTICES: WHAT ARE THEY AND WHY USE THEM?

Evidence-Based Practice: Skills, techniques, and strategies that have been proven to work through experimental research studies or large-scale research field studies.

Evidence-Based Program: A collection of practices that, when used together, has been proven to work through experimental research studies or large-scale research field studies.

http://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q1/p02/#content
Students and setting: Are the research study participants comparable to my students? Is the practice aligned with my state standards?

Resources: How much time will it take to implement? Are there costs associated with the practice?

Evidence level: Consult with a ‘trusted source’

http://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q1/p02/#content
EVIDENCE BASED PRACTICE: AM I USING ONE?


Wexler, Reed, & Sturges, in press
### EVIDENCE BASED PRACTICES: TOOLS CHARTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Study</th>
<th>Participants</th>
<th>Design</th>
<th>Fidelity of Implementation</th>
<th>Measures Targeted</th>
<th>Measures Broader</th>
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</thead>
<tbody>
<tr>
<td>Academy of READING</td>
<td>Fielding &amp; Trites (1987)</td>
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<td>Failure Free Reading</td>
<td>Torgesen, Hysen, Schrim, Slavin, &amp; Verbraken, et al. (2003)</td>
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<td>Lexia Reading</td>
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<td>My Reading Coach</td>
<td>Crews (2004)</td>
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<tr>
<td>My Reading Coach</td>
<td>Sordo &amp; Wilhelm (2006)</td>
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<tr>
<td>My Reading Coach with A Fluent Reading Trainer</td>
<td>Sordo &amp; Wilhelm (2008)</td>
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<tr>
<td>READ 180</td>
<td>Kim, Caissie, Hantry, &amp; Fitzgerald (2008)</td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
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<tr>
<td>READ 180</td>
<td>Lang, Torgesen, Vogel, Charter, &amp; Fuchs (2009)</td>
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<td>READ 180</td>
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<tr>
<td>READ 180</td>
<td>Hamilton, Meisch, Chen, Quinlan, &amp; Yee (2011)</td>
<td>(2)</td>
<td>(2)</td>
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<tr>
<td>Read Naturally</td>
<td>NCAD (2009)</td>
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<td>Read Naturally</td>
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<tr>
<td>Read Naturally</td>
<td>Tucker &amp; Jones (2010)</td>
<td>(2)</td>
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<tr>
<td>Read Right</td>
<td>Doef, Herron, &amp; Puckett (2011)</td>
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<tr>
<td>Reading Plus</td>
<td>Kukla, Puckett, &amp; Spalding (in press)</td>
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<tr>
<td>Seeing Stars</td>
<td>Bell, Hungerford, Flowers, Worthington, &amp; Filer (Tech. Rep)</td>
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<td>Bell, Worthington, Hungerford, Filer, &amp; Flowers (Tech. Rep)</td>
<td>(2)</td>
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<td>(2)</td>
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<tr>
<td>Seeing Stars plus Visualizing and Verbalizing and Phoneme Sequencing</td>
<td>Burke, Howard, &amp; Evangelou (2009)</td>
<td>(2)</td>
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**Legend:**
- • Common evidence
- □ Partial evidence
- □ Unclear evidence
- □ Data unavailable

## EBP Comparison Worksheet

<table>
<thead>
<tr>
<th>Practice/Program 1</th>
<th>Practice/Program 2</th>
<th>Practice/Program 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of practice/program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice/program description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student population (e.g., grade level, disability type, urban/rural, ELL, income level) for which this practice/</td>
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</table>

A FEW MORE RESOURCES TO HIGHLIGHT
EVIDENCE-BASED PRACTICES: RESOURCES

Best Evidence Encyclopedia http://www.bestevidence.org/
Center on Instruction http://www.centeroninstruction.org/#content
Center on Response to Intervention http://www.rti4success.org
Center for Reading Research http://www.fcrr.org/
Collaborative for Academic, Social and Emotional Learning http://www.casel.org/#content
Doing What Works http://www.wested.org/project/doing-what-works/#content
National Center on Intensive Intervention http://www.intensiveintervention.org/
National Secondary Transition Technical Assistance Center http://www.nsttac.org/#content
OSEP Ideas that Work https://www.osepideasthatwork.org/toolkit/index.asp#content
SAMHSA’s national registry of evidence-based programs and practices http://www.nrepp.samhsa.gov/Search.aspx
TeachingLD http://teachingld.org/#content
The Middle School Matters Institute (MSMI) develops and disseminates resources that increase access to research on middle school improvement (grades 6–8) to increase the number of students well prepared to enter high school and earn a meaningful diploma. This institute is part of the George W. Bush Institute's Middle School Matters program.
EVIDENCE BASED PRACTICE: CENTER ON INSTRUCTION

This report is available for download at
GETTING EVIDENCE-BASED PRACTICES RIGHT

Keys to effective implementation
Lack of implementation fidelity might result in a practice or program being less effective, less efficient, or producing less-predictable responses.
(Grow et al., 2009; Wilder, Atwell, & Wine, 2006; Noell, Gresham, & Gansle, 2002)
Adherence

Exposure/duration: length of session, duration, frequency

Quality of delivery

EVIDENCE-BASED PRACTICE: HOW INSTRUCTION IS DELIVERED

Delivery of instruction should include:
Explicit modeling, guided, and independent practice (Archer & Hughes, 2011; Solis et al., 2014).
Opportunities to Respond and Practice
Feedback Opportunities
SO HOW ARE WE IMPLEMENTING EVIDENCE BASED PRACTICES?
There is a paucity of literacy observation research in secondary content-area classrooms (Swanson, 2008).

The evidence that exists from previously conducted observation studies (e.g., Ness, 2009; Swanson et al., in press; Wexler, Mitchell, Clancy, & Silverman, in review) reveals a consistent trend:

Teachers may be missing key opportunities to implement vocabulary, comprehension, and text reading practices.
DO YOU HAVE ANY RESEARCH EXAMPLES?
Documentation of
- vocabulary
- comprehension
- text reading practices

11 Social Studies Classes
9 English Language Arts Classes
137 observations in 1 year
SWANSON ET AL., 2015: VOCABULARY RESULTS

Teachers **presenting definitions** with low to average quality

Teachers explaining how to use **context clues** and **morphology**:
- Limited in social studies; done more often in ELA

**Vocabulary instruction takeaway:**

We are not teaching the vocabulary practices students need to be independent learners.
Building background took a major portion of class time in both types of classes.

Background knowledge instruction takeaway:

We teach background knowledge too much and literacy skills too little.
SWANSON ET AL., 2015
OVERALL COMPREHENSION RESULTS

Comprehension observed in

Social Studies 19%

English Language Arts 26%

All classes: Low to average quality.
Students spent 10.4% of time in SS Classes and 14.8% of time in ELA Classes
TURN AND TALK

What do these data say about how best literacy practices are being used in content area classrooms?
THE FACT OF THE MATTER IS...

...that “the education system is not effectively preparing some adolescents for reading success” (Edmonds et al., 2009, p.263)

...but our students WANT and NEED success!
IMPROVING LITERACY IN THE COMMON-CORE ERA
INCREASE IN EXPECTATIONS

CCSS and CCR standards

increased focus on reading, writing, and other communication skills across the content areas

all students (including those with reading disabilities)

“Every teacher is now considered to be a teacher of literacy skills.”

(Reeves et al., 2011)
INCREASE IN EXPECTATIONS

Middle and high school students should receive

“approximately two to four hours of [daily] literacy instruction and practice”

in language arts and content-area classes.

Biancarosa and Snow (2006)
WE FEEL A LITTLE LIKE THIS...
difficult text structures (e.g., cause-effect)  

conceptually dense  
concepts may be presented in a disorganized manner with no built-in supports (e.g., illustrations; Gersten, Fuchs, Williams, & Baker, 2001).

new technical vocabulary  
often presented in expository text, but is rarely supported within the text itself (e.g., no definitions; Berkeley et al., 2012).
60% of students with disabilities (SWDs) are in the general education setting. 80% or more of the school day.

these students...

...are unable to read all but the most basic texts.

Have **difficulty accessing content area objectives** through reading (Lee & Spratley, 2010).

**Struggle** at the word level and with comprehension

Have **poor background knowledge**

Have **no toolbox of fix up strategies** to apply when decoding or comprehension breaks down

Often have **poor motivation and engagement**
STUDENTS FEEL A LITTLE LIKE THIS...
NOT A GOOD COMBINATION
Secondary content area teachers may feel:

- unprepared to help their struggling readers
- they do not have the time
- they do not have the training or support
- that teaching reading skills is not their responsibility

(Heller & Greenleaf, 2007; Ness, 2009; Scruggs & Mastropieri, 1996; Wexler, Mitchell, Clancy, & Silverman, in review)
SOLUTION: RTI

• What we know
• Maintaining status
• Aligning Tiers I/II

**Tier 3**
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

**Tier 2**
Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

**Tier 1**
Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.
RESPONSE TO INTERVENTION (RTI)

RTI has the potential to enhance the ability of secondary schools to improve student academic performance.

From a joint report released by the National High School Center (NHSC), National Center on Response to Intervention (NCRTI), and Center on Instruction (COI) in 2010.
RESPONSE TO INTERVENTION (RTI)...

...ensures a stronger connection between reading and content area instruction.

Supplemental reading instruction can complement and reinforce instruction in general education setting (Bean, 2008; 2009).

Some will need more intensive individualized support in addition
RESPONSE TO INTERVENTION: WHAT WE KNOW

RTI

Framework for preventing academic failure (Vaughn et al., 2010)

Provides tiers of evidence-based instruction through which students move based on their level of academic need

Well established at the elementary level (Duffy, 2007; Foorman & Al Otaiba, 2009; Vaughn & Fuchs, 2003)

Emerged within the context of early intervention and primary reading instruction (Duffy, 2007)

RTI at the elementary level is the frame of reference for initial efforts in secondary schools (Duffy, 2007)
Fuchs, Fuchs, and Compton (2010) suggested that screening need to be re-conceptualized for success in secondary settings. Differences between elementary versus middle and high school settings may require an alternative conceptualization of RTI at the higher grades (Fuchs, Fuchs, & Compton, p. 23; Fuchs & Vaughn, 2012; Reed, Wexler, Vaughn, 2012).
DO YOU HAVE ANY RESEARCH EXAMPLES?
A summary of:
Why intensive interventions matter

Grade 6–7 Students (Fall ’06)

**Grade 6-7 On-track Readers**

- **Sufficient Progress**
  - Tier II Intervention
    - 1:15 N=929
    - Grade 6–7

- **Insufficient Progress**
  - Tier III Intervention
    - Grade 7–8
      - Random Assignment
        - Standardized
          - N=69
          - Protocol 1:5
            - Sufficient Progress
              - Exit intervention
        - Individualized
          - N=70
          - Protocol 1:5
            - Sufficient Progress
              - Tier IV
                - Individualized Protocol 1:3
                - Grade 8 N=32

**Grade 6-7 Struggling Readers**

- **Random Assignment**
  - BAU (Tier I Only)
    - N=600
    - Grade 6–7

Follow-up Assessment
GATES MACGINITIE PASSAGE COMPREHENSION

Performance for average students

Mean

85.98
83.37
82.63
74.48

Pretest
Posttest

Tier I
Tier IV

Vaughn et al., 2012; Texas Center for Learning Disabilities
http://www.texasldcenter.org/projects/detail/project-3-remediation
LET’S CONSIDER THIS...

Not enough progress was made

BUT

Not much Tier 1 enhancement

Intervention was not exactly aligned to Tier 1 content
Research Design

High School 1

Randomly assigned to one of the four conditions

PG
n = 38

RIA
n = 38

PG + RIA
n = 38

BAU
n = 38

High School 2

Randomly assigned to one of the four conditions

PG
n = 38

RIA
n = 38

PG + RIA
n = 38

BAU
n = 38

High School 3

Randomly assigned to one of the four conditions

PG
n = 38

RIA
n = 38

PG + RIA
n = 38

BAU
n = 38
1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

This report is available for download from the IES website at ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf
# 8-day RIA unit

<table>
<thead>
<tr>
<th>Day</th>
<th>Focus</th>
<th>Agenda</th>
</tr>
</thead>
</table>
| 1   | Before Reading | • Unit Focus Question  
• Background Knowledge  
• Vocabulary  
• Preview passage  
• Anticipation Guide |
| 2   | During Reading | • Phrase fluency  
• Vocabulary  
• Read Passage: Main Idea and Fix Up Strategies (CSR) |
| 3   | During and After Reading | • Phrase fluency  
• Vocabulary  
• Reading Passage cont’d. (CSR)  
• Generating Questions (CSR) |
| 4   | After Reading: Discussion | • Phrase fluency  
• Vocabulary  
• Compile the evidence: GO  
• Summary writing |
| 5   | After Reading: Discussion | • Phrase fluency  
• Vocabulary  
• Content quiz  
• Discussion organizer |
| 6   | After Reading: Discussion | • Phrase fluency  
• Vocabulary  
• Discussion |
| 7   | Motivation | • Phrase fluency  
• Vocabulary  
• Connected text and sentence level comprehension practice; Graph progress |
| 8   | After Reading | • Vocabulary  
• Anticipation Guide Completion  
• Word Map |
Students in the reading treatment conditions demonstrated significant gains on reading comprehension (effect size = .43)

Vaughn et al., in press CITE DO STUDY
see notes below
Tier 2 intervention was aligned with Tier 1

**BUT**

No extra researcher-provided Tier 1 supports available

Some progress was made

Tier 2 interventions should be aligned with Tier 1 and vice versa
QUESTIONS?
LUNCH
RTI: WHAT IS THE BASIC IDEA?
RESPONSIVENESS TO INTERVENTION

A general education process that integrates assessment and intervention within a multilevel prevention system to maximize student achievement and reduce behavioral problems.

Responsiveness
Degree of student improvement

Intervention
Evidence-based approaches to increase student performance

Responsiveness to Intervention
TiERS BY THE NUMBERS:
IN A SCHOOL WITH 100 STUDENTS

<table>
<thead>
<tr>
<th>Tier Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1 is sufficient</td>
<td>80</td>
</tr>
<tr>
<td>Tiers 1 and 2 are sufficient</td>
<td>15</td>
</tr>
<tr>
<td>Tier 3 is needed</td>
<td>5</td>
</tr>
</tbody>
</table>
PURPOSE OF RTI TIERS: MAXIMIZE RESOURCES

Provide the **right amount of support** to students to help them reach their potential.

Kearns, Lemons, Fuchs, & Fuchs (2014)
WE KNOW YOU ARE FAMILIAR WITH RTI

Things you’ve likely all heard about

• Tiers
• Intervention
• Using data
BUT ... SCHOOLS HAVE REALLY VARIED KNOWLEDGE ABOUT HOW RTI WORKS

RTI means that we screen kids three times.

RTI means that we differentiate for kids who are struggling.

General education teachers do Tier 2 as part of core instruction.

Special education teachers do Tier 3.

Secondary RTI works in basically the same way as elementary.

All of these are at least incomplete and might be incorrect.
SO LET’S GET EVERYONE ON THE SAME PAGE: WHAT WE MEAN BY RTI
ELEMENTS OF RTI (CRITICAL FEATURES)

**Universal Screening**
- Use strong screening measures
- Identify students in need of more support systematically

**Tier 1 (Primary Prevention)**
- Use an evidence-based program
- Check fidelity of implementation
- Track progress of at-risk students

**Tier 2 (Secondary Prevention)**
- Use evidence-based practices
- Implement with fidelity
- Provide sufficient dosage in small groups
- Monitor progress frequently

**Tier 3 (Tertiary Prevention)**
- Carefully examine student data
- Design an individualized plan
- Implement the plan
- Monitor progress weekly
- Adjust the plan according to response

Progress monitoring
THE HIGH BLOOD PRESSURE ANALOGY: CRITICAL FEATURES OF RTI

Blood pressure check at physical

Doctor recommends

low salt diet, stress reduction, etc.

Inexpensive diuretics are used

Primary prevention recommendations continue

Progress monitoring (BP checks)

Individualized care using beta-blockers, ACE inhibitors, or other expensive drugs

Primary prevention recommendations continue

Tertiary prevention
RTI SYSTEM DESIGN: ELEMENTARY

Standardized assessments specific to grade level

Universal Screening
Special assessments

Identifies students potentially at-risk for reading problems

Tier 1
Evidence-based reading instruction

Instruction specifically focused on reading

Tier 2
Prevention for all who fail screening

Linear movement
Tier 1 → Tier 2 → Tier 3

Tier 3
Individualized support for those non-responsive to Tier 2

Progress monitoring
For those at risk through all tiers using standardized system
TURN & TALK: DOES THIS SYSTEM WORK FOR SECONDARY?

Universal Screening
Special assessments

Tier 1
Evidence-based reading instruction

Tier 2
Prevention for all who fail screening

Tier 3
Individualized support for those non-responsive to Tier 2

Identifies students potentially at-risk for reading problems

Instruction specifically focused on reading

Linear movement
Tier 1 → Tier 2 → Tier 3

Standardized assessments specific to grade level

Progress monitoring
For those at risk through all tiers using standardized system
**PROBLEMS IN APPLYING ELEMENTARY MODEL TO SECONDARY SCHOOLS**

- **Universal Screening**
  - Special assessments
  - Identifies students potentially at risk for reading problems

- **Tier 1**
  - Evidence-based reading instruction
  - Prevention for all who fail screening

- **Tier 2**
  - Prevention for all who fail screening
  - Instruction focused specifically for students reading

- **Tier 3**
  - Individualized support for those non-responsive to Tier 2

---

**Progress monitoring**

- For those at risk through all tiers using standardized system

**Identifications**

- Not necessary

- Does not occur

- Does not make sense

- Linear movement: Tier 1 → Tier 2 → Tier 3

---

**Standardized assessments specific to grade level**

- Not available
RTI SYSTEM DESIGN: SECONDARY

We can base placement on current performance rather than response to intervention (L.S. Fuchs, Fuchs, & Compton, 2010; Vaughn & Fletcher, 2012)

Universal Screening
Available standardized tests

Tier 1
Content-area literacy using explicit instruction

Tier 2

Tier 3

Progress monitoring
For those at risk in Tier 2 or Tier 3 using self-design test or standardized test out-of-level
RTI SYSTEM DESIGN: SECONDARY

Universal Screening
Available standardized tests

Tier 1
Content-area literacy using explicit instruction

Tier 2
Tier 3

Use existing test data
Teach content-area literacy

Movement to Tier 2 or 3 based on need

Progress monitoring
For those at risk in Tier 2 or Tier 3 using self-designed test or standardized test

Monitoring with self-designed or out-of-level test

To summarize...
DATA USE

Universal screening
Progress monitoring
Data for Each Tier—Where Do They Come From?

**Tier 1:** universal screening, accountability assessments, grades, classroom assessments

**Tier 2:** group-level diagnostics (maybe), systematic progress monitoring, formative assessments

**Tier 3:** individual diagnostics, intensive and systematic progress monitoring, formative assessment
Use Documented guidance [if it exists] on how to:

Make instructional changes
Evaluate effectiveness of instruction
Identify students who may be at risk
Determine student responsiveness to a given intervention
Identify disability (in accordance with state law)
UNIVERSAL SCREENING
Purpose
- Do we need to screen students in secondary?

Procedures
- What data sources should we use?
- Do we need triennial (beginning, middle, end of year) screening?
THERE IS RESEARCH ON SCREENING
IN OTHER WORDS, WE’RE NOT MAKING UP OUR ADVICE TO YOU

www.texasldcenter.org


TCLD MAIN FINDINGS ON SCREENING

A student’s score on a state standardized test, the Texas Assessment of Knowledge and Skills (TAKS) was sufficient to identify at-risk students.

The key message: You don’t need to give a bunch of new assessments to screen students for reading difficulty.
DISTRICT DECISION-MAKING: IDENTIFYING A SCREENING TEST

Do you have data available?

- Do you give all (or most) students an assessment that you could use?
  
  ✓ X

- Is the test standardized with evidence of reliability and validity?
  
  ✓ X

Reed, Wexler, Vaughn, 2012
PLACEMENT IN TIER 2 AND TIER 3
**EXAMPLE: PERCENTILE RANKS**

**Remember**
Once we have screened students we can determine placement based on current performance

Screening Assessment:  
State Test

Students above the 35\textsuperscript{th} percentile

- Tier 1 only

Students between the 16\textsuperscript{th} and 35\textsuperscript{th} percentiles

- Tier 1 + Tier 2

Students below the 16\textsuperscript{th} percentile

- Tier 1 + Tier 3

*Reed, Wexler, Vaughn, 2012*
DIAGNOSTIC ASSESSMENT
WHAT HAPPENS AFTER PLACEMENT IN TIERS?

“Whether following the ‘bottom-up’ or ‘top-down’ approach, the goal is the same – to understand the instructional needs of the student and to determine an instructional plan to facilitate text access and understanding.”

Diagnostic assessments to drive instruction

Two approaches:

**Bottom-up**
- Comprehension
- Vocabulary
- Fluency
- Word Reading/Decoding
- Phonemic Awareness

**OR**

**Top-down**
- Comprehension
- Vocabulary
- Fluency
- Word Reading/Decoding

Reed, Wexler, Vaughn, 2012; Denton, Vaughn, Wexler, Reed, & Bryan, 2012
PROGRESS MONITORING
PROGRESS MONITORING CONSIDERATIONS

Assumption: Skill needs are different in Tiers 2 and 3

Result: You may need different tools or assessment measures to ensure effective instructional decisions.

We expect:
Tier 3 interventions to be highly individualized, so instruction needs to be adjusted more often to accelerate students’ growth. This cannot happen if teachers do not have data about students’ progress at regular intervals.

Vaughn & Fletcher, 2012; Reed, Wexler, Vaughn, 2012
PROGRESS MONITORING CONSIDERATIONS

Relatively few PM instruments for secondary students exist.

Must be time efficient and cost-effective: Does not involve a lengthy battery of assessments like diagnostic assessments.

Group administered assessments can be efficient and cost-effective but can pose other issues with secondary students.

As students get older, available assessment instruments are not as likely to detect small changes in reading performance = less need for frequent monitoring; however can use CBMs (high quality classroom tests that are tied to content students are learning).

Vaughn & Fletcher, 2012; Reed, Wexler, Vaughn, 2012
TCLD MAIN FINDINGS


- Oral reading fluency assessments were reliable and valid for progress monitoring, but because secondary students’ reading growth was relatively small over the year, progress monitoring could be conducted less frequently in middle school than in elementary school.
- Progress assessments based on curriculum mastery may also be useful to teachers.
MATCH PURPOSE TO PM/CBM USED

Possible CBM’s

Reading- Oral Reading Fluency or Maze
Math- basic facts, estimation, word problems, algebra
Writing - writing CBM (10 minutes, look at correct word sequences)

Content areas - Vocabulary matching

CBM = Curriculum-based measure = PM= Progress monitoring assessment
MAKE YOUR OWN CBM WITH CARE

Consider the domain
Sample from the curriculum
Create alternate forms
Use standard administration and scoring procedures - Reduce Error in testing
Use uniform decision making rules
TURN AND TALK

The handout on p.9 contains two sample graphs created from student progress monitoring data in the area of reading comprehension. Students were asked to read a series of short paragraphs and answer 5 comprehension questions targeting the discrimination of main ideas and details (a skill on which they had been working in their intervention class). With their percentages of correct responses at each testing point graphically displayed, can you quickly recognize which student is improving his/her comprehension at a faster rate, even though both students remain below a proficient level?

Reed, Wexler, Vaughn, 2012
## STUDENT A VS. STUDENT B

<table>
<thead>
<tr>
<th>Student</th>
<th>Progress?</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>• Upward trend of % of comprehension questions answered correctly shows growth indicating he is on track to make grade level proficiency</td>
<td>• Continue using the method of strategy instruction that is clearly working and perhaps add the next step</td>
</tr>
</tbody>
</table>
| B       | • Level of performance relative to Student A is not dramatically different BUT the trend line of PM data has flat slope…she is not profiting as much. | • Make adjustments:  
• Reteach by breaking strategy into smaller steps/ind. level text  
• Give her a tool to self-check use of strategy  
• Instruction in different method  
• Instruction in another skill interfering (decoding) |
Your progress monitoring data is going to show some students are making progress and some are not. Now think about the frequency of movement between tiers at the elementary level. Examine the situations presented on the Handout on p.9. Decide with your colleagues, based on the results of the progress monitoring, what the level of priority is for the change (high, medium, low) and when you would make the move. Watch me as I model the first one for you...(see next slide)

Reed, Wexler, Vaughn, 2012
## Placement Activity: I Do

<table>
<thead>
<tr>
<th>Placement Change Needed</th>
<th>Priority: High, Low Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is in Tier 1 but interim benchmark and teacher observation data indicate s/he is no longer meeting grade-level standards.</td>
<td>Move to Tier 2 at quarter or semester</td>
</tr>
<tr>
<td></td>
<td>High: Soonest possible change</td>
</tr>
</tbody>
</table>

*Reed, Wexler, Vaughn, 2012*
WHATEVER YOU DO... DON’T FORGET...

We need to use data to determine not what is wrong with students, but instead... what about the interaction of the curriculum, instruction, and learning environment/organization with learners is not working.

“Without data, recommendations are merely opinions”

(Ysseldyke, 2010 MCPER: When Politics Trumps Science: Generalizations from a Career of Research on Assessment, Decision Making and Public Policy)
QUESTIONS TO ASK YOURSELF

Was the assessment normed with the students of the age group for which it will be used?

Was the assessment normed with students of similar language, ethnic, and cultural backgrounds as those for which it will be used?

Is the assessment based on scientific research published in peer-reviewed journals?

Do the publishers provide information on each portion of the assessment’s established reliability and validity?

Are there sufficient explanations of the standardized administration procedures for each portion of the test?

Is there guidance in the manual on how to interpret the results and make instructional decisions?

Reed, Wexler, Vaughn, 2012
DISTRICT DECISION-MAKING:
EVALUATING YOUR DATA SYSTEMS FOR TIER 2 AND TIER 3

What data are currently collected at each tier?
In what areas do you believe you have strong decision rules?
Where is there room for improvement?
QUESTIONS?
TIER I: PRIMARY PREVENTION

Stop reading problems before they start
TIER I CONSIDERATIONS

What is Tier 1 in the elementary grades? What is Tier 1 in the secondary setting? In other words, when does instruction occur?

What challenges might this pose?

Are there a lot of materials already accessible and designed and ready for enhancing vocabulary and comprehension in content area classes?

What are the purposes of Tier 1 at the secondary level?

Reed, Wexler, & Vaughn, 2012
If you have high percentages of students qualifying for Tier 2/3 in an elementary RTI model, what does it tell you?

If you have high percentages of students qualifying for Tier 2/3 in a secondary setting, what does it tell you?
Provide ALL STUDENTS with high-quality instruction in every core academic class.

Prevent students from being referred for Tier 2 or Tier 3 interventions inappropriately because of inadequate instruction.

Engage ALL TEACHERS in a constructive effort to monitor students’ progress and implement practices designed to improve outcomes.

Reed, Wexler, & Vaughn, 2012
## Tier I Differences and Similarities: Elementary vs. Secondary

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>For all students</td>
<td>For all students</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>Scientifically-based instructional practices focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension</td>
<td>Scientifically-based vocabulary and comprehension strategies</td>
</tr>
<tr>
<td><strong>Grouping</strong></td>
<td>Whole class and flexible grouping</td>
<td>Whole class and flexible grouping</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>90-minute uninterrupted block</td>
<td>All content area classes, all day</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Screening assessment/benchmark</td>
<td>Screening assessment/benchmark</td>
</tr>
<tr>
<td><strong>Interventionist</strong></td>
<td>General education teacher</td>
<td>General education teacher</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>General education classroom</td>
<td>General education classroom</td>
</tr>
</tbody>
</table>
Effective instructional practices in every classroom
Cross-curricular literacy supports
Regularly administered screening assessments
Literacy leadership teams overseeing RTI
Environments conducive to learning

Reed, Wexler, & Vaughn, 2012
FEATURES OF EFFECTIVE INSTRUCTION

Explicit instruction
- Give clear, concise explanations consistently
- Model
- Provide many opportunities to respond
- Ask the right kinds of questions

Systematic Instruction

Many Opportunities to Respond
Brisk Pacing
Immediate Corrective Feedback
Behavior Specific Praise
Many students struggle with learning when necessary guidance and support are not provided; No research behind students constructing own knowledge

**Explicit Instruction:** Overt step-by-step instruction

“DO NOT COMMIT ASSUMACIDE”

http://www.youtube.com/watch?v=VC7uJKdrgYk

(Archer & Hughes, 2011; Vaughn, Wanzek, Murray, Roberts, 2012)
CLEAR, CONCISE EXPLANATIONS USED CONSISTENTLY
CLEAR, CONCISE EXPLANATIONS USED CONSISTENTLY

Script the parts of lessons that involve the explanation of a very important idea.
Make the explanation as clear and concise as possible.
Make sure it is correct, although it may be (strategically) incomplete.
Repeat the explanation the same way every time (consistent).
Ask the students to do explain it the same way.
CLEAR

Use words you’ll be able to say again and again.

A metaphor is a creative description.

You instantly understand when saying it.

An influence is a person or event that motivates a person to become what they become.

“to become what they become”

The explanation makes sense when you say it out loud.

“Ch makes the /ch/ sound”

“Light things are easy to pick up. Heavy things are hard to pick up.”

Radial Symmetry is the arrangement of patterns, especially of radiating parts, about a central point.

arrangement of patterns?
radiating parts (to describe radial symmetry)?

Slide content: Devin Kearns
The letter c can make two different sounds. Sometimes it will say /k/. This happens when it is followed by a, o, u, or any consonant except h. In other cases, c makes the /s/ sound, when it comes before e, i, or y.”

For an expression, we first do the operations inside the parentheses.

When we have an expression, we first look for parentheses and do the operation or operations inside the parentheses.

C says /s/ after e, i, and y.
CONCISE?
PARTNER READING FROM ORIGINAL AND UPDATED PALS

“Stop you missed a word.
Can you figure it out?”
D. Fuchs et al. (1997)

Point at word. “Check it.”
D. Fuchs et al. (2008)

Experts try to refine their language
(and they spend a lot of time on this).

We all should.

Slide content: Devin Kearns, PhD
"When we have an expression, we first look for parentheses and do the operation or operations inside the parentheses."

For an expression, we first do the operations inside the parentheses.
Teaching student with a developmental disability to match shapes of the same type.

**I Do**

5:10
T: Last step, we draw a line to connect the shapes.

5:18
T: OK, let’s we draw a line to match the shapes.

6:10
T: After we find the same shape, what do we do?

6:15
T: Points at chart. S: We draw a line to connect the shapes.

**You Do**

8:00
S: Draw the line to connect. (Unprompted)

7:09
T: What’s the last step? S: We draw the line to connect them.

8:30
S: Draw the line to connect. (Unprompted)

9:10
S: Draw the line to connect. (Unprompted)

**We Do**

8:30
S: Draw the line to connect. (Unprompted)

**Steps written on a chart:**
Identify the shape.
Find the same shape.
Draw a line to connect the shapes.
WE PROMISE STUDENTS WON’T HATE THIS: STUDENTS WANT EXPLICIT INSTRUCTION

…but [the teachers] don’t tell us anything. Like, they expect us to know already how to do it. So they just say, “What is the main idea?”
MODEL
MODEL
USING YOUR CLEAR, CONCISE EXPLANATION

Modeling means…
showing one's thinking
using clear, concise language consistently
involving students while modeling (you model but they have opportunities to respond)
providing multiple models
moving to practice when students can identify the steps in the process being modeled

Slide content: Devin Kearns, PhD
WHICH ONE IS A GOOD EXPLICIT MODEL??

What sound does i make?  
What sound does t make?  
She writes the word it on the board and asks:  What is this word?

What sound does i make?  
What sound does t make?  
Listen to me make the sounds: /i/ /t/. Let’s blend them together: /i...t/.  
Pointing to the word it, she says: Let’s say the sounds together. /i...t/ What is this word?

Explicit means making no assumptions. Which does this better?

Turn & Talk: Why is the explicit version better?
MODEL: THINK ALOUD

“Now listen to me as I think aloud and get the gist. I know the first thing I need to do is think about who or what this passage was about. I know this passage is about a fish called salmon because it is mentioned a few times. Salmon are the state fish of Alaska. They are sometimes called the Greek god of the sea. So is this passage about a ‘what‘ or a ‘who’?

“Okay, I will write that the most important ‘what’ is Salmon. I’ll record it on my gist log...."

Wexler et al., in press
PRACTICE:
MAKE INSTRUCTION ON THE MAIN IDEA EXPLICIT

The main idea of the text tells the most important part of it.
Reread *Uphill Fighters* and then tell me the main idea.

How can you make the instruction more explicit?
MORE EXPLICIT MAIN IDEA

Clear, concise explanation:
• The main idea names who or what the story was about and the most important thing that happened to the who or what.

Model:
• Show student how to do this, consistently using the clear explanation:
  “Salmon” is the who or what in the story. It’s a what. The most important thing about salmon is that they are popular fish because they have a good taste and they have good nutrition. So, the main idea is, “Salmon is a popular type of fish because of its nutrition and taste.”
PROVIDE MANY OPPORTUNITIES TO RESPOND
WHAT DO WE TYPICALLY SEE?

Input → Input → Input → Input → Input → See you tomorrow

What does this lead to?

Archer & Hughes, 2011
PRACTICE: WHICH OF THESE IS BETTER IN TERMS OF PRACTICE OPPORTUNITIES?

After reading the passage have two students share their main idea statements. Compare and contrast their main idea statements.

OR

After reading the story have students get with partners. Each partner shares their main idea statement with their partner. They use a rubric to evaluate their main idea statements. They come to consensus on one good main idea statement. After sharing with their partners invite several partners to share. Write each idea on chart paper.

Turn & Talk: Why is one better than the other?
PROBLEM WITH INDIVIDUAL RESPONSES

Can someone raise their hand and tell me...?

Slide content: Devin Kearns, PhD
BETTER INDIVIDUAL RESPONSES

- **Partners first**: Produces higher quality answers
- **Wait time before asking**: Teachers often give less than a second; 3-5 seconds helps a lot
- **Whip around/Pass**
  “We are making a pie graph about favorite pets. Be ready to tell your favorite pet.”
USE DIFFERENT TYPES OF RESPONSES

- Thumbs Up
- Thumbs Down
- Fist to 5
- Guided Choral Response
- Think-Pair-Share
- Quick Write / Quick Draw
- Pause Procedure
- Cued Retell
- Turn-and-Talk

Slide content: Devin Kearns, PhD
PROVIDE IMMEDIATE POSITIVE AND CONSTRUCTIVE FEEDBACK
TYPES OF FEEDBACK YOU CAN PROVIDE

Reset
Affirmative
Corrective
Clarifying
Let's get someone to help us.

I am not totally sure, but I think I know what it might be. So, it has six sides.

Hand and body gently pushed forward, with a slight smile, nodding.

Let's get someone to help us.
So, when you think about this shape right here, what important things should we say about it?

Those things are true. **Let me ask a more specific question:** What is the name of this polygon?

Well, it’s red, and it’s pretty big. It’s pretty perfectly drawn too.

Oh, is it a hexagon?
KEY IDEAS FOR ASKING THE QUESTION A DIFFERENT WAY

Come up with a phrase that puts the onus on you:

- “Let me ask a different question that’s clearer”
- “I think I should rephrase”
- “Let me ask the question a different way”
AFFIRMATIVE FEEDBACK

- Affirm immediately
- Use your face, body language, and/or language to show positivity

Slide content: Devin Kearns, PhD
AFFIRMATIVE FEEDBACK STRATEGY #1: REINFORCE AND RESTATE

What is the first step in paragraph shrinking?

Name the most important who or what.

Yes, the first step is to say, “Name the most important who or what.”

1st Reader reads. Coach says:
1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

2nd Reader reads. Coach says:
1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

Slide content: Devin Kearns, PhD
AFFIRMATIVE FEEDBACK STRATEGY #2: SPECIFICALLY PRAISE

We agree the mood is sad or depressed. Let’s whip around. Say one word or phrase to indicate the mood?

- grumbled
- won’t be Christmas
- dreadful to be poor
- old dress
- I don’t think it’s fair
- injured sniff

Very good. All of you selected words and phrases that show the depressed mood of the scene.

CHAPTER ONE
PLAYING PILGRIMS

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.

*Little Women* (Alcott)
AFFIRMATIVE FEEDBACK STRATEGY #3: PRAISE EFFORT, LISTENING, OR STUDYING

Wow. This is one smart class! I wasn’t sure that we’d come up with so many words, but you are really great at this. I am so impressed. I know you’ll use those big brains to figure out the mood for the next section.

We decided the mood was depressed. Great work thinking about words and phrases that indicate a depressed mood. It’s clear you read carefully and thought hard. Wonderful effort.

Which should we use?

Slide content: Devin Kearns, PhD
Javier, can you tell me some words that indicate the mood of this passage?

You chose grumbled and dreadful, two of our vocabulary words. At the beginning of the week, you did not know either one. Now, you can tell me they indicate a depressed mood. I can tell how hard you’re trying to learn our new words.

CHAPTER ONE
PLAYING PILGRIMS
"Christmas won’t be Christmas without any presents," grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.

Little Women (Alcott)
“SAGE ON THE STAGE”? IS THE TEACHER THE JUDGE OF WHAT’S RIGHT?

Your responsibility is to manage the learning

Many times it is appropriate for you to be the one who knows things

It is OK decide whether the responses are correct

Slide content: Devin Kearns, PhD
CORRECTIVE FEEDBACK: PRINCIPLES

Do

- Explain the skill or strategy the child is missing
  - “The most important who or what is what the paragraph is mostly about.”
- Model the correct response
  - “In this paragraph, the most important who or what is Corduroy.”
- Use a positive tone to validate the student
- Correct the error immediately

Do not

- Just say the response is wrong
  - Instead: Focus on the correct response.
- Just say the correct response
  - Instead: Explain why the correct response is correct.
- Try to make the student feel OK about the error by talking about it at length
CORRECTIVE FEEDBACK STRATEGY 1: YOU SAY IT, THEY REPEAT IT

Louisa May Alcott writes the horse has a chestnut mane. What color is it?

Chestnut is a kind of brown. What color is the horse’s chestnut mane?

- Brown
- Black?
CORRECTIVE FEEDBACK STRATEGY 2: GIVE THE ANSWER AND GIVE A CHOICE

What polygon is this?
I agree that a pentagon is a polygon. A pentagon has 5 sides. A **hexagon** has 6 sides. This polygon has 6 sides. Is it a hexagon or a pentagon?
Yes, this polygon is a hexagon.

A hexagon.
A pentagon.

Slide content: Devin Kearns, PhD
SUMMARY OF THE STRATEGY

1. Identify something correct in the answer, saying “I agree that ____.”

2. Explain the difference between the error and right answer saying, “A has X, but B has Y.”

3. Give a choice with the child’s answer and the right answer, saying, “So, is it A or B?”

4. Confirm the correct answer, saying, “Yes, it is B” or correct the mistake and go to the next item, saying “Actually, the answer is B. Let’s do the next one.”

Slide content: Devin Kearns, PhD
CORRECTIVE FEEDBACK STRATEGY 3: REVOICING

Why did Katniss feel betrayed?

I hear you saying Katniss felt betrayed because the other teams were out to get her. Is that what you mean?

No, I mean she thought Johanna had betrayed her because they had started to be friends.

She thought that they were out to get her.

So, she felt betrayed because Johanna had seemed to be a friend and now was acting like an enemy. Thank you for clarifying.
Corrective Feedback Strategy 4: Model Again

Let me show my thinking. I think, "Who is talked about the most in this paragraph?" Jo there, and so are Meg and Amy. They are all complaining. So, it's not really about one of them. So the most important who or what must be...

Great! All three girls. So, again: Name the most important who or what.

Chapter One
Playing Pilgrims

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.

*Little Women* (Alcott)
PACING

• Use a quick, manageable pace during lesson “Perky pace”
• Repeat key ideas or directions if necessary
• Prepare a variety of lessons to utilize, if necessary
• You may need to be flexible with lesson content and implementation according to student strengths and needs
• Teach to mastery: Skill should be easy for student

Archer & Hughes, 2011
PAWS FOR PURPLE HEARTS
CROSS CURRICULAR LITERACY SUPPORTS
CROSS CURRICULAR LITERACY SUPPORTS

Supports for vocabulary, reading comprehension, and writing

Every teacher plays a role in Tier 1

Adopt a few research based instructional routines that can be adopted in all core classes
FIDELITY

Is instruction being implemented as it was intended? Adherence to the ‘program’ and quality of delivery Purpose is not to catch teachers doing something wrong Fidelity data helps guide leadership teams when interpreting results of student outcome data

Reed, Wexler, Vaughn, 2012
Examine the fidelity of implementation tool example. Note how it guides us to evaluate adherence to the ‘program’ components and quality of instruction. Are there sections that correspond to the areas of cross-curricular support? What other sections or elements of instruction does it account for? What classes could you use these in? How might an elementary or Tier 2/3 fidelity tool look different?

Reed, Wexler, Vaughn, 2012
IES GUIDE RECOMMENDATIONS

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

This report is available for download from the IES website at http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8f

Kamil et al., 2008
VIEW AND EVALUATE

• Watch the video and track the features of effective instruction used

NEXT STEPS
<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Review</td>
</tr>
<tr>
<td>9:30-11:45</td>
<td>Implementing an EB Instructional Routine: Pre-Reading</td>
</tr>
<tr>
<td></td>
<td>• Background Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary: Selecting words and teaching words explicitly</td>
</tr>
<tr>
<td></td>
<td>• Set purpose</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>LUNCH</td>
</tr>
<tr>
<td></td>
<td>Vocabulary: Teaching student to be independent word learners (clunk strategies-morph and context clues?)</td>
</tr>
<tr>
<td>12:30-3:00</td>
<td>Peer mediated gist</td>
</tr>
<tr>
<td></td>
<td>Question gen?</td>
</tr>
<tr>
<td></td>
<td><strong>Wrap-Up</strong></td>
</tr>
</tbody>
</table>
HOMEWORK

1. Track text use in your own or another classroom. What type of text was used? Any? How much?

2. Fill out the EBP worksheet using some ‘trusted sources’ on an intervention/practice you are interested in looking up more about

3. Complete the RTI Essential Components Worksheet
EXIT SLIP
REFERENCES


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CITATIONS: READING PRACTICES

LD Center. This research was supported by grant P50 HD052117 from the Eunice Kennedy Shriver National Institute of Child Health and Human Development. The content is solely the responsibility of the authors and does not necessarily represent the official views of the Eunice Kennedy Shriver National Institute of Child Health and Human Development or the National Institutes of Health. www.texasldcenter.org

IES DO/Reading study. grant R324A100022; Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention
