Students who struggle need to get help. The range of approaches and the challenges of implementation can be daunting.
Welcome!

Students with disabilities may experience severe difficulty learning to read and need intensive interventions. I’ll be sharing an architecture for elementary reading that addresses this need.

Elementary Core Reading Instruction

- Designed for one year gain
- Covers all grade-level standards
- Set at average progression level
- Need to differentiate instruction

Reading Intervention

- Materials and instruction are designed to accelerate student achievement
- Allows students to make more than a one year gain
- For students who are not currently on grade level

Performance Expectation

- Ensure that instruction is designed to accelerate learning, not just a leftover from the core curriculum.
**Tier 2 Intervention**

- Supplemental, small group reading instruction
- Addresses major components of reading; builds foundational skills
- Systematic, highly explicit, highly interactive

**More Intensive Tier 3 Interventions**

- Students requiring more intensive assistance
- Focused, targeted, extended instruction, extensive practice and high-quality feedback
- Often missing in our schools

**A Blueprint for Intensifying Interventions**

- **Scheduling and Organization Changes**
  - Time
  - Length
  - Frequency
  - Grouping
  - Seeking and planning for similar needs

- **Instructional Delivery Modifications**
  - Content Level Considerations
  - 1 + 2 = 3

**Additional Learning Time**

- Increase length of instructional sessions
- Increase frequency of instructional sessions

**Increased Duration**

- More weeks in intervention
- Combined with: Intensified length or frequency
- Content or delivery approaches
To accelerate learning, what’s needed is more instruction or more explicit instruction to help students master concepts.

- Purpose that increases student learning
- More individualized instruction
- More student practice, response opportunities and interaction with feedback

• There is no ideal group size
• Groups of two to four students or 1:1 are typical for Tier 3 interventions
• Design instruction based on student data and progress

Needs not addressed?
• Intervention doesn’t address need
• Inadequate for some students

Research: Small Instructional Groups

Intensifying Intervention Through Content Considerations

Planning Appropriate Content
Planning Appropriate Content

Comprehension
Vocabulary Knowledge
Fluent Reading
Phonics and Word Recognition
Phonemic Awareness

• Target skills students need now and what they need to know next
• Focus on skills with highest impact

Content Considerations for Reading Intervention
High-Impact Skills

- Highest contribution to learning to read; accelerate learning
- Components, skills, and strategies essential to building reading achievement
- Focus of intervention

Phonological Awareness Skills

<table>
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<tr>
<th>Difficulty</th>
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<td>Comparison/matching/discrimination</td>
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Rhyming

What word rhymes with mat?
Cat. Mat. Pain. Which word sounds different?

Blending

What word is kuh, ah, tuh?

Segmenting

What sounds do you hear in the word cat?
What is cat if I remove kuh?

Phonological Awareness Skills

- Rhyme
- Comparison/matching/discrimination
- Isolation
- Blending
- Segmenting
- Deletion
- Substitution

Highest impact on reading outcomes

Hmmm. I think we should work on his isolation skills.

If a student isn’t able to work on blending or segmenting, you might focus on isolation. But, always focus on the area of highest impact.

Phonological Awareness Skills

- Rhyme
- Comparison/matching/discrimination
- Isolation
- Blending
- Segmenting
- Deletion
- Substitution

Use as pre-skill for blending and segmenting

Deletion and substitution are more difficult skills and they are not as high-impact as blending and segmenting.
**Phonological Awareness Manipulations**

1. **Whole Words**
2. **Compound Words**
3. **Syllables**
4. **Onset-Rime**
5. **Phoneme**

**DIFFICULTY**

- Whole Words
- Compound Words
- Syllables
- Onset-Rime
- Phoneme

**Examples of High-Impact Skill Interventions**

- Individual letter sounds
- Letter combinations
- Affixes for multisyllabic words

**High-Impact Skills for Phonics and Word Recognition**

- Example: Teach these skills for “regular” words
For example, specific instruction and a lot of review with irregular words helps accelerate instruction.

Another example is integrating spelling and reading of words while students are learning sounds and irregular words. This gives them a stronger grasp of print language.

High-Impact Reading Fluency Skills

Examples:
- Give many opportunities to read text
- Repeated reading of text
- Modeling of fluent reading
- Have specific goals for each activity

High-Impact Vocabulary Skills

Examples:
- Bring clarity to the meaning and use of sophisticated words
- Have students use words in meaningful ways
- Repeat and review frequently

High-Impact Comprehension Skills

Examples:
- Include narrative and informational text
- Teach comprehension beyond answering questions
- Build student background knowledge
- Show how to identify and summarize the main idea
- Teach students how to generate questions

An example is teaching students to read multisyllabic words, which helps them know how to identify larger words and text.
Consider what will have the highest impact in a student's reading achievement rather than trying to teach everything that is taught in the core.

Deliver High-Impact Interventions!

The right instruction? Enough instruction?

Consider strategies for intensifying delivery of instruction.

Intensifying Intervention Through Delivery of Instruction

To accelerate students reading comprehension, we need to teach them how to ask or answer questions, not just practice answering them.

What Is Instruction?

Detailed information telling how something should be done, operated, or assembled.
Instructional Delivery Components

Explicit Instruction
Systematic Instruction
Ample Practice
Immediate Feedback

Instructional Delivery Components

Explicit Instruction

Instructional Delivery Components

Systematic Instruction

Breaking lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills

What is manageable?

When students are approximately 80% correct, then the instruction is explicit and systemic enough to meet their needs.
Instructional Delivery Components

Ample Practice
Providing many opportunities for students to respond and demonstrate what they are learning

Immediate Feedback
Incorporating feedback (from teacher or peers) during initial instruction and practice

Explicit Instruction
- Improved outcomes for struggling students
- Step-by-step method
- Deliberate instruction in new skills, concepts or strategies
- Show students how to do it and make thinking overt

Systematic Instruction
- Interventions that systematically organize instruction for students yield improved outcomes for students with learning difficulties
- Interventions with the highest outcomes for students provide explicit and systematic instruction together
- Build skills gradually and provide a high level of student engagement and teacher-student interaction
- Checking learning step-by-step allows for practice to begin sooner

Effective Instruction
- Accelerates Learning

Lesson Reflection
### Initial Lesson

**Lesson Plan**
- Instructional Focus: Teaching words with the silent E (eVowel)
  - Tell students that words with an e at the end can have a long vowel sound.
  - Model with the word make: “The word make has an e at the end. The e makes the a sound long in make.”
  - Let’s read some more words with an e at the end. Remember today the long vowel sound.

### Modified Lesson

**STEP 1:** Teach Letters That Are Vowels.
- Students can say name of vowel letters and sound of vowel letters.

**STEP 2:** Teach Rule...
- (an E at the end of a word tells us to say the first vowel’s name).

**STEP 3:** Teach Students to Recognize Words With E At the End.
- “MAKE”

**STEP 4:** Teach Students to Say Correct Vowel Sound In Words With and Without E.
- “MAT”

**STEP 5:** Have Students Practice with Several Words.
Modified Lesson
Tailor Instruction to Accelerate Learning

Lesson Plan

Instructional Focus: Teaching words with the silent R (VCU)

• Tell students that words with one of the end sounds tend to sound.
• Model with the word make. “The word make has an e at the end. Remind students today the long vowel sound.
• Left’s name. “Let’s name the words off the end. Remember today the long vowel sound.”

Break tasks into smaller, more explicit steps

Accelerate learning with frequent opportunities for feedback and practice.

Give Students Frequent Opportunities to Respond

Past and recent research tells us that frequent teacher feedback with student response is a powerful way for students to refine and master reading skills.

Process-Directed Feedback: What Works

• Immediately after discrete tasks
• Short delay for more complex tasks

Process-Directed Feedback: What Works

• Students won’t associate feedback with their thought processes
• If feedback is delayed, students may have practiced incorrectly

Process-Directed Feedback: Don’t Delay!
Timely Feedback

- Prevents inaccurate practice
- Increases student mastery
- Ensures successful, efficient learning

The Cognitive Processing + Reading Connection

- Memory
- Attention
- Generation, selection, and monitoring of learning strategies

Isolated Treatment?

Research shows

- Cognitive disorders can't be treated in isolation
- Isolated treatment for cognitive struggles won't help reading or academic skills
- Address these struggles by integrating academic interventions

Integrating Executive Function and Self-Regulation in Interventions

When teachers make their thinking visible it helps students build the self-regulation skills that will improve their academic learning and reading.

This looks difficult.

Teachers can use 'think-alouds' to demonstrate how they approach problems, reflect on text, answer questions, and give themselves feedback.
First I'm going to look for key words. Then, I'll look at the title, headings and questions and think what the text is about. Third, I'll check to see how what I've learned will help me answer questions.

Students with learning difficulties benefit from being metacognitive monitoring their work, seeing that they're changing, growing, and learning. It motivates them and encourages positive behavior.

Monitor self-regulation strategies students use independently; model and practice effective strategies where needed.

Lesson Reflection

Initial Lesson

Lesson Plan

Instructional Focus: Generating questions about text
- Tell students that asking questions about the passage during and after reading will help them check their understanding of what they read.
- Let pupils that they will read a passage and generate questions afterwards.
- Have students re-read the first section of the passage.
- Ask each student to write a question that can be answered by reading the passage.
- Have students share their questions and let others in the inclusive group provide the answers.

Initial Lesson

Lessons: How could I modify this lesson to make it more explicit and intense for students who don't get it?
Tell students that asking questions about a passage during and after reading will help them check their understanding of what they read.

**STEP 1:** Provide Rationale for the Lesson.

**STEP 2 (Continued):** Students Master Each Step.

- Write literal “right there” questions from information they can point to in the text
- Create questions that require synthesis
- Demonstrate comprehension by generating inferential questions

**STEP 2:** Add a Model to Make the Lesson More Explicit.

Model creating a question that can be answered by using information found “right there” in the passage.

**STEP 3:** Use a Think-Aloud to Model Making a “Right There” Question.

There’s a lot of information about Cam finding the gold ring. I think that may be important, so I’ll make a “right there” question about that to be sure I can remember.

**STEP 3 (Continued):** Continue Using Think-Aloud to Help Make Lesson More Intensive.

Making a question is difficult for me. I have to remember that I’m starting with the answer or the important information and then consider what question would have that answer.

**STEP 3 (Continued):** Continue Using Think-Aloud to Model a “Right There” Question.

Where did Cam find the gold ring? I used one of our question words, where, to begin my question. Now, I need to check the text to be sure I made a “right there” question.”
**Modified Lesson**

**STEP 4: Engage Students in the Model and Instruction.**

- Have students find the answer in the text.
- Point out that the question can be answered by using only information from the text.
- Continue with other sections of the text, modeling several questions for students.

**Modified Lesson**

**STEP 4 (Continued): More Engagement of Students in the Model and Instruction.**

- Have students work with a partner to select one section of text and generate one “right there” question.
- Have partners share their question with the group and allow other students in the group to answer the question.
- Have students determine whether the question is truly a “right there” question and state why.
- Provide feedback as necessary.

**Initial Lesson**

**Students Look for Known Words and Affixes**

Write napkin and department on the board. Have students identify base words and known word parts and affixes. Ask them to read the whole word.

**Initial Lesson**

**Students Use Their Knowledge**

On the board, write *distrustful*. Review affixes by having students read the word and identify base words and affixes.

**How could I make this lesson more intensive?**
Modified Lesson  Provide More Explicit Instruction Than the Initial Lesson.

- Review affixes by having students read the words and identify base words and affixes.
- Tell students that each syllable has one vowel sound. Explain that a syllable could be a word (as in a compound word), an affix, or a part of a word.

Modified Lesson  Use a Step-by-Step Approach to Provide a Scaffold for Completing the Task.

1. Find the vowels in the word.
2. Look for syllables or word parts you know.
3. Pronounce each syllable or word part based on syllable type and sounds you know.
4. Combine syllables or word parts to form the word.

Modified Lesson  Step 1: Find Vowels In The Word.

Underline each vowel. Since two vowels are separated by consonants, there will probably be two syllables.

Modified Lesson  Step 2: Look For Syllables or Word Parts You Know.

When you see a long word, these are the steps you follow to read it. Look at this word (point to napkin).

There’s the word nap at the beginning, so I’m going to underline it. I see a closed syllable at the end of the word. I’ll underline that too.
Step 3: Pronounce Each Syllable or Word Part Based On Syllable Type and Sounds You Know.

The first syllable is nap because it is a closed syllable and has a short vowel sound. Because the second syllable (point to kin) is a closed syllable, it has a short vowel /kɪn/. The first syllable is nap because it is a closed syllable and has a short vowel sound. Because the second syllable (point to kin) is a closed syllable, it has a short vowel /kɪn/.

Modified Lesson

For students who need intensive interventions, it needs to be much more broken down and much more explicit.

Step by Step Multisyllabic Word Lesson
1) Find vowels in words
2) Look for syllables or word parts they know
3) Pronounce each part
4) Combine parts to form words

Nap, kin, nap-kin, napk-in (point to each syllable as it is said, then slide your finger under the word as it is said)

Next, look for syllables or word parts you know. Underline each word part as you think about it. It has de at the beginning. That’s a prefix we learned. I see a word I know, part, in the middle. It looks like there’s a closed syllable at the end.
Modified Lesson

Point to de: Students: /də/.
Point to part: Students: /pərt/. 
Point to ment: Students: /ment/.

Syllable Squares Game

Loudly

Students pick words from grid coordinates and practice the skills they have learned through the more intense scaffolded lesson.

KEY TAKE AWAYS

Change the Organization or Scheduling

14

KEY TAKE AWAYS

Intensifying Intervention

CONTENT

Target Instructional Content
Make Instructional Delivery More Explicit

Combine Methods for Best Outcomes

Q & A

Billions of dollars have been invested in a huge array of interventions and other resources that promise to get our students reading at grade level. Are we making progress?

How do the strategies you’ve described apply to older students?

How do we go about choosing the most effective reading interventions?
What is MTSS? How does this help motivate students to read?

When do kids stop learning to read and shift to reading to learn?

What preparation and resources are needed so general education teachers are able to help students with disabilities?

What are the best strategies and interventions for students with dyslexia?

Is there a criteria for what students should be in Tier 2? What is the most effective and productive way to do Tier 2 to see progress?

RTI students are being added to the special education workload. Is this how it is supposed to work?
Are the methods you describe for reading specialists? When does the SLP fit in?

Are there special considerations for ELL students, especially students who also have learning disabilities?

What is the connection between writing skills and reading?

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What Happens Next?

#SPEDAhead