Program Project Team

Reading for Success

The Texas Center for Learning Disabilities (TCLD) investigates the classification, early intervention, and early remediation of learning disabilities.

University of Houston:
Jack M. Fletcher, PI; David Francis (P1, Core B)

University of Texas- Austin:
Sharon Vaughn, Co- PI, PI P2,P3 with Jade Wexler; Greg Roberts (Core C)

University of Texas- Houston:
Andrew C. Papanicolaou (P4);Carolyn Denton(P2)

Florida State University: Jeanne Wanzek (P3)

www.texasldcenter.org

Teaching Older Students with Reading Difficulties and Disabilities: How Do We Do Tiers of Instruction?

Sharon Vaughn and Jade Wexler
University of Texas

Objectives

- Initiate a comprehensive research program that explicitly integrates research on instructional, neurobiological, and cognitive factors that underlie alternative approaches to classification, focusing on RTI.
- Learn about effective interventions (P2,P3) in the context of classification studies (P1) and neurobiological studies (P4).

Texas Center for Learning Disabilities

Project 1 (Classification)	David Francis- UH
Project 2 (Early Intervention)	Carolyn Denton-UTA
	Jack Fletcher- UH
Project 3 (Remediation)-	Sharon Vaughn- UTA
Project 4 (Magnetic Source Imaging)	Andrew Papanicolaou-UTH
Core A (Administrative)	Jack Fletcher – UH
Core B (Quantitative)	David Francis – UH
Core C (Dissemination)	Greg Roberts- UTA

(Amy Barth, Paul Cirino, Jenifer Juranek, Deborah Reed, Melissa Romain, Karla Stuebing, Jeanne Wanzek, Jade Wexler)

Project 3: Remediation of Older Students with Reading Difficulties: Response to Intervention through Classroom Instruction and Interventions

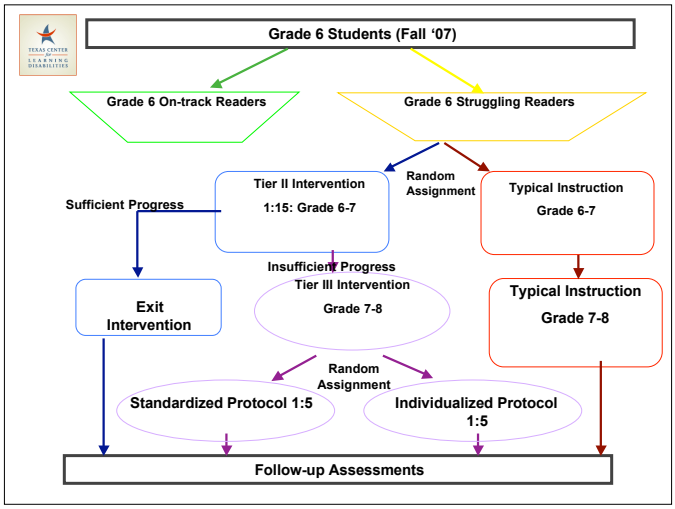
PI: *Sharon Vaughn*

Jack Fletcher, Carolyn Denton, David Francis, Jeanne Wanzek

Jade Wexler, Paul Cirino, David Francis, Kim Kayser, Melissa Romain, Amy Barth

Year 2: Specific Aims

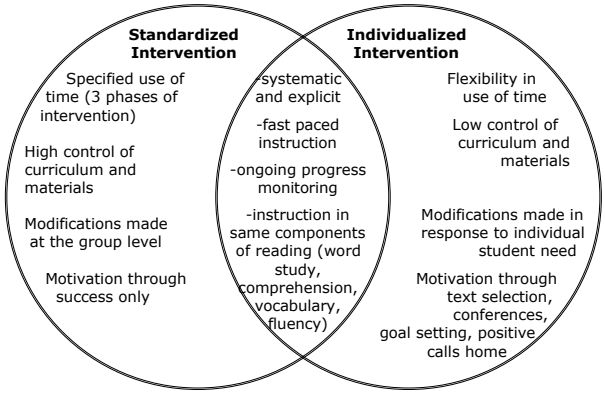
- Examine response of students to more intensive interventions over time
- Vary systematically whether students in more intensive interventions respond to standard or individualized intervention protocols
- Identify and describe the response to intervention of various subgroups of students



Tier III Intervention: Year 2

- Students who minimally respond to Tier 2 in Year 1 were randomly assigned to standardized or individualized protocol
  - Standardized protocol: highly specified procedures and practices for implementing intervention (same phases as year 1)
  - Individualized protocol: instructional procedures and practices implemented with adaptations and accommodations to respond to individual student needs
- Approximately 45-50 minutes daily
- Small group instruction (1:5)

Tier III Intervention: Year 2



Standardized Intervention Phases

Phase 1 (approx 5 weeks)	Phase 2 (approx 13-15 weeks)	Phase 3
Decoding/Advanced Word Study **Fluency: Repeated reading or wide in peer pairing arrangement**	**Vocabulary/Comprehension Emphasis in social studies and science text (3 days)** **Novel Unit (2 days)**	**Year 1:** **-Expository Text** **-TAKS + Fluency** **-Novel Unit** **Year 2:** **-Sound fluency** **-Phrase fluency** **-Silent timed read with comprehension practice at the sentence level**

Individualized Placement: Subgroups within Individualized Classes

Score	Type of Reader	Instructional Focus
>94 Word Attack	Average word reader	Vocabulary and comprehension with advanced word study
<95	Below average word reader	Intensive word study

Individualized Placement

	Word attack	Word ID	Pass. Comp	GRADE read. comp	TOWRE sight word	TOWRE phon. Decod.	TAKS
G1							
S1	**115**	93	86	89	91	97	2019
S2	**123**	109	92	92	98	102	1947
G2							
S3	**88**	82	83	92	85	86	1750
S4	**81**	78	82	92	89	80	1822

Individualized Conceptual Framework: Lesson Focus

Group 1: 50 minute periods (weekly):

Vocabulary/Morphology: 35-45 minutes
Comprehension/Text Reading: 170-180 minutes
Attitude/Motivation: 15-25 minutes

Group 2: 50 minute periods (weekly)

Word Study/Text Reading: 100-110 minutes
Vocabulary/Morphology: 35-45 minutes
Comprehension/Text Reading: 70-80 minutes
Attitude/Motivation: 15-25 minutes

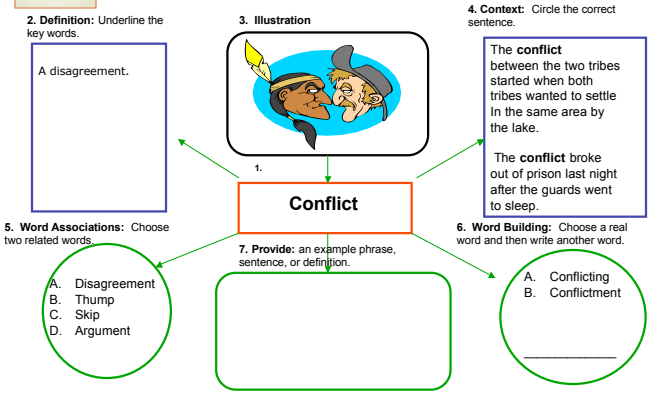
Individualized Conceptual Framework: Student Progress and Lesson Modification

Use scope and sequence of research based strategies to guide instruction

Lesson modification and decisions to progress are based on data and teacher judgment

Teachers decide mastery and have to justify decisions (based on work samples, CBM results and CBM informational guide, and observations)

Vocabulary Map



3. Context Clue Strategy

- **Check** for words that are bold or highlighted.
- **Look** for and read the sentences around the word to see if there are clues to its meaning.
- **Use** the word in the sentence to see if you understand the meaning of the word? If not expand your resources.
- **Expand** your resources using a glossary or asking a friend or teacher.

Definition
The word is defined in the sentence.
Ex: A **plateau** is a high, level stretch of land.

Synonym
A word with the same meaning is used in the sentence.
Ex: More than 1,200 years ago, Mound Builders **migrated**, or moved, south into the Piney Woods region to the site of the Caddoan Mounds.

General
The meaning of the word is implied in the sentences around the word.
Ex: The Constitution also contained a **Bill of Rights**. This bill stated that certain rights belonged to all Texans.

Example: Colony

The king agreed that La Salle could start a colony there. A colony is a settlement of people who have left one country to live in another (pg. 122).

Example: Conquistador

In 1519, A Spaniard named Hernando Cortés arrived in what is now Mexico. Cortés was a conquistador, which means "conqueror".

So… a conquistador is a Spanish Conqueror.

4. Answering and Generating Questions

Asking and answering questions can help students to:

- Identify main ideas & summarize text
- Monitor their understanding
- Connect what they read with what they know
- Talk to others about what they read
- Make inferences

- Who
- What
- When
- Where
- Why
- How

Model Lesson

3TRA: Comprehension; NIFL, 2001; NRP, 2000; TEA, 2002a; UTCRLA, 2001

Question Cards

Question Types		How do I write a good question?
Who?	A person or group	Identify the Important Idea or event in the passage and write a question about that Important Idea.
What?	A description or an effect	
When?	Related to time	*Why was there a conflict between the Plains Indians and the settlers in Texas?*
Where?	A place or location	
Why?	A reason or cause	Use a variety of question stems (*who, what, when, where, why, and how*).
How?	A process or characteristic	***Who** was the leader of the Mexican Army?* ***Where** was oil first discovered in Texas?* ***Why** did cattle drives end in towns near railroads?*

5. Get the Gist

Teach students to:

1. Identify the most important "who" or "what" in a paragraph/section
2. Tell the most important thing about that "who" or "what"
3. Write the main idea statement in about 10 words or less (the 10-finger routine helps!)

Model Lesson

Get the Gist Example: The Caddo

The Caddo were farmers. During planting season, the Caddo gathered from neighboring villages and worked together to plant each field, day after day, until all the farmland was planted. In this way, the Caddo community worked together to make sure there was enough food for the next season. The Caddo also made fine pottery. If the Caddo needed something they could not make or grow, they traded food and pottery with other Native Americans to get it (p.97).

Get the Gist Example: The Caddo (cont.)

Who or What

- The Caddo

Important Information

- The Caddo were farmers.
- The Caddo made pottery.
- The Caddo traded with other tribes.

Write the gist in 10 words or less

- The Caddo were farmers who also made pottery for trading.

Grow the Gist
Get the Gist for Longer Passages

1. Write 1 gist for 1 paragraph.
2. Combine gists from 2-3 paragraphs into 1 statement.
3. Write 1 gist for 2-3 paragraphs.
4. Write longer gists (multiple sentences—begins to resemble a summary) after reading several paragraphs

25

Grow the Gist into a Summary

Rules:

1. Write a topic sentence using the big idea.

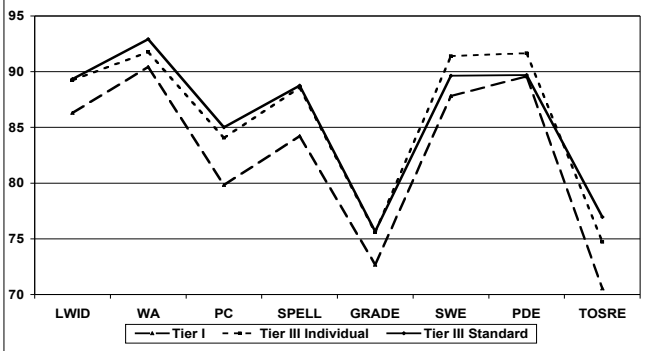
2. Include gists in an order that makes sense.

3. Delete information that is redundant or trivial (details!!)

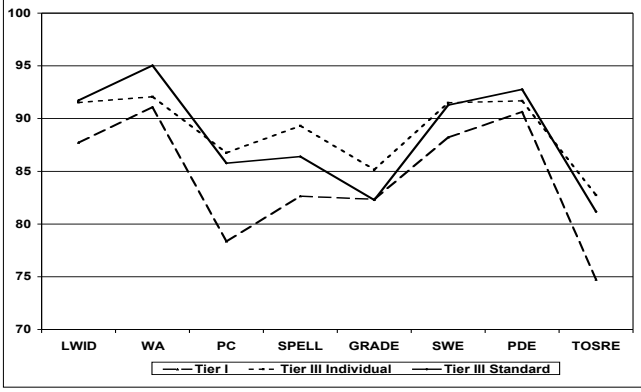
4. Re-read to make sure it makes sense and change if necessary.

Year 2 Results

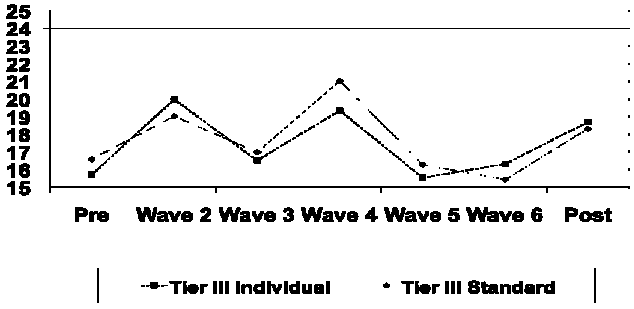
Pretest Scores (SS)



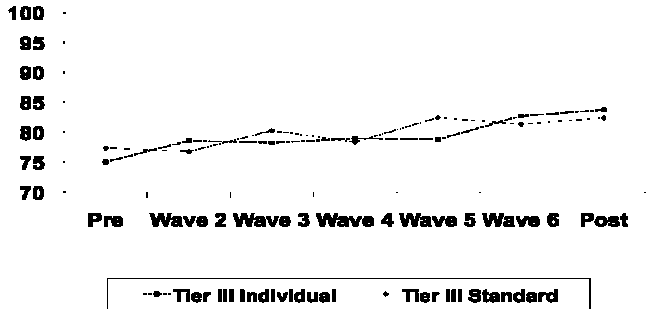
Posttest Scores (SS)



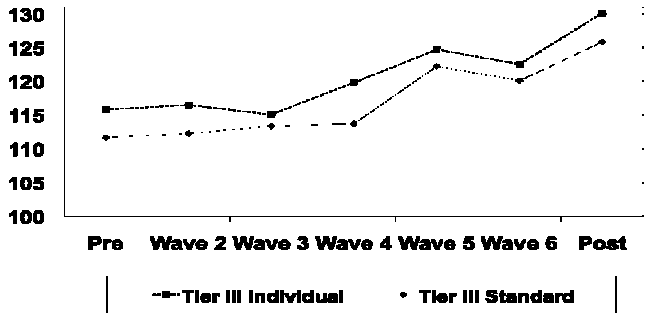
AIMSWEB MAZES Correct Targets in 3m



Test of Sentence Reading Efficiency (SS)



Average MSPMS Passages



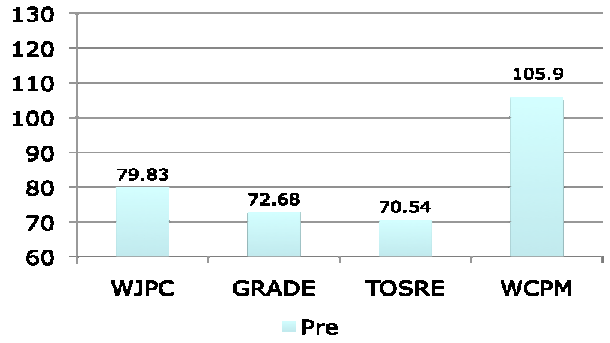
Comprehension/Fluency Cluster

	G1	N	M	SD	N	M	SD
WJPC	C	36	79.83	13.97	36	78.36	11.7
	IND	52	84.06	10.2	48	86.77	12.6
	STD	56	85.00	10.96	47	85.77	11.4
GRADE	C	37	72.68	12.3	32	82.34	7.7
	IND	55	75.58	11.0	50	85.16	10.0
	STD	58	75.67	11.7	47	82.28	10.2
TOSRE	C	37	70.54	9.6	31	74.74	10.0
	IND	55	74.71	12.3	47	82.74	12.6
	STD	58	76.95	13.7	47	81.17	16.1
WCPM (ORF)	C	37	105.96	32.9	36	113.63	34.2
	IND	55	114.93	32.3	51	129.13	37.6
	STD	56	110.64	31.8	47	124.82	35

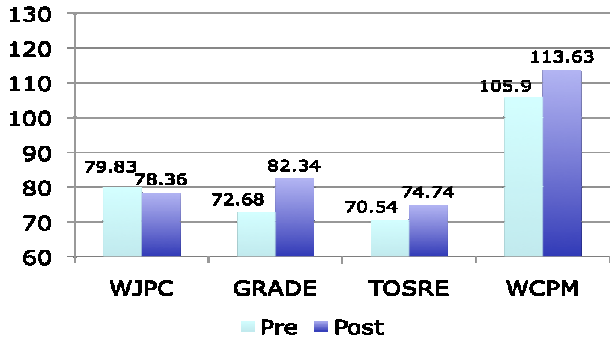
Effect Sizes: Comprehension/Fluency Cluster

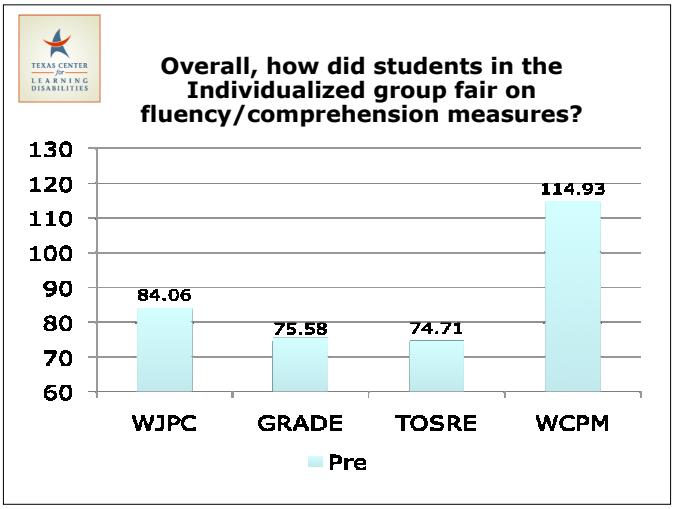
Measure	Ind. vs. C	St. vs. C	Ind. vs. C
WJ PC	.69 (.24 to 1.13)	.64 (.19 to 1.08)	.08 (-.32 to .48)
GRADE	.31 (-.14 to .75)	-.01 (-.46 to .44)	.29 (-.12 to .68)
TOSRE	.69 (.21 to 1.15)	.46 (.00 to .91)	.11 (-.30 to .51)
WCPM (ORF)	.43 (-.01 to .86)	.32 (-.12 to .76)	.12 (-.28 to .51)

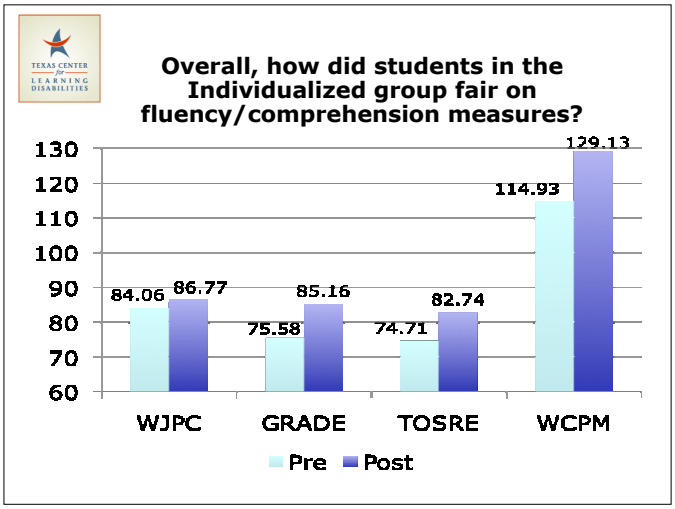
Overall, how did students in the Comparison group fair on fluency/comprehension measures?

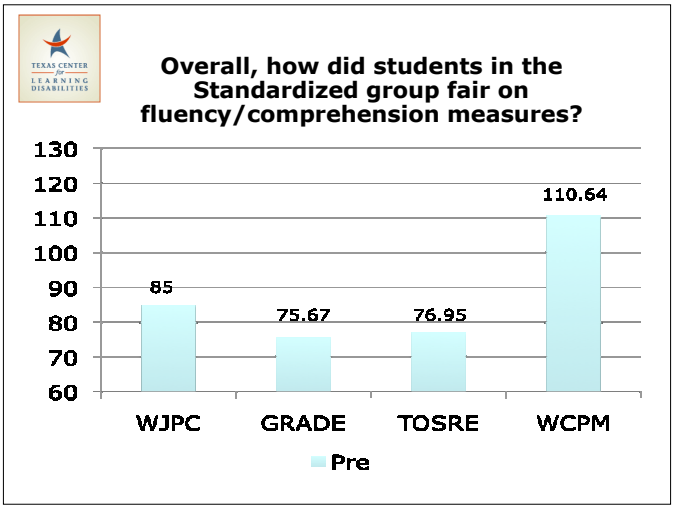


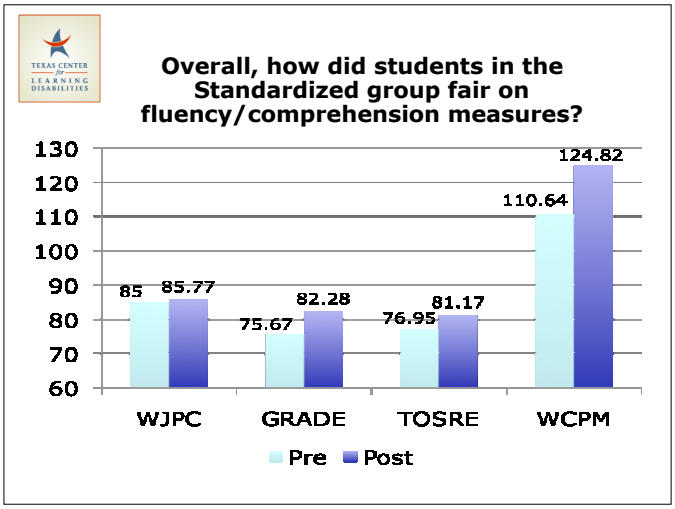
Overall, how did students in the Comparison group fair on standardized comprehension measures?











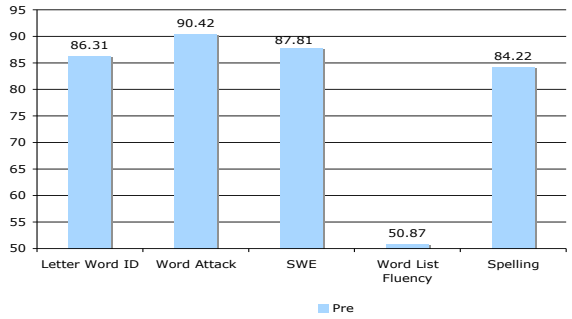
Word Reading Cluster

	G1	*N*	*M*	*SD*	*N*	*M*	*SD*
LWID	C	36	86.31	12.1	36	87.72	12.4
	IND	52	89.23	13.3	48	91.52	14.3
	STD	56	89.34	11.1	47	91.72	12.4
WA	C	36	90.42	12.07	48	91.08	11.6
	IND	52	91.77	12.7	48	92.08	12.1
	STD	56	92.91	10.8	47	95.04	9.5
SWE	C	36	87.81	13.0	36	88.22	12.1
	IND	55	91.40	11.2	48	91.50	12.7
	STD	56	89.63	11.1	56	91.28	11.2
Word List fluency	C	37	50.87	18.4	37	60.62	19.6
	IND	55	54.00	19.7	51	62.79	21.6
	STD	56	54.06	21.45	47	63.50	20.9
Spelling	C	36	84.22	14.8	31	82.65	18.4
	IND	52	88.56	13.7	44	89.31	15.4
	STD	58	88.76	14.0	46	86.39	16.9

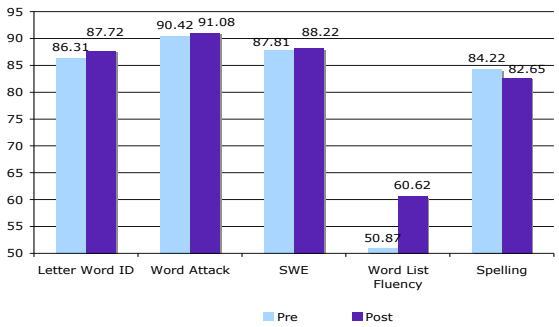
Effect Sizes: Word Reading Cluster

Measure	Ind. vs. C	St. vs. C	Ind. vs. C
LWID	.28 (-.16 to .71)	.32 (-.12 to .76)	-.01 (-.42 to .39)
Word Attack	.08 (-.35 to .52)	.38 (-.06 to .81)	-.27 (-.67 to .13)
Sight Word Efficiency	.26 (-.17 to .69)	.26 (-.16 to .68)	.02 (-.37 to .40)
Word List Fluency	.10 (-.32 to .53)	.14 (-.29 to .57)	-.03 (-.43 to .36)
Spelling	.40 (-.07 to .86)	.21 (-.25 to .67)	.18 (-.24 to .59)

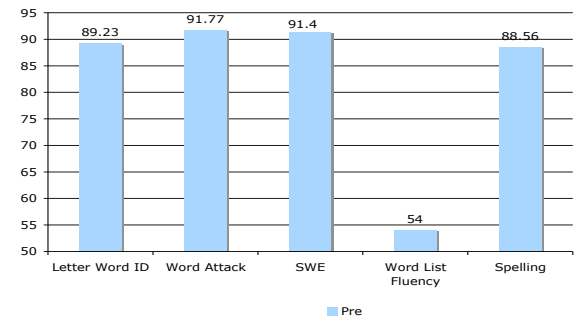
Overall, how did students in Tier 1 fair on standardized word reading measures?



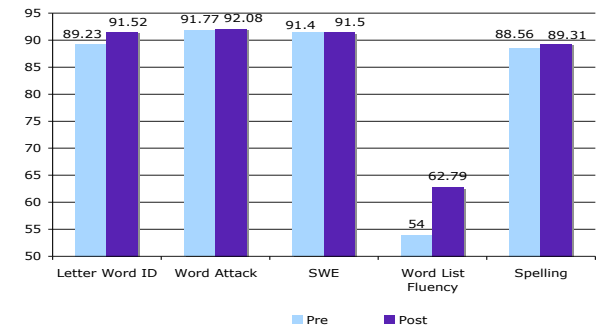
Overall, how did students in Tier 1 fair on standardized word reading measures?



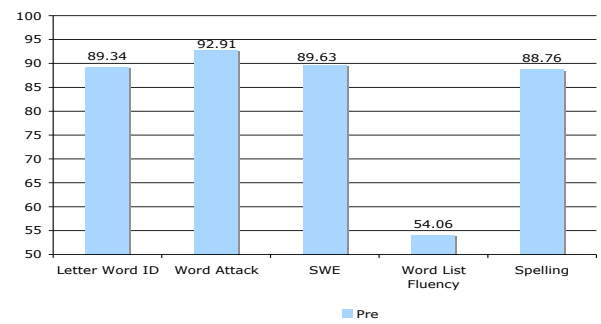
Overall, how did students in Individualized fair on standardized word reading measures?



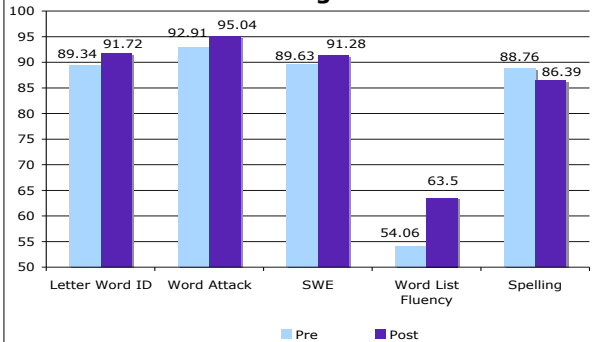
Overall, how did students in Individualized fair on standardized word reading measures?



Overall, how did students in Standardized fair on standardized word reading measures?



Overall, how did students in Standardized fair on standardized word reading measures??



Perspectives

- A comparable study: The Enhanced Reading Opportunities Study
- Two supplemental literacy programs designed as full year courses to replace a ninth grade elective class
- When analyzed jointly, the ERO programs produced an increase of 0.9 standard score point on the GRADE reading comprehension subtests. This corresponds to an effect size of 0.09 standard deviation and is statistically significant

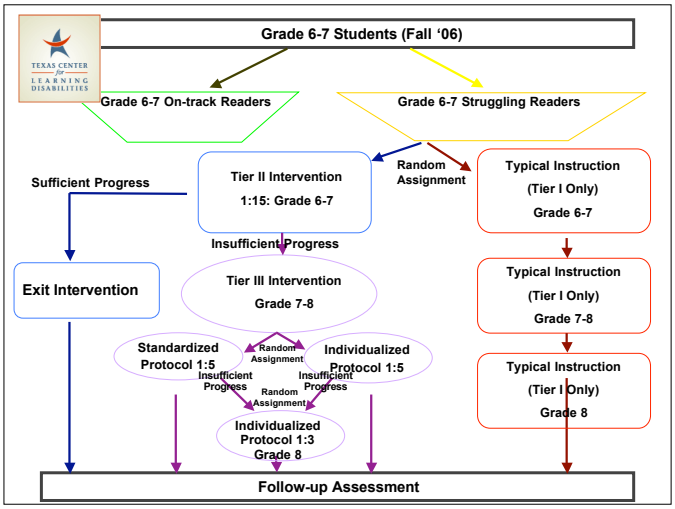
Kemple, J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., and Drummond, K. (2008). *The Enhanced Reading Opportunities Study: Early Impact and Implementation Findings* (NCEE 2008-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Perspectives

All Schools	ERO (n=1,408)	Non ERO (n=1,005)	Est. Impact	ES	P-Value
Reading Comprehension Avg. Standard Score	90.1	89.2	.9	.09	.019
Reading Vocabulary Avg. Standard Score	93.4	93.2	.3	.03	.472

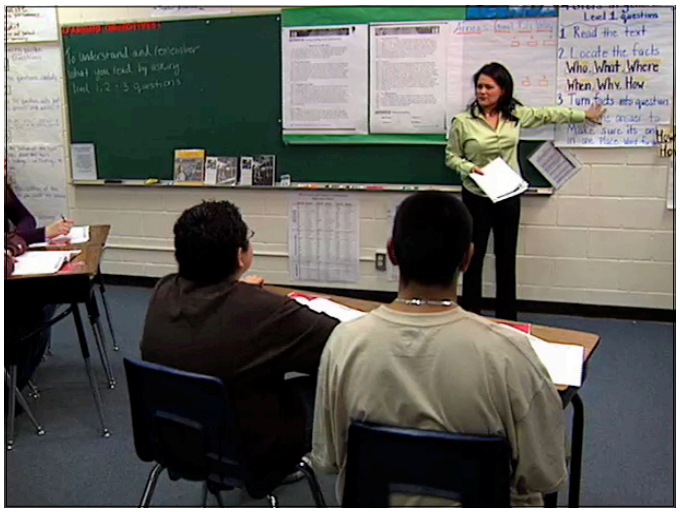
Currently 2008-2009

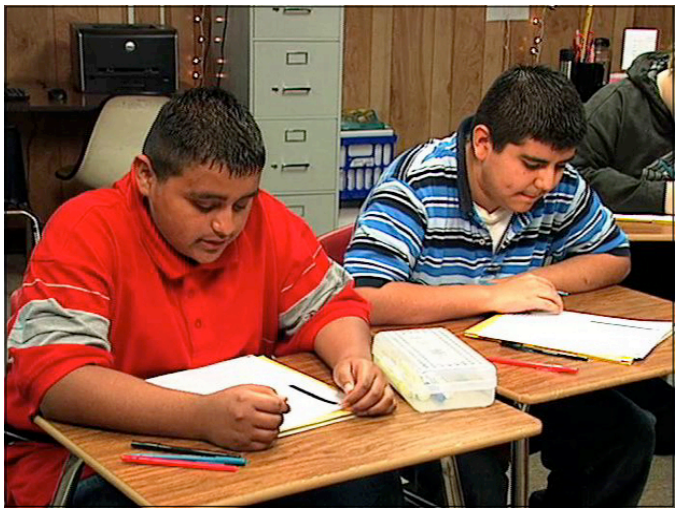
- Minimal responders from 2007-2008 Tier III (Standardized or Individualized) Intervention are assigned to ANOTHER year of more intense Tier III Intervention
- Group size decreased: approx 1:3
- Highly individualized and responsive intervention
- Greater emphasis on word study



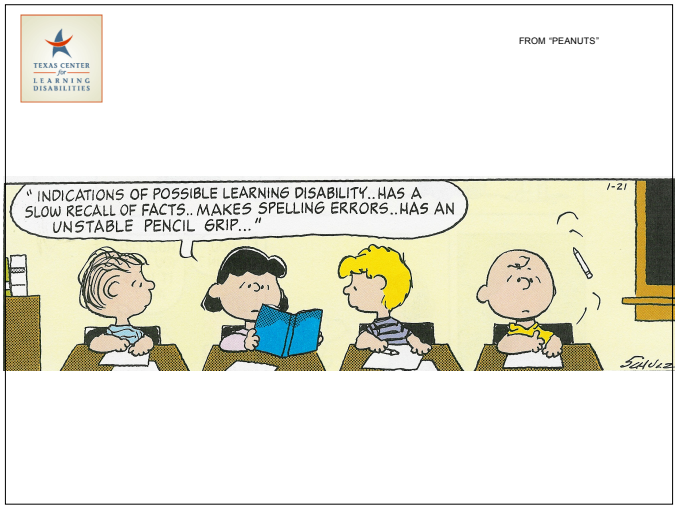
What is RTI with Secondary Students?

- What are appropriate instructional practices for secondary students who are ELL?
- How might it influence Tier I instruction?
- How might it influence Tier II instruction?
- How might it influence Tier III instruction?


Level 1 questions
1 Read the text
2 Locate the facts
Who, What, Where
When, Why, How
3 Turn facts into question



Building Words with Prefixes and Suffixes
Parts of Speech
AGENDA
Review Vocabulary
Predictions
Chapter Reading
Level 1 & 2 Questions
Check Predictions
Closure


TEXAS CENTER for LEARNING DISABILITIES
FROM "PEANUTS"
" INDICATIONS OF POSSIBLE LEARNING DISABILITY.. HAS A SLOW RECALL OF FACTS.. MAKES SPELLING ERRORS.. HAS AN UNSTABLE PENCIL GRIP... "
1-21