Tools for Classroom Teachers

- ✓ Scaffolding
- ✓ Vocabulary activities
- ✓ Graphic organizers
- ✓ Phonics games
- ✓ Comprehension activities
- ✓ Literature circles

Individuals with Disabilities Education Act 2004

✓School may provide "early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children…"

(IDEA 2004)

More from IDEA 2004

✓Schools will "not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability…"

(Section 1414(b))(Wrightslaw: Special Education Law, 2nd Edition, page 97)

What is Response to Intervention?

✓Filing system for your folders

✓Involves 3 tiers of increasingly intense levels of support

✓Supports the belief that all

children can learn

when taught using

effective practices

3 Tier Model

Students receiving scientifically based instruction →

Tier 1: 75 - 85%

Tier 2: 10 – 20%

Students receiving intensive research based services

Tier 3: 5 – 10%

"Intensity" Defined

✓Amount of time (Classroom Time + more)

✓Method of instruction may change.

✓Number of (adult/student ratio) may change

Tier 1 – Core Class Instruction

✓Focus: for all students
✓Program: scientific based instruction & curriculum (academic & behavior)
✓Grouping: multiple grouping format
✓Time: 90 minutes per day
✓Assessment: benchmark beg, mid, end of year
✓Interventionist: you (gen ed teacher)
✓Setting: gen ed classroom

Tier 2: Strategic Intervention

✓Focus: for students who have not responded to Tier 1, identified with universal screening

✓Program: scientific based instruction & curriculum (academic or behavior)

✓Grouping: 1:5 – 8 adult/student ratio

✓Time: 30 minutes per day + Tier 1

✓Assessment: progress monitor on targeted skills

✓Interventionist: gen ed or specialist

✓Setting: classroom or pull-out

Tier 3: Intensive Interventions

✓Focus: for students who have not responded to Tier 1 or 2 efforts, identified using universal screening

✓Program: scientific based instruction & curriculum (academic or behavior)

✓Grouping: 1:3 adult/student ratio

✓Time: 20 - 30 minutes per day + Tier 1 + Tier 2

✓Assessment: weekly progress monitoring

✓Interventionist: specialist

✓Setting: pull-out

What you must have in Tier 1

- ✓Effective research-based curriculum
- ✓Trained teachers
- ✓Ongoing professional development
- ✓Universal screening
- ✓Trained leadership
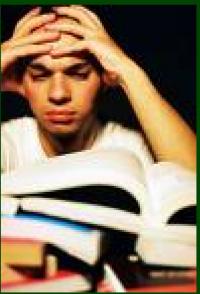- ✓Accountability for implementation integrity

Oh yeah?...

✓"This curriculum is fine!"

✓"I have to teach "X" amount of kids!"

✓"She's/he's a good teacher!"

✓**Therefore…something's wrong with the kid**

5 Components of Reading

✔Phonemic Awareness

✔Phonics

✔Fluency

✔Vocabulary

✔Comprehension

Phonemic Awareness

- ✓ the ability to notice, think about, and work with the individual sounds in spoken words

- ✓ Can do phonemic awareness with your eyes shut

Phonemic Awareness Research

- ✓Can be taught and learned
- ✓Helps children learn to read
- ✓Most effective when children are taught to manipulate phonemes by using the letters of the alphabet
- ✓small group instruction is more effective

Phonemic Awareness Research

- ✔ Most effective when it focuses on only one or two types of phoneme manipulation, rather than several types

- ✔ Helps all students

- ✔ Approximately 20 hours of class time over the school year

Phonics Research

✓Systematic and explicit phonics instruction is more effective

✓significantly improves kindergarten and first grade children's word recognition and spelling.

✓significantly improves children's reading comprehension.

Phonics Research

- ✓ effective for children from various social and economic levels.
- ✓ particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems.
- ✓ most effective when introduced early.

Phonics Research

- ✔ not an entire reading program for beginning readers
- ✔ can be taught effectively to a whole class, small groups, or individual students
- ✔ two years of phonics instruction is sufficient for most students

Fluency Research

- ✓Repeated and monitored oral reading improves fluency and overall reading achievement

- ✓No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency or overall reading achievement

Vocabulary Research

- ✓ Children learn the meanings of most words indirectly, through everyday experiences with oral and written language
- ✓ Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly

Vocabulary Research

✓Vocabulary instruction should focus on important words (key words to help readers make sense of the text), useful words (words they will encounter often), and difficult words (words with multiple meanings, idiomatic words, etc.)

✓Taking student out of poverty context, even with no change in SES, changes student performance due to the level of daily vocabulary

Comprehension Research

✓Text comprehension can be improved by instruction that helps readers use specific comprehension strategies

✓Students can be taught to use comprehension strategies

✓Comprehension strategy instruction can begin in the primary grades

References

✓National Institute for Literacy

✓The National Center on Response to Intervention

✓The National Research Center on Learning Disabilities

✓National Center on Student Progress Monitoring

✓The National High School Center

✓Center on Positive Behavioral Interventions and Supports

✓Wright's Law

✓National Reading Panel

✓Florida Center for Reading Research

✓LSU Health Science Center, Human Development Center

✓DIBELS or Aimsweb