Support for the Foundation: Broadening the Role of School Psychologists in Multi-Tier Systems of Support

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Purpose of Presentation

- The purpose of this presentation is to describe ways for School Psychologists to **plan, evaluate, and get involved in reading instruction and intervention** for elementary students within Multi-Tiered Systems of Support.

- Participants will learn about resources that they can immediate implement with students and share with colleagues.

- A case study will provide an opportunity for participants to integrate and apply information about intensifying interventions.
Intended Outcomes for School Psychologists

• Plan, evaluate, get involved in instruction and intervention

• Identify resources and tools for professional development to support struggling readers, students with dyslexia, and students with specific learning disabilities including:
  – Knowledge about the science of reading and development
  – Knowledge for selecting Tier 1 core reading programs and evaluating effectiveness for your school
  – Knowledge for selecting Tier 2 evidence-based reading interventions and evaluating individual responsiveness
  – Knowledge for using data to intensify interventions for students who show insufficient response
  – Knowledge to develop your own case studies
Why Is Your Role Important?
National Statistics on Reading

• Only about 36% of fourth graders can read on grade level in schools in the US (National Assessment of Educational Progress (NAEP; https://nces.ed.gov/nationsreportcard, 2015).

• Rate is lower (18-21%) for minority (e.g., African American, Hispanic) children.

• Rate is lower (21%) for children living in poverty (i.e., qualify for the National School Lunch Program).

• A majority (67%) of students with disabilities read below even a basic level (NAEP, 2015).

• Consequences of poor reading:
  – related social, emotional, and behavioral issues (Alliance for Excellent Education, 2002)
  – higher risk for high school dropout (Alliance for Excellent Education, 2002)
  – higher risk for delinquency (Center on Crime, Communities, and Culture, 1997)
  – higher risk of future unemployment (National Center on Education Statistics, 2005)
National Statistics on Writing

• A majority of students in grades 4 (72%), 8 (73%), and 12 (73%) do not demonstrate grade-level writing skills (National Center for Education Statistics, 2012; Persky, Daane, & Jin, 2003).

• Only 7% of fourth-grade students with disabilities and 5% each of eighth- and twelfth-grade students with disabilities performed at or above grade-level expectations on the most recent NAEP writing assessments (National Center for Education Statistics, 2012; Persky et al., 2003).
MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to help serve the whole child.
A Smarter RTI for Academics and PBIS (Fuchs, Fuchs, & Compton, 2012)

Universal Interventions
- All students
- Preventive, proactive
- Includes evidence-based core
- And differentiated instruction in small groups

Secondary Interventions
- Some students (at-risk)
- Small Group Interventions
- More opportunity to respond
- More immediate feedback
- Focused on key skills
- More individualizing of pacing

Tertiary Interventions
- 1-3 Students
- Diagnostic assessment-guided
- Formative assessment-guided based on slope
- High Intensity
- More time, more frequent
- May include special education
- Most highly trained interventionist

Alignment across tiers

Most frequent progress monitoring (formative and benchmark) plus mastery checks

Diagnostic tests for strengths/weaknesses

More frequent progress monitoring (formative and benchmark)

Universal screening
Door Prize: Please write and submit your answers to the following questions and your name for drawing at end of presentation

- **Your handout**

- How are schools using assessments to accurately identify students at risk of poor learning outcomes or challenging behaviors?

- What data-based decision-making processes are being implemented to inform instruction at all tiers, a student’s movement within the tiers, and disability identification?

- How are staff using, understanding, and communicating evidence-based teaching practices across a school-wide, multi-tiered system of instruction?

- How are schools establishing the knowledge, resources, and organizational structures necessary to operationalize all components of RTI?

- What type of systems do school leaders use to collect and analyze data to measure the fidelity and effectiveness of the RTI model on their campus?
Some Solutions You Can Support as a School Psychologist

- Plan, evaluate, and support Tier 1 core reading instruction, the foundation RTI and MTSS

Hmm, how strong is our foundation?
The Science of Reading: Development Stages

Stages of Reading and Writing Development

Pre-Reading and Writing
- Language development
- Phonological awareness
- Print awareness
- Handwriting

Learning to Read and Write
- Phonemic decoding
- Spelling or encoding
- Increase automatic recognition of words
- Fluency

Reading and Writing to Learn
- Expand to more sophisticated comprehension
- Expressing Ideas
- Expand language: vocabulary, grammar, and morphology
- Building background knowledge and concepts
The Science of Reading: What Skilled Readers Need to Learn

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

Scarborough, 2001
Simple View of Reading
Gough and Tunmer (1986)

• Reading = Decoding × Comprehension

– Decoding - recognize word in text, sound them out phonetically (code-focused instruction)

– Comprehension – verbal knowledge and language comprehension skills applied to understand written information (meaning-focused instruction)

– To read, children need to apply phonics skills, vocabulary, and an understanding of grammar to give meaning to what is read
What is Phonological Awareness?

• Phonological awareness is an auditory or listening awareness that what we say is made up of bits of sound. Phonological deficits are the core of dyslexia and reading disabilities.
  – It is not phonics, which is the study and use of how these units of sound are spelled using letters and to syllables.

• It requires an attention to the sounds in words, rather than their meaning (e.g. sounds in dog are /d/ /o/ /g/; not “woof-woof”).
Levels of Phonological Awareness to Guide Explicit and Systematic Instruction
Phonological and Phonemic Awareness

- Converging evidence has demonstrated the positive effects of explicit and systematic phonological awareness instruction (e.g., National Early Literacy Panel; National Reading Panel, 2000).

- Phonemic awareness instruction was most effective when it was systematically linked to letter-sound instruction.

- Blending and segmenting are critical!
  - See the Institute for Education Sciences practice guide for the *Foundational Skills to Support Early Reading for Understanding in Kindergarten through 3rd Grade* report showing “strong evidence” for the efficacy of training students to orally blend and segment sounds and link the sounds to print (Foorman et al., 2016). 

**Note.** (In my resource section is a link to this guide and to a “train the trainer” guide).
Phonics

• That begins with understanding sound-letter relationships
  – Alphabetic principle

• Phonics is the understanding that there is a predictable and systematic relationship between phonemes and the letters that represent the sounds in written language.

• It is problematic when reading instruction does not follow the science of reading and encourages students to do things like looking at a picture and guessing or looking at the first letter and guessing!
Levels of Phonics Skills to Guide Explicit and Systematic Instruction

Alphabetic Awareness

Recognize letter names and sounds

“Read” symbols like 7-up or own name

Blend simple CVC words like mat

Read simple high frequency words

Read simple sentences and stories

Read chunks of words

Recognize more high frequency words by sight

Decide more difficult phonics patterns

CVCE; CVCC

Decode multi-syllable words

Read with expression

Fluent Reading
Simple View of Reading
Gough and Tunmer (1986)

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Levels of Oral and Reading Vocabulary Development

- No idea of what the word means
- Has heard or seen the word
- Know something about it, relate it to something familiar
- Know the word well, can use it
- Understand the meaning
- Decode words efficiently and fluently

Reading Vocabulary

Bringing Words to Life
Isabel L. Beck, Margaret G. McKeown, and Linda Kucan
Second Edition
Tiers of Words to Guide Direct Instruction (Beck & McKewon, 1985)

• Tier 1
  – Basic vocab- happy, talk, cold
  – Clearly important- especially for ELLs and very naïve learners

• Tier 2
  – High frequency – avoid, fortunate, industrious
  – Play a large role in verbal functioning across a variety of domains
  – Goal for instruction – aim to teach 400 word per year!!!!

• Tier 3
  – Low frequency
  – May be specific to domains (e.g. isotope)
  – Instruct when need arises
Comprehension Is Constrained by Vocabulary

- Vocabulary knowledge is strongly related to overall reading comprehension.

- If a word is decoded and pronounced but the meaning is not recognized, comprehension will be impaired.

- If a word is not recognized automatically and efficiently (fluently), comprehension, may also be affected.

- Knowledge of a word’s meaning also facilitates accurate word recognition.
THE REAL-LIFE READING AND COMPREHENSION TEST...
Reading Comprehension

• Making sense of language or a text, requiring creating a coherent mental representation.
• Meaning-making by integrating what the author writes and the reader’s knowledge.
• Requires drawing inferences.
• It is a dynamic and interactive process.
• Requires memory.
• Limited by language abilities.
• Meta-awareness that the task of reading is to make meaning.
• Requires monitoring for understanding.
• Complexity and strategies differ by the text properties (content, genre, sentence structure, text structure, vocabulary).
Reading Comprehension Strategy Instruction

- Start with simple text (reading at > 95%).
- Choose a research-validated strategy
- Teachers model- provide guided- and then independent practice
- Encourage students to self-monitor for meaning
- Plan how to give specific feedback to students
- Teach to generalize
- Tell what the strategy is, when, why, how & where to use it.
Pre-reading comprehension strategies

• Activate prior knowledge
• Pre-teach vocabulary
• Mapping and graphic organizers
• Text Preview
• KWL: Know, want to know, learn
During Reading

• Questioning Strategies
  – Dialogic Reading**
  – Questioning the Author
  – Reciprocal Teaching
  – Self-questioning

• Teach text structure
  – Story structure
  – Content area organization of texts: headings
After Reading

- Paraphrasing
- Summarizing
- Retelling
- Mapping
- Application
- Completing a graphic organizer
- Writing
Pause and Reflect about the Science of Reading

• What are code vs meaning skills?

• Which set (or both) are a challenge for students at your school:
  • In the pre-reading stage?
  • In the learning to read stage?
  • In the reading to learn stage?
A Smarter RTI for Academics and PBIS (Fuchs, Fuchs, & Compton, 2012)

Universal Interventions
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Universal screening
Learning More: Have You Observed the Core Reading Program for Tier 1?

A core reading program incorporates the science of reading.

It supports explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.

Ideally, it will also support instruction in handwriting, spelling, and written expression.

In the beginning stages of reading, a strong core is comprehensive and focuses on learning to read.

In later stages of reading, the content emphasis may shift to more focus on reading to learn.

Explore and share this Iris Center resource**!

https://iris.peabody.vanderbilt.edu/module/rti03/coresource/q2/p03/
How can you get involved with evaluating your beginning core reading program?

What if you are on an adoption committee?

This article describes the findings of our review process for core reading programs and provides a preliminary rubric emanating from this process for rating core reading programs. To our knowledge, this is the first published review of the current Reading First guidelines and includes all five components of scientifically based reading research (SBRR): phonemic awareness, phonics, fluency, vocabulary, and comprehension. A research team independently examined all six core reading programs, completed a coding sheet, and recorded field notes. The research team was reliable in rating whether all five components were present and if the instructional routines were of good quality. Core programs aligned with Reading First shared several features that could support teachers in their mission to leave no child behind: a clearly articulated theoretical rationale for SBRR, explicit instructional strategies, and consistent instructional routines and organization.
<table>
<thead>
<tr>
<th>Were all five components present and prominent?</th>
<th>Was instruction within each component explicit and systematic?</th>
<th>Was the sequence for instruction organized sequentially?</th>
<th>Were student materials coordinated with the teacher guide?</th>
<th>Was instruction across components clearly linked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, all present and prominent</td>
<td>Yes</td>
<td>Very clear and detailed scope and sequence</td>
<td>Rich selection of coordinated student materials at various readability levels to build student skills through practice</td>
<td>Phonemic awareness, phonics, and spelling are strongly linked</td>
</tr>
<tr>
<td>Teacher guide clearly links the research to the instructional practices</td>
<td>Teacher guide support explicit and systematic instruction</td>
<td>Consistent instructional routines</td>
<td>Ample practice opportunities in decodable text</td>
<td>Vocabulary and fluency support comprehension</td>
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<tr>
<td>Scaffolding and suggestions for differentiating instruction is “right there”</td>
<td>Times for each activity are given to help teacher planning</td>
<td></td>
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</tr>
<tr>
<td>Yes, all present</td>
<td>Yes, teacher guides articulate the need for explicit instruction</td>
<td>Organizational design provides less direction for teachers</td>
<td>Wide range of student materials, including some decodable texts, but not clearly linked with teacher guide</td>
<td>Phonemic awareness no: clearly linked with phonics</td>
</tr>
</tbody>
</table>

*(Continued)*
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The supportive elements of the curriculum (for ELL or slow learners) are not part of the core curriculum and require more work on the part of the teacher to coordinate all elements of the curriculum</td>
<td>Inconsistent suggestions for teachers about how to prompt and give feedback during student practice.</td>
<td>Vocabulary and fluency instruction not linked with comprehension</td>
<td></td>
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</tr>
<tr>
<td>No, teacher guide does not offer fluency activities. Vocabulary instruction was primarily sight word development.</td>
<td>No, letter sounds taught were not introduced in a systematic way.</td>
<td>Curriculum not well organized</td>
<td>Few student materials (manipulatives, texts, workbooks) for practice</td>
<td>No linkage among phonological awareness, phonics, and spelling.</td>
</tr>
<tr>
<td>Comprehension instruction not explicit. Phonological awareness and phonics may be relegated to supplemental materials</td>
<td>Instructional routines not clear or consistent</td>
<td>Sequence is not apparent</td>
<td>Center work does not reinforce basic reading skills</td>
<td>Vocabulary and comprehension not linked.</td>
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<tr>
<td>3. Not aligned with SBRR and not suitable for Reading First schools</td>
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**SMU**
Another way to evaluate your core reading program:
Does it meet standards for California Adopted Programs and Standards?

- [https://www.cde.ca.gov/ci/rl/im/sbeadoptedelaeldprogs.asp](https://www.cde.ca.gov/ci/rl/im/sbeadoptedelaeldprogs.asp)
- [https://www.cde.ca.gov/be/st/ss/documents/finalelacssssstandards.pdf](https://www.cde.ca.gov/be/st/ss/documents/finalelacssssstandards.pdf)
How can you support/monitor/evaluate instructional effectiveness and fidelity of implementation of the core?

- There are some reliable observations of teaching behaviors that research has linked to improved student outcomes (e.g., *The English Language Learner Classroom Observation Instrument for Beginning Readers*, Haager et al., 2003; *The Instructional Content Emphasis Instrument*, Edmonds & Briggs, 2003). The observer will record/code:
  - Content (e.g., phonemic awareness, phonics, comprehension)
  - Group size for instruction (e.g., whole class, small-group).
  - Student engagement was coded using a three point rubric (3 = high engagement, 1 = low engagement)

- Some core programs and intervention programs come with checklists to document the fidelity with which teachers implement what they are taught to do.

- You could also offer to observe and use supportive notes to offer information about how teachers tailor instruction for individual children, manage their classrooms, provide students opportunities to respond, and provide immediate corrective feedback.
How can you support classroom management of small groups and center time?

<table>
<thead>
<tr>
<th>Code Focused</th>
<th>Teacher Managed</th>
<th>Child Managed</th>
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<tbody>
<tr>
<td></td>
<td>Alphabet activities</td>
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<td></td>
<td>Letter Sight-Sound</td>
<td>Spelling</td>
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<tr>
<td></td>
<td>Phonological Awareness</td>
<td>Phonics worksheets</td>
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<td></td>
<td>Onset-rime, blending</td>
<td>Phonological awareness</td>
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<tr>
<td></td>
<td>and segmenting</td>
<td>Other code-focused center activities</td>
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<tr>
<td></td>
<td>Word Segmentation</td>
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<table>
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<tr>
<th>Meaning Focused</th>
<th>Teacher Managed</th>
<th>Child Managed</th>
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<tr>
<td></td>
<td>Vocabulary</td>
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<td></td>
<td>Teacher Read Aloud</td>
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<td>Student Read Aloud, Choral</td>
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<td>Group Writing, Writing</td>
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<td>Instruction, Model Writing</td>
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<td></td>
<td>Listening Comprehension</td>
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<td>Discussion</td>
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<td></td>
<td>Student Read Aloud</td>
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<td>Individual</td>
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<td>Sustained Silent Reading</td>
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<td></td>
<td>Reading Comprehension</td>
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<td></td>
<td>Worksheets</td>
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<td>Student Individual Writing</td>
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<td></td>
<td>Other meaning-focused center activities</td>
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</tbody>
</table>

Al Otaiba et al., 2011; Connor et al., 2007
Phonological Awareness

Objective
The student will match initial sounds in words.

Materials
- Sound picture cards (Activity Master PA.042.AM1a - PA.042.AM1f).

Activity
Students play an initial sound Go Fish picture card game.
1. Divide the set of picture cards into three separate and equal stacks. Each student gets one stack and the remaining stack is the “pound.”
2. Working in pairs, students check their cards, pair by initial sound, and put aside the matching sets.
3. Student one asks for a picture card that begins with a certain letter-sound. For example, “Do you have a picture that begins with /f/?”
4. If yes, student two gives it to his partner. If no, says, “Go fishing for a match?”
5. Student one then selects a card from the “pound.”
6. If a match is made, student one gets another turn. If a match is not made, student two takes a turn.
7. The game continues until all cards are matched.
8. Peer evaluation
Kindergarten study (Al Otaiba et al., 2009)
What is the effect of Individualized Student Instruction (ISI) or assessment-guided PD compared to PD only?

![Graph showing the effect of Individualized Student Instruction (ISI) or assessment-guided PD compared to PD only. The graph indicates a positive effect for ISI-K compared to PD Only.](image-url)
What if you recognize a need for a Universal or Class-wide Reading Program?

- One in-expensive evidence-based explicit and systematic program in Peer Assisted Learning Strategies, or PALS

- It is available In English for KG and Grade 1 to support phonemic awareness, phonics, and fluency.

- A slightly different type of PALS for older grades is available in English and Spanish and it also involves a partner-reading activity to support comprehension (e.g., strategies of prediction, paraphrasing, summarizing).

- The teacher directs the lesson, then students practice with a partner.

- So it increases opportunities to respond and students learn to correct one another.

- Recognized as a “best-practice” by Office of Education

- [https://frg.vkcsites.org/what-is-pals/pals_reading_manuals/](https://frg.vkcsites.org/what-is-pals/pals_reading_manuals/) There is also a brief video.
Kindergarten/Early Literacy PALS Components

• “Sound-Play”
  – First sound identification
  – Rhyme
  – Blending
  – Segmenting

• Decoding
  – What sound
  – Say it slowly
  – What word
  – Read the sentence
  – Short books
How might you learn more about the evidence for PALS to decide if it is a good fit for students?

Institute for Education Science reviews interventions; you can access the studies; Project Iris also provides information about PALS.
• What core program is used in your school?

• Is it the same for English speakers and English language learners?

• Do you think it is explicit and systematic?

• What kind of professional development have you and colleagues received about it?

• What does your school-level screening data tell you about the effectiveness of Tier 1 core reading programs (are 80% at grade level)?

• Identify a personal goal to support planning, evaluating, or otherwise participating in Tier 1 at your school.
Some solutions you as a school psychologist can support (that don’t depend on the whole school changing)

- Plan, select, evaluate, and support intensive reading interventions

Tier 2 and beyond!
Data-Based Individualization (DBI): When Students need more than the core (Tier 2 and Tier 3)

Data-Based Individualization (DBI) is a systematic process (e.g., Lemons, Kearns, & Davidson, 2014) for using data to determine when and how to provide more intensive intervention in addition to Tier 1 core reading programs:

- Origins of DBI are in school psychology models for supporting teaching first developed at the University of Minnesota (Deno & Mirkin, 1977) and expanded upon by others (Fuchs, Deno, & Mirkin, 1984; Fuchs, Fuchs, & Hamlett, 1989b; Capizzi & Fuchs, 2005).

- DBI is a process, not a single intervention program or strategy. Fuchs and colleagues have described the strategy or process as following a taxonomy for change (Fuchs, Fuchs, & Malone, 2016).

- DBI is an ongoing process comprising intervention and assessment adjusted over time.

- I’ll be using a process that is suggested by the National Center for Intensive Intervention.
DBI Step 1
Select a validated evidence-based Tier 2 standard program

See this resource** for more detail. There is also a module you can watch or share with colleagues https://intensiveintervention.org/resource/getting-ready-implement-intensive-intervention-infrastructure-data-based-individualization
There is a need for more intensive interventions that are data-based and individualized

- Even the most effective standard interventions in academic and behavior are not robust enough for all children
- Accurate screeners alert us to “yellow and red flags”
- There is a growing body of research that supports using diagnostic and progress monitoring data to further adapt intensive interventions.
  - But it requires knowledgeable school psychologists, administrators, teachers, reading specialists, special educators, and other service providers.
How Strong is an Intervention – What Does Validation Mean?

• “Evidence” comes from experimental studies

• Effect size favoring treatment over control or comparison is greater than 0.25

• You and your school team (including parents) may hear various terms
  – Scientifically based reading practice “SBR”
  – Evidence-based practice
  – High-leverage practice

• “No evidence” does not always mean it does not work, often just that it has not been tested
# Resources for Evidence about Intensive Interventions

<table>
<thead>
<tr>
<th>Resource</th>
<th>Author or Original Funding Agency</th>
<th>Key Features</th>
<th>Website</th>
</tr>
</thead>
</table>
| WWC Practice Guides and Intervention Reports | Institute of Education Sciences through the Department of Education | • Provides intervention reports and reviews of effectiveness for individual reading programs. | [https://ies.ed.gov/ncee/wwc/PracticeGuides](https://ies.ed.gov/ncee/wwc/PracticeGuides)  
| Evidence for ESSA | Center for Research and Reform in Education (CREE) at John Hopkins University School of Education | • Provides evidence of a variety of programs in reading and math approved by the Every Student Succeeds Act (ESSA). | [https://www.evidenceforessa.org/](https://www.evidenceforessa.org/) |
| International Dyslexia Association (IDA) | International Dyslexia Association | • Provides information about identifying interventions for individuals with dyslexia.  
• Provides a set of Knowledge and Practice Standards (KPS) for teachers. | [https://dyslexiaida.org/](https://dyslexiaida.org/) |
| Reading Rockets | U.S. Department of Education | • Provides instructional modules to support preparation for the IDA KPS and Exam. | [http://www.readingrockets.org](http://www.readingrockets.org)  
Example programs with evidence that might map onto a continuum of school resources

• For Tier 1 class-wide peer tutoring:
  – *Peer Assisted Learning Strategies* (PALS; Fuchs et al., 2011, 2016)

• For volunteers and para pros:
  – *Sound Partners* (Vadas, Sanders, & Peyton, 2006)
  – *Tutor-Assisted Intensive Learning Strategies* (Al Otaiba, Schacheider & Silverman adapted PALs for use with adult tutors)

• For small group teacher/specialist intervention (daily, 30-45 mins):
  – *Early Interventions in Reading* (Mathes et al., 2005)
  – *Early Reading Intervention* (Simmons et al., 2003)
  – *Road to the Code* (Blachman, 2000)
What About Structured Literacy Programs and Multisensory Programs?

- These are widely used
- Some states mandate multisensory approaches for students with dyslexia
- BUT to date there is relatively little evidence from rigorous studies demonstrating that multi-sensory approaches are stronger than explicit and systematic instruction (e.g., Ritchey & Goeke, 2006)
- Institute of Education Sciences (IES) has conducted systematic reviews of specific programs (e.g., Lindamood Phoneme Sequencing, Wilson Reading)
- International Dyslexia Association now uses the term Structured Literacy™

  Knowledge and Practice Standards refer to teacher and reading specialists’ detailed knowledge of the science of reading, and how to teach explicitly and systematically.
Recent Special Issues in the International Dyslexia Association Perspectives on Structured Literacy and in ASHA's Learning, Hearing, and Speech Services in Schools on Dyslexia
### Examples of CBM aligned with Key Skills

<table>
<thead>
<tr>
<th>Key Skill</th>
<th>Curriculum Based Measurement Test</th>
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<tbody>
<tr>
<td></td>
<td><strong>DIBELS</strong></td>
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<tr>
<td>First sound identification</td>
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<tr>
<td>Phonemic blending and segmentation</td>
<td><em>Phonemic Segmentation Fluency</em></td>
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<tr>
<td>Letter naming</td>
<td><em>Letter Naming Fluency</em></td>
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<tr>
<td>Letter sound identification</td>
<td>x</td>
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<tr>
<td>Reading CVC words</td>
<td><em>Nonsense Word Fluency</em></td>
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<tr>
<td>Word reading fluency</td>
<td>Word Reading Fluency</td>
</tr>
<tr>
<td>Syllable pattern recognition</td>
<td>x</td>
</tr>
<tr>
<td>Oral reading fluency</td>
<td><em>Oral Reading Fluency</em></td>
</tr>
</tbody>
</table>
Example of an ORF progress monitoring map from our book related to intensifying interventions.
Pause and Reflect about the Science of Reading and Tier 2

- Are there standardized reading interventions in your school for K-1, 3-5?
- If so, where can you look for evidence about their effectiveness?
- Do you think they are explicit and systematic?
- Are teachers or other personnel delivering Tier 2?
- What progress monitoring data informs you and teachers about response and effectiveness of Tier 2 reading interventions, who needs more Tier 2, or who may need Tier 3?
Some solutions you as a school psychologist can support (that don’t depend on the whole school changing)

• Plan and collaborate for further intensification
Without compromising fidelity, sometimes we miss the small steps for modifications …

Let’s not throw the baby out with the bath water.
A Just-Released Resource

INTENSIVE READING INTERVENTIONS FOR THE ELEMENTARY GRADES

Jeanne Wanzek, Stephanie Al Otaiba, and Kristen L. McMaster

A Just-Released Resource

- Includes Chapters on Intensive Interventions for:
  - Phonological Awareness and Phonemic Awareness
  - Phonics and Word Recognition
  - Fluency
  - Oral Language
  - Language and Reading Comprehension
  - Writing to Read
  - Multi-component Reading Interventions

What Are Characteristics of Intensive Reading Interventions?

• They accelerate student learning by using organizational intensifications:
  – Students with intensive needs require more instruction time in their area of need (Denton, Fletcher, Anthony, & Francis, 2006; Torgesen et al., 2001; Vaughn et al., 2003).
  – Students may benefit from instruction in smaller groups (Hong & Hong, 2009; Lou et al., 1996; Vaughn, Linan-Thompson, Kouzikanani, et al., 2003).

Roles for School Psychologists?

• Plan, evaluate, get involved in intervention activities.

• Advocate for or work with students to ensure they receive more time (length of sessions, number of sessions per week, longer duration) and small group support and help protect intervention time.

• Provide extra practice time or reduce the pacing of instruction.

• Support progress monitoring for student trends and communicate with teachers, reading specialists, and special educators.

• Within RTI/MTSS, advocate for not “waiting to fail” and for not moving students too soon from more to less intensive interventions.
Use Progress Monitoring Data to Adjust Groups

• Coyne and colleagues (in press) also demonstrated that training to use data helped teachers increase their individualization with kindergarten students identified as at risk for reading difficulties.

• Classrooms were randomly assigned to one of two versions of Tier 2 intervention. Both used the same reading intervention; however, one was implemented as a standard protocol and the other involved adjustments.

• Teachers were trained in the adjustments condition to use frequent progress monitoring, regroup students based on curriculum mastery, and modify pacing through the curriculum.

• Students in the adjusted group outperformed those in standard implementation on all posttest measures (ES ranging from .29 to .76), with statistically significant differences on measures of letter names and sounds, word reading, and oral reading fluency.
What Are Characteristics of Intensive Reading Interventions?

• The accelerate student learning by intensifying instructional delivery

  – Students with intensive needs require explicit instruction showing them how to perform the reading practices (Gersten et al., 2008; Swanson, 2000).

  – Students require systematic instruction that breaks the process down into steps that begin with easier tasks and more support (Torgesen, 2002).

Roles for School Psychologists?

• Plan, evaluate, get involved in intervention activities.

• Help and advise selection of more intensive interventions that are aligned with Tier 1 instructional routines, but are even more explicit and systematic.

• Track student trends and communicate with teachers, reading specialists, and special educators.

• Within RTI/MTSS, Don’t release students too soon from more intensive interventions.

• Provide PD and resources about evidence-based explicit and systematic instruction and interventions for teachers and parents.
An Example for Intensification within Phonemic Awareness and Phonics Domains: What are continuous vs stop sounds?

<table>
<thead>
<tr>
<th>All Vowels</th>
<th>/f/</th>
<th>/h/</th>
<th>/m/</th>
<th>/n/</th>
<th>/r/</th>
<th>/s/</th>
<th>/v/</th>
<th>/y/</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>/c/</td>
<td>/t/</td>
<td>/d/</td>
<td>/g/</td>
<td>/j/</td>
<td>/k/</td>
<td>/p/</td>
<td>/q/</td>
<td>/t/</td>
</tr>
</tbody>
</table>

Example of more explicit instruction:
- Initially, teach blending with **continuous** sounds, and teach segmenting with **stop** sounds.
- This knowledge can help you determine a good order for teaching blending and segmenting and to help children pronounce sounds to support decoding and spelling.

Example of more systematic instruction:
- Initially do not teach letters with similar shapes (b, d) or similar sounds (v, f);
- Later teach these differences deliberately;
- Demonstrate the placement of the mouth and tongue;
- Provide a visual image or key word (like the word blend starts with a blend “bl”)

Let’s Practice

• Voiced vs voiceless pairs /v/ and /f/ and /sh/ and /zh/

• Say the 15 vowel sounds:
  – beet, bit, bait, bet, bat, bite, bottle, butt, bought, boat, put, boot, between, boy, bow

• Count the phonemes or sounds in: ice, sigh, cat?

• What is the third phoneme in “beach”?
An example of a explicit and systematic to support beginning phonemic awareness and phonics

• Start with a small set of sounds
• Start with familiar words
• Start words with **continuous** sounds
• Fairly quickly, use letters and put together to make words
• Start with change in first sound, then last, **finally change the vowel**

<table>
<thead>
<tr>
<th>A t m s a T M</th>
<th>s a t M a t S A m</th>
</tr>
</thead>
<tbody>
<tr>
<td>sssaaat</td>
<td>sat</td>
</tr>
<tr>
<td>mmmmaaat</td>
<td>mat</td>
</tr>
<tr>
<td>SSSaaamm  Sam</td>
<td></td>
</tr>
<tr>
<td>sssaaat</td>
<td>sat</td>
</tr>
</tbody>
</table>

Once you add “I”

| sssiiit                | sit              |

Example of an Elkonin Box which can be used with manipulatives or letters
### Progression of Skills from Phonological Awareness to the Alphabetic Principle

<table>
<thead>
<tr>
<th>Progression of Skills</th>
<th>Blending</th>
<th>Segmenting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Sound</strong></td>
<td>Blend first sound and rime</td>
<td>Isolate the first sound</td>
</tr>
<tr>
<td>Teacher: /mmm/ /at/</td>
<td>Teacher: /mmm/</td>
<td>Student: mat</td>
</tr>
<tr>
<td>Student: /mmm/</td>
<td>Student: /mmm/</td>
<td></td>
</tr>
<tr>
<td><strong>Phoneme by Phoneme</strong></td>
<td>Blend all phonemes</td>
<td>Segment Phonemes</td>
</tr>
<tr>
<td>Teacher: /mmm/ /aaa/ /t/</td>
<td>Teacher: mat</td>
<td>Student: /mmm/ /aaa/ /t/</td>
</tr>
<tr>
<td>Student: mat</td>
<td>Student: /mmm/ /aaa/ /t/</td>
<td></td>
</tr>
<tr>
<td><strong>Link to Letters</strong></td>
<td>Decode (consonant-vowel-consonant)</td>
<td>Spell (consonant-vowel-consonant)</td>
</tr>
<tr>
<td>Student: sounds out and reads “mat”</td>
<td>Student: spells “mat”</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1. Progression of Skills*

**Al Otaiba et al., (2019)**

*Figure 3. Blending Bingo Game*

*Figure 4. I Got It Game*
Another Example of Intensification for Vocabulary

- Implicit instruction: expecting that just by listening to storybooks or narrative text students will learn meanings of unfamiliar words
  - Higher effects for students with higher vocab
- Intervention will need to be more systematic because the characteristics of words impact recall
  - Nouns may be harder than verbs or adjectives
  - Abstract words are harder than concrete or easy to image words
  - Easier to remember when you have conceptual knowledge or experience with the word
- You can explicitly teach students how to find the definition of a word within the passage.
  - For example, by using a synonym or antonym
Further Intensification for Systematic Vocabulary Intervention: Deepening Children’s Understanding of Words

- Step 1 is to enhance children’s understanding or definition of the word
- Step 2 is to deepen children’s understanding of how the word relates to other known words
  - In other words, to build file labels for their mental filing cabinet of words
- Step 3 is to help children use the new words in oral and written language
- Step 4 is to build motivation and excitement for independent word study
Further Intensification: More Explicit and Systematic Intervention for Word Meanings and How Word Relates to Other Words

**Synonym and Antonyms Scaling**

- tiny----enormous
- dead----alive
- Gradable antonyms lend themselves to scaling of terms to show degrees of an attribute.

Boiling  hot  warm  “luke warm”  “room temperature”  cool  chilly  freezing

To provide more explicit instruction: Create a word bank or a set of picture cards to represent foods or people showing the word meanings.
What Are Characteristics of Intensive Reading Interventions?

- Additional needs for intensive delivery
  - Students need frequent **opportunities to respond and practice**.
  - Students need **immediate, specific, feedback** (e.g., Hattie & Timperley, 2007)
  - Students may need **support for cognitive processes**
  - Students need teaching for **support transfer of skills** (Gersten, Fuchs, Williams & Baker, 2001)

Roles for School Psychologists?

- Plan, evaluate, get involved in intervention activities. Support teachers and help students to:
  a) set learning goals in reading;
  b) monitor progress towards those goals;
  c) provide themselves with feedback as they complete tasks;
  d) link effort and practice to learning and progressing in their reading ability;
  e) talk themselves through tasks or strategies, and through persisting with tasks and inhibiting distractions; and
  f) implement strategies to assist with memory load (e.g., graphic organizers, mnemonics).
Intensification Examples Within Phonemic Awareness and Phonics

• Example of providing more frequent opportunities to respond and practice
  – Using the Elkonin box, provide additional modeling and practice
  – Start with segmenting syllables with the cubes (for words in his vocabulary like “Fri/day”)
  – Move to onset and rime with cubes (“/m/ /at”)
  – Then incorporate practice using letters with a small set of letter sounds

• Example of providing more immediate, specific, feedback (e.g., Hattie & Timperley, 2007)
  – That’s not quite right. I asked you to say each sound in “sit”. Let’s try again. My turn first “/sss/ /iii/ /t/”. Say it with me. Your turn to try it by yourself.
  – Here is a new word “set”. Like I set my pen on the table. Let’s move a letter as we say each sound in set. Nice job moving a letter for each sound. Can you read the word?
Examples of Support for Cognitive and Non-cognitive Processes

• Motivation and self-regulation
  – Have the student keep track of his/her progress in learning and remembering irregular words. For example, the student can graph the number of irregular words they were able to read during the review portion of a lesson.

• Individualized behavior supports

• Changes to environment

• Social and emotional learning (grit, growth mindset, approaches to learning)

• Resources
  – www.Pbis.org
  – https://intensiveintervention.org/behavior-strategies-and-sample-resources
Using Visuals to increase explicit instruction and link to behavior and progress monitoring

Figure 3. Monitoring Antonio’s Progress with the VAS

Some solutions you as a school psychologist can support (that don’t depend on the whole school changing)

- Plan and collaborate for further intensification

Promoting growth mindsets?
Support for Non-Cognitive Processes: Why could mindset matter? Can mindset be changed?

• Research indicates students who endorse the growth mindset believe that their intelligence and academic ability can be developed through effortful and challenging work (e.g., Hong, Chiu, Dweck, Lin & Wan, 1999; Yeager & Dweck, 2012; Yeager & Walton, 2011);
  – A growth mindset may be particularly important for minority students or other students who experience stereotype threat (e.g., Aronson, Fried, and Good, 2002; Steele, 1997; Yeager & Walton, 2011).
What Is a Growth Mindset? (e.g., Dweck, 1999; Dweck & Leggett, 1988)

- Students with a *growth mindset* believe
  - IQ and academic ability can be changed and developed through practice.
  - Corrective feedback can contribute to growth.
  - Success is the result of grit, perseverance, or sustained effort and practice.
  - Mistakes or failures are important in developing one’s abilities and growth.
What is a growth mindset? (e.g., Dweck, 1999; Dweck & Legget, 1988)

- Students with a **fixed mindset** believe
  - IQ and academic ability are pre-determined and are, therefore, not malleable.
  - Grit, perseverance, or effort do not impact academic learning, so they give up or avoid difficult tasks.
  - If one does not learn something easily, it is because one is not intelligent.

- Students with a **growth mindset** believe
  - IQ and academic ability are dynamic and can be changed and developed through practice.
  - Corrective feedback can contribute to growth.
  - Success is the result of grit, perseverance, or sustained effort and practice, and failure is an integral part of developing one’s abilities and growth.
Embedding Growth Mindset and Grit Training within an Evidence Based Read-Aloud Intervention

• Our research in the reading domain found that fourth graders’ global and reading growth mindset contributed to their end of year reading comprehension, controlling for their initial basic reading skills (Petscher, Al Otaiba, Wanzek, Rivas, & Jones, 2017).

  – Having a growth mindset was more strongly associated with reading for students with weaker reading skills.

• We are currently testing the impact of embedding mindset training into reading interventions.

• Kindergarten Preventative Intervention

• We have pilot-tested embedding growth mindset training into Dialogic Reading Intervention.
Adapted for our research with young children from Blackwell et al and Brainology

Mindset Survey

<table>
<thead>
<tr>
<th></th>
<th>DISAGREE</th>
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<td>8.</td>
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1. I like school work that I'll learn from even if I make a lot of mistakes.
2. You can learn new things, but you can't really change how smart you are.
3. An important reason why I do my school work is because I like to learn new things.
4. I like school work best when it makes me think hard.
5. The harder you work at something, the better you will be at it.
6. If an assignment is hard, it means I'll probably learn a lot doing it.
7. When something is hard, it just makes me want to work more on it, not less.
8. You know you're good at something when it comes easily to you.
We developed a Reading Growth Mindset Measure

<table>
<thead>
<tr>
<th>DISAGREE (A LOT)</th>
<th>DISAGREE (A LITTLE)</th>
<th>AGREE (A LITTLE)</th>
<th>AGREE (A LOT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a book is hard to read, I stop reading it.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>I feel like I am one of the worst readers in my class.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>If I have to read out loud in class, I feel scared.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>If I make a lot of mistakes while reading, I quit trying.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>When I have to work hard at reading, it makes me feel like I am not very smart.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>When someone reads better than me, I'm jealous.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I don't like when my teacher corrects me when I'm reading.</td>
<td>☐</td>
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</table>

We are still working on it, but…..

<table>
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<tr>
<th>DISAGREE A LOT</th>
<th>DISAGREE</th>
<th>DISAGREE A LITTLE</th>
<th>AGREE A LITTLE</th>
<th>AGREE</th>
<th>AGREE A LOT</th>
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</tbody>
</table>

We have derived a smaller set of items that predicted over 20% of the word reading and comprehension outcomes, controlling for initial status. (Tock, Quinn, Al Otaiba, Petscher & Wanzek, in review).
Dialogic Reading Is an Evidence-based Practice to Explicitly Teach Vocabulary

• While reading the storybook, the adult-child interaction develops into a conversation, a ‘dialog’, about the book.

• Focus of conversation:
  – Teach new vocabulary
  – Improve verbal fluency
  – Introduce the principle components of story grammar (main characters, action, outcome)
  – Develop narrative skills

(e.g., Whitehurst & Lonigan, 1998); see the IES intervention report
Dialogic Reading: Evidence-Based Read Alouds

• Purpose: develop oral language and listening comprehension

• Implementers: parents, volunteers, paraprofessionals, teachers

• Students: range of disabilities, preschoolers, ELLs
How Is Dialogic Reading Different than Typical Shared Reading?

Dialogic Reading
- Child centered
- Interactive
- Follows child’s interest
- Child is an active participant
- Adult asks questions

Typical Reading
- Story centered
- Adult reads
- Child listens
Dialogic Reading Levels Increase Systematically from Easier to Harder

• Level I:
  – Ask “wh” type questions to increase vocabulary
  – Questions focused on the pictures; need specific response

• Level II:
  – Expand child’s answer with 1 or 2 more words
  – Ask open-ended questions

• Level III:
  – Questions about story plot & personal experiences
  – Questions not focused as much on the pictures
  – Build on growth mindset
Dialogic Reading: Adding Explicit Connections to Home and School

- **Completion prompts**
  - She was on Mama Bear’s bed. It was too **soft**.

- **Recall prompts**
  - What happened first in the story? What happened next?

- **Open-ended prompts**
  - Tell me something Goldilocks took or used that didn’t belong to her at the three bears’ house.

- **Wh_-_prompts**
  - What is another mistake Goldilocks learned from?
CROWD-HS cont.

- **Distancing prompts**
  - If you were the little bear, how would you feel when someone visited your house without asking?

- **Home prompt**
  - How do you take care of other people’s things at home?

- **School prompt**
  - If a friend at school finishes his snack, but is still hungry, what can you do to help them?
General Criteria for Selecting Books for Kindergarten Project
GROW

• Books are selected that reinforce having grit and a growth mindset
• Books should have colorful, clear pictures.
• Books include characters who are male and female and who are from different ethnic backgrounds.
• The pictures have a large variety of objects and actions reinforcing the relevant constructs and support the introduction, review, and reinforcement of the taught vocabulary and phrases.
One Book Unit Focuses on Perseverance

• Perseverance: I Have Grit! (by J. Shepherd 2016)
  – This text was selected because it demonstrates brief vignettes of boys and girls practicing to learn something new.
  – There are also famous people who persevered like Martin Luther King, Malala Yousafzai, the Wright brothers, and Jane Goodall.

• Vocabulary and phrases for explicit instruction:
  – 1) persevere and perseverance, 2) achieve your goal, 3) grit, 4) frustrated, 5) patience.
Example Questions

- **Wh-prompts**
  - Who worked his whole life to improve the lives of African Americans? (MLK)
  - How can you celebrate when you achieve a goal? (e.g., give yourself a pat on the back)
  - Who helped the boy in the book learn to ride his bike? (Dad or Uncle.)

- **Distancing prompts**
  - Are you working on a goal now?
  - What small steps did you take to achieve your goal?

- **Home prompt**
  - Tell me about something you had to practice to do better? (e.g., playing basketball)
  - How can you help yourself practice reading?

- **School prompt**
  - At school, when haven’t learned to play a hard sport yet, how can you show your grit?
  - If a friend at school needs help to stay keep practicing, what can you do to help them?
Ways to Provide Corrective Feedback

• Model a good answer. Make comments about the picture using sentences at about the same level of complexity as language comprehension, then pause.

• Say part of a sentence and have them fill in the last word.

• Say something incorrect about the picture then pause to see if they will correct you.
PEER Acronym Helps Teachers Remember to Support Language

- Prompt
- Evaluate
- Expand
- Respond
Links for training and research about Dialogic Reading

• Link to reading tip sheets for parents in multiple languages

• Link to website for Early Childhood Dialogic Reading Training for students who are bilingual

• Link to another free article for teacher training at Reading Rockets

• Link to review of research on dialogic reading practices by the What Works Clearinghouse
Stephanie Al Otaiba: Modeling Dialogic Reading

- [https://vimeo.com/user16310535/review/97464284/660a11b00a](https://vimeo.com/user16310535/review/97464284/660a11b00a)

- This 7 minute video models how to teach dialogic questions

- I placed post-it notes in the book with leveled questions
Flynn, K. (2011). *Teaching Exceptional Children*

Developing Children’s Oral Language Skills Through Dialogic Reading

*Guidelines for Implementation*

Kylie S. Flynn
Students need teaching for support transfer of skills (Gersten, Fuchs, Williams & Baker, 2001)

Expanding beyond the basics

- Letter-sounds & sight words
- Word reading
- Reading in sentences
- Reading in paragraphs and controlled texts
- Reading in trade books / content area
- Reading and writing (and decoding and spelling)

Transfer across languages too!
Reading words in different contents: Learning Games

Friends on the Block, 2016
Other examples of transfer from a lesson to books

Sound-spelling patterns & common word parts

Lesson practice directly linked to books

Presentation Book

Book

Friends on the Block, 2016
Transfer to Non-Fiction Texts

- Ants are very little, but ants can go very fast. Ants do not like to be in the sun. The ant is little, but he can be very fast.

- It is so little, but it can go fast. Look at it go. It is fun to see the ant run fast. The ant ran very fast.

Friends on the Block, 2016
Explicit and Systematic Comprehension and Writing Instruction: Graphic Organizer to Show Story Grammar

Teacher Prep:

- Select the story reading method you want to use for reading the entire book.
- Make 1-2 copies of the given Story Grammar page.
- Have answers in mind for each part of the Story Grammar page.

How to:

Day 4 Story Time: Read and Review

Read the story straight through. Select a method of reading that matches student ability (Echo Read, Choral Read, Student Read). Follow the I, We, You feedback procedure when necessary. Complete the Story Grammar graphic organizer. Discuss the parts of the story. *If desired, make a copy of the graphic organizer and write down student responses.

Friends on the Block, 2016
Day 4 Story Time: Review and Comprehension
Read the story straight through.

Complete the Main Idea graphic organizer. Discuss the parts of the story. If desired, make a copy of the graphic organizer and write down student responses.

Main Idea

Write who or what the story is mostly about.

Details

Write one detail.

Write one detail.

Write one detail.
Pause and Reflect about the Intensifying Interventions

• What are some ways you want to contribute to intensifying interventions at your school?
Some solutions you as a school psychologist can support (that don’t depend on the whole school changing)

• Helpful Resources I have highlighted and a few more to support RTI and MTSS
Resources about Validated and Evidence-Based Interventions
# Resources for Evidence about Intensive Interventions

<table>
<thead>
<tr>
<th>Resource</th>
<th>Author or Original Funding Agency</th>
<th>Key Features</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Intervention Practice Guides</strong></td>
<td>National Center on Intensive Intervention</td>
<td>• Provides users with information about RTI and MTSS.</td>
<td>• <a href="http://nclii.org/intensive-intervention-practice-guides/">http://nclii.org/intensive-intervention-practice-guides/</a></td>
</tr>
<tr>
<td><strong>Best Evidence Encyclopedia</strong></td>
<td>John Hopkins University School of Education</td>
<td>• Provides evidence of effectiveness on a variety of curriculum used in K-12.</td>
<td>• <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a></td>
</tr>
<tr>
<td><strong>WWC Practice Guides and Intervention Reports</strong></td>
<td>Institute of Education Sciences through the Department of Education</td>
<td>• Provides intervention reports and reviews of effectiveness for individual reading programs.</td>
<td>• <a href="https://ies.ed.gov/ncee/wwc/PracticeGuides">https://ies.ed.gov/ncee/wwc/PracticeGuides</a> • <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a></td>
</tr>
<tr>
<td><strong>Evidence for ESSA</strong></td>
<td>Center for Research and Reform in Education (CREE) at John Hopkins University School of Education</td>
<td>• Provides evidence of a variety of programs in reading and math approved by the Every Student Succeeds Act (ESSA).</td>
<td>• <a href="https://www.evidenceforessa.org/">https://www.evidenceforessa.org/</a></td>
</tr>
<tr>
<td><strong>International Dyslexia Association (IDA)</strong></td>
<td>International Dyslexia Association</td>
<td>• Provides information about identifying interventions for individuals with dyslexia. • Provides a set of Knowledge and Practice Standards (KPS) for teachers.</td>
<td>• <a href="https://dyslexiaida.org/">https://dyslexiaida.org/</a></td>
</tr>
</tbody>
</table>
The Iris Center


- https://iris.peabody.vanderbilt.edu/module/ebp_01/

- This example of a module includes a helpful video by Researcher Bryan Cook

You and your team can access this freely, so can parents, and you can get CEUs from the Project IRIS modules.
Another source: IES Practice Guides

- Produced by the What Works Clearinghouse of the Institute of Education Sciences (IES), U.S. Department of Education
- Provides specific and coherent evidence-based recommendations specific to various topics
- Intended for use by educators, particularly district-level administrators
- Addresses a multifaceted challenge that lacks developed or evaluated packaged approaches (i.e., specific curriculum programs or materials)

https://ies.ed.gov/ncee/wwc/
## Reports from IES


### Studies of instruction/intervention programs

- Core reading program
- Dialogic reading
- Peer Assisted Learning Strategies
- Collaborative Strategic Reading
- Wilson
- Slingerland

### Practice Guides

- ELLs
- RTI
- K-3 Comprehension
- Struggling readers
- Behavior
- Foundational skills (K-3)*
- Academic language and literacy for ELLs*
- *These have Professional Learning Community Guides
Another Source
IES Intervention Reports

Wilson Reading System®
Beginning Reading

Wilson Reading System® was found to have potentially positive effects on alphabeticics and no discernible effects on fluency and comprehension.

The Wilson Reading System® is a reading and writing program. It provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language. The Wilson Reading System® directly teaches the structure of words in the English language, aiming to help students learn the coding system for reading and spelling. The program provides interactive lesson plans and uses a sequential system with extensive controlled text. The Wilson Reading System® is structured to progress from phoneme segmentation to more challenging tasks, and seeks to develop sight word knowledge, fluency, vocabulary, oral expressive language development, and reading comprehension.

Findings

<table>
<thead>
<tr>
<th>Outcome Domain</th>
<th>Effectiveness Rating</th>
<th>Grades</th>
<th>Improvement Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabeticics</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Comprehension</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Summary of all Research Settings and Samples that Met Standards

- Race
  - Black: 42%
  - White: 58%

- Gender
  - Male: 41%
  - Female: 59%

- Free & Reduced-Price Lunch
  - 43%

Delivery Method
- Small Group

Locations
- DA, Northeast

https://ies.ed.gov/ncee/wwc/
IES Practice Guides are a valuable resource for you (and free!)
Some examples:

<table>
<thead>
<tr>
<th>Practice Guides Published</th>
<th>Relevant for All Grade Levels</th>
<th>Relevant for Elementary School</th>
<th>Relevant for Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging Girls in Math and Science (September 2007)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing Instruction and Study to Improve Student Learning (September 2007)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turning Around Chronically Low-Performing Schools (May 2008)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Student Achievement Data to Support Instructional Decision Making (September 2009)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (February 2009)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (December 2007)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving Reading Comprehension in Kindergarten Through 3rd Grade (September 2010)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reducing Behavior Problems in the Elementary School Classroom (September 2008)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (April 2009)</td>
<td>✅</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Developing Effective Fractions Instruction for Kindergarten Through 8th Grade (September 2010)</td>
<td>✅</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008)</td>
<td>✅</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Structuring Out-of-School Time to Improve Academic Achievement (July 2009)</td>
<td>✅</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Dropout Prevention (August 2008)</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping Students Navigate the Path to College: What High Schools Can Do (September 2009)</td>
<td>✅</td>
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</tbody>
</table>

https://ies.ed.gov/ncee/wwc/
Table 2. Recommendations and corresponding levels of evidence

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Minimal Evidence</th>
<th>Moderate Evidence</th>
<th>Strong Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach students how to use reading comprehension strategies.</td>
<td></td>
<td></td>
<td>◆</td>
</tr>
<tr>
<td>2. Teach students to identify and use the text's organizational</td>
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<td>◆</td>
<td></td>
</tr>
<tr>
<td>structure to comprehend, learn, and remember content.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Guide students through focused, high-quality discussion on the meaning of</td>
<td>◆</td>
<td></td>
<td></td>
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<tr>
<td>text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Select texts purposefully to support comprehension development.</td>
<td>◆</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Establish an engaging and motivating context in which to teach</td>
<td></td>
<td></td>
<td>◆</td>
</tr>
<tr>
<td>reading comprehension.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IES Professional Learning Community (PLC) Guides

- IES has funded regional labs that provide technical assistance and PD
- They provide Train the Trainer materials including video examples, lesson plans
- One for struggling readers: https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4541
- One for teaching academic content and literacy for English learners in elementary and middle school: https://ies.ed.gov/ncee/edlabs/regions/southwest/plc.asp
PROFESSIONAL LEARNING COMMUNITIES
FACILITATOR’S GUIDE

For the What Works Clearinghouse Practice Guide

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Facilitating Professional Learning Communities That Support Struggling Readers Who Are English Learners in the Southwest

Purpose
The Professional Learning Communities (PLC) Facilitator’s Guide assists PLCs in applying evidence-based strategies to support struggling readers who are English learners.

Research Base
The PLC Facilitator’s Guide aligns with the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School educator’s practice guide, produced by the What Works Clearinghouse, Institute of Education Sciences.

The practice guide presents four evidence-based recommendations:
1. **Academic vocabulary:** Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
2. **Content-area instruction:** Integrate oral and written English language instruction into content-area teaching.
3. **Structured writing instruction:** Provide regular, structured opportunities to develop written language skills.
4. **Small-group intervention:** Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Benefits for Educators
- Evidence-based strategies to help K-8 English learners acquire academic language and literacy skills
- Collaborative professional learning experience for reading, discussing, sharing, and applying the practice guide’s key ideas and strategies
- Activities and content for eight 75-minute PLC sessions
- Systematic five-step cycle that encourages PLCs to debrief, define, explore, experiment, and reflect and plan

Video Series
- 4 introductory videos cover the practice guide recommendations
- 19 classroom videos show actual instruction at three grade levels: 2-3 (combination), 4, and 6-8 (newcomers)
- Pre-Teaching Vocabulary
- Using Videos to Anchor Instruction
- Activities to Promote Word Learning
- Providing Reteach
- Word Parts and Cognates
- Most popular topics

Conclusion/Scholarly Significance
The PLC Facilitator’s Guide, along with the companion educator’s practice guide, is intended to foster a deeper understanding of how scientifically based research on educating English learners may be applied to classroom practice. The research on effective instruction for English learners provides the basis for the guide’s content, while the PLC format provides teachers with a structure for shared learning and improvement as they apply evidence-based concepts to classroom practice.

This PLC model is a key component of coherent and high-quality professional development (Desimone, Porter, Garet, Yoon, & Birman, 2002). Through this evidence-based and collaborative approach, the PLC Facilitator’s Guide helps educators align the needs and learning goals of English learners with school curriculum and school- and districtwide change efforts.

Testimonials From PLC Facilitators:
- "Resources are invaluable... videos are super"
- "The recommendations, the videos, and the graphic organizers... refocused my thinking and clarified the best methods for helping ELLs"
- "Excellent resources for creative, effective PLCs"
- "The resources and research base was most effective"
- "The presentation of research evidence, including the degree of evidence for each of the focus recommendations" [about what was most helpful]

FCRR Reports
Important Note
FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by FCRR. The programs for which reports are available do not constitute an “approved” or “required” list, since many potentially useful programs have not yet been reviewed.

Student Center Activities
During 2004-2006, a team of teachers at FCRR collected ideas and created student center activities for use in kindergarten through third grade classrooms. These materials have been distributed to Florida’s Reading First schools and can be accessed by all schools online. Accompanying these activities is a Teacher Resource Guide and Professional Development DVD that offers important insights on differentiated instruction and how to use the student center materials.

Frequently Asked Questions about Student Center Activities
Grades K-1 Student Center Activities
Grades 2-3 Student Center Activities

Differentiated Reading Instruction: Small Group Alternative Lesson Structures for ALL Students (PDF)
This document was prepared to provide guidance to Reading First Coaches and Teachers regarding alternative lesson structures for providing small group, differentiated instruction to students in grades K-3 within Reading First schools in Florida.

Frequently Asked Questions About Reading Instruction
FCRR receives many questions from teachers and reading coaches regarding reading instruction. This section addresses the most frequently asked questions that we receive when we conduct Reading First site visits as well as those received via e-mail and telephone.

Principal Reading Walk Through Checklists
The Principal Walkthrough checklists provide principals of kindergarten through Third Grade with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization,
The Council for Exceptional Children Division for Learning Disabilities

Alerts at a Glance

• What Is The Practice Under Review?
• For Whom Is It Intended?
• How Does It Work?
• How Adequate Is the Research Knowledge Base?
• How Practical Is It?
• How Effective Is It?
• What Questions Remain?
• How Do I Learn More?

https://www.teachingld.org/
What is DLD’s **Current Practice Alert** Series?

- Objective, independent, and authoritative review of what is known about a current or emerging practice intended for individuals with learning disabilities (LD)
- Judgement: “Go for it” vs. “Use, with caution”
- DLD & Division for Research partnership
- Intended for practitioners, administrators, and parents

https://www.teachingld.org/
Another Practioner-friendly Resource

Fuchs, Fuchs, and Malone (2017) Taxonomy of Intervention

- Step 1: Provide behavioral and social supports
- Step 2: Increase dosage
- Step 3: Increase intervention at the individual child’s “sweet spot” and area of need
- Step 4: Increase intervention by making it more explicit and systematic
- Step 5: Teach for transfer
The National Center on Intensive Intervention also offers a Standardized Measure to “Evaluate” RTI Implementation

- Structured interview protocol *RTI Essential Components Worksheet* (NCII)

- RTI Essential Components are rated on a 5 point scale
  1. Universal screening and progress monitoring
  2. Data-based decision making
  3. Multi-tiered instruction
  3. Intensive intervention
  5. Fidelity and evaluation
  6. Infrastructure and support
Pause and Reflect about the Intensifying Interventions

- How would you plan and evaluate intensification?
  - Plan to observe and do a needs analysis?
  - Complete the NCLII RTI implementation survey?
  - Plan to share resources with teachers or teams?
    - Professional development (CEUs)
- Consider my case study and create your own!
Presentation Outcomes for School Psychologists: Plan, evaluate, get involved in intervention activities

- Identify resources and tools for professional development for yourselves, school leaders, teachers, paraprofessionals, students, and families to support struggling readers and students with disabilities.
  - Provide knowledge about selecting core reading programs
  - Provide knowledge about the strength of evidence-based interventions
  - Explain the importance of and “how to” intensify reading and writing interventions and meeting students at the “just right” level to support reading and writing instruction.
  - Evaluate screening data and level/slope for progress monitoring.
  - Evaluate criteria for adequate and inadequate response.
  - Track tiers and decisions for moving up or down tiers.

- Develop your own case studies about collaborating to further intensify plans for students and improve outcomes for students.
A comprehensive study of key factors associated with reading outcomes for students receiving Tier 3 and/or special education reading interventions

Participating schools will represent a variety of RTI models, geographic and socioeconomic locations to incorporate a range of school risk.

PI: Stephanie Al Otaiba  
Co-PIs: Jill Allor, Aki Kamata, and Paul Yovanoff  
Research Coordinator: Brenna Rivas  
Southern Methodist University

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Questions/Contact information for Friends on the Block

- www.FriendsOnTheBlock.com

Acknowledgements
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