Tier 2 Literacy: Matching Instruction & Intervention to Student Needs

Stephanie Spadorcia, Ph.D.
Lesley University

Michael McSheehan
University of New Hampshire

Stephanie Spadorcia, Ph. D.
Associate Professor
Language and Literacy Division
Lesley University
sspadorc@lesley.edu

Michael McSheehan
Clinical Assistant Professor,
Communication Sciences & Disorders
Institute on Disability
University of New Hampshire
mcms@unh.edu

- This session highlights the importance of identifying struggling reader profiles and matching intervention based on those profiles.
- Participants will explore how a mix of programs and protocols may be used in Tier 2.
- Real New Hampshire school data and examples will be used. A new, free, online professional development resource will be highlighted.

Outcomes

By the end of this session, participants will be able to:

- Describe 6 profiles of struggling readers
- Describe a process for matching research based instructional protocols and available intervention programs to profiles of struggling readers.

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What we did not do in Tier 2:

- Group Students by Reading Levels
  - Students will similar reading levels but different "needs" are put together for a supplemental dose of core program.
- Match students to preselected (available) programs
  - If you need Tier 2, you get "X" program.

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What we did do in Tier 2:

- Supplemental Instruction
  - Additional dose of the instruction provided in Tier 1 using materials from the core program(s)
- Targeted Intervention
  - Additional instructional period (3-5x/week) focused on intervening in students' area of need

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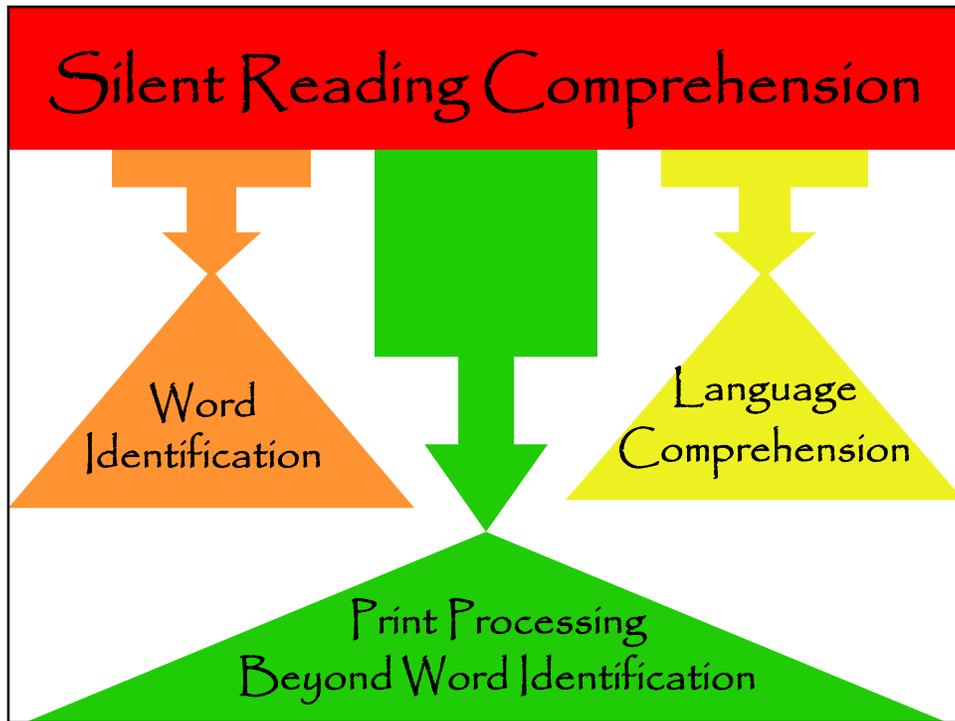At the Institute on Disability, University of New Hampshire

What we did do in Tier 2 Targeted Intervention:

1. Identify the cognitive process skill profiles of struggling readers
2. Identify a full compliment of instructional protocols or programs that address the profiles
3. Match students with instruction/intervention according to profiles

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Philosophies

- Identifying Student Need
  - Stages Approach – What level/stage is your student at? Provide direct instruction at appropriate level/stage.
    - Chall
  - **Cognitive Processes Approach** – What are the cognitive skills needed for reading? Provide direct instruction for those cognitive skills.
    - Stanovich
    - Cunningham

> Both Align with the BIG 5

Silent Reading Comprehension

Word Identification

Language Comprehension

Print Processing Beyond Word Identification

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6 Profiles Matched to Student Need

1. Focus on Automaticity and Print Processing (Fluency)

2. Focus on decoding of single syllable words, strategies for figuring out unknown words

3. Focus on letter-sound correspondence, phonemic awareness, sounding out words

4. Focus on early language comprehension, understanding text at the sentence level

5. Focus on language comprehension, increasing connection of background knowledge and text structures

6. Focus on decoding bigger words, strategies for decoding in text

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Instructional Profile

- For each profile we generated:
- Goals for instruction
- Instructional protocol on a 4-day rotation
- Materials to support instructional protocol
- Alignment to published programs that address the same area
- Matched to progress monitoring tools
- Research base to support each profile

Definition:

- **Research based Instructional Protocol:** set of instructional practices that have been demonstrated through research to improve student reading performance in particular area when delivered with fidelity to practice
- **Research based program:** Published program that has been created to target particular area of student of student need
- **Researched program**: Program that has been researched according to guidelines for rigorous research design and demonstrated positive outcomes on student performance

Review of Handout

- Review profiles, protocols, programs, and schedules from additional handout

I: Focus on Automaticity and Print Processing (Fluency)

- Goals are to:
  - increase fluency & prosody;
  - listen to models of good reading;
  - read lots of easy books;
  - multiple opportunities for successful reading practice;
  - Increase automatic recognition of words through reading and spelling/writing

What will these students' profiles look like?

- WI:pre-primer to primer level
- LC:area of strength
- SRC: pre-primer to primer
- Provide students with lots of practice with text below the 1st grade level. Emphasis reading with intonation in oral and silent reading. Use strategies like repeated readings of easy texts, reading books in a series, reader's theater with silent reading practice, poems in two voices.
- Language is not the area of concern
- Two possible areas of impact: automatic word identification or print processing

What materials will be most useful?

- Song lyrics
- Short, easy texts
- Short stories and books that can be read multiple times
- Word Wall folders and words
- *Messing Around on the Monkey Bars: and Other School Poems for Two Voices by Betsy Franco and Jessie Hartland*
- *Big Talk: Poems for Four Voices*
- *Reader's Theater scripts*
- *Joyful Noise: Poems for Two Voices*

What activities target this area?

1. Warm up readings of familiar, easy texts
2. Introduction of a few words for exposure in a text and put on/in Word Wall
3. Look Say Cover Write Check with a few targeted words
4. Choral reading of a new text (teacher lead) or teacher-lead purposeful shared reading; repeated readings
5. Language Experience (interactive writing) based on shared experience; re-reading story pointing to words as read
6. Writing with coaching to use word wall
7. Repeated readings of an easy text
8. Reader's Theater
9. Independent reading in an easy text of choice

Programs That Support This Profile

Read Naturally

References

- Dowhower, S. (1989). Effects of repeated reading on second graders fluency and comprehension. *Reading Research Quarterly, 22*. 389-406.
- Gustafson, Falth, Svensson, Tjus, & Heimann, (2011). Effects of three reading interventions on the reading skills of children with reading disabilities. Journal of Learning Disabilities, 44, 2, 123-135.
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II: Focus on decoding of single syllable words, strategies for figuring out unknown words

- Goals for instruction include:
  - Learning strategies for decoding words in print
  - Efficient decoding: applying rules of phonetics, chunking at the onset/rime level
  - Word analysis and creation (i.e., Making Words)
  - Sorting based on ending and beginning patterns,
  - Rhyming & tongue twisters
  - Spelling of words in writing
  - Development of phoneme-by-phoneme decoding, onset-rime decoding, and automaticity in word identification through wide reading of very easy text.

What will these students' profiles look like?

- <u>WI: primer level or lower</u>
- LC: within 2 levels of grade level
- SRC: area of strength
- Development of phoneme-by-phoneme decoding, onset-rime decoding, and automaticity in word identification through wide reading of very easy text.

What materials will be most useful?

- Making Words
- Rounding up the rhymes
- Targeted Word Study/Decoding programs
- Word Wall activity formats
- Letter tiles
- Mix it Fix it

Programs That Support This Profile

- Wilson Reading
- Orton Gillingham
- Project Read
- Language!

What activities target this area?

1. Warm up readings of familiar, easy texts
2. Making Words with Word Sorts; put example pattern words on/in Word Wall
3. Word Analysis in text:
   - Guess the Covered Word
   - Compare/contrast
   - Context plus initial phonics sounds
4. Activities focused on the Word Wall words:
   - Be a Mind Reader type activities
   - Games and open Word Wall dictation using words from the Word Wall
5. Structured phonics activities depending on area(s) of need- consistent with particular methodology (i.e., Wilson)
6. Writing with coaching to use Word Wall
7. Independent reading in an easy text of choice

Reference

- Gustafson, F., Svensson, T., & Heimann,M. (2011). Effects of three reading interventions on the reading skills of children with reading disabilities. Journal of Learning Disabilities, 44, 2, 123-135.
- Dowhower, (1987) Effects of repeated readings on second-grade readers fluency and comprehension. Reading Research Quarterly, 22, 389-406.
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- Rasinski (1990). Effects of repeated reading and listening-while-reading on fluency. Journal of Educational Research, 83.

III: Focus on letter-sound correspondence, phonemic

awareness, sounding out words

- Goals for instruction include:
  - Development of phonics using a spelling based approach (e.g., making words)
  - Increasing phonemic awareness
  - Attempting strategies for decoding
  - Word analysis and creation with little words(i.e., Making Words)
  - Sorting based on ending and beginning patterns,
  - Rhyming & tongue twisters
  - Spelling of words

What will these students' profiles look like?

- <u>WI:pre-primer-primer level</u>   MCM1
- LC:2 or more levels below grade level
- SRC: area of strength
- Area of impact: Development of phonics using a spelling based approach (e.g., making words)

What materials will be most useful?

- Making Words (small words, single vowel)
- Rounding up the rhymes
- Rhyming word lists
- Tongue twisters

MCM1   note
        Michael McSheehan, 5/31/2012

Program That Support This Profile

- LIPS
- Fundations
- Sound Partners

What should be included in an instructional lesson?

1. Teacher lead choral reading of easy books (with patterns)
2. Rhyming, blending, substituting of phonemes in words
3. Early Making Words lessons
4. Rounding Up the Rhymes
5. Word Sorts based on sounds
6. Analyzing words: first and last sound
7. Writing- drawing and writing; emphasizing invented spelling & sounding out the word
   - 5-Step writing lesson (think, draw, write, name/date, share)
8. Independent reading of easy book of choice

References

- Christensen & Bowey (2005). The efficacy of orthographic rime, grapheme phoneme correspondence, and implicit phonics approaches to teaching decoding skills. Scientific Studies of Reading, 9, 327-349.
- Corriveau, Goswami, & Thompson, (Jul/Aug 2010). Auditory Processing and early literacy skills in a preschool and kindergarten population. *Journal of Learning Disabilities, 43*, 369-382.
- Ehri, Satlow, Gaskins, (2009). Grapho-phonemic enrichment strengthens keyword analogy instruction for struggling young readers. Reading & Writing, 25, 162-191.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.*

IV. Focus on early language comprehension, understanding text at the sentence level

- Goals for instruction will include:
  - Making predictions about a story and checking for accuracy (I.e., based on title and pictures);
  - Reading to understand sentence level comprehension (I.e., what is the sentence saying?);
  - Reading to confirm for set purposes
  - Accessing background knowledge and having immediate application to reading;
  - Reading texts based on similar patterns;
  - Reading texts for multiple purposes

What will these students' profiles look like?

- WI: area of strength
- <u>LC:2nd grade or below</u>
- SRC: area of strength
- Language is the area of concern
- Two areas of relative strength: word identification and print processing
- Global difficulties; listening to text and understanding is difficult

What materials will be most useful?

- Picture books
- Articles and texts about similar topics
- Multiple copies of books

- "Searchasaurus" – put in topic & reading level

What should be included in an instructional lesson?

- Warm-up listening comprehension activity and purposeful discussion or teacher-lead purposeful shared reading
- Vocabulary activities- word association, word webs
- Reading books about similar topics and in similar formats
  - Directed-Reading-Thinking Activity (Predict-Read-Prove)
  - Reading of a book for 1-2 purposes (continues on subsequent days)
  - Writing a book based on a model
  - Doing an activity based on the topic of the book
- Language Experience Activity (interactive writing) based on a shared experience; re-reading text in the following sessions
- Independent reading of easy book of choice

Programs That Support This Profile

- Text Talk
- Visualize and Verbalize

- [Buzz About It] – not yet reviewed

References

- Gustafson, S., Falth, L. , Svensson, I. Tjus, t., & Heimann, M. (2011). Effects of three interventions on the reading skills of children with reading disabilities in grade 2. *Journal of Learning Disabilities, 44*, 123-135.
- Katz, L. A, & Carlisle, J. F. (Jul 2009). Teaching students with reading difficulties to be close readers: A feasibility study. *Speech & Hearing Services in Schools., 40*, 325-340.

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V: Focus on language comprehension, increasing connection of background knowledge and text structures

- Goals for instruction include:
  - Reading for various text structure formats (fiction and non-fiction)
  - Reading for definite purposes and performing tasks related to purposes
  - Making connections within and between texts

What will these students' profiles look like?

- WI: area of strength
- LC: 2nd-4th grade level
- SRC: area of strength
- Teach students to make connections while reading and/or listening to text. Focus on early text-to-self and text-to-world type connections. Maximize interactions while reading the text. Use a variety of listening, echo reading, choral reading, and silent reading formats.
- Language is the area of concern
- Two areas of strength: word identification and print processing

What materials will be most useful?

- Short texts and books
- Song lyrics
- Picture books
- Graphic organizers

What should be in an instructional lesson format?

- Warm-up listening comprehension activity and discussion or teacher-lead purposeful shared reading
- 5-Step comprehension lesson framework:
  1. Introducing key vocabulary
  2. Introducing purpose for reading
  3. Reading (shared, independent, teacher-lead, partner)
  4. Perform a task related to purpose
  5. Give feedback

  WAIT!

- Connection making between texts and experiences; Reading multiple types of texts across lessons
- Writing based on topic related to reading or discussion
- Questioning the Author- QTA
- Graphic organizers for reading and writing (KWL, story maps)
- Independent reading of easy book of choice

Programs That Support This Profile

- Text Talk
- Visualize and Verbalize
- Soar to Success
- Read 180

References

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- Zipke, M, Ehri, L. C. Cairns, H. (Jul-Sep 2009). Using semantic ambiguity instruction to improve third graders' metalinguistic awareness and reading comprehension: An experimental study. *Reading Research Quarterly, 44*. 300-321.

VI: Focus on decoding bigger words, strategies for decoding in text

- Goals for instruction include:
  - Learning strategies for decoding bigger words in print
  - Efficient decoding: applying rules of phonetics, chunking at the onset/rime level and syllable level
  - Word analysis and creation (i.e., Making Bigger Words, Mystery Word Match)
  - Sorting based on ending and beginning patterns, root words
  - Multiple opportunities to spell and write words

What will these students' profiles look like?

- <u>WI:2nd-3rd grade level</u>
- LC: area of strength
- SRC: area of strength
- Teach students to recognize more complex spelling patterns in one and two syllable words. Teach students to read unknown words using an analogy-based approach.
- Wide reading of text at the 2nd grade or lower to build automaticity in word identification.
- Polysyllabic word mediation is the area of concern
- Two areas of strength: language comprehension and print processing

What materials will be most useful?

- Making Bigger Words
- Nifty Thrifty Fifty
- Prefixes and suffixes word lists
- Word Wall folders
- Mystery Word Match

What should be in an instructional lesson framework?

1. Warm up readings of familiar, easy texts
2. Making Bigger Words with Word Sorts; put example pattern words on/in Word Wall
3. Word Analysis in text:
   - Guess the Covered Word: context plus known patterns
   - Compare/contrast with compound words
   - Coaching strategies for decoding unknown words
4. Activities focused on the Word Wall words:
   - Be a Mind Reader type activities
   - Open Word Wall dictation using words from the Word Wall
5. Structured word analysis using chunking strategies
   - Nifty Thrifty Fifty
   - Mystery Word Match
   - Prefixes and suffixes
6. Writing with coaching to use Word Wall
7. Independent reading in an easy text of choice

Programs That Support This Profile

- Wilson Reading (upper lessons)
- Orton Gillingham
- Project Read
- Prefixes and Suffixes: Systematic Sequential Phonics and Spelling
- Rewards (Sopris West)

References

- Arnbak, E., & Elbro, C. (2000). The effects of morphological awareness training on the reading and spelling skills of young dyslexics. Scandinavian Journal of Educational Research, 44(3), 229-251. doi:10.1080/00313830050154485
- Berninger, V.W., Nagy, W.E., Carlisle, J.F., Thomson, J., Hoffer, D., Abbott, S., et al. (2003). Effective treatment for children with dyslexia in grades 4-6: Behavioral and brain evidence. In B. Foorman (Ed.), Preventing and remediating reading difficulties: Bringing science to scale (pp. 381-347). Baltimore: York.
- Baumann, Edwards, Font, Tereshinki, Kame'enui, (2002). Teaching morphemic and contextual analysis to fifth-grade students. *Reading Research Quarterly, 37,* 150-176.
- Carlisle, J. (2010). Review of research: Effects of instruction in morphological awareness on literacy achievement- an integrative review. *Reading Research Quarterly, 45,* 464-487.

Student1
2nd grade

- Fall:
  - WI- pre-primer LC- 1 SRC- n/a
- Winter:
  - WI-1   LC- 3   SRC- 1
- Spring:
  - WI- 2 LC- 4   SRC- 2

1. *Pinpointed area of need*
2. *Intervention protocol for word identification implemented*
3. *Texts at the students level*
4. *[routines]*
5. *Curricular coordination as a team focus on word id*

Student 2-
2nd grade

- Fall:
  - WI- pre-primer LC- 3 SRC- n/a
- Winter:
  - WI-2
- Spring:
  - WI- 3   LC- 5   SRC- 2

1. *Pinpointed area of need*
2. *Intervention protocol for word identification implemented*
3. *Texts at the students level*
4. *[routines]*
5. *Curricular coordination as a team focus on word id*

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Student 3
3rd grade

- Fall:
  - WI- primer LC- 3 SRC- 2
- Winter:
  - WI-2
- Spring:
  - WI- 5   LC- 56   SRC- 2

1. *Pinpointed area of need*
2. *Program for word identification implemented*
3. *Texts at the students level*
4. *Rebalanced student's day*
5. *[curricular coordination]*

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Student 4
4ᵗʰ grade

- Fall:
  - WI- primer LC- 1 SRC- 1
- Winter:
  - WI-1   LC   SRC- 2
- Spring:
  - WI- 2   LC- 2   SRC- 2

1. *Pinpointed area of need*
2. *Protocol for language comprehension intervention followed*
3. *Texts at the students level*
4. *Rebalanced student's day*
5. *[curricular coordination]*

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Outcomes

By the end of this session, participants will be able to:

- Distinguish between a research based instructional protocol, research based program, and researched program
- Match evidence-based instruction and intervention to profiles of struggling readers

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is provided by
the NH Bureau of Special Education,
NH Department of Education under a
grant from the US Department of
Education, Office of Special Education
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