

Reading Strategies that Work

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Welcome

- Background:
 - Taught in alternative education (AE) setting
 - Worked as behavioral specialist for cluster of elementary, middle, and high schools
 - Ph.D. from GSU – focus on E/BD, PBIS, and behavioral challenges
 - University of Alabama
 - Department of Special Education and Multiple Abilities
 - Classroom and behavior management
 - Multi-tiered systems of support (MTSS)
 - Special education literacy

Why We Are Here Today:

- Challenges of Teaching Reading in AE settings
 - Transient student populations
 - Staff turnover
 - Consistency across staff
 - Short term treatment periods
 - Various levels of learners
 - Computerized instruction
 - Students lack motivation and engagement

Why We Are Here Today:

- Strategies that work:
 - Increase engagement and motivation
 - Direct instruction
 - Peer tutoring
 - Progress monitoring

NOTE: All strategies reviewed today can support the approaches you currently are implementing (including computerized delivery)

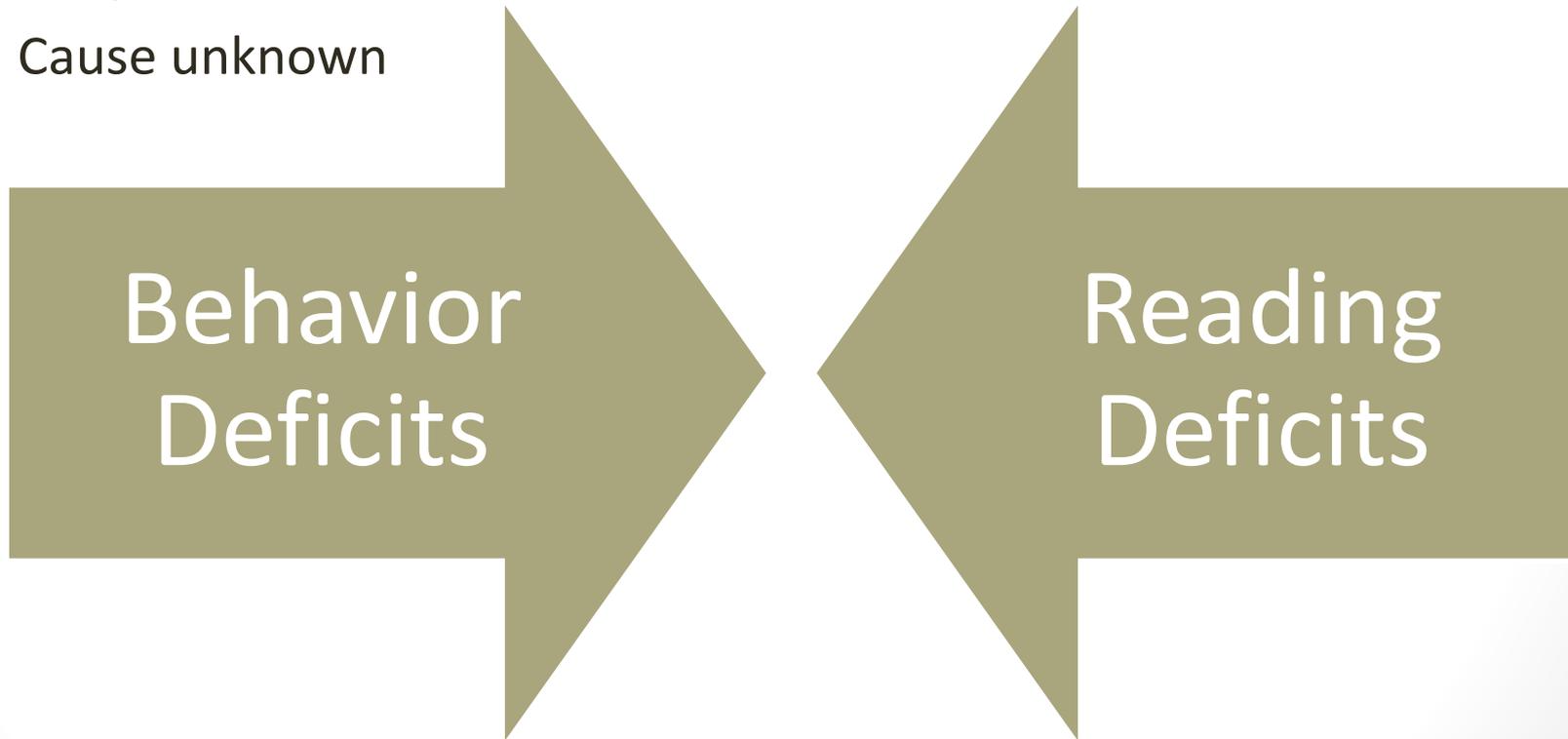
Alternative Educational (AE) Settings

- Students in AE settings demonstrate both academic and behavioral deficits
- Classrooms of “noninstruction”
 - majority of focus on independent seatwork as opposed to teacher-led instruction
- Increase in rates of referrals to AE settings (IDEA amendments, zero tolerance policies)

Academic Deficits - Reading

Relationship between reading failure
and problem behavior:

- Cause unknown



Reading Deficits

- Adolescents who do not read at proficient levels are at greater risk of:
 - school dropout
 - criminal behavior
 - Incarceration
 - unemployment

- School to prison pipeline

(Kauffman, Cullinan, & Epstein, 1987; Kutner et al., 2007; Scammacca et al., 2007)

Reading Deficits

- Students demonstrating reading deficits and/or behavioral challenges benefit from:
 - Explicit, systematic instruction in core skill areas (Big 5)
 - Reading instruction that is extended in duration, provides multiple opportunities for practice, and increases in intensity
 - Incorporation of appropriate texts to address engagement and motivation
 - Age-appropriate
 - Matches interests
 - On reading level

(Biancarosa & Snow, 2006; Faggella-Luby, Schumaker, & Deshler, 2008; Kamil et al., 2008)

Prerequisite Considerations

- Positive learning environments (PBIS)
 - High rates of praise
 - 4:1
 - Behavior/Task-Specific Praise
 - Environmental Inventory (Lewis, 2007)
- Robert Slavin – “Success for ALL” - 90 minutes of reading instruction daily
 - Group students by ability
 - Cooperative learning
 - Routine and continuous assessment (testing)
 - <http://www.pbs.org/makingschoolswork/sbs/sfa/>

Engagement/Motivation

Increased Engagement = Decreased Problem Behavior

- Opportunities to respond (OTR)
 - Set students up for success – ensure correct responding (80% accuracy or better before independent practice)
 - 4-6 OTR per lesson – higher for AE?
- Ensure the text interests the student
 - Reading Interest Inventory (Leko, Mundy, Kang, & Datar, 2013 – Figure 2)
 - Provide choice

Engagement/Motivation

- High interest, low readability texts (Biancarosa & Snow, 2006)
 - Match level and interest
 - Beginning at 1st grade reading level
 - Look like chapter books
 - Multiple genres – fiction, nonfiction, poetry, graphic novels
- Ensure selection of diverse texts
 - Culturally and linguistically
 - Genre
 - Multi-media
 - Digital and web-based texts
 - Can be adapted more easily
- Provide reinforcement in line with preference
 - Informal assessment of preference
 - Formal assessment of preference

(Leko et al., 2013)

Engagement/Motivation

- View Leko et al. (2013) article – “If the Book Fits: Selecting Appropriate Texts for Adolescents with Learning Disabilities”
 - Figure 2
 - Table 3
 - Figure 3
 - Table 4

Direct Instruction

- High intensity
- Explicit
- Systematic
- Modeling/Scaffolding
 - I do it, we do it, you all do it, you do it
- Steps:
 - Gain attention
 - Review previous lesson
 - New information (model)
 - Guided practice
 - Assess
 - Review lesson

Alex – “Teach Like This”

https://www.youtube.com/watch?v=OJJkkUPC_yM

Direct Instruction

*** Can be applied to existing materials or curriculum can be purchased (i.e., SRA Reading Mastery) ***

- In combination with computerized instruction
- Direct Instruction Reading (Carnine, Silbert, Kame'enui, & Tarver, 2004)
- SRA Reading Mastery
- Open Court Reading (Adams et al., 2000)

Instructional Routines – Anita Archer:

<https://www.youtube.com/watch?v=ZzvPwvxBrQ>

Peer Tutoring

- Linked with improvements in academic performance, behavior, and engagement
- Benefits both tutor (“coach”) and tutee (“reader”)
- Class-wide peer tutoring (CWPT; Delquadri, Greenwood, Whorton, Carta, & Hall, 1986), reciprocal peer tutoring (RPT; Fantuzzo & Rohrbeck, 1992), and peer-assisted learning strategies;(PALS; Fuchs, Fuchs, Mathes, & Martinez, 2002)
- Peer tutoring can be used in **ALL** content areas (not just reading)

Peer Tutoring

- PALS - a “reader” (lower performing reader) and “coach” (higher performing reader) are placed in dyads to address the Big 5 in reading
- PALS includes numerous validated practices:
 - Direct instruction
 - Repeated reading
 - Reciprocal teaching
- Implementing peer tutoring – How do we do this?
 - Place students in dyads
 - Rank whole class
 - split class 50/50 (highest = coaches, lowest = readers)
 - pair highest on the “high” list with highest on the “low” list

Peer Tutoring

- Implementing peer tutoring – How do we do this? (continued...)
 - Teach students to give:
 - Corrective feedback
 - Encouragement
 - Praise
 - Use of cue cards (Ramsey, Jolivette, & Patton, 2007)
 - Select reading passage based on lower reader's level
 - Coach models reading the passage
 - The reader then reads
 - coach responds to mistakes and gives praise

Peer Tutoring

- View Ramsey et al. (2007) article – “Peer-Assisted Learning Strategies (PALS) for Reading in the EBD Classroom”
 - Figure 1
 - Figure 2
 - Figure 3
 - Figure 4

Progress Monitoring

- Ensure stability of intervention over time
- Ensure fidelity of intervention
- Curriculum-based measure (CBM)
 - Interventioncentral.org -
 - Graphing progress
 - Self-monitoring

<http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>

Model: Reading passage generator & Chartdog

Want To Know More? Helpful Resources:

- Engagement/motivation – interest inventory, high interest/low readability texts:
 - http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf
 - <http://www.st.cr.k12.ia.us/reading/readinginterestinventoriesChoicePage.htm>
 - <http://www.highnoonbooks.com/HNB/abouthnb.tp>
 - <http://www.hip-books.com/>
 - <http://www.friendshipcircle.org/blog/2012/12/20/where-to-find-high-interest-low-level-reading-books-hilo-readers/>
- Peer-assisted learning (PALS):
 - <http://kc.vanderbilt.edu/pals/>
 - <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=569>
- Direct instruction:
 - Sraonline.com
 - <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=139>
 - <http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF>
- Progress monitoring:
 - <http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>
 - ChartDog Graph Maker - <http://www.interventioncentral.org/teacher-resources/graph-maker-free-online>
 - ChartDog 2.0 - http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php
- All practices:
 - The IRIS Center (Vanderbilt – Peabody College) - <http://iris.peabody.vanderbilt.edu/>
 - Success For All - <http://www.pbs.org/makingschoolswork/sbs/sfa/>

Questions/Thank You

- Questions?
- Thank you!
- Contact: Nicole Swoszowski, Ph.D.
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