Reading Strategies that Work

Nicole Cain Swoszowski, Ph.D.
The University of Alabama
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)

(Gagnon & Leone, 2005; Gagnon & McLaughlin, 2004; Krezmien, Leone, Zablocki, & Wells, 2010)
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)
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

(Barton-Arwood, Wehby, & Falk, 2005; Ivey & Broaddus, 2001; Leko et al., 2013)
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=ZzvPwvxnBrQ
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

(Fuchs, Fuchs, Mathes, & Martinez, 2002)
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


Model: Reading passage generator & Chartdog
Want To Know More? Helpful Resources:

- Engagement/motivation – interest inventory, high interest/low readability texts:
  - [http://www.st.cr.k12.ia.us/reading/readinginterestinventoriesChoicePage.htm](http://www.st.cr.k12.ia.us/reading/readinginterestinventoriesChoicePage.htm)

- Peer-assisted learning (PALS):
  - [http://kc.vanderbilt.edu/pals/](http://kc.vanderbilt.edu/pals/)

- Direct instruction:
  - Sraonline.com

- Progress monitoring:
  - ChartDog Graph Maker - [http://www.interventioncentral.org/teacher-resources/graph-maker-free-online](http://www.interventioncentral.org/teacher-resources/graph-maker-free-online)

- All practices:
  - The IRIS Center (Vanderbilt – Peabody College) - [http://iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/)
  - Success For All - [http://www.pbs.org/makingschoolwork/sbs/sfa/](http://www.pbs.org/makingschoolwork/sbs/sfa/)
Questions/Thank You

• Questions?

• Thank you!

• Contact: Nicole Swoszowski, Ph.D.
  • The University of Alabama, Department of Special Education and Multiple Abilities Program
  • nswosz@bamaed.ua.edu
References


