TEXAS CENTER for LEARNING DISABILITIES

The Texas Center for Learning Disabilities

University of Houston:
Jack M. Fletcher, PI; David Francis (P1, Core B)

University of Texas- Austin:
Sharon Vaughn, Co- PI, PI P2,P3 with Jade Wexler; Greg Roberts (Core C)

University of Texas- Houston:
Andrew C. Papanicolaou (P4);Carolyn Denton(P2)

Florida State University
Jeanne Wanzek (P3)

www.texasldcenter.org

Reading for success

The Texas Center for Learning Disabilities (TCLD) investigates the classification, early intervention, and remediation of learning disabilities.

Project 3:
Remediation of Older Students with Reading Difficulties: Response to Intervention through Classroom Instruction and Interventions

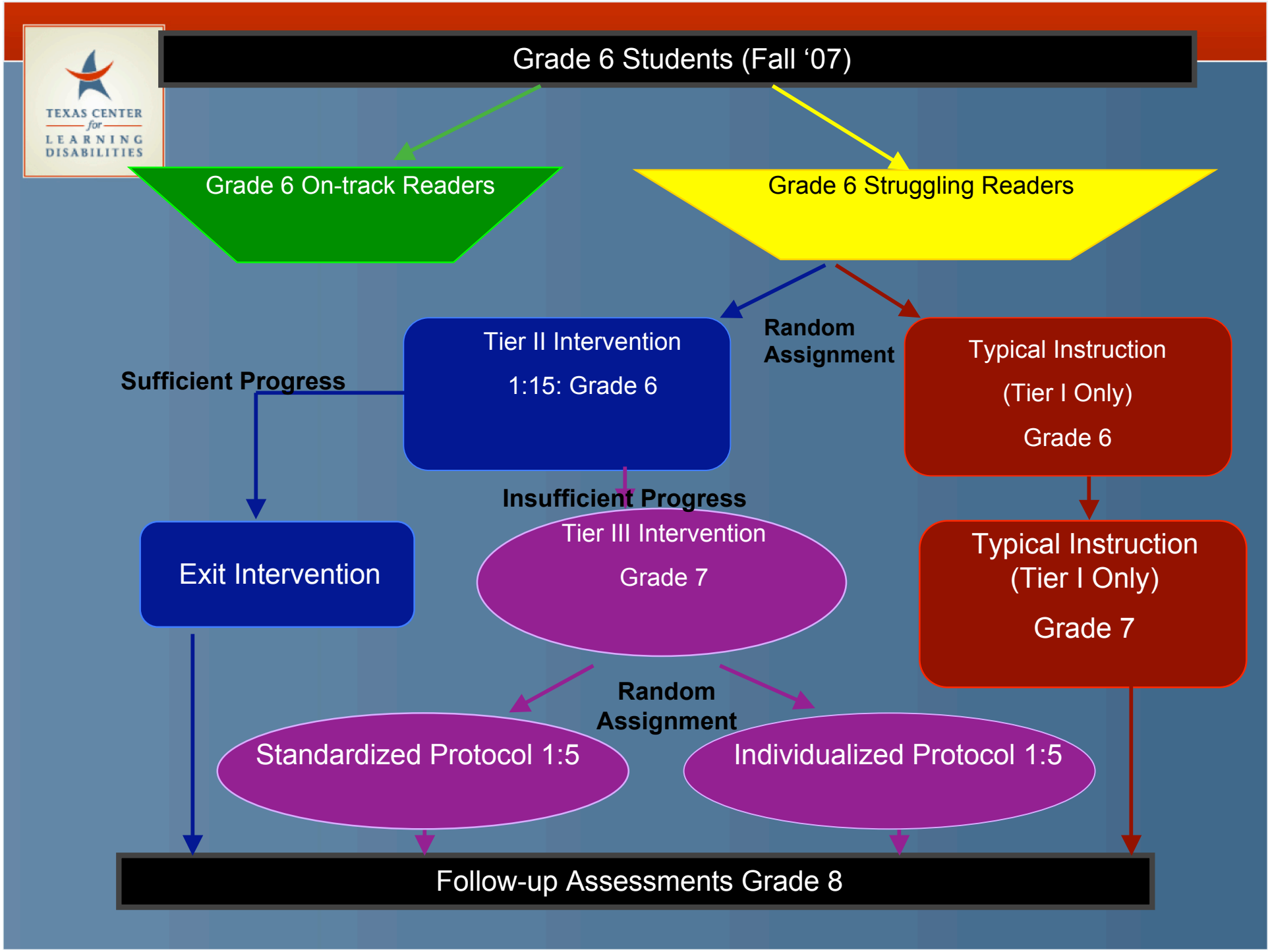
PI: *Sharon Vaughn*

Jack Fletcher, Carolyn Denton, David Francis, Jeanne Wanzek

Jade Wexler, Paul Cirino, David Francis, Elizabeth Swanson, Deanna Bryan, Kim Kayser, Melissa Romain, Amy Barth

Participants

- 7 Middle Schools 2006-2007 Academic Year
- Diverse sample: full range of ethnicities, lunch status, school placements (special ed, etc.)
- At-Risk Process:
  - Those failing prior years' TAKS/SDAA on first attempt.
  - Cut-point is Lexile associated with the TAKS cut-off
    - includes "bubble" kids
  - Not at-risk sample selected from those passing TAKS.


TEXAS CENTER for LEARNING DISABILITIES
Grade 6 Students (Fall '07)
Grade 6 On-track Readers
Grade 6 Struggling Readers
Tier II Intervention
1:15: Grade 6
Random Assignment
Typical Instruction
(Tier I Only)
Grade 6
Sufficient Progress
Insufficient Progress
Exit Intervention
Tier III Intervention
Grade 7
Typical Instruction
(Tier I Only)
Grade 7
Random Assignment
Standardized Protocol 1:5
Individualized Protocol 1:5
Follow-up Assessments Grade 8

Tier I

- All students
- Ongoing professional development for all content area teachers
- Application of reading strategies to assist students in comprehending content area instruction provided in the general education setting
- Assessments to screen students and plan instruction

Tier I Intervention

Content	▪Training focusing on reading components (word study, vocab., comp., fluency) essential to reading success across content areas
Time Involvement	▪One 6hr intro PD ▪Study teams (typically interdisciplinary) met once a month throughout year (approx 9 times)
Coaching	▪Research team trainers provided in class coaching as requested during spring semester

Tier II

- Intervention for students struggling with reading
- Provided in addition to content area instruction
- Instruction designed to accelerate student reading achievement

Tier II Intervention

- Approximately 45-50 minutes daily
- Class size 1:15
- Word analysis/phonics, vocabulary, text reading, comprehension, fluency, spelling

Tier II Intervention Content

- *Phase 1*: Decoding/Advanced word study emphasis
- *Phase 2*: Vocabulary/Comprehension Emphasis in social studies text and novel units
- *Phase 3*: Application of strategies to independent level text (science, social studies, narrative)

Tier II Intervention Teachers

	Total # of teachers	Avg. yrs teaching experience	Background /Degree	Teaching certification
6th Grade Tier II (Austin and Houston)	9	14.2 (range 2-39 yrs)	All had undergrad degree; 7 had Master's in education related field	7 had teaching cert. in reading or reading-related field such as ELA

Alignment of Key Skills and Strategies in Tier I and Tier II

- Strategy for decoding multisyllabic words
- Introduction of relevant vocabulary words using Frayer model
- Generating Questions while reading
- Main Idea/Summarizing

Tier III Intervention: Year 2

- Approximately 45-50 minutes daily
- Small group instruction (1:5)
- Word analysis/phonics, vocabulary, text reading, comprehension, fluency, spelling,
- Strong attitude/motivation component
- Emphasis on meeting weekly time criteria dedicated to specific reading components based on student need

Individualized Placement: Subgroups within Individualized Classes

Score	Type of Reader	Instructional Focus
>94 Word Attack	Average word reader	Vocabulary and comprehension with advanced word study
<95	Below average word reader	Intensive word study

Individualized Placement

	Word attack	Word ID	Pass. Comp	GRADE read. comp	TOWRE sight word	TOWRE phon. Decod.	TAKS
G1							
S1	**115**	93	86	89	91	86	2019
S2	**123**	109	92	92	98	102	1947
G2							
S3	**88**	82	83	92	85	97	1750
S4	**81**	78	82	92	89	80	1822

Individualized Conceptual Framework Time Requirements

Group 1:

- ***50 minute periods (weekly):***
- ***Vocabulary/Morphology: 35-45 minutes***
- ***Comprehension/Text Reading: 170-180 minutes***
- ***Attitude/Motivation: 15-25 minutes***

Group 2:

- ***50 minute periods (weekly)***
- ***Word Study/Text Reading: 100-110 minutes***
- ***Vocabulary/Morphology: 35-45 minutes***
- ***Comprehension/Text Reading: 70-80 minutes***
- ***Attitude/Motivation: 15-25 minutes***

Tier III Intervention: Individualized

- Individualized protocol: instructional procedures and practices implemented with adaptations and accommodations to respond to individual student needs

Consider:

-Cycling Strategies

-Level of support (I do, We do, You do)

-Time components

-Responsiveness to Instruction

-Data from CBMs (ever other week)

-PM data

Individualized Conceptual Framework
Persistence and Relentlessness

- *Precision teaching with dynamic assessment and instruction*
- *"Teaching on purpose"*
- *Be reflective and responsive*
- *Ask yourself: "What does this data mean about what/how I have been teaching this child?"*

Lesson Components and Materials

- *Scope and sequence*

- *Materials- research based reading components/strategies, expository and narrative text, manipulatives, resource books*

Individualized Conceptual Framework: Word Study

- *Instructional model:*

1. *Teach Word Study technique*
2. *Apply in sentence*
3. *Apply in paragraph*

- *Incorporate fluency when necessary*

Individualized Conceptual Framework: Word Study

Word Study / Text Reading

Date: _____ Period: _____ Time allotted: _____ _

Teach the Concept **Time:_____**	***notes, materials***
Apply Concept to Sentences **Time:_____**	***notes, materials***
Apply Concept to Text **Time:_____**	***notes, materials***

Individualized Conceptual Framework: Fluency

- *Teachers use a variety of methods to improve fluency:*
- *Sound and phrase fluency*
- *Connected text fluency: repeated reading and wide reading*

Individualized Conceptual Framework: Morphology

- *The bridge between word study and vocabulary*
- *Breaking words into their meaningful parts*
- *Learning and analyzing word parts*
- *Multiple meaning words*

Individualized Conceptual Framework: Vocabulary

- *Should be all about word consciousness*
- *Keep clunk list during text reading AND clunk fix up strategies*
- *Examples and non-examples*
- *Don't spend a lot time introducing words- teach or tell them necessary words (Tier 3 words)*

Individualized Conceptual Framework: Comprehension

- *Don't talk about strategies (limited "teacher talk"):*
- *"Get on the slopes!"*
- *Activate Prior Knowledge (Teachers should incorporate automatically- don't spend a lot of time on it)*
- *Comprehension should be linked to text reading*
- *3 main strategies: Question Generation, Get the Gist/Main Idea, Summarization*

Individualized Conceptual Framework: Question Generation

- *Level 1: "Right There"*
- *Level 2: "Putting it Together"*
- *Level 3: "Making Connections"*

Individualized Conceptual Framework: Get the Gist and Summarization

- *What is the most important person, place, or thing in this section?*
- *What is the most important idea about the person, place, or thing?*
- *Write the information in a sentence that contains 10 or fewer words*

Individualized Conceptual Framework: Comprehension

Recommended Sequence:

- *-Question Generation: What, who, when, where, (5 weeks)*
- *-Get the Gist/Main Idea and weave in question generation (3 weeks)*
- *-Question Generation: how or why and compare/contrast (5 weeks)*
- *-Get the Gist/Main Idea with Question Generation to build to summarization (5 weeks)*

Individualized Conceptual Framework: Attitude/Motivation

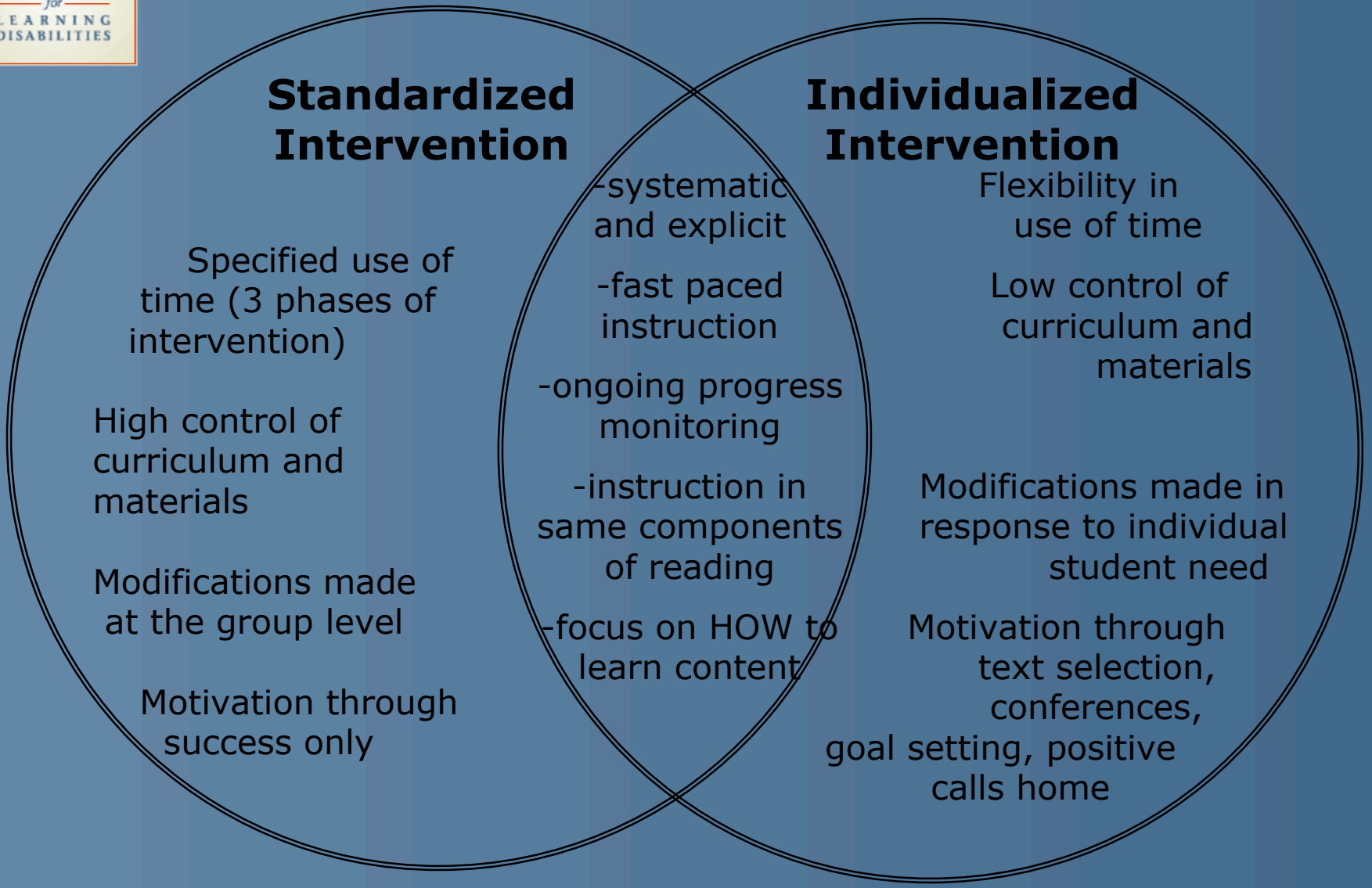
- *Support student autonomy!*
- *Monthly conference:*

-Involve students in academic goal setting

-Discuss steps to achieve goals

-Allow students to chart their own progress

- *Positive phone calls home*


Standardized Intervention
Specified use of time (3 phases of intervention)
High control of curriculum and materials
Modifications made at the group level
Motivation through success only
-systematic and explicit
-fast paced instruction
-ongoing progress monitoring
-instruction in same components of reading
-focus on HOW to learn content
Individualized Intervention
Flexibility in use of time
Low control of curriculum and materials
Modifications made in response to individual student need
Motivation through text selection, conferences, goal setting, positive calls home

Individualized Conceptual Framework: Student Progress and Lesson Modification

- Use scope and sequence of research based strategies to guide instruction
- Lesson modification and decisions to progress are based on data and teacher judgment.
- Teachers decide mastery and have to justify decisions (based on work samples, CBM results and CBM informational guide, and observations)

Lesson Plans and Decision Making:Sample Lesson Plan

Week X Sample

Monday	Tuesday		Wednesday		Thursday		Friday	
Vocab./Morphology *(10 min.)* *Whole Group* -Text: expository passage related to novel -intro key words -ex./non-ex., tell tier 3 words	**Vocab./Morphology** *(10 min.)* *Whole Group* -Intro/model Frayer Model with clunk words from day 1: 1 as model; 1 by themselves		**Comp./Text Reading** *(25 min.)* *Whole Group* -QuickReads: each pair gets gist of their passage and clunk log -Groups shares and comes up with main idea of whole passage		**Vocab./Morphology** *(10 min.)* *Whole Group* -Review Frayer model		**Vocab./Morphology** *(15 min.)* *Whole Group* -Morphology work: sort word parts (incorporate clunk cards)	
Comp./Text Reading *(35 min.)* *Whole Group* -Intro passage: Chapter 4 -Read passage -Intro strategy: Get the Gist (weave in questioning and clunks)	**Comp./Text Reading** *(35 min.)* *Group 1 only independent* -Read again and clunk log -Get the Gist and weave in questioning	**Word Study/Text Reading** *(35 min)* *Group 2 only with teacher* -WS technique: Syllable division -WS technique in sentences -WS technique in paragraphs -Read whole passage	**Comp./Text Reading** *(20 min)* *Group 1 only* -New passage and repeat above	**Word Study/Text Reading** *(20 min)* *Group 2 only with teacher* -WS practice: Syllable division	**Comp./Text Reading** *(20 min.)* *Whole Group* -Chapter 5 and 6 main idea of whole passage		**Comp./Text Reading** *(30 min.)* *Group 1 only* -Read expository text related to novel and do clunk log	**Word Study/Fluency** *(30 min.)* *Group 1 only with teacher*
					Comp./Text Reading *(15 min.)* *Group 1 only* -Generate questions for chapters	**Word Study/Text Reading** *(15 min.)* Group 2 only with teacher		
Attitude/Motivation *(5 min.)* *Whole Group*	**Attitude/Motivation** *(5 min.)* *Whole Group*		**Attitude/Motivation** *(5 min.)* *Whole Group*		**Attitude/Motivation** *(5 min.)* *Whole Group*		**Attitude/Motivation** *(5 min.)* *Whole Group*	

Lesson Plans and Decision Making:Sample Lesson Plan

Week X Sample

Monday	Tuesday	Wednesday		Thursday		Friday	
Vocab./Morphology *(10 min.)* *Whole Group* -Text: novel -intro key words -ex./non-ex, tell tier 3 words.	**Vocab./Morphology** *(5 min.)* *Whole Group* -Review words from Monday -Review clunks	**Vocab./Morphology** *(15 min.)* *Whole Group* -Frayer model with clunk words		**CBM:** *(15 min.)* *Whole Group* -Get the Gist of a paragraph -Who, what when, where questions -Clunks - -WS concepts: Morphology or syllabication		**Vocab./Morphology** *(15 min.)* *Whole Group* -Morphemic Analysis with clunks	
Comp./Text Reading *(35 min.)* *Whole Group* -Review Get the Gist -Read Chapter 7 (partner reading) -Get the Gist with partners and share -Do clunk log	**Comp./Text Reading** *(40 min.)* *Whole Group* -Read chapter 8 and Get the Gist in partners -Do clunk log -Get the gist questions	**Comp./Text Reading** *(30 min)* *Group 1 only* -Give supplemental related expository text and do same routine as Tuesday	**Word Study/Text Reading** *(30 min)* *Group 2 only* -Word Study Concept: Syllabication -WS Concept in Sentences -WS Concept in paragraphs			**Comp./Text Reading** *(15 min.)* *Group 1 only* -Anita Archer game "Would a ___ be a ___?" with clunks with teacher	**Word Study/Text Reading** *(15 min.)* *Group 2 only with teacher* - Directions/modeling for independent WS activity
				Comp./Text Reading *(35 min.)* *Group 1 only* -Read chapter 9 with partners and at end of each paragraph do a Get the Gist	**Word Study/Text Reading** *(35 min.)* *Group 2 only with teacher* -Read chapter 9	**Comp./Text Reading** *(15 min)* Group 1 with teacher -Review game	**Word Study/Text Reading** *(15 min.)* *Group 2 only independently*
Attitude/Motivation *(5 min.)* *Whole Group*	**Attitude/Motivation** *(5 min.)* *Whole Group*	**Attitude/Motivation** *(5 min.)* *Whole Group*		**Attitude/Motivation** *(5 min.)* *Whole Group*		**Attitude/Motivation** *(5 min.)* *Whole Group*	

Lesson Plans and Decision Making: CBM

CBM EXAMPLE GROUP 1

1. Read pgs. 56-57 of The Watsons go to Birmingham. As you read, record your clunks below:

_____
_____
_____

2. Choose one of your clunks above and tell which fix-up strategy you used to figure out the meaning of the clunk

3. Write a get the Gist Statement for page 56-57

4. Continue to think about what you just read. Choose 3 of the following question stems and generate questions about pg. 56-57.

What_____?
Who_____?
When_____?
Where_____?

5. Break down each word into its morphemes. The first one is done for you:

Governorship govern + or + ship
Fortunately
Massively
Endurance
Pleasantly
Helpfully

Individualized Conceptual Framework: CBM Informational Guide

- Concepts taught
- What/How did I teach?
- M=mastered
- E=emerging
- D=deficient
- Next steps/modifications

Lesson Plans and Decision Making: CBM Informational Guide

CBM INFORMATIONAL GUIDE

Weeks of: 9/10-9/21

Concept	Identifying clunks and fix up strategies	Get the Gist	Question generation: Who, what when, where	WS/Morphology Group 1: breaking words into morphemes Group 2: underlining/dividing syllables	Comments
Jose	E	M	E-needs when ?	D	
Maribel	M	M	M	E	
George	E	M	E-needs when and where ?	D	
Cody	E	E	M	E	
Jorge	D	E	E-needs when and where ?	D	
What/How did I teach?	-Clunk Log (independently and together) -Frayer model with clunk words -Morphemic Analysis with clunks	-Get the Gist with paragraphs, chapters (with novel and supplementary text), whole group and with partners	-Weaved in with getting the gist -whole group	-Sort word parts incorporating clunks -underlining syllables, -WS concepts in sentences, paragraphs	
Next Steps/ Modifications	-review and practice clunk fix up strategy -Practice identifying appropriate fix up strategies- add to clunk log- clunk + id strategy used	-Group 2 needs practice with Get the Gist	-More focus on question generation (specifically when and where)	-Re-teach breaking words into morphemes -Re-teach syllabication rules	

M=Mastery: They know it; Can move on
E=Emerging: They are getting it but need more practice; Can stretch it
D=Deficient: They don't have it; Re-teach

websites

- **http://www.texasldcenter.org**

- **http://www.centeroninstruction.org**

  *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice

  *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction

Year 1 Results
(Completion of Tier I and Tier II only)

P3 6th Grade Participants Year 1

- 341 6th grade struggling readers
  - 203 students received Tier II Treatment in addition to Tier I
  - 138 students served as a struggling reader comparison group and received Tier I only
- 250 Typical readers

Preliminary Analyses

- Age was negatively related to all measures at both pretest and posttest (even on standard scores)
- Site was a relevant factor at both pretest and posttest for most measures; performances in smaller site (Austin) generally higher than those in the larger site (Houston)
- The factors of age and site, where relevant, were included as covariates along with pretest when analyzing posttest results

6th Grade Decoding and Word Reading

Measure	Group	Pre	Post	p
WJ-III Letter Word ID	Tier I (*n*=110)	91.82 (13.5)	93.44 (13.3)	.11
	Tier II (*n*=198)	92.49 (12.0)	95.51 (12.3)	
	Typical (*n*=223)	106.22 (12.3)	107.31 (12.3)	
WJ-III Word Attack	Tier I (*n*=109)	96.34 (11.0)	96.06 (9.7)	.0006 (Typical > Tier II > Tier I)
	Tier II (*n*=197)	95.72 (10.5)	97.81 (10.8)	
	Typical (*n*=223)	103.74 (10.4)	105.65 (11.6)	

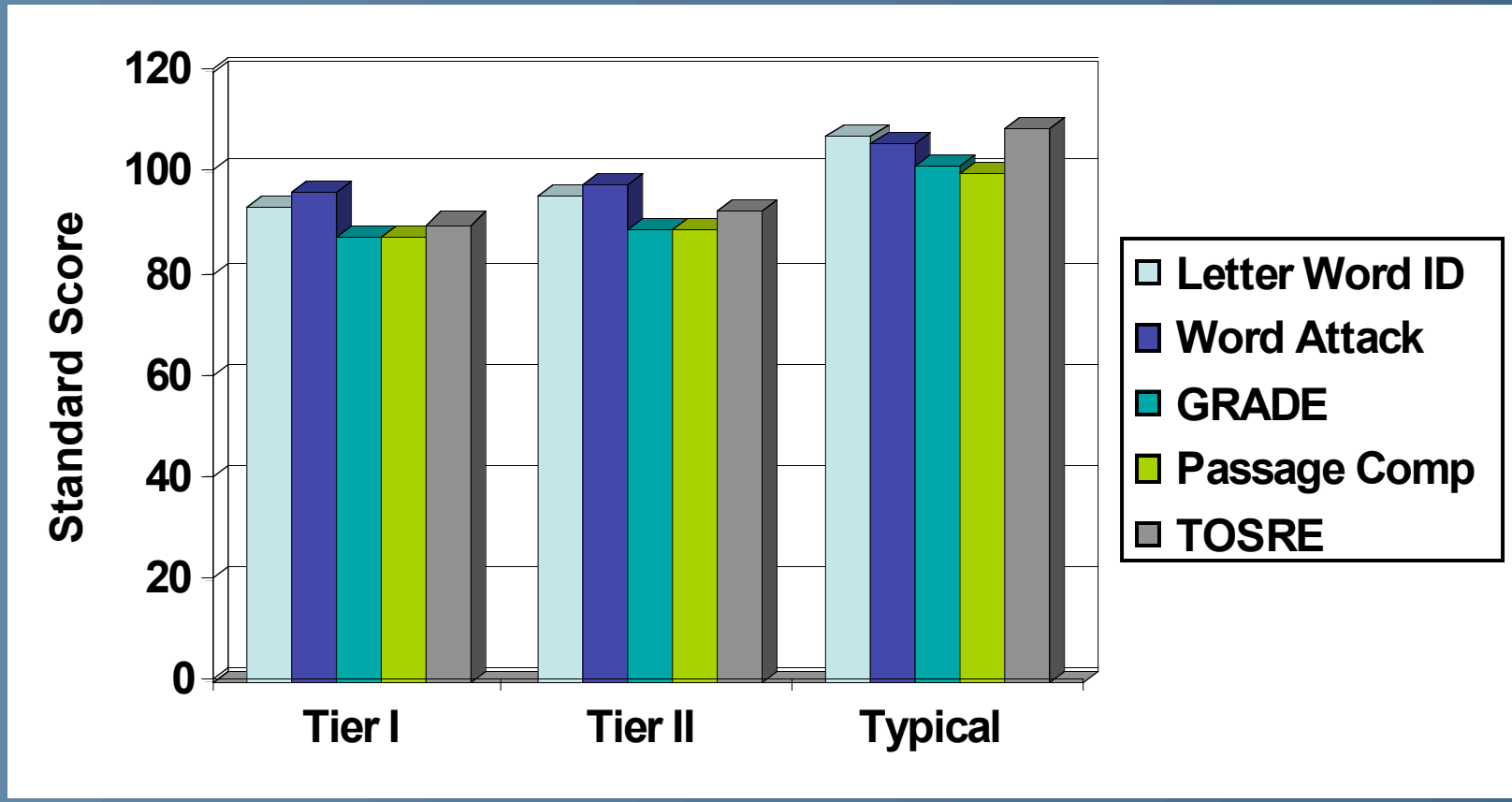
6th Grade Comprehension

Measure	Group	Pre	Post	p
GRADE	Tier I (*n*=115)	87.42 (9.2)	87.19 (8.3)	.06
	Tier II (*n*=211)	89.14 (9.4)	88.64 (8.5)	
	Typical (*n*=238)	100.87 (11.4)	101.21 (12.3)	
WJ-III Passage Comp	Tier I (*n*=107)	87.13 (10.6)	87.45 (10.6)	.0001 (Typical > Tier I and Tier II)
	Tier II (*n*=195)	87.73 (9.2)	89.06 (9.3)	
	Typical (*n*=221)	99.25 (9.8)	100.18 (9.7)	

6th Grade Fluency and Comprehension

Measure	Group	Pre	Post	p
TOSRE	Tier I (*n*=115)	84.71 (11.8)	89.97 (12.8)	.0001 (Typical > Tier I and Tier II)
	Tier II (*n*=210)	86.61 (10.3)	92.57 (13.3)	
	Typical (*n*=236)	99.81 (12.4)	109.01 (16.8)	
AIMSweb Mazes	Tier I (*n*=115)	14.87 (6.0)	24.09 (8.6)	.008 (Typical > Tier I and Tier II)
	Tier II (*n*=210)	15.92 (6.5)	25.14 (9.4)	
	Typical (*n*=237)	23.24 (8.5)	33.89 (10.5)	

6th Grade Posttest Results

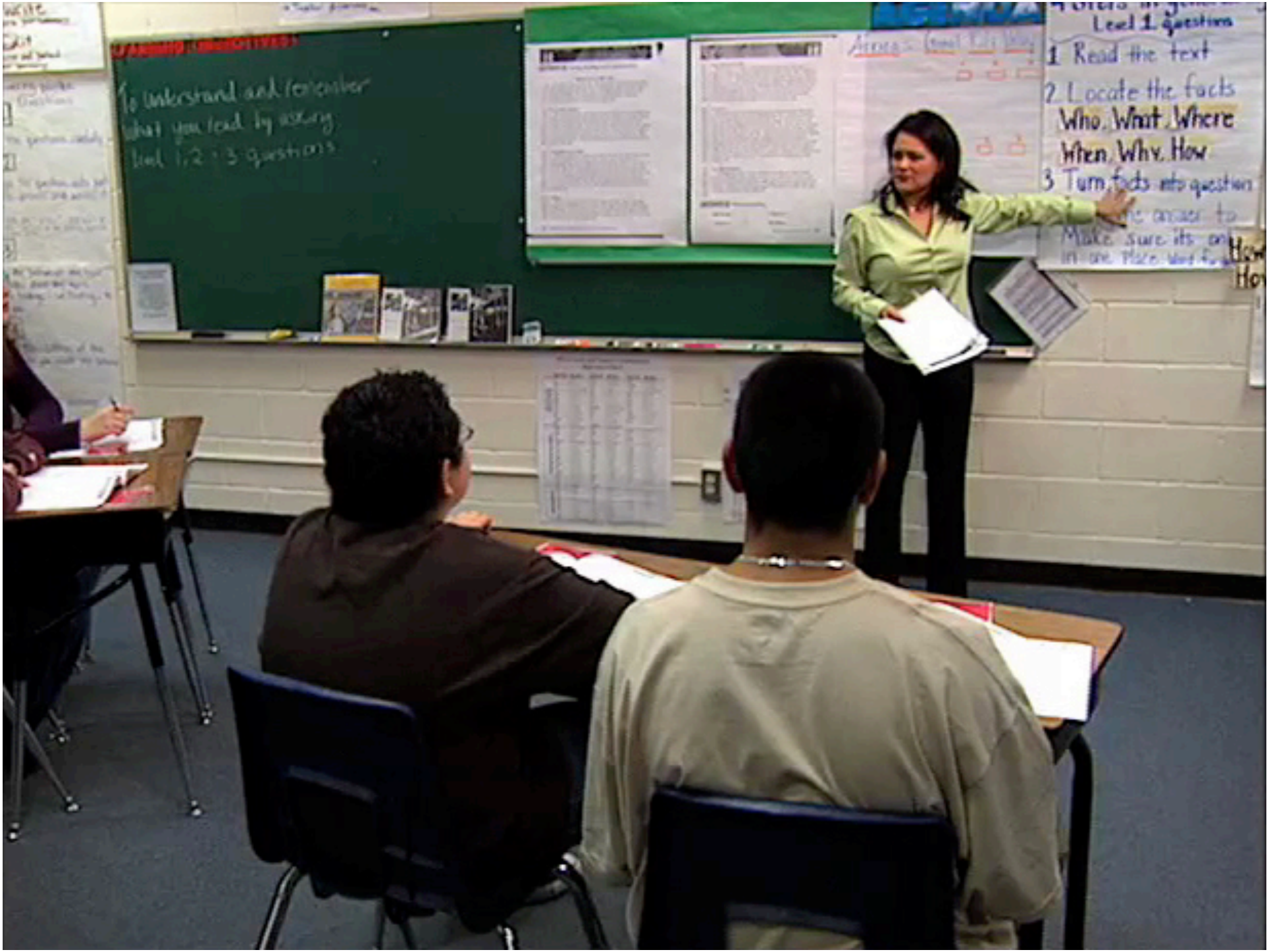


Summary of Results

- No significant posttest differences between Typicals, Tier I, or Tier II on letter word identification, or GRADE comprehension
- Typicals outperformed Tier I and Tier II at posttest on WJ-III word attack and passage comprehension, AIMSweb mazes, and TOSRE (however no differences in slope between groups on mazes or TOSRE)
- Tier II outperformed Tier I at posttest on WJ-III word attack
  - Instructional time was positively related to word attack performance of students in Tier II
  - Group size was negatively related to word attack performance of students in Tier II

What is RTI with Secondary Students?

- Is it likely to contribute to diagnosis?
- How might it influence Tier I instruction?
- How might it influence Tier II instruction?
- How might it influence Tier III instruction and/or special education?


Level 1 questions
1 Read the text
2 Locate the facts
Who, What, Where
When, Why, How
3 Turn facts into question

Building Words with Prefixes and Suffixes
Parts of Speech
AGENDA
Review Vocabulary
Predictions
Chapter Reading
Level 1 & 2 Questions
Check Predictions
Closure