Response to Intervention: Research to Practice

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1

Background

1975

- Students with disabilities guaranteed the opportunity to attend school and profit from education (P.L. 94-142)

1977

- Students with LD guaranteed special education services

Academic Instruction

Effective instruction is:

- Closely related to area of instructional need (e.g., reading, spelling, math)

- Well-specified

- Explicit

- Carefully designed

What is Special about Academic Instruction?

Specialized academic instruction for students with LD is:

- More explicit, more intensive, more supportive (Torgesen, 1996)
- Individualized, validated (Fuchs, 1996)

Summary

- Initially, neurological disorder models and psycholinguistic training
- Recently, more emphasis on interventions corresponding to academic needs of student
  - Considerable overall effects on instructional outcomes for students with LD
  - Still more to learn - students who have not successfully responded to treatments

What about Prevention?

Public Health Prevention Model

- Initiated in late nineteenth century by reformers concerned that poor health caused poverty leading to unneeded public expenses and demoralization of the poor

(Beaglehole & Bonita, 1997)

Public Health Approach

1. Define the health problem
2. Identify the risk factors associated with the problem
3. Develop and test interventions to control or prevent the cause of the problem
4. Implement interventions to improve the health of the population
5. Monitor those interventions to assess their effectiveness

(Schneider, 2000)

Levels of Intervention in Public Health Model

- **Primary Intervention**
  - Implemented to avoid or prevent occurrence of illness/injury by preventing exposure to risk factors
- **Secondary Intervention**
  - Implemented to minimize severity of illness/injury once risk or illness is identified
- **Tertiary Intervention**
  - Implemented to minimize disability by providing medical care and rehabilitation services

(Schneider, 2000)

Public Health Model Applied to Education
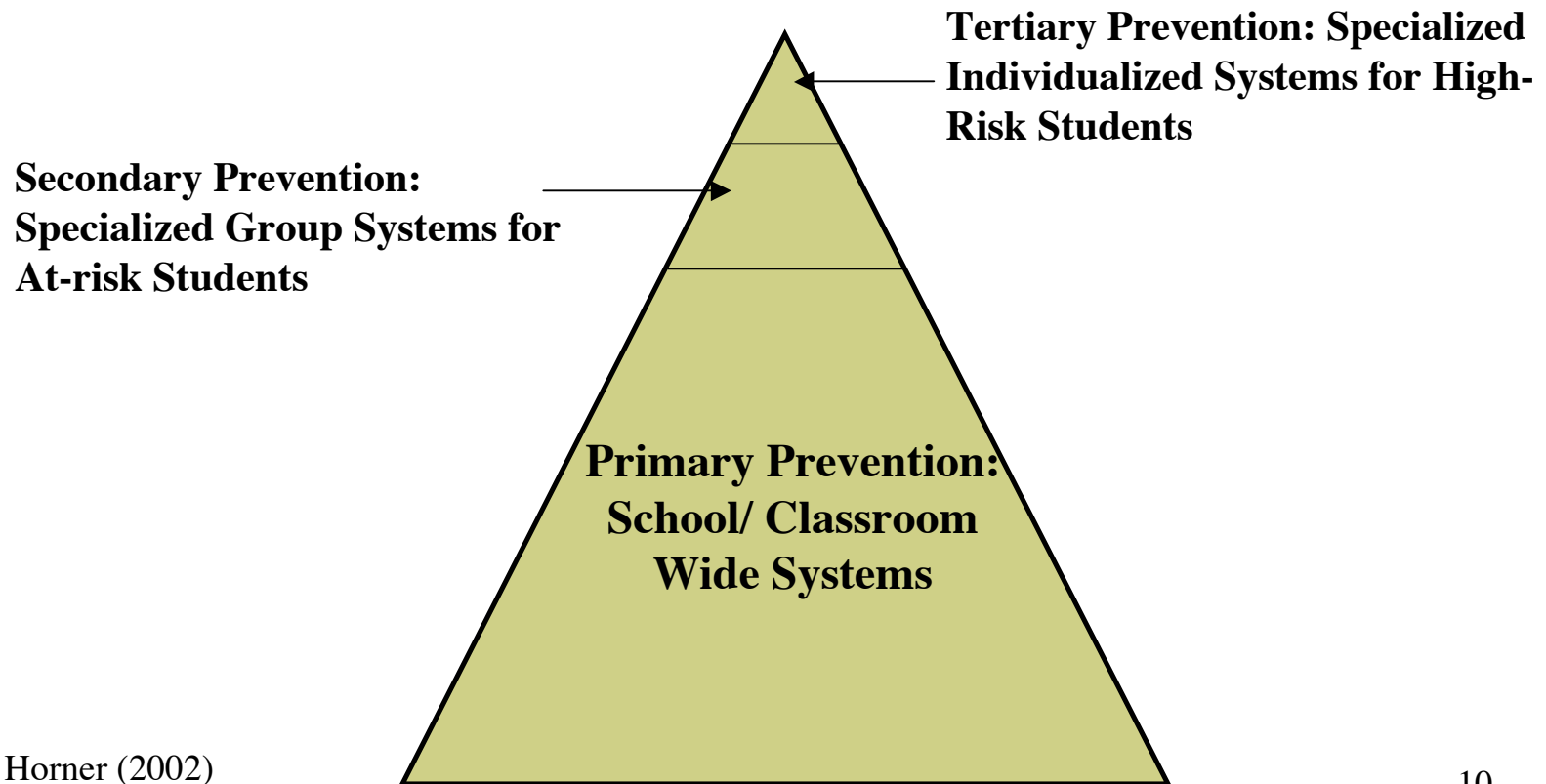
Multi-tiered Instruction

- Incorporates prevention and intervention
- Includes ongoing screening and progress monitoring to identify student needs for designing instruction and assess effectiveness of interventions
- Implement effective practices class-wide in general education (primary intervention)
- Provide successive levels of support to students as needed (secondary/tertiary intervention)

(Dickson & Bursuck, 1999; O'Connor, 2000)

Example: School-wide Framework

3 Levels of Support

Tertiary Prevention: Specialized Individualized Systems for High-Risk Students

Secondary Prevention: Specialized Group Systems for At-risk Students

Primary Prevention: School/ Classroom Wide Systems

Sugai & Horner (2002)

10

Why are leveled or tiered models used for academic interventions?

- Allow for use of a range of programs
- Allow for integration of services (e.g., Title I, general education, special education)
- Allow for practices related to Response to Intervention

What is Response to Intervention?

- RTI as an approach to LD identification was proposed in a National Research Council report (Heller, Holtzman, & Messick, 1982)
  - Recently supported by national organization on LD groups including IRA, NASP, DLD
  - NASDSE defined RTI as "the practice of (1) providing high quality instruction/intervention matched to students needs and (2) using learning rate over time and level of performance to (3) make important educational decisions (2005, p.5)
  - NASDE recommends a multi-tier system across educational system

National Joint Committee on LD Report on RTI

Use of 3-tiered model

Tier 1:

    High quality instructional and behavioral supports

Tier 2:

    Specialized intervention for students behind peers

Tier 3:

    Comprehensive evaluation and specialized services with intensive intervention

NJCLD (2005)

A Model for Primary, Secondary, and Tertiary Intervention

- Uses existing research:
  - Multi-tiered instruction, RTI
  - Instructional principles
  - Instructional grouping
  - Duration
- Influenced by other models for identifying students with disabilities
  (Fuchs & Fuchs, 1998; Speece & Case, 2001)

Primary:
Core Class Instruction

Focus	For all students
Program	Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading
Grouping	Flexible grouping
Time	90 minutes or more per day
Assessment	Screening assessment at beginning, middle, and end of the academic year
Interventionist	General education teacher
Setting	General education classroom

Secondary: Intervention

Focus	For students identified as at-risk for reading difficulties, and who have not responded to Primary Intervention efforts
Program	Specialized, research-based interventions
Grouping	Homogeneous small group or one-on-one instruction
Time	15-30 minutes per day in addition to 90 minutes of core reading instruction
Assessment	Progress monitoring twice a month on target skill(s) To ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g.,classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school

Tertiary: Intensive Intervention

Focus	For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Primary and Secondary efforts
Program	Sustained, intensive, scientifically based reading program(s)
Grouping	Homogeneous small group or one-on-one instruction
Time	45-minutes or longer sessions per day tailored to students' individual needs
Assessment	Progress monitoring twice a month on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school

Advantages of Multi-tiered Approaches

- Serves students who require little intervention as well as students who require long term intervention

- Informs instructional needs for special education decisions

- Matches level of support to student need

- Allows for exit from special education when appropriate based on ongoing measurement of progress and response to intervention

PREVENTING READING DIFFICULTIES: A THREE-TIERED INTERVENTION MODEL

Sharon Vaughn, Sylvia Linan-Thompson, Jeanne Wanzek, Kim T. Rodriguez, Christie Cavanaugh, Christy Sanderson, Thea Woodruff, Greg Roberts

The University of Texas at Austin

Batya Elbaum

University of Miami

Joe Torgesen

Florida State University

19

Purpose

- Five year, longitudinal study designed to better understand the extent to which a three-tiered system is associated with improved outcomes in reading and reduced numbers of students:
  - At-risk for reading problems
  - Referred for special education
  - Not meeting grade level benchmarks in reading
- Following three cohorts of students K-3 representing all students in one district (6 elementary schools)
- Data integrated across 6 projects including data center at University of Wisconsin - Madison

Participants

- 6 Title I elementary schools in one near-urban district in the Southwest
- Years 1 & 2- 336 students served as a historical control group in kindergarten and first grade
- Years 2 & 3 - 365 students who benefited from Tier I in kindergarten and first grade
- Years 3 & 4 – 371 students who benefited from Tier I in kindergarten and first grade
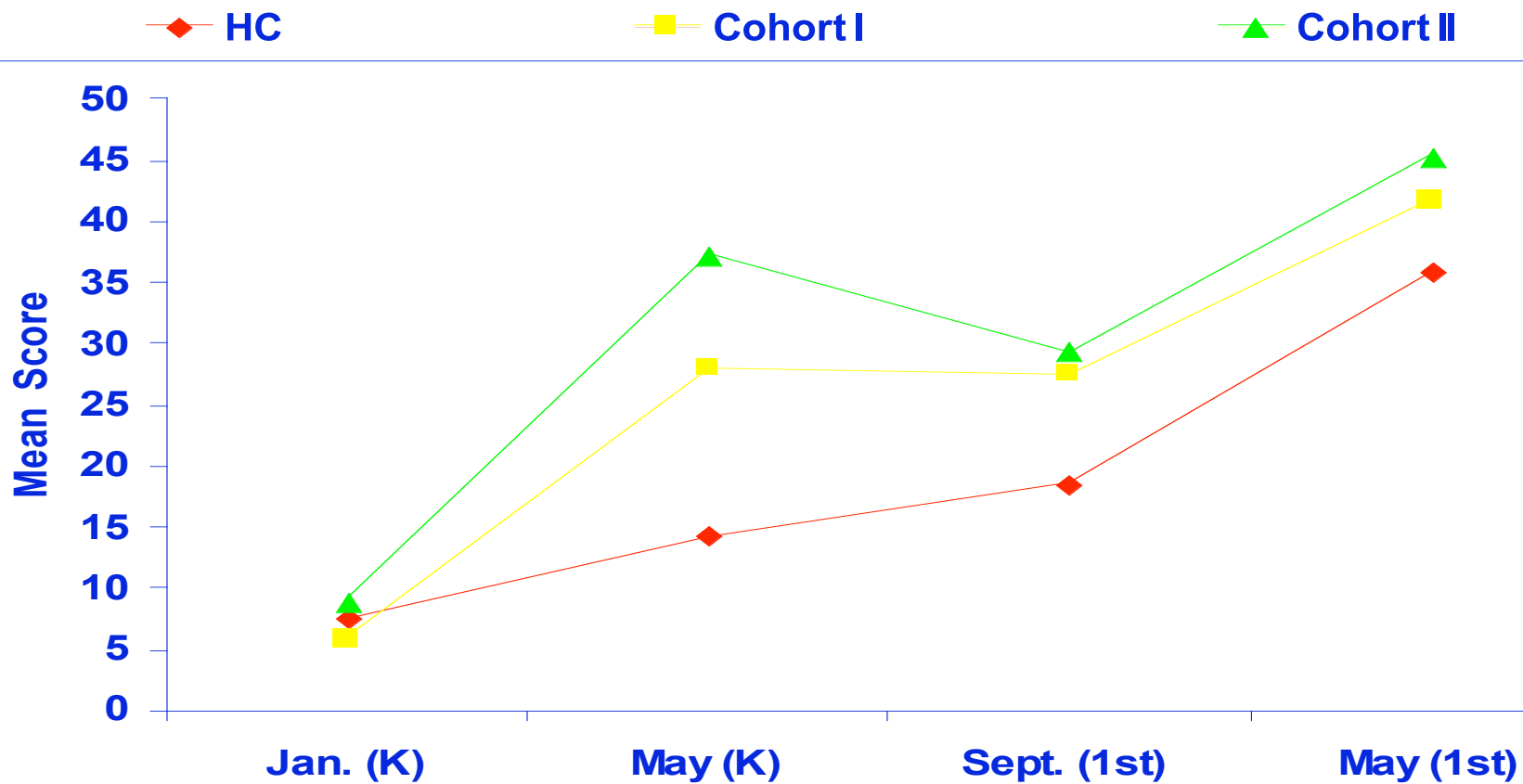
LNF Means Over Time and Across Groups
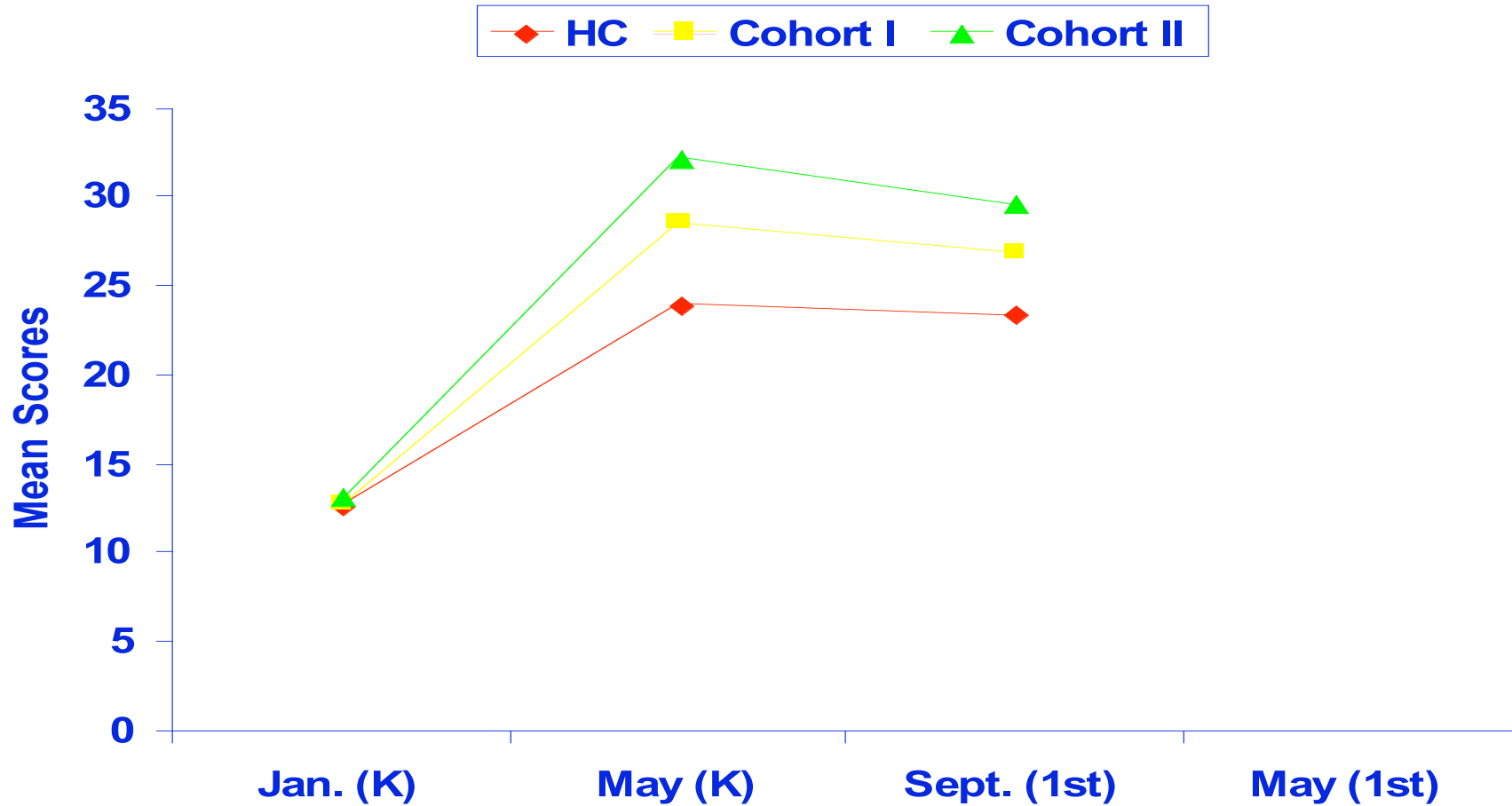
Mean Scores: DIBELS Phoneme Segmentation Fluency

	January (K)	May (K)	September (1st)	May (1st)
Historical Control (*n*=76)	7.47 (8.92)	14.33 (12.84)	18.59 (16.17)	35.84 (13.64)
Cohort I (*n*=51)	5.84 (6.63)	28.04 (14.79)	27.55 (12.20)	41.75 (12.00)
Cohort II (*n*=35)	8.91 (9.58)	37.23 (11.11)	29.37 (13.07)	45.37 (9.94)

PSF Means Over Time and Across Groups

Mean Scores: DIBELS Nonsense Word Fluency

	January (K)	May (K)	September (1st)	May (1st)
Historical Control (*n*=76)	NA	11.42 (9.41)	11.28 (7.14)	39.54 (19.99)
Cohort I (*n*=51)	NA	15.94 (9.94)	16.84 (9.35)	47.80 (18.48)
Cohort II (*n*=35)	NA	21.37 (13.03)	18.46 (11.96)	54.91 (28.11)

NWF Means Over Time and Across Groups
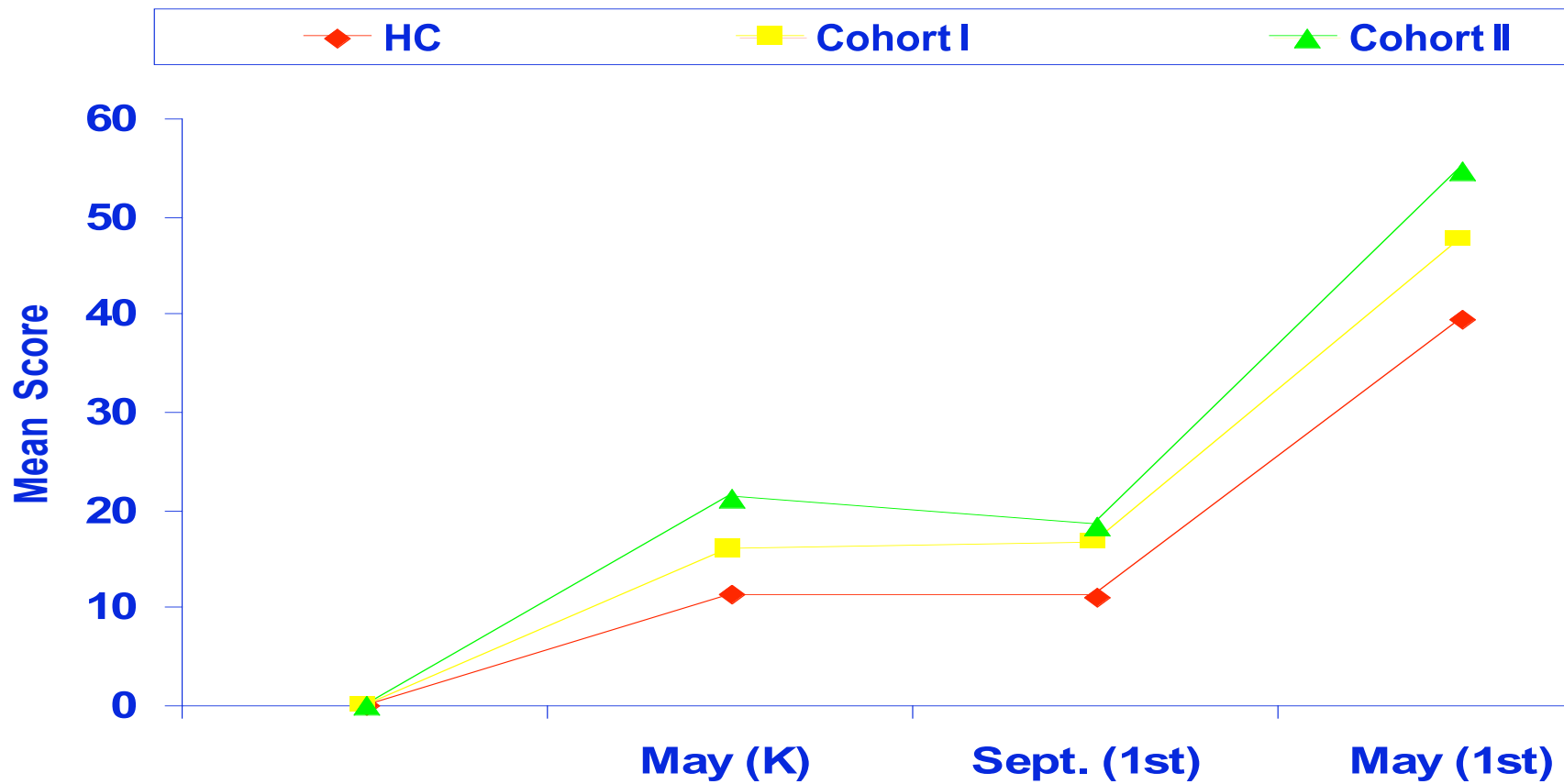
Mean Scores: WRMT-R: Word Identification

	January (K)	May (K)	September (1st)	May (1st)
Historical Control (*n*=76)	--	92.70 (11.87)	92.91 (10.66)	101.59 (13.00)
Cohort I (*n*=51)	88.25 (10.03)	100.25 (11.99)	96.16 (10.92)	103.98 (11.66)
Cohort II (*n*=35)	90.83 (9.95)	103.34 (11.77)	102.23 (11.15)	109.66 (9.69)

27

Word ID Means Over Time and Across Groups

Legend: ◆ HC ■ Cohort I ▲ Cohort II

Chart: Mean Standard Scores (y-axis, 80–115) vs. Jan. (K), May (K), Sept. (1st), May (1st) (x-axis)
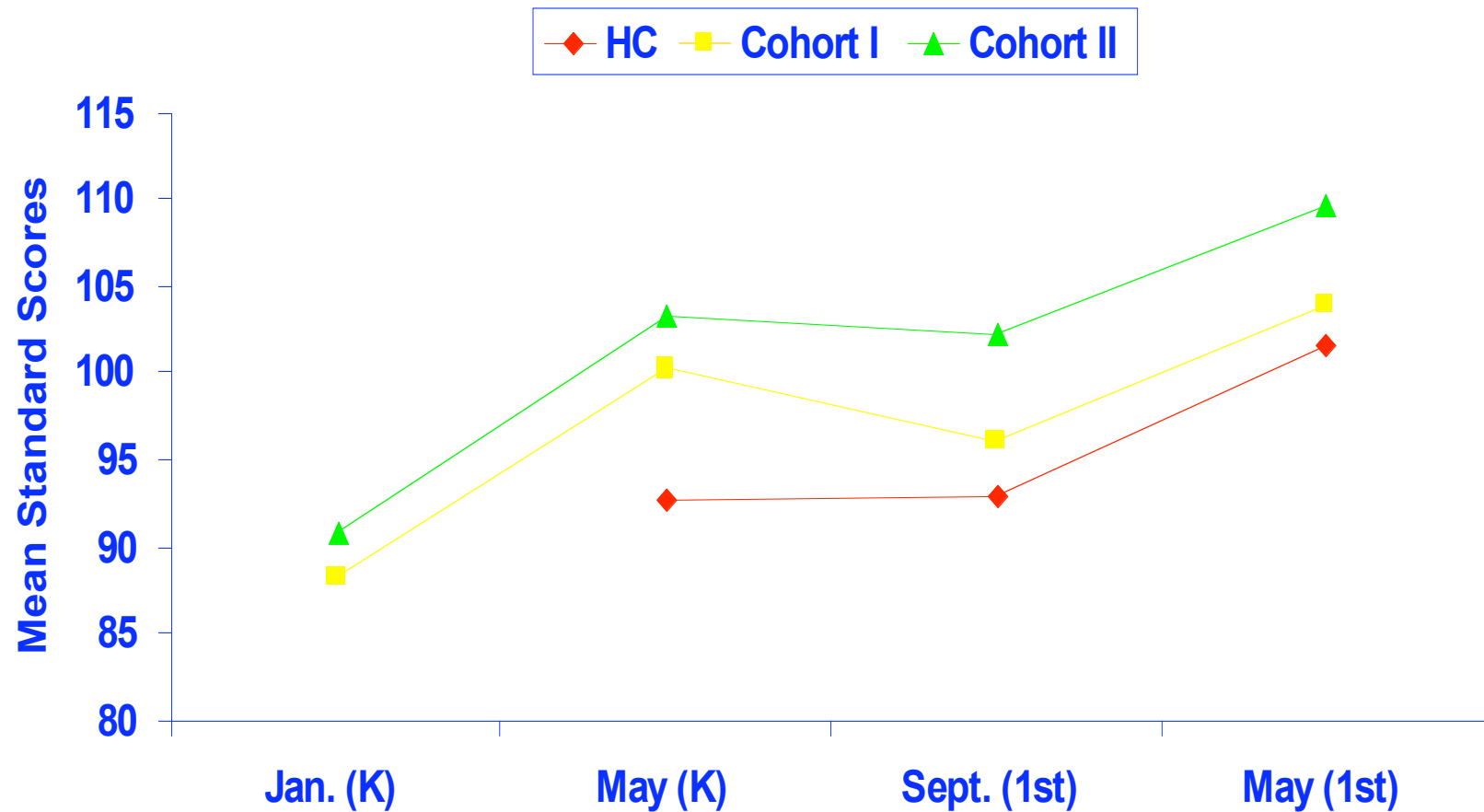
The Texas Center for Learning Disabilities

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

University of Texas at 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)

www.texasldcenter.org

Florida State University:
Jeanne Wanzek (P3)

I just observed a flock of geese flying in a "V" formation. Is that the only letter they know?

—Holbrook, N.Y.

Objectives

- Initiate a comprehensive research program that explicitly integrates research on instructional, neurobiological, and cognitive factors that underlie alternative approaches to the classification of LD, focusing on RTI.

- Learn about effective interventions (P2,P3) in the context of classification studies (P1) and neurobiological studies (P4).

Texas Center for Learning Disabilities

Project 1 (Classification)   David Francis- UH
Project 2 (Early Intervention)   Carolyn Denton-UTA
                                        Jack Fletcher- UH
Project 3 (Remediation)   Sharon Vaughn- UTA
Project 4 (Magnetic Source Imaging) Andrew Papanicolaou-UTH
Core A (Administrative)   Jack Fletcher – UH
Core B (Quantitative)   David Francis – UH
Core C (Dissemination)   Greg Roberts- UTA

(Amy Barth, Paul Cirino, Jenifer Juranek, Deborah Reed, Melissa Romain, Karla Stuebing, Jeanne Wanzek, Jade Wexler)

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
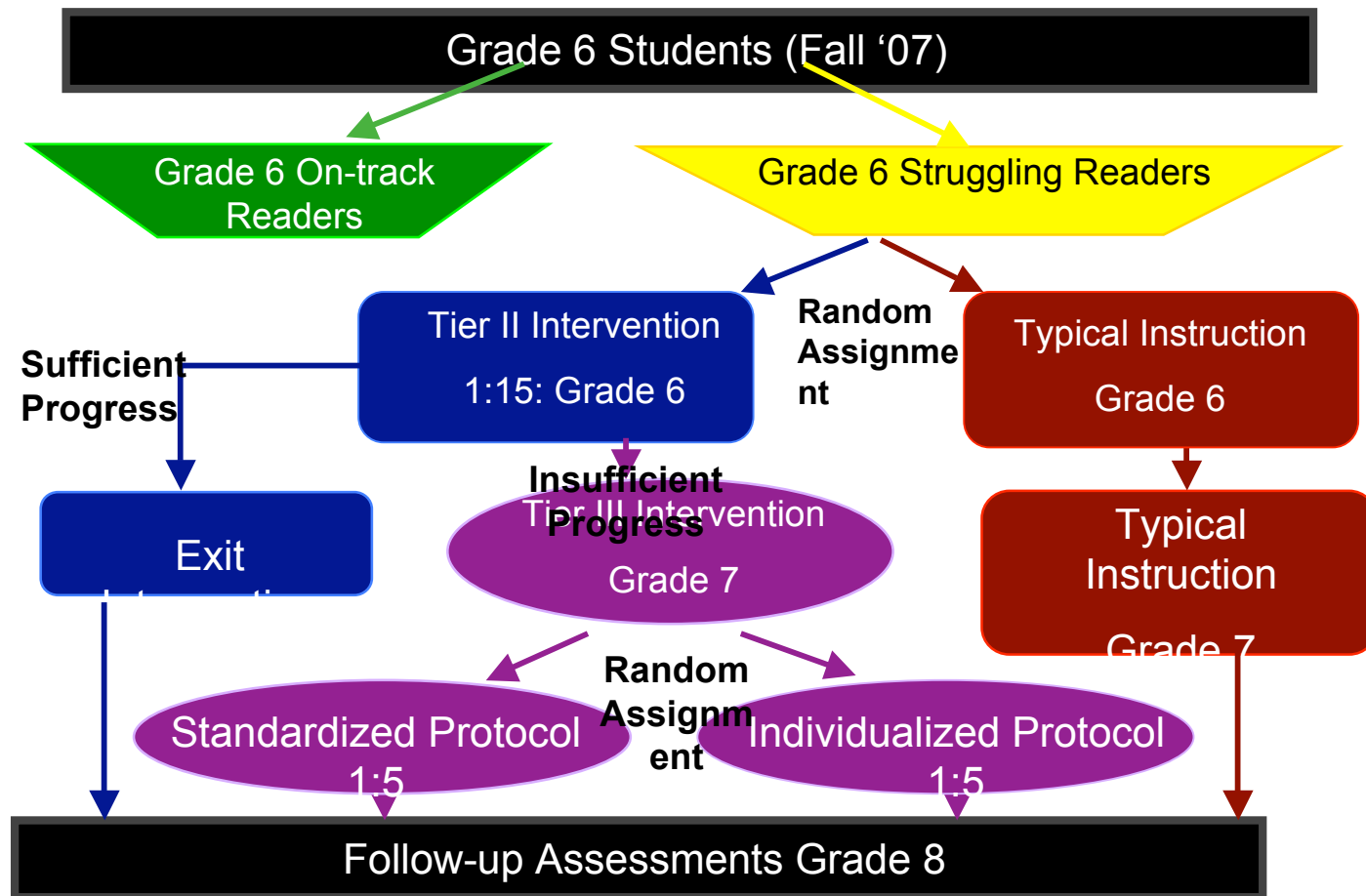
Year 1: Specific Aims

- Determine efficacy of systematic, explicit reading practices with older students with reading problems
- Identify and describe the response to intervention of various subgroups of students

Year 2: Specific Aims

- Examine response of students to more intensive interventions over time

- Vary systematically whether students in more intensive interventions respond to standard or individualized intervention protocols

- Identify and describe the response to intervention of various subgroups of students

Grade 6 Students (Fall '07)

Grade 6 On-track Readers

Grade 6 Struggling Readers

Random Assignment

Tier II Intervention
1:15: Grade 6

Typical Instruction
Grade 6

Sufficient Progress

Insufficient Progress

Exit Intervention

Tier III Intervention
Grade 7

Typical Instruction
Grade 7

Random Assignment

Standardized Protocol
1:5

Individualized Protocol
1:5

Follow-up Assessments Grade 8

Year 1 Secondary Study

- Seventh and eighth grade struggling readers randomly assigned to varying instructional group sizes to receive the Tier II intervention
  - 1:5
  - 1:15
- Typical readers in 7th and 8th grade selected randomly within school and grade in proportion to struggling readers for comparison
- Results are forthcoming

P3 6th Grade Participants Year 1

- 341 6th grade struggling readers
  - Tier II Treatment (n=203)
  - Tier I Comparison (n=138)

- 250 Typical readers

Tier I Intervention

Content	Research team provided 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: Year 1

- Approximately 45-50 minutes daily
- Class size 1:15
- Word analysis/phonics, vocabulary, text reading, comprehension, fluency, spelling
- 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)	13	12.7 (range 2-39 yrs)	All had undergrad degree; 10 had Masters in education related field	12 had teaching cert. in reading or reading-related field such as ELA

Tier III Intervention: Year 2

- Students who minimally respond to Tier 2 in Year 1 will be randomly assigned to standardized or individualized protocol
  - Standardized protocol: highly specified procedures and practices for implementing intervention (same phases as year 1)
  - Individualized protocol: instructional procedures and practices implemented with adaptations and accommodations to respond to individual student needs
- Approximately 45-50 minutes daily
- Small group instruction (1:5)

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	Effect Size
WJ-III Letter Word ID	Tier I (n=110)	91.82 (13.5)	93.44 (13.3)	.11	+.16 (-.07 to +.40)
	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)	+.17 (-.07 to +.40)
	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	Effect Size
GRADE	Tier I (*n*=115)	87.42 (9.2)	87.19 (8.3)	.06	+.17 (-.06 to +.40)
	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)	+.16 (-.07 to +.40)
	Tier II (*n*=195)	87.73 (9.2)	89.06 (9.3)		
	Typical (*n*=221)	99.25 (9.8)	100.18 (9.7)		

45

6th Grade Fluency and Comprehension

Measure	Group	Pre	Post	p	Effect Size
TOSRE	Tier I (*n*=115)	84.71 (11.8)	89.97 (12.8)	.0001 (Typical > Tier I and Tier II)	+.20 (-.03 to +.43)
	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)	+.12 (-.11 to +.34)
	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
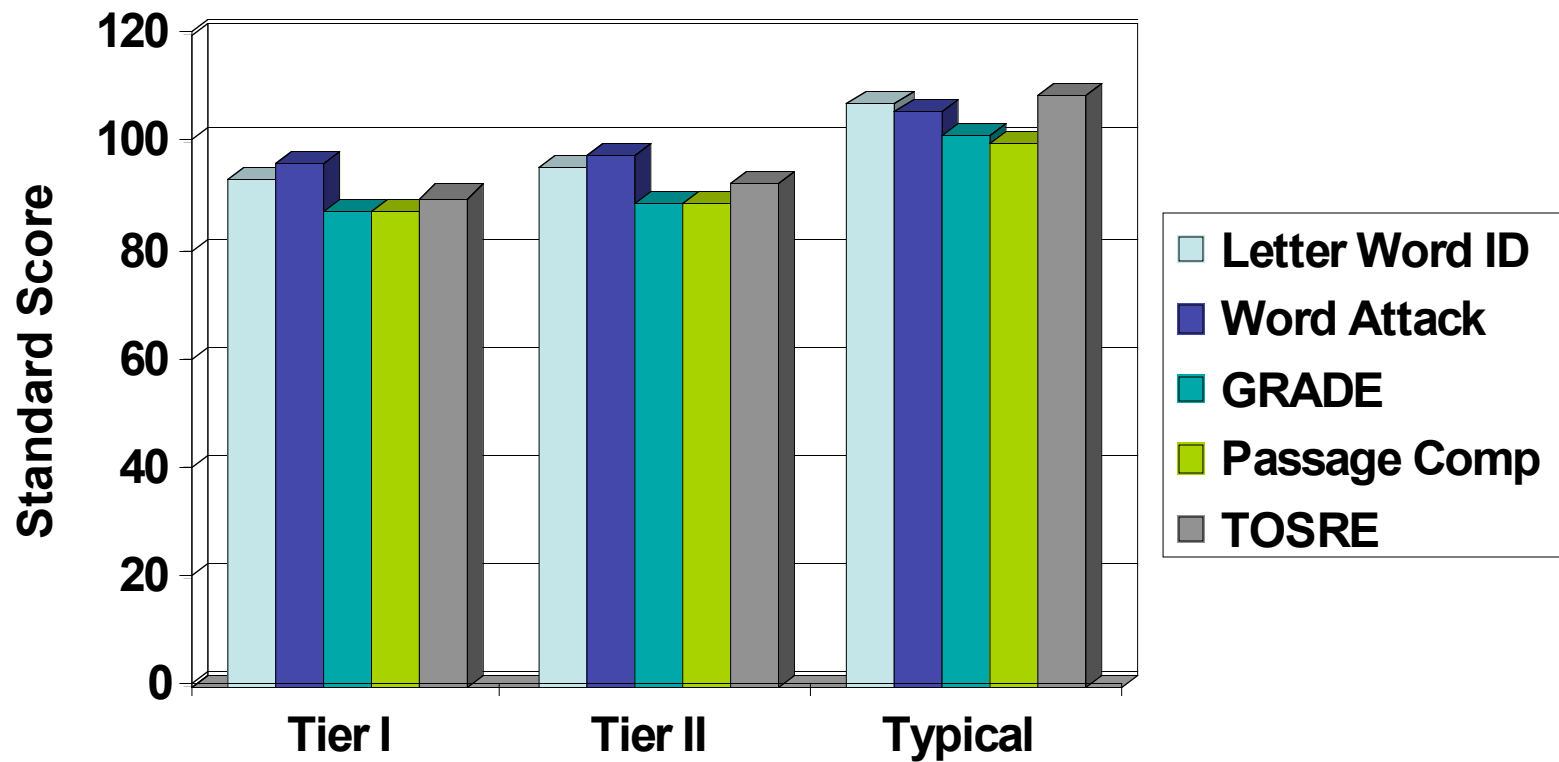
Summary of Results

- 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's Next

- Seventh and eighth grade minimal responders to Year 1 Tier II instruction are randomly assigned to a Tier III intervention: Standardized or Individualized intervention

- 1:5

- 50 minutes a day (approx.)

What's Next

Standardized Intervention

Individualized Intervention

Specified use of time (3 phases of intervention)

Flexibility in use of time

High control of curriculum and materials

Systematic and explicit

Fast paced instruction

Ongoing progress monitoring

Instruction in same components of reading (word study, comprehension, vocabulary, fluency)

Low control of curriculum and materials

Modifications made at the group level

Modifications made in response to individual student need

Motivation through success only

Motivation through text selection, conferences, goal setting, positive calls home

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?

LEARNING OBJECTIVES!
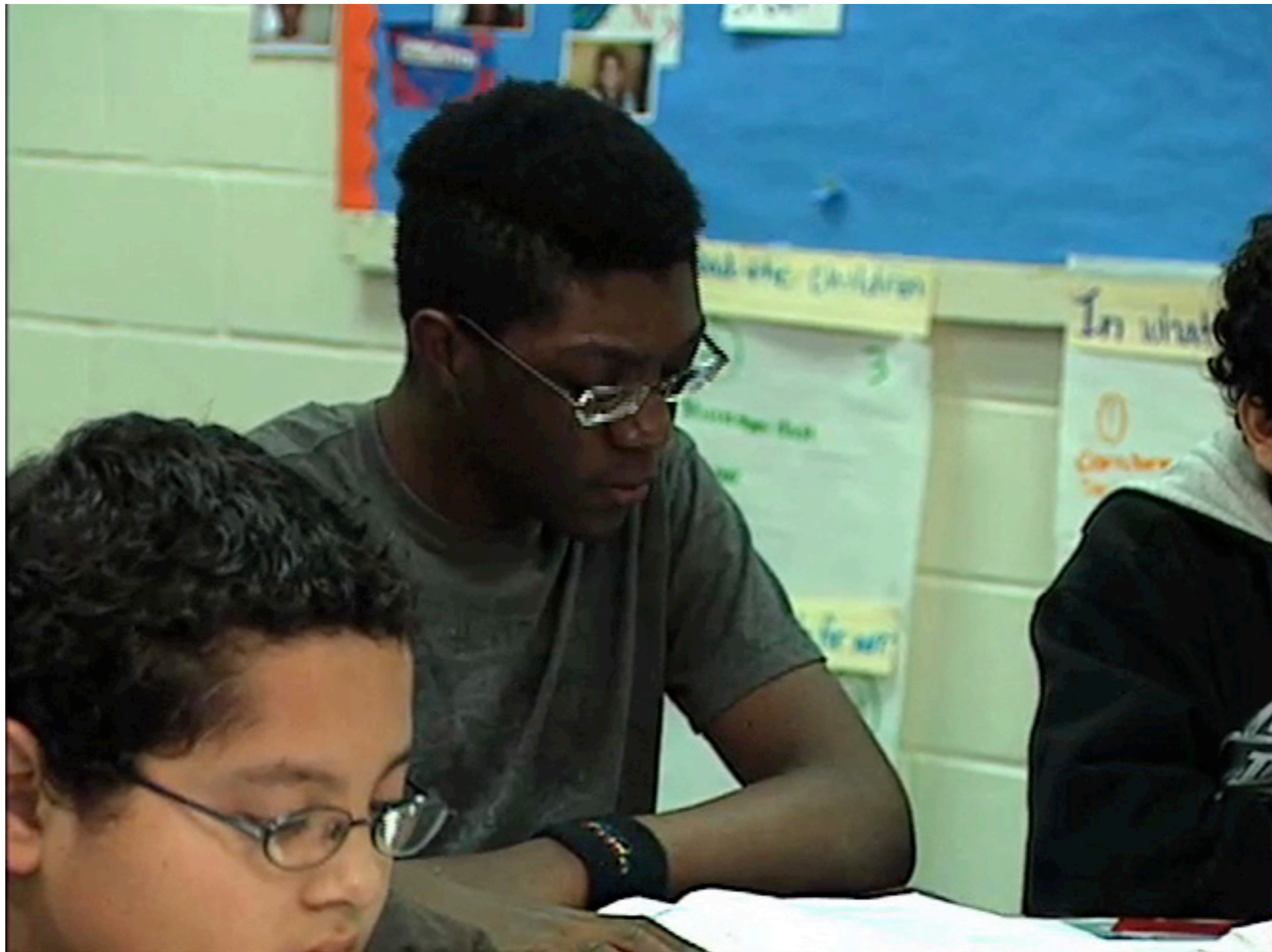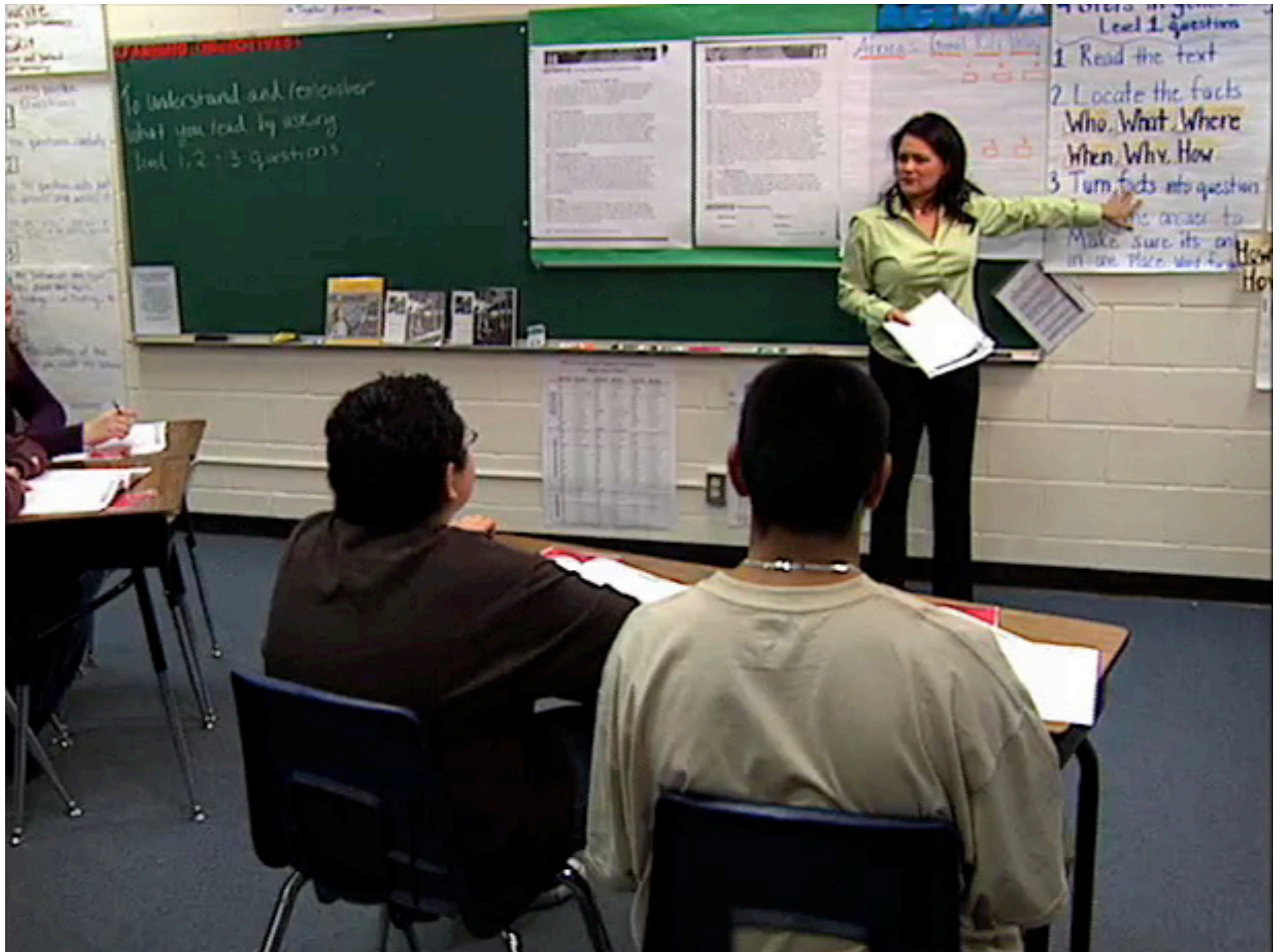
To understand and remember
what you read by asking
level 1, 2 + 3 questions

AGENDA

Levels of questions
Level 1 questions
1 Read the text
2 Locate the facts
   Who, What, Where
   When, Why, How
3 Turn facts into questions
   ... the answer to
   Make sure its only
   in one place

How to Get Started

- Develop a Plan for 3 years
- Take Stock of What You Are Doing Well and Not So Well
- Focus on One Area That is Going Well And Expand e.g., reading or math
- Focus on One Area That is Not Going Well and Expand e.g., ongoing focused professional development

How To Get Started (cont.)

"INDICATIONS OF POSSIBLE LEARNING DISABILITY..HAS A SLOW RECALL OF FACTS.. MAKES SPELLING ERRORS..HAS AN UNSTABLE PENCIL GRIP..."
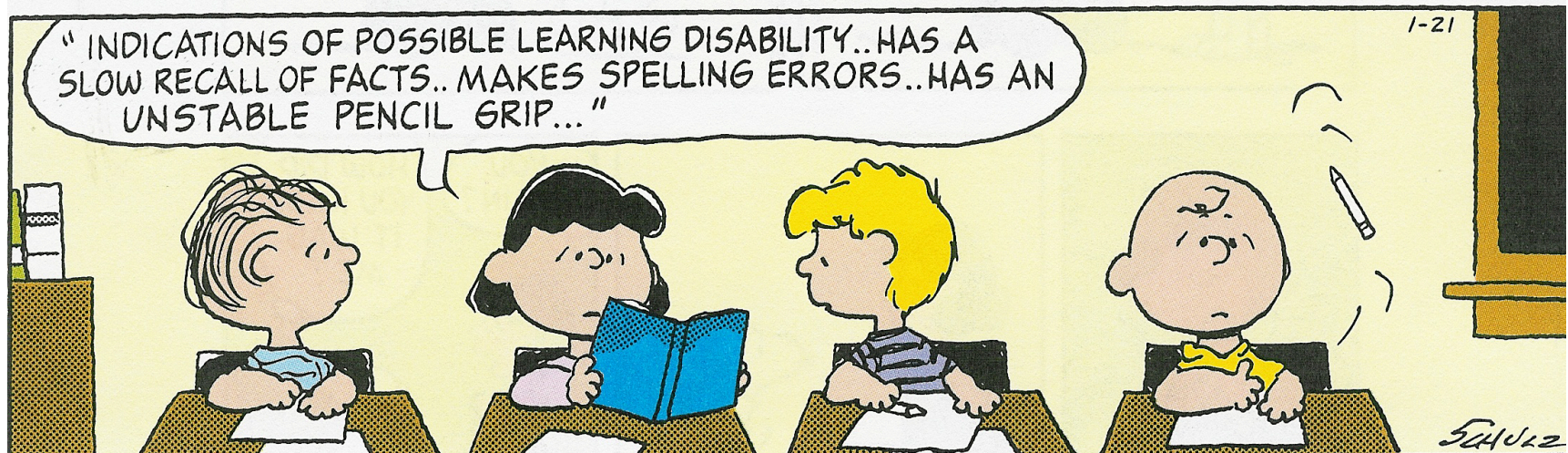
FROM "PEANUTS"

How To Get Started (cont.)

- ADDRESS TIER ONE
- ADDRESS TIER ONE
- ADDRESS TIER ONE

How To Fix Tier I?

- Focus on Big Ideas of Content Area by Grade Level

- Focus on Using Data-Based Decision Making about Adjusting Instruction

- Focus on Differentiated Instruction through Grouping

- Focus on Enhancing Use of Feedback

Lesson Title	The Earliest Texans
	Case 1, Week 1
ELA Standards	☐ 9A ☒ 9B ☐ 9C ☐ 9D ☒ 9E
Big Idea for the Week	The Earliest Texans lives changed over time from nomadic hunters to people who farmed and settle in communities.
What to Do Before the Lesson	☐ Prioritize and select vocabulary. ☐ Determine sections of text to be used for questions and gist statements. ☐ Decide if you will use partners, teams, and award points. ☐ Determine which Social Studies Vocabulary Wall Activity you will use.
Suggested Text Selection (document if alternate text is used)	The Earliest Texans (pg. 90-93)
Vocabulary Selected	

Materials	Teacher:	Student:

Instructional Process	What to Do
Before Reading ⏰ 15 - 20 minutes	☐ Present the Big Idea. Use *Wh* questions to build and activate background knowledge and show the relationship of the big ideas to the content and the vocabulary. ☐ Preview vocabulary and complete the top half of the vocabulary map (definition, illustration, and context?) ☐ Check the parts of the map completed.
During Reading ⏰ 30-45 minutes	☐ Introduce the strategy of generating and answering questions ☐ Identify the *Who* or *What* of the section or lesson for students. Students answer *Where*, *When*, *Why*, or *How* questions about the Who or What. (Questions are teacher provided during Case 1). ☐ Provide guidance and feedback. Highlight the different types of questions during discussions and while monitoring student work.
After Reading ⏰ 20-25 minutes	☐ Complete the second half of the vocabulary maps and check, using word in a sentence. ☐ Word Wall Activity ☐ Class discussion of content using vocabulary and teacher generated questions.
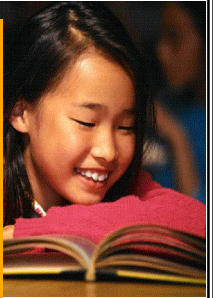
STRIVE Strategy

- S – Strategies
- T – to
- R – Read
- I – Information &
- V – Vocabulary
- E - Effectively

Core STRIVE Practices

1. Previewing
2. Prioritizing and explicitly teaching vocabulary
3. Using context clues to learn the meaning of unknown words
4. Answering and generating questions
5. Get the Gist
6. Maintaining a focus on vocabulary through vocabulary walls.
7. After reading discussions

Research Evidence

Teaching students to use comprehension strategies can improve their understanding of informational or expository texts

- Answering and generating questions
- Monitoring comprehension
- Summarizing
- Using graphic and semantic organizers

Students can be taught how and when to use specific comprehension strategies flexibly and in combination

Sources: 4TRA: Comprehension Strategies; NIFL, 2001; NRP, 2000

Research Evidence

There is a positive correlation between vocabulary and comprehension. Yet, there is not one "best" way to teach vocabulary. (NRP, 2000)

- Multiple strategies are more effective than a single strategy.

- Vocabulary is learned through explicit and independent strategies.

- Vocabulary acquisition is more effective when there are multiple exposures and words are studied in depth.

- Context clues is one of the most researched vocabulary strategies. (Bauman et al., 2003)

Common Pitfalls to Avoid
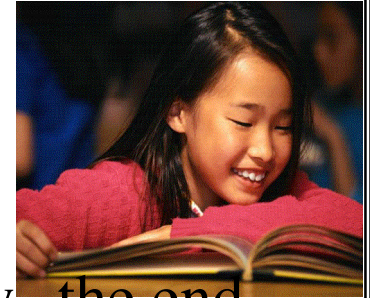
- The end goal is not the application of the strategy--the end goal is to develop a better *understanding of content*

- Strategies are not learned by talking about them--they are learned by *applying* them

- Telling students what the text is about doesn't help them learn to *comprehend on their own*

Emphasis During Strategy Instruction

Explain

Model: I do it

Guided Practice: We do it

Student practice: You do it

Feedback with correction and direction

Feedback with correction and direction

Task Specific Feedback

- What about the task is the student doing correctly
- Where the student has erred or misunderstood

Self-Regulated Correction/Direction

- Direct the student to where he/she could look for more information
- Tell the student what to do to help him/her better understand

1. Previewing

- Use guiding questions to help students activate what they already know and anticipate what they will read

- High quality previews
    - Are BRIEF--no longer than 5 minutes.
    ### And
    - Assure information discussed is accurate

Model Lesson

2. Vocabulary Maps

Components

1. Word Recognition

2. Definitions

3. Illustrations

4. Context

5. Vocabulary Associations

6. Vocabulary Building

7. Application

Model Lesson

Vocabulary Map for the Indian Wars

2. Definition: Underline the key words.

A disagreement.

3. Illustration

1.

Conflict

4. Context: Circle the correct sentence.

The **conflict** between the two tribes started when both tribes wanted to settle In the same area by the lake.

The **conflict** broke out of prison last night after the guards went to sleep.

5. Word Associations: Choose two related words.

A. Disagreement
B. Thump
C. Skip
D. Argument

7. Provide: an example phrase, sentence, or definition.

6. Word Building: Choose a real word and then write another word.

A. Conflicting
B. Conflictment

_____

3. Context Clue Strategy

- **Check** for words that are bold or highlighted.

- **Look** for and read the sentences around the word to see if there are clues to its meaning.

- **Use** the word in the sentence to see if you understand the meaning of the word? If not expand your resources.

- **Expand** your resources using a glossary or asking a friend or teacher.

Definition

The word is defined in the sentence.

Ex: A **plateau** is a high, level stretch of land.

Synonym

A word with the same meaning is used in the sentence.

Ex: More than 1,200 years ago, Mound Builders **migrated**, or moved, south into the Piney Woods region to the site of the Caddoan Mounds.

General

The meaning of the word is implied in the sentences around the word.

Ex: The Constitution also contained a **Bill of Rights**. This bill stated that certain rights belonged to all Texans.

Example: Colony

The king agreed that La Salle could start a colony there. A colony is a settlement of people who have left one country to live in another (pg. 122).

Example: Conquistador

In 1519, A Spaniard named Hernando Cortés arrived in what is now Mexico. Cortés was a conquistador, which means "conqueror".

So… a conquistador is a Spanish Conqueror.

4. Answering and Generating Questions

Asking and answering questions can help students to:

- Identify main ideas & summarize text
- Monitor their understanding
- Connect what they read with what they know
- Talk to others about what they read
- Make inferences

- Who
- What
- When
- Where
- Why
- How

3TRA: Comprehension; NIFL, 2001; NRP, 2000; TEA, 2002a; UTCRLA, 2001

Model Lesson

Question Cards

Question Types	How do I write a good question?
Who? A person or group **What?** A description or an effect **When?** Related to time **Where?** A place or location **Why?** A reason or cause **How?** A process or characteristic	Identify the Important Idea or event in the passage and write a question about that Important Idea. *Why was there a conflict between the Plains Indians and the settlers in Texas?* Use a variety of question stems (*who, what, when, where, why, and how*). ***Who** was the leader of the Mexican Army?* ***Where** was oil first discovered in Texas?* ***Why** did cattle drives end in towns near railroads?*

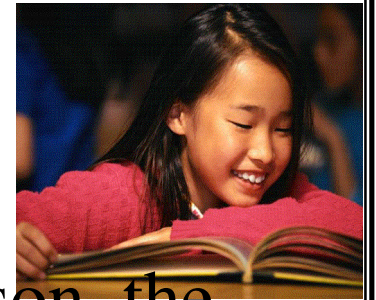# 5. Get the Gist

Teach students to:

1. Identify the most important "who" or "what" in a paragraph/section

2. Tell the most important thing about that "who" or "what"

3. Write the main idea statement in <u>about</u> 10 words or less (the 10-finger routine helps!)

Model Lesson

Get the Gist Example:

The Caddo

The Caddo were farmers. During planting season, the Caddo gathered from neighboring villages and worked together to plant each field, day after day, until all the farmland was planted. In this way, the Caddo community worked together to make sure there was enough food for the next season. The Caddo also made fine pottery. If the Caddo needed something they could not make or grow, they traded food and pottery with other Native Americans to get it (p.97).

Get the Gist Example: The Caddo (cont.)

Who or What

- The Caddo

Important Information

- The Caddo were farmers.
- The Caddo made pottery.
- The Caddo traded with other tribes.

Write the gist in 10 words or less

- The Caddo were farmers who made pottery for trading.

Grow the Gist
Get the Gist for Longer Passages

1. Write 1 gist for 1 paragraph.

2. *Combine gists from 2-3 paragraphs into 1 statement.*

3. Write 1 gist for 2-3 paragraphs.

4. Write longer gists (multiple sentences—begins to resemble a summary) after reading several paragraphs
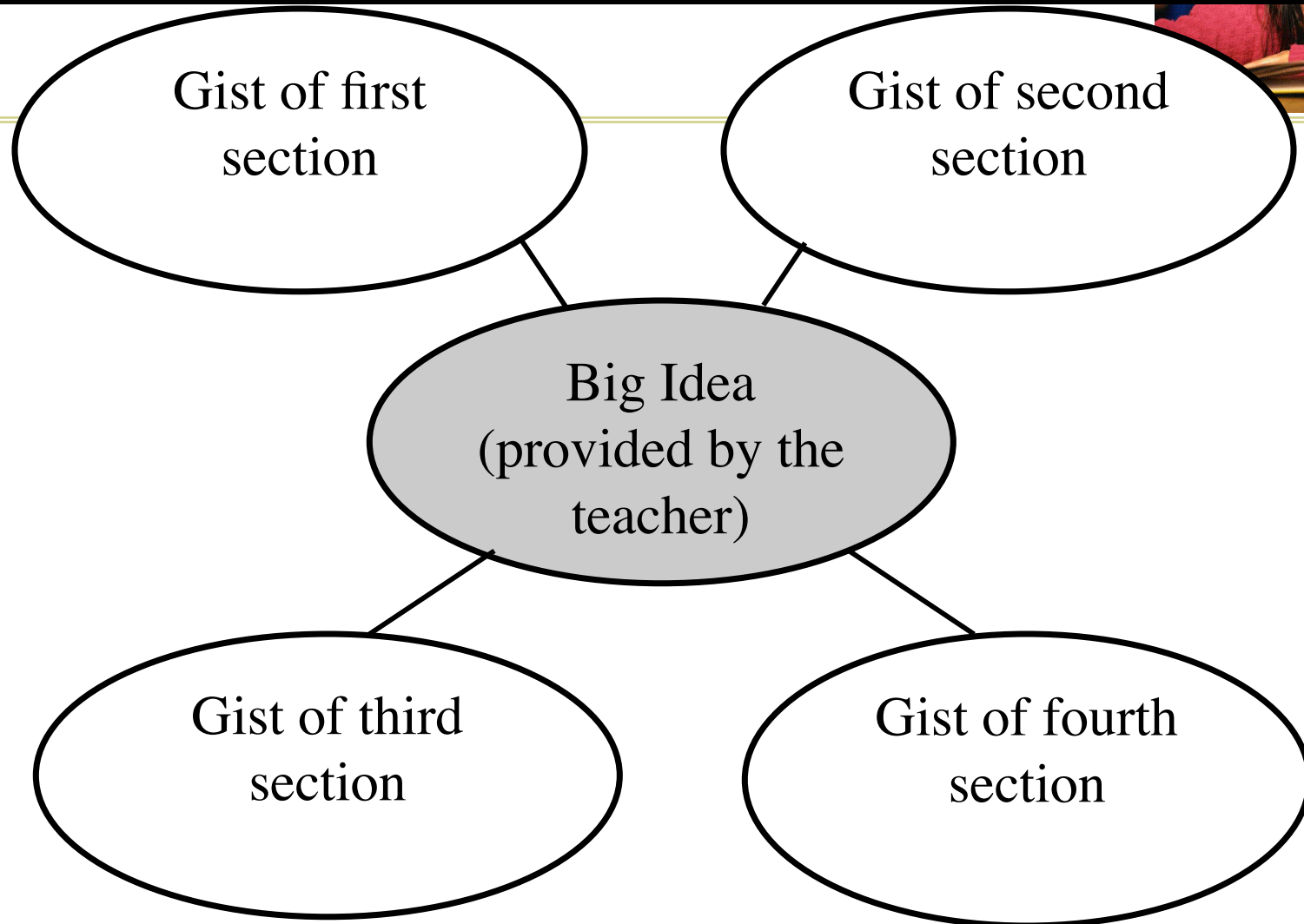
Grow the Gist into a Summary

Rules:

1. Write a topic sentence using the big idea.

2. Include gists in an order that makes sense.

3. Delete information that is redundant or trivial (details!!)

4. Re-read to make sure it makes sense and change if necessary.

Scaffold for Struggling Reader: Graphic Organizer

Gist of first section

Gist of second section

Big Idea (provided by the teacher)

Gist of third section

Gist of fourth section

6. Vocabulary Word Wall
Activity: Review Words

- **Words in Context:**
  - Tell the category for the word (e.g., people) and the first letter (e.g., *n* - if necessary)
  - Say sentence, leaving out the word. Students must use the word wall to figure out which word makes sense in the blank and write it down
    - Example: _____ moved from place to place
      (Nomads)
  - Check Answers: Say sentence with word inserted

Vocabulary Word Wall Activity: Word Sorts

- Word Sorts
  - Examples:
    - 1) Matching Proper Nouns
    - 2) Which category?
    - Allow students to work in pairs/groups to complete activity and/or to compare answers

7. After Reading Discussion

- Remember, the goal of applying strategies and learning new vocabulary is to enhance comprehension

- Discussions allow you to provide a forum for <u>students</u> to grapple with the ideas in text

Model Lesson

Tips for Guiding a Discussion

- Present open-ended questions:
  - Ex. What is happening to Texans in this section?
- Follow-up student responses by redirecting, restating or asking for justification.
- Have students use their vocabulary maps, questions and gists to "jump start" the conversation.
- Use probing questions provided to encourage deep thinking about the new words.

Avoid peppering students with a myriad of questions that really just assesses what they know instead of _engaging them in a conversation about the topic_

Core STRIVE Practices

1. Previewing
2. Prioritizing and explicitly teaching vocabulary
3. Using context clues to learn the meaning of unknown words
4. Answering and generating questions
5. Get the Gist
6. Maintaining a focus on vocabulary through vocabulary walls.
7. After reading discussions

Formative Feedback

Example 1

Things to Do

- Focus on feedback on the task, not the learner
- Provide elaborated feedback to enhance learning
- Be specific and clear with feedback message and keep feedback as simple and as focused as possible
- Promote a "learning" goal orientation via feedback
- Provide feedback after learners have attempted a solution

Adapted from: Shute, V.J. (2008). *Focus on formative feedback*. Review of Educational Research, 78(1), 153-189.

Things to Avoid

- Don't give normative comparisons
- Be cautious about providing overall grades
- Do not present feedback that discourages the learner or threatens the learner's self-esteem
- Try to avoid delivering feedback orally
- Do not interrupt learner with feedback if the learner is actively engaged.
- Avoid using hints that also terminate with the correct answer
- Do not limit the mode of feedback presentation to text
- Minimize the use of extensive error analysis and diagnosis

Adapted from: Shute, V.J. (2008). *Focus on formative feedback*. Review of Educational Research, 78(1), 153-189.

Timing Issues

- For difficult tasks, use immediate feedback

- For retention of conceptual or procedural or conceptual knowledge, use immediate feedback

- To promote transfer of learning, consider using delayed feedback

Adapted from: Shute, V.J. (2008). *Focus on formative feedback*. Review of Educational Research, 78(1), 153-189.

Formative Feedback in Relation to Learner Characteristics

High Achieving Students

- Delayed feedback
- Facilitative feedback
- Verification

Low Achieving Students

- Immediate feedback
- Directive and corrective feedback
- Scaffolding
- Correct response and elaboration feedback

Adapted from: Shute, V.J. (2008). *Focus on formative feedback*. Review of Educational Research, 78(1), 153-189.

Example 2

True or False?

T	F	Feedback should focus on the *task* rather than the *learner*.
T	F	Elaborated feedback is best to enhance learning.
T	F	It is best to receive oral (rather than written) feedback.
T	F	Feedback should be provided while learners are engaged in a task and attempting a solution.
T	F	Learners should be compared to each other to foster a spirit of competition and encourage better performance.
T	F	Grades should be provided because they are more effective for learning than overall comments.
T	F	Immediate and directive feedback should be used for low-achieving learners.

Adapted from: Shute, V.J. (2008). *Focus on formative feedback*. Review of Educational Research, 78(1), 153-189.

True or False?

(T)	F	Feedback should focus on the *task* rather than the *learner*.
(T)	F	Elaborated feedback is best to enhance learning.
T	(F)	It is best to receive oral (rather than written) feedback.
T	(F)	Feedback should be provided while learners are engaged in a task and attempting a solution.
T	(F)	Learners should be compared to each other to foster a spirit of competition and encourage better performance.
T	(F)	Grades should be provided because they are more effective for learning than overall comments.
(T)	F	Immediate and directive feedback should be used for low-achieving learners.

Adapted from: Shute, V.J. (2008). *Focus on formative feedback*. Review of Educational Research, 78(1), 153-189.

What Is Special about Special Education for Students with LD?

- Delivery of instruction
  - Though students should have access to the same content as non-disabled peers, general education instruction alone will rarely meet needs
  - Instruction that is explicit and systematic and closely related to area of instructional need is most effective
  - Amount and Type of instruction needed to "close the gap"?

Closing Thought

"Whereas many typically achieving students can make up for lost time, learn well independently, and make up for mistakes made by educators, special education students cannot. The influence of research and evidence on decision making has even greater value for those students with disabilities who most require precision in their instructional and behavioral plans."

(Vaughn & Dammann, 2001, p.27)