



TEXAS CENTER
for
LEARNING
DISABILITIES

Reading for SUCCESS

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

University of Houston

Jack M. Fletcher, PI
David Francis (P1, Core B)

The University of Texas at Austin

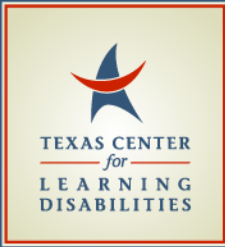
Sharon Vaughn, Co-PI: P1, P2, P3
Jade Wexler
Greg Roberts (Core C)

The University of Texas–Houston

Andrew C. Papanicolaou (P4)
Carolyn Denton (P2)

www.texasldcenter.org

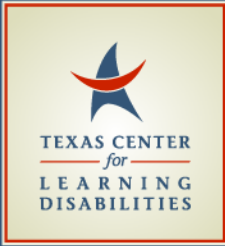




Texas Center for Learning Disabilities

- Project 1 (Classification) David Francis, UH
- Project 2 (Early Intervention) Carolyn Denton, UTH
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, Karla Stuebing, Jeanne Wanzek, Jade Wexler, Jennifer Hocker, Terri Kurz, Melissa Romain



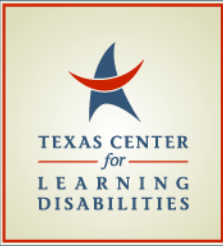
Minimal Responders over Time: Year 3

Sharon Vaughn
Jade Wexler
& Greg Roberts

The Meadows Center for Preventing Educational Risk
The University of Texas at Austin

Amy Barth
University of Houston

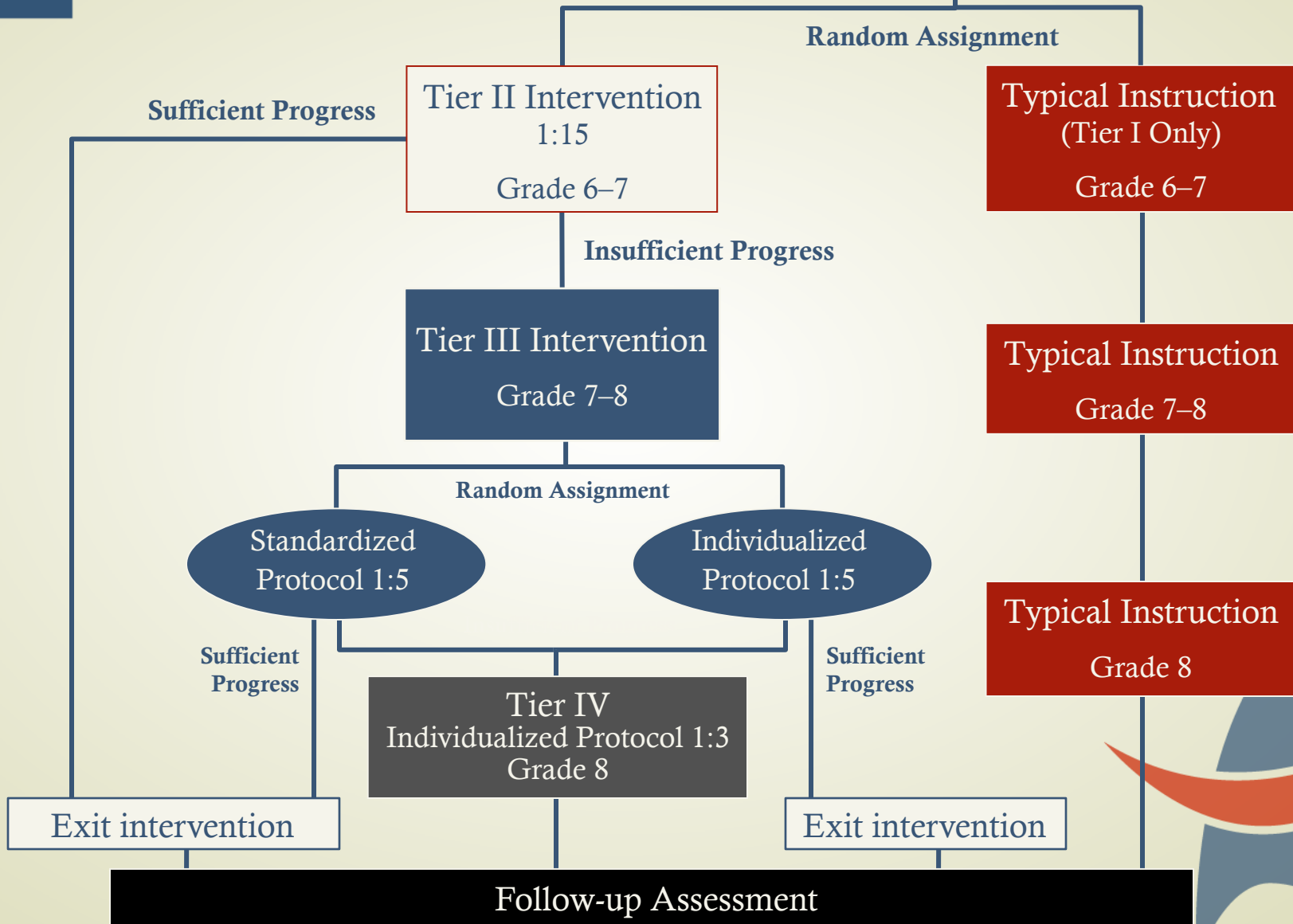




Grade 6-7 Students (Fall '06)

Grade 6-7 On-track Readers

Grade 6-7 Struggling Readers

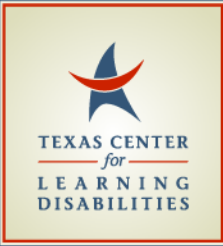




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Years 1 and 2: A Summary



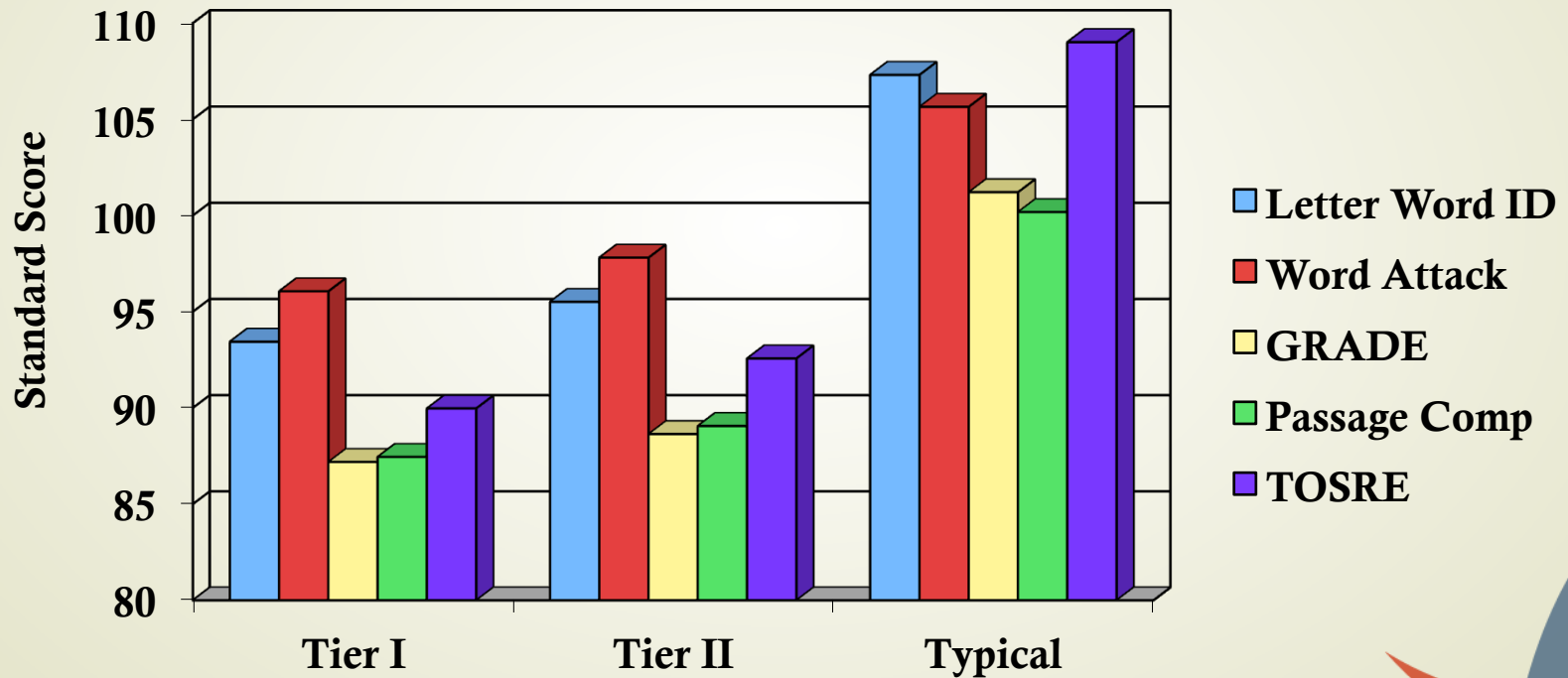


Individualized Placement

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

Findings Year 1: Tier I, Tier II Standardized

Post-test results



Year 2: Tier III Intervention

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

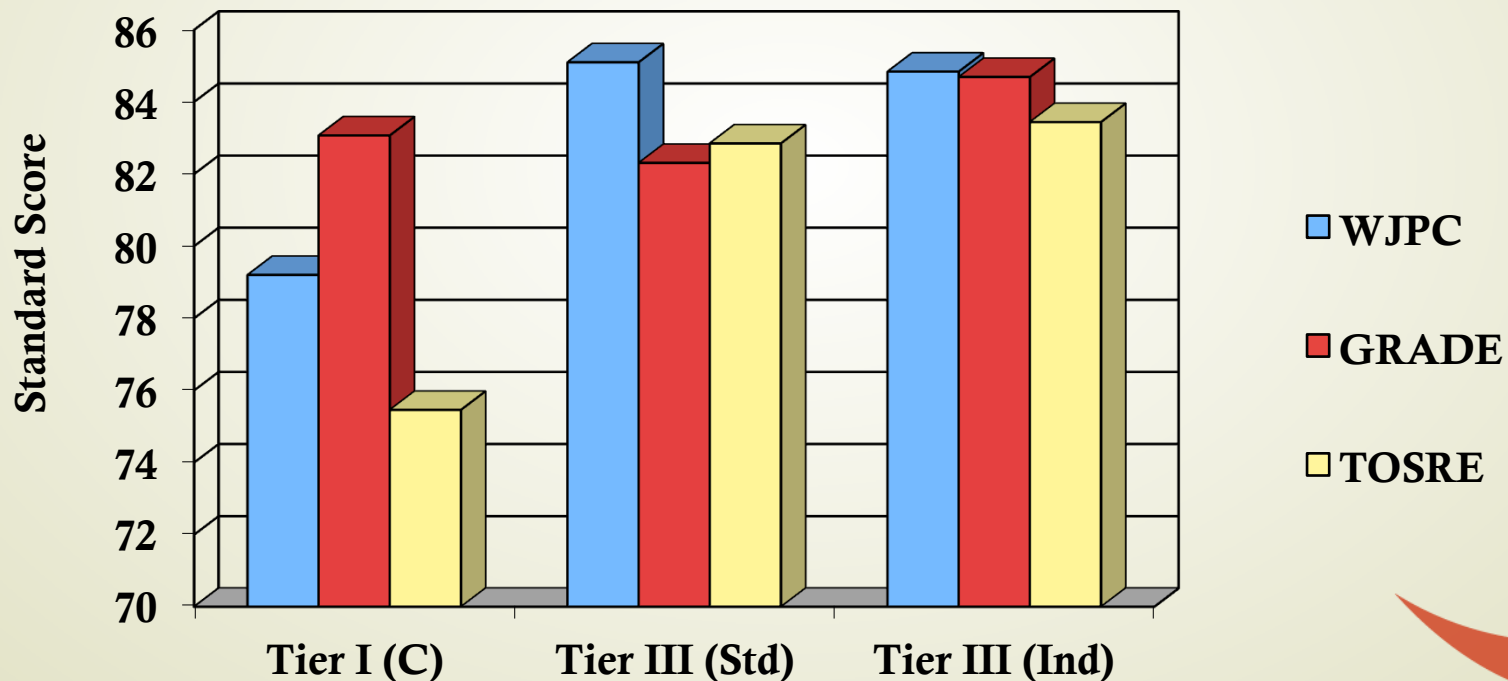
Individualized Intervention

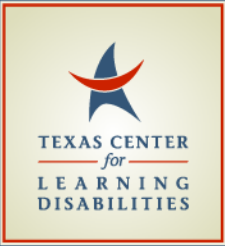
- Flexibility in use of time
- Low control of curriculum and materials
- Modifications made in response to individual student need
- Motivation through text selection, conferences, goal setting, positive calls home

- Systematic and explicit
- Fast paced instruction
- Ongoing progress monitoring
- Instruction in same components of reading (word study, comprehension, vocabulary, fluency)

Findings Year 2 (Tier III): Standardized/Individualized: Comprehension/Fluency Cluster

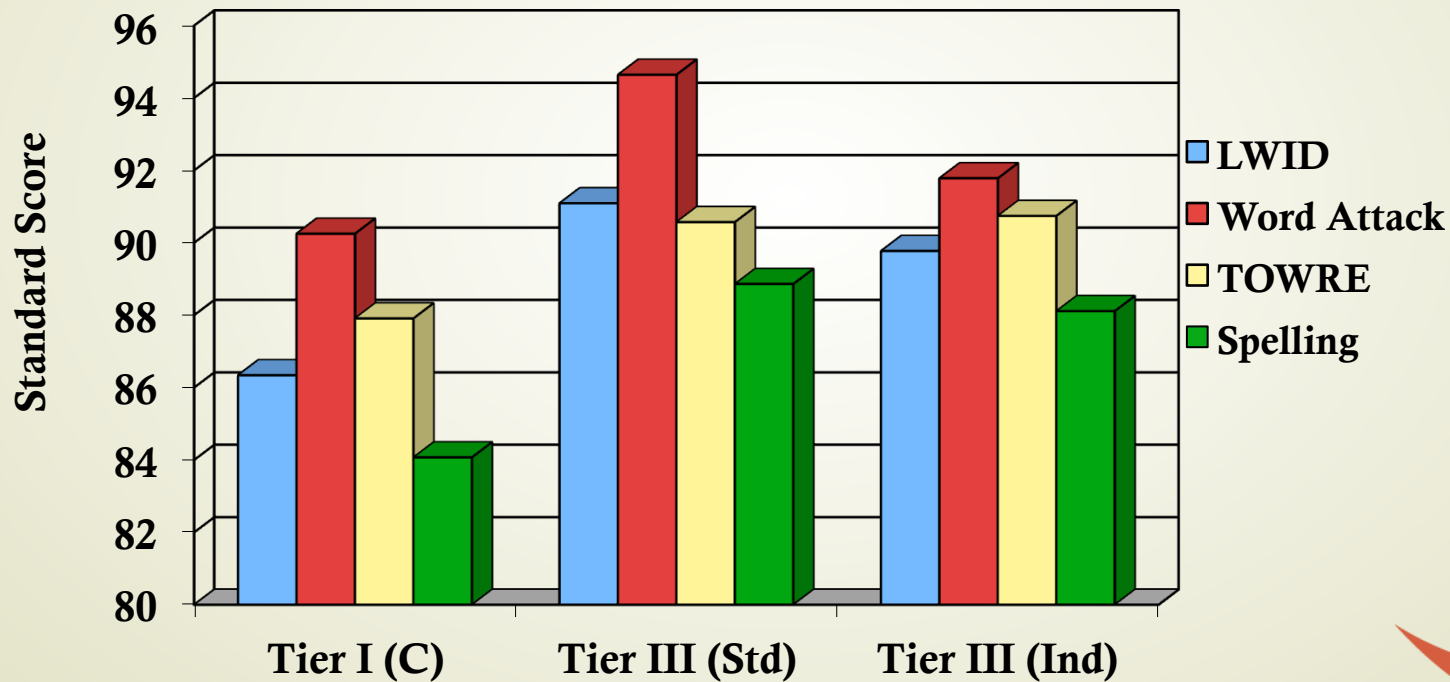
Post-test results





Findings Year 2 (Tier III): Standardized/Individualized: Word Reading Cluster

Post-test results



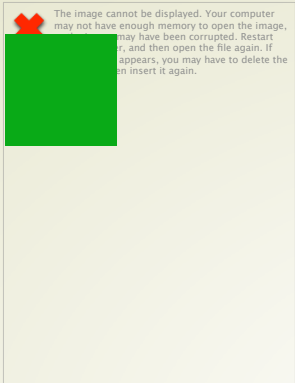


KBIT: What about LANGUAGE?

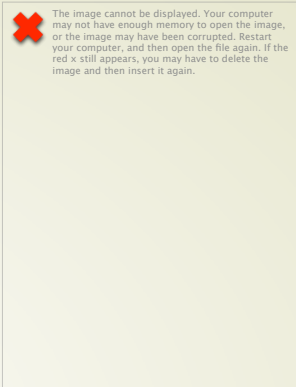
	Treatment	Control
K-BIT	2006–2007	2006–2007
Verbal Knowledge Standard Scores	88.1 (11.12)	86.9 (13.1)



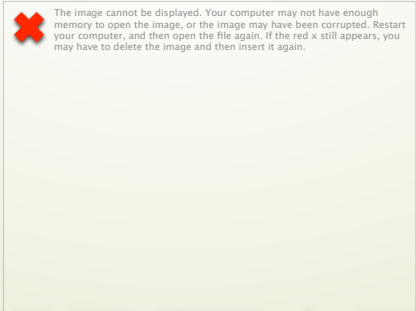
Language Deficits



WORD Knowledge



WORLD Knowledge



SYNTAX





Framework for Conceptualizing Three Categories of Reading Difficulties

Word Recognition

Good

Poor

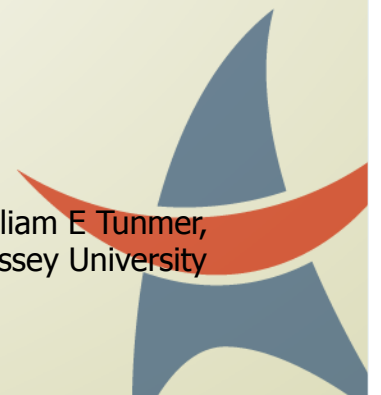
Specific Reading Comprehension Difficulties	Normally Developing Readers
Mixed Reading Disability	Reading Disability (Dyslexia)

Poor

Good

Oral Language Comprehension

William E Tunmer,
Massey University

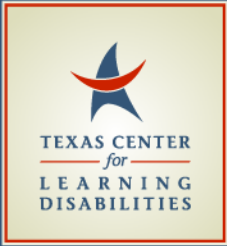




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Year 3 Intervention





Conceptual Framework: Lesson Focus

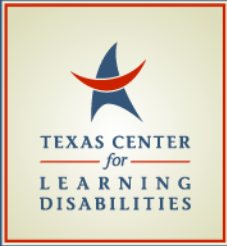
Group 1: 50 minute periods (weekly):

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





Phrase Fluency Example

in a jar in a jam in a rage in a jar

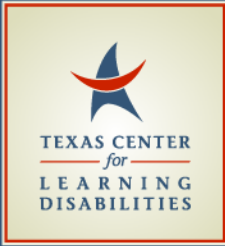
for a letter from a leader for a letter for a debtor

to his sister to his sibling toward a sister to his sister

to the ball at the hall to the balloon to the ball

on the wing on the swing for the win on the wing

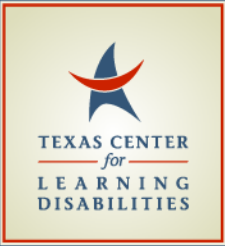




Does It Make Sense Example?

- “The fish blows in air bubbles and goes limp.”
- “It was easily startled by noises, such as the smell of a fire.”
- “We were always a loving family, very angry with each other.”
- “The two captains agreed that they should alter course. They would both steer their ships in the same direction they had started out going.”
- “By 4:00 PM, the wind had intensified. The gusts slowed down.”
- “All in all, tarantulas look quite lovely, so they have been portrayed as aggressive killers.”
- “Despite their many eyes, tarantulas see well.”

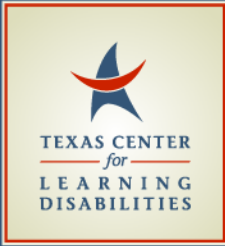




Findings Year 3: Tier IV

How did they do?





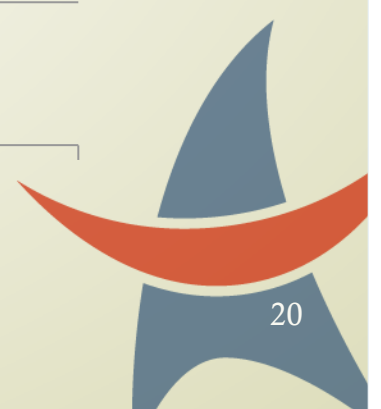
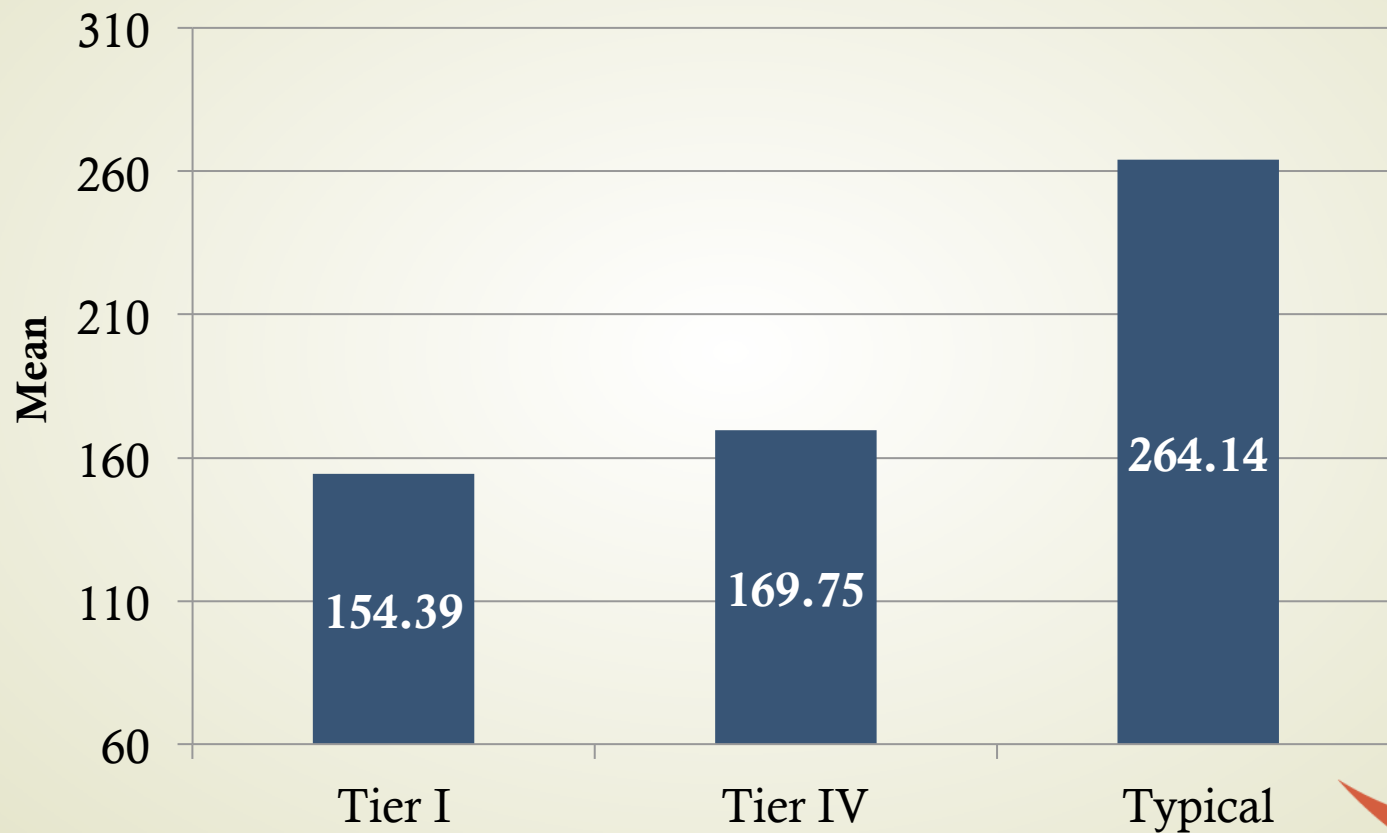
Findings *Year 3*: (Tier IV) Comprehension/Fluency Cluster

- AIMSweb Maze
- Test of Silent Reading Efficiency (TOSRE)
- Passage Comprehension (WJPC) Subtest
- Texas Assessment of Knowledge and Skills (TAKS)



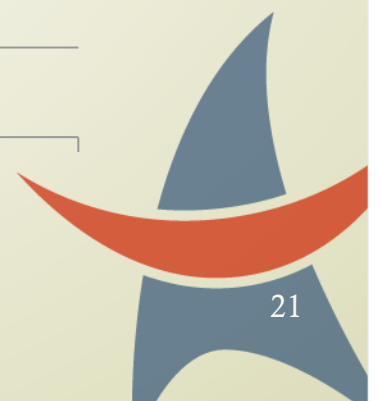
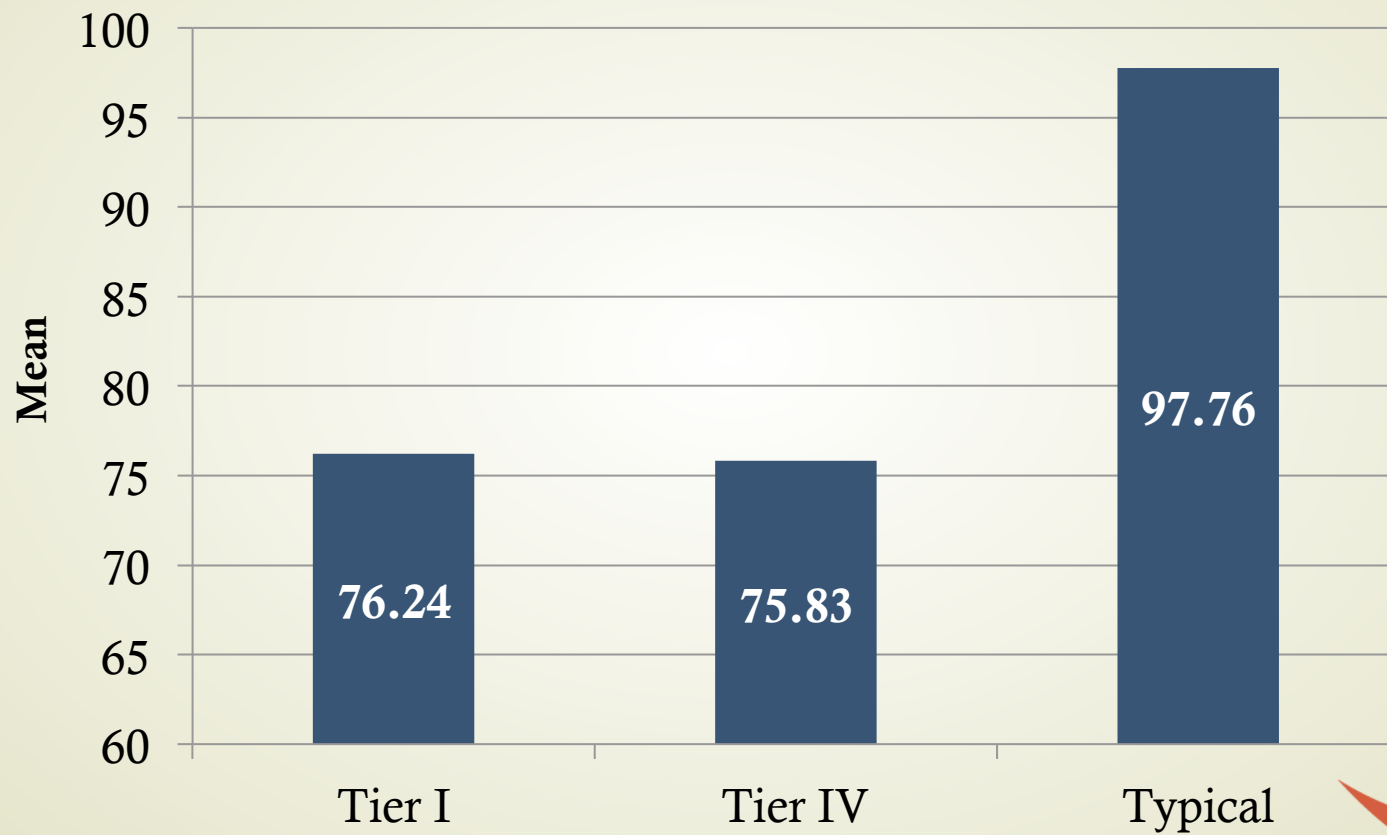


AIMSweb Maze

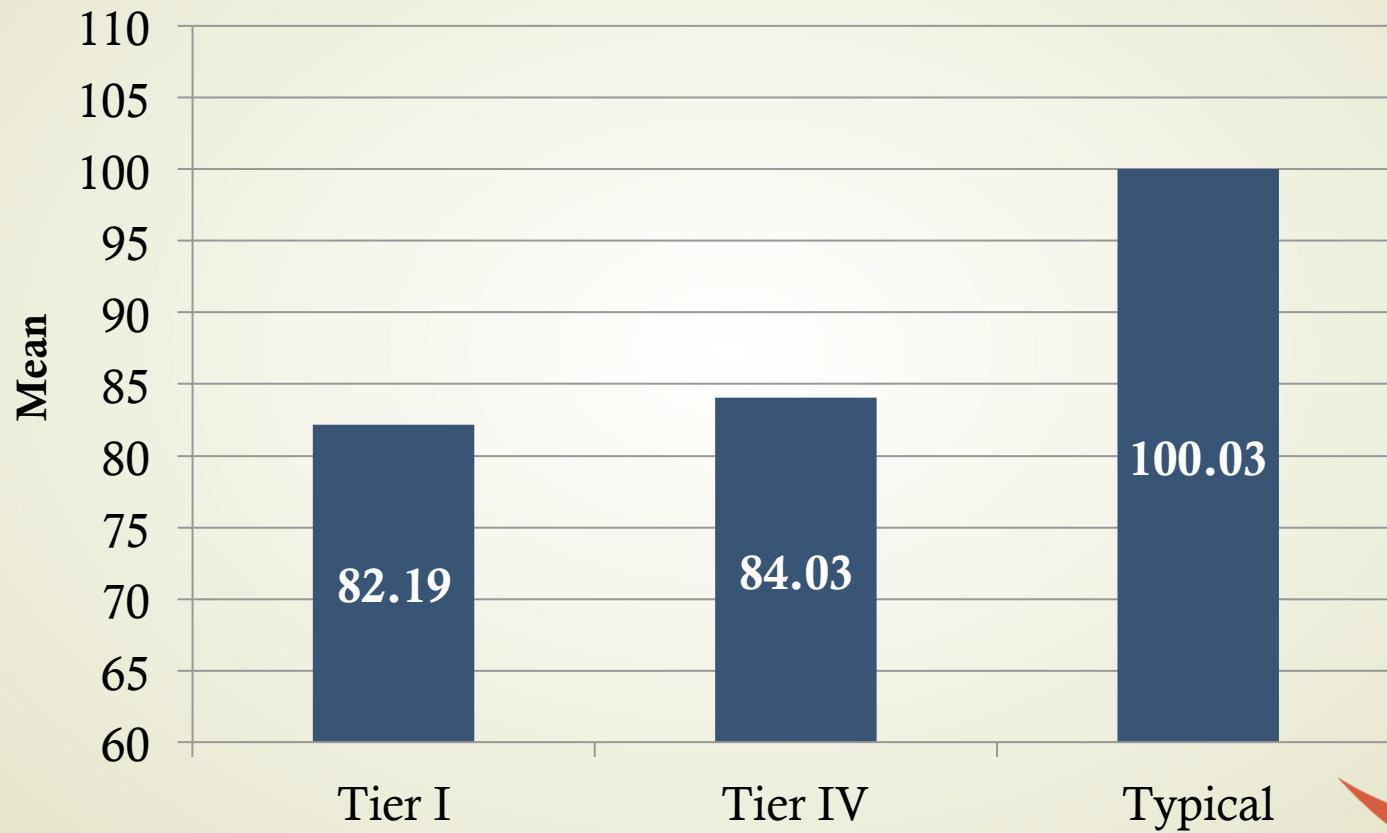




TOSRE

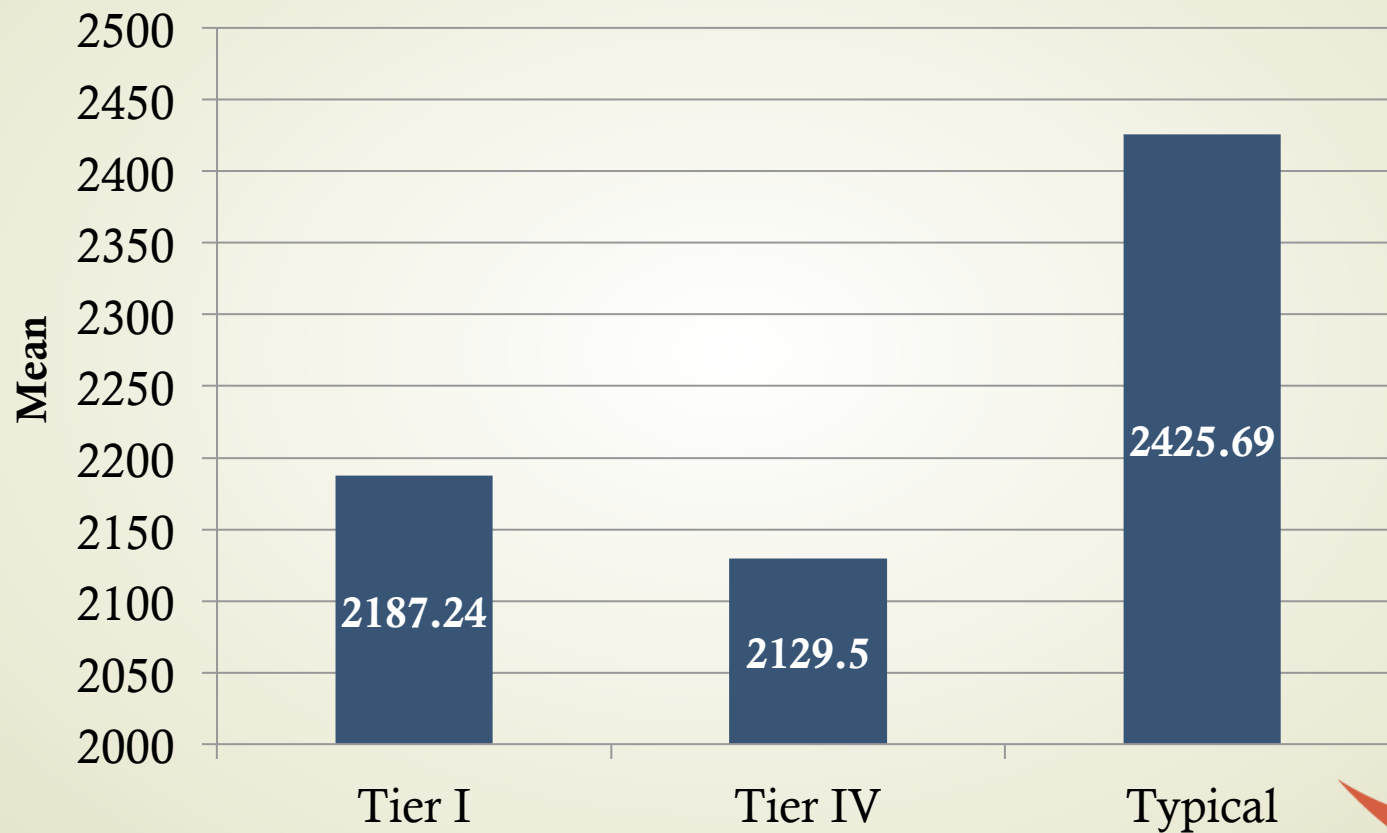


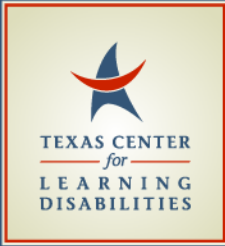
WJPC





TAKS



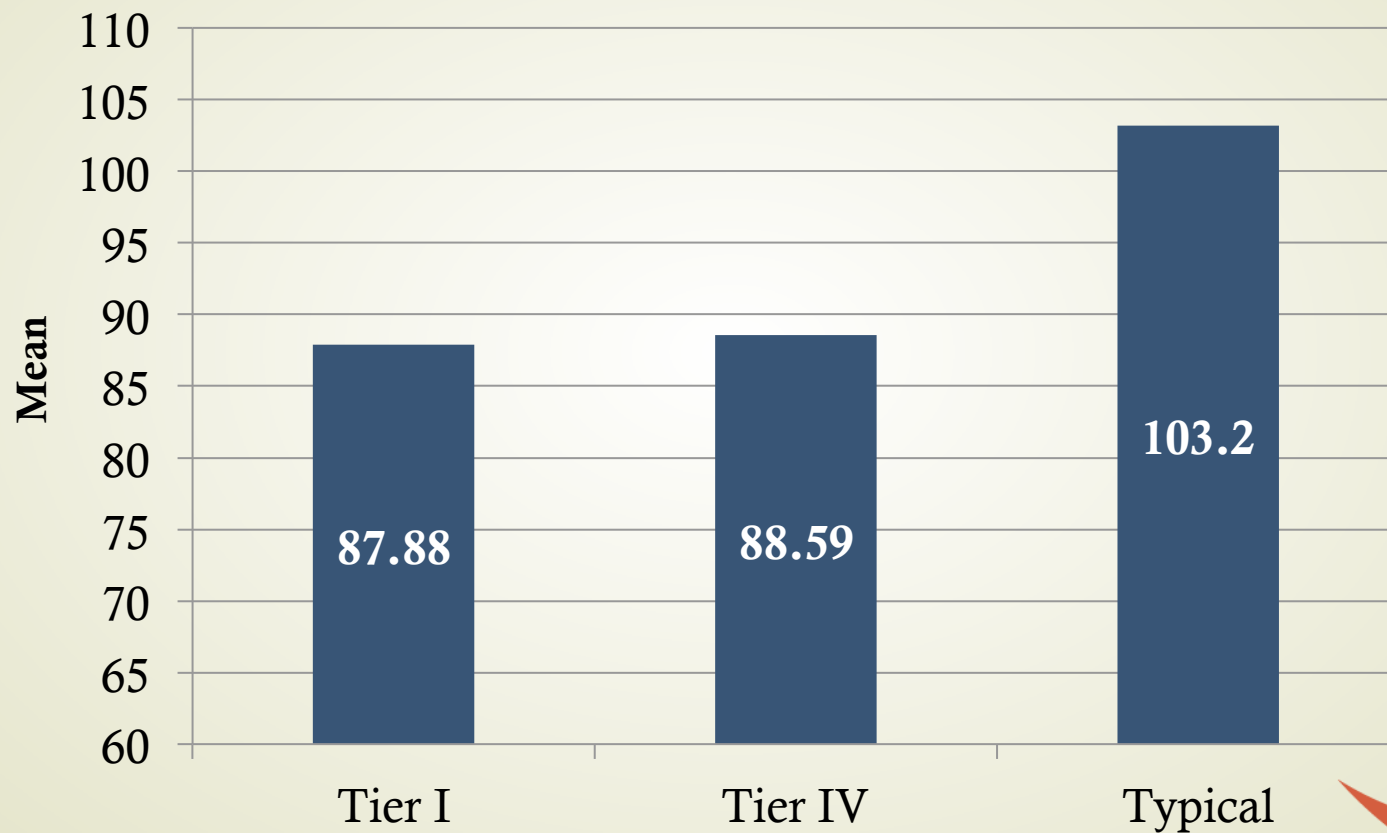


Findings *Year 3*: (Tier IV) Word Reading Cluster

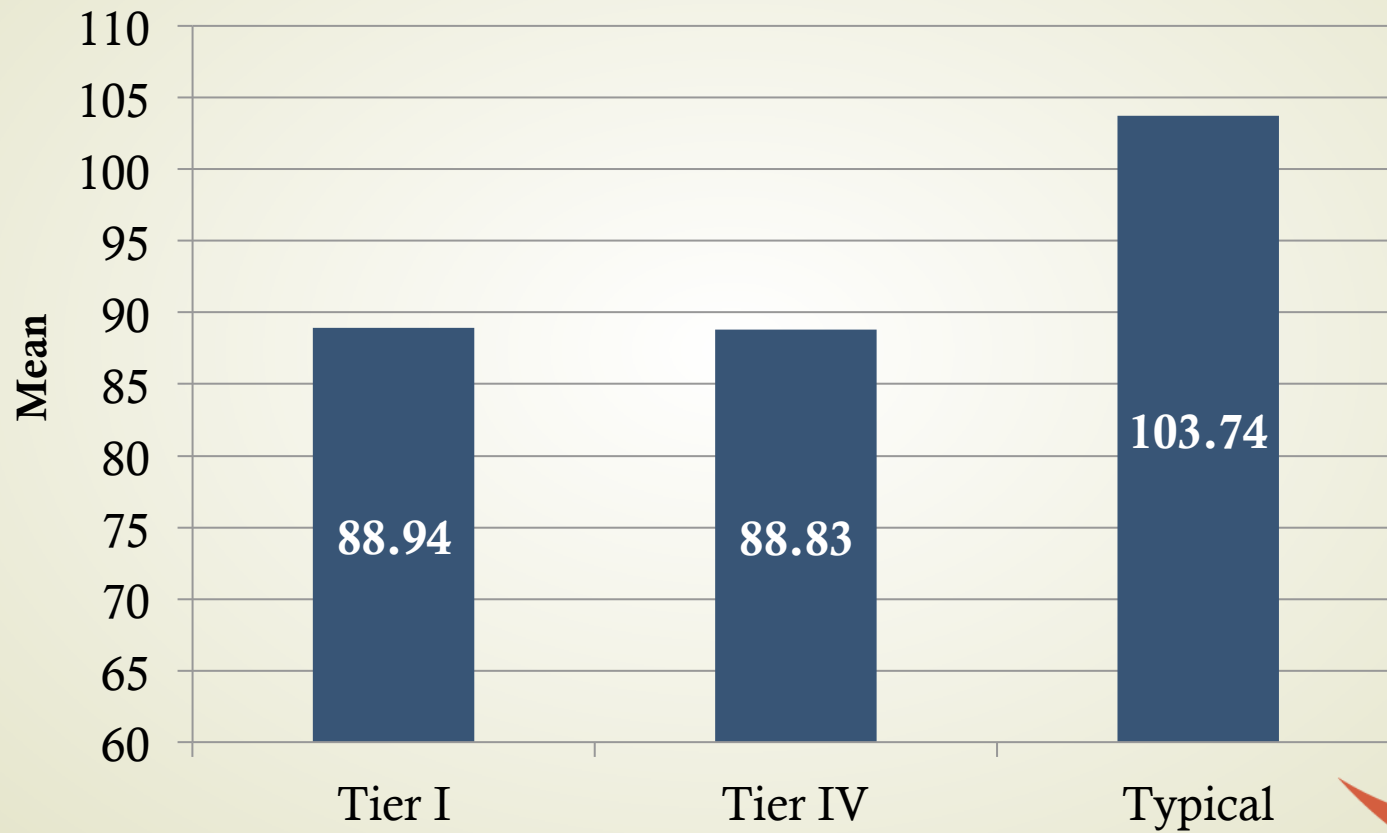
- Woodcock Johnson Letter Word Identification (LWID) Subtest
- Woodcock Johnson Word Attack (WA) Subtest
- Test of Word Reading Efficiency (TOWRE)



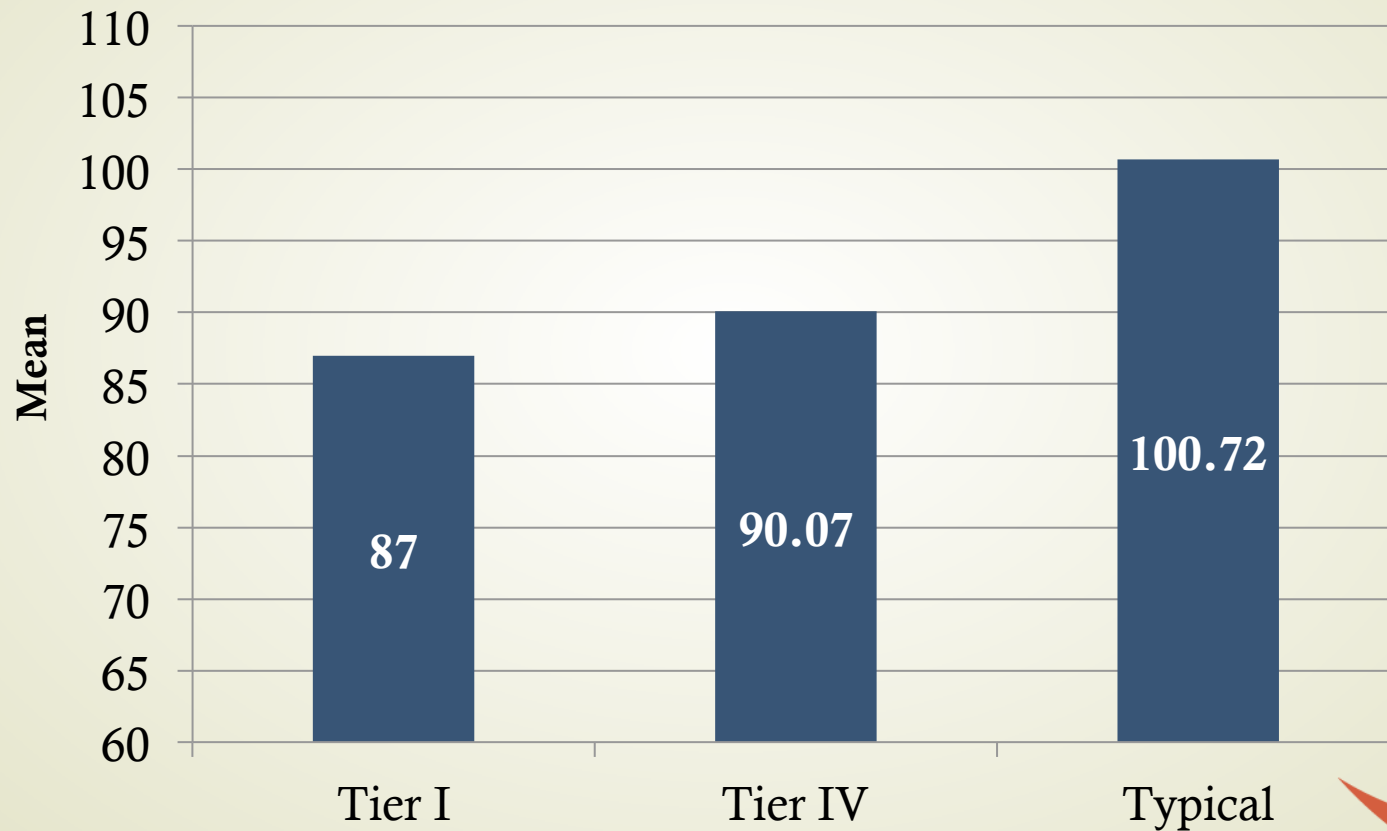
LWID

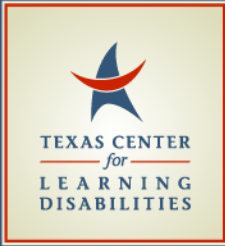


WA



TOWRE



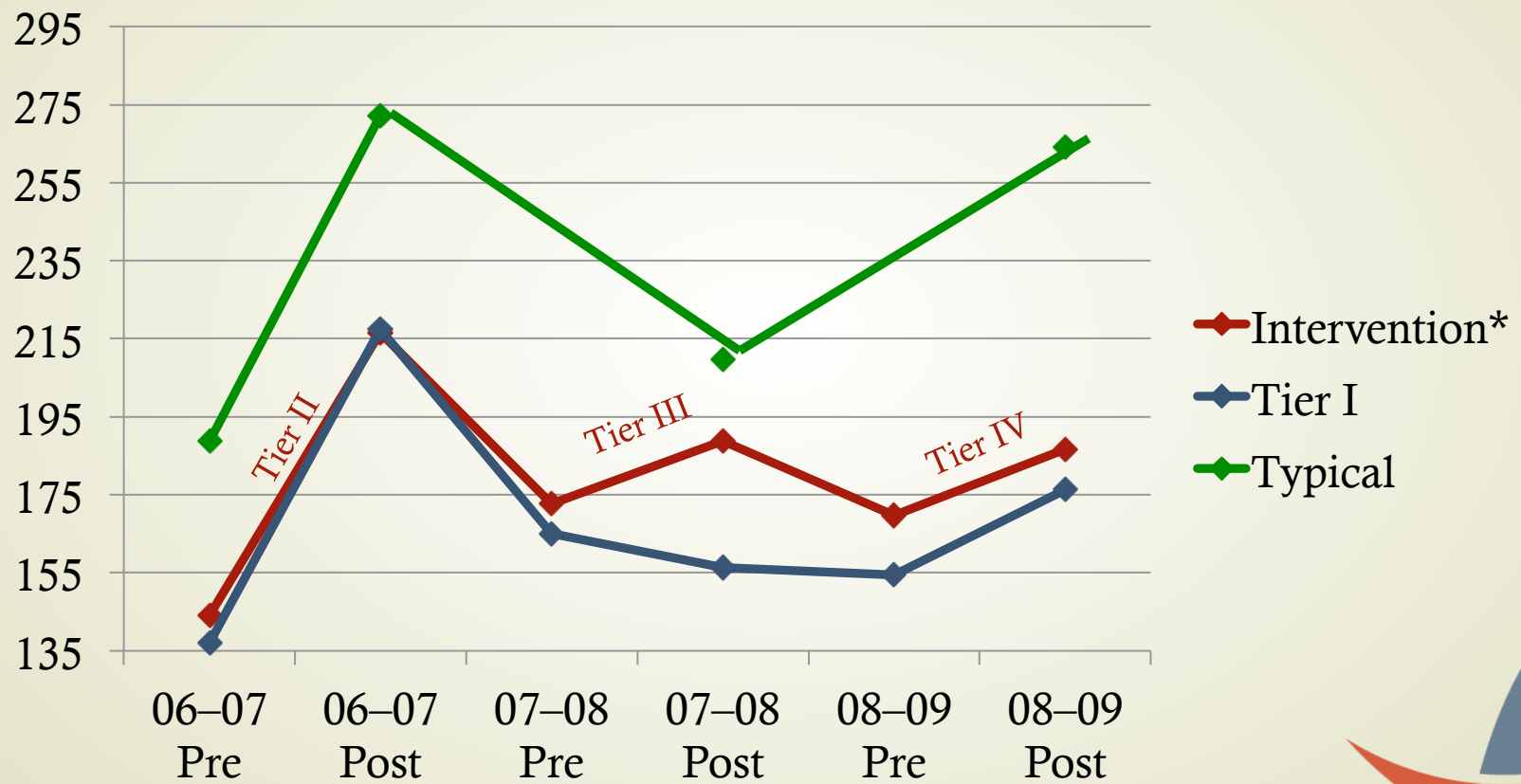


RTI: Comprehension Cluster

- AIMSweb Maze
- Test of Silent Reading Efficiency (TOSRE)
- Passage Comprehension (WJPC) Subtest
- Texas Assessment of Knowledge and Skills (TAKS)

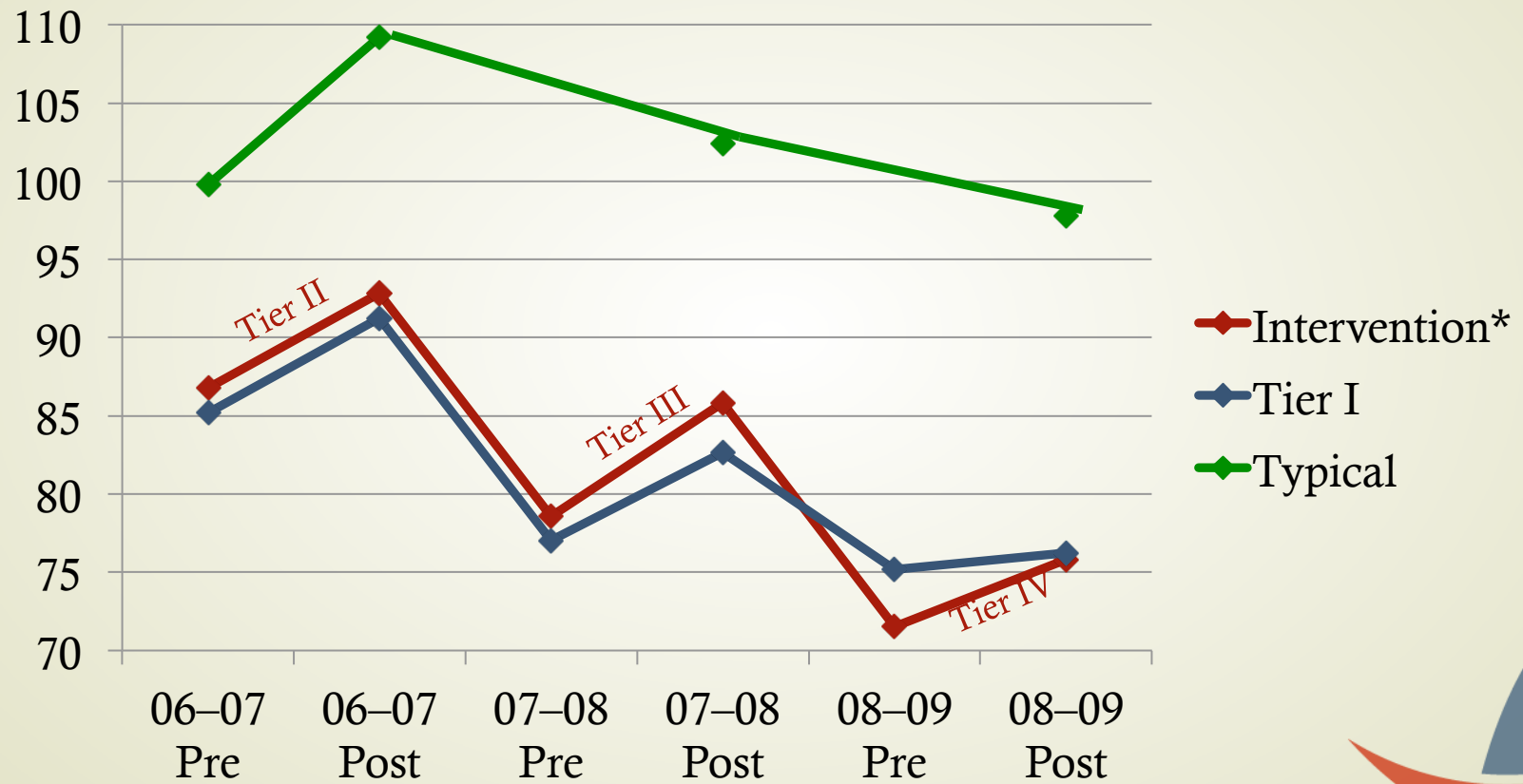


AIMSweb Maze



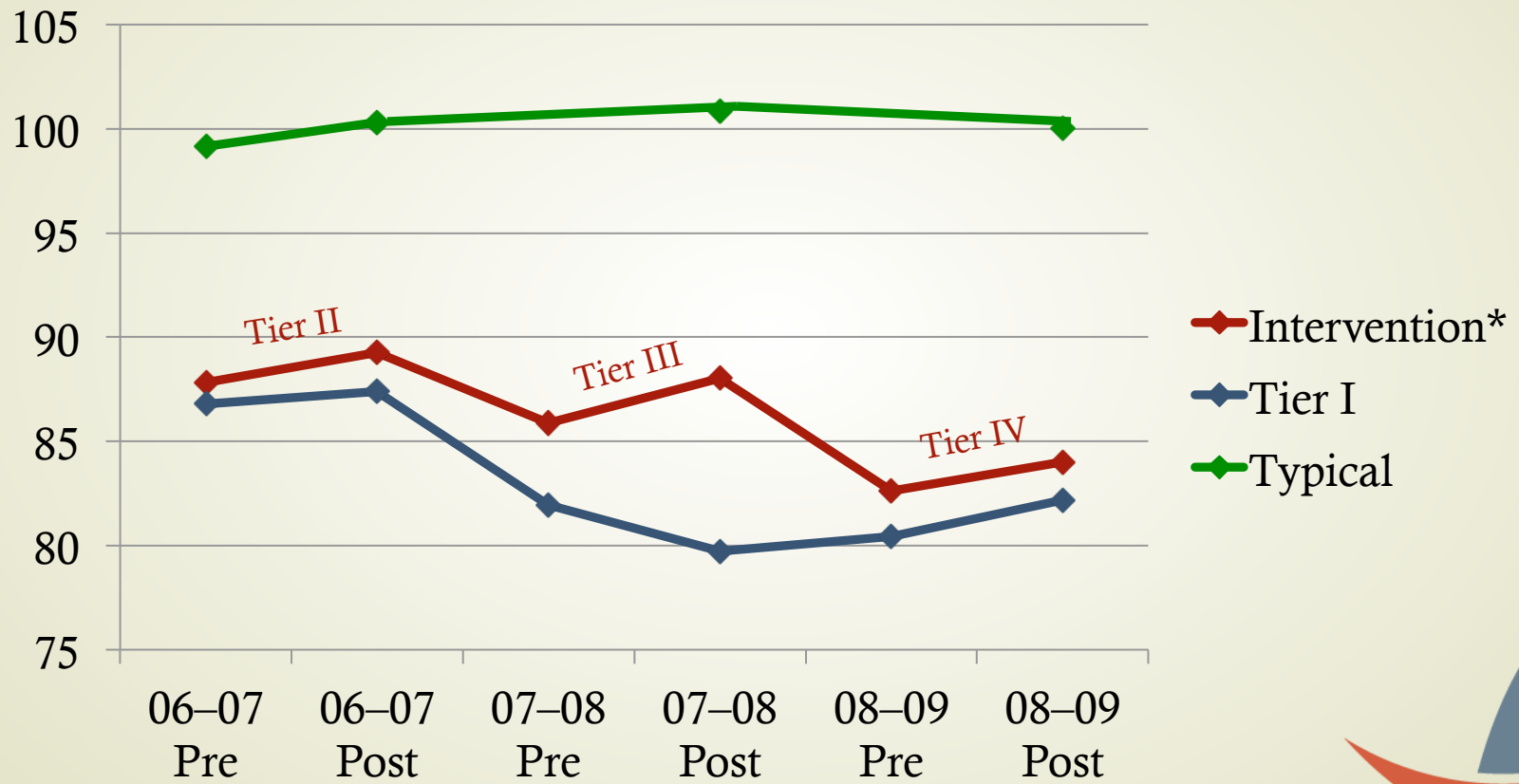
*Tiers II, III, and IV

TOSRE



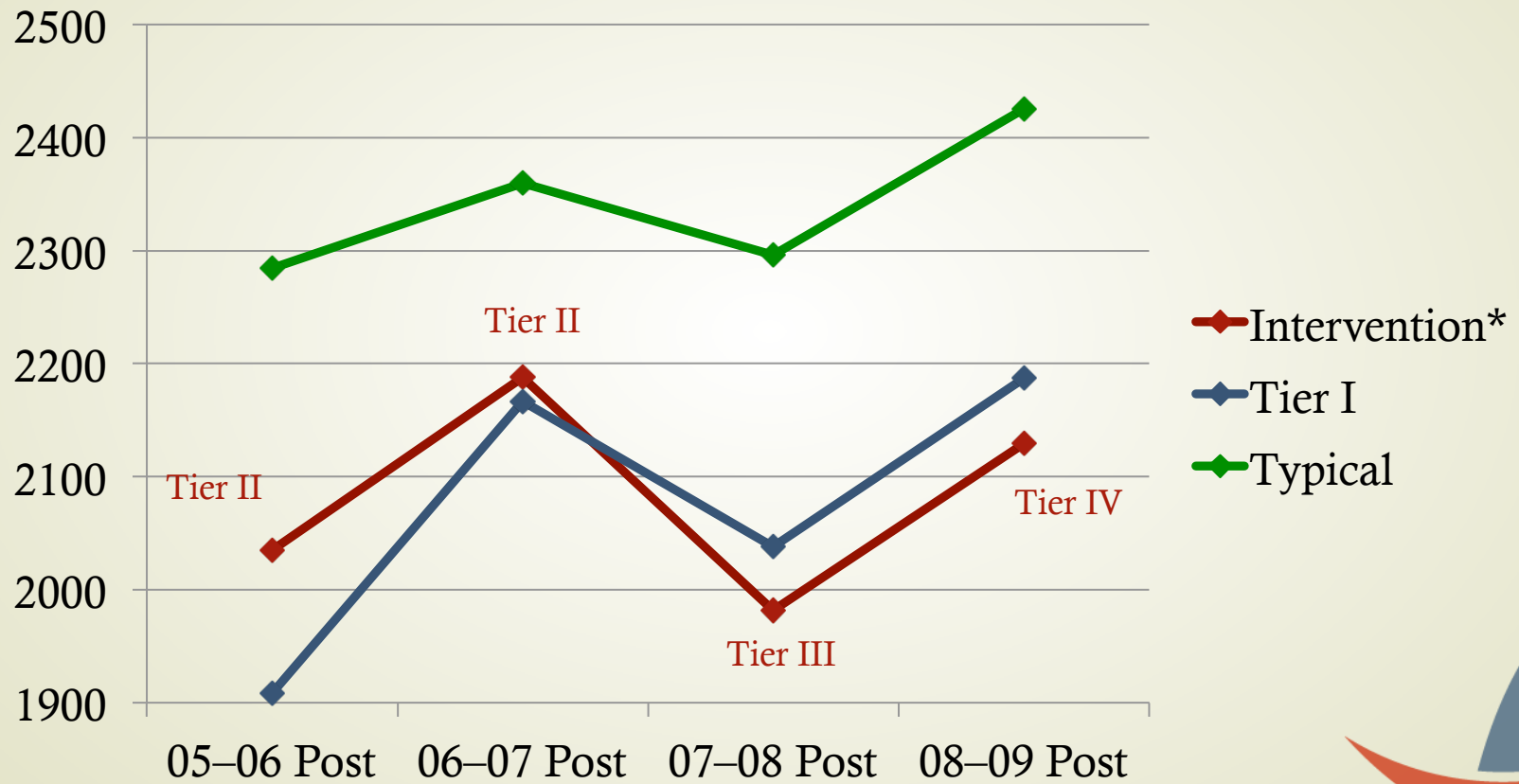
*Tiers II, III, and IV

WJPC

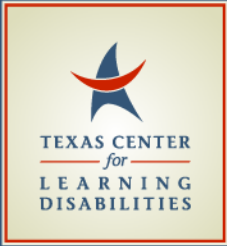


*Tiers II, III, and IV

TAKS



*Tiers II, III, and IV

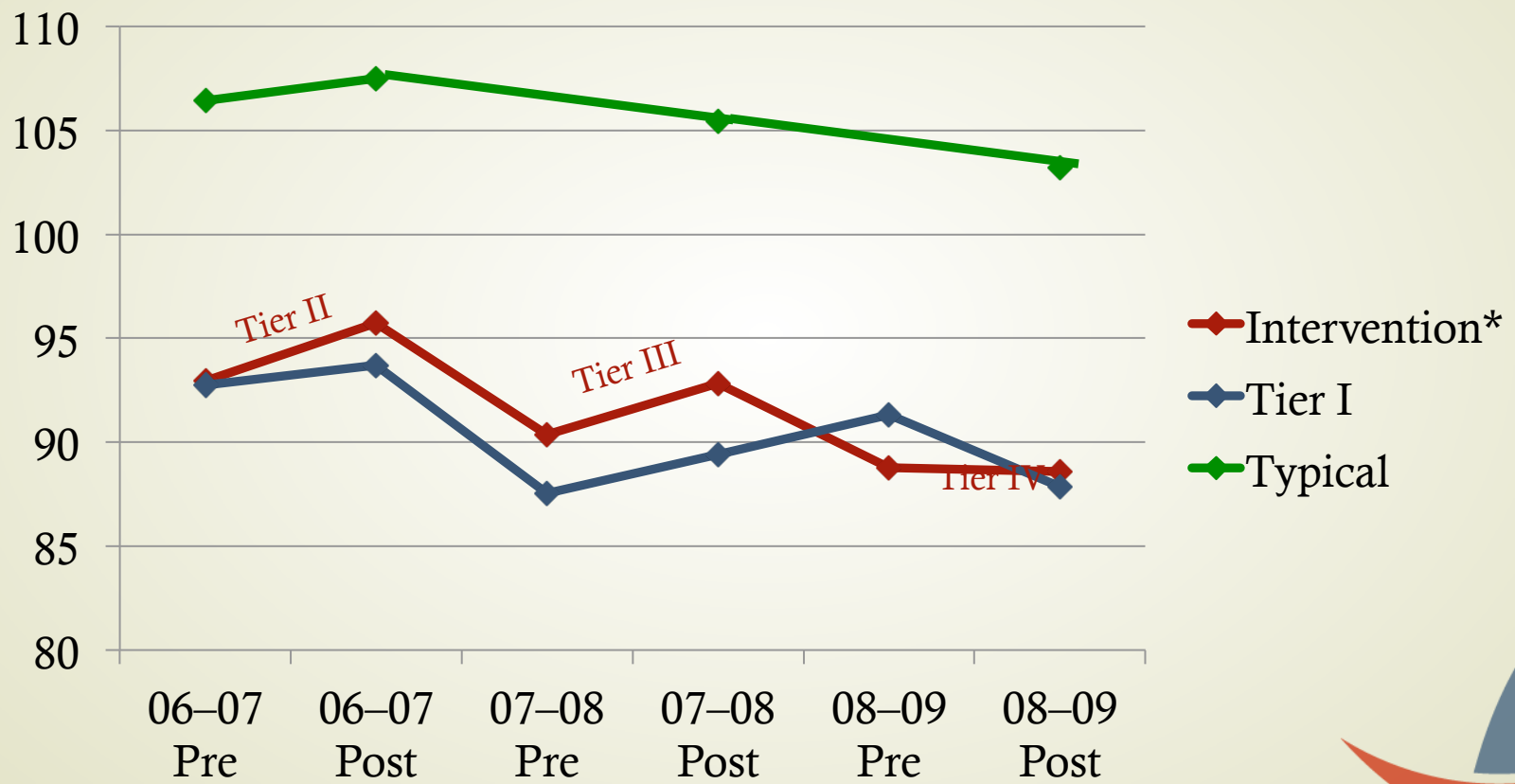


RTI: Word Reading Cluster

- Woodcock Johnson Letter Word Identification (LWID) Subtest
- Woodcock Johnson Word Attack (WA) Subtest
- Test of Word Reading Efficiency (TOWRE)

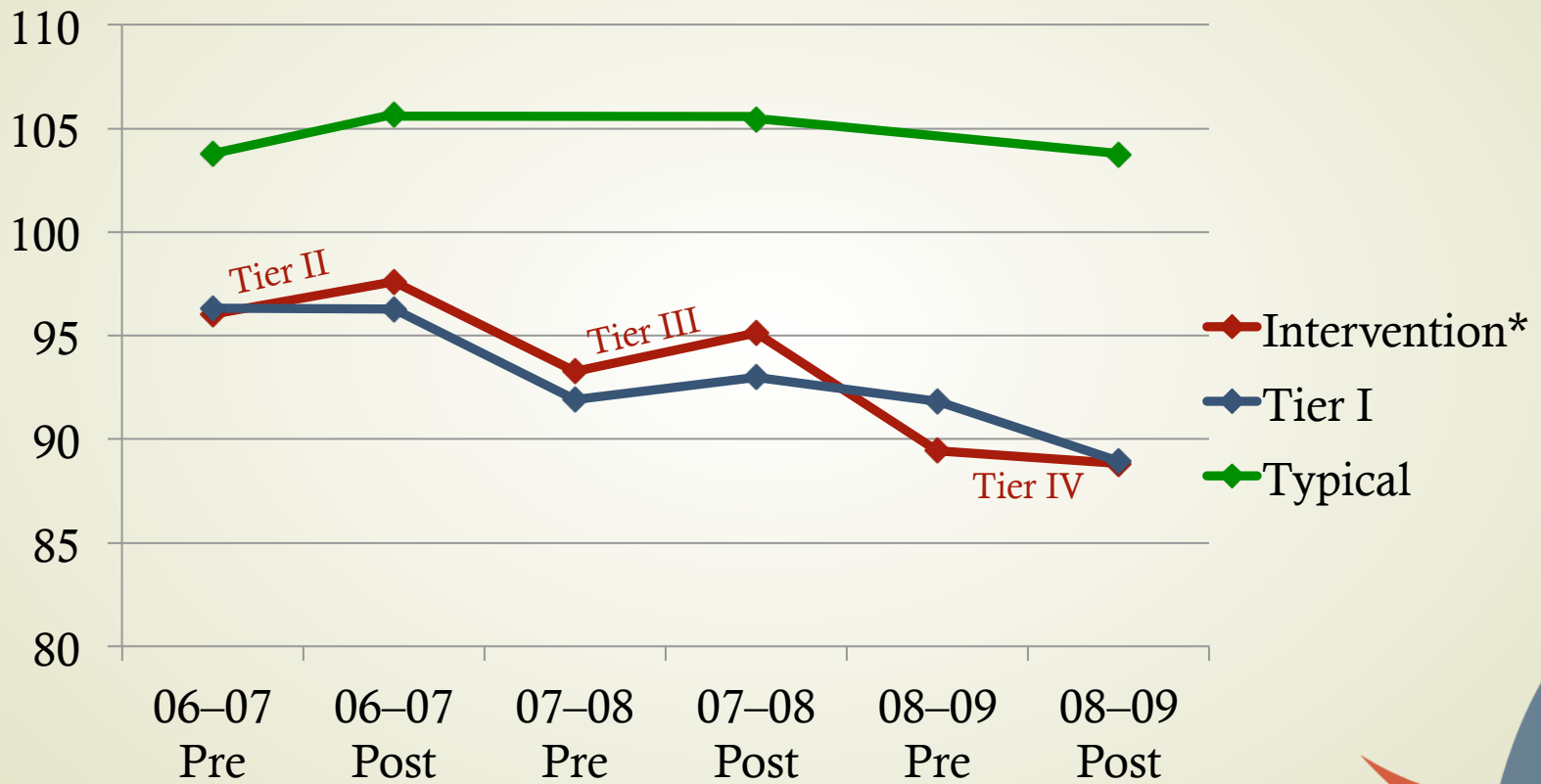


LWID



*Tiers II, III, and IV

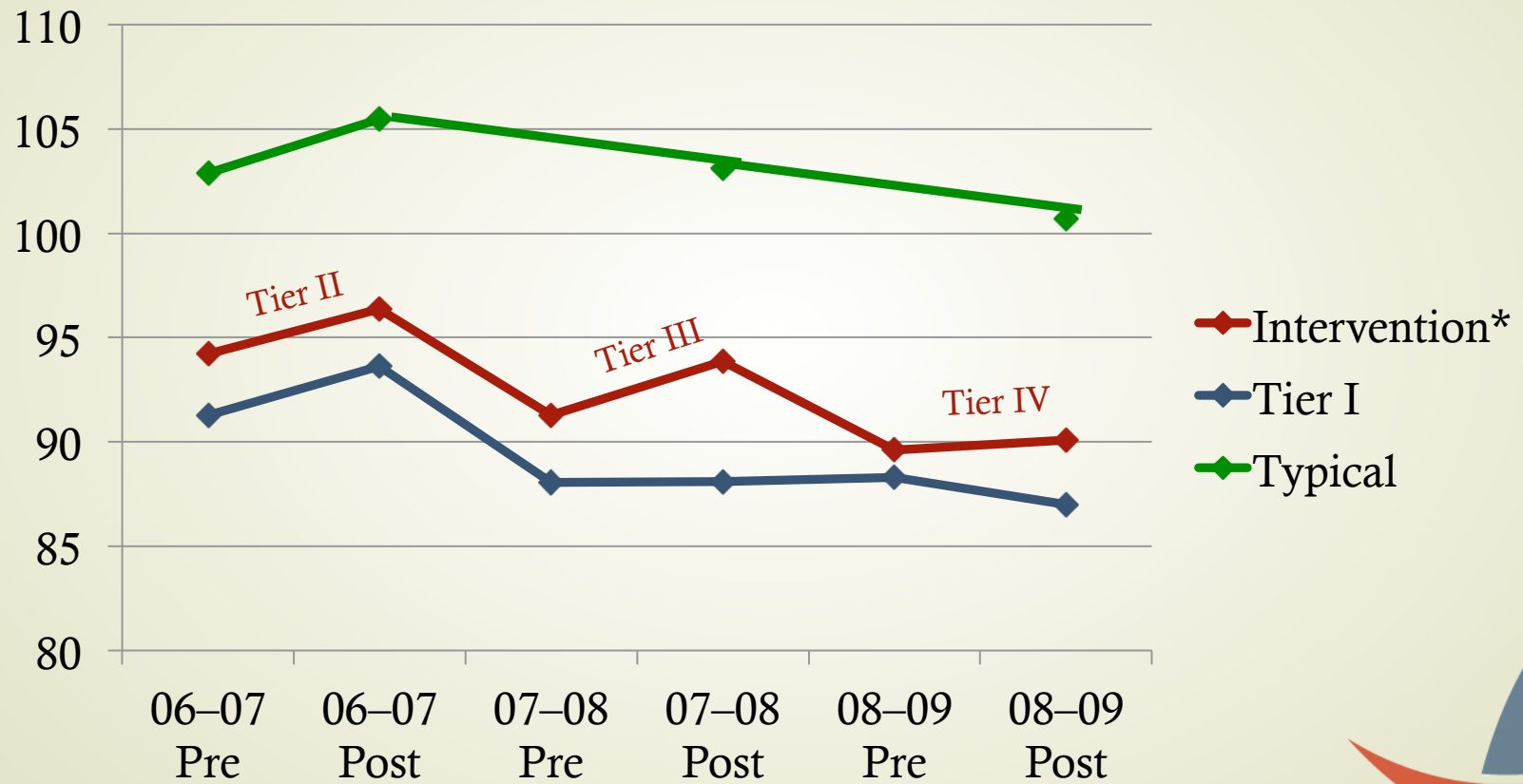
WA



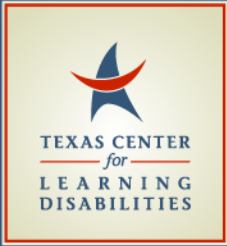
*Tiers II, III, and IV



TOWRE



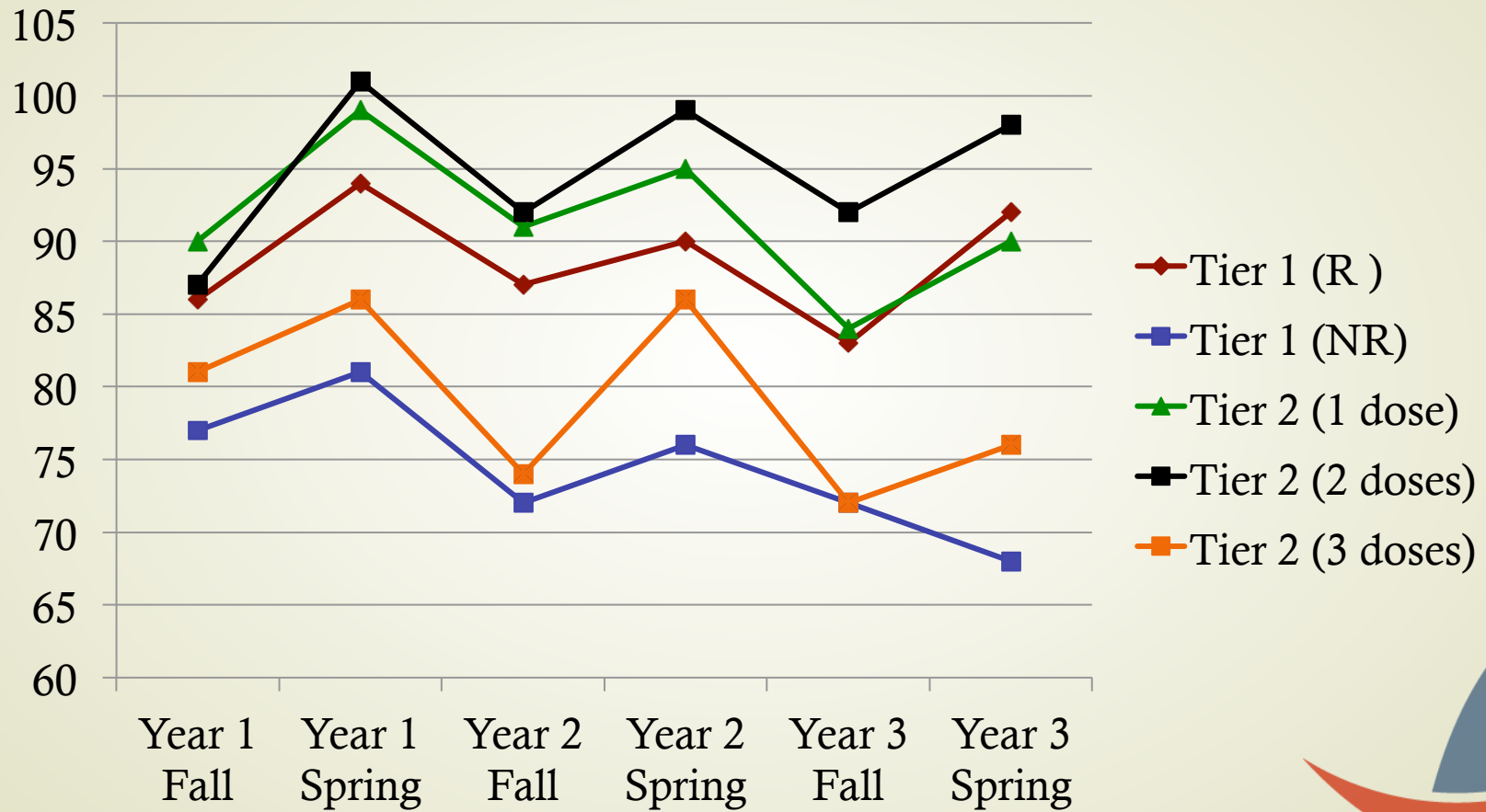
*Tiers II, III, and IV



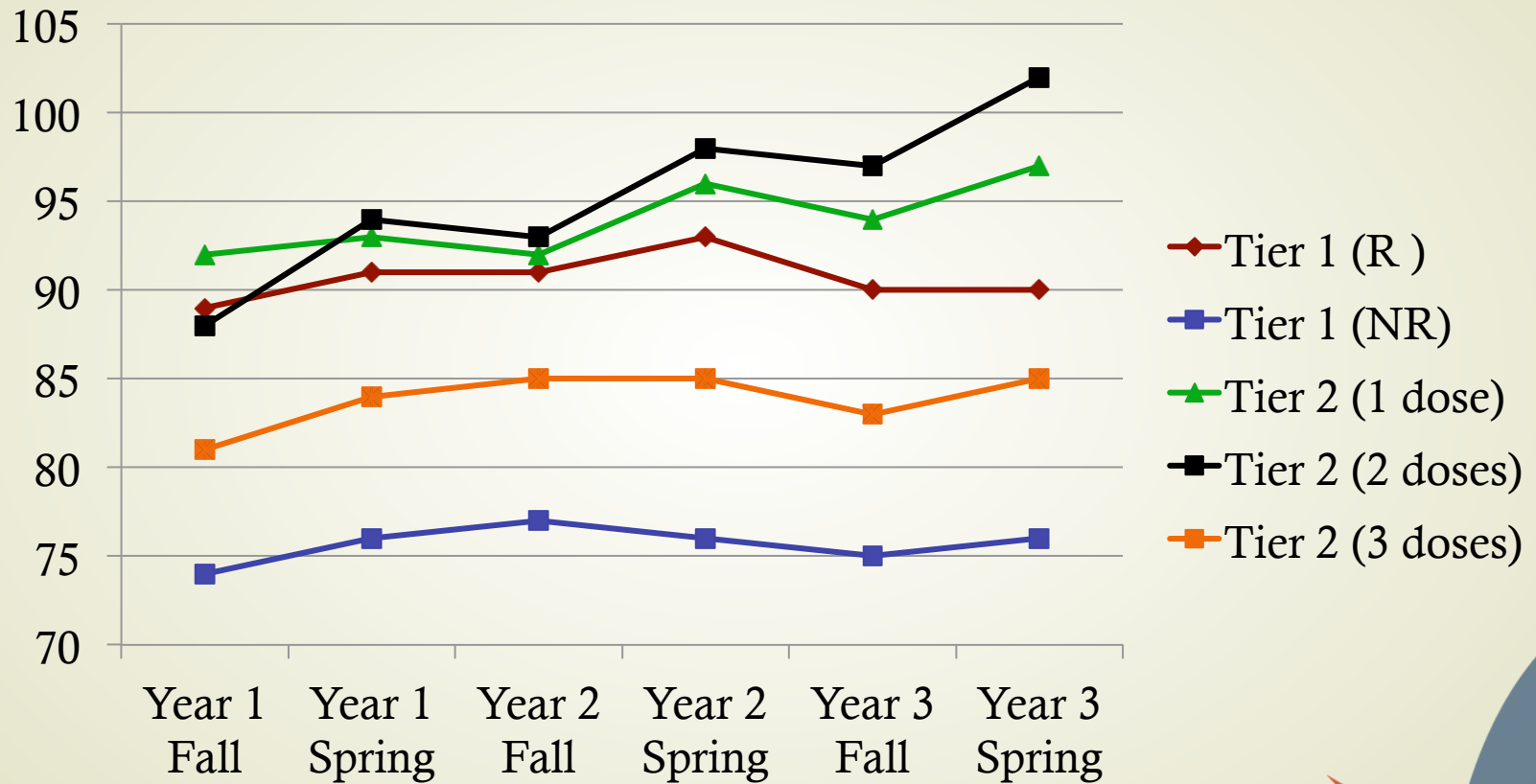
Retrospective Examination of Groups From Year 1 (2005-06) to Year 3 (2008-09)



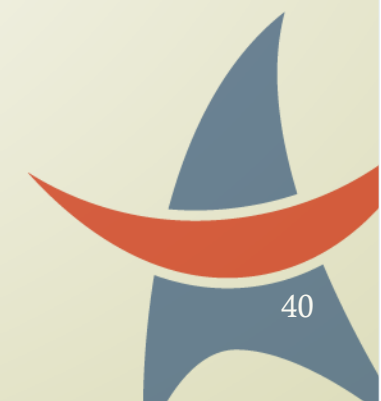
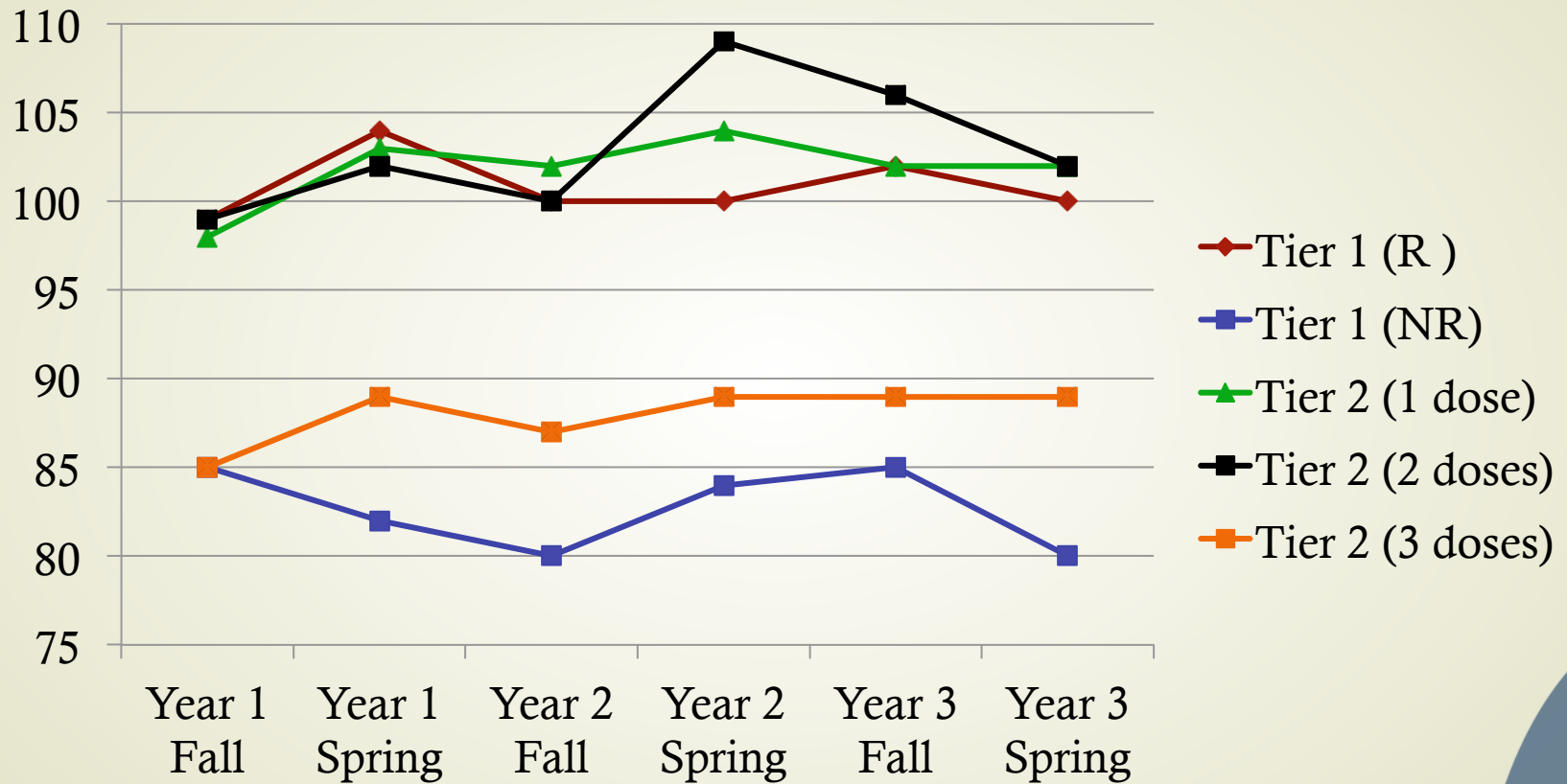
TOSRE

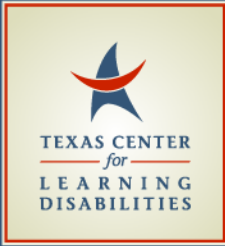


WJ Passage Comp



WJ Word Identification



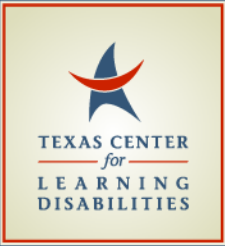


Perspectives

- A comparable study: The Enhanced Reading Opportunities Study
- Two supplemental literacy programs designed as full year courses to replace a ninth grade elective class
- When analyzed jointly, the ERO programs produced an increase of 0.9 standard score point on the GRADE reading comprehension subtests. This corresponds to an effect size of 0.09 standard deviation and is statistically significant

Kemple, J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., and Drummond, K. (2008). *The Enhanced Reading Opportunities Study: Early Impact and Implementation Findings* (NCEE 2008-4015). Washington, DC National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.



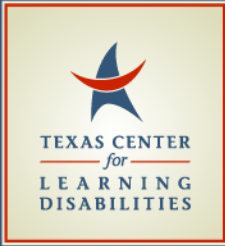


Perspectives

All Schools	ERO (n=1,408)	Non ERO (n=1,005)	Est. Impact	ES	P- Value
Reading Comprehension Avg. Standard Score	90.1	89.2	.9	.09	.019
Reading Vocabulary Avg. Standard Score	93.4	93.2	.3	.03	.472

Who are the non-responders after 2 years of intensive intervention?

- “When I open a book, just to see those letters makes me want to go away...[I think] oh, this is frustrating”
- “The words...they are long and you don’t know what they mean and stuff”
- “When you read a book it takes too long and you might get bored with the same book”
- “[I don’t like] when you don’t understand what’s going on in the story”
- “Like when I am reading there are a lot of big words that I can’t say and sometimes I don’t know the words and how am I supposed to get it?”

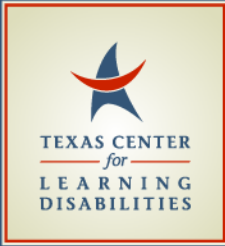


Who are the non-responders after 2 years of intensive intervention? (cont.)

About a student's content area classes:

- "...but they don't tell us anything, like, they expect us to know already how to do it. So they just say 'what is the main idea.'"



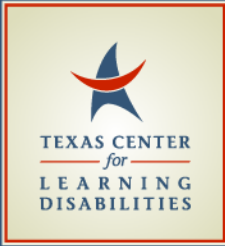


Who are the non-responders after 2 years of intensive intervention? (cont.)

About the intervention class:

- “Ms. S., she takes the time out and tells us what to do and what not to do, or just anything we have problems with, she comes by one-by-one to help us.”

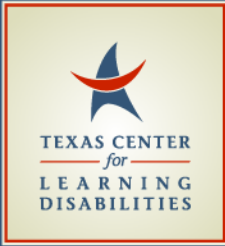




What Does this Mean? Overall Summary

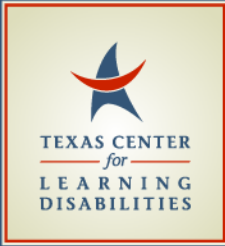
- We do not think that students in middle grades with significant reading problems are likely to make rapid and readily remediated progress in reading.
- Many of these students with low comprehension also demonstrate low vocabulary and limited background knowledge.





What Does this Mean? Case Study Support

- Student answers were not always what we anticipated (high attendance and fondness of the reading class)
- Still, we are cautious: motivational factors, literacy habits, and lack of support in high school
- Most of these students struggle to express their thoughts; their lack of both reading and oral vocabulary makes it difficult for these students to effectively read and communicate.
- It may be possible that a positive and supportive experience like the reading class may be able to help reverse these negative experiences for some students; but improving actual reading skills remains a challenge.

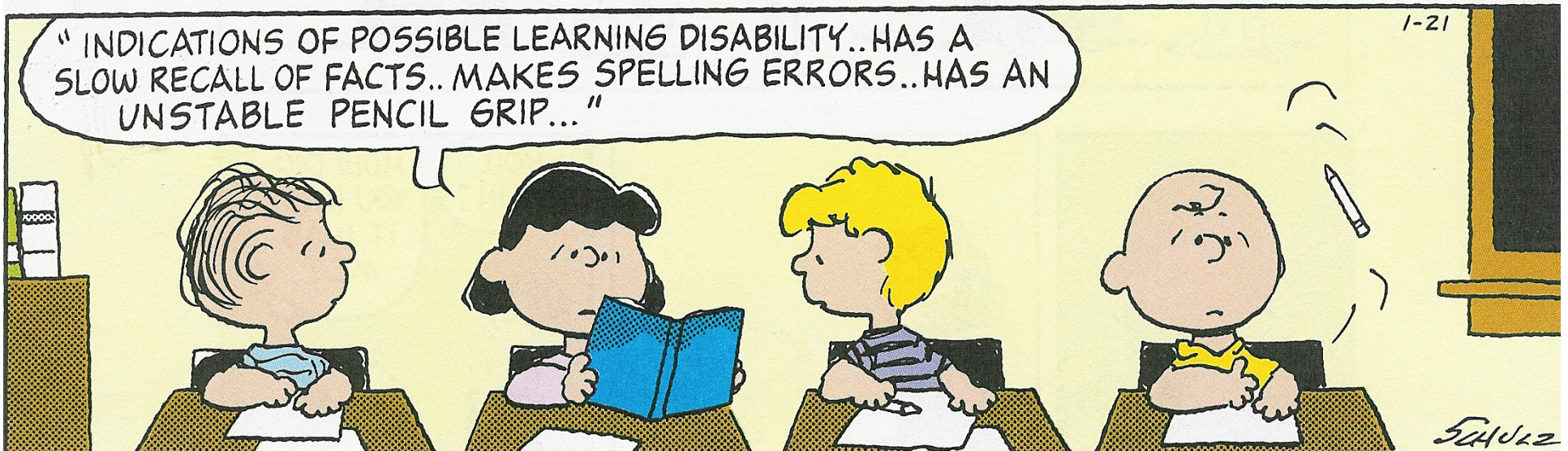


Questions

- Is there a need for a Tier 2 intervention in secondary grades or is there only Tier 3?
- Based on the series of studies, what would you recommend for the role of SPED in providing reading interventions for students with reading disabilities?
- Do we think that secondary students with reading disabilities can meet grade level reading expectations?



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