



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.

## Fitting RTI into an Adolescent Context: Intervention with Older Students

[www.texasldcenter.org](http://www.texasldcenter.org)





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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**

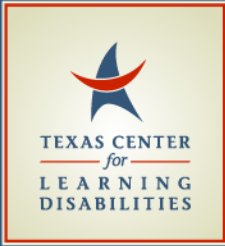
Sharon Vaughn, Co-PI: P1, P2, P3  
Jade Wexler  
Greg Roberts (Core C)

### **The University of Texas–Houston**

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

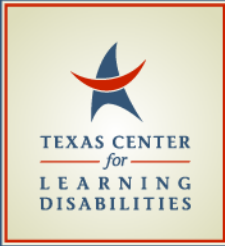
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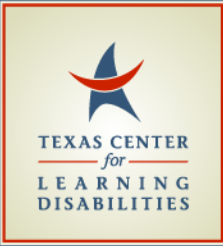
# Texas Center for Learning Disabilities

- 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



1. Study Overview: Design and Criteria for Inclusion
2. Practical Application of Interventions
3. Overview of Results
4. Lessons Learned

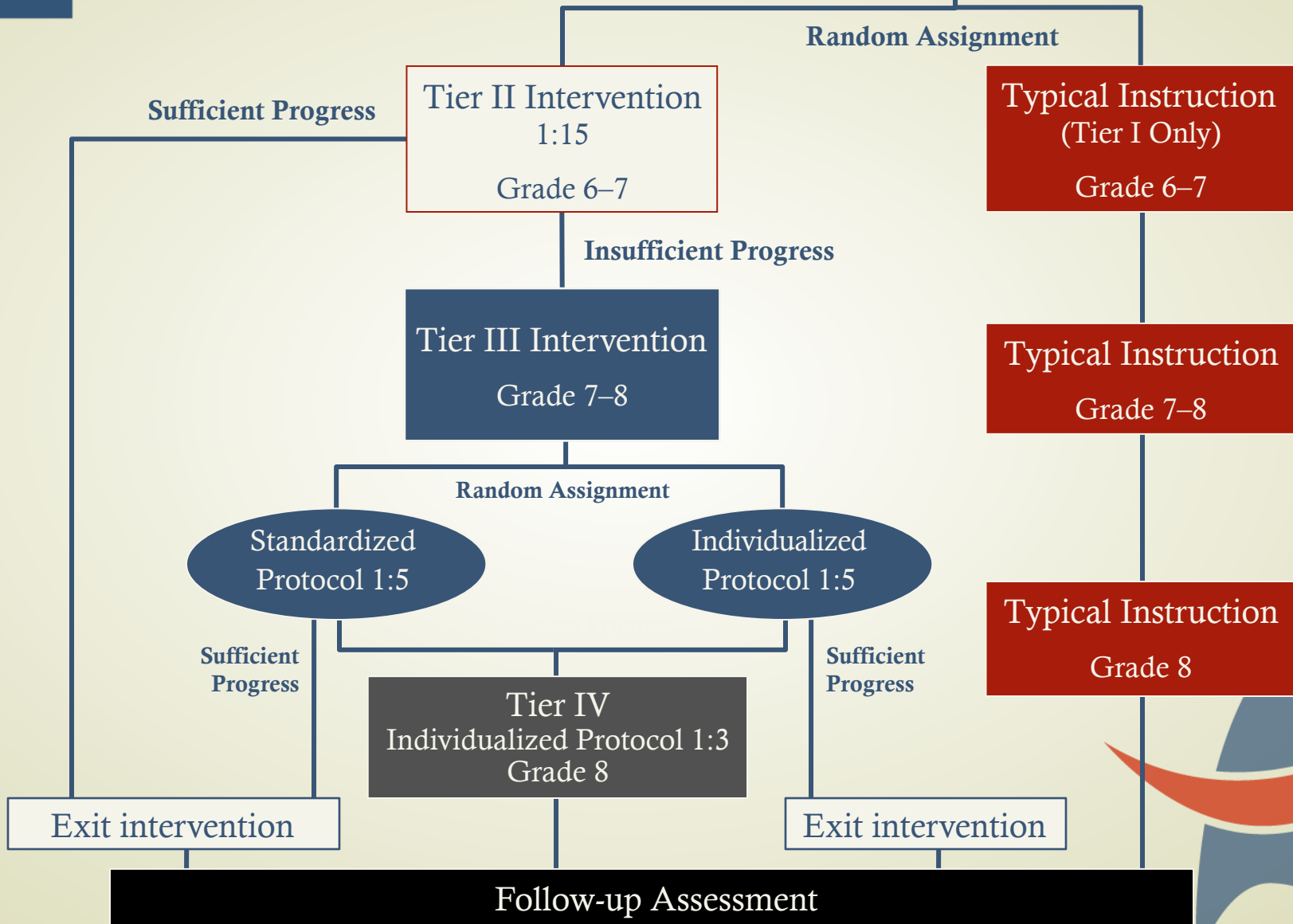


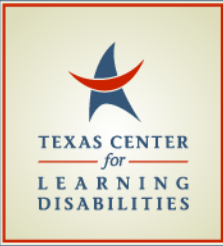


# Grade 6-7 Students (Fall '06)

**Grade 6-7 On-track Readers**

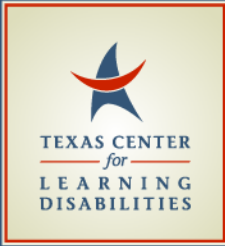
**Grade 6-7 Struggling Readers**





# Who are These Students?





# Criteria for Inclusion

- Failed TAKS (<2151) **\*\*Very low bar test\*\***
- Took SDAA (>2.3)
- If no TAKS data available, <95 on the GRADE and <90 on TOWRE
- **Year II and III: Students had to also be in Tier II classes in Year 1 and Tier III in Year 2**





# KBIT: What about LANGUAGE?

|   | <b>Treatment</b> | <b>Control</b> |
|---|------------------|----------------|
| <b>K-BIT</b>                            | 2006–2007        | 2006–2007      |
| <b>Verbal Knowledge Standard Scores</b> | 88.1 (11.12)     | 86.9 (13.1)    |





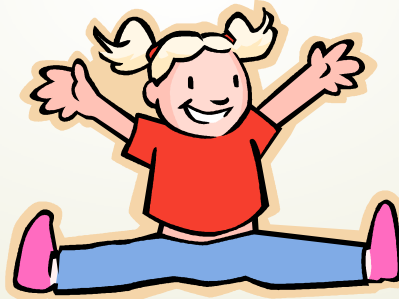
# Language Deficits



WORD Knowledge



WORLD Knowledge

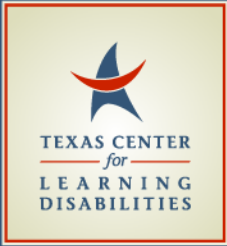


**SYNTAX**

**Instantly, the fire Sam lit, leaped into the air!**

## 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?”

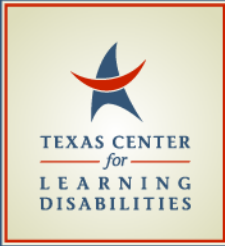


## Who are the non-responders after 2 years of intensive intervention? (cont.)

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.'"

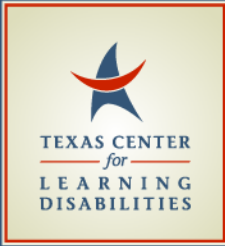




# Let's Take a Look at the Interventions

- **Tier I (Year One)**
- **Tier II (Year One): Standardized**
- **Tier III (Year Two): Standardized and Individualized**
- **Tier IV (Year Three): Individualized**

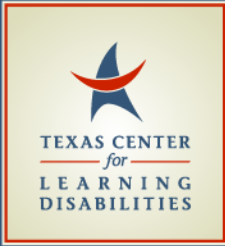




# Tier I

- Implemented across content area classes
- Small number of evidence-based vocabulary and comprehension strategies taught and used consistently across classes
- Professional development for teachers consisted of regular meetings of facilitated study groups with coaching on request





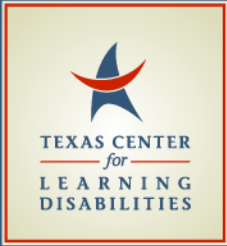
## Tier II/III/IV Interventions (Standardized and Individualized)

- Took the place of an elective, approx. 50 min for entire year
- Tier II Year One: 10-15sts
- Tier III Year Two: approx. 5 sts
- Tier IV Year Three: approx. 2-3 sts
- Researchers hired and supervised intervention teachers, who received substantial professional development



# Standardized Intervention Phases

| Phase 1<br>(approx 5 weeks)   | Phase 2<br>(approx 13-15 weeks)  | Phase 3<br>(2 years)   |
|---|--|--|
| <p>Decoding/<br/>Advanced Word Study</p> <p>Fluency: Repeated reading or wide in peer pairing arrangement</p> | <p>Vocabulary/<br/>Comprehension Emphasis in social studies and science text (3 days)</p> <p>Novel Unit (2 days)</p> | <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Expository Text</li> <li>• TAKS + Fluency</li> <li>• Novel Unit</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Sound fluency</li> <li>• Phrase fluency</li> <li>• Silent timed read with comprehension practice at the sentence level</li> </ul> |



# 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

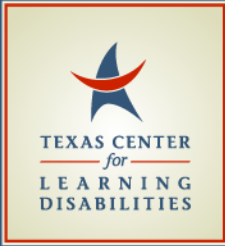
**to his sister** to his sibling toward a sister to his sister

**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.”



# Standardized vs. Individualized

## 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

Systematic and explicit

Fast paced instruction

Ongoing progress monitoring

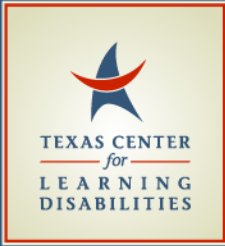
Instruction in same components of reading (word study, comprehension, vocabulary, fluency)

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 Placement: Subgroups within Individualized Classes

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

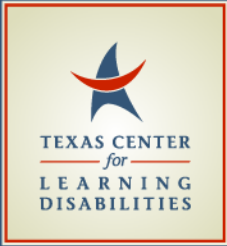


# Individualized Placement

|  | Word attack | Word ID | Pass. comp | GRADE read. comp | TOWRE sight word | TOWRE phon. decod. | TAKS |
|--|-------------|---------|------------|------------------|------------------|--------------------|------|
|--|-------------|---------|------------|------------------|------------------|--------------------|------|

| <b>G1</b> |     |     |    |    |    |     |      |
|-----------|-----|-----|----|----|----|-----|------|
| S1        | 123 | 93  | 86 | 89 | 91 | 97  | 2019 |
| S2        | 115 | 109 | 92 | 92 | 98 | 102 | 1947 |
| <b>G2</b> |     |     |    |    |    |     |      |
| S3        | 88  | 82  | 83 | 92 | 85 | 86  | 1750 |
| S4        | 81  | 78  | 82 | 92 | 89 | 80  | 1822 |





# Individualized Conceptual Framework: Lesson Focus

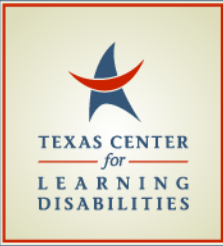
## Group 1: 50 minute periods (weekly):

|                            |                 |
|----------------------------|-----------------|
| 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   |





# CBM Informational Guide

Weeks of: 9/17-9/25 GROUP 1

| Concept                   | Using clunks fix up strategies  | Explaining the purpose of previewing   | Generating a Get the Gist statement/ identifying the subject and important details  | Word list decoding  | Details: words missed   |
|---------------------------|---|--|---|---|---|
| Kevin                     | D   | M  | D   | D   | hawk, hound, wreath, caught   |
| Dontay                    | E   | E  | E   | M   | none  |
| Jesus                     | E   | M  | E   | E   | wreath  |
| Sarah                     | E   | M  | E   | M   | NONE  |
| Rakim                     | E   | M  | E   | E   | haunt, wreath, gown   |
| What/ How did I teach?    | -Practice sentences (I do, WE do, YOU do)<br>-clunk logs (independently with class discussion of fix-ups) | Previewing articles and the novel, modeled think-alouds then practice: WE do and YOU do. | -Identifying examples and non-examples of gist statements<br>-Get the Gist practice with expository passages, narrative chapters (I do, WE do, and YOU do)                      | Fluency drills from 6-minute solutions- words with vowel combinations sets 1-8.       |   |
| Next Steps/ Modifications | More guided practice with isolated sentences and then move to clunks within the novel                     | More think-alouds with various types of text   | Re-teach features of a good gist statement. More independent practice with corrective feedback. Have students create their own gist and then discuss which is the best and why. | One-on-one practice with fluency drills; explain the concept and drill with examples: | Kevin: aw, ou, ea, aught<br>Jesus: ea<br>Rakim: vowel combinations au, ow, ea |

**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**





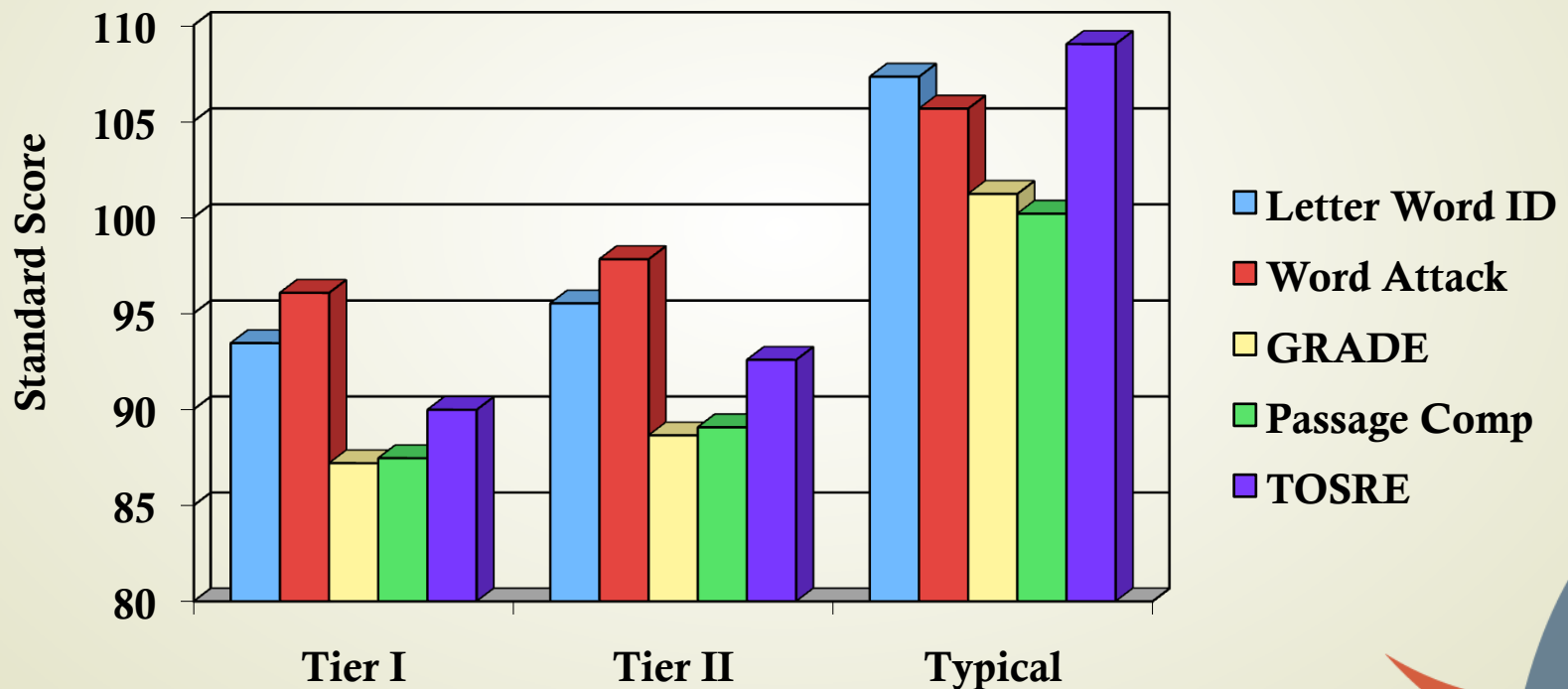
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# Years 1,2,3: A Summary of Findings

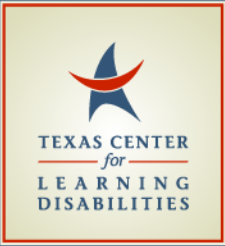


# Findings Year 1: Tier I, Tier II Standardized

## Post-test results

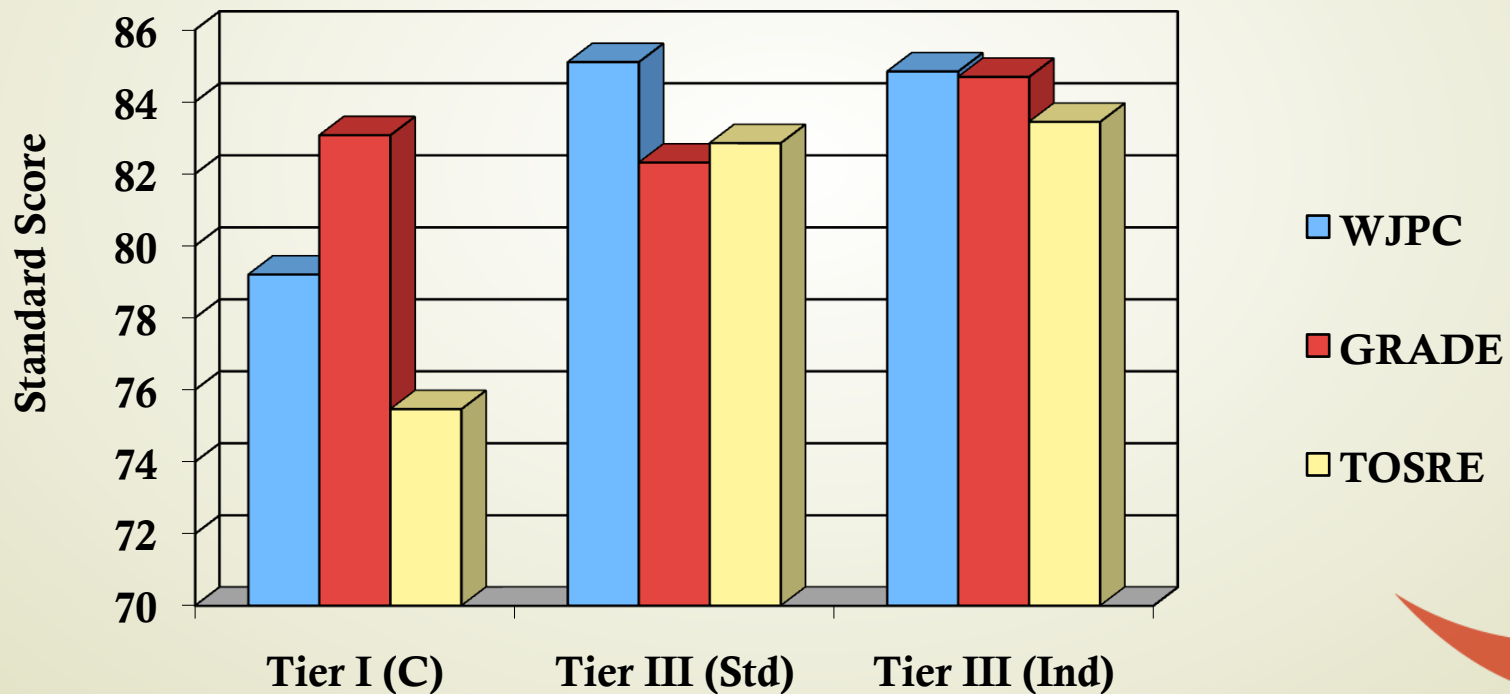






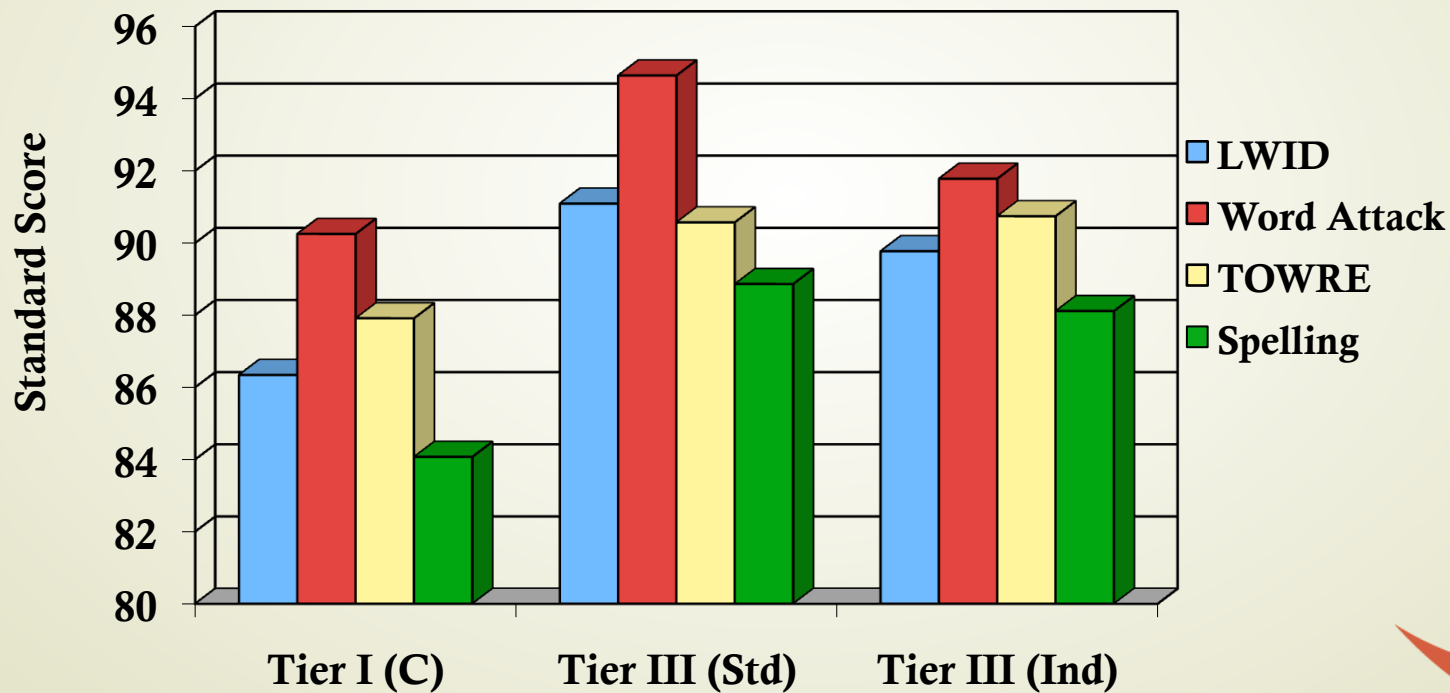
# Findings Year 2 (Tier III): Standardized/Individualized: Comprehension/Fluency Cluster

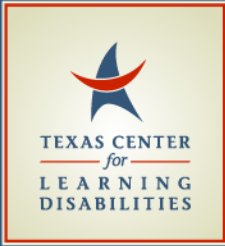
Post-test results



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

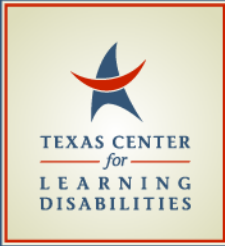
Post-test results





# Findings Year 3 (Tier IV): Individualized: Still analyzing Data

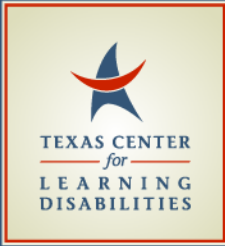




## Lessons Learned

- “Standardize” aspects of the Individualized:  
Use a research based “program” with a systematic scope and sequence to ensure word study is taught systematically with repetition (for students needing word study)
- Use a great deal of expository text to increase world knowledge
- Infuse intensive language and vocabulary instruction daily
- Use data to make instructional decisions and use data you already have (state tests)

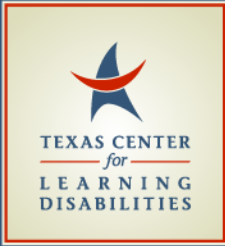




# Lessons Learned

Individualize/intensify by:

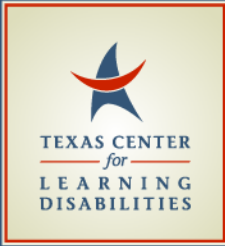
- Varying the %age of time spent on each reading component over the course of the year (i.e. low decoders need more word study)
- Vary pacing
- Vary text (content and levels)
- Vary group size to increase opportunities to respond and receive feedback (but not too small)



# Lessons Learned

- Secondary struggling comprehenders need intensive language/vocabulary/background knowledge instruction and support.
- Secondary struggling readers need *instruction*-not just more practice. They have been practicing ineffective strategies for years.



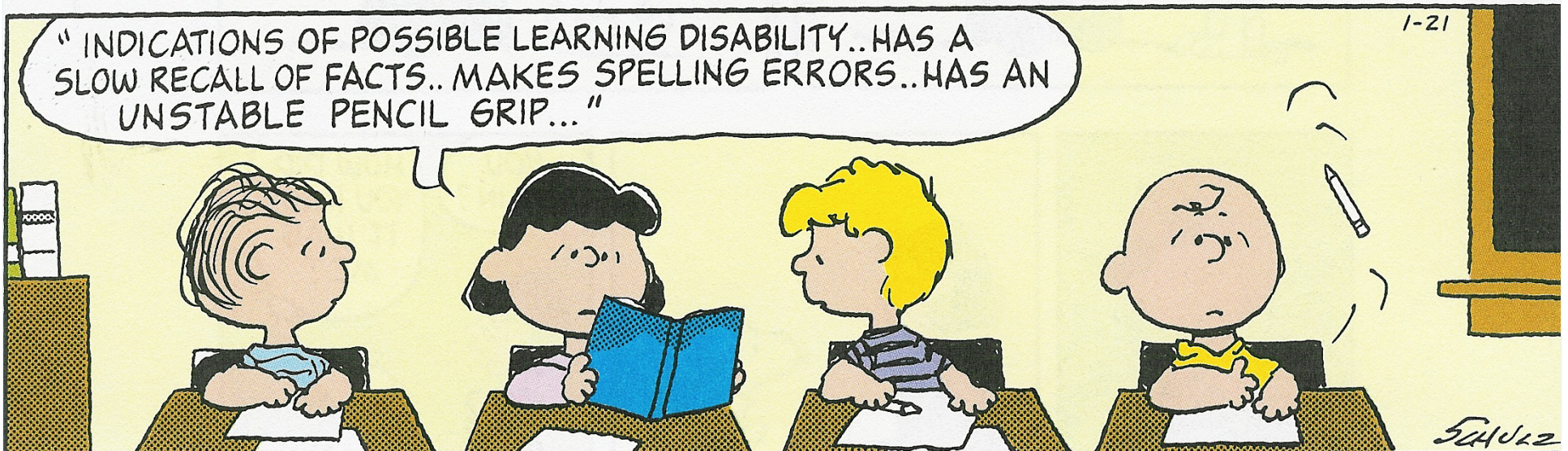


# Questions

- How do we make up for such low language and background knowledge in a 50 min. period?
- Is there a need for a Tier 2 intervention in secondary grades or is there only Tier 3?
- What group size is ideal for intensive groups in secondary settings?
- Do we think that secondary students with reading disabilities can meet grade level reading expectations?



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