



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.

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Minimal Responders over Time: Year 3

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Jade Wexler, Audrey Leroux, Greg Roberts

The Meadows Center for Preventing Educational Risk

The University of Texas at Austin

Amy Barth, J.M. Fletcher

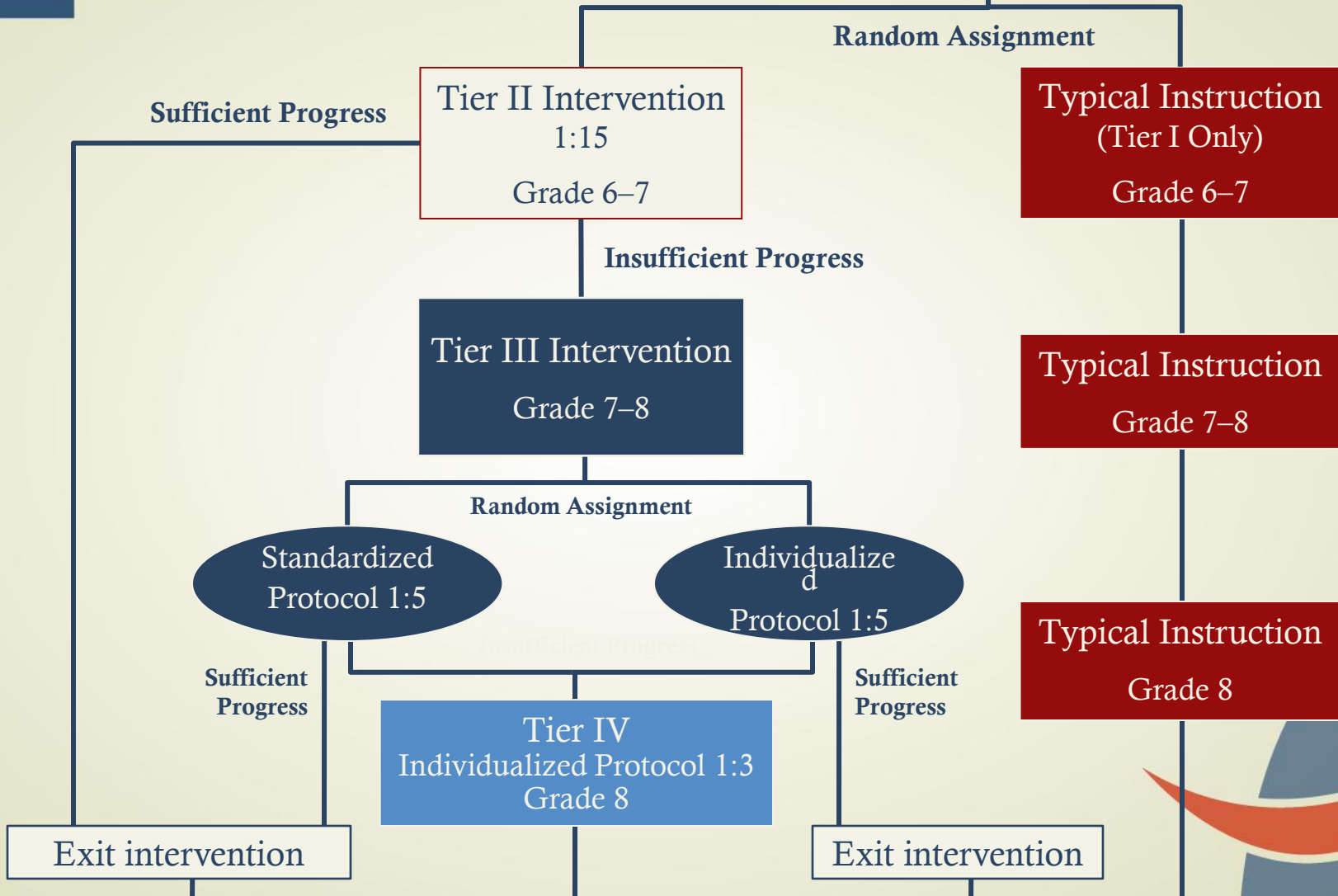
University of Houston



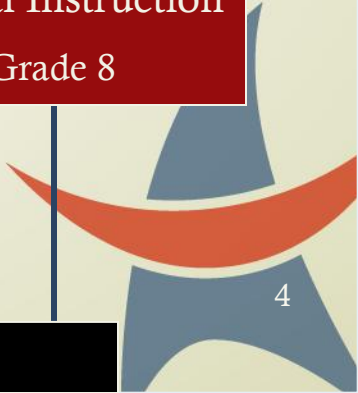


Grade 6-7 On-track Readers

Grade 6-7 Struggling Readers



Follow-up Assessment



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

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

Framework for Conceptualizing Three Categories of Reading Difficulties

Word Recognition

Good

**Specific
Reading
Comprehension
Difficulties**

**Normally
Developing
Readers**

Poor

**Mixed
Reading
Disability**

**Reading
Disability
(Dyslexia)**

Poor

Good

Oral Language Comprehension





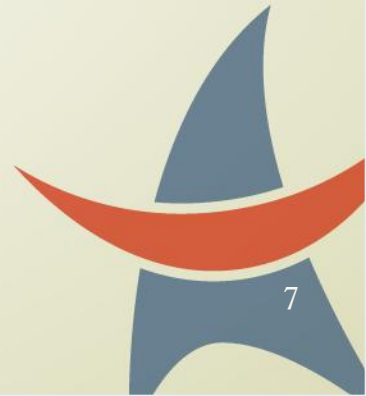
Conceptual Framework: Lesson Focus

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.”





Comprehension Phrases

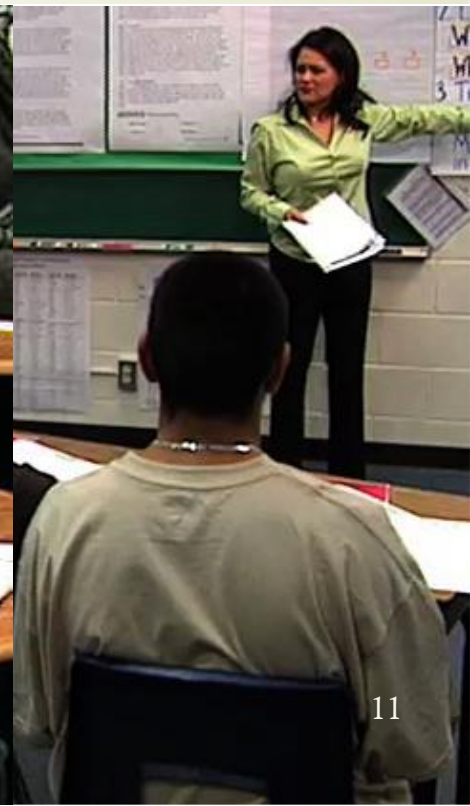
- “So maybe he wasn’t that **fierce** in day care, since I’m pretty sure he did hit a kid with his crutch once.” (**vocabulary**)
- “Grim, he’s okay sometimes, like when Tony D. chased us into the pound, but most of the time **he** thinks **he** knows everything, which **he** doesn’t.” (**referents**)
- It’s so dark he has to use a cigarette lighter, and the flame is so puny, you can see to the bottom of the stairs. (**no sense**)



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Findings Year 3: Tier IV

What about Reading Comprehension?





Findings **Year 3**: (Tier IV) Decoding and Spelling Cluster

- Woodcock Johnson Letter Word Identification Subtest
 - ES = 0.49
- Woodcock Johnson Word Attack Subtest
 - ES = 0.24





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WJ Letter-Word Identification

Mean





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WJ Word Attack

Mean





Findings Year 3: (Tier IV) Fluency Cluster

- AIMSweb Mazes
 - ES = -0.22
- Test of Silent Reading Efficiency and Comprehension (TOSREC)
 - ES = 0.43
- Test of Word Reading Efficiency (TOWRE) Phonemic Decoding Efficiency subtest
 - ES = 0.52
- Test of Word Reading Efficiency (TOWRE) Sight Word Efficiency subtest
 - ES = 0.37





AIMSweb Maze

Mean





TOSREC

Mean





Test of Word-Reading Efficiency (TOWRE): Phonemic Decoding

Mean





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Test of Word-Reading Efficiency (TOWRE): Sight Word

Mean

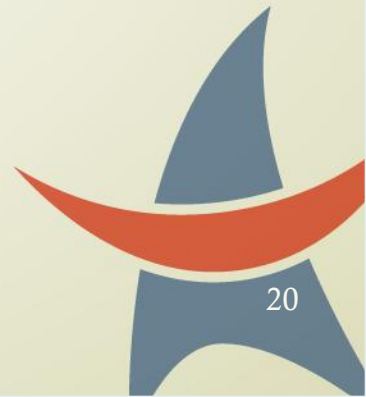




Findings **Year 3:** (Tier IV) Comprehension Cluster

- Gates MacGinitie Passage Comprehension subtest
 - ES = 1.20

- Woodcock Johnson Passage Comprehension subtest
 - ES = 0.32





Gates MacGinitie Passage Comprehension

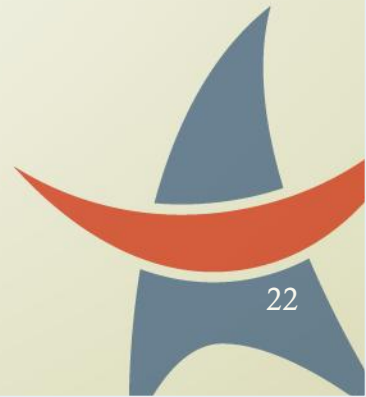
Mean





WJ Passage Comprehension

Mean





RTI: Decoding and Spelling Cluster

Year 3 Measures	Adjusted Posttest Means		<i>p</i> - value	Hedges's <i>g</i>
	Tier IV	Tier I		
WJ Letter-Word ID	88.76	83.24	0.015	0.49
WJ Word Attack	83.67	80.76	0.123	0.24



RTI: Fluency Cluster

Year 3 Measures	Adjusted Posttest Means		<i>p</i> - value	Hedges's <i>g</i>
	Tier IV	Tier I		
AIMSweb Mazes	87.99	90.07	0.406	-0.22
TOSRE	76.48	70.88	0.094	0.43
TOWRE Phonemic Decoding	87.39	80.10	0.030*	0.52
TOWRE Sight Word	89.68	85.62	0.195	0.37

*Not significant with Benjamini-Hochberg Correction of the statistical significance of effects with multiple comparisons.

RTI: Comprehension Cluster

Year 3 Measures	Adjusted Posttest Means		<i>p</i> - value	Hedges's <i>g</i>
	Tier IV	Tier I		
Gates Passage Comprehension	82.78	74.18	0.001	1.20
WJ Passage Comprehension	88.85	85.66	0.146	0.32





Perspectives

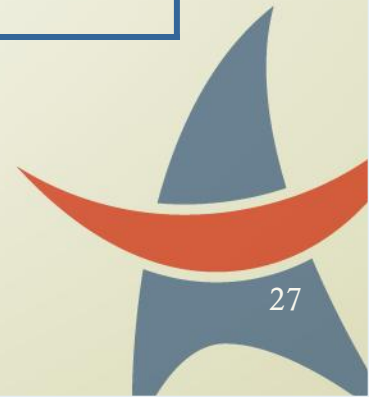
- A comparable study: The Enhanced Reading Opportunities Study
- Two supplemental literacy programs designed as full year courses to replace a ninth grade elective class
- When analyzed jointly, the ERO programs produced an increase of 0.9 standard score point on the GRADE reading comprehension subtests. 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 (<i>n</i> = 1,408)	Non ERO (<i>n</i> = 1,005)	Est. Impact	<i>ES</i>	<i>p</i> -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.’”

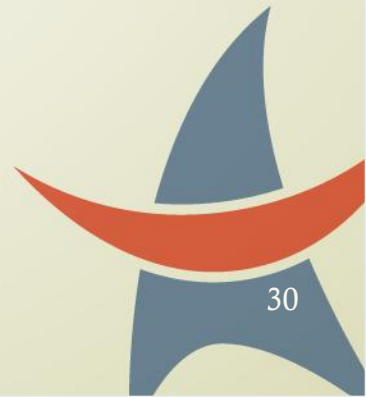




Who are the non-responders after 2 years of intensive intervention? (cont.)

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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