Multiple tiers of instruction and intervention to leave no child behind in reading

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Beginning with the End in Mind:

Our Ultimate Goal for Prevention of Reading Difficulties
Each year, to have more students at every grade level from 1st on up able to:

Read text written at their grade level with good comprehension and fluency

Examples:

Pick up a piece of fiction and read it with enjoyment and good comprehension of plot, characters, and action

Read expository, or non-fiction text and grasp the main ideas as well as their connection to supporting details so that new concepts and information are understood and learned.
What we know about the factors that affect reading comprehension

Proficient comprehension of text is influenced by:

- Accurate and fluent word reading skills
- Oral language skills (vocabulary, linguistic comprehension)
- Extent of conceptual and factual knowledge
- Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down.
- Reasoning and inferential skills
- Motivation to understand and interest in task and materials
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
Three potential stumbling blocks to becoming a good reader (NRC Report, 1998)

1. Difficulty learning to read words accurately and fluently

2. Insufficient vocabulary and conceptual knowledge to support comprehension of text

3. Absence or loss of initial motivation to read, or failure to develop a mature appreciation of the rewards of reading.
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### Three potential stumbling blocks to becoming a good reader (NRC Report, 1998)

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<tbody>
<tr>
<td>1.</td>
<td>Difficulty learning to <strong>read words accurately and fluently</strong></td>
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<td>2.</td>
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We know that poor, and minority children often come to school unprepared in these areas:

1. They have had less exposure to print and the alphabet
2. They are behind in the development of phonemic sensitivity
3. Their vocabulary is usually less well developed – $\frac{1}{2}$ size in poor children
4. Their range of experience and conceptual knowledge is often limited or different compared to other students
5. They sometimes do not have good models of reading or support for academics in their homes
Relationship of “school challenge” to student performance

- **100**
- **90**
- **80**
- **70**
- **60**
- **50**
- **40**
- **30**
- **20**
- **10**
- **0**

**Level of School Challenge based on % of students qualifying for FR lunch**

**% of 1-3 Students Performing At Grade Level at the End of Year**

Increasing Challenge

Decreasing Performance

587 RF schools in Florida

Average % at GL

Average % at GL
The Adult Learning and Performance Gap

Level of School Challenge based on % of students qualifying for FR lunch

% of 1-3 Students Performing At Grade Level at the End of Year

Approx. 25%

Top 15% Schools

Low 15% schools

1 2 3 4 5 6

100 90 80 70 60 50 40 30 20 10 0
The essential elements for success

From the “science of reading”

Information about the individual components of instruction and assessment that are most effective in preventing reading difficulties.
What should comprehension instruction be instruction of? - Mike Pressley

1. Teach decoding skills
2. Encourage the development of sight words
3. Teach students to use semantic context cues to evaluate whether decodings are accurate
4. Teach vocabulary meanings
5. Encourage extensive reading
6. Teach self-regulated use of comprehension strategies

The essential elements for success

From the “science of reading”

Information about the *individual* components of instruction and assessment that are most effective in preventing reading difficulties.

Practices from Schools Making Significant Gains

Suggests to leaders the school and classroom systems that are effective in improving achievement.

From the “science of reading” Information about the *individual* components of instruction and assessment that are most effective in preventing reading difficulties.
The prevention of reading difficulties: three areas in which we must become stronger each year

1. Increase the quality, consistency, and reach of instruction in every K-3 classroom.

2. Conduct timely and valid assessments of reading growth to identify struggling readers. Use this data to improve school level and instructional planning.

3. Provide more intensive interventions to help struggling readers “catch up” to grade level standards in each grade K-3.
Points of Maximum Impact and Leadership
Focus in Successful High Challenge Schools

1. Efforts to help increase the quality, consistency, and **reach** of instruction in every K-3 classroom
   a. Insuring teachers have excellent professional development, including strong training in use of the core program to guide instruction
   b. Monitoring and supporting classroom instruction through principal walkthroughs
Improving fidelity and consistency of classroom instruction: Principal walkthroughs

Purposes of the walkthrough

The purpose of a classroom visit is to help teachers improve their instruction and identify the best teaching practices in your school. Observation visits reflect your interest in instruction and in your staff's professional growth. (Blase & Blase, 1998; Scholastic, 2005)
Value of the principal’s walkthrough
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Are teachers providing explicit, systematic, and motivating whole group instruction?

Is small group instruction differentiated appropriately by student need?
Increasing the quality and power of teacher-led, small-group, differentiated instruction

Instruction should be differentiated to meet the needs of individual students in at least four ways

- **Frequency and duration of meeting in small groups** – every day, three times per week, etc.
- **Size of instructional group** – 3 students, 6 students, 8 students, etc.
- **Focus of instruction** – work in phonemic awareness in phonics, work in fluency and comprehension, etc.
- **Lesson format** – guided reading vs. skills focused lessons
Download at:

Or, just go to the FCRR website (www.fcrr.org) and its listed on the home page under the new stuff
Four good books for instructional ideas

Making Sense of Phonics: The Hows and Whys
Isabel Beck: Guilford (2006)

Bringing Words to Life: Robust Vocabulary Instruction
Beck, McKeown, & Kucan: Guilford (2002)

Vocabulary Handbook
Consortium on Reading Excellence (2006)

Comprehension Process Instruction: Creating Success in Grades K-3
Block, Rogers, & Johnson (2004)
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   Are teachers providing explicit, systematic, and motivating whole group instruction?

   Is small group instruction differentiated appropriately by student need?

   Are other students engaged in independent learning activities that are appropriate and engaging
Organization of a classroom during small group instruction

Classroom teacher and group of 4

Resource teacher and group of 3

Are these students working productively on appropriate practice activities?

Something that might be helpful: FCRR has developed 240 ISA’s for K-2 and 170 for 2-3 –

Independent Learning Activity (4)

Independent Learning Activity (3)

Independent Learning Activity (4)
Effective independent student learning activities...
A source for high quality independent student learning activities

To download up to 240 independent student learning activities for K-1 classrooms, and up to 170 activities for students in grades 2-3, go to

http://www.fcrr.org/Curriculum/studentCenterActivities.htm

There is also a teacher resource manual providing directions for classroom management during small group instruction, and approximately 70 minutes of video training
Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

2. Be sure school-level assessment plan is working, and provide leadership in use of data to plan instruction at the school and classroom level.

- Beginning of the year screening tests
- Progress monitoring tests during the year
- Diagnostic tests
- End-of-year outcome tests
Guidance on how to establish a comprehensive assessment plan for grades K-3

Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

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Two important uses of student data

1. School level planning involves identifying needs for materials, personnel, time – takes place in spring or early summer—has budget implications.
Budgeting for Success
Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

2. Be sure school-level assessment plan is working, and provide leadership in use of data to plan instruction at the school and classroom level.

Two important uses of student data

1. School level planning involves identifying needs for materials, personnel, time – takes place in spring or early summer-has budget implications.

2. Provide leadership for the use of data to make adjustments and increase power of instruction for those who need it – attend important data meetings.
Successful schools use data effectively
Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

3. Provide powerful interventions to students who need them for as long as they need them
   A. Developing a school schedule that allows sufficient time for interventions
Schedule Video
### Example of Staggered Reading Blocks with “Walk and Read”

<table>
<thead>
<tr>
<th>Team</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science / SS</th>
<th>Special Area</th>
<th>Lunch</th>
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<tr>
<td>K</td>
<td>8:45-10:30</td>
<td>10:30-11:30</td>
<td>1:35-2:35</td>
<td>12:15-12:50</td>
<td>12:50-1:35</td>
<td>11:30-12:15</td>
</tr>
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<td>1</td>
<td>8:45-10:30</td>
<td>12-1</td>
<td>1-2</td>
<td>2-2:30</td>
<td>11:15-12</td>
<td>10:30-11:15</td>
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<tr>
<td>2</td>
<td>10:30-12:15</td>
<td>9:45-10:30</td>
<td>8:45-9:45</td>
<td>1:15-1:40</td>
<td>1:40-2:25</td>
<td>12:30-1:15</td>
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<tr>
<td>3</td>
<td>10:30-12:15</td>
<td>9:30-10:30</td>
<td>1-2</td>
<td>2-2:30</td>
<td>8:45-9:30</td>
<td>12:15-1</td>
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Organization of a classroom during small group instruction

- Classroom teacher and group of 4
- Resource teacher and group of 3

Are these students working productively on appropriate practice activities?

Something that might be helpful: FCRR has developed 240 ISA’s for K-2 and 170 for 2-3 –

- Independent Learning Activity (4)
- Independent Learning Activity (3)
- Independent Learning Activity (4)
- Independent Learning Activity (4)
One principal’s comments about scheduling interventions during the small-group time of the reading block

1) reduced student travel time to intervention classes

2) increased coordination between the regular classroom and intervention teacher

3) provided additional learning opportunities for the regular classroom teacher who is able to occasionally observe the intervention teacher working with a group of struggling readers
Points of Maximum Impact and Leadership
Focus in Successful Reading First Schools

3. Provide powerful interventions to students who need them for as long as they need them
   A. Developing a school schedule that allows sufficient time for interventions
   B. Identifying or providing sufficient personnel to deliver the intervention instruction
   C. Providing appropriate programs and materials to support the intervention instruction
      Will need something for early reading accuracy-phonics
      Will need something for fluency growth
      Will also likely need a supplement for vocabulary
Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

3. Provide powerful interventions to students who need them for as long as they need them

   A. Developing a school schedule that allows sufficient time for interventions
   B. Identifying or providing sufficient personnel to deliver the intervention instruction
   C. Providing appropriate programs and materials to support the intervention instruction
   D. Oversight, energy, follow-up – use data meetings to ask about students, make decisions to increase support, etc.
Guidance on essential procedures for implementing effective interventions with young children

http://www.centeroninstruction.org/files/Principals%20guide%20to%20intervention.pdf
Obtain copy at:
http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadComplete.pdf

Or,

Go to www.fcrr.org
Click on Interventions for struggling readers (in right column)
You will see the title of the document
Evidence from one school that we can do substantially better than ever before

School Characteristics:
70% Free and Reduced Lunch (going up each year)
65% minority (mostly African-American)

Elements of Curriculum Change:
Movement to a more balanced reading curriculum beginning in 1994-1995 school year (incomplete implementation) for K-2, then improved implementation in 1995-1996

Implementation in Fall of 1996 of screening and more intensive small group instruction for at-risk students
Proportion falling below the 25th percentile in word reading ability at the end of first grade

Average Percentile for entire grade (n=105)

1995: 48.9  
1996: 55.2  
1997: 61.4  
1998: 73.5  
1999: 81.7

Screening at beginning of first grade, with extra instruction for those in bottom 30-40%
Proportion falling below the 25th Percentile

Average Percentile 48.9 55.2 61.4 73.5 81.7

Hartsfield Elementary Progress over five years
Design of Study in which intervention occurred

1. Most “at risk” first graders from five elementary school - PPVT above 70

2. Instruction provided in 45 min. sessions every day from October through May in groups of 3 or 5 by experienced teachers or well-trained paraprofessionals

3. Used a structured (scripted) reading program that contained instruction and practice in phonemic awareness, phonics, fluency, and comprehension

4. Used a number of methods to achieve fidelity of implementation
   - 3 days of initial training
   - Weekly supervisory visits
   - Monthly inservice (3 hours)
Changes in percent of students with serious reading difficulties from end of first year to end of third year in 318 Reading First Schools
Changes in percent of students with serious reading difficulties from end of first year to end of third year in 318 Reading First Schools
Changes in % identified as learning disabled across time in RF schools

<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>0304</th>
<th>0405</th>
<th>0506</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>2.1%</td>
<td>1.5%</td>
<td>.4%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>4.9%</td>
<td>3.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>7.4%</td>
<td>5.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>10.4%</td>
<td>8.8%</td>
<td>6.0%</td>
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Conclusion:

The goal we are pursuing is very challenging:

It will require:
More effective school leadership
Consistent, high quality professional development for teachers
More effective instruction by every teacher
More focused allocation of school resources, and perhaps more resources in the end

But there is no question that the goal is critically important
A reason for working toward continuous improvement....
Thank You