Revising and Rethinking Our Intervention for Low Progress Readers

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Read, Connect and Discuss

“The struggling child is likely to be harmed by a one-size-fits all, prescriptive intervention that fails to acknowledge his or her abilities as a starting point for instruction” (M. Lose, 2007).

In one study students in a highly structured intervention program were observed to disengage from the instruction after the third lesson, becoming passive and disinterested (J. Torgesen, 2005).

Planning What and How We Teach

1. Revising Intervention
   - Align teaching points with students’ profiles as readers

2. Rethinking Intervention
   - Align the way we teach with students’ profiles as learners

Information That Guides Our Teaching

Strengths and Struggles as a Reader
Strengths and Struggles as a Learner

Implement Responsive Intervention

Equal Access to Learning

Using Profiles to Guide Intervention: Strengths, Struggles & Strategies

PROFILE AS READER & LEARNER: 3 STEPS

HIGH FREQUENCY WORDS

COMPREHENSION

Step 1: Construct a Profile as a Reader

- Graphic organizer summarizes assessment data

<table>
<thead>
<tr>
<th>Text Levels</th>
<th>RR/IRI; Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>R. Behaviors</td>
</tr>
<tr>
<td>Graded Lists</td>
<td>RR/Obs.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Word-Solving</td>
</tr>
<tr>
<td>Rate; Rubric</td>
<td>Phon. Aw.</td>
</tr>
<tr>
<td></td>
<td>Phonics, Spelling</td>
</tr>
</tbody>
</table>
Plan Lessons for Student Profiles of Need

<table>
<thead>
<tr>
<th>Student Difficulty</th>
<th>Teaching Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huffers and puffers</td>
<td>Specific teaching techniques for common types of student difficulty in:</td>
</tr>
<tr>
<td>Word stumblers</td>
<td> Word Solving</td>
</tr>
<tr>
<td>Robot readers</td>
<td> Fluency</td>
</tr>
<tr>
<td>Speed demons</td>
<td> Comprehension</td>
</tr>
<tr>
<td>Storytellers</td>
<td> Vocabulary</td>
</tr>
<tr>
<td>Literalists</td>
<td></td>
</tr>
<tr>
<td>Under predictive readers</td>
<td></td>
</tr>
<tr>
<td>Solo strategists</td>
<td></td>
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</tbody>
</table>

Why Do Some Students Hit a Plateau or End Up Back in Intervention?

Our instruction has not enabled students to:

1. Internalize a set of strategies
2. Become engaged as readers (read only when they have to)

Using Observational Data: Turn & Talk

We’ve overlooked the importance of supplementing test data with the qualitative observations that often unmask the root of learning breakdowns or discover previously unseen talents. These observations can be critical to creating pathways to student success (Mary-Dean Barringer, AKOM).

Share an example of how your observations and/or examination of student work revealed a student’s strengths and struggles.

Step 2: Construct a Profile as a Learner

Self-Awareness + Internalizing Strategies

- What is your goal as a reader?
- How does this strategy help you grow as a reader/writer …?

Students:
- receive feedback on progress
- verbalize their current goal

Student goals are highlighted on their strategy bookmark
Struggling readers often fail because they do not experience progress and competence. (Becker et al, 2010).

How do we provide feedback on student progress so they know it is worthwhile?

Visible Reminders of Growth

How will you include goal-setting with your students?

Look Closer to Determine Where Learning Breaks Down & Identify Strengths to Tap

Interests, Pursuits

Learning Preferences (e.g. Multiple Intelligences, Modalities)

Neurodevelopmental Functions
Mental ‘abilities’ e.g. Attention, Memory, Complex Thinking (A Mind at a Time by Mel Levine)

Which Mental Abilities Would You Need?

Lead group in sharing where have heard/seen it

Draw a picture, cartoon strip

Describe how word is used + jokes, idioms

Generate a definition + question/answer

Draw web, list synonym and antonyms

Make up an action, charades

Step 3: Profile as a Reader & Learner

Language

Memory

Frames our observations.

Attention

Spatial

Sequential

Neuromotor

Complex Thinking

Part of Intervention Team Protocol

Increasing Attention & Supporting Memory

- Break task into steps
- Increase number responses e.g. every 2-3 minutes
- Increase number of prompts and feedback

Learning Environment:
- Placemats
- Squishy Ball
- Carpet Squares
Using Profiles to Guide Intervention: Strengths, Struggles & Strategies

HIGH FREQUENCY WORDS

COMPREHENSION

Mental Functions: High Frequency Words

- Long-Term Memory
  - said vs. 'No', said the wolf.
  - them vs. then
  - two vs. to

- Attention
  - + Rate
  - was vs. saw
  - where vs. were

- Language
- Spatial

Tapping Strengths

Neuromotor  Spatial Thinking  Social

Success

Strengths: Spatial, Gross & Fine Motor

Could

- Image
- Action
- Picture Story of Letter Sequence

Sort for Final Letters

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>his</td>
</tr>
<tr>
<td>saw</td>
<td>him</td>
</tr>
</tbody>
</table>

Single vs. Blend or Digraph

<table>
<thead>
<tr>
<th>w</th>
<th>wh</th>
</tr>
</thead>
<tbody>
<tr>
<td>were</td>
<td>where</td>
</tr>
<tr>
<td>went</td>
<td>when</td>
</tr>
</tbody>
</table>

Support Struggles: Lesson Sequence

Step 1: Say the Word
- Present and say the word **could**
- Ask students to look and say the word together
- Provide feedback: ‘You are correct.’

Step 2: Repeat the Word
- Students look and say the word 5 times, **louder** each time: could could could could could

Step 3: Identify the Word
- Review 3 word cards. Shuffle in the new word.
- Students say “No!” when it is not the word **could** and whisper the word when they do see it: here could want could

Step 4: Provide Multimodal Practice
- Close your eyes and picture the word in your mind’s eye (up and to the right). Now whisper it.
- Let’s spell the word aloud together – c, o, u, l, d
- Write the word on your whiteboard/table with your finger while you say each letter aloud
Step 5: Turn and Talk

- Tell your buddy how the word looks and sounds

Step 6: Practice with Reading Materials

- Find and frame the word on this page (or highlight the word with a transparent counter)
- Read the word in this sentence: We could have pancakes.

Pattern _ould
- Oh, you lazy dog! Would you like a walk?

Closure Task: c_uld  c_ _ ld  c_ _ _ d
(chant letter sequence each time)

Mental Demands of Comprehension

<table>
<thead>
<tr>
<th>Attention</th>
<th>Active Working Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Complex Thinking</td>
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</tbody>
</table>

Tapping Strengths

- Neuromotor
- Social
- Spatial
- Thinking

Supporting Attention, Memory & Language

1. Interactive dialogue
2. Elaboration of steps
3. Use of cues to apply what they learn

Think-Pinch-Share

Tactile tools of engagement ensure every student responds.

Picture-Cued, Step-by-Step Strategic Actions

Supporting Attention, Memory & Language

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3. Use of cues to apply what they learn

Think-Pinch-Share

Tactile tools of engagement ensure every student responds.

Picture-Cued, Step-by-Step Strategic Actions
How did you figure it out?
What clues did you use?
Do you see a picture in your mind of why this happened?
Describe your picture.

Guide Me:

怎么做出来的？
用什么线索？
你看到心里的图画了吗？
描述你的图画。

Read to stopping point. Look for clues why wombat acted that way.

Partner and Group Share:

1. Students retell.
2. Prompt students to generate causes – look for clues in words, pictures, what they know.

Use your bookmark to talk about how you figured something out in the story

<table>
<thead>
<tr>
<th>What Happened?</th>
<th>Why Did It Happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wombat chewed up boots, flower pots, chair</td>
<td>He wanted some oats.</td>
</tr>
</tbody>
</table>

Multimodal Tools that Make Learning Accessible

Sum It Up

What’s Noteworthy?

1. Construct Data-Based Profiles of Students as Readers and Learners
2. Use Profiles to Tap Strengths and Support Struggles
3. Establish Equal Access to Learning

Resources

'M Attuning a Student' Self-Assessment Cards and teacher information can be retrieved from www.allkindsofminds.org/attuning-a-student

Differentiating Reading Instruction for Success with RtI: A Day-to-Day Management Guide with Interactive Tools, Targeted Lessons and Tiered Activities That Build Word Recognition, Fluency, and Comprehension by Margo Southall, Scholastic

Differentiated Small-Group Reading Lessons by Margo Southall, Scholastic

Sight Words That Stick by Janet Martin
http://store.nrsi.com/professional-library/sight-words-that-stick.html

www.child-1st.com (picture-cued sight word cards, phrases)

References


