



***IMPROVING ACHIEVEMENT OF  
STRUGGLING READERS***

**COMBINED FEDERAL PROGRAMS MEETING**

DECEMBER 6 – 7, 2018 | WASHINGTON, DC

# OBJECTIVES

- Describe guiding principles of the National Center on Improving Literacy (NCIL)
- Share evidence-based products, services, and recommendations for instruction and intervention for struggling readers including students with dyslexia



# AGENDA

- National Center on Improving Literacy: Guiding Principles for Instruction & Intervention
- Overview of NCIL Products
- NCIL Professional Development and Technical Assistance Services
- Questions
- Resources and Next Steps



# PRESENTERS

- Sarah Sayko
  - Deputy Director, National Center on Improving Literacy





# National Center on Improving Literacy: Guiding Principles for Instruction & Intervention



## NCIL Mission

*To increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia*

Identify or develop free or low-cost evidence-based assessment tools for identifying students at risk of not attaining full literacy skills due to a disability

**Priority 1**  
Yaacov Petscher

Identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students

**Priority 2**  
Hank Fien

Provide families of such students with information, and collaborate with parent training centers

**Priority 3**  
Sarah Sayko

Identify or develop evidence-based PD for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel

**Priority 4**  
Nancy J. Nelson  
& Scott K. Baker

Disseminate the products of the comprehensive center to regionally diverse SEAs, LEAs, regional educational agencies, and schools

**Priority 5**  
Jessica Turtura &  
Brian Gearin



# FOUR GUIDING PRINCIPLES

Teaching  
EACH and  
ALL

Implementation  
Matters

Balance  
Rigor and  
Relevance

Centralize,  
Translate,  
and  
Localize

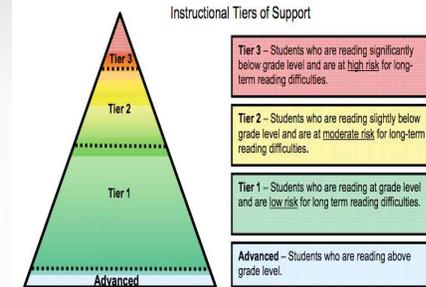


# TEACHING EACH AND ALL

- The Center focuses on building the capacity of SEAs, LEAs, schools, and early childhood programs to successfully implement an effective prevention and early intervention system.
- This approach and its essential features are most often operationalized in the context of multi-tiered systems of support (MTSS: Baker, Fien, & Baker, 2010) that are designed to:
  - (a) provide an effective instruction and intervention framework for all students (Baker, Fien, & Baker, 2010; Greenwood, Kratochwill, & Clements, 2008); and
  - (b) diagnose specific learning disabilities (SLD), including dyslexia, for students who do not respond adequately to instruction and intervention (Fuchs et al., 2003; Torgesen, 1997, 2004).



# TEACHING EACH AND ALL



- Instruction and intervention in MTSS increase in intensity as students demonstrate need for more support:
- **Tier 1:** Core instruction provided to all students, including students with or at risk for disabilities, that includes whole group instruction, differentiated small group instruction, and independent practice
- **Tier 2:** Supplementary support provided to students who demonstrate need for intervention on the basis of screening data (received in addition to core instruction)
- **Tier 3:** Additional, individualized intervention provided in small groups (or 1:1) for students that are far below grade level and/or eligible for support through additional mechanisms (e.g., SPED)

# IMPLEMENTATION MATTERS

- While it is critical to determine which policies, programs, and practices work (or do not work), it is just as important to determine *the conditions and settings under which program effects are magnified or muted*.
  - Examining and identifying implementation factors that amplify program effects is a fruitful area that can drive practice and the focus of professional development and coaching support.



# IMPLEMENTATION MATTERS

## FOCUS I

- Develop an online, interactive implementation guide that operationalizes procedures for enacting evidence-based practices in screening, identification, and implementation of interventions:
  - Collaborate with technical and research partners to identify, design, and organize implementation resources driven by research evidence
  - Leverage relationships with beacon SEAs and LEAs to support the relevance and usefulness of the implementation guide
  - Provide tools and guidance for SEAs and LEAs to design local implementation plans that are actionable

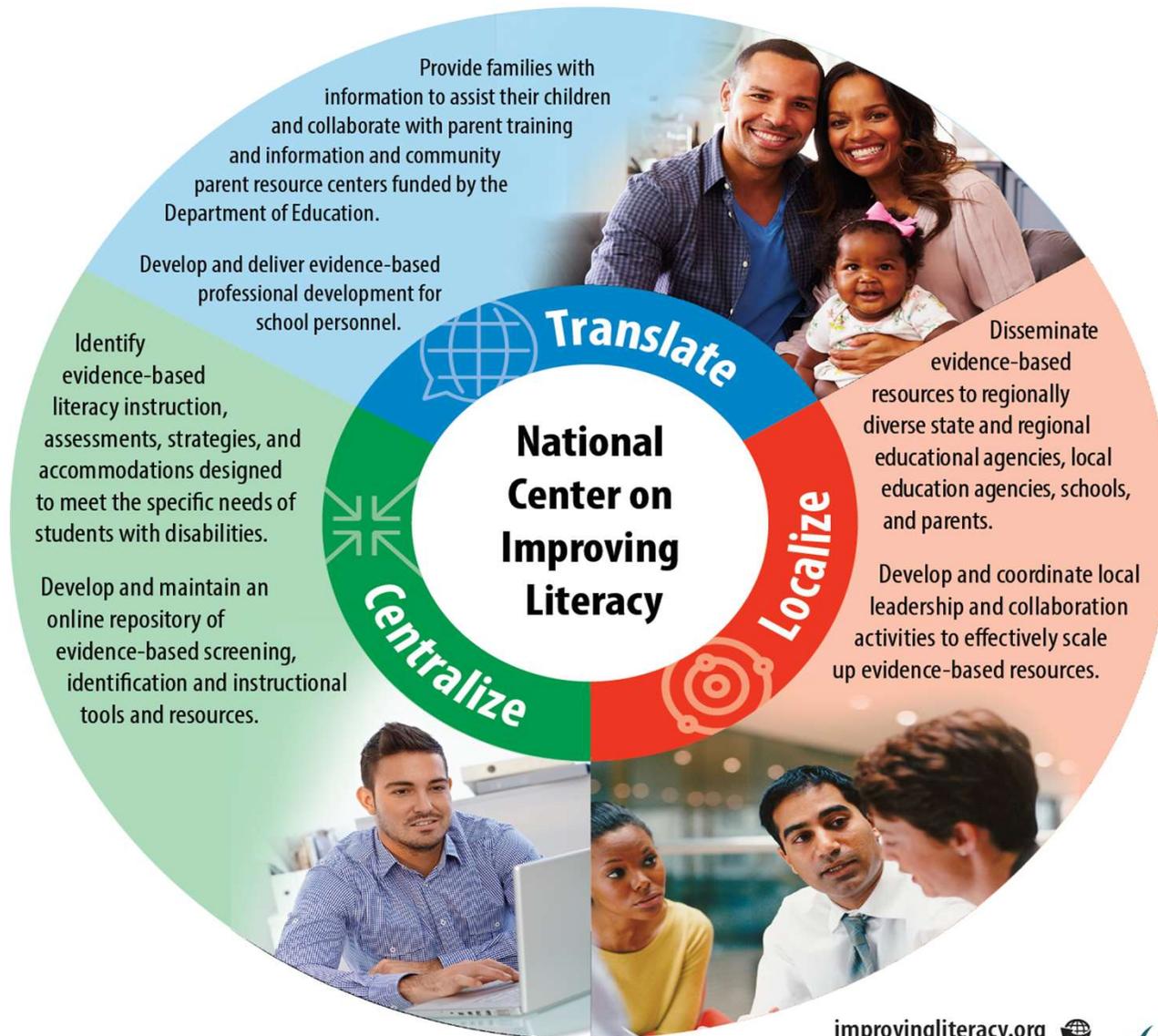


# IMPLEMENTATION MATTERS

## FOCUS II

- Annual Continuous Improvement Data Summits
  - Working through beacon sites, bring together SEAs and LEAs each year to build capacity for continuous improvement and data-based decision making:
    - Set data-based implementation (e.g., fidelity targets) and performance (e.g., student literacy learning) goals that comprise the local implementation plan.
    - Monitor progress towards goals using data collected via direct observations, checklists, and assessments.
    - Examine relations between implementation and student performance data to identify pockets of excellence within and across sites.





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# LOCALIZE TOOLS AND RESOURCES

- Establish a structure and framework for conveying the components needed to implement a comprehensive system of literacy instruction and intervention that allows stakeholders to inventory existing tools and practices (e.g., *Planning and Evaluation Tool for Schoolwide Reading Systems*)
- Develop instruction and intervention materials that can be customized and applied locally for stakeholders who don't have existing tools available that are aligned with best practice
- Showcase tools and materials of partners for wide use and adoption in other regions that have undergone internal review and meet criteria



# BALANCE RIGOR AND RELEVANCE

- NCIL will rely on rigorous research evidence for informing all its tools, resources, and recommendations about effective practices
- However, not all practices germane to implementation of effective literacy screening, identification, instruction, and intervention have been rigorously evaluated (e.g., in randomized controlled trials)
- Thus, NCIL will collate and disseminate the most rigorous evidence available and be transparent about the level of evidence behind all practices, tools, and resources recommended



# PREVENTION AND EARLY INTERVENTION

- Reading trajectories are established early in a student's academic career and are stable across time (Good, Simmons, & Kame'enui, 2001; Morgan et al., 2016; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992).
- Without early, intensive intervention, struggling readers do not “catch up” to their average performing peer. In actuality, the gap between good and poor readers widens over time (Adams, 1990; Good et al., 2001; National Research Council, 1998; Stanovich, 1986).
- For struggling readers the later the onset of intervention the poorer the odds that these students will become proficient readers (Torgesen, 2000, 2001).
- RTI and multi-tiered instruction models (MTSS) are steeped in prevention and early intervention research and designed to respond to research evidence demonstrating the importance of a good start in reading



# EXPLICIT INSTRUCTION TO TEACH CONTENT

- Perhaps no feature of reading instruction has received as much scientific support for increasing learning for at-risk students as explicit and systematic instruction (Baker et al., 2002; Gersten et al., 2007, 2009).



# COMPONENTS OF EXPLICIT INSTRUCTION

- Use of clear and consistent language
- Demonstrations of critical concepts & skills
- Guided & independent practice opportunities
- Timely and specific academic feedback



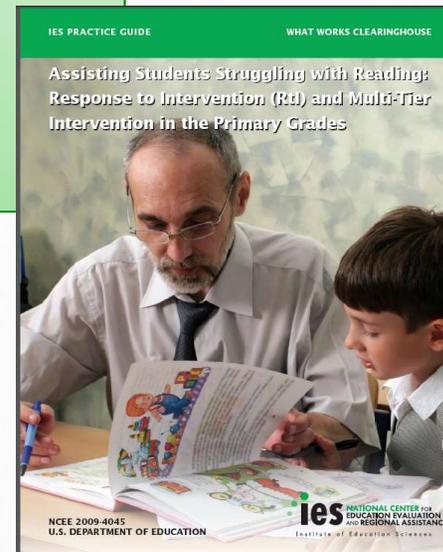
# TEACHING FOUNDATIONAL SKILL ACQUISITION TO AT-RISK LEARNERS

## RESEARCH-BASED PRACTICES IN EARLY LITERACY

Screen all students / Monitor progress

Provide differentiated reading instruction for all students based on assessments

**Provide intensive, explicit and systematic instruction to Tier 2 and Tier 3 students on foundational reading skills in small groups**



# CURRENT CONCEPTUALIZATION OF EXPLICIT INSTRUCTIONAL DESIGN PRINCIPLES

- Prioritize instruction around critical content.
- Pre-teach requisite skills and concepts to ensure success with new material.
- Carefully select and sequence examples.
- Scaffold instruction to promote learner independence.
- Model and demonstrate instructional tasks that students will learn.
- Provide frequent and deliberate practice and review opportunities.
- Provide timely, specific academic feedback, corrective and confirmatory.



# DISCONNECT BETWEEN RESEARCH AND PRACTICE

- In her testimony to Congress, Sally Shaywitz (2014, 2015) observed that we did not have a “knowledge gap” when it comes to understanding how to solve the epidemic of reading failure across the US, including reading problems caused by dyslexia.
- Shaywitz asserted that we had an “action gap” such that this robust and definitive scientific knowledge base is not finding its way effectively into policy and practice.



# OUR APPROACH TO TEACHING STUDENTS WITH DYSLEXIA

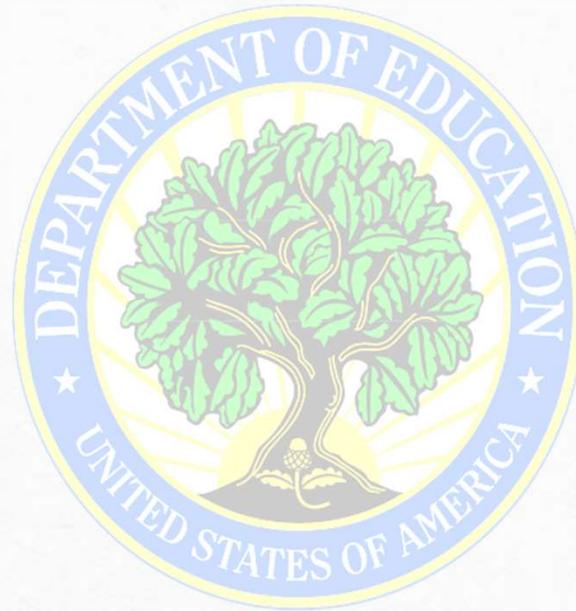
- Dyslexia is synonymous with word-level reading disability (WLRD).
- Students with with WLRD have difficulty with the awareness and ability to manipulate the sound structure of language (phonological awareness) and the ability to map the sound structure of language onto print (alphabetic principle) and to blend those sounds to read words (phonemic recoding).
- WLRD can cause a host of ancillary difficulties, including issues with reading fluency, comprehension, and vocabulary development.



# OUR APPROACH TO TEACHING STUDENTS WITH DYSLEXIA

- We ABSOLUTELY know how to identify kids early in their schooling who express difficulties with phonemic awareness and decoding. We ABSOLUTELY know how to successfully intervene with all but a very small percentage of children.
- We have a long way to go to validate interventions to address many of the ancillary complications associated with dyslexia, such as fluency, comprehension, and vocabulary development.
- The good news is that there are many validated interventions to address PA and decoding and they work equally well for students with dyslexia, and any student that is struggling with decoding and word-level reading.





# NCIL Products



# WWW.IMPROVINGLITERACY.ORG



National Center on  
Improving Literacy

For Parents  
& Families

For Schools  
& Districts

For State  
Agencies

Tools &  
Events ▾

About Us

Your source for improving  
outcomes for students with  
literacy-related disabilities,  
including dyslexia.

Get Started >



# RESOURCE REPOSITORY

## Find Resources

Search

### + By Audience

- Parents & Families
- Schools & Districts
- State Agencies

### - By Topic

### - By Resource Type

Find

Start Over

64 Results

### 5 Questions Parents and Educators Can Ask to Start Conversations About Using Terms Like Learning Disabilities, Dyslexia, Dyscalculia, and Dysgraphia

*National Center for Learning Disabilities*

Here are five questions parents and educators can ask to clarify the terms: dyslexia, learning disabilities, dyscalculia, and dysgraphia.

 [D](#) [RD](#) 

### ACCESS Class Weekly Record and Program Overview

*Doing What Works*

A school teacher uses this template designed by Jim Burke to help students who struggle with reading get organized, motivated, and set

### ACCESS Class Vocabulary Chart

*Doing What Works*

A reading intervention teacher, uses this vocabulary chart to provide secondary students with a structure for learning word meaning. Watch the presentation in the "See How" section of the "Intensive Intervention" collection, High School Academic Literacy Intervention Class, to see her classroom in action.

 [V](#) [In](#) [RD](#) [D](#) 

### Accessible Instructional Materials (AIM) for Dyslexia Video

*Maine Parent Federation and Main AIM Program*

Watch a video that gives an overview of dyslexia and Accessible Instructional Materials to support children with dyslexia.



# ASK AN EXPERT

Home

## Ask an Expert

Our experts answer your literacy-related questions.



We invite you to explore our answers to previous questions. If you have a literacy-related question that we have not already addressed, ask us!

Our experts are leaders in the field of dyslexia and other literacy-related disabilities. With decades of experience, they can provide research-based answers to practical questions.

### Explore Q & A

▶ Screening & Identification

▶ Legislation & Policy

▼ Reading Intervention

Is there any hope of my child actually catching up to his peers?

What are the characteristics of effective literacy instruction?

What do you suggest using to support the argument to a school that a dyslexic student needs an Orton-Gillingham based program as part of their IEP? What research or information shows that Orton-Gillingham is the best approach for dyslexia?

What's the best way to teach the Alphabetic Principle?

### Ask a Question

My Question \*

Phrase your question as generally as possible. We can not answer specific questions about your child or school.

My Email

You will be notified if your question is answered.

I am a \*

- Parent or Family Member
- Teacher or School Personnel
- SEA or LEA Leader

Tell us about yourself, so we can answer your question better.

Ask!



# STATE OF DYSLEXIA

Select a state from the map or the drop-down for an overview of legislation, requirements, and initiatives.

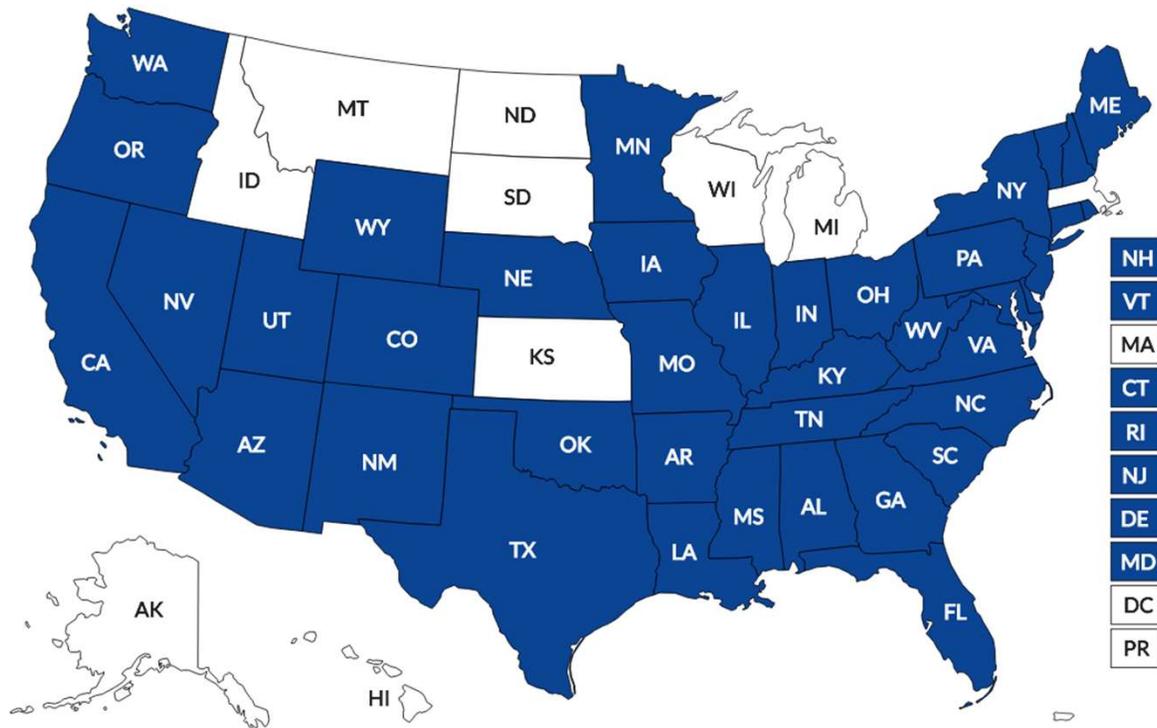
Select a State ▾

HAS DYSLEXIA LEGISLATION

REQUIREMENTS

- Screening
- Pre-service
- In-service
- Intervention
- All of the above

HAS LITERACY SIMR



# IMPROVING LITERACY BRIEFS

## Improving Literacy Briefs

Read research summaries and infographics written by our experts that simplify complex ideas related to literacy.



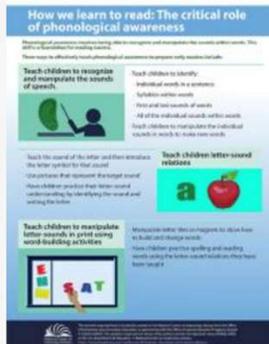
By Audience

Schools & Districts

By Topic

Beginning Reading

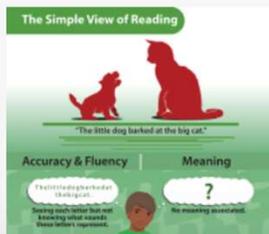
Filter



### How We Learn to Read: The Critical Role of Phonological Awareness

Phonological awareness involves being able to recognize and manipulate the sounds within words. This skill is a foundation for understanding the alphabetic principle and reading success. There are several ways to effectively teach phonological awareness to prepare early readers, including: 1) teaching students to recognize and manipulate the sounds of speech, 2) teaching students letter-sound relations, and 3) teaching students to manipulate letter-sounds in print using word-building activities.

Audience: Schools & Districts  
Topic: Beginning Reading



### Learning to Read: "The Simple View of Reading"

Learning to read consists of developing skills in two areas: accurate, fluent reading and comprehending the meaning of texts. Learning these skills does not come naturally. Both accurate word reading and text comprehension require careful, systematic instruction.

Audience: Schools & Districts  
Topic: Beginning Reading



# LEARNING LITERACY GLOSSARY

## Learning Literacy Glossary

Expand your knowledge of key literacy terms with definitions and interactive resources.



Filter List: [All](#) | [A \(7\)](#) | [B \(1\)](#) | [C \(2\)](#) | [D \(6\)](#) | [E \(6\)](#) | [F \(1\)](#) | [G \(2\)](#) | [H \(1\)](#) | [I \(4\)](#) | [L \(4\)](#) | [M \(2\)](#) | [N \(1\)](#) | [O \(2\)](#) | [P \(7\)](#) | [R \(3\)](#) | [S \(8\)](#) | [V \(3\)](#) | [W \(1\)](#)

### Academic Language

The formal language common in books and at school that students need to understand and communicate in academic disciplines.

### Accuracy

The ability to read words correctly.

### Alphabet Knowledge

The ability to name letters and know their sounds.

### Alphabetic Principle

The idea that letters and groups of letters match individual sounds in words.



# ASK & ANSWER MODULES

## Ask & Answer: Phonemic Awareness

What is Phonemic Awareness? Why is it important? How should it be taught? Learn the answer to these and other questions about Phonemic Awareness.

Phonemic Awareness Module



**PHONEMIC AWARENESS**

**START**



# KID ZONE!



# NCIL LITERACY GAMES





# NCIL Professional Development & Technical Assistance Services



# TECHNICAL ASSISTANCE APPROACH



# FOCUS OF PROFESSIONAL DEVELOPMENT & TECHNICAL ASSISTANCE

- NCIL works with technical assistance providers to provide professional development and coaching in **one or more** of three areas:
  1. Understanding literacy-related disabilities & screening/classification for Tier 1 and 2
  2. Supporting students with dyslexia and other literacy-related disabilities in general education: Tier 1 and Tier 2 reading instruction, differentiation, and accommodations
  3. Identification of literacy-related disabilities, including dyslexia, and intensifying instruction for students with significant reading difficulties



## Screening for Risk and Monitoring

- Technically adequate screening measures that accurately predict risk for protracted reading difficulty are used to assign students to tiers of support.
- Progress is monitored over time and supports are adjusted to meet student needs.

## High Quality Instruction and Intervention in General Education

- Evidence-based core (Tier 1) literacy instruction that targets all major areas of literacy development and meets the needs of 80-85% of all students is provided.
- Supplemental (Tier 2) interventions are implemented with fidelity and provided to 15-20% of students identified for additional support on the basis of screening and diagnostic data.

## Identification

- Students who fail to adequately respond to high quality instruction and intervention in general education are eligible for targeted, intensive Tier 3 interventions.
- Identification mechanisms used locally may invoke additional resource access protocols.

## Intensive Intervention

- Systems utilize structures that permit and promote intensification (e.g., evidence for strength of intervention, dosage, alignment to need and content standards, attention to transfer, cognitive and behavioral support, individualization)
- Alterable variables of instruction are systematically adjusted during intervention to support student success and mastery of targeted skills and concepts.





# Questions?

# RESOURCES & NEXT STEPS

- **Contact us:**

- [NCILiteracy@gmail.com](mailto:NCILiteracy@gmail.com)

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# SESSION EVALUATION

PLEASE GIVE US YOUR FEEDBACK!

- Describe guiding principles of the National Center on Improving Literacy (NCIL)
- Share evidence-based products, services, and recommendations for instruction and intervention for struggling readers including students with dyslexia



