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

Priority 1
Yaacov Petscher
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 2
Hank Fien
Identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students

Priority 3
Sarah Sayko
Provide families of such students with information, and collaborate with parent training centers

Priority 4
Nancy J. Nelson & Scott K. Baker
Identify or develop evidence-based PD for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel

Priority 5
Jessica Turtura & Brian Gearin
Disseminate the products of the comprehensive center to regionally diverse SEAs, LEAs, regional educational agencies, and schools
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.
National Center on Improving Literacy

Translate
- Provide families with information to assist their children and collaborate with parent training and information and community parent resource centers funded by the Department of Education.
- Develop and deliver evidence-based professional development for school personnel.
- Identify evidence-based literacy instruction, assessments, strategies, and accommodations designed to meet the specific needs of students with disabilities.
- Develop and maintain an online repository of evidence-based screening, identification and instructional tools and resources.

Centralize
- Disseminate evidence-based resources to regionally diverse state and regional educational agencies, local education agencies, schools, and parents.

Localize
- Develop and coordinate local leadership and collaboration activities to effectively scale up evidence-based resources.

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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.
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

<table>
<thead>
<tr>
<th>Screen all students / Monitor progress</th>
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<tbody>
<tr>
<td>Provide differentiated reading instruction for all students based on assessments</td>
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<tr>
<td>Provide intensive, explicit and systematic instruction to Tier 2 and Tier 3 students on foundational reading skills in small groups</td>
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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 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
Your source for improving outcomes for students with literacy-related disabilities, including dyslexia.

Get Started
ASK AN EXPERT

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?
STATE OF DYSLEXIA

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

☑ HAS DYSLEXIA LEGISLATION
  REQUIREMENTS
  ○ Screening
  ○ Pre-service
  ○ In-service
  ○ Intervention
  ○ All of the above

☐ HAS LITERACY SIMR
Improving Literacy Briefs

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

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


**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

START
KID ZONE!

THE LITERACY PLAYGROUND FOR KIDS & FAMILIES

LISTEN
AUDIO & VIDEO BOOKS

PLAY
APPS & GAMES

READ
COMICS & BOOKS
NCIL LITERACY GAMES
NCIL Professional Development & Technical Assistance Services
TECHNICAL ASSISTANCE APPROACH

Universal  Targeted  Intensive
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

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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