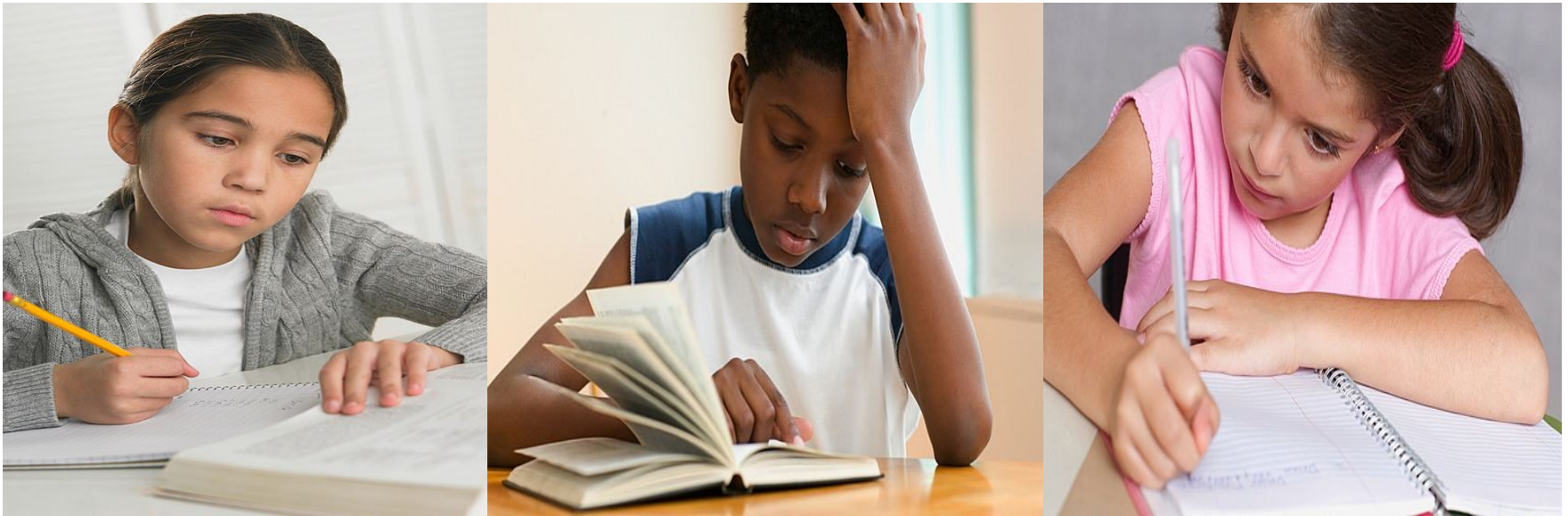


Response to Intervention: **EXHIBIT G**

A Comprehensive and Systemic Process for Preventing Reading Failure



Linda Dorn, PhD.

Professor, Reading Education, Director, Center for Literacy
University of Arkansas at Little Rock

Professional References



- Cortiella, C. (2009). *The State of Learning Disabilities*. New York, NY: National Center for Learning Disabilities.
- Dorn, L. & Henderson, S. (2010). A comprehensive intervention model: A systems approach to response to intervention. In M. Lipson & K. Wixson (Eds.). *Approaches to Response to Intervention: Evidence-based framework for preventing reading difficulties*, 88-120. Newark, DE: International Reading Association.
- Gersten, R. & Dimino, J. (2006). RtI (Response to Intervention): Rethinking special education for studying reading difficulties (yet again). *Reading Research Quarterly*, 41, 99-108.
- Gersten, R., Ruchs, L. S., Williams, J. P. & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71, 279-320.

Professional References



- Henderson, S. & Dorn, L. (2011). Supporting students who struggle with comprehension of text during literature discussion groups in grades 3-6. In R. L. McCormack & J. R. Paratore (Eds.). *After early intervention then what? Teaching struggling readers in grades 3 and beyond*, 137-161. Newark, DE: International Reading Association.
- Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B. A., Torgesen, J. K., Wood, F. B. et al. (2001). Rethinking learning disabilities. In C. E. Finn, Jr., R. A. J. Rotherham, & C. R. Hokanson, Jr. (Eds.), *Rethinking special education for a new century*, 259–287. Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Bethesda, ME: Author.

Professional References



- Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgenson, J. K. (2007). *Extensive reading interventions in grades K-3: From research.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Vellutino, F. R., Scanlon, D. M., Sipay, E.R., Small, S. G., Pratt, A., Chen, R., Y& Denckla, M. B. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88(4), 601-638.

Things to Think About



- 80-90% of children identified as LD are impaired in reading
- Many children in special education may be instructional casualties because they did not get adequate instruction prior to identification

Things to Think About



- Inappropriate reading instruction might lead children to practice inappropriate processing behaviors, which become very resistant to intervention.
- Therefore, these confused readers are ‘learning to be learning disabled with increasing severity as long as the appropriate responding continues’.

Prevention Versus Remediation



- Prevention programs are more effective than remediation and will significantly lower the number of older children identified with SLD. Researchers estimate that the number of students identified and found eligible for special education can be reduced up to 70% through early identification and prevention programs.

Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B. A., Torgesen, J. K., Wood, F. B. et al. (2001). Rethinking learning disabilities. In C. E. Finn, Jr., R. A. J. Rotherham, & C. R. Hokanson, Jr. (Eds.), *Rethinking special education for a new century* (pp. 259–287). Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute.

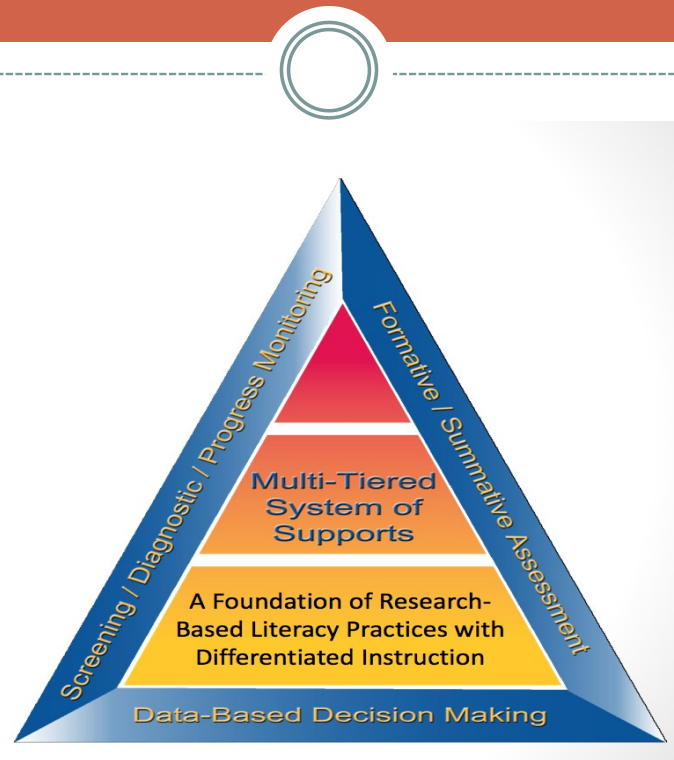
RtI – Systemic, Comprehensive, and Congruent



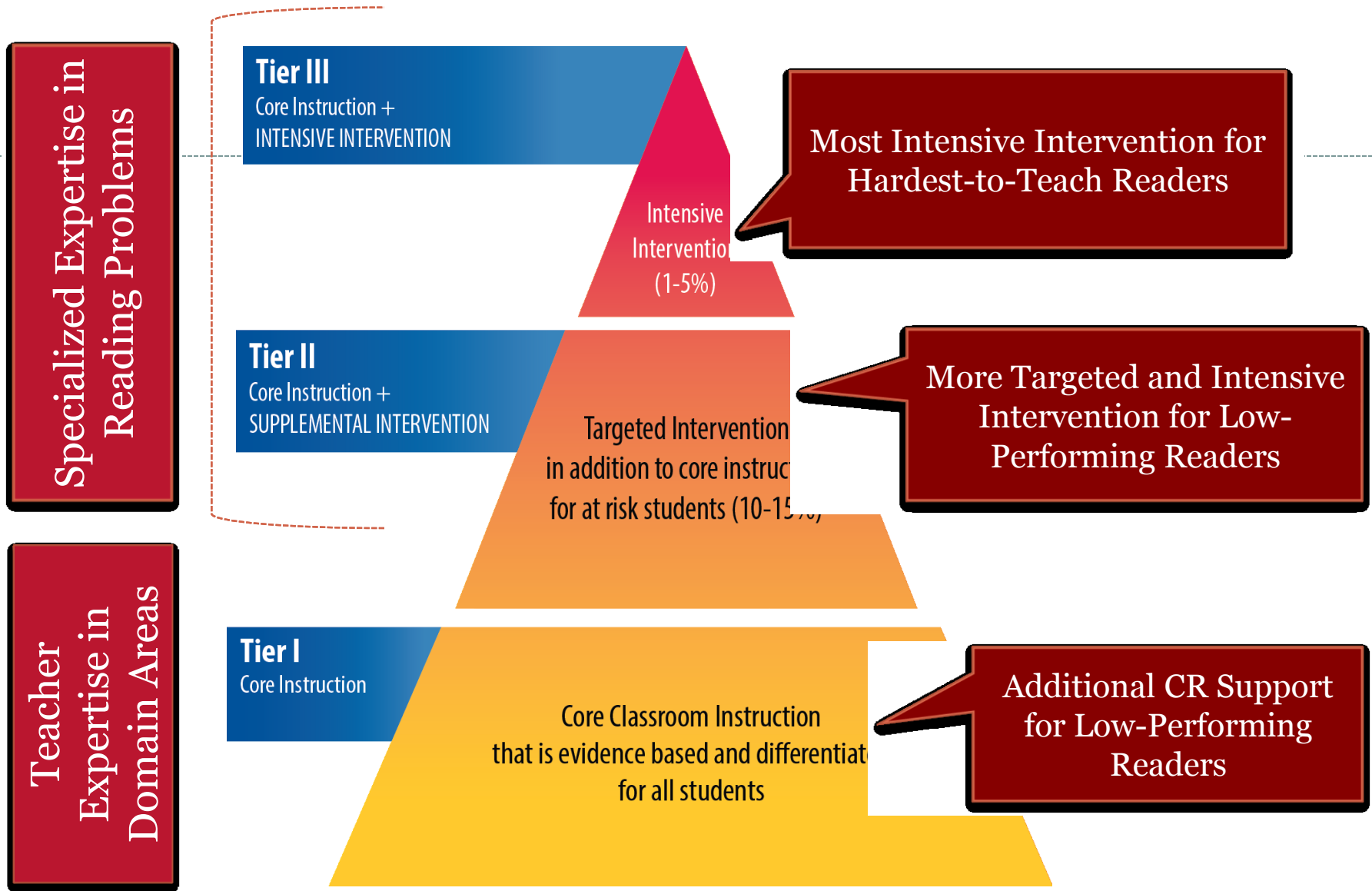
- RtI is a systemic and comprehensive process for supporting struggling readers across general education and special education programs.
- Curriculum congruency is especially important for children who are not responding to instruction.
- A collaborative, problem-solving, data-driven process requires classroom and specialty teachers to work together for student success.
- Strong leadership is essential for an effective implementation.

Multi-Tiered System of Supports Response to Intervention

Arkansas
Department of
Education



<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>



Multi-Tiered System of Coordinated and Research-Based Support

The RtI Framework



- Provides teachers with a consistent problem-solving framework for assessing students over time and making data-based instructional decisions
- Combines progress monitoring data and specific interventions, along with diagnostic information, to provide a clear, data-based profile of how well the student is responding to instruction.
- Uses three degrees of intensive and precision to meet the unique needs of struggling readers.

For Readers Slightly Below



- These students are almost at grade level and should be able to reach proficiency with additional support in the classroom.
 - Classroom teacher monitors student progress to determine if a more intensive intervention is needed.
 - Differentiated instruction includes scaffolding techniques for tailoring support for low-performing readers.
 - Literacy coaches can assist classroom teachers in implementing research-based practices for low-performing readers.
 - Additional support can be provided by trained tutors (e.g., AR Kids Read)

For Readers Well Below



- These students are considered at risk for reading failure and are placed immediately in a more intensive intervention, where their progress is systematically monitored.
 - Intervention is generally 30 minutes a day with a reading specialist or intervention specialist,
 - Evidence-based programs and research-based practices from USDE What Works Clearinghouse are proven effective.
 - Classroom teacher and specialist should consult at frequent intervals to determine progress across settings.

For Most Difficult-to-Remediate Readers



- These are the students for whom special education or some type of specialized intensive intervention may be appropriate.
 - Special education teachers should be trained in research-based methods for meeting the specialized needs of struggling readers.
 - Special education teacher and classroom teacher collaborate on ways to support student across both settings.
 - Progress is monitored at designated intervals.

Who is the Struggling Reader?



Gersten, Fuchs, Williams, & Baker. (2001). Teaching Reading Comprehension Strategies to Students with Learning Disabilities: A Review of Research. *Review of Educational Research*, 71, 279-320.

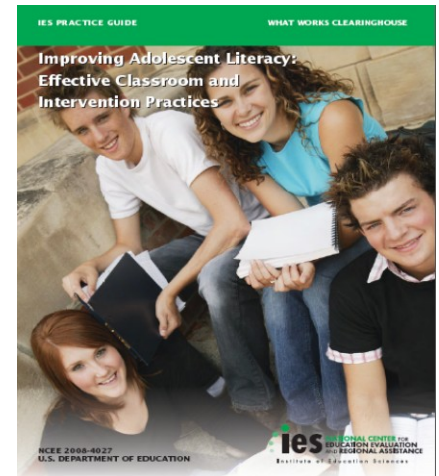
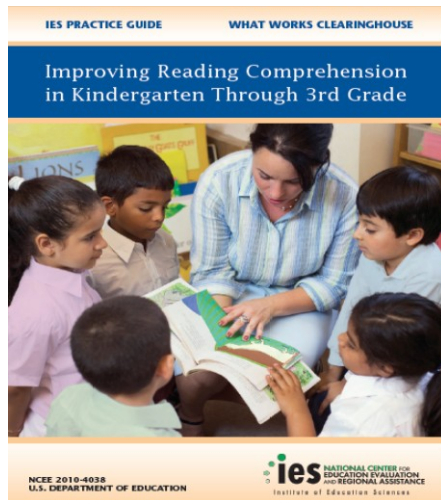
The Struggling Reader is . . .



one who has the necessary cognitive tools to be successful reader but has developed a breakdown in strategic processing and metacognition, and as a result is experiencing difficulty with controlling and managing cognitive resources in a reflective, purposeful way.

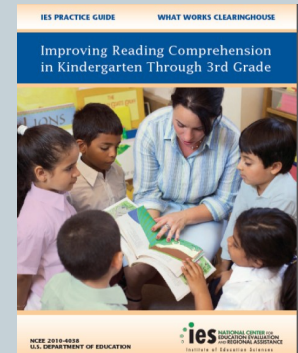
Resources for Research-Based and Evidence-Based Practices

USDE INSTITUTE OF EDUCATION SCIENCES (IES) WHAT WORKS CLEARINGHOUSE (WWC)



What Works Clearinghouse: Beginning Readers

- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S., Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.



Six Critical Skills for Reading



1. Word-level skills (phonemic awareness, word analysis strategies, sight word vocabulary, and practice to increase fluency while reading)
2. Vocabulary knowledge and oral language skills (strategies to build vocabulary and strengthen listening comprehension)
3. Broad conceptual knowledge (information-rich curriculum that develops students' background knowledge that is necessary for good reading comprehension)

Six Critical Skills for Reading



- 4. Comprehension strategies (cognitive strategies for problem-solving within texts)
- 5. Thinking and reasoning strategies (making inferences as text becomes more complex)
- 6. Motivation to understand and work toward academic goals (persistence and mental effort to stay engaged in a task)

Recommendations and Levels of Evidence

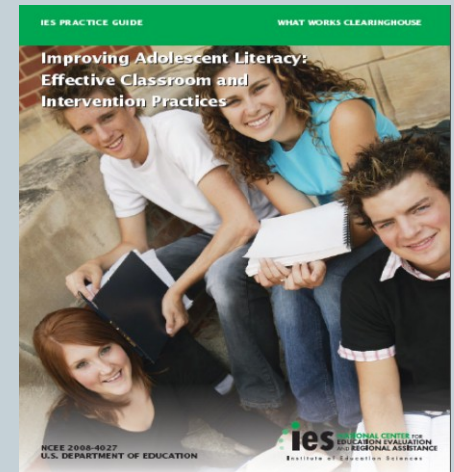


1. Teach students to use reading comprehension strategies. (Strong)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate)
3. Guide students through focused, high-quality discussion on the meaning of the text. (Minimal)
4. Select texts purposely to support comprehension development. (Minimal)
5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)

What Works Clearinghouse: Adolescent Readers



- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T. & Torgensen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE#2008-4027). Washington, DC: National Center for Education and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrived from <http://ies.edu.gov/ncee/wwc>.



Recommendations and Level of Evidence

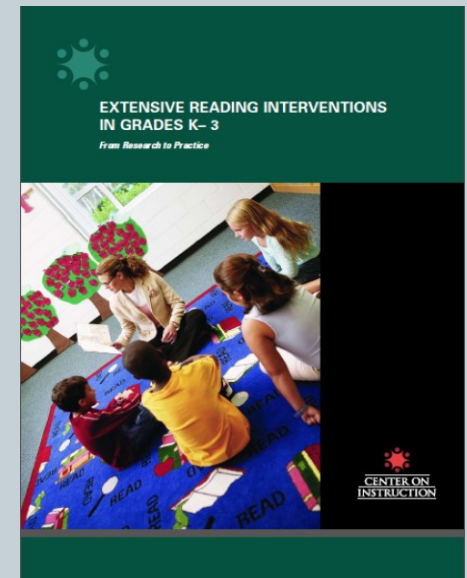


1. Provide explicit vocabulary instruction (Strong)
2. Provide direct and explicit comprehension strategy instruction (Strong)
3. Provide opportunities for extended discussion of text meaning and interpretation (Moderate)
4. Increase student motivation and engagement in literacy learning (Moderate)
5. Make available intensive and individualized interventions for struggling readers that can be delivered by trained specialists (Strong)

Research-Based Resource



- Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgenson, J. K. (2007). *Extensive reading interventions in grades K-3: From research.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.



Elements of Research-Based Interventions



- Phonological awareness, decoding, and word study
- Independent reading of progressively more difficult texts
- Writing exercises
- Engaging students in practicing comprehension while reading meaningful texts

Closing Thoughts on Reading Instruction



- Teachers must be experts in observing systematic changes over time in literacy behaviors that indicate cognitive changes.
- Teachers must understand how to adjust instruction to build on the student's current skills and knowledge, while providing degrees of scaffolding to keep the reader engaged in successful problem solving activity at a higher level.
- Dynamic assessment on literacy tasks provides a tool for studying how well a reader is learning from instruction.