

CIERA Principle #7

- **Addresses issues of enhancing the instructional experiences of children who are identified as having reading disabilities**

➤ **7. Children who are identified as having reading disabilities**

- **benefit from systematic instruction, but not at the cost of opportunities to engage in meaningful reading and writing. These children profit from the same sort of well-balanced instructional programs that benefit all children who are learning to read and write. These types of programs generally are characterized by intensive one-on-one or small group instruction, attention to both comprehension and word recognition processes, thoroughly individualized assessment and instructional planning, and extensive experiences with an array of texts.**

Who are we talking about? (Ala “Preventing Reading Difficulties”)

- **Only a few (2-4%) have intractable neurological malfunctions**
- **Hard to distinguish between specially labeled kids and those who are just not doing well in our schools.**
- **The common thread: Most are kids who do not respond well to instruction.**
- **When they get a rich and intensive diet of instructional support, they learn to read and**

Identification Issues

- **Interesting discussion of these issues in Preventing Reading Difficulties in Young Children**
- **Categorical versus dimensional approaches to defining disabilities**
 - **Categorical: you either are or are not disabled**
 - **Dimensional: Disposition or vulnerability derived from the interaction of many risk factors**
- **They opt for dimensional because they can find no neurological or medical bases for the distinction between categorized and non-**

When they get a rich and intensive diet of instructional support, they learn to read and write.

- **The work of Vellutino and Scanlon:**
- **Use rich and varied instruction as a diagnostic tool,**
- **on the premise that those who do not make progress in the face of rich instruction may truly be disabled.**
- **Result: Virtually all students, even those with the highest risk profiles, make excellent progress with quality instruction.**

Effective interventions include:

- greater instructional support within the classroom (e.g., additional personnel)
- special grouping practices that result in more reading and writing for every student
- tutoring or small group instruction in which trained professionals ensure mastery of fundamental skills and dramatically expanded reading and writing opportunities

Greater Instructional Support inside the classroom

- **Taylor, Pearson, Clark, & Walpole:**
- **In the most successful high-poverty, high-performance schools, instructional support**
- **Often accomplished by carefully planned collaborations among classroom teachers, special education teachers, Title I teachers, and ELL teachers.**

Grouping for increased time on key skills and opportunities to read and write

- **This is the hallmark of Success for All (which, in my view, comes at a high price, in terms of the structure of the program). But kids do gain more opportunity to learn**
- **Other approaches: When additional personnel “push into” the classroom, teachers can create more simultaneous small groups, which invariably leads to greater learning opportunity.**

Tutoring and Small Group Interventions

- **Credible evidence to support the value added of**
 - **Reading Recovery**
 - **Book Buddies**
 - **First Steps**
 - **Early Intervention in Reading**
 - **Right Start in Reading**
 - **Tutoring component of SFA**

What is it about these programs that adds value to learning?

- **Increased opportunity to engage in active cognitive processing of print**
 - **Compare normal classroom with RR in terms of time engaged with print**
 - **5-7 minutes versus 25-30 minutes per day**
- **Scaffolding (on line working through the process of applying skills to everyday reading)**
- **Feedback about the quality of work and effort**

When working with students who are at risk for failure to learn to read, we must be vigilant that we do not fall victim to “conspiracies of good intentions.”

The "Basic Skills" Conspiracy:

- First you have to get the words right and the facts straight before you can do the what-ifs and I wonder whats.
- Exacerbated by assessments that focus on low level skills
 - Kids in carefully evaluated programs are much more likely to experience a curriculum driven by an external assessment

The "Celebration" Conspiracy:

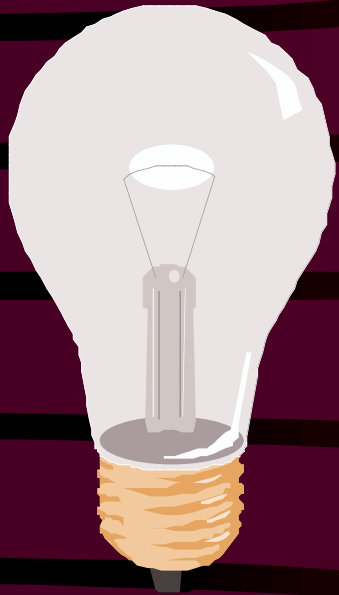
- The danger that in the process of celebrating the language and competencies that children do possess, we will fail to assist them in acquiring the discourses of power.

The "Prior Knowledge" Conspiracy

- Wishing that kids only had the knowledge they needed to learn what we want them to learn
- instead of realizing that
 - they are who they are,
 - they bring what they bring,
 - They know what they know
- and that the only question we can ask is,
 - “What do you know, and how can I capitalize on that.”

The Extra Help Conspiracy

- Kids are provided with a compensatory program that is nothing more than
- An exaggerated version of the same instruction that failed them in the first place
- “Down the Hall for Reading”
- Extra practice on the same old, same old, may not be what everyone needs.
- This is why teachers need a full tool box.



Working toward solutions

1. We need to see what happens when students

- participate in learning communities in which the central instructional goal is to help students learn how to build their own models of meaning
- To say that comprehension, even critical literacy, is the goal for all students is not to deny an important curricular place for phonemic awareness, phonics, sight words, or whatever
- It is, however, to say that skills must be put in their place--that they **ENABLE** reading, they do **NOT DEFINE** or **COMPRISE** reading
- **Keep your eye on the prize!**



3. Moving from research to a set of validated principles that are, truth be told, appropriate for all students.

Demonstration:

- Teachers can and should share the agonies and ecstasies of their own literacy development,
- letting kids in on their own trade secrets about how to approach the range of literacy tasks we provide in our curricula.
- Paris's "Making Thinking Public"

Scaffolding.

- Consider extensive scaffolding to help students complete authentic, and perhaps quite difficult,
- Some would see it as an alternative to decomposing the task the task into components
- I would be happy to see it as a complement to explicit instruction (coaching kids in how to apply new knowledge and skills while reading)

Student control.

- While we view the teacher as the curriculum leader in the classroom,
- students need opportunities to assume responsibility for their own literacy development
- by participating in
 - curriculum decision-making and
 - self-assessment.

Community.

- All children, especially struggling readers, should belong to a community of readers, writers, and learners --
- in which reading and writing are viewed and used as tools for
 - learning, enjoyment, and personal insight,
- in which they frequently read and write to, for, and with one another.
- This is where they learn that reading and writing are cultural tools that allow participation in a community.

Is there a special curriculum for struggling readers?

- **NOT** a different curriculum (same content, opportunities, and skills) **BUT...**
- **What differs is the**
 - intensity of the teaching,
 - the consistency of the support, and
 - the immediacy of the feedback
- **that can be provided when teachers work in tutoring and small group settings**



What's ahead for CIERA?

- Lots of studies focused on students predicted to at risk for failure to learn to read.
- Follow up to Taylor et al study of accomplished teachers and effective schools, working with ASPIRING schools.

The CIERA School Change Framework

**Improving early reading
achievement through school-based
collaboration and choice.**

Master Plan

School Change

Professional Development

School Reading Programs

Support for Building Leadership Team

Links to other CIERA Projects

Support for Principals

Classroom Instruction

Early Reading Interventions




Home/School/Community Connections

Other Resources & Websites

Support for External Facilitators

Other References, Reports, Texts, Articles, etc.

Project Goals

-  To improve the reading achievement of students in schools with high concentrations of poverty.
-  To facilitate the development of school-based programs by providing schools with research-based knowledge about effective instruction, school reform, and professional development.
-  To document the change elements that lead to improvement in reading achievement.



The End

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2. Curriculum and professional development in which cultural diversity

- is regarded as a resource rather than an instructional inconvenience.
 - KEEP
 - Luis Moll's community ethnography approach

Successful intervention strategies

- **I respond well to Slavin's categories: naturally readers, teachable readers, tutorable readers, and very resistant readers**
- **Tutoring**
- **Class size reduction**
- **Alternative grouping practices (small group interventions)**
- **Common characteristics**
 - **when all is said and done, quality instruction is what counts**
 - **the focus is on acceleration rather than remediation**

⌘ **Implications** (learning disabilities)

- ⌘ **be on guard for a conspiracy of good intentions**
- ⌘ **same mix of elements outlined above**
- ⌘ **nothing categorically different about the nature of the problem or the nature of the solutions**