

What Does Good Remediation Look Like? : Structured Literacy

Incidental Phonics is NOT Enough!



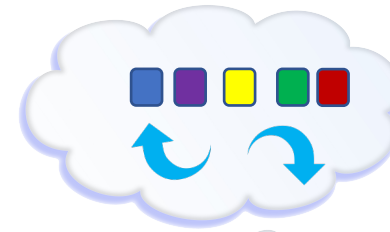
Phonics

map sounds to symbols



Phonemic Awareness

- hear sounds inside a spoken word
for instance sounds of c – a – t

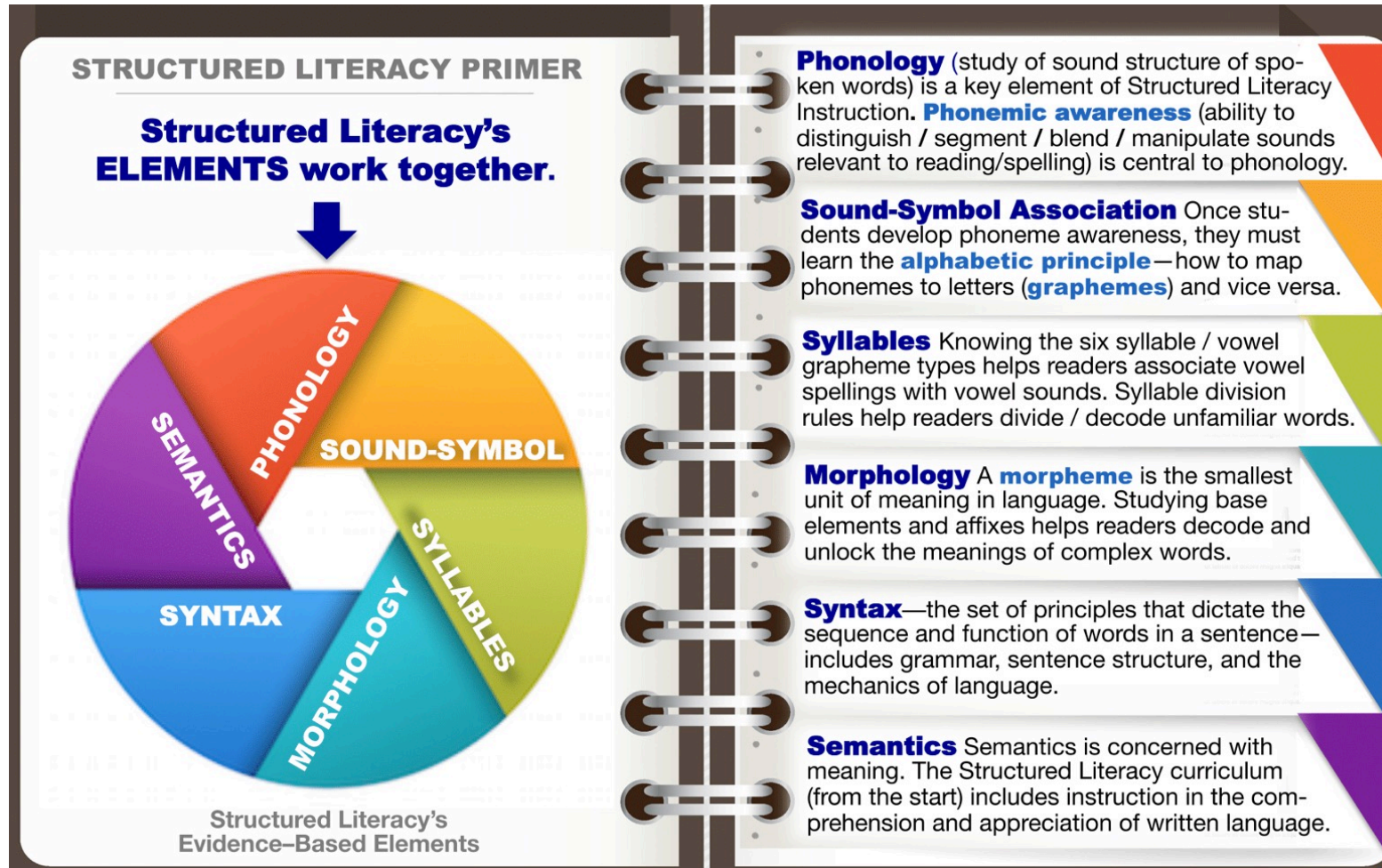


Phonological Awareness

- identifying and manipulating words, syllables, onsets, and rimes for fluent reading

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Read more
here:
<https://dyslexiaida.org/what-is-structured-literacy/>



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COMMON SYSTEMS:
Wilson, Barton, Sonday,
Slingerland, RAVE-O
All About Reading, Wired
for Reading, Language!

Entire video here:

<https://youtu.be/f9m56Ajp2Ok>

What Does Good Remediation Look Like? : Structured Literacy



Older students

See entire video
here:

[https://youtu.be/
ex3X3IoPqXg](https://youtu.be/ex3X3IoPqXg)
from Understood

Importance of Naming and Word Retrieval

Among dyslexic students, Dr. Maryann Wolf discovered the following difficulties that affect reading fluency:

- difficulty naming or retrieving words → slow and inaccurate reading
- ‘tip of the tongue’
- don’t call on students in class if their hand not raised – bullying, anxiety
- effects on class participation, test-taking, writing

A nice review
of Rapid
Automatized
Naming and
Reading
Fluency:
<http://ase.tufts.edu/crlr/documents/2012arop-rapidautomatizednaming.pdf>

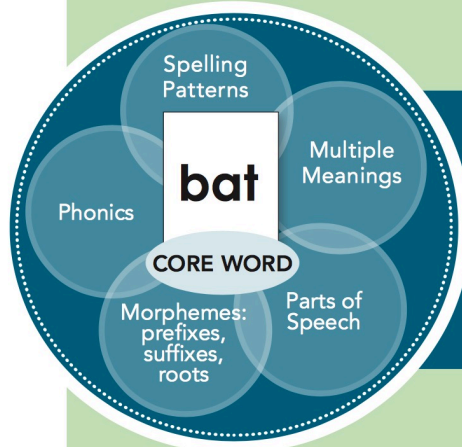
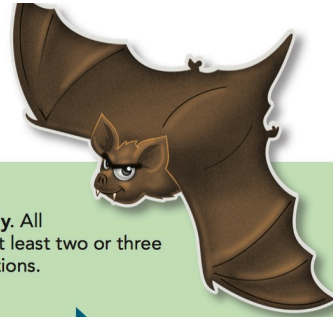
Double Deficit Dyslexia and the RAVE-O Curricula

When students know one word really well, they know 100!

The Sequence of a Unit

Introduce Core Words

Students learn Core Words and study them intensively. All Core Words have common letter patterns in English, at least two or three possible meanings, and at least two grammatical functions.



The more a student knows about a word, the faster the word can be decoded, retrieved, and comprehended. The following two pages demonstrate how students explore the word "bat."

IN-DEPTH WORD EXPLORATION

The Core Words become the foundation for learning many related words.

Through a series of hands-on activities, students learn how every Core Word is connected to **many associated words**. In this way, students learn a new approach to all words.



Explore Core Word

Sound-Symbol Correspondences

Review sounds:

/b/ /a/ /t/

Spelling

Examine word parts:

onset /b/

rime /at/



Word Meanings

Explore Multiple Meanings

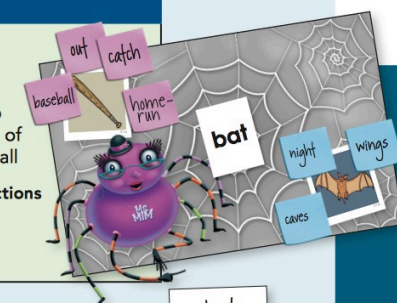
bat: small flying animal, club used to hit a ball; the action of using club to hit a ball

Explore Word Connections

bat (animal)

bat (club)

bat (action)



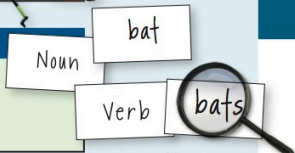
Grammar/Parts of Speech

Explore Multiple Meanings

identify nouns and verbs.

The bat flies at night. (noun)

Pat bats the ball. (verb)

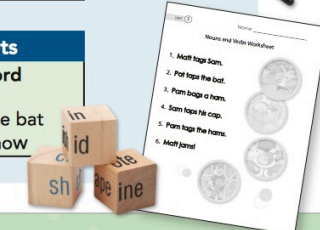


Prefixes, Suffixes, and Roots

Learn how affixes change word meanings.

bat (noun) + s = more than one bat

bat (verb) + s = bats the ball now



Could it be Auditory Processing? - Resistant Readers



If a student has significant auditory processing difficulties, slowing speaking down, accentuating word parts, and using picture cues may be helpful. Preferential seating at the front of classroom away from noises and in with a clear view of teacher's face. FM headsets or speakers may help some.

Slowly Pronounce
Exaggerate Sounds

“wo – *r* – ld”
or
“fam – *i* – ly”

Separate
Visually, Color

MULTISENSORY

Clap the Sounds



Tap fingers or tap
on arms

LIPS – requires additional
training – SPED teacher, SLP,
or workshop-trained tutor

Students with significant
auditory processing difficulties
may benefit by Lindamood LIPS



Could it be Auditory Processing? - Resistant Readers

Most dyslexic students don't need Lindamood LIPS – but it's helpful to know it exists for students with significant auditory processing problems



See entire video here:
https://youtu.be/U_Byg6oork8

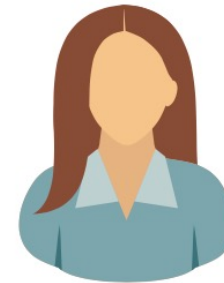
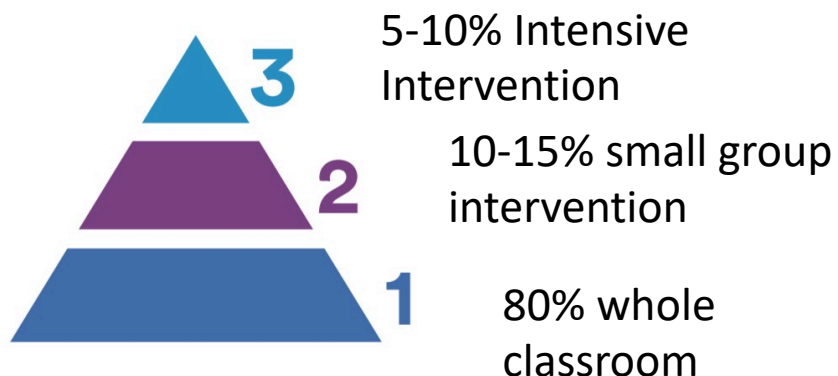
Who Gets Referred for More Intensive Remediation?



School Districts or Study Groups May Decide Programs and Referral Policies

Response to Intervention

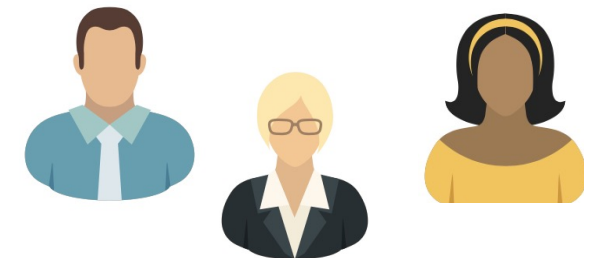
Over 70% of school districts use RTI



Struggling students can always appeal if they are not showing progress.



Parents may appeal decision and request additional or outside testing if student not making progress in class



IEP Team
Additional
Testing?

Here's an Example of Dyslexia Interventions in an RTI Framework

Tier I Dyslexia Supports	Tier II Dyslexia Supports	Tier III Dyslexia Supports
<p>All students receive Reading/ELA instruction through core classroom instruction (Tier I)</p> <p>Strategies which can be implemented at Tier I:</p> <p>Instruction in the six syllable types</p> <p>Word Sorts and Word Study Activities</p> <p>Morphological Awareness activities</p> <p>Resources:</p> <p>Florida Center for Reading Research (K-1) (2-3) (4-5)</p> <p>Vaughn Gross Center PK Primary Secondary</p> <p>Reading Rockets Primary</p>	<p>At Tier II, some students with dyslexia may need additional skills-based small group instruction to supplement the core reading instruction</p> <p>Strategies which can be implemented at Tier II:</p> <p>Use diagnostic screeners to identify specific skill weaknesses: (<i>phonemic awareness, phonics, fluency, reading comprehension, vocabulary</i>)</p> <p>Employ multi-sensory strategies to supplement Tier II small group instruction</p> <p>Provide targeted skills based practice opportunities in the area of weakness: phonemic awareness, phonics, fluency, reading comprehension, vocabulary</p> <p>Monitor progress using both norm-referenced and criterion-referenced assessments:</p> <p><i>Criterion-referenced (pre/post tests, unit/program assessments)</i></p> <p><i>Norm-referenced (DIBELS, AimsWeb)</i></p>	<p>At Tier III some students with dyslexia may need more intensive skills-based small group instruction in addition to the core reading instruction.</p> <p>District-Approved Tier III Dyslexia Intervention Resources:</p> <p>Wilson Reading System/Wilson Just Words (4th-12th)</p> <p>Neuhaus (Basic Language Skills) (K-5th)</p> <p>Esperanza (<i>Spanish</i>)(K-2nd)</p> <p>S.P.I.R.E. (Specialized Program Individualizing Reading Excellence) (1st-8th)</p> <p>RAVE-O (Reading through Automaticity, Vocabulary, Engagement, and Orthography) (1st-5th)</p> <p>Early Interventions in Reading/Intervenciones tempranas en la Lectura (<i>Spanish</i>)(K-2nd)</p> <p>Language! (Sopris West)(3rd-12th)</p> <p>REWARDS (Sopris West) (4th-12th)</p>

Specific thresholds for referral may exist, however students may also pursue outside tutoring if they don't qualify for Tier III.

Austin School District
For links and more:
<https://www.dyslexicadvantage.org/wp-content/uploads/2016/03/Dyslexia-RTI-Tiers-Austin.pdf>

BUT: RTI System Can Delay Dyslexic Students Receiving Appropriate Intervention

- Despite good intentions of RTI to identify LD students earlier and get them appropriate interventions, the largest survey of RTI schools (IES report) to date showed that **RTI DELAYS appropriate intervention** compared to non-RTI schools
- **Older students on IEPs particularly performed poorly in the RTI system**
- 20,000 students in 13 states

<https://www.edweek.org/ew/articles/2015/11/11/student-rti-practice-falls-short-of-promise.html>

Sch Psychol Q. 2009 June 1; 24(2): 130. doi:10.1037/a0016158.

Response to Intervention: Ready or Not? Or, From Wait-to-Fail to Watch-Them-Fail

Cecil R. Reynolds and
retired Texas A&M University

Sally E. Shaywitz

The Audrey G. Ratner Professor in Learning Development, Yale University School of Medicine, Co-Director, Yale Center for Dyslexia and Creativity

Teachers should be alert to the possibility that dyslexic students are not getting the interventions that they need.

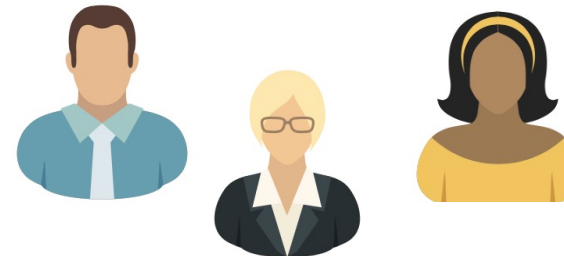
How To Help If Students Aren't Formally Identified



- Although studies suggest that early intensive remediation for dyslexic students is the most effective, if it's not possible, they will **still benefit from interventions that are provided more gradually over time.**
- Next week we'll be looking and reading-specific supports and strategies for dyslexic learners in the general classroom



- Consider talking to parents about getting **extra help** at home or **after school**, or **outside testing**
- Parents can request an independent educational evaluation (IEE) in public school



- Talk to the resource teacher and IEP team to see if **additional resources or testing** might be helpful



Our partner, Neurolearning recently developed a low cost dyslexia iPad-based screener for ages 7 and up. School discounts!

Week 3 Assignments

Take the multiple choice quiz.

1. Describe what you learned in the first slide. What are the extras provided in structured literacy. Explain the differences between phonemic awareness and phonological awareness.
2. Choose one of the videos and describe something that you learned or something that may have surprised you. Were there any students that came to mind when you watched the video?
3. What additional instruction is provided in Tiers 2 & 3 for reading? Can you think of some potential problems with dyslexic students not getting formally identified? How can these students be supported?