


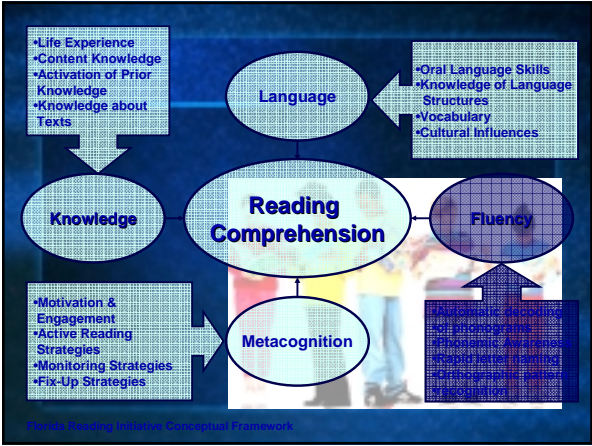
Improving Reading Instruction for Students with Disabilities

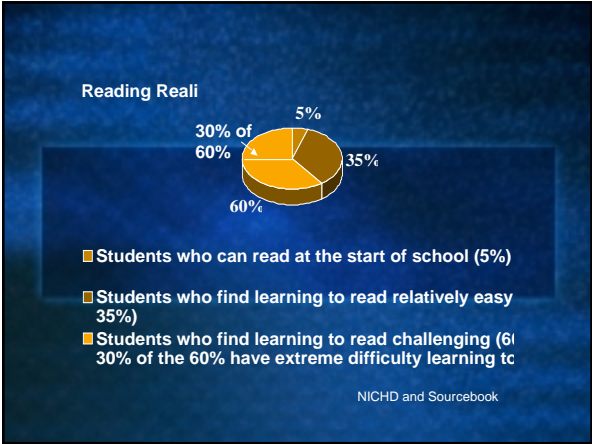
*The right methods, high quality teaching,
and good leadership*



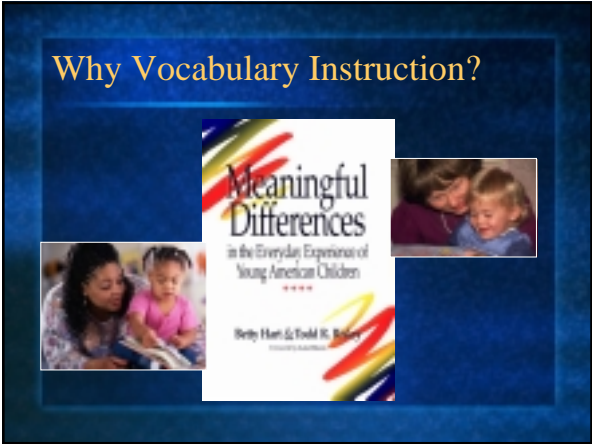
What Underlies Effective Reading?

- Fast efficient decoding
 - Rapid letter naming, orthographic pattern recognition, and elision
- Fluent reading of connected text
 - Not just accuracy and rate, but automatic recognition of individual words
- Vocabulary and morphological awareness
- Comprehension strategies that are effective
- Knowledge of text structure
- General knowledge base
- Motivation to read





- ### Observations of Special Education Teachers Revealed
- These areas of need:
 - Comprehension strategy instruction
 - Comprehension questioning
 - Vocabulary instruction that is meaningful
 - Applying decoding instruction to connected text
 - Structural analysis for multi-syllabic words
 - Integrating technology into instruction to support higher order skills and strategies



Why is Vocabulary Important?

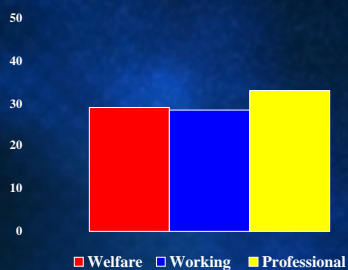
- Vocabulary knowledge, fluency, and comprehension skill are inextricably linked
- Many children living in poverty do not have adequate vocabulary knowledge or oral language abilities
- Children who do have well-developed oral language tend to outperform their peers, even when they lack competence in decoding

Longitudinal Study of Children and Families from:

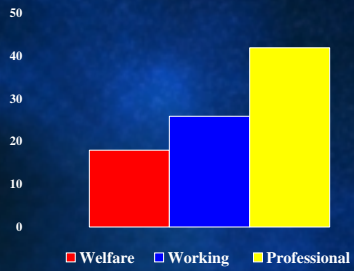
- Professional families
 - Working-class families
 - Families on welfare
- (Hart & Risley, 1995)



Number of Initiations Per Hour

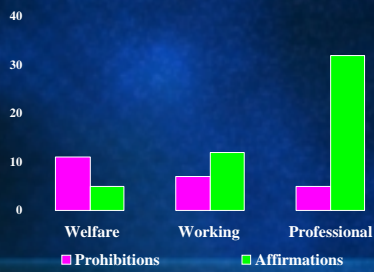


Number of Minutes of Interaction Per Hour



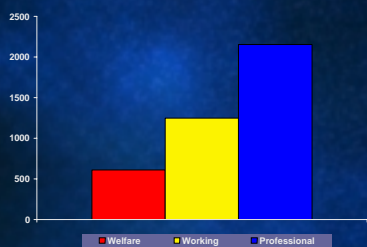
Differences in Quality of Interactions

Number of affirmations versus prohibitions per hour

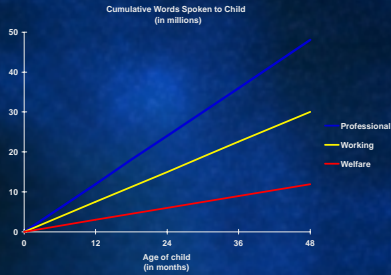


Words Spoken Per Hour to Child

Cumulative Words Per Hour



Cumulative Language Experiences



Effective Vocabulary Instruction

- Recognize the different levels of word knowledge
- Realize that there are different types of vocabulary
- Select those words that will enable students to become better users of the English language
- Employ methods that explicitly teach students the meanings of words
- Teach for generalization

Dazzling

Scrumptious

Aggravating

Effective Vocabulary Instruction

- First, realize that there are different levels of word knowledge:
 - Unknown: meaning is completely unfamiliar (gauge)
 - Acquainted: basic meaning is recognized, after some thought (yardstick)
 - Established: meaning is easily, rapidly, and automatically recognized (ruler)

Beck, McKeown, & Omanson, 1987

Effective Vocabulary Instruction

- Second, realize that there are different types of vocabulary
 - **Listening:** all the words a person hears and understands
 - **Speaking:** all the words a person uses in ordinary speech
 - **Reading:** the words in print that a person recognizes and is able to figure out
 - **Writing:** the words a person can use appropriately in his or her on writing

How many of you learned, from your school experience, that vocabulary instruction meant looking up new words in the dictionary and writing the definitions?

Dictionary Definitions



- Traditional dictionaries are not effective mechanisms for teaching vocabulary
 - Studies of vocabulary growth where students look up dictionary definitions and use words in a sentence have found...
 - ✓ 63% of the students' sentences were judged to be "odd" (Miller & Gildea, 1985)
 - ✓ 60% of students' responses were unacceptable (McKeown, 1991, 1993)
 - ✓ Students frequently interpreted one or two words from a definition as the entire meaning (Scott & Nagy, 1989)

Problems with Dictionary Definitions: An Example

- In a typical dictionary, usurp is defined as to take without right.
 - These are two odd sentences that a student generated as a result:
 - The blue chair was usurped from the room.
 - The thief tried to usurp the money from the safe.

Effective Vocabulary Instruction

- Student dictionaries, such as COBUILD English Dictionary (Harper Collins), can be more helpful in explaining words to students.
- How usurp is defined in Co-Builder
 - If you say that someone usurps a job, role, title or position, you mean that they take it from someone when they have no right to do this

Effective Vocabulary Instruction

- Website that students can access to learn more about words.
<http://aolsvc.merriam-webster.aol.com/wordcentral-aol.htm>

Effective Vocabulary Instruction

- Selecting the right words to teach
 - Choose words that ...
 - can be connected to what students know
 - can be explained with words students know
 - will be useful and interesting to students

convincing
omniscient
beneficiary

Effective Vocabulary Instruction

- Different types of words
 - **Tier One:** probably know already (e.g., *pretty, kind*)
 - **Tier Two:** high-frequency words for mature language users (e.g., *benevolent, mention, occurrence*)
 - **Tier Three:** lower frequency, content-specific, and best learned in the content area (e.g., *photosynthesis, parallel*)

Which are the Tier Two Words?

- “Duck stopped. In all the exciting confusion, he had failed to notice the blue bird kicking their egg.” (*Duck & Goose, Hills*)
- “And afraid of a disaster, Ms. Clavel ran fast and faster.” (*Madeline, Bemelman*)

Voyager, 2004

Teachers Who Provide Strong Vocabulary Instruction. ..

- use tier two words and actively teach students about their meanings
- teach a few words at a time, and teach them deeply
- use effective strategies to explicitly teach vocabulary
- actively teach for generalization

A Few Good Strategies

Text Talk Strategy

- Step One: Read (and discuss) the story with your students.
- Step Two: Introduce the targeted words one at a time.
 - In the story, Stellaluna and her mother lived in a warm and sultry forest far, far away. Sultry is one of our three words from the story.
- Step Three: Ask students to repeat the word.
 - Let's all say the word sultry. How many parts do you hear in this word? What is the first part?

Text Talk Strategy cont.

- Step Four: Introduce your student-friendly definition.
 - Can you come up with a student friendly definition?
- Step Five: Share examples of the word in contexts that are different from the context in the story.
 - When I think of the word sultry, I think of a
- Step Six: Engage students in thinking about and using the meaning of the word.
 - Can you think of a place or thing that would be sultry?

Text Talk Strategy cont.

- Step Seven: Ask students to repeat the word again to reinforce its phonological representation.
 - Let's all say the word sultry by stretching it: s-u-l-t-r-y. When y is on the end of word, what sound does it often make?
- Step Eight: Create activities where students are required to interact with the targeted words.
 - I am going to say some places. If they are hot, say "sultry." If they are not, say "no way!"
 - Underwater
 - Jungle
 - Florida
 - Alaska

Teaching for Generalization

Strategies for Generalization

- Model using *the new* words in your own spoken and written language
- Use the new words combined with old words
- Incorporate new words in your daily message
- Require students to create a personal dictionary or word box with word meanings and sample sentences

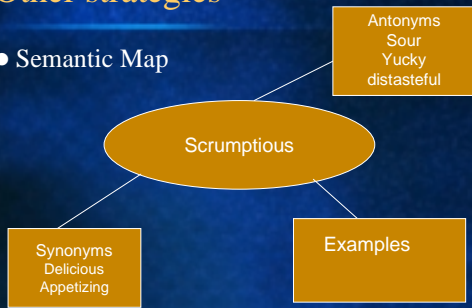
Strategies for Generalization

- Encourage students to use new words in their writing
- Ask students to share when they have a “new word sighting”
- Any other fun ways to use new words?

Examples of Other Vocabulary Strategies

Other strategies

- Semantic Map

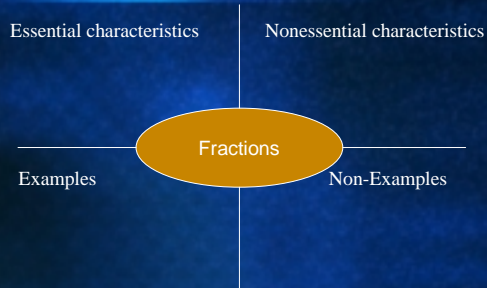


Keyword method

- Identify an acoustically similar word for the key word.
Truculent -- choose the word truck.
The keyword should be familiar and sound like an important part of the word. It should be easy to picture in your mind.
- Draw an interactive picture.
Students relate the keyword to the unfamiliar word by visualizing them interacting. Example: A mad, aggressive truck driver
- Define the word through prompting.
Think of the keyword
Think of the picture
Remember what was happening in the picture
Retrieve the answer

Mastropieri & Scruggs

Frayer Model



Questions?
See resource handout for more information

Teaching Comprehension Strategies

Skills* that are explicitly taught to improve comprehension

- Main idea
- Author's Purpose
- Fact/Opinion
- Compare/Contrast
- Story Elements or Story Grammar
- Cause and Effect
- Using information for a variety of purposes

* These are skills also included in most state assessments

What are the key strategies that support learning these skills?

1. **Preparational strategies**
Using prior knowledge, setting purpose, previewing, predicting
2. **Organizational strategies**
Identifying main idea, summarization, understanding text structure
3. **Elaboration Strategies**
Questioning, making inferences, visualizing
4. **Metacognitive Strategies**
Regulating, checking and repairing (usually accomplished through self-questioning)

When should strategy instruction occur?

- As early as children interact with text
- during read alouds, focus on comprehension through effective questioning
 - by working at the listening comprehension level it is easier for them to focus on meaning (true also for very poor readers)
 - as reading develops the gap between listening comprehension and reading closes
 - It is taught as a separate lesson to learn a strategy using simple examples and practiced during reading activities
 - It continues throughout schooling

Comprehension Strategy Instruction

- Some questions for teachers to consider:
 - What are the general comprehension needs of their students?
 - What strategies could the students learn to overcome or minimize needs?
 - What tools are you using to teach the strategy?
 - Do the students have the skills needed to use the strategy?

Summarization as an example

- How would you know if students in your class needed to work on summarization?
- What materials would you use to teach summarization initially? What criteria would you use for materials selection?

Summarization as an Example

- What are the subskills students need to have mastered in order to summarize?
 - Examine the following text and write a sentence or two saying what it is mainly about. Then, write a five sentence summary.

Summarization Strategy

- Delete unnecessary material
- Delete redundant material
- Compose a word to replace a list of items
- Compose a word to replace individual parts of an action
- Select a topic sentence
- Invent a topic sentence if one is not available

McNeil & Donant (1982)

Steps for Teaching Summarization or any Strategy

- Teaching routines for strategy instruction:
 - Explicit description of strategy; when and how it should be used
 - Teacher and or student modeling of strategy in action-- thinking aloud
 - Collaborative use of the strategy in action
 - Guided practice with gradual release of responsibility
 - Independent use of the strategy

Role of Questioning in Comprehension

- Questions develop concepts, build background, clarify and lead students to higher order thinking
- The types of questions teachers ask matter in students' perceptions of text
 - If students receive a steady diet of factual questions, they tend, in future encounters with text, to focus their efforts on factual details
 - When students experience questions that require them to connect information in the text to their knowledge base, they develop more integrative behavior

Role of Questioning in Comprehension

- Questioning Guidelines
 - Plan them - Use the CROWD strategy, before, during or after reading question cards, questions that are specific to Bloom's taxonomy posted on charts or rings
 - Place appropriately within the passage
 - Ask different types of questions for different purposes and levels of comprehension
 - Teach students how to recognize different types of questions and respond
 - Ask with intent to listen actively to their responses
 - Provide a warm and supportive environment
 - Help students ask their own questions about the text

Environments that support strategy instruction

- What does a supportive classroom environment for strategy instruction look like?
 - Students spend considerable time reading
 - Experiences reading real text for real reasons
 - Experiences with a range of text genres
 - Texts that they can easily and rapidly decode, or read to them, or use text to speech software
 - A steady diet of high quality talk about text that involves teacher to student and student to student talk about text
 - Explicit instruction in comprehension described earlier

What are some challenges teachers will encounter in helping students with disabilities to become more strategic?

Potential Challenges

- Do not always have appropriate texts available to them
- Find it difficult to incorporate interesting texts into their curriculum
- Struggle when students cannot respond to questions
- Stumped about how to motivate students to participate in strategy instruction
- Not aware of how explicit and systematic strategy instruction must be
- Lack mental models of what effective comprehension instruction looks like

What are the Strategies for Improving Reading Instruction?

Maximize Time in Reading

- What are the practices of engaging special and general education teachers?
 - Instruction is cohesive, intensive, deliberate, flexible, and incorporates students ideas and thoughts
 - Responsive to student needs
 - Classroom climate is warm and supportive
 - Student autonomy is encouraged and fostered even within the confines of very teacher-directed instruction

Maximize Time in Reading

- What are the engagement practices of schools that beat the odds in reading achievement?
 - Schools have large blocks of protected time for reading
 - Instructional and non-instructional personnel are allocated in ways that provide support to weakest readers
 - Procedures for seeing that new students or struggling students get intensive instruction right away

Quality School Wide Programs

- The curriculum and the topics it covers can influence both student achievement and teacher practice
- Planned interventions are in place to assist students
 - See What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/reports/beginning_reading/

Assessing Performance and Ensuring Accountability

- The administrators and teachers collect and attend to assessment data to inform and improve instruction
 - When asked how teachers in one high performing school were held accountable, one teacher remarked:
 - *Your scores always come up in evaluations, you're always discussing the data, not only you and your team members but you and your administration as well. . . [There is some understanding that scores are affected by] the standards and the conditions the students live in as well. So data and the students lives are always being discussed between administration and teachers, as well as the paraprofessionals and reading coach. They are looking at the scores and not saying you're a bad teacher because your scores are low. But they always take into account the growth.*

Quality Professional Development

- Coherence of learning opportunities
 - Aligned with school wide and district goals
 - Learning opportunities fit with teachers' instructional goals
 - Builds on prior knowledge and skills
 - Fits within school wide curriculum

Garet, Porter, Desimone, Birman & Yoon, 2001; Grant, Peterson, & Shojgreen-Downer, 1996

Quality Professional Development: Coherence

- When asked, how do you ensure that the different professional development opportunities you provide align with school wide efforts to improve reading?

- *It's outlined in our school improvement plan. The reading literacy team along with my administration would look at our current data, and we would see where our weak areas are, or where the majority of our kids have a weak area. If we think it is fluency or if we think it's vocabulary or something else holding them back than that would be our focus. . . then we would create that focus throughout the school year in our professional development.*

Quality Professional Development

- Content focused
 - provides opportunities to learn about the curriculum
 - helps improve teachers' knowledge of content, content specific pedagogy, and how students acquire content
- Promotes active learning

Baker & Smith, 1999; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman & Yoon, 2001; Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003

Quality Professional Development

- Promotes active learning on four dimensions:
 - observing and being observed teaching,
 - planning classroom implementation,
 - presenting in and leading staff development efforts, and . . .
 - analyzing and reviewing student work

Achinstein & Villar, 2002; Baker & Smith, 1999; Garet, Porter, Desimone, Birman & Yoon, 2001

Quality Professional Development

- Extended over a period of time
- Student data drives the effort
- Collaborative and reflective
 - Teams of teachers working together to talk about implementation and reflect on how students are improving

Baker & Smith, 1999; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman & Yoon, 2001; Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003

Questions for Reflection

- How are your schools currently enacting these principles of effective professional development?
- How are special education teachers being included in these efforts? Do they have well-defined roles?
- What is your role, as a special education director, in these efforts?
