

Catch them before they fall: Early Identification and Intervention to Prevent Reading Failure in Young Children

Dr. Joseph K. Torgesen
Florida Center for Reading Research at
Florida State University



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In order to effectively prevent early reading difficulties, we need to apply two kinds of knowledge

From the "science of reading"

From effective schools

Information about the *individual* components of instruction and assessment that are most effective in raising literacy levels

Information about leadership, organizational, and classroom practices that are most effective in raising literacy levels

Understanding, and Motivation to Apply

A central problem in reading instruction arises, not from the absolute level of children's preparation for learning to read, but from the diversity in their levels of preparation

(Olson, 1998)

Diversity in Preparation and Ability for Learning to Read

1 100

Diversity of Educational Response

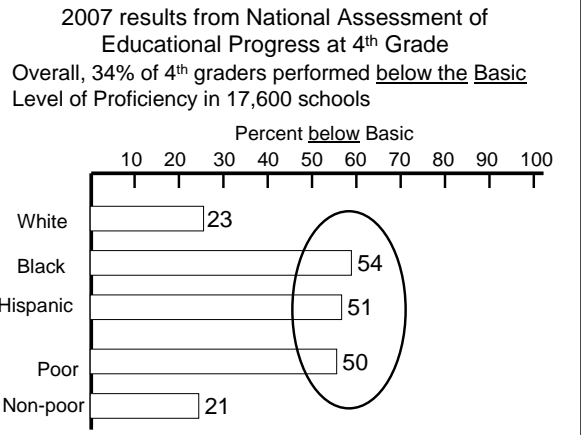
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Two important sources of diversity

1. Diversity in talent, or inherent abilities, for learning
Learning disabilities -- Dyslexia
Low general intelligence
2. Diversity in pre-school preparation, and family supports for learning to read
Poverty
Language status

Three important kinds of diversity

1. Diversity in the broad verbal and cognitive abilities required for the comprehension of language
2. Diversity in the specific verbal/linguistic abilities required for learning to read printed words accurately and fluently
3. Diversity in the motivational/behavioral attitudes and habits required for learning in school



When there is great diversity among students in their talent and preparation for learning to read...

little variation in teaching will always result in *great* variation in student learning.

Elements of a school level plan to provide reading instruction that is sufficiently powerful and adaptive to teach all students to read

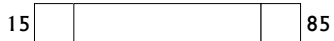
The prevention of reading difficulties: three areas we must become stronger each year

1. Increase the quality, consistency, and reach of instruction in every K-3 classroom

Diversity in Preparation and Ability for Learning to Read



Diversity of Educational Response



The prevention of reading difficulties: three areas we must become stronger each year

1. Increase the quality, consistency, and reach of instruction in every K-3 classroom
2. Conduct timely and valid assessments of reading growth to identify struggling readers. Use this data to improve school level and instructional planning
3. Provide more intensive interventions to help struggling readers “catch up” to grade level standards in each grade K-3.

Lessons learned from the Kennewick, Washington school district:

Located in southeastern Washington

Has about 15,000 students – 13 elementary schools, four middle schools, and 3 high schools

25% of students are ethnic minorities, and 48% elementary school students qualify for free or reduced price lunch

Lessons learned from the Kennewick, Washington school district:

In 1995, the school board in Kennewick challenged the elementary schools to have 90% of their students at grade level in reading by the end of third grade –within 3 years

The primary responsibility for accomplishing this was assigned to the school principals

Lessons learned from the Kennewick, Washington school district:

From David Montague, a principal:

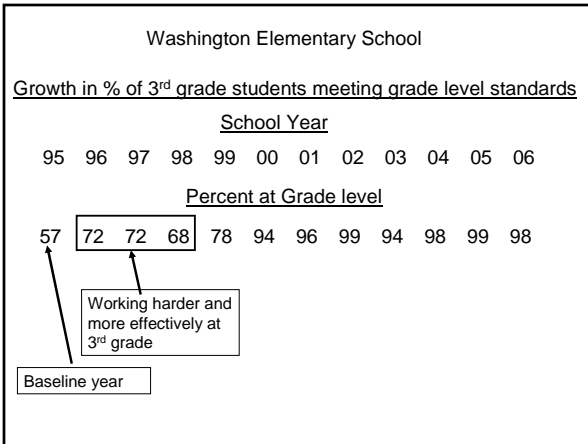
“We thought the board and the superintendent were crazy...I saw in the White Paper that elementary principals were responsible, and said ‘Why don’t they come down to our building and see the kids that come to our school?’ I mean, our kindergarten kids seem to enter school every year with lower skills...”

The District passed a bond that provided a district reading teacher for each school, and began to hold public meetings at a different elementary school every two weeks. They also began training principals in what strong instruction looked like...

"After that, the whining died down. The goal started to grow legs...."

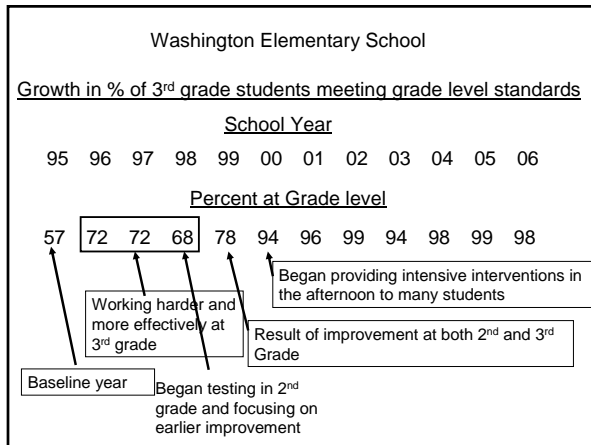
At the schools...

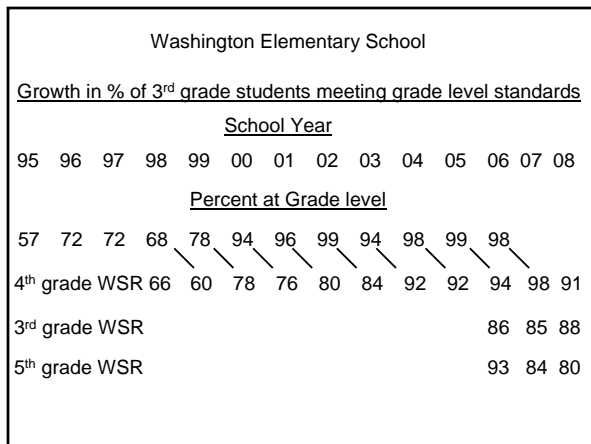
"We began to have serious staff meetings...we beganlooking at the test data to see how far behind some of our kids were. It was the first time Washington had ever had such precise data. In the fall of 1995, 23% of our 3rd graders were reading at second grade level and 41% of our 3rd graders were reading at a kindergarten or 1st grade level.



From the Principal:

"By the 3rd year, we had exhausted our work-harder-at-third-grade strategy...More of the catch-up gain had to be made at second and first grade. Our first-and second-grade teachers realized that they had to become more accountable for their students' learning. Even our kindergarten teachers, who had spent most of their class time on social activities, began the transition to teaching phonemic awareness along with letter and sound recognition."





Washington Elementary School

School Characteristics
55% Free/reduced lunch
28% Minority
85% Stability

Teaching Staff
2 half-day kindergarten teachers
3 classroom teachers each in 1-5
1 District Reading Specialist
3 Title I Teachers
1.5 Resource room/special ed teachers
1 PE teacher
1 librarian, 1 Librarian secretary
3 Specials teachers
9 paraprofessionals

Washington Elementary School

How they get additional instructional power in first grade

During the Morning Reading Block
Small group reading during 1st hour of the day
It puts 13 adults with 75 students during the first hour in first grade
Struggling students get 1:3 with most skilled instructor
Advanced students get 1:7 ratios with paras and others

In the afternoon
Many students get additional small group or 1:1 instruction time as interventions

Washington Elementary School

The reading block for 3 first grade classrooms

1st hour (8:45-9:45)

Small group instruction
3 classroom teachers
1 District Reading Teacher
2 Title I teachers
Specials teacher
PE teacher
6 paraprofessionals

The bell rings at 8:35 a.m. and a new school day begins in Stephanie Walton's first -grade classroom..

After the flag salute and lunch count, her 22 students swiftly break into six small groups for the first hour of the morning reading block.

Three students go to the district reading specialist, three to the Title 1 teacher, while four head next door to learn with other students of their ability level. The teacher in the neighboring classroom sends over three of her students, and they take their places with three of Stephanie's students.

In the back of the room, seven students gather for direct instruction with a para-educator who follows Stephanie's lesson plan as is within her listening range.

In the hall, two students join a small reading group with the P.E. teacher.

Washington Elementary School

The reading block for 3 first grade classrooms

1st hour (8:45-9:45)

2nd hour (9:45-10:45)

Small group instruction

Whole group instruction

3 classroom teachers

1 District Reading Teacher

2 Title I teachers

2nd hour (9:45-10:45)

Specials teacher

PE teacher

6 paraprofessionals

Also, during the second hour, paras, Title 1, and others work in small groups with 2nd-5th grades

In the afternoon, many students are provided an additional 40-90 minutes of intervention

Targeted Accelerated Growth

The TAG Loop

1. Diagnostic Testing
2. Proportional increases in direct instructional time
3. Teaching to the deficient sub-skill
4. Retesting to be sure the skill has been learned

From David Motague

"By the fifth year, I was convinced high performance reading was about more time and better use of that time. Students who were behind needed more direct instruction. Some of them started getting 60 to 90 minutes extra each day for a total of 180 to 210 minutes a day. We spent that time on the sub-skills they hadn't mastered."

Principals and many teachers at these schools saw the direct connection between increasing instructional time and increasing reading growth. Students who were a little behind needed a little more instructional time. Students who were a lot behind needed a lot more time." P. 38.

"Growth is directly proportionate to the quality and quantity of instructional time. When we looked at our data student by student, we saw a painful fact with painful clarity. Most students who start behind stay behind. Time-starved reading programs that rely on sudden growth bursts from extraordinary instruction rarely move students from the 5th-30th percentiles up to grade level." P. 48

"Catch-up growth is driven primarily by proportional increases in direct instructional time. Catch-up growth is so difficult to achieve that it can be the product only of quality instruction in great quantity."

Teacher quality x time = growth

"Quantity of instructional time can be doubled or tripled in a semester. Quality of instructional time cannot. Improving quality occurs over extended periods of time, at different rates for different teachers in the same school, as a constant process of arduous, intelligent labor.

- Teacher quality (1) x time (1) = growth (1)
- Teacher quality (1) x time (2) = growth (2)
- Teacher quality (1) x time (3) = growth (3)

Teacher quality x time = growth

“This is why the primary and immediate strategy for catch-up growth is proportional increase in direct instructional time.

Catch-up growth rarely occurs unless principals and teachers have good data, know each student’s learning needs, and schedule proportional increases in direct instructional time.”

School	% FR Lunch	% at Grade Level, 2003	1 st Grade Reading Block	1 st Grade Interventions	2 nd Grade Reading Block	2 nd Grade Interventions	3 rd Grade Reading Block	3 rd Grade Interventions
Canyon V.	38	90	195	25	135	24	150	32
Westgate	80	76	120	79	120	55	120	67
Cascade	35	96	120	51	120	55	120	55
Hawthorne	60	92	120	56	120	33	120	51
Amistad	76	65	120	25	140	27	125	33
Ridge View	23	90	120	51	120	34	90	42
Southgate	20	93	120	34	120	29	120	33
Washington	54	94	120	24	120	28	120	43
Vista	50	95	120	10	120	25	120	40
Lincoln	41	99	120	17	120	27	120	30
Sunset View	9	95	74	45	105	27	73	23

ANNUAL
GROWTH

FOR ALL STUDENTS,

CATCH-UP
GROWTH

FOR THOSE WHO
ARE BEHIND

Lynn Fielding Nancy Kerr Paul Rosier

To Order:

New Foundation Press

Phone: 509-783-2139

FAX: 509-783-5237

Annual Growth for All Students, Catch-up growth for those who are behind

Fielding, Kerr, Rosier

Evidence from another school that we can do substantially better than ever before

School Characteristics:

70% Free and Reduced Lunch (going up each year)

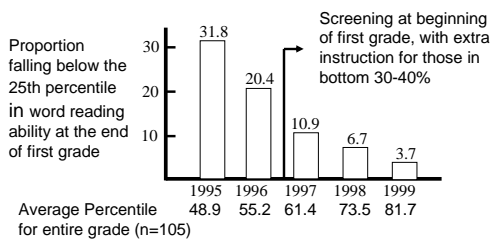
65% minority (mostly African-American)

Elements of Curriculum Change:

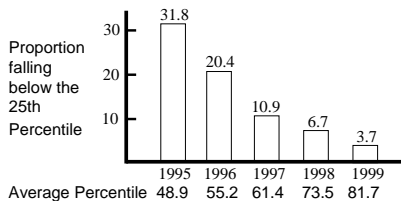
Movement to a more balanced reading curriculum beginning in 1994-1995 school year (incomplete implementation) for K-2, then improved implementation in 1995-1996

Implementation in Fall of 1996 of screening and more intensive small group instruction for at-risk students

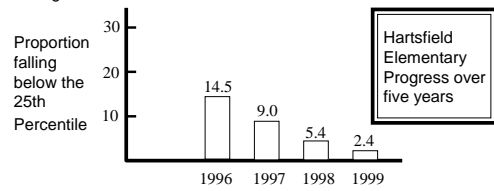
Hartsfield Elementary Progress over five years

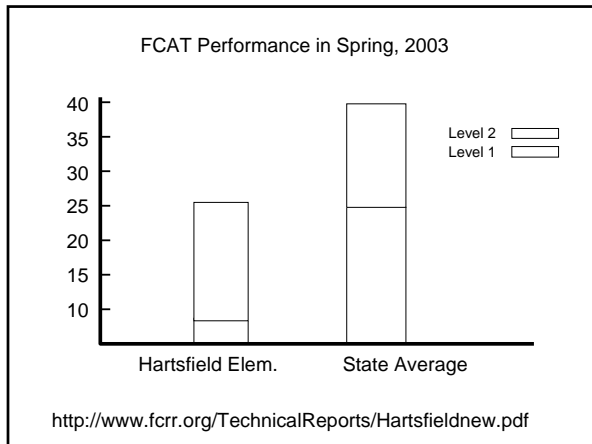


King, R. & Torgesen, J.K. (2006). Improving the effectiveness of reading instruction in one elementary school: A description of the process. In Blaustein, P. & Lyon, R. (Eds.) *It Doesn't Have to be This Way*. Lanham, MD: Scarecrow Press, Inc.



Average Percentile 48.9 55.2 61.4 73.5 81.7





5 Points of maximum leverage to prevent the emergence of reading difficulties in grades K-3

1. Invest in a quality core reading program and provide sufficient support and training that teachers know how to use it effectively

REVIEWING A READING PROGRAM
Professional Development Module
FACILITATOR'S GUIDE


CENTER ON INSTRUCTION

Reviewing a Reading Program: Professional Development Module

To download:
Type *Center on Instruction* in google
Go to Center on Instruction Website
Select "Reading"
Scroll to find resource

5 Points of maximum leverage to prevent the emergence of reading difficulties in grades K-3

1. Invest in a quality core reading program and provide sufficient support and training that teachers know how to use it effectively
2. Help principals learn to do effective classroom walkthroughs



Principal's Reading Walk-Through:
K-3


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5 Points of maximum leverage to prevent the emergence of reading difficulties in grades K-3

1. Invest in a quality core reading program and provide sufficient support and training that teachers know how to use it effectively
2. Help principals learn to do effective classroom walkthroughs
3. Support, train, and insist, that regular classroom teachers provide differentiated instruction in small groups for part of the reading instruction block


Go to the FCRR website (www.fcrr.org)


Go to the section for administrators, and look in the Curriculum and Instruction section



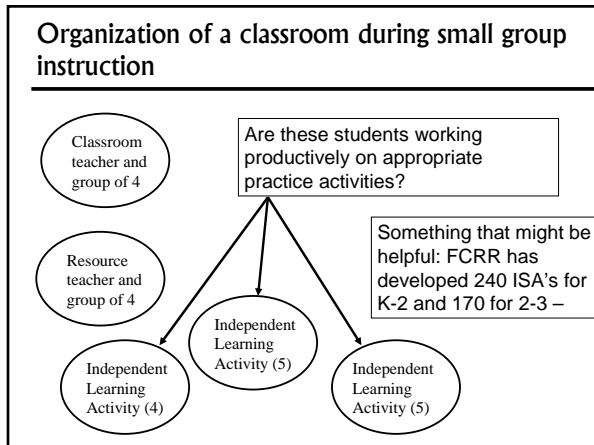
Guidance Document for Florida Reading First Schools

Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students





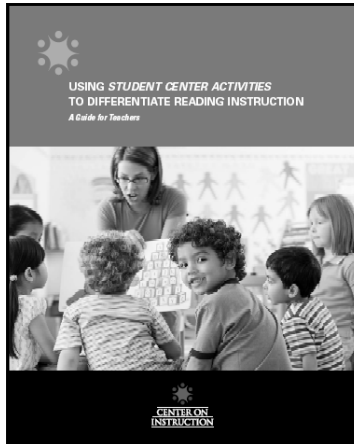
Merida Kozanovich, Karra Ladinsky, Luanne Nelson, Joseph Torgesen



Resources (free) that may help....

To download up to 240 independent student learning activities for K-1 classrooms, and up to 170 activities for students in grades grades 2-3, as well as activities for 4-5, go to FCRR website (www.fcrr.org). Select "For teachers" look for listed center activities

There is also a teacher resource manual providing directions for classroom management during small group instruction, and approximately 70 minutes of video training. It is listed under "professional development" in the teacher section.



Using Student Center Activities to Differentiate Reading Instruction

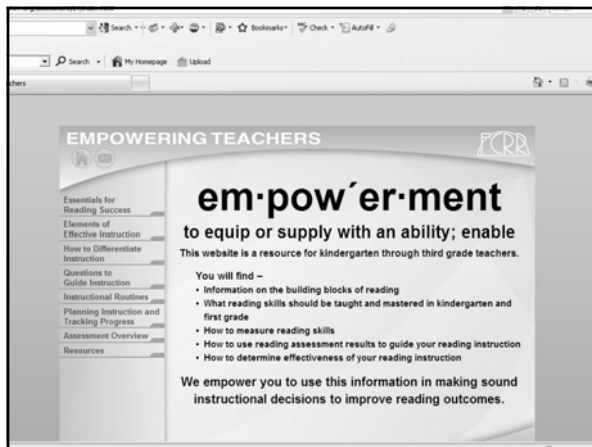
To download:
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 Go to Center on Instruction Website
 Select "Reading"
 Scroll to find resource

Providing Differentiated Instruction: The Challenges

Small group instruction is not really differentiated (time, frequency, focus) by student need

Students waste time at independent learning centers because they are not engaged and centers are not focused and leveled properly

Behavior management issues interfere with teacher-led small group instruction



EMPOWERING TEACHERS

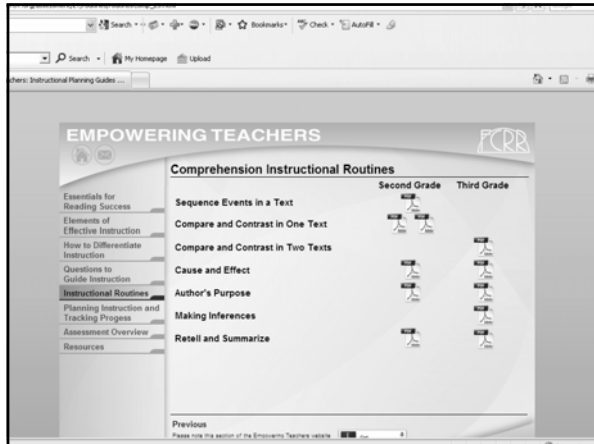
em·pow·er·ment
 to equip or supply with an ability; enable

This website is a resource for kindergarten through third grade teachers.

You will find –

- Information on the building blocks of reading
- What reading skills should be taught and mastered in kindergarten and first grade
- How to measure reading skills
- How to use reading assessment results to guide your reading instruction
- How to determine effectiveness of your reading instruction

We empower you to use this information in making sound instructional decisions to improve reading outcomes.



5 Points of maximum leverage to prevent the emergence of reading difficulties in grades K-3

1. Invest in a quality core reading program and provide sufficient support and training that teachers know how to use it effectively
2. Help principals learn to do effective classroom walkthroughs
3. Support, train, and insist, that regular classroom teachers provide differentiated instruction in small group for part of the reading instruction block
4. The principal and teachers need regular access to good data on student growth in reading—and district leaders need to pay attention to the data

A comprehensive K-3 Reading Assessment Plan

To download:
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 Scroll to find resource

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4. The principal and teachers need regular access to good data on student growth in reading—and district leaders need to pay attention to the data
5. Arrange instructional schedule and provide resources so that students who are seriously behind can receive proportional increases in instructional time.

Three keys developing and sustaining a successful school-level intervention plan

1. Scheduling for success
2. Budgeting for success
3. Teaching for success

Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

- More instructional time
 - Smaller instructional groups
- } resources
- More precisely targeted at right level
 - Clearer and more detailed explanations
 - More systematic instructional sequences
 - More extensive opportunities for guided practice
 - More opportunities for error correction and feedback
- } skill

Who, or what, can contribute to more differentiated instruction and stronger interventions?

- Regular classroom teacher
- Special education teachers (IDEA 15% rule)
- Reading resource teachers
- Special area teachers (art, P.E., music), assistant principals, media specialists, if well trained and have a structured reading program
- Paraprofessionals, if well trained and provided with explicitly structured (scripted) instructional materials
- High quality, individualized instruction and practice delivered via computers

"A good rule of thumb is that, the less experienced the teacher, the more structured and "scripted" the intervention program should be"



Teaching Students to Read in Elementary School: A Guide for Principals

- To download:
- Type *Center on Instruction* in google
- Go to Center on Instruction Website
- Select "Reading"
- Scroll to find resource

It matters little what else they learn in elementary school if they do not learn to read at grade level.

Fielding, L., Kerr, N., & Rosier, P. (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick, WA: The New Foundation Press, Inc.

Questions or
Discussion
