Early Intervention: The Key to Success

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Content

• Third Grade Reading Policies
• Early Intervention & Multi-Tiered Systems of Support
• Students with LD as Learners
• Effective Reading Instruction in Multi-Tiered Frameworks
• Support and Resources for Parents
• Question & Answer Session
1. Third Grade Reading Policies
Why is Third Grade so Important?

• Reading proficiently by 3rd grade is a critical milestone for future success:
  o Children who are not reading proficiently by third grade are four times more likely than their peers to not graduate high school.
  o For students who are their schools’ most struggling readers, the rate of graduating is six times greater.
  o Students with LD are at even greater of falling behind and not graduating.

Third Grade Reading Policies

- A total of 32 states have policies aimed at improving 3rd grade reading performance. These policies include:
  - Early identification of reading difficulties
  - Intervention
  - Retention
Early Identification

• Early identification of children that are at risk for LD can improve a student’s likelihood of success.

• Improvements include:
  o Universal preschool
  o Use of early screenings & diagnostic evaluations
  o Early identification and support for children struggling with learning and behavioral difficulties and disabilities

(Cortiella & Horowitz, 2014)
Intervention

• Adoption of Response to Intervention (RtI)
• In 2011 94% of schools reported implementing some level of RtI
• In the subsequent section, we will address the components of successful RtI frameworks to help support student reading proficiency

(Cortiella & Horowitz, 2014)
Retention

• **Mandatory Retention**: 14 states require students to be proficient to a certain score on state-wide reading assessment in order to be promoted to 4th grade
  
  - 8 of these states offer exemptions for students with disabilities, however, research indicates retaining students with LD may be more harmful than helpful

*What are teachers and parents to do?*

2. Early Intervention & Multi-Tiered System of Supports
Old (Traditional) Approach: IQ-Achievement Discrepancy Model

- Performing as Expected
- Identified as having a RD

Figure source: http://iris.peabody.vanderbilt.edu/module/rti01-overview
Challenges & Concerns with Discrepancy Criteria

• A “wait to fail” model
• *Not* assess or inform the quality of instruction received by students
• *Not* consider students’ opportunities to learn
• *Little* information to guide subsequent instruction
• *Problematic* assessment procedures & practices

Vaughn & Bos (2012)
When determining whether a child has a specific learning disability

- The local education agency (LEA) is *not* required to consider a severe discrepancy between achievement and intellectual ability.
- The LEA may use a process that determines if a student responds to scientific, research-based intervention as part of the evaluation.
Updated Procedure in the IDEA 2004

• Not achieve adequately for his age or meet the state’s grade-level standards (Oral Expression, Listening comprehension, Written expression, Basic reading skill, Reading fluency, Reading comprehension, Math calculation, Math problem solving)

• Not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas above when provided with a response to scientific, research-based intervention

• The student has been provided appropriate instruction in reading or math
Updated Procedure in the IDEA 2004 (cont’)

• The student’s lack of achievement is not primarily the result of any of the following:
  o A visual, hearing, or motor disability
  o Mental retardation
  o Emotional disturbance
  o Cultural factors
  o Limited English proficiency
  o Environmental or economic disadvantage.
Updated Procedure in the IDEA 2004 (cont’)

• The eligibility team MUST
  o Consider information from an observation of the student to record academic performance and behavior in the areas of difficulty
  o Document all of its eligibility findings in writing
  o Include detailed information about the findings and conclusions reached by the team
  o Not rely on any one criterion nor require any specific mathematical discrepancy in making a determination regarding a specific learning disability.
Multi-Tiered Approach to Identification/Intervention: Response to Intervention (RtI)

Figure source: http://www.hopeofdetroit.com/response-to-intervention.html
Key Components of RtI Model

- Multi-tiered, consisting of 3 or 4 tiers
- High-quality, research-based instruction matched to the needs of students and coordinated across the tiers
- Universal screening, continuous progress monitoring students’ learning over time
- Early interventions of increasing intensity
- Instructional decisions based on student data

What Parents Need be *Aware* of

- You children received research based reading instruction in the general education classroom?
- Schools screened all children early to determine if they are “at risk”?
- Schools monitored the progress of all “at risk” children to determine if they are benefiting from instruction?
- School used any program/curriculum correctly and as intended?
- School ensured parents are aware of their rights?
Universal Screening

- An essential component of RTI models at the Tier 1 level
- To identify or predict students who may be at risk for poor learning outcomes
- Typically brief, conducted with all students
- Reliable, valid, & evidence based
- Examples: Beginning of Kindergarten Assessment (BKA), DIBELS (6th ed), Formative Assessment System for Teachers (FAST)

Vaughn & Bos (2012)
Progress monitoring

- Whereas screening is used to assess all students to determine who might need additional support, progress monitoring is applied with individual students to assess their response to interventions.
  - Quick to administer, administered frequently
  - Focus on targeted skills in the core curriculum

Fletcher & Vaughn, 2009; Vaughn & Bos, 2012)
Responders vs. Non-Responders

**Responders**
- High responders who respond well to interventions

**Non-Responders**
- Students who make minimal or no gains

High-Quality Validated Instructions/Interventions
Identifying Why Students Do Not Respond to Instruction

• Reasons the student may not be responding to instruction:
  o The type of method of approach
  o The level of instruction
  o The learning environment

(A)
(B)
(C)
3. Students with LD as Learners
What do we know about students with LD that affects their abilities to learn?

- Experience difficulties:
  - Memory,
  - Attention
  - Self regulation

(Geary, 2004; Swanson & Jerman, 2006; Swanson & Saez, 2003)

Therefore, these students require instruction that is different than a typically developing reader...

(Connor, Jakobson, Crowe, & Meadows, 2009)
Influence on Literacy
4. Effective Reading Instruction in Multi-Tiered Frameworks
Interventions that Improve Literacy

• Students with LD benefit from instruction and intervention that is **individualized** and **focused**.

  (Vaughn, Gersten, & Chard, 2000)
What do we know about teaching students with LD?

- Explicit
- Systematic
- Repeated and frequent opportunities to respond/practice
- Instructional rigor with scaffolding
- Corrective feedback
- Motivating
What do we know from research about teaching **reading** to students with LD?

- Word knowledge (Phonemic Awareness, Phonics)
- Reading fluency
- Vocabulary
- Reading comprehension

(e.g., National Early Literacy Panel, 2008; National Reading Panel, 2000a, 2000b; Sweet & Snow, 2002)
Word Knowledge

• Explicit and systematic **word study** instruction (e.g., Abbott & Berninger, 1999; Bhattacharya & Ehri, 2004; Bhat, Griffin, & Sindelar, 2003)

• **Word study** helps students with LD to become more flexible readers by using a combination of strategies that analyze words both for their structure (i.e., decoding) and meaning (i.e., morphology) (Henry, 1993)
Word study interventions focus on teaching:
- letter sounds
- decoding
- syllable instruction
- spelling
- reading non-decodable words
- text reading

(Vadas et al., 2002; Jenkins, Peyton, Sanders, & Vadas, 2004)
Reading Fluency

• **Fluency** is the ability to read text effortlessly with speed, accuracy, appropriate pace, and prosody (National Reading Panel, 2000)

• Essential components:
  o Repeated reading
  o Modeling
  o Corrective feedback

  (Harn & Chard, 2013)
Vocabulary

• Vocabulary instruction should begin in preschool and involve interactive talk with modeling (National Early Literacy Panel, 2008)

• For younger students (k-1):
  o Shared book reading (Coyne and colleagues 2007, 2010)

• For older students:
  o Explicit instruction in morphological analysis and contextual analysis, as well as cognitive strategies (e.g., Baumann et al., 2002; Terrill, Scruggs, & Mastropieri, 2004)
Comprehension

• The ability to read and engage in text independently and make inferences, draw conclusions, analyze characters and events, denote meaning and tone, and detect arguments and claims in both literary and informational texts (CCSS, 2012)
Comprehension cont.

- Intervention that relies on direct instruction for strategy instruction and comprehension monitoring is most effective at improving the comprehension of students with LD
- Key features:
  - Student questioning
  - Interactive dialogue
  - Scaffolded instruction
  - Elaboration of strategies
  - Modeling
  - Small group instruction
  - Cues to prompt students

(Swanson, 1999)
An Example in Word Study
Craft and Structure:
CCSS.ELA-LITERACY.RL.2.4
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

Phonics and Word Recognition:
CCSS.ELA-LITERACY.RF.2.3.C
Decode regularly spelled two-syllable words with long vowels.
Pamela

- Second grade general education teacher
- Goal to help students describe how words and phrases supply rhythm and meaning in a story, poem, or song
- Uses guided questions and modeling to facilitate student learning
- Some students, including those with LD, struggle splitting the word in the correct location and identifying the correct vowel sound
Jackie

- Pamela’s special education colleague
- Co-plans lessons with Pamela to teach students to decode regularly spelled two-syllable words with long vowels to a small group
- Extends Pamela’s instruction explicitly pre-teaching $v/cv$ syllable type and reviewing short and long vowels using letter tiles (e.g., ta/ble, ca/ble, a/ble)
5. Support and Resources for Parents
What is the Parent’s Role in RtI

- **Parents are key players in a student’s success**
  - Become involved early
  - Communicate frequently with child’s teacher and don’t be afraid to share your concerns
  - Ask to see your child’s data
  - Ask questions:
    - How is my child doing?
    - What curriculum are you using?
    - Is there anything that we can be doing at home to support our child in being successful at school?
  - Remember, under IDEA families/parents have the right to request a formal evaluation for a disability *at any time*. This service should be conducted in a timely manner.
**When** to Request an Evaluation

- When moves from a Tier 1 (General Ed; Core) to a Tier 2
- When your child is not making expected academic or behavioral progress after appropriate, quality instruction & appropriate period of time
- Public agency must promptly request parent consent to evaluate child
- The initial evaluation must be conducted within a “reasonable period of time” after receiving parental consent (e.g., 60-day timeframe in IDEA 2004 §300.301(c)(1))
Your **Roles & Rights** as a Parent

- Guidelines vary widely from state to state and even district to district
- Do your best to educate yourself on local policies regarding retention mandates:
  - Grounds for retention,
  - Intervention and notification processes,
  - The possibility of alternative assessment criteria
  - Appeal procedures.

http://www.wrightslaw.com/info/retain.strategies.heath.htm
Your Roles & Rights as a Parent cont.

• Gather evidence in the form of report cards, tests, quizzes and homework assignment, and conference notes
• Build a logical case to support your child, not an emotional one
• Understand your rights under IDEA and/or Section 504 plan

http://www.wrightslaw.com/info/retain.strategies.heath.htm
How to Talk to Your Child Being Retained

Do:

• Let your child know that teachers, peers and mentors will help him/her make the transition
• Frame retention as an opportunity for increased learning
• Encourage your child to be a potential leader in the classroom activities
• Encourage your child to participate in social activities or school-level program with his/her peers
Resources

• 10 Strategies to fight mandatory retention and other damaging policies: [http://www.wrightslaw.com/info/retain.strategies.heath.htm](http://www.wrightslaw.com/info/retain.strategies.heath.htm)
• Early Childhood Technical Assistance Center: [http://ectacenter.org/topics/literacy/literacy.asp](http://ectacenter.org/topics/literacy/literacy.asp)
• All Children Can Read: [http://literacy.nationaldb.org/](http://literacy.nationaldb.org/)
• Center for Early Literacy Learning: [http://www.earlyliteracylearning.org/](http://www.earlyliteracylearning.org/)
• Reading Rockets: [http://www.readingrockets.org/](http://www.readingrockets.org/)
• What Works Clearinghouse – Early Childhood Education:
6. Question & Answer Session
Thank You!

Please feel free to contact us with additional questions or for more information.

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October is LD Month!!!

http://ldaamerica.org/october-is-learning-disabilities-awareness-month/

LD information provided on each day of the month!
You Could be a Winner!

• Join or Renew your membership with LDA in the month of October 2014 and your name will be placed in a drawing for one of the following giveaways!

  • **Nokia Lumia 635 Windows AT&T Go Phone**
  • **One Free Registration to the 2015 LDA Conference in Chicago, IL**

  1 Includes conference registration only. Airfare and hotel are NOT included.
Why is Membership Important?
When you join LDA you are joining an organization with thousands of parents, educators, adults with LD and professionals in your city, state and nationwide to help advocate for the learning disabilities community. With your membership you will receive:

• **Membership in your state affiliate with access to local resources**!
• **Quality archived webinars** like those presented today!
• **Newsletter** for members-only: LDA Today
• **Discount** at state and national conferences
• **Discount Subscription** to *Learning Disabilities: A Multidisciplinary Journal*, a peer-reviewed journal published three times a year.
• **Members Only Community Forum** to connect with others in your same situation

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www.ldaamerica.org


References


