ScaleUP

Scaling-up Effective Interventions for Preventing Reading Difficulties

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Rationale for Project

- Even when classroom level reading instruction is of very high quality, some students require more intensive instruction in which the teacher-to-student ratio is small and more time is spent on learning critical content.
- There is a need to understand the factors related to scaling-up research-validated educational practices.

Research Question

How can research-supported educational practices be implemented wide-scale in schools?



Rationale for Project

A strong support network is critical for the sustainability of research-based practice (Vaughn, Klingner & Hughes, 2004)

Research Question

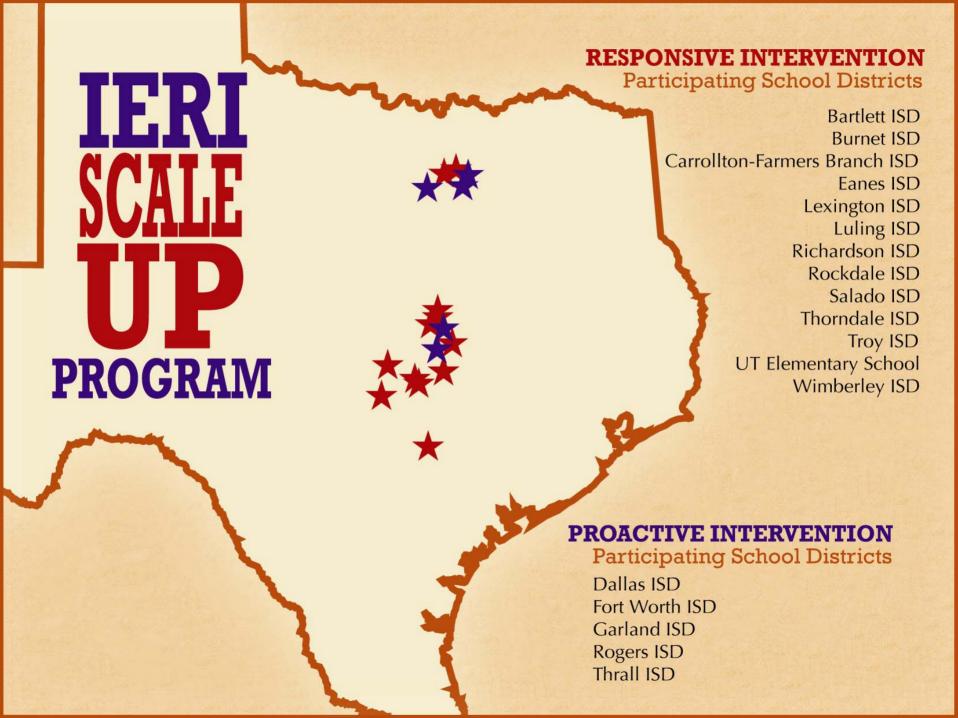
Will Student-Focused Coaching help support teachers who are implementing interventions with struggling readers?



Project Description

- Funded by the Institute of Education Sciences through the Interagency Educational Research Initiative
- Study of "scaling up" 2 first grade reading interventions (Proactive and Responsive)
- 5-year project
- Currently in Year 2: Research Implementation
- Schools in the Dallas/Fort Worth and Austin areas





Previous Research

- Proactive Early Reading Instruction and Responsive Reading Instruction
- 40 minutes, 5 days per week, 30 weeks
- 2 years, 6 schools
- 1:3 teacher-student ratio
- Taught by certified teachers
- Provided in addition to quality classroom instruction ("Tier 2")



Proactive Intervention

- Explicit instruction in synthetic phonics, with emphasis on fluency and comprehension strategies.
- Decodable text
- Carefully constructed scope and sequence designed to prevent possible confusions
- Daily Lessons are prescriptive
- Lessons are fully Specified





Proactive Intervention







Responsive Intervention

 Systematic, explicit instruction in synthetic phonics & analogy phonics

Students practice decoding, fluency, & comprehension skills while reading/ writing

 Teachers respond to student needs documented through assessment

Leveled text (decodable can be integrated)

 Differs from guided reading in that "sounding out" is the primary strategy for word ID and in that students receive systematic, explicit phonics instruction



Responsive Intervention







Research Results

- Students in both interventions performed significantly better than at-risk students in the same school who did not receive the interventions in phonological awareness, word reading, and oral reading fluency
- Proactive did better than Responsive in reading nonwords





Predicted Growth in Word Reading by Intervention Group





Growth in Oral Reading Fluency by Intervention Group





The Current Project

- UT and SMU will support implementation of the 2 interventions in 48 schools
- Schools have a choice of intervention
- Schools have the option of participating during the remaining 3 years of implementation (2005-2008).



Student-Focused Coaching

 Data-based decision making with primary attention directed to student outcomes

 Observations focus on interactions between student and teacher behaviors

 Systematic problem-solving focused on improving student outcomes



A Study of Student-Focused Coaching

Conditions On Demand Technology-Based On-Site 13 Schools 11 Schools 10 Schools 16 Teachers 13 Teachers 12 Teachers 71 Treatment 65 Treatment 60 Treatment 89 Comparison 67 Comparison 62 Comparison



Technology-Based Coaching

- The "Virtual Coach"
- CD-Rom plus interactive interface
- Interactions not in real-time
- "Modeling" via video clips
- "Observation" via student data and questioning
- Goal of self-reflection



Team Space



Melinda McGrath

Coaching Pair



Professional Development



Team Discussion



Pronunciation Guide



My Coach

Classroom Videos



Library

kegina, now was your Thanksgiving?

My Space

I am attaching the form for the Assessment Test Data. Please write the date in each time the test is administered. If a student does not pass all items 100% in the time allotted, review activity associated with missed item and readminister the test the next day. Don't give the test more than three times. When you enter the data on the form, submit the form to me when you are finished with that test for the entire group. If a student has taken the test three times and they still have not passed the test at 100%, highlight the items on the electronic form before sending the test results to me over the internet. For the letter–sound it is the specific letter. For words it is the word type, for example, if the child can't read 'cat' then they missed a CVC word type, or 'at,' they missed a VC word type. Initially there are sentences to read, they either read it all the way thru correctly or not. Eventually students will read to meet a specific goal for a one minute timed

reading, CAUTION! Use code names on these forms. First initial of the

child's name and the last four letters of the child's last name. Let me know

if these instructions are unclear. Please get in a routine with sending the test results. This information helps me track student progress so that I can

Library

Help

cumulative assessment record. 11-15 xls.xls

Melinda McGrath said: 12/2/04,12:50 PM

better assist you. Thanks, Melinda

Note Change in code for student names: First two letter of the child's first name and the last four letters of the child's last name, for example, Melinda McGrath would be merath

Regina, In this last Staff Development, we introduced the idea of scaffolding errors in addition to using the basic error correct techniques. How is that going for you? Can you describe an instance where scaffolding was effective for you and your students? Also, what lesson are you currently on? Thanks, Melinda

< Shrink Ahout

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