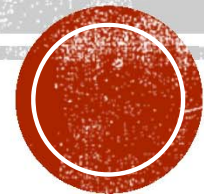


# **BASIC READING SKILLS**

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**Adapted from Laurice M. Joseph, PHD-NASP Webinar**

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# QUESTIONS

- Did you take a reading course in your school psychology program?
- Did you take a linking academic assessment to intervention course with a focus on reading problems in your school psychology program?
- Are the majority of reading referrals due to weak letter-sound associations, oral reading fluency, or reading comprehension?



# 5 PILLARS OF READING (CRITICAL/ESSENTIAL)

- Phonemic awareness
- Alphabetic principle/phonics (decoding)
- Fluency
- Vocabulary
- Comprehension



# SKILL DEFICIT LEARNING HIERARCHY

- Acquisition: The accuracy level that students are able to perform a skill.
- Rate: quick, effortless manner of students area able to perform a skill.
- Generalization: Applying the skills in various context.

(Daly, Skinner, Chafeleous, 2005)



# HOW DOES ONE IMPROVE ACQUISITION?

- “I do” “We do” “You do”
- Model
- Provide prompts (visual, auditory, gesture)
- Provide guided practice
- Provide corrective feedback
- Provide independent practice



# HOW DO YOU IMPROVE RATE?

- Speed drills
- Self-monitor for accuracy-teach them to use visual aids (i.e. charts and graphs)
- Set accuracy and productivity goals (I started adding this as a recommendation for older elementary students).

“I am going to improve my DRA from a 34 to a 38 by March).

“I am going to stop and think about my errors.”

- Repeated practice
- Praise/reinforce for completing the reading task in a timely manner



# HOW DO YOU IMPROVE GENERALIZATION?

- Teach to fluency
- Teach a range of stimulus conditions and response requirements
- Make instructional setting comparable to generalization setting (i.e. resource classroom to general education).
- Program for common stimuli.
- Maximize contact with reinforcement in the generalization setting (i.e. applying to science, math, social studies, etc.)



# WHAT'S THE DIFFERENCE BETWEEN PHONEMIC AWARENESS AND PHONICS?

## Phonemic Awareness

- Recognizing work/sentence length
- Rhyming
- Syllabication
- Phonemic awareness
  - Identifying sounds
  - Categorizing sounds
  - Blending sounds
  - Segmenting sounds
  - Deleting sound
  - Adding sounds
  - Substituting sounds

## Phonics

- Letter/sound association
- Decoding (reading word)
  - Blending sounds to form words
- Encoding (spelling)
  - Segmenting words into sounds for spelling





# QUESTIONS

- What RTI or special education reading programs are being used at your school?
- What role do you have for RTI or with special education with regards to analyzing data?



# PHONICS PROGRAMS AND TECHNIQUES

- Orton-Gillingham (language-based, multisensory, structured, sequential, cumulative, cognitive, flexible)
- Headsprout (computer assisted)
- System 44 (computer assisted)
- Hooked on phonics
- Zoo phonics
- Word boxes
- Letter-cubing
- Word sorts
- Incremental rehearsal-pairing unknown with the known—leads to LTM!
- Any others?



# HOW DOES ONE KNOW WHEN AN INTERVENTION IS WORKING?

- Positive response
  - Gap is closing (actual vs expected)
  - Student appears to be on track for reaching target goal even though it may take some time
- Unsure response
  - Gap does not seem to be widening at the rate that it once was; however, the gap is still wide
  - The data points go up and down in a roller coaster fashion
- Poor response
  - No change in performance, gap is widening
  - Student plateaued



# WHAT TO DO WITH THE RESPONSE TO THE DATA?

## Positive Data

- Keep the same goal and continue intervention
- Increase the goal and continue intervention
- Phase out intervention and see can the student maintain same rate of growth

## Negative/Poor Data

- Interventions done with validity?
- Change the intervention strategy-is the intervention aligned with problem?
- What are other things to consider (i.e. attention, attendance, behavior, etc.)



# COMPONENTS FOR ANALYZING THE DATA

- If 4 consecutive data points fall above aimline, consider raising the goal.
- If 4 consecutive data points fall on the aimline, continue with current instruction/intervention.
- If 4 consecutive data points fall below the aimline, consider modifying or changing instruction/intervention.
- Analyze the data after at least 6-8 data points that are collected over 3 week time from



# SOURCES/RESOURCES

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