1

00:00:02,949 --> 00:00:08,000

welcome to assessing preventing and

2

00:00:05,899 --> 00:00:10,219

overcoming reading difficulties a

3

00:00:08,000 --> 00:00:12,950

professional learning series presented

4

00:00:10,219 --> 00:00:15,160

by David Kilpatrick sponsored by the

5

00:00:12,950 --> 00:00:18,200

exceptional student services unit and

6

00:00:15,160 --> 00:00:20,450

created in collaboration with specific

7

00:00:18,200 --> 00:00:24,230

learning disability specialists Jill

8

00:00:20,450 --> 00:00:26,510

Marshall and Veronica Fiedler the

9

00:00:24,230 --> 00:00:28,760

Colorado Department of Education vision

10

00:00:26,510 --> 00:00:30,830

is that all students in Colorado will

11

00:00:28,760 --> 00:00:33,289

become educated and productive citizens

12

00:00:30,830 --> 00:00:36,710

capable of succeeding in society

13

00:00:33,289 --> 00:00:39,530

the workforce and life the mission of

14

00:00:36,710 --> 00:00:42,589

the CDE is to ensure all students are

15

00:00:39,530 --> 00:00:45,230

prepared for success in society work and

16

00:00:42,589 --> 00:00:48,289

life by providing excellent leadership

17

00:00:45,230 --> 00:00:52,219

service and support to schools districts

18

00:00:48,289 --> 00:00:54,260

and communities across the state this

19

00:00:52,219 --> 00:00:57,519

series is designed for use in multiple

20

00:00:54,260 --> 00:00:59,690

ways you can complete all 13 modules

21

00:00:57,519 --> 00:01:01,729

participants who engage in all 13

22

00:00:59,690 --> 00:01:03,499

modules will be provided a comprehensive

23

00:01:01,729 --> 00:01:06,680

learning experience encompassing

24

00:01:03,499 --> 00:01:08,960

research impact and critical elements of

25

00:01:06,680 --> 00:01:12,020

assessing preventing and overcoming

26

00:01:08,960 --> 00:01:15,230

reading difficulties you can complete

27

00:01:12,020 --> 00:01:17,750

individual modules participants may view

28

00:01:15,230 --> 00:01:19,700

a session or sessions for specific

29

00:01:17,750 --> 00:01:22,280

information and guidance on topics

30

00:01:19,700 --> 00:01:24,770

related to assessing preventing and

31

00:01:22,280 --> 00:01:27,230

overcoming reading difficulties this

32

00:01:24,770 --> 00:01:29,570

format is ideal for short professional

33

00:01:27,230 --> 00:01:31,670

development opportunities for example

34

00:01:29,570 --> 00:01:34,310

during an impact team meeting or

35

00:01:31,670 --> 00:01:36,230

professional learning community you can

36

00:01:34,310 --> 00:01:39,440

also complete this as a book or chapter

37

00:01:36,230 --> 00:01:42,170

study participants may view all or part

38

00:01:39,440 --> 00:01:44,720

of the series as a tandem companion or

39

00:01:42,170 --> 00:01:46,730

supplemental resource for supporting a

40

00:01:44,720 --> 00:01:48,710

study of the book the essentials of

41

00:01:46,730 --> 00:01:50,590

assessing preventing and overcoming

42

00:01:48,710 --> 00:01:52,649

reading difficulties

43

00:01:50,590 --> 00:01:52,649

44

00:01:54,270 --> 00:01:59,710

module one reading research and the

45

00:01:57,340 --> 00:02:03,600

research to practice gap session one

46

00:01:59,710 --> 00:02:03,600

introduction to the reading research

47

00:02:14,030 --> 00:02:19,980

hello my name is David Kilpatrick and I

48

00:02:16,920 --> 00:02:22,860

will be your presenter for this series

49

00:02:19,980 --> 00:02:24,660

of webinars through engagement in the

50

00:02:22,860 --> 00:02:26,550

series of 13 on demand webinars

51

00:02:24,660 --> 00:02:28,650

participants will understand the current

52

00:02:26,550 --> 00:02:30,780

research implications and the essential

53

00:02:28,650 --> 00:02:33,060

elements necessary for assessing

54

00:02:30,780 --> 00:02:36,800

preventing and overcoming reading

55

00:02:33,060 --> 00:02:39,269

difficulties you see here the 13 modules

56

00:02:36,800 --> 00:02:41,819

most of the modules will have multiple

57

00:02:39,269 --> 00:02:44,069

sessions within each module each module

58

00:02:41,819 --> 00:02:48,720

session will run between oh five and

59

00:02:44,069 --> 00:02:50,850

twenty minutes let's begin with module 1

60

00:02:48,720 --> 00:02:53,269

session 1 which is an overview or

61

00:02:50,850 --> 00:02:54,959

introduction into reading research

62

00:02:53,269 --> 00:02:56,640

participants will be able to acknowledge

63

00:02:54,959 --> 00:02:58,980

the issue of reading problems in our

64

00:02:56,640 --> 00:03:00,630

country make connections to the field of

65

00:02:58,980 --> 00:03:02,790

reading research and describe and

66

00:03:00,630 --> 00:03:06,540

explain the gap between reading research

67

00:03:02,790 --> 00:03:08,220

and classroom practice now we all know

68

00:03:06,540 --> 00:03:10,260

that we have a lot of children who

69

00:03:08,220 --> 00:03:11,670

struggle in learning to read the

70

00:03:10,260 --> 00:03:14,580

National Assessment of Educational

71

00:03:11,670 --> 00:03:16,530

Progress since the 1990s has been

72

00:03:14,580 --> 00:03:18,269

keeping data on fourth graders and

73

00:03:16,530 --> 00:03:22,500

eighth graders when it comes to reading

74

00:03:18,269 --> 00:03:25,560

and between 27% and 34% over that time

75

00:03:22,500 --> 00:03:28,709

span of fourth graders read below a basic

76

00:03:25,560 --> 00:03:30,900

level when it comes to children with

77

00:03:28,709 --> 00:03:33,090

specific learning disabilities they

78

00:03:30,900 --> 00:03:35,340

represent the largest category under IDEA

79

00:03:33,090 --> 00:03:38,280

the individuals with Disabilities

80

00:03:35,340 --> 00:03:41,790

Education Act between 80 and 85 percent

81

00:03:38,280 --> 00:03:44,670

of students with SLD have a reading

82

00:03:41,790 --> 00:03:45,989

problem that might be a problem in word

83

00:03:44,670 --> 00:03:47,940

level reading reading comprehension

84

00:03:45,989 --> 00:03:50,549

reading fluency or some combination of

85

00:03:47,940 --> 00:03:52,620

those and a very large portion of

86

00:03:50,549 --> 00:03:54,630

students that have other IDEA

87

00:03:52,620 --> 00:03:57,060

designations also struggle in reading

88

00:03:54,630 --> 00:03:58,260

and there are many other children who

89

00:03:57,060 --> 00:04:00,480

struggle in reading who's reading

90

00:03:58,260 --> 00:04:04,079

difficulties are not substantial enough

91

00:04:00,480 --> 00:04:06,150

to be designated under IDEA and there's

92

00:04:04,079 --> 00:04:07,560

a relationship between behavior and

93

00:04:06,150 --> 00:04:10,739

self-esteem and reading problems

94

00:04:07,560 --> 00:04:12,720

children regardless of how bright they

95

00:04:10,739 --> 00:04:15,750

are are going to feel dumb if they are

96

00:04:12,720 --> 00:04:18,180

not learning to read and then when we

97

00:04:15,750 --> 00:04:19,709

look at the graduation rate among those

98

00:04:18,180 --> 00:04:21,419

who have reading problems it's much

99

00:04:19,709 --> 00:04:23,970

lower than the general population and

100

00:04:21,419 --> 00:04:25,979

those who struggle in reading they have

101

00:04:23,970 --> 00:04:26,860

fewer College opportunities and career

102

00:04:25,979 --> 00:04:28,750

opportunities

103

00:04:26,860 --> 00:04:31,330

now we all know of cases to the contrary

104

00:04:28,750 --> 00:04:32,770

many very successful people had been

105

00:04:31,330 --> 00:04:35,440

struggling readers but overall

106

00:04:32,770 --> 00:04:37,720

struggling in reading is a great

107

00:04:35,440 --> 00:04:40,270

disadvantage to individuals as they

108

00:04:37,720 --> 00:04:42,840

prepare for their adult life and career

109

00:04:40,270 --> 00:04:44,950

and there are equity issues there's a

110

00:04:42,840 --> 00:04:47,680

disproportionate number of children of

111

00:04:44,950 --> 00:04:49,030

low socioeconomic status who are weak

112

00:04:47,680 --> 00:04:51,010

readers but we have research to show

113

00:04:49,030 --> 00:04:55,240

that these children can in fact learn to

114

00:04:51,010 --> 00:04:56,670

read so unless and until we provide

115

00:04:55,240 --> 00:04:58,450

these children with the kind of

116

00:04:56,670 --> 00:05:00,550

opportunities that they need to become

117

00:04:58,450 --> 00:05:01,870

successful readers and then go on and

118

00:05:00,550 --> 00:05:03,880

graduate and have more career and

119

00:05:01,870 --> 00:05:05,170

college opportunities we are not going

120

00:05:03,880 --> 00:05:08,410

to see the kind of equity among those

121

00:05:05,170 --> 00:05:10,930

children there's a well-documented gap

122

00:05:08,410 --> 00:05:13,390

between the research on reading and

123

00:05:10,930 --> 00:05:16,180

actual classroom practice and it has

124

00:05:13,390 --> 00:05:18,370

been shown that this gap exists among

125

00:05:16,180 --> 00:05:19,600

general education teachers those would

126

00:05:18,370 --> 00:05:20,920

be kindergarten first second grade

127

00:05:19,600 --> 00:05:23,110

teachers who are teaching children to

128

00:05:20,920 --> 00:05:25,210

read remedial reading teachers special

129

00:05:23,110 --> 00:05:27,190

education teachers teacher trainers

130

00:05:25,210 --> 00:05:29,110

those who actually teach teachers to

131

00:05:27,190 --> 00:05:31,620

teach kids to read and school

132

00:05:29,110 --> 00:05:33,850

psychologists and speech pathologists

133

00:05:31,620 --> 00:05:35,830

this gap has been acknowledged by the

134

00:05:33,850 --> 00:05:37,990

American Federation for teachers which

135

00:05:35,830 --> 00:05:39,730

is the second largest teachers union by

136

00:05:37,990 --> 00:05:43,360

the Society for scientific study reading

137

00:05:39,730 --> 00:05:45,040

by the US federal government and in 2009

138

00:05:43,360 --> 00:05:46,780

at the Journal of learning disabilities

139

00:05:45,040 --> 00:05:48,400

which is the number one Journal and

140

00:05:46,780 --> 00:05:52,660

special education devoted an entire

141

00:05:48,400 --> 00:05:55,090

issue to trying to address this gap

142

00:05:52,660 --> 00:05:56,970

between research and practice why do we

143

00:05:55,090 --> 00:06:00,660

have all this great research that is not

144

00:05:56,970 --> 00:06:02,710

working its way into our classrooms

145

00:06:00,660 --> 00:06:04,720

trying to explain the gap between

146

00:06:02,710 --> 00:06:06,940

research and practice is not very simple

147

00:06:04,720 --> 00:06:10,240

there are multiple reasons why it exists

148

00:06:06,940 --> 00:06:12,520

one reason is because it's difficult to

149

00:06:10,240 --> 00:06:13,810

have access to research findings the

150

00:06:12,520 --> 00:06:16,360

only people that have access to the

151

00:06:13,810 --> 00:06:18,430

research journals in which the research

152

00:06:16,360 --> 00:06:20,110

is being reported are college students

153

00:06:18,430 --> 00:06:21,610

and college professors and college

154

00:06:20,110 --> 00:06:23,380

students usually go in those journals

155

00:06:21,610 --> 00:06:25,150

just enough to get the information they

156

00:06:23,380 --> 00:06:26,110

need for some of their papers and that's

157

00:06:25,150 --> 00:06:27,669

it

158

00:06:26,110 --> 00:06:29,890

college professors on the other hand

159

00:06:27,669 --> 00:06:31,750

they may have a particular niche area

160

00:06:29,890 --> 00:06:35,740

within the reading research and they

161

00:06:31,750 --> 00:06:37,690

read in their niche area the sheer

162

00:06:35,740 --> 00:06:39,490

volume of research reports and reviews

163

00:06:37,690 --> 00:06:42,280

that come out every year

164

00:06:39,490 --> 00:06:44,650

approximately 600 to 800 scientific

165

00:06:42,280 --> 00:06:47,229

articles appear on reading every single

166

00:06:44,650 --> 00:06:49,090

year in English now not every one of

167

00:06:47,229 --> 00:06:51,250

those articles is about English English

168

00:06:49,090 --> 00:06:53,259

is the international language of science

169

00:06:51,250 --> 00:06:55,509

so therefore if you're a researcher in

170

00:06:53,259 --> 00:06:57,639

China or Germany or Spain you're going

171

00:06:55,509 --> 00:06:58,960

to want to get your research on your

172

00:06:57,639 --> 00:07:00,580

particular language into English

173

00:06:58,960 --> 00:07:03,130

journals for the rest of the scientific

174

00:07:00,580 --> 00:07:05,770

community around the world but the

175

00:07:03,130 --> 00:07:07,479

reality is I'm guessing about half of

176

00:07:05,770 --> 00:07:11,160

those studies maybe more than half of

177

00:07:07,479 --> 00:07:11,160

those studies are about English language

178

00:07:11,430 --> 00:07:15,009

another reason for the gap between

179

00:07:13,360 --> 00:07:17,530

research and practice is because of the

180

00:07:15,009 --> 00:07:18,849

reading wars as they've been called the

181

00:07:17,530 --> 00:07:21,430

reading wars have been going on since

182

00:07:18,849 --> 00:07:23,710

the early 1800s it's been a long time

183

00:07:21,430 --> 00:07:25,360

and what happens is when you have these

184

00:07:23,710 --> 00:07:26,949

types of situations where you have

185

00:07:25,360 --> 00:07:29,289

different people in different camps with

186

00:07:26,949 --> 00:07:30,669

different viewpoints it's difficult to

187

00:07:29,289 --> 00:07:32,259

make progress and it's difficult to

188

00:07:30,669 --> 00:07:34,810

share information it's difficult for

189

00:07:32,259 --> 00:07:36,460

people to to step forward and say maybe

190

00:07:34,810 --> 00:07:38,169

my approach isn't so good and maybe I

191

00:07:36,460 --> 00:07:40,720

need to think of something different and

192

00:07:38,169 --> 00:07:42,460

so therefore the environment that's been

193

00:07:40,720 --> 00:07:44,590

created as a result of the reading wars

194

00:07:42,460 --> 00:07:46,509

is not one of openness and humility and

195

00:07:44,590 --> 00:07:49,300

desiring to know more and learn more and

196

00:07:46,509 --> 00:07:50,860

develop and grow as a professional and

197

00:07:49,300 --> 00:07:52,780

also there been some philosophical

198

00:07:50,860 --> 00:07:54,370

perspectives that have been shown within

199

00:07:52,780 --> 00:07:57,969

the fields of both education and school

200

00:07:54,370 --> 00:08:00,789

psychology that are not necessarily

201

00:07:57,969 --> 00:08:04,270

conducive to implementing some of the

202

00:08:00,789 --> 00:08:06,789

best research that we have I think

203

00:08:04,270 --> 00:08:08,650

ultimately the biggest obstacle is lack

204

00:08:06,789 --> 00:08:10,449

of awareness of the research and that

205

00:08:08,650 --> 00:08:13,360

has to do with those first two items the

206

00:08:10,449 --> 00:08:15,849

accessibility of the research and the

207

00:08:13,360 --> 00:08:17,469

sheer volume of the research even if we

208

00:08:15,849 --> 00:08:18,819

were able to turn people loose on to

209

00:08:17,469 --> 00:08:22,389

college libraries and sift through

210

00:08:18,819 --> 00:08:25,719

journals let's multiply that 700 a year

211

00:08:22,389 --> 00:08:27,130

by many many years and it's like finding

212

00:08:25,719 --> 00:08:30,099

a needle in the haystack for the most

213

00:08:27,130 --> 00:08:31,560

useful research so not knowing this

214

00:08:30,099 --> 00:08:35,860

research what are we missing

215

00:08:31,560 --> 00:08:37,810

well the origins of RTI response to

216

00:08:35,860 --> 00:08:40,950

intervention and MtSS multi-tiered

217

00:08:37,810 --> 00:08:44,020

systems of support is very interesting

218

00:08:40,950 --> 00:08:47,500

they were based on some amazing research

219

00:08:44,020 --> 00:08:50,770

findings and RTI was originally designed

220

00:08:47,500 --> 00:08:52,320

and MtSS to bring those amazing findings

221

00:08:50,770 --> 00:08:55,740

up to scale for the whole country

222

00:08:52,320 --> 00:08:57,750

but this isn't happening because we

223

00:08:55,740 --> 00:08:59,460

haven't been using the highly effective

224

00:08:57,750 --> 00:09:03,170

approaches that were used and those

225

00:08:59,460 --> 00:09:05,730

those studies that prompted RTI and

226

00:09:03,170 --> 00:09:08,400

interestingly the original studies only

227

00:09:05,730 --> 00:09:10,320

pertained a word level reading we do RTI

228

00:09:08,400 --> 00:09:12,840

and MTSS from math and for reading

229

00:09:10,320 --> 00:09:15,630

comprehension and for writing and that's

230

00:09:12,840 --> 00:09:17,130

fine I think those are great systems but

231

00:09:15,630 --> 00:09:19,830

it's interesting to know that the

232

00:09:17,130 --> 00:09:23,430

research that prompted RTI was based on

233

00:09:19,830 --> 00:09:25,320

word level reading and the studies that

234

00:09:23,430 --> 00:09:26,880

were behind RTI were based on some large

235

00:09:25,320 --> 00:09:28,320

federal grant initiatives through the

236

00:09:26,880 --> 00:09:30,060

National Institute of Child Health and

237

00:09:28,320 --> 00:09:34,590

development which we most commonly

238

00:09:30,060 --> 00:09:35,970

referred to as the NICHD so let's take

239

00:09:34,590 --> 00:09:38,900

a look at what we're missing in terms of

240

00:09:35,970 --> 00:09:42,090

Tier one here are the studies that

241

00:09:38,900 --> 00:09:44,270

prompted Tier one of RTI first there's a

242

00:09:42,090 --> 00:09:46,470

large pool of research reports on

243

00:09:44,270 --> 00:09:48,510

kindergarten first grade prevention

244

00:09:46,470 --> 00:09:50,460

efforts that exist from the 1980s into

245

00:09:48,510 --> 00:09:52,890

the 1990s and they were reviewed by the

246

00:09:50,460 --> 00:09:57,480

National reading panel and their report

247

00:09:52,890 --> 00:10:01,800

came out in 2000 what they found was

248

00:09:57,480 --> 00:10:03,990

that if you had certain key elements in

249

00:10:01,800 --> 00:10:06,630

your instruction that you could reduce

250

00:10:03,990 --> 00:10:08,910

the number of struggling readers by 50

251

00:10:06,630 --> 00:10:12,630

to 75 percent compared to instructional

252

00:10:08,910 --> 00:10:17,040

approaches that lack those elements so

253

00:10:12,630 --> 00:10:19,860

in 1998 a NICHD funded study was

254

00:10:17,040 --> 00:10:24,510

reported in a top journal and what they

255

00:10:19,860 --> 00:10:26,370

found was that 65% of non-responders

256

00:10:24,510 --> 00:10:29,880

became what we would refer to as

257

00:10:26,370 --> 00:10:34,320

normalized readers the non-responders

258

00:10:29,880 --> 00:10:37,920

in that group represented the bottom 18%

259

00:10:34,320 --> 00:10:39,630

of the population of kids and those

260

00:10:37,920 --> 00:10:41,990

children when given some of the key

261

00:10:39,630 --> 00:10:45,000

critical elements that we now know

262

00:10:41,990 --> 00:10:49,590

effectively help prevent reading

263

00:10:45,000 --> 00:10:51,450

problems those children and this is

264

00:10:49,590 --> 00:10:54,090

general education in other words this is

265

00:10:51,450 --> 00:10:56,190

not kids being pulled aside to get extra

266

00:10:54,090 --> 00:10:58,020

help the interventions that were being

267

00:10:56,190 --> 00:10:59,850

compared were interventions that the

268

00:10:58,020 --> 00:11:02,490

whole class got and even though they

269

00:10:59,850 --> 00:11:05,400

studied the kids in the bottom 18% they

270

00:11:02,490 --> 00:11:10,570

found that 65% of those kids in the bottom

271

00:11:05,400 --> 00:11:13,450

18% ended up having normalized reading

272

00:11:10,570 --> 00:11:15,760

skills so what that tells us is changing

273

00:11:13,450 --> 00:11:18,610

our general education instruction can

274

00:11:15,760 --> 00:11:23,110

make a very huge impact on the number of

275

00:11:18,610 --> 00:11:26,230

reading problems that we see so what are

276

00:11:23,110 --> 00:11:30,220

we missing in tier two the study that

277

00:11:26,230 --> 00:11:33,460

prompted tier two was done at the State

278

00:11:30,220 --> 00:11:35,830

University of New York and Albany and it

279

00:11:33,460 --> 00:11:37,510

was reported in 1996 what they did is

280

00:11:35,830 --> 00:11:39,250

they looked at at-risk first graders who

281

00:11:37,510 --> 00:11:43,030

are in the bottom 15% of the population

282

00:11:39,250 --> 00:11:44,680

in terms of a number of skills that they

283

00:11:43,030 --> 00:11:46,570

screen for back in kindergarten those

284

00:11:44,680 --> 00:11:49,780

were things like letter sound knowledge

285

00:11:46,570 --> 00:11:51,670

phonological awareness etc and then what

286

00:11:49,780 --> 00:11:53,380

they did is they did intervention with

287

00:11:51,670 --> 00:11:54,970

those children they found that half of

288

00:11:53,380 --> 00:11:56,890

those children made it above the 30th

289

00:11:54,970 --> 00:11:58,480

percentile and three-quarters made it

290

00:11:56,890 --> 00:11:59,770

above the 15th percentile so in other

291

00:11:58,480 --> 00:12:01,510

words three-quarters of them were no

292

00:11:59,770 --> 00:12:03,060

longer in that 15th percentile as a

293

00:12:01,510 --> 00:12:06,790

result of this general education

294

00:12:03,060 --> 00:12:08,520

intervention and what's really exciting

295

00:12:06,790 --> 00:12:12,610

is that these results were maintained

296

00:12:08,520 --> 00:12:14,410

three and four years later so when you

297

00:12:12,610 --> 00:12:16,360

look at it that's a 50 to 75 percent

298

00:12:14,410 --> 00:12:18,670

reduction in reading problems depending

299

00:12:16,360 --> 00:12:19,900

on where you make your cutoff or what's

300

00:12:18,670 --> 00:12:22,900

a reading problem so if you're talking

301

00:12:19,900 --> 00:12:24,340

about kids in the bottom 15 percentile

302

00:12:22,900 --> 00:12:26,080

and getting them out of the bottom 15

303

00:12:24,340 --> 00:12:28,710

percentile three-quarters of children

304

00:12:26,080 --> 00:12:31,240

made it out of the bottom 15 percent and

305

00:12:28,710 --> 00:12:34,660

half of the kids made it out of the

306

00:12:31,240 --> 00:12:36,640

bottom 30% so the researchers in this

307

00:12:34,660 --> 00:12:38,860

report they projected the results across

308

00:12:36,640 --> 00:12:40,420

the original population of children in

309

00:12:38,860 --> 00:12:42,220

the district just to get a broader point

310

00:12:40,420 --> 00:12:44,230

of reference and what they found was

311

00:12:42,220 --> 00:12:46,780

that if we do the right kinds of things

312

00:12:44,230 --> 00:12:48,400

only three percent of kids would be

313

00:12:46,780 --> 00:12:51,940

likely to score in the bottom thirtieth

314

00:12:48,400 --> 00:12:57,580

percentile and 1.5 percent in the bottom

315

00:12:51,940 --> 00:12:59,020

15 percentile and what are we missing in

316

00:12:57,580 --> 00:13:00,640

terms of tier three if we're not

317

00:12:59,020 --> 00:13:03,010

familiar with the research well the

318

00:13:00,640 --> 00:13:04,570

study that inspired tier three was done

319

00:13:03,010 --> 00:13:06,430

out of Florida State University which is

320

00:13:04,570 --> 00:13:08,890

one of the funding hubs of the NICHD

321

00:13:06,430 --> 00:13:11,020

and they looked at third through fifth

322

00:13:08,890 --> 00:13:13,690

graders who had average IQs but had

323

00:13:11,020 --> 00:13:16,480

severe word reading difficulties on

324

00:13:13,690 --> 00:13:18,640

average in this group their reading

325

00:13:16,480 --> 00:13:21,970

skills were in the bottom 2%

326

00:13:18,640 --> 00:13:23,410

and yet the average of 14 standard score

327

00:13:21,970 --> 00:13:27,190

point gains that's basically a standard

328

00:13:23,410 --> 00:13:28,839

deviation gain and this increased to 18

329

00:13:27,190 --> 00:13:30,790

points two years after the study ended

330

00:13:28,839 --> 00:13:32,380

this is quite different than the trend

331

00:13:30,790 --> 00:13:34,060

we see in many intervention studies

332

00:13:32,380 --> 00:13:37,000

where they make small or modest gains

333

00:13:34,060 --> 00:13:39,750

and those gains disappear six months or

334

00:13:37,000 --> 00:13:43,660

a year or two years later most

335

00:13:39,750 --> 00:13:47,860

strikingly 40% of these children had

336

00:13:43,660 --> 00:13:49,660

reading removed from their IEPs does

337

00:13:47,860 --> 00:13:51,310

this all sound too good to be true well

338

00:13:49,660 --> 00:13:54,040

it really does sound too good to be true

339

00:13:51,310 --> 00:13:56,950

but the reality is these results were so

340

00:13:54,040 --> 00:13:59,230

impressive it prompted the development

341

00:13:56,950 --> 00:14:01,540

of RTI and MTSS in order to capture

342

00:13:59,230 --> 00:14:03,940

these results and implement them however

343

00:14:01,540 --> 00:14:08,140

our focus on implementing these

344

00:14:03,940 --> 00:14:09,910

frameworks have been on the universal

345

00:14:08,140 --> 00:14:11,260

screenings the progress monitoring the

346

00:14:09,910 --> 00:14:13,029

structures the framework do you have

347

00:14:11,260 --> 00:14:14,529

three tiers do you have four tiers is

348

00:14:13,029 --> 00:14:16,450

your third tier special ed or

349

00:14:14,529 --> 00:14:17,529

fourth tier special ed all these

350

00:14:16,450 --> 00:14:18,760

questions have been discussed and

351

00:14:17,529 --> 00:14:20,110

they're all good questions they're all

352

00:14:18,760 --> 00:14:23,019

valid questions and I think these

353

00:14:20,110 --> 00:14:26,410

structures RTI and MTSS are excellent

354

00:14:23,019 --> 00:14:28,959

service delivery systems however the

355

00:14:26,410 --> 00:14:31,180

problem has been that the actual

356

00:14:28,959 --> 00:14:33,010

instructional techniques and the

357

00:14:31,180 --> 00:14:35,350

intervention approaches that were used

358

00:14:33,010 --> 00:14:38,050

in those highly successful studies were

359

00:14:35,350 --> 00:14:39,730

never adequately communicated so as some

360

00:14:38,050 --> 00:14:41,500

critics have brought up that were pretty

361

00:14:39,730 --> 00:14:44,230

much doing what we've always done but

362

00:14:41,500 --> 00:14:46,060

we've now superimposed our MTSS

363

00:14:44,230 --> 00:14:47,649

structure upon it we haven't gotten the

364

00:14:46,060 --> 00:14:52,329

results that they got in those original

365

00:14:47,649 --> 00:14:55,750

studies in November of 2015 now nearly

366

00:14:52,329 --> 00:14:57,910

10 years after RTI had been launched the

367

00:14:55,750 --> 00:15:00,519

federal report came out that

368

00:14:57,910 --> 00:15:02,709

said that tier 2 was not working they

369

00:15:00,519 --> 00:15:06,490

really could not find an impact as a

370

00:15:02,709 --> 00:15:08,890

result of tier 2 so the goal of this

371

00:15:06,490 --> 00:15:10,570

webinar series is to learn a number of

372

00:15:08,890 --> 00:15:12,220

things we'll learn about how reading

373

00:15:10,570 --> 00:15:13,930

works learn about why some children

374

00:15:12,220 --> 00:15:16,600

struggle but a major goal of this

375

00:15:13,930 --> 00:15:18,670

webinar series is to introduce people to

376

00:15:16,600 --> 00:15:20,730

the most highly effective intervention

377

00:15:18,670 --> 00:15:24,370

in instructional techniques for reading

378

00:15:20,730 --> 00:15:25,570

so as we end module 1 session 1 we have

379

00:15:24,370 --> 00:15:27,310

to acknowledge that there's a large

380

00:15:25,570 --> 00:15:30,069

minority of students who are struggling

381

00:15:27,310 --> 00:15:31,720

readers and depending on where you draw

382

00:15:30,069 --> 00:15:34,689

the cutoff it can range anywhere

383

00:15:31,720 --> 00:15:37,449

from you know 10% 20% 30% of children

384

00:15:34,689 --> 00:15:39,009

struggling reading research also shows

385

00:15:37,449 --> 00:15:41,589

that we can dramatically reduce the

386

00:15:39,009 --> 00:15:44,050

number of struggling readers by how we

387

00:15:41,589 --> 00:15:46,569

do our general ed kindergarten first

388

00:15:44,050 --> 00:15:49,779

and second grade instruction and

389

00:15:46,569 --> 00:15:51,819

research also shows that we can do much

390

00:15:49,779 --> 00:15:54,220

more effective remediation than we have

391

00:15:51,819 --> 00:15:55,600

currently been doing and research shows

392

00:15:54,220 --> 00:15:56,920

that there's a gap between research

393

00:15:55,600 --> 00:16:01,389

findings and reading and classroom

394

00:15:56,920 --> 00:16:03,670

practice so the goal of this webinar

395

00:16:01,389 --> 00:16:05,259

series is for Colorado teachers to be

396

00:16:03,670 --> 00:16:06,970

put directly in touch with the most

397

00:16:05,259 --> 00:16:08,589

valuable research the research that's

398

00:16:06,970 --> 00:16:12,009

actually going to be transformative and

399

00:16:08,589 --> 00:16:13,779

make a big impact on your students if

400

00:16:12,009 --> 00:16:15,910

you're watching alone or you're watching

401

00:16:13,779 --> 00:16:19,089

in a small group this might be a good

402

00:16:15,910 --> 00:16:21,509

time to stop and reflect on some of the

403

00:16:19,089 --> 00:16:21,509

questions

404

00:16:28,360 --> 00:16:33,290

coming up next is going to be module 2

405

00:16:31,220 --> 00:16:34,880

and module 2 will cover the current

406

00:16:33,290 --> 00:16:37,430

approaches that we're using for reading

407

00:16:34,880 --> 00:16:39,890

instruction and why many children still

408

00:16:37,430 --> 00:16:42,080

struggle using the approaches that we're

409

00:16:39,890 --> 00:16:44,180

using and the first session will be on a

410

00:16:42,080 --> 00:16:46,970

brief history of reading instruction and

411

00:16:44,180 --> 00:16:48,500

the key term is very brief it will not

412

00:16:46,970 --> 00:16:50,240

be a Yawner but rather it'll lay the

413

00:16:48,500 --> 00:16:53,320

foundation for us understanding the kind

414

00:16:50,240 --> 00:16:53,320

of instruction that we use