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 --> 00:01:06,710

learning experience encompassing

24

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

research impact and critical elements of

25

00:01:06,710 --> 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

00:01:58,970 --> 00:02:01,030

45

00:02:05,740 --> 00:02:11,930

module ten effective approaches for

46

00:02:09,019 --> 00:02:14,239

preventing reading difficulties session

47

00:02:11,930 --> 00:02:17,420

one evidence for the Prevention of

48

00:02:14,239 --> 00:02:20,390

reading difficulties hello this is David

49

00:02:17,420 --> 00:02:22,519

Kilpatrick your presenter for the online

50

00:02:20,390 --> 00:02:24,260

webinars and as a result of these

51

00:02:22,519 --> 00:02:28,099

webinars participants are going to learn

52

00:02:24,260 --> 00:02:30,709

about research related to the assessment

53

00:02:28,099 --> 00:02:35,360

prevention and overcoming of reading

54

00:02:30,709 --> 00:02:38,480

difficulties here are the 13 modules we

55

00:02:35,360 --> 00:02:40,400

are beginning module 10 module 10 has

56

00:02:38,480 --> 00:02:42,019

two sessions the first session has to do

57

00:02:40,400 --> 00:02:44,599

with evidence for the prevention of

58

00:02:42,019 --> 00:02:47,140

reading difficulties as a result of

59

00:02:44,599 --> 00:02:48,799

participating in this particular session

60

00:02:47,140 --> 00:02:51,410

participants will be able to identify

61

00:02:48,799 --> 00:02:52,790

the key instructional elements that help

62

00:02:51,410 --> 00:02:54,890

prevent reading difficulties and

63

00:02:52,790 --> 00:02:59,840

describe the type of research conducted

64

00:02:54,890 --> 00:03:01,340

to support such best practices when we

65

00:02:59,840 --> 00:03:02,840

talk about prevention we're talking

66

00:03:01,340 --> 00:03:05,209

about keeping children from struggling

67

00:03:02,840 --> 00:03:08,269

in the first place so prevention refers

68

00:03:05,209 --> 00:03:10,609

to the types of things that we do before

69

00:03:08,269 --> 00:03:12,440

a student has demonstrated any reading

70

00:03:10,609 --> 00:03:14,480

difficulties whether it's with all

71

00:03:12,440 --> 00:03:16,280

children or children we've identified at

72

00:03:14,480 --> 00:03:17,959

risk based upon say kindergarten

73

00:03:16,280 --> 00:03:19,940

screening results and what they came in

74

00:03:17,959 --> 00:03:23,120

with the amount of letter the letter

75

00:03:19,940 --> 00:03:24,799

sound knowledge etc intervention on the

76

00:03:23,120 --> 00:03:27,380

other hand focuses on instructional

77

00:03:24,799 --> 00:03:29,209

choices we make with students who have

78

00:03:27,380 --> 00:03:32,829

demonstrated reading difficulties and

79

00:03:29,209 --> 00:03:32,829

that will be covered in module 11

80

00:03:34,690 --> 00:03:39,680

numerous studies in the 1980s and 1990s

81

00:03:37,310 --> 00:03:41,000

examined the impact of explicit

82

00:03:39,680 --> 00:03:43,069

letter-sound instruction and

83

00:03:41,000 --> 00:03:45,829

phonological awareness instruction on

84

00:03:43,069 --> 00:03:48,109

reading outcomes they were being

85

00:03:45,829 --> 00:03:49,880

compared to business as usual approaches

86

00:03:48,109 --> 00:03:53,840

and the most common business-as-usual

87

00:03:49,880 --> 00:03:56,090

approaches in the 80s and 90s involved

88

00:03:53,840 --> 00:03:59,299

the classic whole word approach and the

89

00:03:56,090 --> 00:04:02,359

whole language approach the results were

90

00:03:59,299 --> 00:04:04,579

very consistent there was a 50% and

91

00:04:02,359 --> 00:04:07,459

often greater reduction in the number of

92

00:04:04,579 --> 00:04:08,989

struggling readers when explicit

93

00:04:07,459 --> 00:04:10,700

letter-sound instruction and explicit

94

00:04:08,989 --> 00:04:12,530

phonological awareness were included as

95

00:04:10,700 --> 00:04:14,810

part of kindergarten and or first-grade

96

00:04:12,530 --> 00:04:17,030

instruction and this body of research

97

00:04:14,810 --> 00:04:20,060

was reviewed by the National Reading

98

00:04:17,030 --> 00:04:21,950

Panel in 2000 interestingly there's been

99

00:04:20,060 --> 00:04:25,990

very little research of this sort since

100

00:04:21,950 --> 00:04:28,730

that time journals oftentimes are

101

00:04:25,990 --> 00:04:30,680

unlikely to publish this type of stuff

102

00:04:28,730 --> 00:04:32,530

and granting agencies often don't give

103

00:04:30,680 --> 00:04:35,090

grants for this type of research why

104

00:04:32,530 --> 00:04:38,180

well the best analogy I can think of

105

00:04:35,090 --> 00:04:39,980

is what do you think if some researchers

106

00:04:38,180 --> 00:04:41,930

in the medical field decided to approach

107

00:04:39,980 --> 00:04:43,820

a grant agency or a journal and say

108

00:04:41,930 --> 00:04:45,490

they're doing a study on the

109

00:04:43,820 --> 00:04:47,389

relationship between smoking and cancer

110

00:04:45,490 --> 00:04:49,070

well I think it's pretty

111

00:04:47,389 --> 00:04:51,020

well-established there's a relationship

112

00:04:49,070 --> 00:04:54,140

between smoking and cancer do we really

113

00:04:51,020 --> 00:04:55,130

need more data of that sort in a sense

114

00:04:54,140 --> 00:04:56,930

that's what's gone on with the

115

00:04:55,130 --> 00:04:59,180

prevention research it is so well

116

00:04:56,930 --> 00:05:00,560

established that it's actually hard to

117

00:04:59,180 --> 00:05:05,210

do that kind of research and get it

118

00:05:00,560 --> 00:05:07,520

published anymore in these studies there

119

00:05:05,210 --> 00:05:10,220

were numerous ways that children were

120

00:05:07,520 --> 00:05:12,860

taught in some cases there was whole

121

00:05:10,220 --> 00:05:14,900

class instruction all the kids got it

122

00:05:12,860 --> 00:05:17,840

and they had a trajectory that went

123

00:05:14,900 --> 00:05:19,880

throughout all of kindergarten in other

124

00:05:17,840 --> 00:05:21,530

cases they did more intensive small

125

00:05:19,880 --> 00:05:23,150

group instruction all the children got

126

00:05:21,530 --> 00:05:25,460

it but they got it in small groups and

127

00:05:23,150 --> 00:05:28,430

they did it for example in the spring of

128

00:05:25,460 --> 00:05:32,479

kindergarten some did whole group some

129

00:05:28,430 --> 00:05:34,190

did small group in first grade all these

130

00:05:32,479 --> 00:05:36,620

types of interventions had very similar

131

00:05:34,190 --> 00:05:38,150

results the key was that the

132

00:05:36,620 --> 00:05:39,800

phonological awareness and the letter

133

00:05:38,150 --> 00:05:41,990

sound instruction was explicit and

134

00:05:39,800 --> 00:05:44,090

systematic why did these studies get

135

00:05:41,990 --> 00:05:46,490

such good results I think you can

136

00:05:44,090 --> 00:05:49,570

explain that by going back to modules

137

00:05:46,490 --> 00:05:52,280

two and four and it should become clear

138

00:05:49,570 --> 00:05:54,740

it's really based upon the alphabetic

139

00:05:52,280 --> 00:05:57,919

nature of the writing system and module

140

00:05:54,740 --> 00:06:00,200

two we learned that we don't read based

141

00:05:57,919 --> 00:06:04,130

on visual memory in module four we saw

142

00:06:00,200 --> 00:06:08,840

the very central role of phonological

143

00:06:04,130 --> 00:06:10,820

and phonemic skills in reading so it's

144

00:06:08,840 --> 00:06:12,140

necessary to know the code of written

145

00:06:10,820 --> 00:06:14,539

English so we need to know the letter

146

00:06:12,140 --> 00:06:18,080

sound relationships and we need to know

147

00:06:14,539 --> 00:06:20,539

that phonological skills support sight

148

00:06:18,080 --> 00:06:23,120

word acquisition these prevention

149

00:06:20,539 --> 00:06:25,070

studies were one of the key sources

150

00:06:23,120 --> 00:06:27,289

behind response to intervention and

151

00:06:25,070 --> 00:06:29,539

multi-tiered systems of support the

152

00:06:27,289 --> 00:06:30,800

first tier of course being whole class

153

00:06:29,539 --> 00:06:33,349

instructions something that

154

00:06:30,800 --> 00:06:36,199

all children receive however there's

155

00:06:33,349 --> 00:06:38,479

very little evidence that these specific

156

00:06:36,199 --> 00:06:41,479

types of instructional strategies are

157

00:06:38,479 --> 00:06:43,699

widespread as of the time I'm recording

158

00:06:41,479 --> 00:06:45,349

this let's talk about the strengths of

159

00:06:43,699 --> 00:06:46,129

the results the overall improvement in

160

00:06:45,349 --> 00:06:49,580

the reading scores

161

00:06:46,129 --> 00:06:51,470

we're notable when they included kids of

162

00:06:49,580 --> 00:06:53,599

all skill levels they found the

163

00:06:51,470 --> 00:06:55,550

equivalent of eight standard score point

164

00:06:53,599 --> 00:06:57,080

Gain difference between kids who got the

165

00:06:55,550 --> 00:06:58,940

explicit instruction and phonological

166

00:06:57,080 --> 00:07:01,159

awareness and phonics and those that did

167

00:06:58,940 --> 00:07:03,590

not now what I'm telling you is the

168

00:07:01,159 --> 00:07:06,229

standard score points that's not the

169

00:07:03,590 --> 00:07:07,879

actual index they used I'm saying this

170

00:07:06,229 --> 00:07:09,530

because that's what most educators

171

00:07:07,879 --> 00:07:11,840

understand they actually used effect

172

00:07:09,530 --> 00:07:13,280

sizes and rather than standard score

173

00:07:11,840 --> 00:07:15,770

point gains based on national

174

00:07:13,280 --> 00:07:17,300

comparisons they were talking about the

175

00:07:15,770 --> 00:07:18,800

equivalent of eight standard score point

176

00:07:17,300 --> 00:07:20,360

differences compared to whatever the

177

00:07:18,800 --> 00:07:22,449

control group was in those studies

178

00:07:20,360 --> 00:07:26,120

that's when an effect size looks at

179

00:07:22,449 --> 00:07:28,219

however the results didn't always last a

180

00:07:26,120 --> 00:07:30,500

year or two later they may have dropped

181

00:07:28,219 --> 00:07:32,240

down in many cases to about four

182

00:07:30,500 --> 00:07:35,539

standard score point gain difference why

183

00:07:32,240 --> 00:07:38,419

is this well the reason should be clear

184

00:07:35,539 --> 00:07:39,949

from earlier sessions that if you're

185

00:07:38,419 --> 00:07:42,500

looking at all the kids of all skill

186

00:07:39,949 --> 00:07:44,569

levels the kids in the top 2/3 who are

187

00:07:42,500 --> 00:07:46,639

not taught phonological awareness and

188

00:07:44,569 --> 00:07:48,680

we're not taught the letter-sound skills

189

00:07:46,639 --> 00:07:51,669

they figured those out and they caught

190

00:07:48,680 --> 00:07:54,650

up to their peers by about third grade

191

00:07:51,669 --> 00:07:57,190

however and this is pretty important to

192

00:07:54,650 --> 00:07:59,509

the theme of this whole set of webinars

193

00:07:57,190 --> 00:08:02,090

children we're at risk fared much

194

00:07:59,509 --> 00:08:05,629

better as a result of these types of

195

00:08:02,090 --> 00:08:07,879

prevention efforts some studies looked

196

00:08:05,629 --> 00:08:11,389

at at-risk kids in the bottom 10% or 20%

197

00:08:07,879 --> 00:08:13,219

or 30% and what they found was a 13

198

00:08:11,389 --> 00:08:15,620

standard score point difference between

199

00:08:13,219 --> 00:08:18,650

those at-risk readers who receive

200

00:08:15,620 --> 00:08:20,330

phonological awareness and letter-sound

201

00:08:18,650 --> 00:08:22,520

instruction in kindergarten versus those

202

00:08:20,330 --> 00:08:25,849

that did not but here's what's

203

00:08:22,520 --> 00:08:29,479

interesting those gains increased at

204

00:08:25,849 --> 00:08:31,250

follow-up studies to 20 points in other

205

00:08:29,479 --> 00:08:32,630

words when they track these kids six

206

00:08:31,250 --> 00:08:35,419

months a year two years down the line

207

00:08:32,630 --> 00:08:37,760

the gap continued to widen between those

208

00:08:35,419 --> 00:08:39,229

children who received the letter sound

209

00:08:37,760 --> 00:08:41,300

instruction and the phonological

210

00:08:39,229 --> 00:08:43,820

awareness instruction in kindergarten

211

00:08:41,300 --> 00:08:46,520

and/or first and those that did not

212

00:08:43,820 --> 00:08:49,070

so this provides very very strong

213

00:08:46,520 --> 00:08:51,350

evidence for the preventative nature of

214

00:08:49,070 --> 00:08:53,000

what we would call Tier 1 instruction

215

00:08:51,350 --> 00:08:58,790

that is instruction that all the

216

00:08:53,000 --> 00:09:01,460

children receive this all means that

217

00:08:58,790 --> 00:09:03,320

many children who we consider to be at

218

00:09:01,460 --> 00:09:05,420

risk can avoid having reading

219

00:09:03,320 --> 00:09:08,090

difficulties if in kindergarten first

220

00:09:05,420 --> 00:09:10,550

grade we explicitly teach the letter

221

00:09:08,090 --> 00:09:14,840

sound skills but also the phonological

222

00:09:10,550 --> 00:09:16,220

awareness skills students who are at

223

00:09:14,840 --> 00:09:18,410

risk who are not taught with these

224

00:09:16,220 --> 00:09:20,360

approaches continue to struggle they're

225

00:09:18,410 --> 00:09:22,700

not going to become competent readers

226

00:09:20,360 --> 00:09:24,230

all on their own without learning to

227

00:09:22,700 --> 00:09:26,390

break the code without learning to

228

00:09:24,230 --> 00:09:28,220

develop the phonemic skills to benefit

229

00:09:26,390 --> 00:09:30,860

from an alphabet based writing system

230

00:09:28,220 --> 00:09:33,410

and it's also interesting to note that

231

00:09:30,860 --> 00:09:34,760

the gap between those who receive such

232

00:09:33,410 --> 00:09:38,360

instruction and those that didn't

233

00:09:34,760 --> 00:09:40,070

widened over time it's possible to

234

00:09:38,360 --> 00:09:42,020

prevent many of the reading problems we

235

00:09:40,070 --> 00:09:45,020

see as many as half of the reading

236

00:09:42,020 --> 00:09:46,670

problems we see are preventable explicit

237

00:09:45,020 --> 00:09:48,260

phonological awareness instruction and

238

00:09:46,670 --> 00:09:50,420

explicit letter sound instruction

239

00:09:48,260 --> 00:09:53,060

prevent a large portion of reading

240

00:09:50,420 --> 00:09:54,950

difficulties both whole group and small

241

00:09:53,060 --> 00:09:59,030

group instruction had similar prevention

242

00:09:54,950 --> 00:10:00,440

effects does your school do phonological

243

00:09:59,030 --> 00:10:04,660

awareness training and letter sound

244

00:10:00,440 --> 00:10:04,660

training in K1 if not why not

245

00:10:09,669 --> 00:10:13,729

up next we're going to talk about

246

00:10:12,079 --> 00:10:17,169

instructional practices that help

247

00:10:13,729 --> 00:10:17,169

prevent reading difficulties