1

00:00:05,030 --> 00:00:12,330

module 11 effective interventions for

2

00:00:08,700 --> 00:00:14,730

reading difficulties session 2 popular

3

00:00:12,330 --> 00:00:19,170

interventions with minimal to modest

4

00:00:14,730 --> 00:00:20,670

results hello this is David Kilpatrick

5

00:00:19,170 --> 00:00:24,000

and I'm your presenter for these

6

00:00:20,670 --> 00:00:25,580

thirteen on-demand modules as a result

7

00:00:24,000 --> 00:00:27,150

of participating in these modules

8

00:00:25,580 --> 00:00:29,070

individuals should learn a lot more

9

00:00:27,150 --> 00:00:31,500

about reading research particularly as

10

00:00:29,070 --> 00:00:35,280

it applies to assessing preventing and

11

00:00:31,500 --> 00:00:37,530

overcoming reading difficulties we are

12

00:00:35,280 --> 00:00:39,360

now going through module 11 module 11

13

00:00:37,530 --> 00:00:42,449

has four sessions and we're in the

14

00:00:39,360 --> 00:00:44,660

second session as a result of

15

00:00:42,449 --> 00:00:46,559

participating in this session

16

00:00:44,660 --> 00:00:47,820

individuals should be able to identify

17

00:00:46,559 --> 00:00:50,010

the interventions that have limited

18

00:00:47,820 --> 00:00:51,629

results and explain why these approaches

19

00:00:50,010 --> 00:00:53,160

do not substantially close the gap

20

00:00:51,629 --> 00:00:56,399

between struggling readers and their

21

00:00:53,160 --> 00:00:58,230

typically developing peers there are a

22

00:00:56,399 --> 00:01:00,719

number of common assumptions people make

23

00:00:58,230 --> 00:01:02,640

about reading improvement and these

24

00:01:00,719 --> 00:01:05,690

assumptions have not been validated by

25

00:01:02,640 --> 00:01:07,620

research and as a result we build our

26

00:01:05,690 --> 00:01:09,659

intervention approaches upon these

27

00:01:07,620 --> 00:01:12,180

assumptions and we don't get the kind of

28

00:01:09,659 --> 00:01:13,740

results that we'd like first of all one

29

00:01:12,180 --> 00:01:15,689

assumption is that reading is based on

30

00:01:13,740 --> 00:01:18,810

visual memory or some sort of paired-

31

00:01:15,689 --> 00:01:20,280

associate learning also there's the

32

00:01:18,810 --> 00:01:22,640

assumption that weak readers can improve

33

00:01:20,280 --> 00:01:24,780

their fluency simply by reading practice

34

00:01:22,640 --> 00:01:26,310

phonics intervention is thought to close

35

00:01:24,780 --> 00:01:28,520

the gap between struggling readers and

36

00:01:26,310 --> 00:01:30,600

their typically developing peers

37

00:01:28,520 --> 00:01:32,549

interventions based upon the 3 queueing

38

00:01:30,600 --> 00:01:35,100

systems are thought to get kids up to

39

00:01:32,549 --> 00:01:37,079

grade level and phonological awareness

40

00:01:35,100 --> 00:01:40,530

is not thought to be important after

41

00:01:37,079 --> 00:01:42,869

first grade and students who can't read

42

00:01:40,530 --> 00:01:44,520

by late elementary school it's assumed

43

00:01:42,869 --> 00:01:46,619

that they're not going to become good

44

00:01:44,520 --> 00:01:48,030

readers at any point so we more or less

45

00:01:46,619 --> 00:01:49,710

try to accommodate for the fact that

46

00:01:48,030 --> 00:01:53,100

they have reading difficulties after

47

00:01:49,710 --> 00:01:55,350

that point the assumptions that I just

48

00:01:53,100 --> 00:01:58,670

mentioned on the previous screen often

49

00:01:55,350 --> 00:02:02,039

drive our teaching practices for example

50

00:01:58,670 --> 00:02:04,079

when irregular words are taught as whole

51

00:02:02,039 --> 00:02:05,689

units to be remembered visually that's

52

00:02:04,079 --> 00:02:08,280

based on the visual memory assumption

53

00:02:05,689 --> 00:02:09,810

the idea of repeated readings for weak

54

00:02:08,280 --> 00:02:13,260

readers that's based on the practice

55

00:02:09,810 --> 00:02:14,880

assumption the idea of breaking tasks

56

00:02:13,260 --> 00:02:16,590

down into smaller units and developing

57

00:02:14,880 --> 00:02:18,240

more fine-grain letter-sound knowledge

58

00:02:16,590 --> 00:02:20,100

that's the phonics assumption

59

00:02:18,240 --> 00:02:21,870

teaching students to make better use of

60

00:02:20,100 --> 00:02:24,240

context when reading that's the three

61

00:02:21,870 --> 00:02:25,920

queueing assumption and ignoring

62

00:02:24,240 --> 00:02:27,870

phonological awareness skills after

63

00:02:25,920 --> 00:02:29,790

first grade or ignoring them entirely

64

00:02:27,870 --> 00:02:32,400

throughout the entire developmental

65

00:02:29,790 --> 00:02:35,460

range that's the phonological assumption

66

00:02:32,400 --> 00:02:37,050

and abandoning word reading instruction

67

00:02:35,460 --> 00:02:39,420

after late elementary school that's the

68

00:02:37,050 --> 00:02:43,670

what I would call statute of limitations

69

00:02:39,420 --> 00:02:46,020

assumption when we try to teach words as

70

00:02:43,670 --> 00:02:47,550

unanalyzed wholes that's based on

71

00:02:46,020 --> 00:02:50,160

intuition and tradition and it's

72

00:02:47,550 --> 00:02:52,620

inconsistent with what we now know about

73

00:02:50,160 --> 00:02:55,470

word reading word reading is not based

74

00:02:52,620 --> 00:02:58,500

on visual memory module 2.3 covers that

75

00:02:55,470 --> 00:03:00,480

in a fair degree of depth and it's

76

00:02:58,500 --> 00:03:02,340

definitely inconsistent with what we now

77

00:03:00,480 --> 00:03:05,370

know of how we do remember words that

78

00:03:02,340 --> 00:03:08,520

was covered in module 4.4 and quite

79

00:03:05,370 --> 00:03:11,460

clearly it does not help close the gap

80

00:03:08,520 --> 00:03:13,970

between weak readers and their typically

81

00:03:11,460 --> 00:03:16,830

developing peers

82

00:03:13,970 --> 00:03:18,570

it's very strongly intuitive that if we

83

00:03:16,830 --> 00:03:20,190

practice reading we're going to become

84

00:03:18,570 --> 00:03:21,870

better at reading and that in fact is

85

00:03:20,190 --> 00:03:23,460

true among typically developing readers

86

00:03:21,870 --> 00:03:25,770

if you have the mechanics of reading

87

00:03:23,460 --> 00:03:27,930

down the reading practice that you do

88

00:03:25,770 --> 00:03:29,520

will help boost your sight vocabulary

89

00:03:27,930 --> 00:03:30,660

which will in turn make you even a

90

00:03:29,520 --> 00:03:32,040

better reader but if you're a weak

91

00:03:30,660 --> 00:03:34,860

reader and you don't remember the words

92

00:03:32,040 --> 00:03:36,750

you read the idea of simply having kids

93

00:03:34,860 --> 00:03:39,240

practice reading is not an effective

94

00:03:36,750 --> 00:03:40,650

approach it's based on older assumptions

95

00:03:39,240 --> 00:03:45,180

about fluency and this is covered in

96

00:03:40,650 --> 00:03:48,180

module 4.5 oddly there have been a few

97

00:03:45,180 --> 00:03:50,250

recent research reviews that seem to

98

00:03:48,180 --> 00:03:51,780

support repeated reading the problem

99

00:03:50,250 --> 00:03:53,550

with those reviews is they don't make

100

00:03:51,780 --> 00:03:55,170

reference to standard score point gains

101

00:03:53,550 --> 00:03:57,030

and when you look at the studies that

102

00:03:55,170 --> 00:03:58,770

those reviews are based on when they do

103

00:03:57,030 --> 00:04:01,790

report standard score point gains they

104

00:03:58,770 --> 00:04:04,950

are very very limited low single-digit

105

00:04:01,790 --> 00:04:06,630

gains and there's no strong or

106

00:04:04,950 --> 00:04:10,020

consistent generalization to non

107

00:04:06,630 --> 00:04:11,970

practiced passages and quite frankly

108

00:04:10,020 --> 00:04:14,280

none of the studies that are being

109

00:04:11,970 --> 00:04:15,720

reviewed show that children who are

110

00:04:14,280 --> 00:04:17,370

struggling readers now are no longer

111

00:04:15,720 --> 00:04:19,470

struggling readers as a result of

112

00:04:17,370 --> 00:04:21,420

repeated readings typically they just

113

00:04:19,470 --> 00:04:24,540

show raw score improvements and as

114

00:04:21,420 --> 00:04:26,340

mentioned in a previous session you can

115

00:04:24,540 --> 00:04:28,930

have raw score improvements and still be

116

00:04:26,340 --> 00:04:31,120

getting farther behind

117

00:04:28,930 --> 00:04:34,330

and many commercial programs are based

118

00:04:31,120 --> 00:04:35,860

on the idea of volumes of reading do

119

00:04:34,330 --> 00:04:39,250

lots of reading and you'll become a

120

00:04:35,860 --> 00:04:41,350

better reader as mentioned in previous

121

00:04:39,250 --> 00:04:43,600

sessions phonics instruction doesn't

122

00:04:41,350 --> 00:04:47,350

close the gap for a fairly large portion

123

00:04:43,600 --> 00:04:49,120

of struggling readers phonics of course

124

00:04:47,350 --> 00:04:51,039

is necessary for becoming a good reader

125

00:04:49,120 --> 00:04:52,600

it's a step along the way you can't be a

126

00:04:51,039 --> 00:04:54,100

good reader without phonic knowledge

127

00:04:52,600 --> 00:04:57,190

whether you're taught it or not taught

128

00:04:54,100 --> 00:05:00,070

it good readers all have phonics skills

129

00:04:57,190 --> 00:05:03,039

but consider a previous session where we

130

00:05:00,070 --> 00:05:04,449

talked about the responses to phonics

131

00:05:03,039 --> 00:05:06,729

intervention based on the severity of

132

00:05:04,449 --> 00:05:09,099

the phonological core deficit children

133

00:05:06,729 --> 00:05:11,470

with very mild phonological core issues

134

00:05:09,099 --> 00:05:13,479

those kids take off if they get phonics

135

00:05:11,470 --> 00:05:15,849

intervention kids with the moderate

136

00:05:13,479 --> 00:05:17,650

phonological core issues they develop

137

00:05:15,849 --> 00:05:18,820

good phonics skills but they're not good

138

00:05:17,650 --> 00:05:20,560

at word reading they still don't

139

00:05:18,820 --> 00:05:22,210

remember the words they read because

140

00:05:20,560 --> 00:05:23,919

they have not developed a more advanced

141

00:05:22,210 --> 00:05:25,810

phonemic awareness that allows them to

142

00:05:23,919 --> 00:05:28,120

anchor those words in permanent memory

143

00:05:25,810 --> 00:05:29,289

based on orthographic mapping and then

144

00:05:28,120 --> 00:05:31,690

the children were the most severe

145

00:05:29,289 --> 00:05:33,880

phonological core deficit issues they

146

00:05:31,690 --> 00:05:35,550

don't even benefit from phonics because

147

00:05:33,880 --> 00:05:37,659

their phonological skills are not

148

00:05:35,550 --> 00:05:39,880

sufficient for them to benefit from

149

00:05:37,659 --> 00:05:41,650

phonics you may also recall that the

150

00:05:39,880 --> 00:05:43,840

good news is if you directly train

151

00:05:41,650 --> 00:05:45,909

phonological awareness these children

152

00:05:43,840 --> 00:05:47,770

will take off in phonics and if you

153

00:05:45,909 --> 00:05:50,340

directly train phonological awareness to

154

00:05:47,770 --> 00:05:53,229

the advanced level with those moderate

155

00:05:50,340 --> 00:05:55,659

students then they will begin to

156

00:05:53,229 --> 00:05:57,090

remember the words they read the three

157

00:05:55,659 --> 00:06:00,940

queueing systems intervention was

158

00:05:57,090 --> 00:06:02,710

discussed earlier in module 2.4 there is

159

00:06:00,940 --> 00:06:05,139

no independent evidence that it helps

160

00:06:02,710 --> 00:06:06,669

children beyond about a year usually if

161

00:06:05,139 --> 00:06:09,340

there is a benefit for children in these

162

00:06:06,669 --> 00:06:11,800

independent studies the benefit that

163

00:06:09,340 --> 00:06:14,800

they have washes out within a year when

164

00:06:11,800 --> 00:06:16,840

I say independent I mean by researchers

165

00:06:14,800 --> 00:06:19,870

who do not have a vested interest in the

166

00:06:16,840 --> 00:06:21,460

3 queueing systems approach it's also

167

00:06:19,870 --> 00:06:23,199

inconsistent with what we know about

168

00:06:21,460 --> 00:06:24,610

reading development the 3 queueing

169

00:06:23,199 --> 00:06:27,310

systems approach was developed in the

170

00:06:24,610 --> 00:06:29,500

1960s it has had very few modifications

171

00:06:27,310 --> 00:06:31,380

and it certainly has not allowed itself

172

00:06:29,500 --> 00:06:33,460

to be influenced by the literally

173

00:06:31,380 --> 00:06:36,840

thousands of research studies that have

174

00:06:33,460 --> 00:06:40,060

occurred since the 1960s and the

175

00:06:36,840 --> 00:06:41,409

emphasis it places on certain types of

176

00:06:40,060 --> 00:06:43,599

strategies of the strategy

177

00:06:41,409 --> 00:06:45,519

that come naturally to weak readers weak

178

00:06:43,599 --> 00:06:47,979

readers have to rely on guessing from

179

00:06:45,519 --> 00:06:49,330

contextual cues and picture cues skilled

180

00:06:47,979 --> 00:06:51,429

readers don't have to do that because

181

00:06:49,330 --> 00:06:53,110

they build a very large site vocabulary

182

00:06:51,429 --> 00:06:54,249

they're familiar with most or all the

183

00:06:53,110 --> 00:06:56,199

words they're reading and they're good

184

00:06:54,249 --> 00:06:57,879

at sounding out words the idea of

185

00:06:56,199 --> 00:06:59,889

looking at the first letter and guessing

186

00:06:57,879 --> 00:07:03,129

that doesn't allow the child to process

187

00:06:59,889 --> 00:07:04,389

each of the letters in the orthographic

188

00:07:03,129 --> 00:07:08,649

sequence that's going to make it

189

00:07:04,389 --> 00:07:10,449

memorable Universal screenings typically

190

00:07:08,649 --> 00:07:12,969

remove any phonological awareness

191

00:07:10,449 --> 00:07:17,379

assessment after first grade and that's

192

00:07:12,969 --> 00:07:19,449

because they use phonemic segmentation

193

00:07:17,379 --> 00:07:21,009

tasks and most children by the end of

194

00:07:19,449 --> 00:07:23,949

first grade have mastered that and

195

00:07:21,009 --> 00:07:26,229

therefore the correlation with reading

196

00:07:23,949 --> 00:07:29,099

drops off dramatically the correlation

197

00:07:26,229 --> 00:07:31,629

still exists on the lower third but

198

00:07:29,099 --> 00:07:34,629

because they're looking at the whole

199

00:07:31,629 --> 00:07:37,119

range of skill levels the correlation

200

00:07:34,629 --> 00:07:40,119

washes out but phoneme segmentation is

201

00:07:37,119 --> 00:07:41,679

not very sensitive to the long haul

202

00:07:40,119 --> 00:07:43,569

development of phonological awareness

203

00:07:41,679 --> 00:07:45,959

that occurs up until about third or

204

00:07:43,569 --> 00:07:45,959

fourth grade

205

00:07:46,829 --> 00:07:50,919

given that phonological awareness grows

206

00:07:49,240 --> 00:07:52,659

until about third or fourth grade some

207

00:07:50,919 --> 00:07:55,629

studies would put it as high as fifth in

208

00:07:52,659 --> 00:07:57,610

typically developing readers if you use

209

00:07:55,629 --> 00:07:59,050

a test that only evaluates children up

210

00:07:57,610 --> 00:08:00,189

to an in first grade level then you're

211

00:07:59,050 --> 00:08:01,719

missing a lot in terms of the

212

00:08:00,189 --> 00:08:04,719

phonological skills necessary for

213

00:08:01,719 --> 00:08:06,759

reading it turns out as we will learn in

214

00:08:04,719 --> 00:08:08,740

the next session aggressively training

215

00:08:06,759 --> 00:08:10,959

phonological awareness in the skill

216

00:08:08,740 --> 00:08:13,419

levels beyond 1st grade have had the

217

00:08:10,959 --> 00:08:16,719

best results in terms of intervention

218

00:08:13,419 --> 00:08:18,339

outcomes also that more advanced

219

00:08:16,719 --> 00:08:21,719

phonemic awareness is consistent with

220

00:08:18,339 --> 00:08:21,719

the orthographic learning literature

221

00:08:22,079 --> 00:08:27,069

schools typically stop or at least limit

222

00:08:25,300 --> 00:08:29,739

the intervention and word level reading

223

00:08:27,069 --> 00:08:31,389

after later elementary school this is

224

00:08:29,739 --> 00:08:32,680

presumably due to the fact that when

225

00:08:31,389 --> 00:08:35,079

they work with these older kids they see

226

00:08:32,680 --> 00:08:38,529

very limited benefits but they're seeing

227

00:08:35,079 --> 00:08:40,240

limited benefits in approaches as I'm

228

00:08:38,529 --> 00:08:42,699

describing in this session that aren't

229

00:08:40,240 --> 00:08:44,229

very effective to begin with in fact if

230

00:08:42,699 --> 00:08:46,509

these approaches were helpful they would

231

00:08:44,229 --> 00:08:49,029

be continued to be used until the

232

00:08:46,509 --> 00:08:52,180

children had properly addressed their

233

00:08:49,029 --> 00:08:54,329

reading problem none of the approaches

234

00:08:52,180 --> 00:08:56,279

address phonological awareness after

235

00:08:54,329 --> 00:08:58,829

first grade fortunately there are some

236

00:08:56,279 --> 00:09:00,809

studies to show that we can see dramatic

237

00:08:58,829 --> 00:09:02,759

gains and older students and adults if

238

00:09:00,809 --> 00:09:05,059

we directly address the reasons why

239

00:09:02,759 --> 00:09:07,379

they're struggling in the first place

240

00:09:05,059 --> 00:09:10,350

such studies as we will see in the next

241

00:09:07,379 --> 00:09:13,019

module they basically went after and

242

00:09:10,350 --> 00:09:14,459

aggressively addressed the more advanced

243

00:09:13,019 --> 00:09:20,369

phonemic awareness skills that these

244

00:09:14,459 --> 00:09:21,559

individuals lack studies of common

245

00:09:20,369 --> 00:09:23,939

commercially available programs

246

00:09:21,559 --> 00:09:25,739

consistently show very limited standard

247

00:09:23,939 --> 00:09:27,239

score point gains and there's no

248

00:09:25,739 --> 00:09:29,220

evidence that any of these interventions

249

00:09:27,239 --> 00:09:31,350

close the gap between struggling readers

250

00:09:29,220 --> 00:09:33,660

and their typical peers with very very

251

00:09:31,350 --> 00:09:35,129

few exceptions and the only exceptions

252

00:09:33,660 --> 00:09:38,879

are the few commercially available

253

00:09:35,129 --> 00:09:40,049

programs that directly address the more

254

00:09:38,879 --> 00:09:43,549

advanced phonemic awareness skills

255

00:09:40,049 --> 00:09:46,499

alongside the phonics development and

256

00:09:43,549 --> 00:09:48,839

this is consistent with four decades of

257

00:09:46,499 --> 00:09:50,970

research on general educational and

258

00:09:48,839 --> 00:09:52,619

special education remedial reading the

259

00:09:50,970 --> 00:09:55,619

findings have been that weak readers

260

00:09:52,619 --> 00:09:57,480

generally remain weak readers and we I

261

00:09:55,619 --> 00:09:59,220

think can now interpret why we've had

262

00:09:57,480 --> 00:10:01,559

that long term finding is because we

263

00:09:59,220 --> 00:10:03,869

continue to use approaches based on the

264

00:10:01,559 --> 00:10:06,419

assumptions that are being presented in

265

00:10:03,869 --> 00:10:09,689

this module that we now know in

266

00:10:06,419 --> 00:10:11,759

retrospect do not provide the kind of

267

00:10:09,689 --> 00:10:13,139

help and do not address the issues as to

268

00:10:11,759 --> 00:10:15,059

why the children are struggling in the

269

00:10:13,139 --> 00:10:16,999

first place it's based more on intuitive

270

00:10:15,059 --> 00:10:20,959

ideas and traditional ideas rather than

271

00:10:16,999 --> 00:10:25,110

ideas that science has indicated

272

00:10:20,959 --> 00:10:26,879

explains how we read now I'm not going

273

00:10:25,110 --> 00:10:29,639

to name names of particular programs

274

00:10:26,879 --> 00:10:33,480

that don't work very well that are in

275

00:10:29,639 --> 00:10:36,149

that very limited range of benefit all

276

00:10:33,480 --> 00:10:38,129

you need to do is consider any program

277

00:10:36,149 --> 00:10:39,899

that you're familiar with and look at

278

00:10:38,129 --> 00:10:42,569

some of their operating assumptions and

279

00:10:39,899 --> 00:10:45,389

you'll see that most every program that

280

00:10:42,569 --> 00:10:47,009

is available commercially not all

281

00:10:45,389 --> 00:10:49,619

but most every program that's available

282

00:10:47,009 --> 00:10:52,019

commercially has some of the assumptions

283

00:10:49,619 --> 00:10:53,790

built into them the assumptions that I'm

284

00:10:52,019 --> 00:10:56,699

talking about in this session and as a

285

00:10:53,790 --> 00:11:02,399

result they don't have the kind of

286

00:10:56,699 --> 00:11:04,619

outcomes that we would like to have so

287

00:11:02,399 --> 00:11:06,209

why the limited results the limited

288

00:11:04,619 --> 00:11:07,939

results are because these interventions

289

00:11:06,209 --> 00:11:09,619

are not based on an understanding

290

00:11:07,939 --> 00:11:12,229

of how word reading develops in

291

00:11:09,619 --> 00:11:16,220

the first place that was all covered in

292

00:11:12,229 --> 00:11:17,899

module four and we use these unsupported

293

00:11:16,220 --> 00:11:19,729

assumptions and design our programs

294

00:11:17,899 --> 00:11:22,009

design our curriculum and they keep

295

00:11:19,729 --> 00:11:25,429

getting reused and recycled repackage

296

00:11:22,009 --> 00:11:27,619

with more flashy types of

297

00:11:25,429 --> 00:11:29,869

presentations of materials maybe we put

298

00:11:27,619 --> 00:11:32,329

it on computer so taking an ineffective

299

00:11:29,869 --> 00:11:34,159

approach and creating a computer

300

00:11:32,329 --> 00:11:36,979

version of it doesn't turn it into an

301

00:11:34,159 --> 00:11:38,689

effective approach fortunately there is

302

00:11:36,979 --> 00:11:40,669

some good news amid a lot of this

303

00:11:38,689 --> 00:11:43,249

negative news that I'm giving you in

304

00:11:40,669 --> 00:11:45,679

this particular session but researchers

305

00:11:43,249 --> 00:11:48,679

now do understand how reading develops

306

00:11:45,679 --> 00:11:51,709

and as you'll see in the next module we

307

00:11:48,679 --> 00:11:53,809

are able to really move the dial on

308

00:11:51,709 --> 00:11:56,419

struggling readers in a way that we

309

00:11:53,809 --> 00:12:00,619

haven't done in the past given that

310

00:11:56,419 --> 00:12:02,839

information and as we will see the best

311

00:12:00,619 --> 00:12:04,279

intervention results are consistent with

312

00:12:02,839 --> 00:12:08,749

our scientific understanding of how

313

00:12:04,279 --> 00:12:10,099

reading works so there are several

314

00:12:08,749 --> 00:12:11,059

common assumptions about reading

315

00:12:10,099 --> 00:12:12,349

intervention that affect our

316

00:12:11,059 --> 00:12:14,689

instructional efforts and these

317

00:12:12,349 --> 00:12:17,029

assumptions are not consistent with what

318

00:12:14,689 --> 00:12:19,459

we've learned about how reading develops

319

00:12:17,029 --> 00:12:21,549

and why some kids struggle most

320

00:12:19,459 --> 00:12:23,359

commercially available programs and

321

00:12:21,549 --> 00:12:24,979

approaches are based on these

322

00:12:23,359 --> 00:12:26,629

unsupportive assumptions and that's

323

00:12:24,979 --> 00:12:31,609

really why we're not getting the kind of

324

00:12:26,629 --> 00:12:33,139

results we'd like to get what

325

00:12:31,609 --> 00:12:35,089

assumptions have you brought to the task

326

00:12:33,139 --> 00:12:36,769

of reading instruction or intervention

327

00:12:35,089 --> 00:12:42,619

and how they affected your choice of

328

00:12:36,769 --> 00:12:46,569

approach next up is the phonological

329

00:12:42,619 --> 00:12:46,569

proficiency intervention continuum

330

00:12:50,279 --> 00:12:52,339