Assessing, Preventing, and Overcoming Reading Difficulties

A professional learning series presented by David Kilpatrick, Ph.D.

Module 1 *Session 1*

Sponsored by the Exceptional Student Services Unit (ESSU) and created in collaboration with Specific Learning Disability Specialists Jill Marshall and Veronica Fiedler

CDE CO COLORADO
Department of Education

Module 1: Reading Research And The Research To Practice Gap

Session 1: Introduction to Reading Research

Vision
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission
The mission of the CDE is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

Every student,
every step of the way

Reference and Disclaimer

- This on-demand webinar series, *Assessing, Preventing and Overcoming Reading Difficulties*, was developed by David Kilpatrick, Ph.D., in collaboration with the Specific Learning Disability Specialists in the Exceptional Student Services Unit of the Colorado Department of Education.

- Content of the webinar series was originally included in the book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015).

- This material was developed under a grant from the Colorado Department of Education. **The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.**

The Presenter

DAVID A. KILPATRICK, PHD is Associate Professor of Psychology for the State University of New York, College at Cortland. He teaches courses in learning disabilities and educational psychology. He is also a New York State Certified School Psychologist and has conducted over a thousand evaluations of students with reading difficulties during his 27 years with the East Syracuse-Minoa Central School District. David is currently involved in a number of research and writing projects. He facilitates professional development workshops for educators and presents regularly in districts, and at state and national conferences. He is the author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015), and *Equipped for Reading Success-A Comprehensive Step-by-Step Program from Developing Phonemic Awareness and Fluent Word Recognition*.
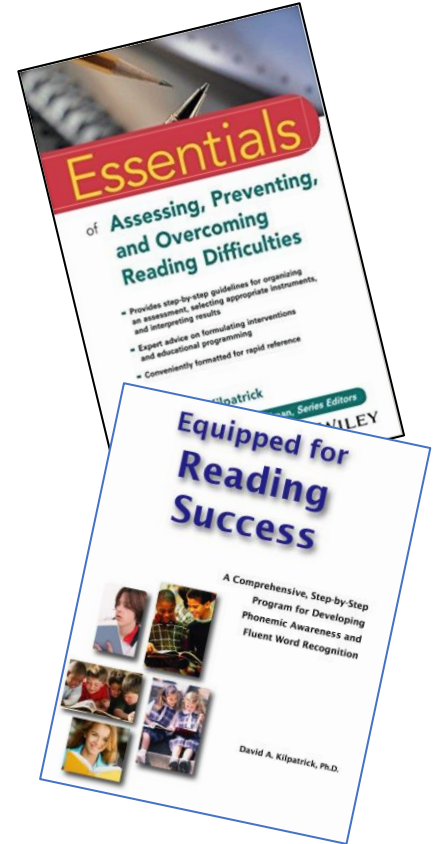
Series Designed for Use in Multiple Ways

1. **Complete all 13 modules**: Participants who engage in all thirteen modules will be provided a comprehensive learning experience encompassing research, impact, and critical elements of assessing, preventing, and overcoming reading difficulties.

2. **Complete individual modules**: Participants may view a session/s for specific information and guidance on topics related to assessing, preventing and overcoming reading difficulties. This format is ideal for short professional development opportunities, e.g., during an Impact Team meeting or Professional Learning Community.

3. **Complete as a book or chapter study**: Participants may view all or part or the series as a tandem companion or supplemental resource for supporting a study of the book: *The Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015)

Assessing, Preventing, and Overcoming Reading Difficulties

Objective:

Through engagement in this series of 13 on-demand webinars, participants will understand the current research, implications, and the essential elements necessary for assessing, preventing, and overcoming reading difficulties.

ASSESS   **PREVENT**   **OVERCOME**

Assessing, Preventing, and Overcoming Reading Difficulties

Webinar Series Modules

Module 1: Reading Research and the Research to Practice Gap

Module 2: Current Approaches to Reading Instruction: Why Many Learners Still Struggle

Module 3: The Simple View Of Reading

Module 4: Word-Level Reading

Module 5: Reading Comprehension

Module 6: Introduction to Reading Assessment; Assessing Phonological Skills

Module 7: Assessing Phonics Skills

Module 8: Assessing Word Identification and Reading Fluency

Module 9: Assessing Reading Comprehension and Related Skills

Module 10: Effective Approaches for Preventing Reading Difficulties

Module 11: Effective Interventions for Reading Difficulties

Module 12: Case Examples of Reading Disabilities

Module 13: Specific Learning Disability Identification

Learning Intentions

**Module 1 Session 1:
Introduction to Reading Research**

Participants will be able to:

- ✓ Acknowledge the issue of reading problems in our country

- ✓ Make connections to the field of reading research

- ✓ Describe and explain the gap between the reading research and classroom practice

Reading Problems in the United States

- National Assessment of Educational Progress
  - Since 1990s, 27% to 34% of 4th graders read below a basic level
- SLD is the largest category under IDEA
  - 80%-85% of students with SLD have reading problems
  - As well as a large portion of student with other designations
- Relationship to behavior and self-esteem
- Graduation, college & career, legal issues
- Equity issues

The Gap Between Research and Practice in Reading

This gap has been documented for
- General education teachers
- Remedial reading teachers
- Special education teachers
- Teacher trainers (i.e., professors in teacher prep programs)
- School psychologists
- Speech pathologists

This gap has been acknowledged by
- The American Federation of Teachers
- The Society for the Scientific Study of Reading
- The U.S. Federal Government

In 2009, the *Journal of Learning Disabilities* devoted an entire issue investigating the reason for this gap

Explaining the Gap Between Research and Practice

Access to the research findings

- Only college students and professors have access

Sheer volume of findings

- Approximately 600-800 scientific articles appear every year

The "Reading Wars"

- Has been going on since the early 1800s
- Has created an environment inconsistent with professional growth

Philosophical perspectives in the fields of education and school psychology

Lack of awareness of the research is the biggest factor

What We Are Missing

The research origins of RTI/MTSS

- Amazing research findings
- RTI was intended to bring those "up to scale"
- This has not happened because we have not been using the highly effective approaches used in the proto-RTI studies
- Original studies only pertained to word-level reading

The studies behind RTI were based upon large federal grant initiatives through the National Institute of Child Health and Development (NICHD)

What We Are Missing in Tier 1

The studies that inspired Tier 1 of RTI

1) A large pool of research reports on K-1 prevention efforts

- Effective K-1 general educational instruction reduces reading problems by 50% to 75%

2) Foorman et al. (1998) in the *Journal of Educational Psychology*

- Displayed a 65% reduction in "non-responders" (those making little or no progress across the 1st or 2nd grade year)

Changing our general education reading instruction in K-1 can make a very large difference

The study that inspired Tier 2 of RTI

- Vellutino et al. (1996) *Journal of Educational Psychology*

- At-risk first graders in the bottom 15th percentile

- Half of them made it above the 30th percentile, three-quarters made it above the 15th percentile

- Results maintained at 3rd and 4th grade follow ups

- This is a 50% to 75% reduction in reading problems, depending cutoff used to define "reading problems" (15th or 30th percentile)

- They projected their results across the original district population and found 3% scored below the 30th percentile and 1.5 below the 15th percentile after only one semester intervention (Spring of Grade 1)

What We Are Missing in Tier 3

The study that inspired Tier 3 of RTI

- Torgesen et al., (2001) *Journal of Learning Disabilities*
- Third through fifth graders with average IQs but severe word-level reading difficulties
- Group average in reading was in the bottom 2nd percentile
- Averaged 14 standard point gains
- This increased to 18 points two years after the study ended
- Forty percent had reading removed from their IEPs

What We Are Missing

Doesn't this sound too good to be true?

- RTI/MTSS was designed to capture these results
- Our focus has been on various aspects of implementation, such as the structures/frameworks/processes of MTSS plus the universal screenings and progress monitoring
- The highly effective instructional and intervention approaches in those seminal studies were never adequately communicated
- Thus, we have not gotten the result they got
- A November 2015 federal report says Tier 2 is not working
- A goal of this webinar series it to learn about these effective approaches

Summary: Module 1 Session 1

✓A large minority of students are struggling readers

✓Research shows we can dramatically reduce the number of struggling readers

✓Research also shows there is a gap between research findings on reading and classroom practice

✓This webinar series is designed to make the most useful research findings available to Colorado educators
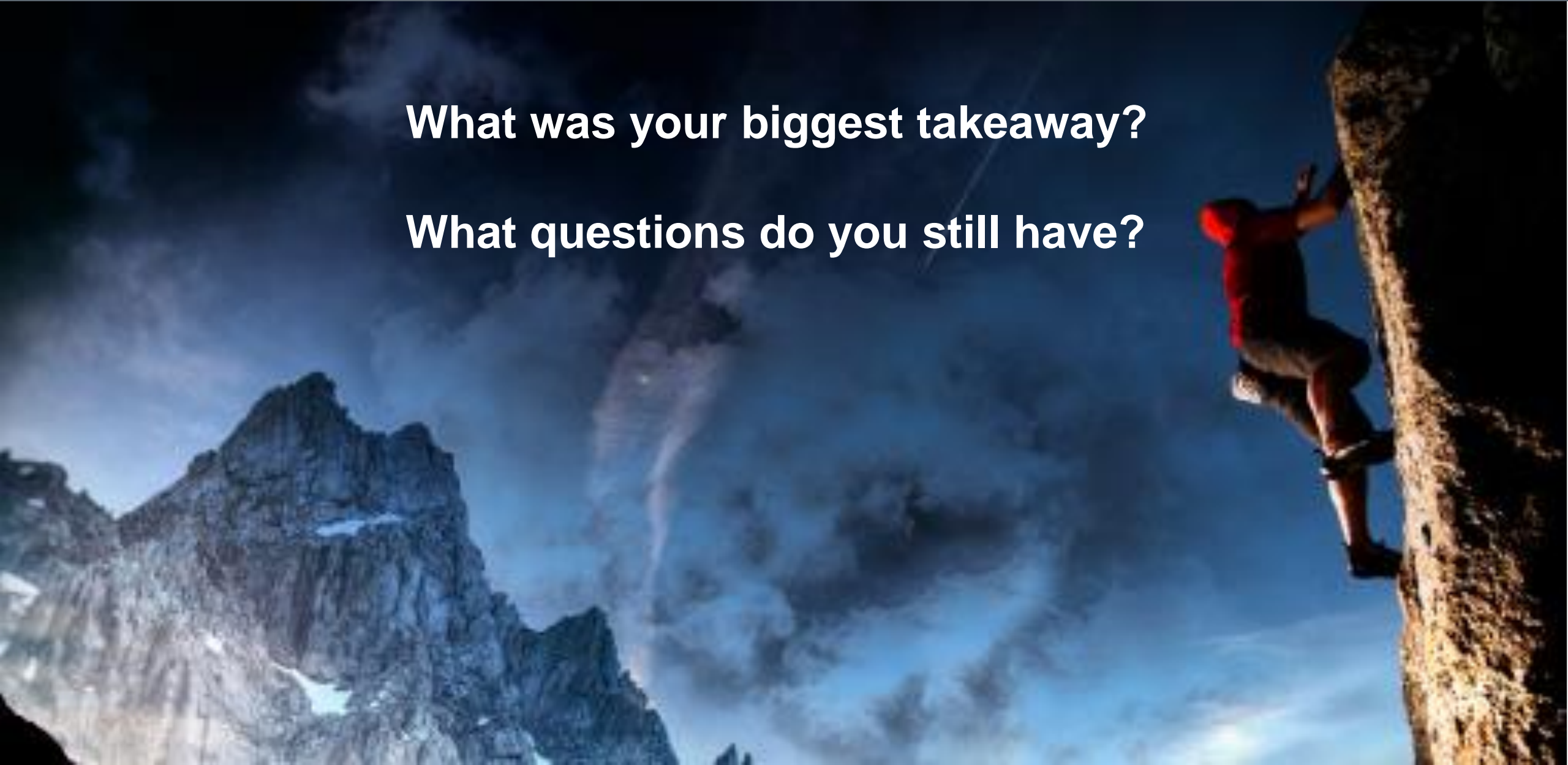
Reflect and Connect:

What obstacles might be present in your school or district that could make it difficult to implement research findings? How might those obstacles be overcome?

Wrap Up

What was your biggest takeaway?

What questions do you still have?

Up Next

Module 2.1
A Very Brief History of Reading Instruction

THANK YOU

Colorado Department of Education

Please visit the CDE Specific Learning Disability Website for more information:

https://www.cde.state.co.us/cdesped/SD-SLD