

Assessing, Preventing, and Overcoming Reading Difficulties

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

Module 10 Session 1

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



COLORADO
Department of Education

Module 10: Effective Approaches for Preventing Reading Difficulties

Session 1: Evidence for the Prevention of Reading Difficulties



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**

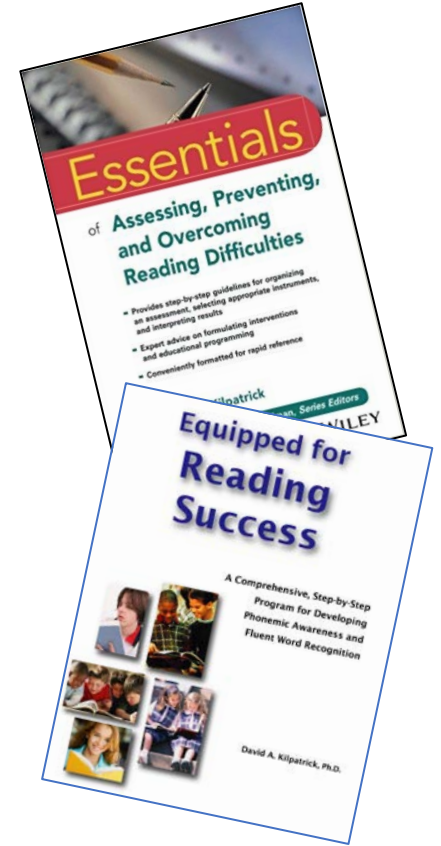
Reference and Disclaimer

- 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 of 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

Module 10 Overview

Module 10: Effective Approaches for Prevention Reading Difficulties

10.1 Evidence for the Prevention of Reading Difficulties (incl. origins of RTI)

10.2 Instructional Practices that Prevent Reading Difficulties

Learning Intentions



Module 10 Session 1: Evidence for the Prevention of Reading Difficulties

Participants will be able to:

- ✓ **Identify the key instructional elements that help prevent reading difficulties**
- ✓ **Describe the type of research conducted to support such best practices**

Prevention vs. Intervention

- Prevention focuses on instructional activities before a student has demonstrated reading difficulties
- Intervention focuses on instructional choices after a student has demonstrated reading difficulties
 - Covered in Module 11

Kindergarten and First Grade Instruction as Prevention

- Numerous studies in the 1980s and 1990s examined the impact of explicit letter-sound instruction and phonological awareness instruction
 - They were compared to “business as usual” approaches
- The results were very consistent—a 50% or greater reduction in the number of struggling readers
- This body of research was reviewed by the National Reading Panel (2000)
- Very little research of this sort has been published since

How Students Were Taught

- Some did whole class phonological awareness instruction on a slow, systematic trajectory throughout kindergarten
- Some did more intensive small group instruction for all students in the spring of kindergarten
- Some did it in whole or small group in first grade
- They all had very similar results
- The key was the phonological awareness and letter-sound instruction was *explicit* and *systematic*

Why These Studies Got Great Results

- Based upon the information in Modules 2 and 4, it should be clear why such instruction was so successful
 - The phonological nature of alphabetic writing
 - The necessity of knowing the “code” of written language
 - How phonological skills and letter-sound skills support sight-word acquisition
- These studies prompted *Response to Intervention* (RTI) and *Multi-Tier System of Support* (MTSS)
- However, there is little evidence these elements represent current practice

The Strength of the Results

- Overall improvement in reading scores
 - Average equivalent of 8 standard score points
 - Originally represented as effect sizes
 - Results did not always last after 1-2 year follow ups
- **HOWEVER . . .**
 - At-risk students averaged 13 standard score point gains!
 - Gains increased to an average of 20 points at 6 month to 2 year follow ups!
 - The data on at-risk students provides the strongest and most relevant case for prevention efforts

Implications of These Findings

- Many at-risk students can avoid reading difficulties if explicitly taught letter-sound skills and phonological awareness in kindergarten and/or first grade
- At-risk students taught by approaches that do not include these elements continue to struggle
- The gap between those with differing instruction widens with time

Summary: Module 10 Session 1

- ✓ It is possible to prevent many of the reading problems we see
- ✓ Explicit phonological awareness instruction and explicit letter-sound instruction prevent a large portion of reading difficulties
- ✓ Both whole group and small group instruction had similar prevention effects



A woman with long brown hair and black-rimmed glasses is shown from the chest up, looking upwards and to the right with a thoughtful expression. Her right hand is raised to her chin, with her index finger pointing up. The background is a light gray wall covered with numerous black question marks of various sizes and orientations. On the left side of the image, there is a large, black, cloud-like thought bubble with a white border. Inside this bubble, the text is written in white. The overall scene suggests a state of deep reflection or intellectual inquiry.

Reflect and Connect:

What reading comprehension subtests do you use? How might you use or interpret them differently?

Wrap Up



What was your biggest takeaway?

What questions do you still have?

Up Next

Module 10.2 Instructional Practices that Help Prevent Reading Difficulties



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

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