

# Identifying Reading Disorders and Using Effective Classroom Interventions

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**“When a child is a good reader, it’s assumed their comprehension is on track. But 3 to 10 percent of those children don’t understand most of what they’re reading.”**

~Laura Cutting

Patricia and Rodes Hart Professor, Dept. of Special Education

# Common Disorders

- Auditory Processing Disorder (APD)
- Dyscalculia
- Dysgraphia
- Dyslexia
- Language Processing Disorder (LPD)
- Non-Verbal Learning Disabilities (NVLD)
- Visual Perceptual/Visual Motor Deficit
- ADHD

# Who needs Intensive Intervention?

- Intensive intervention is intended to meet the needs of the subgroup of students in Grades K–12 who have the most persistent and severe learning and behavioral problems.

## **They may be described as:**

- Students in a tiered intervention program who have not responded to evidence-based secondary intervention or other standardized remediation programs.
- Students with very low academic achievement and/or severe behavior problems who are not making adequate progress in their current intervention program.
- Students with disabilities who are consistently not making adequate progress in meeting their IEP goals.

# How do you assign students to one of three tiers:

- Benchmark group (students who understand 80% of the content)
- Strategic group (20% of students who will need some form of intervention)
- Intensive group (5% of the strategic group that need even more intervention)

# Identifying A Possible Learning Disability or Disorder



# *Most Frequently Displayed Symptoms:*

- short attention span,
- poor memory,
- difficulty following directions,
- inability to discriminate between/among letters, numerals, or sounds,
- poor reading and/or writing ability,
- eye-hand coordination problems; poorly coordinated,
- difficulties with sequencing, and/or
- disorganization and other sensory difficulties.

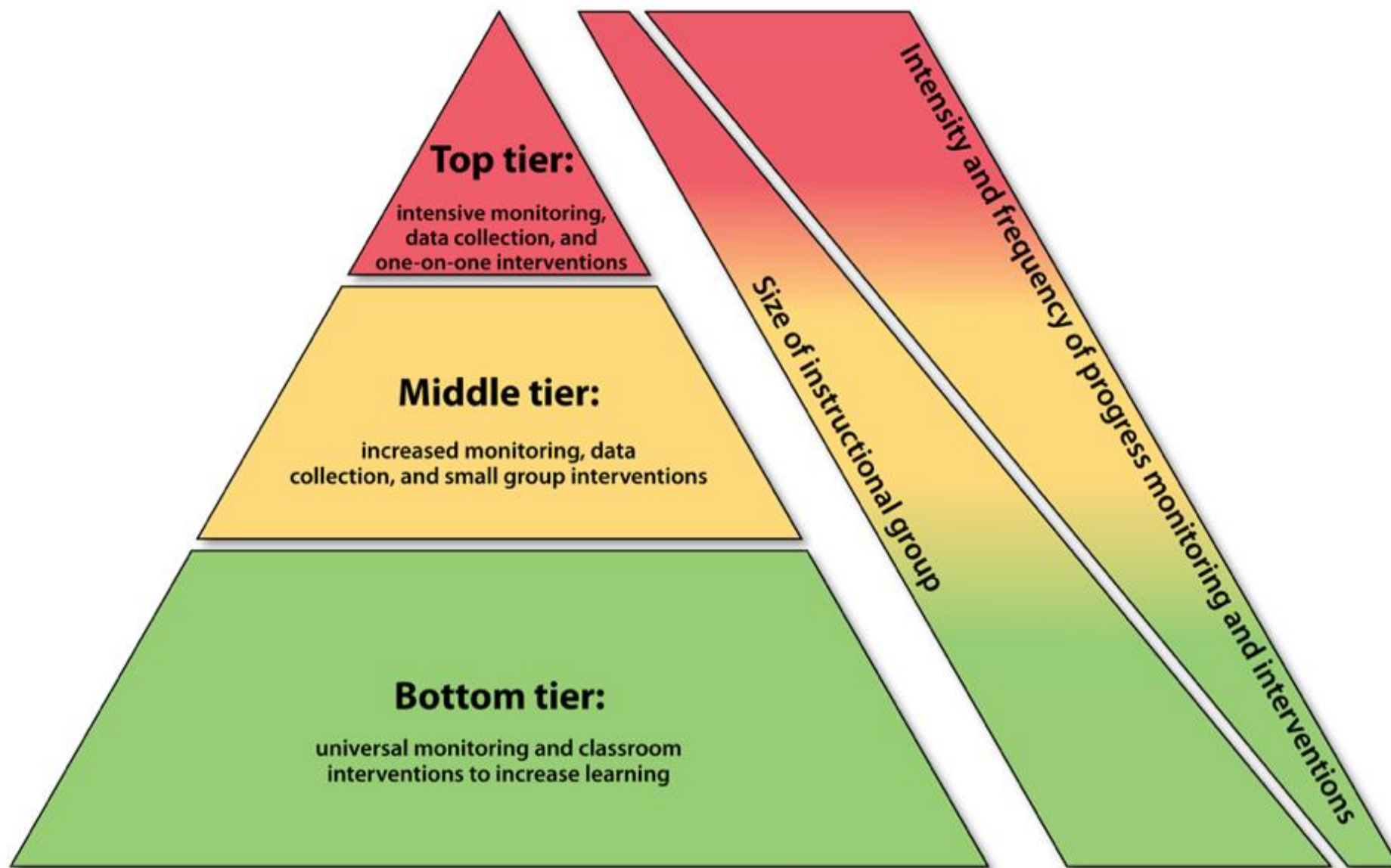
# *Other symptoms/characteristics that may be present:*

- performs differently from day to day,
- responds inappropriately in many instances,
- distractible, restless, impulsive,
- says one thing, means another,
- difficult to discipline,
- doesn't adjust well to change,
- difficulty listening and remembering,
- difficulty telling time and knowing right from left,
- difficulty sounding out words,
- reverses letters,
- places letters in incorrect sequence,
- difficulty understanding words or concepts, and/or
- delayed speech development; immature speech.



# **WHAT IS A MULTI-TIERED INTERVENTION FRAMEWORK?**

A multi-tiered intervention framework is a seamless, integrated system of academic and/or behavioral interventions that vary in intensity, are matched to students according to need, and whose implementation is driven by team- and databased decision making.



**Response to Intervention Model**

According to the National Center for RTI (2010), the essential components for a research-based framework for RTI are as follows:

- Screening
- Data-based decision making
- Progress monitoring
- Multi-level prevention system

# Tier 1

- Core academic instruction for all kids in the school.
- The curriculum should be delivered with high quality instruction.
- Critical areas to examine include identification of student needs and the effectiveness of the core instruction or the instruction that all students receive every day.
- 80% of the students reach the benchmark criteria established by the screening tool.
- If the percentage is significantly lower than 80%, the method in which the curriculum is being delivered, and the curriculum itself should be reviewed and the teacher should intensify their focus on improving Tier 1 instruction.

**If a student's progress is deemed sufficient, then continue with that same type of intervention.**

**If it is deemed insufficient, then the teacher must design a more intensive intervention based on the observations, assessments, and data collected.**

# Tier 2

- Tier 2 decisions are critical and complex.
- After gathering accurate data on the students, the teacher must analyze the data, validate student needs, and match students that need support with an effective intervention.
- In other words, schools need the right interventions in place, the interventions must be intensive enough to accelerate student learning, and each intervention must be implemented with fidelity.
- Teachers should keep a log of the intervention dates, times, and strategies used. This will help when analyzing the data.

# What does Tier 2 Look Like?

## Small Groups

- Point system for motivation
- Immediate corrective feedback
- Mastery of content before moving on
- More time on difficult activities
- More opportunities to respond
- Fewer transitions
- Setting goals and self-monitoring

# Characteristics of Effective Tier 2 Reading Programs

- Research-based instructional strategies that explicitly teach strategies and skills;
- Systematic, sequential, and very often scripted instruction that moves children from simple to more complex skills and strategies;
- Ample practice opportunities that allow children to practice skills and strategies in reading and writing text;
- Assessment tools for diagnosing children's needs and monitoring progress; and
- Administration should provide professional development that will ensure teachers have the skills necessary to implement the program effectively and meet the needs of their children.



# Tier 3

- Tier 3 is the most intense level of intervention on the continuum of pyramid options.
- At Tier 3, the goal is remediation of existing academic, social, or emotional problems and prevention of more severe problems.
- Chronic non-responders to Tier 1 instruction and Tier 2 support are candidates for these Tier 3 intensive interventions.
- There should be a considerable increase in intensity of support for this tier.

# What does Tier 3 Look Like?

- Group size is only 1-2 students.
- Time per week is 100+ minutes.
- Duration is 9-12 weeks. Progress monitoring is conducted up to twice a week.
- Level of intensity generally requires a very scripted, specialized reading program.

# Characteristics of Effective Tier 3 Reading Programs

- Systematic and explicit instruction that includes modeling and direct teaching using multiple examples.
- Specialized programming that focuses on just a few key skills at a time.
- Mirroring of skills being taught in the whole group, as well as attention to filling in skill gaps that are causing difficulty.
- A variety of multi-sensory practice opportunities that coordinate with identified classroom skills but use different approaches.
- Continuous corrective feedback, encouragement, and self-monitoring activities.

***QUESTIONS?????***