What works? considerations for successful secondary literacy interventions to support older struggling readers

Australian Association of Special Education Conference
Sunday 11th September 2022

Jessica Colleu Terradas
2020 Churchill Fellowship Recipient
Senior Officer Teaching and Learning Literacy
Catholic Education of Canberra and Goulburn

@JessicaColleu @JessCF2020

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

aase
quality education for all

Winston Churchill Trust
Learn globally, inspire locally.

https://www.churchilltrust.com.au/wa/fellow/jessica-colleu-terradas-/

@JessicaColleu

como
SECONDARY COLLEGE

Winston Churchill Trust
Learn globally, inspire locally.

Become a Fellow | Projects and Fellows | Events | Media Centre | Fellow Portal Login | SEARCH

Project

The Dorothy and Brian Wilson Churchill Fellowship to identify effective language and literacy screening and intervention practices for at-risk students

France | United Kingdom | USA | Education

Jessica Colleu Terradas

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

4 THE CANBERRA TIMES Monday July 11, 2022 canberratimes.com.au

NEWS

The education revolution taking place in our schools

Catholic educators are moving towards explicit, direct instruction over inquiry-based learning - and the early results are very promising, writes SARAH LANSDOWN

Curriculum coordinator Peter Collins teaching the school's Catalyst program at St Thomas Aquinas Primary School in Charnwood. Picture: James Croucher

Mr Fox said Catholic schools were now trying to get the right balance between inquiry and explicit instruction while achieving a consistent approach among every single classroom in the archdiocese.

"Foremost among the concerns is that the reliability of learning, the consistency of achievement across classrooms, schools, and the system was as high as possible.

"We want to see that we're meeting the needs of every student."

The science of learning

In Australia, 2019 national testing results revealed that over 52,000 children (17.1 per cent) left primary school with reading skills at or below the national minimum standard.

Edith Cowan University Associate Professor Lorraine Hammond developed the professional learning model for the Catalyst program.

"When children are born, they learn how to walk and talk and smile and engage in a social situation, but everything else we really have to teach them," she says.

Catalyst

Transforming lives through learning

Interventions in Australian secondary schools

PRINCE ALFRED COLLEGE

Learning intentions

1. What challenges
2. What we already know about reading
3. What is the ‘right’ diet for an intervention?

Our Dyslexic Children

https://www.youtube.com/watch?v=oJ7xa6meD2Q

Extent of illiteracy at secondary school

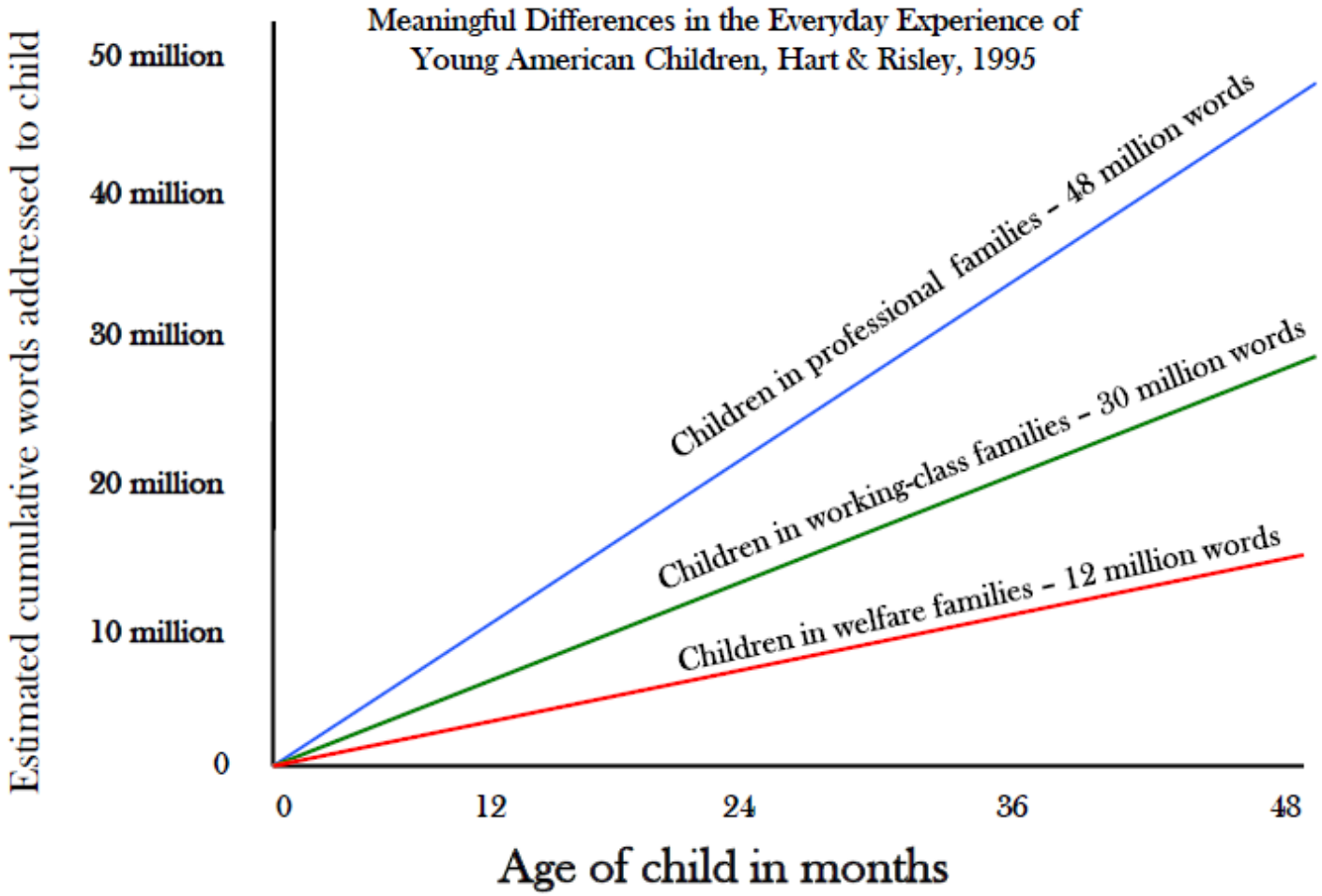
- About **20%** of adolescents exhibit reading that is below acceptable standards (PISA 2015 & Jerrim and Shure, 2016).
- The average Australian student in 2019 performed at a level in reading that is **12 months below** the average Australian student in 2015.

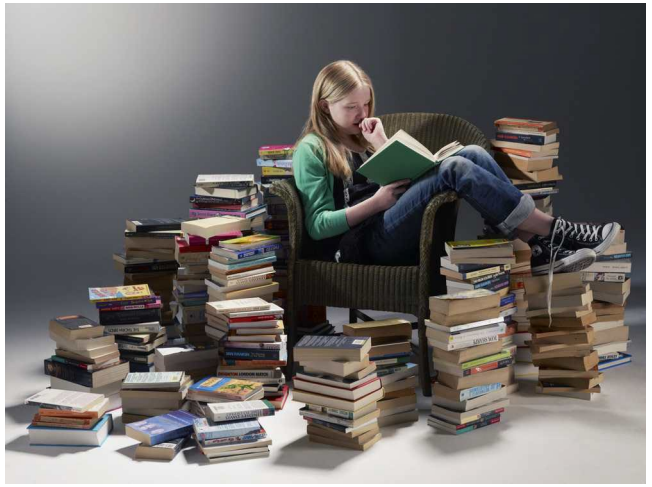
The Matthew Effect

Gap widens as time goes on. The earlier you catch literacy difficulties, the less there is to fix.

(Stanovich, 1986)

The achievement gap begins early

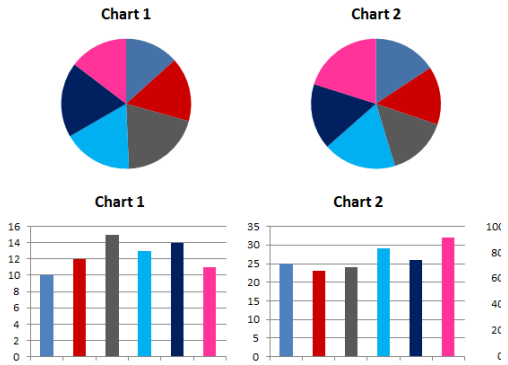




Year 5 children, words per year:
10th percentile 60,000 words / year
90th percentile 4,000,000 + words / year

(Anderson, Wilson & Fielding, 1988).

Considerations



Current research vs practice

Programs and practice selection

Challenges for literacy interventions in primary & secondary

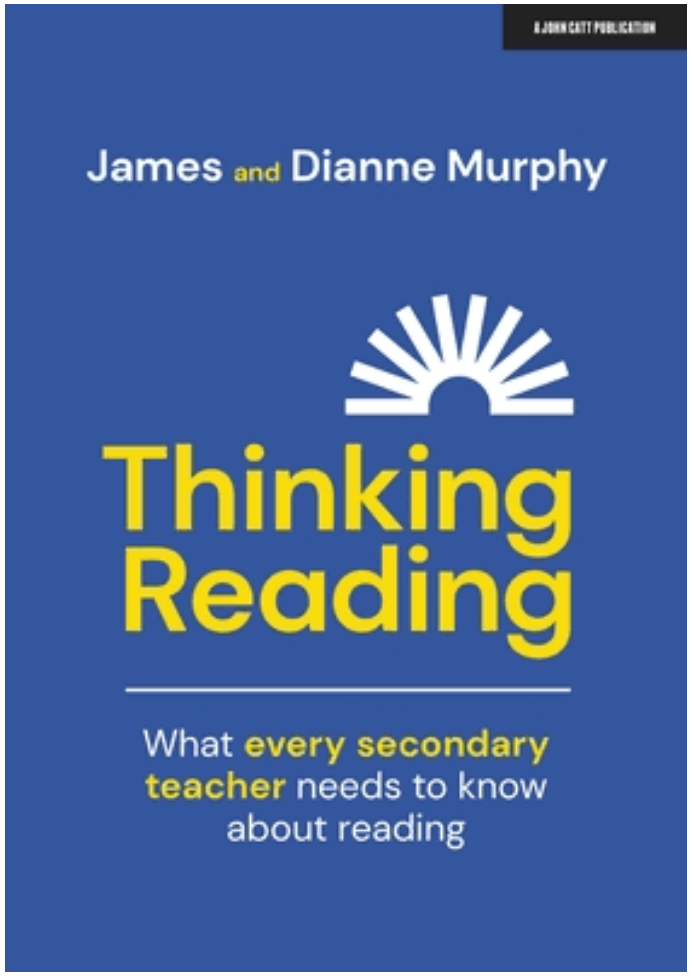
Review of effective literacy interventions

Secondary Schools and Students at Educational Risk

These are the most challenging students in a secondary school. They need the best teachers on the job.

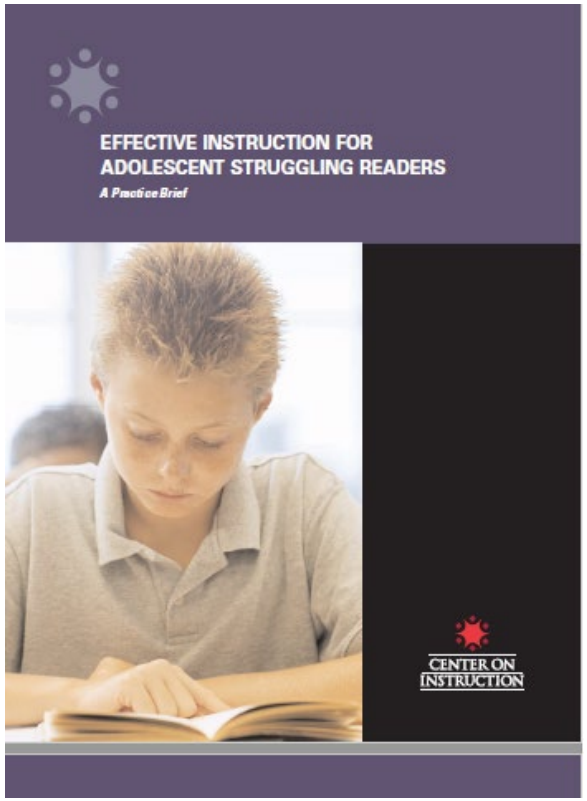
Secondary teachers are trained on the basis that the students coming into secondary school have attained a Year 6 level of competence.

Secondary teachers are not equipped to teach reading or the basics of writing.

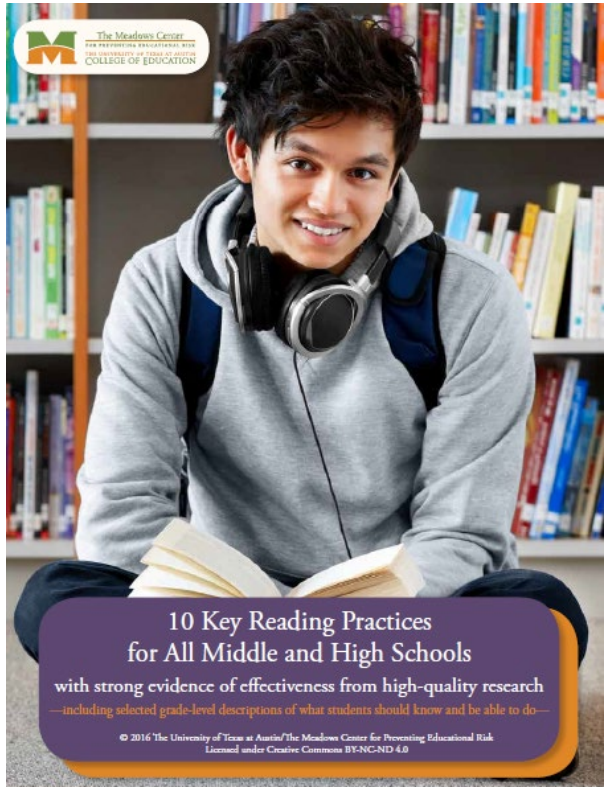


Latest Reports about adolescent literacy instruction

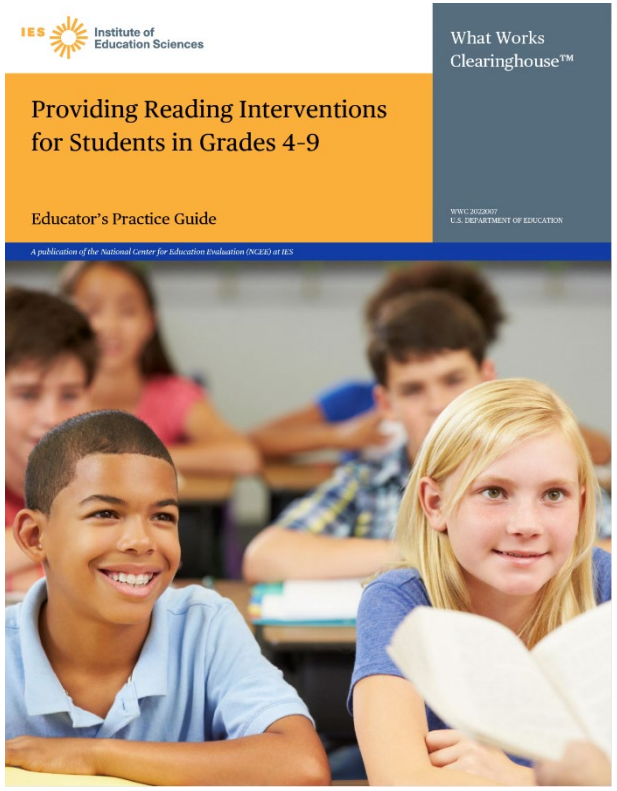
Evidence for Learning
Education Endowment Foundation



Center on Instruction



The Meadows Center for
Preventing Educational Risk



What Works Clearinghouse
Practice Guide - 2022

Key reports and evidence-based recommendations

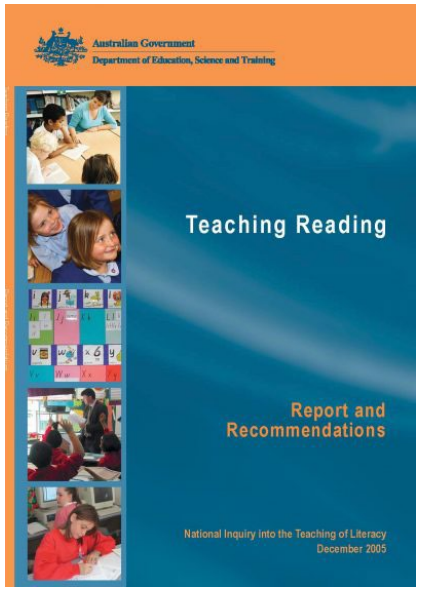
Over 90% of students can learn to read by Year 3 provided they receive the right kind of instruction.

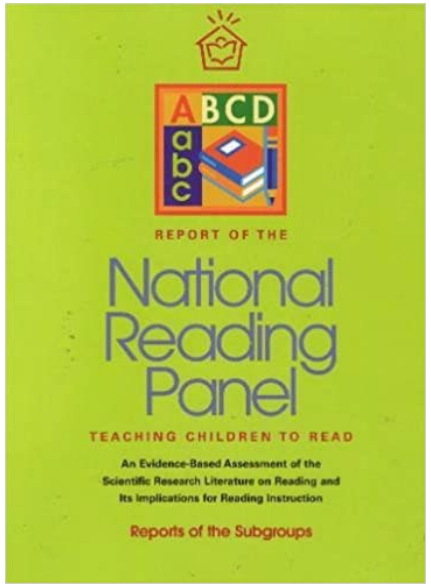
(National Reading Panel, 2001)

95%

The big 5 of reading:

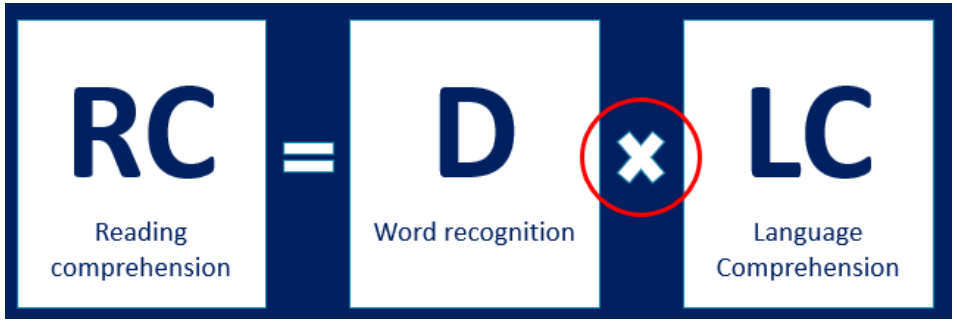
1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension
6. (Oral language)



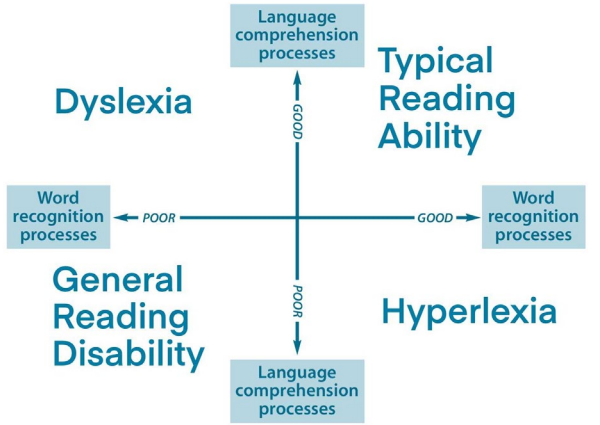


The rationale

The Simple View of Reading

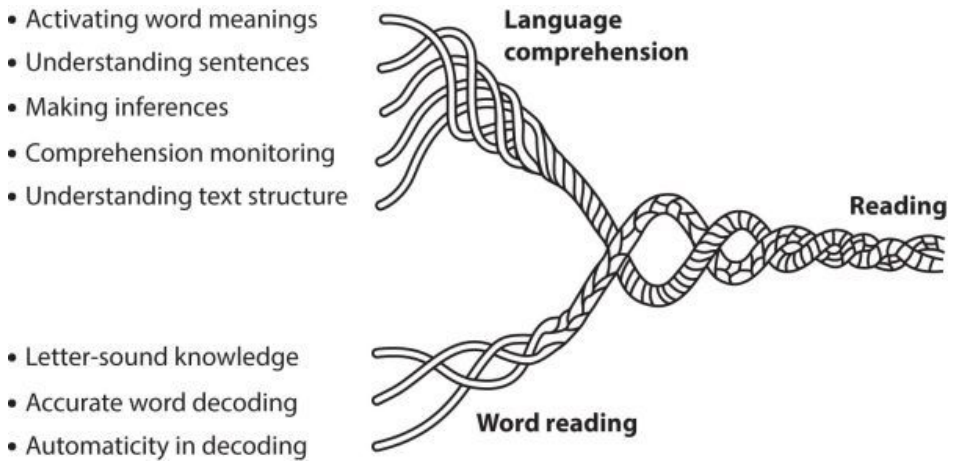


The four quadrants

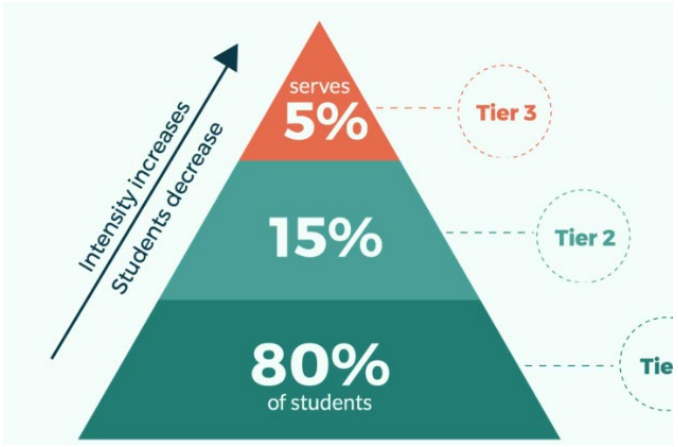


Three National Inquiries

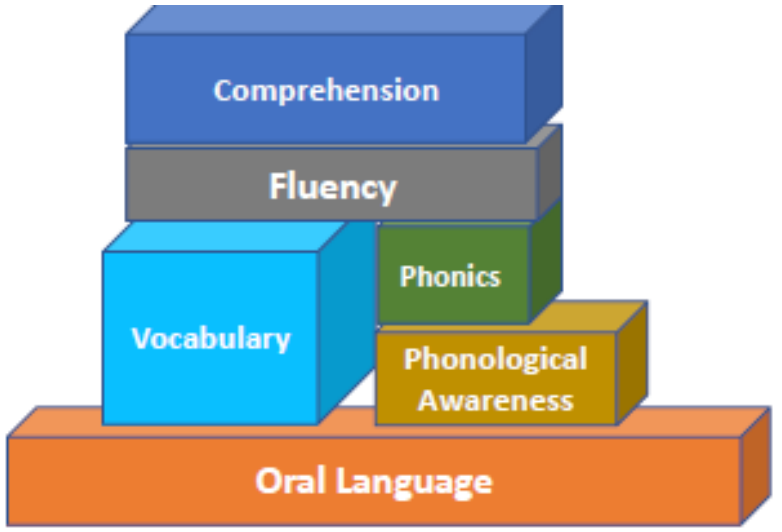
The Scarborough's Reading Rope



The waves of intervention



The Big 6 of Reading



@JessicaColleu

The Simple View of Reading (Gough & Tunmer, 1986)

The treasure chest

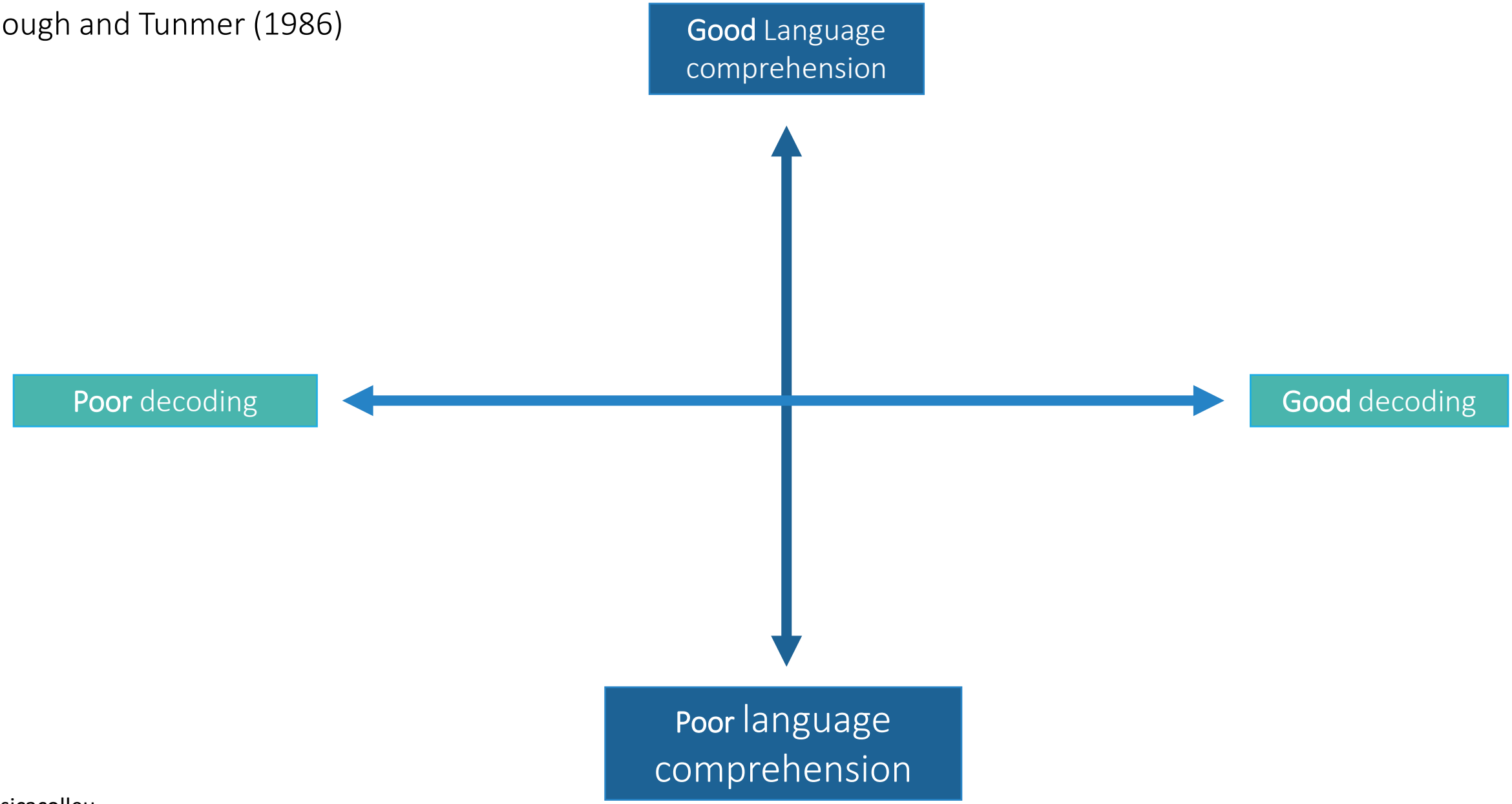
Retrieved from: https://www.spelfabet.com.au/2018/08/a-simple-view-of-the-phonics-debate/

Simple View of Reading Quadrants

Gough and Tunmer (1986)

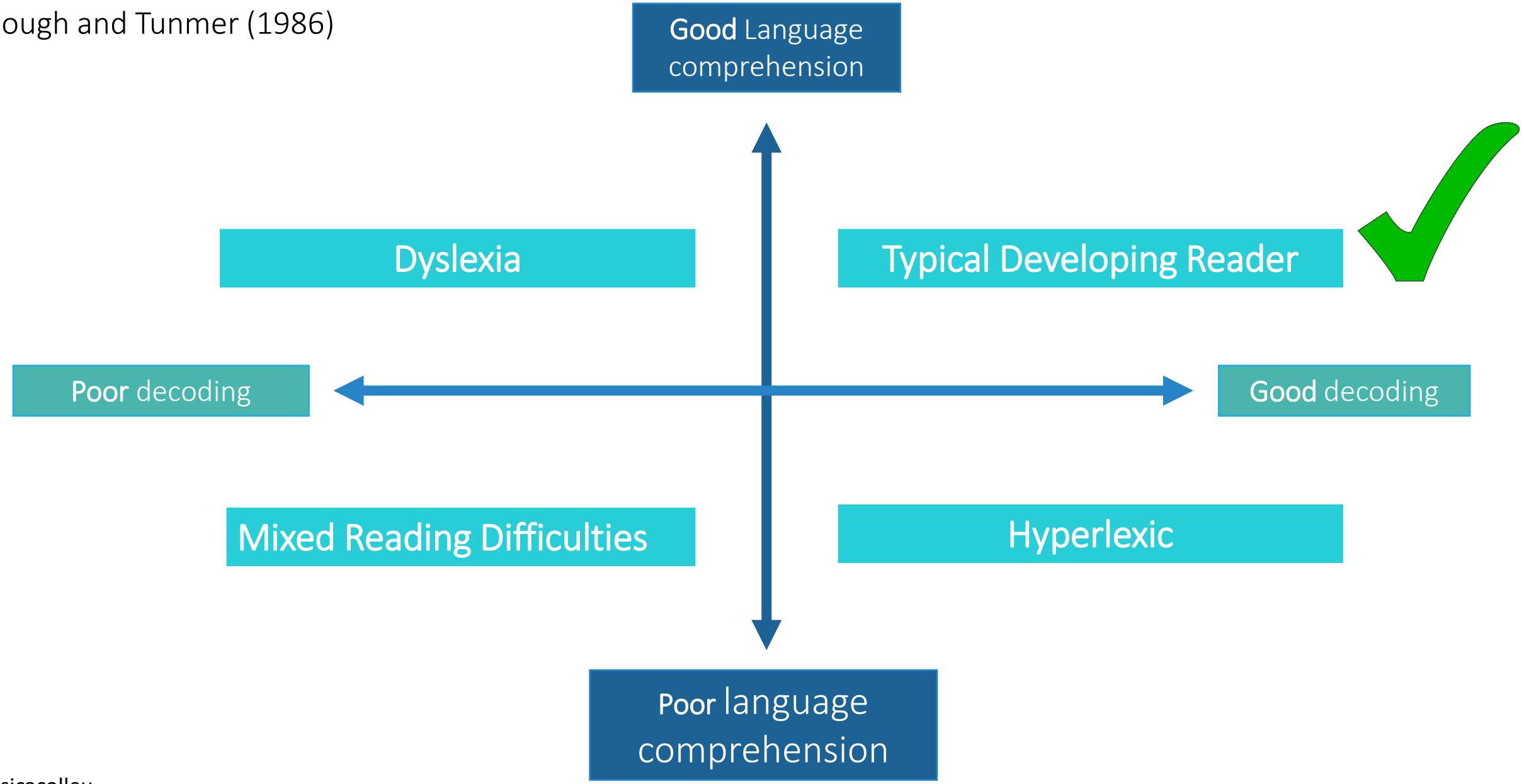
Simple View of Reading Quadrants

Gough and Tunmer (1986)



Simple View of Reading Quadrants

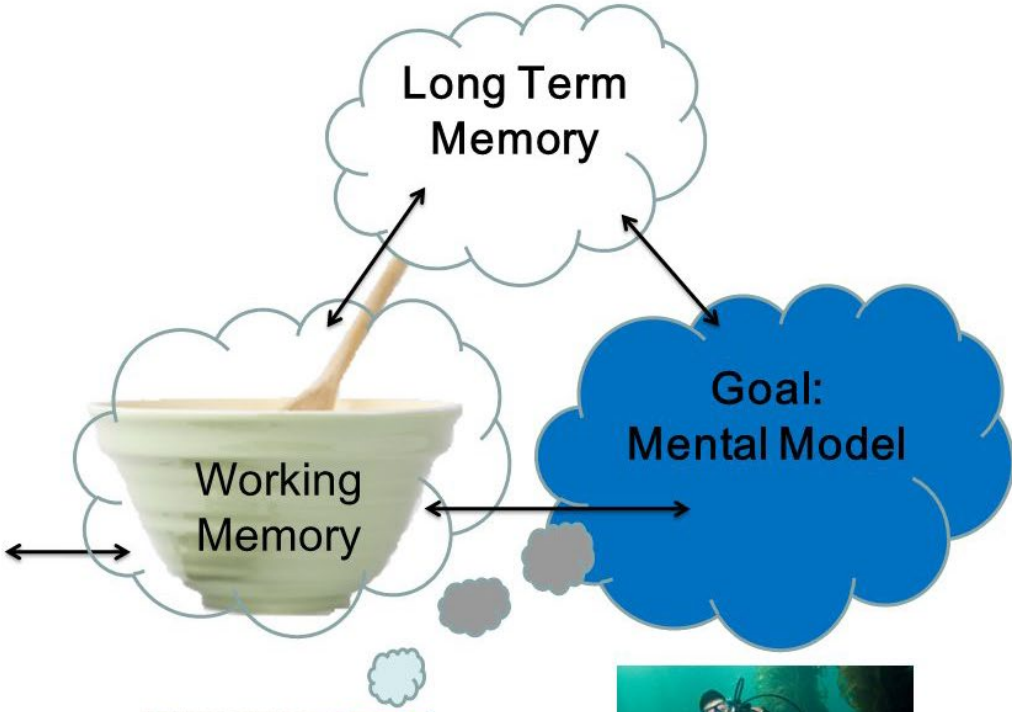
Gough and Tunmer (1986)

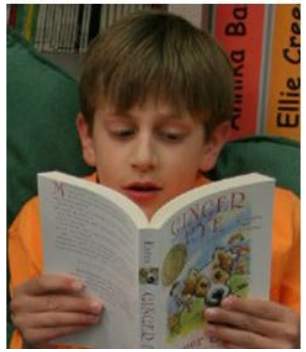


A reader's goal: mental model

Text Base
(meaning behind words)

Surface Code
(words, sentences)





A pack of wolves roamed the valley.

LETRS training (Tolman & Moats, 2019).

Three way-Interaction

Comprehension

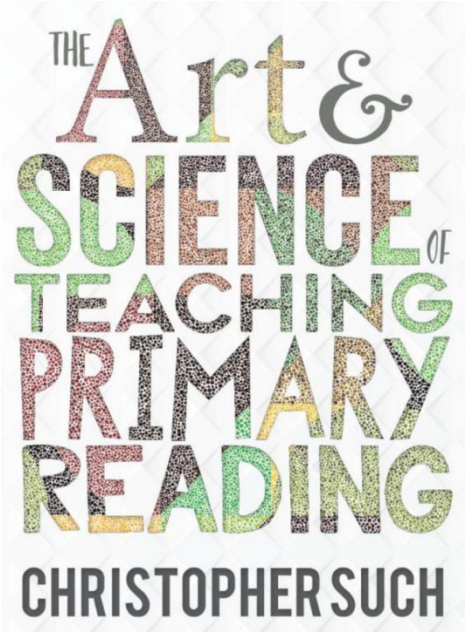
Vocabulary

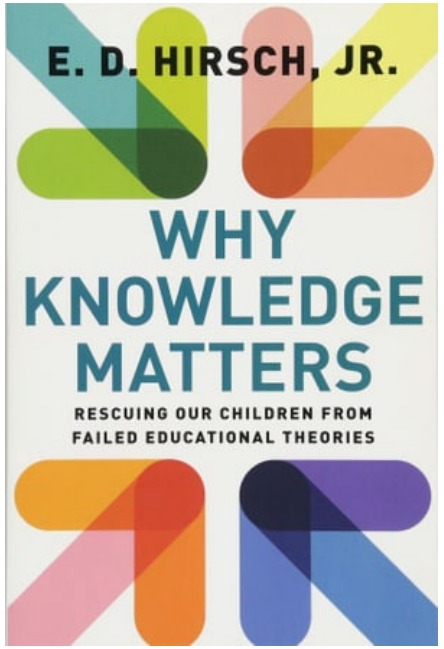
Background

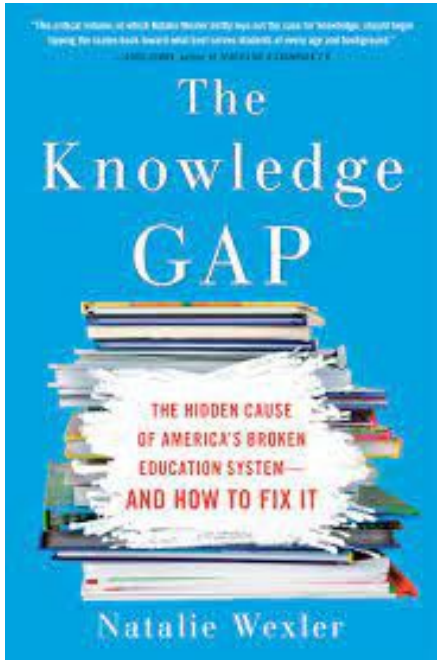
LETRS training (Tolman & Moats, 2019)

Views about reading comprehension

- Content-focused approach
- Strategies-focused approach







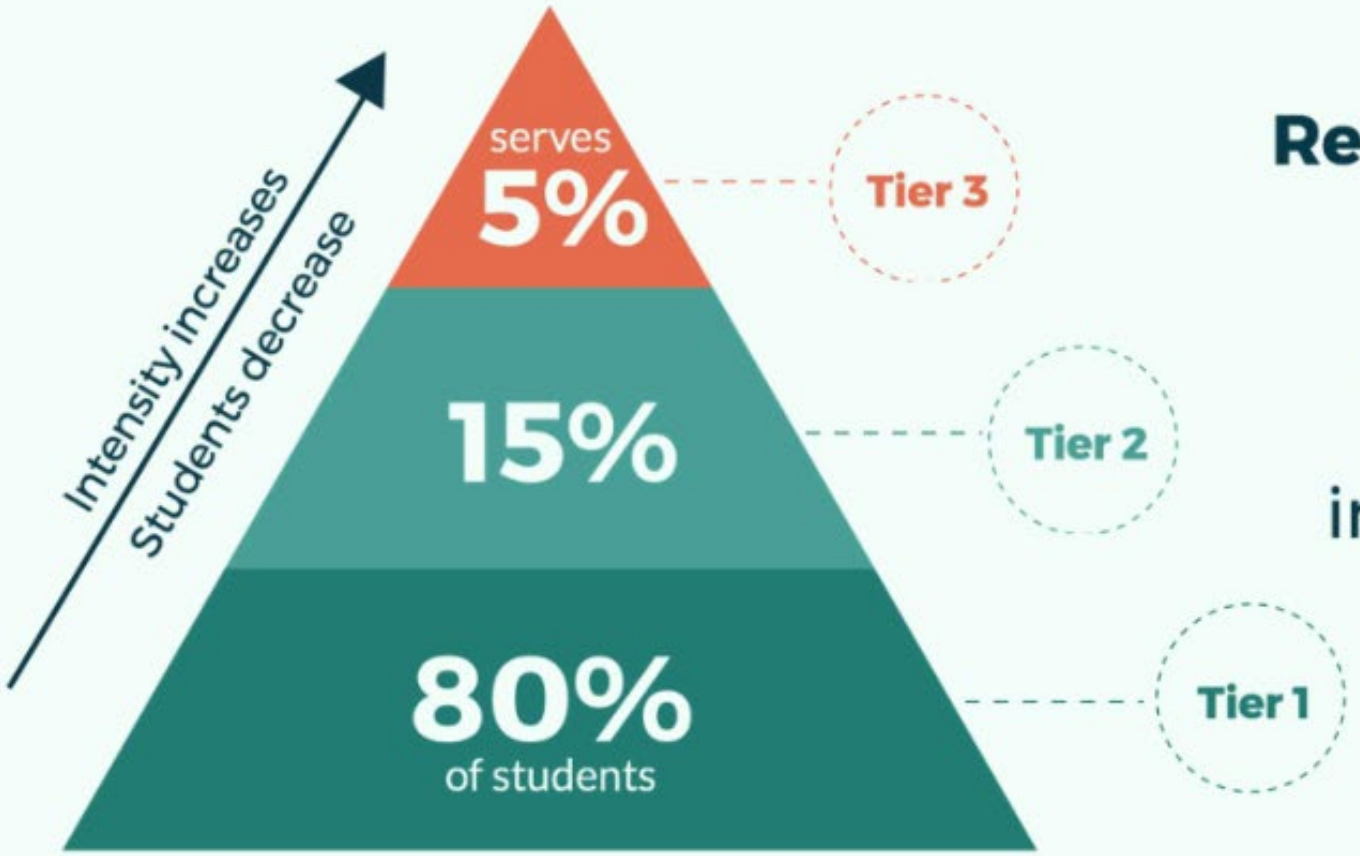
Reading strategy programs that were relatively short (around six sessions were no more or less effective than longer programs that included as many as 50 sessions

(Rosenshine et al. 1994)

Where do we start? Follow the clues…

Multi-Tiered System of Support (MSST)

1. What is Response to Intervention?

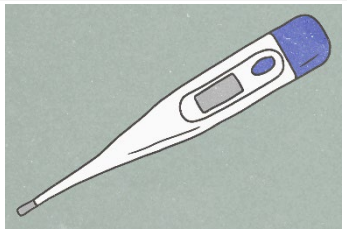


Response to Intervention (or RtI)

is a data-driven, multi-tiered system of support that is designed to help struggling learners in general education settings.

@JessicaColleu

Assessments to guide literacy instruction and intervention

Why	What	For whom	When
	Universal literacy screener (Brief, standardized assessment)	All	1-3 times a year
	Diagnostic assessment In-depth, aligned to the Big 6	Few: those students at risk	anytime
Action/intervention (MTSS) Ongoing Formative assessment			
	Progress monitoring Very brief (1-3 min)	Few: those students at risk	Weekly, fortnightly
	Outcome evaluation (Mastery learning & curriculum expectations)	All	After units of study or at the end of a school year

Assessments to guide literacy instruction and intervention

Why	What	For whom	When
Identify who is at risk *Are students at, above or below benchmark?*	Universal literacy screener (Brief, standardized assessment)	All	1-3 times a year
Determine what to teach: what skill need to be taught?	Diagnostic assessment In-depth, aligned to the Big 6	Few: those students at risk	anytime
Action/intervention (MTSS) Ongoing Formative assessment			
Are students benefiting? Is our instruction working?	Progress monitoring Very brief (1-3 min)	Few: those students at risk	Weekly, fortnightly
Have students learned what need them to know?	Outcome evaluation (Mastery learning & curriculum expectations)	All	After units of study or at the end of a school year

Dynamic Indicators of Basic Early Literacy Skills

DIBELS is an assessment system for use in **prevention and early intervention** of reading difficulties.

The DIBELS system includes an integrated set of measures that help determine if **students are learning the reading skills** necessary to be successful readers.

The DIBELS system can help determine whether **instruction and intervention efforts are working as intended** to improve student reading outcomes.

Directly assesses the **BIG IDEAS.**

DIBELS® 8TH EDITION

UNIVERSITY OF OREGON | College of Education

Ask yourself

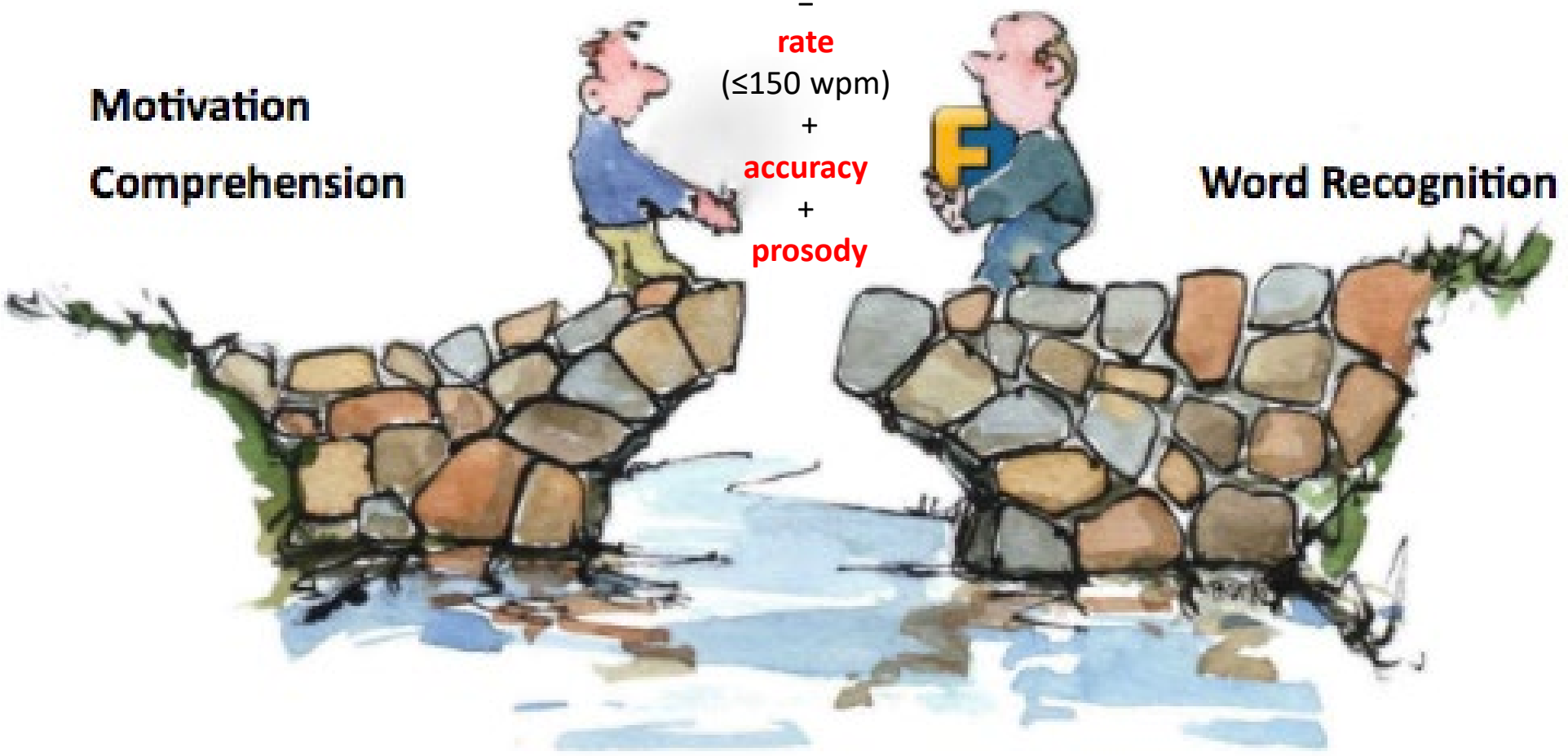
Is the student reading at year level?

When reading out loud, does the student mispronounce, substitute, skip or guess words?

Can the student accurately answer comprehension questions about what they have just read?

Fluency is the bridge to reading comprehension

Fluent Reading
=
rate
(≤150 wpm)
+
accuracy
+
prosody



Pikulski & Chard (2005)

Fluency flow chart

Is the student reading fluently?

Yes

Continue to provide high quality instruction, including a focus on vocabulary and comprehension

No

Identify factors contributing to difficulty with fluency

Assess letter-sound knowledge and phonemic awareness

Assess phonics knowledge and fluency

Provide systematic phonics instruction

No

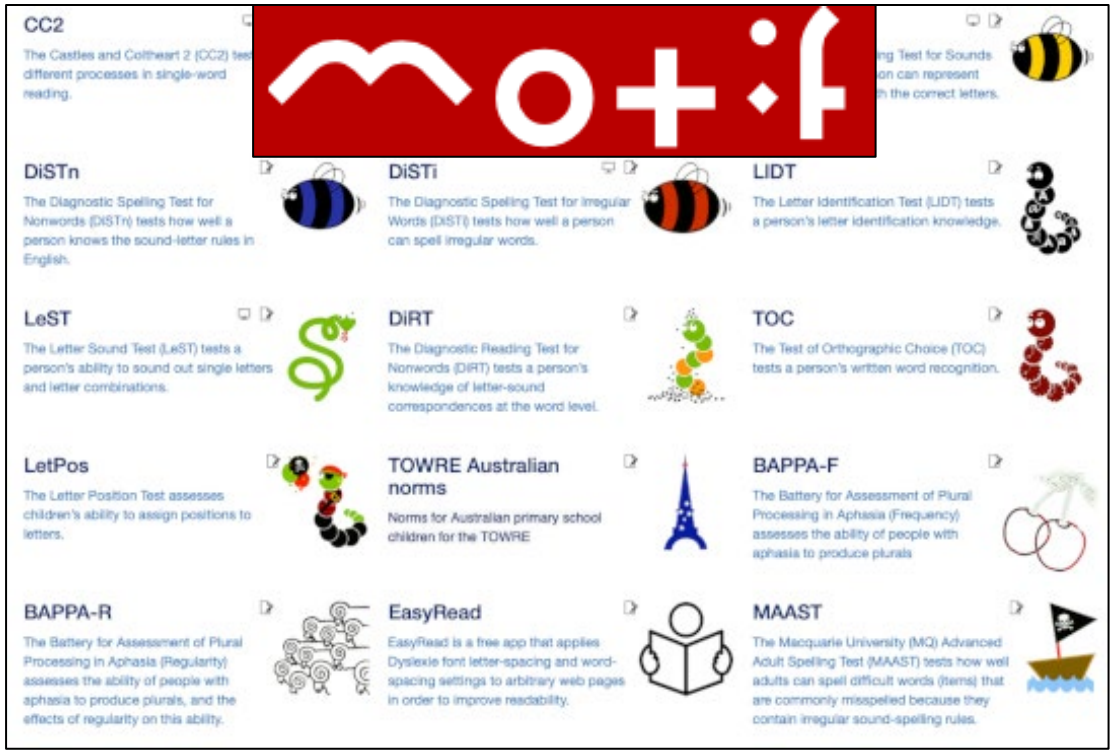
Yes

Provide fluency practice

Diagnostic measures

- **Phonological Awareness**: Phonological Awareness Skills Test **(PAST)**
- **Phonics and fluent word recognition:**

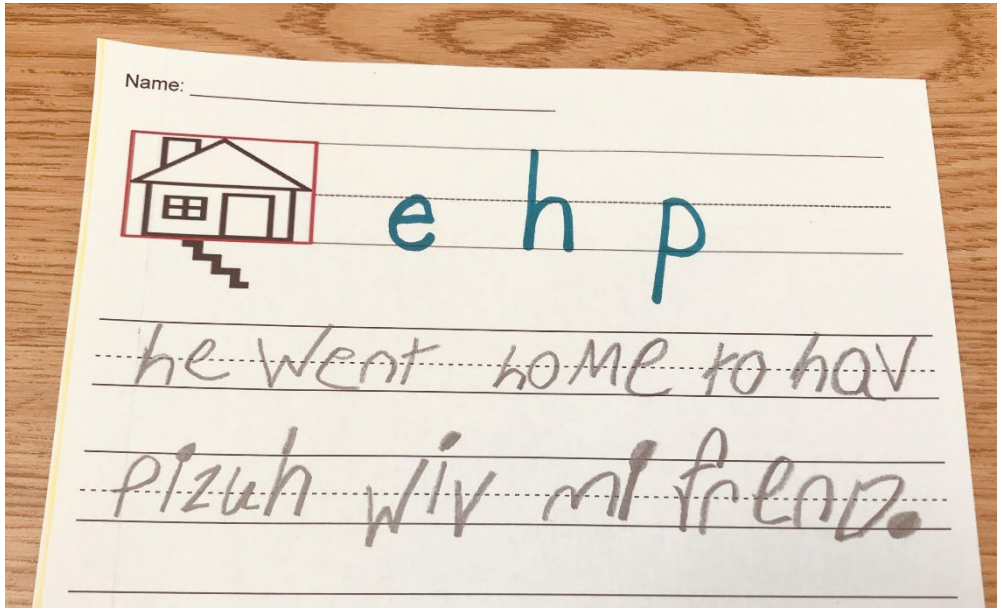
MACQUARIE University



https://www.motif.org.au/

How does the spelling compare?

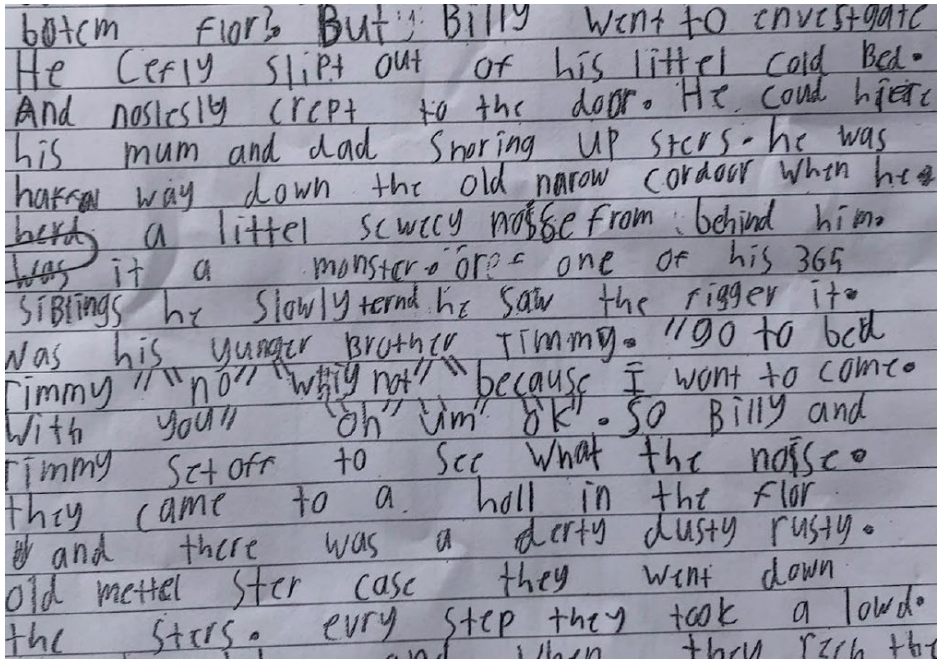
- Examine students' spelling attempts on unknown words to indicate the extent to which the student is able to ***spell phonetically, identify morphological structures, and remember orthographic patterns (Moats & Tolman, 2019)***



Adapted from Data-Based Decision Making for Interventions, presented by Kristen Wells & Quintana Steen 2019. Mississippi Department of Education

How does the student's written expression compare to other test results?

- Collect and examine student's writing samples to determine how the student handles the multiple cognitive, linguistic, and letter formation demands of writing.



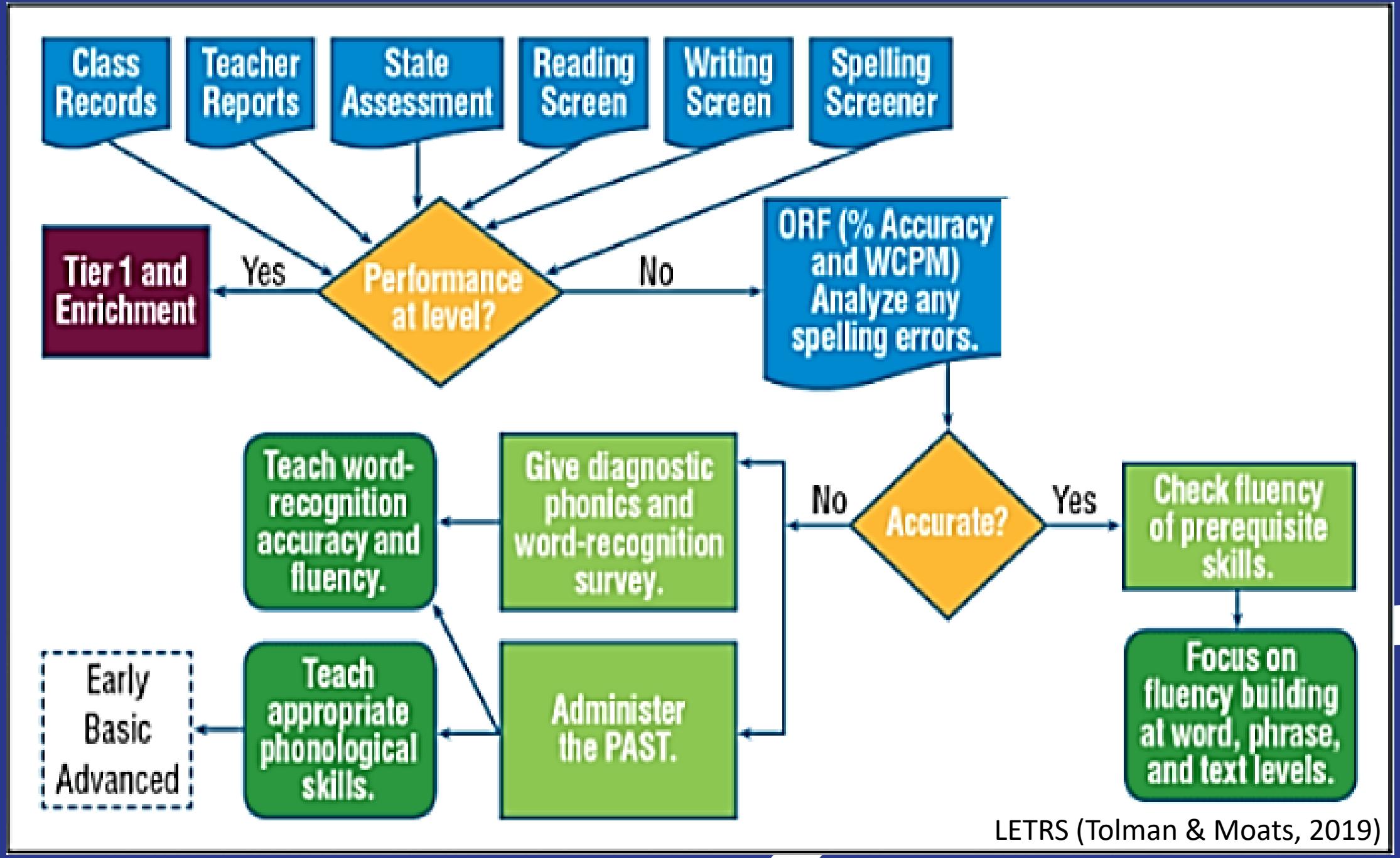
 Adapted from Data-Based Decision Making for Interventions, presented by Kristen Wells & Quintana Steen 2019. Mississippi Department of Education

Given the data, what instruction is needed?

- Analyze the student's responses from the screening and diagnostic measures given.
- Create a multicomponent instructional approach for interventions, if needed.

Reading	Writing
Most reading issues are due to lack of mastery of low level skills (e.g PA, Alphabetic skills)	Most writing issues are due to lack of mastery of transcriptions skills (handwriting, spelling and grammar). Second biggest issues is poor mental control

Adapted from Data-Based Decision Making for Interventions, presented by Kristen Wells & Quintana Steen 2019. Mississippi Department of Education



LETRS (Tolman & Moats, 2019)

Moats, L., & Tolman, C. A. (2019). LETRS 3rd Edition: Language ntials for teachers of reading and spelling. Boston, MA: 26. Sopris West.

START

Managing motivation and engagement

- Motivation is a consequence of success
- Demotivation is a consequence of failure
- Intervention needs to be designed to ensure success in small steps
- “The amount of new information must be small enough that mastery could probably be induced in a few minutes.” (Engelmann and Colvin, 2006)

Diane & James, Murphy, *Do Secondary Students need Phonics?* Sounds Write Symposium, ResearchED Home 2020. Retrieved from: https://www.youtube.com/watch?v=FpDc9Nevs6Y

MQ **Centre** for Reading Public Seminar - *Motivation and engagement in reading,* by Dr. Sarah McGeown. Retrieved from: https://www.youtube.com/watch?v=wosFUiGD3yI May 2022

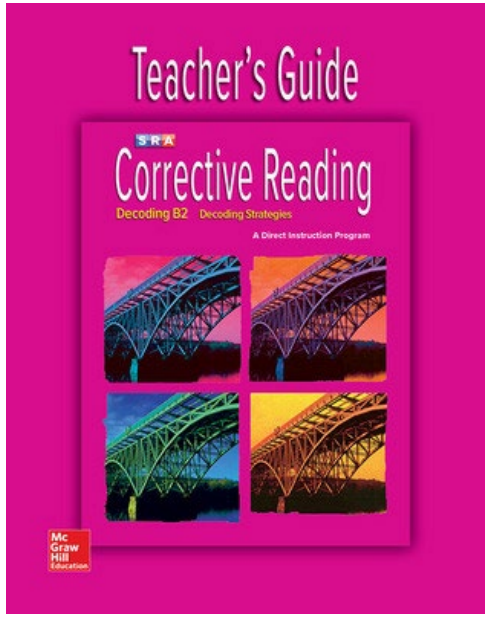
Conditions for learning

- Safe & dignified, calm and supportive
- OK to make mistakes – no put downs
- Guaranteed immediate success and visible learning
- Guaranteed mastery
- Full engagement
- Accountability – learner and teacher
- Fidelity and rigor

Suggested intervention programs

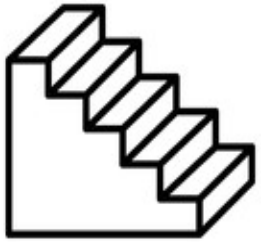
Strong alignment with the five big ideas of Reading

- **Duration** – length of intervention
- **Frequency** – 4-5 times/week
- **Intensity** – delivery of instruction

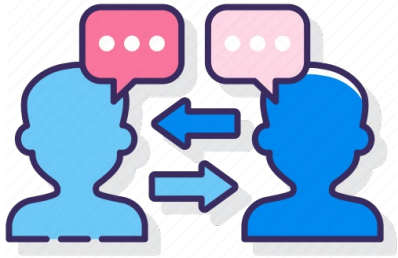


Effective methods of delivery

Teacher-led
Gradual release model



Small and manageable tasks



Active engagement
Frequent responses

Cognitive science
Positive reinforcement

Checks for understanding &
Corrective feedback

Expectations of high mastery levels

Common misconception

- **DI is scripted so anyone can do it. It is foolproof.**

DI can be butchered. It can be made boring

DI requires months of practice before lesson delivery is mastered

- **Common mistakes:**

Delivered too slowly. The pace needs to be as rapid as possible without leaving anyone behind. Learning needs to be maximised.

Allowing non-response. Every student needs to be responding on cue, at the same time, all the time.

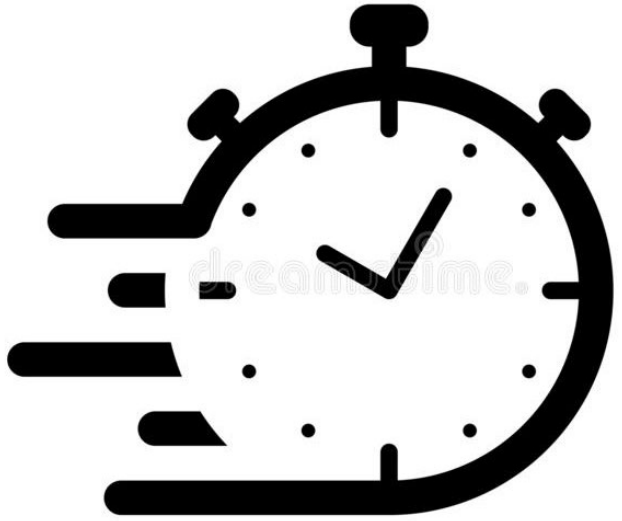
FUN.

Time is short!

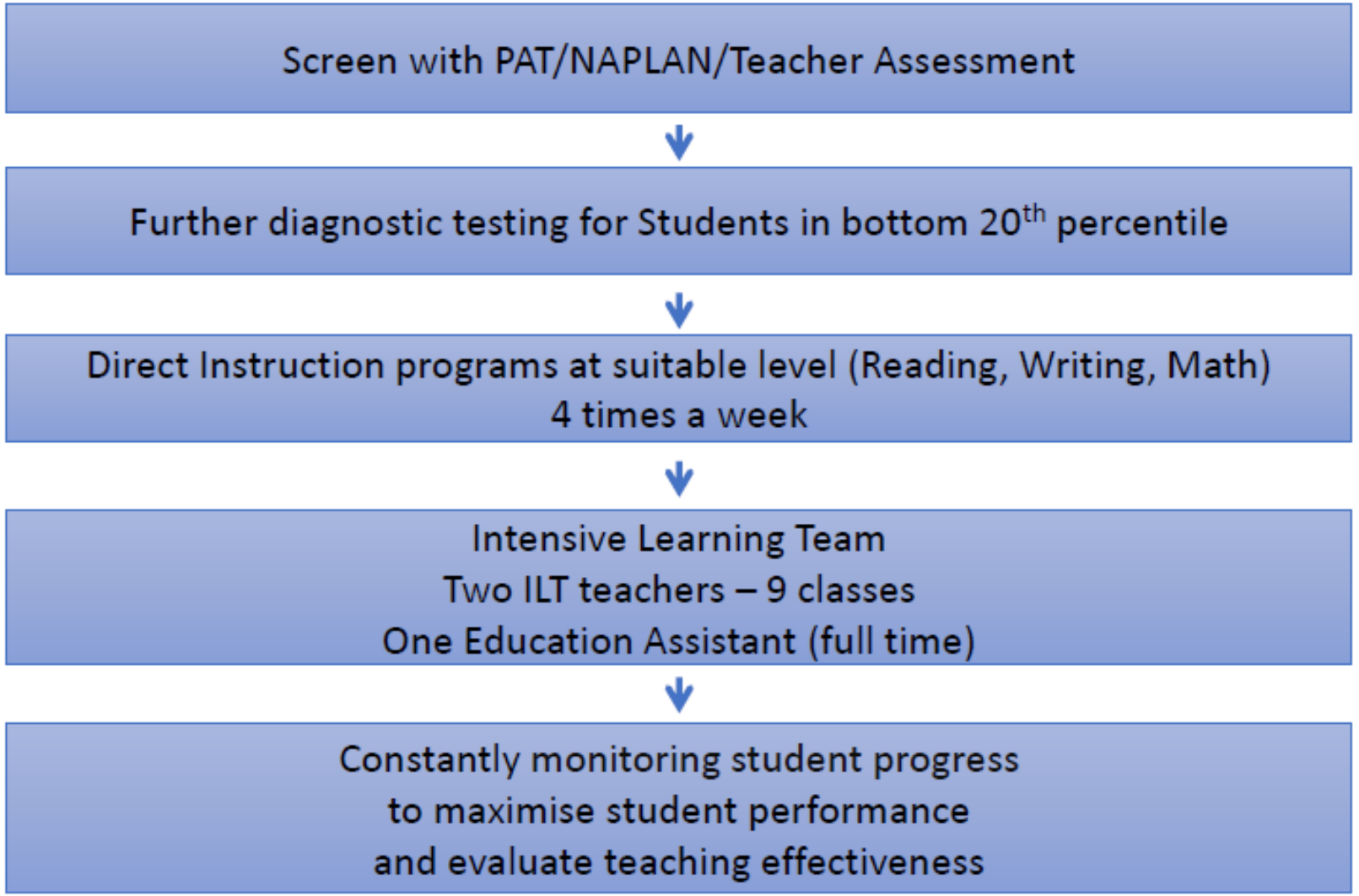
Time is precious

- Identify as soon as possible
- You must test – if you don't know, you cannot help
- Implement intervention as soon as possible
- Implement as intensively as possible
- *Go early, go hard, test often*

"**74%** of children who are poor readers in the third grade remain poor readers in the ninth grade."
(D. Francis, S. Shaywitz, K. Stuebing, B. Shaywitz, & J. Fletcher, 1996)



Como Secondary College - intervention



The Intensive Learning Team

Como Secondary College – 850 students

ILT +/- 40 students Year 7-9

Reading 4 x 1-hour classes

Spelling 4 x 1-hour classes

Math 4 x 1-hour classes

2 x Fulltime teachers

1 x Education Assistant

1 x Line Manager (HOLA)

School requirements

Proactive rather than reactive

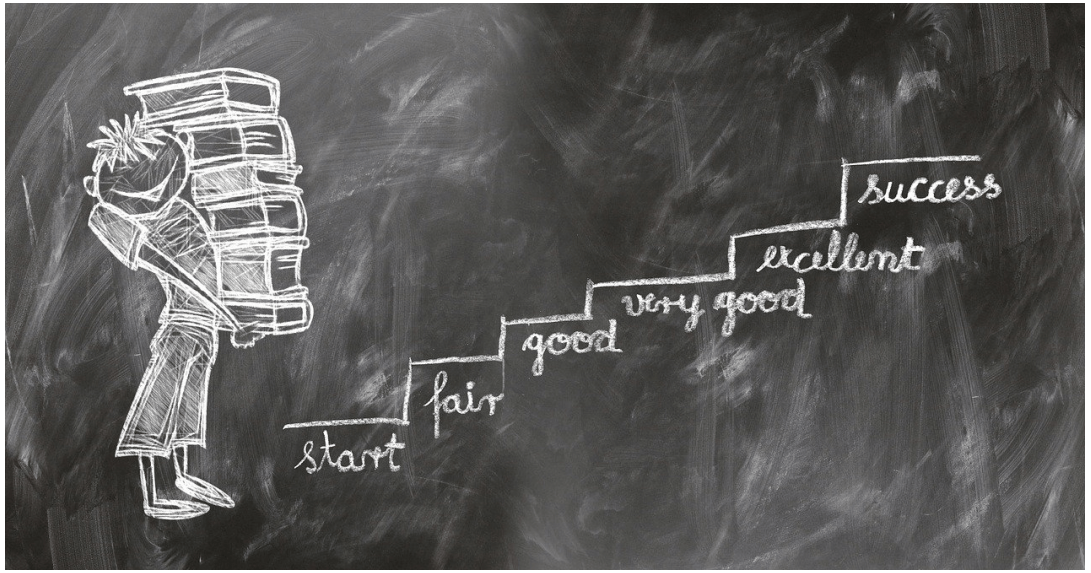
Budgeting

Timetabling

Staffing

Key takeaways

1. Our responsibility
2. Rigor, resources, fidelity
3. Success begets motivation
4. You can make a difference



Jessica Colleu Terradas
Senior Officer Teaching and Learning Literacy
Jessica.colleuterradas@cg.catholic.edu.au
@jessica.colleu

Follow my trip...

Thank for attending!