NH Responds Day 2

RTI for Literacy: Universal Prevention & Intervention

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Lead Partners

• NH Department of Education – Bureau of Special Education
• NH Center for Effective Behavioral Interventions and Supports at SERESC
• Institute on Disability - A University Center for Excellence in Disability, University of New Hampshire
• [http://www.ed.state.nh.us/Education/doe/organization/instruction/SpecialEd/NHResponds.htm](http://www.ed.state.nh.us/Education/doe/organization/instruction/SpecialEd/NHResponds.htm)

One School’s Timeline

• Year 1: Decided on core program to be implemented by a team; set up procedures for training; professional development
• Year 2: Piloted in Grade 3 first year; collaboration; visiting of classrooms
• Year 3: Whole school the next year: continuous process of professional development, open classrooms, sharing strategies and materials
“We were doing RTI before there was RTI…our classroom instruction was our first priority”

• Year 4: Began to look at models for interventions that would coincide with universal core program; revisited issues in core program for ‘fidelity’
• Years 4-6: Tracking students throughout core program and interventions; check in as to what was working; Child study teams met first to discuss what was going on in the classroom instruction; expanded interventions based on needs that came up

Whole-to-Part Model of Silent Reading Comprehension

James W. Cunningham (1993)
### Classroom Assessment Points

- **Automatic Word Id**
- Running records
- Review of writing/number of words spelled correctly
- Flash recognition of words
- Number of words written in one minute (10 minutes for younger students)

- **Decoding**
- Running records
- Developmental Spelling Tests
- *Words Their Way* spelling battery
- Phonemic awareness assessments
- Names Test for older students

### Online Tutorial for Running Record & Miscue Analysis


Online Tutorial for Running Record & Miscue Analysis

### Key for schools- consistent perspective on administering


High Frequency Word Lists
Developmental Spelling Test

Gentry & Gillet (1993) Monster Test

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Phonemic Awareness Test

Yopp-Singer Test of Phoneme Segmentation

1. drag    /dr/ /ag/ /p/    12. lay    /le/ /ag/ /p/
2. keep    /k/ /ep/ /lp/    13. race    /re/ /ag/ /p/
3. fits    /fi/ /ts/ /st/    14. zoo    /zu/ /oo/ /st/
4. no      /no/ /ho/ /lo/    15. three /thr/ /ee/ /th/
5. she     /sh/ /eh/ /th/    16. job    /jb/ /oh/ /th/
6. wave    /we/ /aw/ /w/    17. in     /in/ /ih/ /n/
7. grew    /gr/ /ew/ /ow/    18. ice    /ic/ /ei/ /c/
8. that    /th/ /at/ /t/    19. at     /at/ /et/ /t/
9. red     /red/ /ed/ /rd/   20. top    /top/ /ep/ /t/
10. me     /mi/ /ei/ /m/    21. by     /bi/ /yi/ /b/
11. sat    /sat/ /at/ /st/   22. do     /do/ /ou/ /d/

https://dibels.uoregon.edu/
Phonemic Awareness Assessment

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Phoneme Segmentation Fluency

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “sam,” you would say /s/ /æ/ /m/. Let’s try one. (can second guess) Tell me the sounds in “mop”

**Correct Response:**
If student says, /m/ /o/ /p/, you say, **Very good. The sounds in “mop” are /m/ /o/ /p/.

**Incorrect Response:**
If student gives any other response, you say, **The sounds in “mop” are /m/ /o/ /p/.

**Your turn. Tell me the sounds in “mop”**

OK. Here is your first word.

Phonemic Awareness Assessment

https://dibels.uoregon.edu/

Nonsense Word Fluency

Look at this word (point to the first word on the practice probe). It’s a make-believe word. Watch me read the word: /ʃ/ /l/ /m/ “sim” (point to each letter then run your finger fast beneath the whole word). I can say the sounds of the letters, /ʃ/ /l/ /m/ (point to each letter), or I can read the whole word “sim” (run your finger fast beneath the whole word).

**Your turn to read a make-believe word. Read this word the best you can (point to the word “fat”). Make sure you say any sounds you know.**

**Correct Response:**
If the child responds “fat” or with all of the sounds, say, **That’s right. The sounds are /ʃ/ /l/ /m/ or “fat”

**Incorrect or No Response:**
If the child does not respond within 3 seconds or responds incorrectly, say, **Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /ʃ/ /l/ /m/ (point to each letter) or “fat” (run your finger fast through the whole word). Let’s try again. Read this word the best you can (point to the word “fat”).

Caution!

- Don’t just assess decoding and phonemic skills
- Harder to test phonemic skills as students get more proficient in decoding abilities
- Nonsense word tests use with other measures
Team Time

• What assessments do you have in place? What do they measure?
• What area do you not have covered?

Silent Reading Comprehension

- Knowledge of the World
- Language Comprehension
- Knowledge of Text Structures

Classroom Assessment Points

- Multiple choice format
- Cloze/Maze procedure
- Open ended response
- All of these measure several things at once
- Listening comprehension is the purest way to measure language comprehension
- Teacher conferences with students across reading of different genres
- Think aloud

Assessment Questions

- What background knowledge does the child have to bring to reading?
- How does the child read different genres (text structures)?
- How does the student answer questions?
- How does their retelling abilities compare to answering questions?
Developmental Reading Assessment (J. Beaver)

Team Time
- What assessments do you have in place? What do they measure?
- What area do you not have covered?

Silent Reading Comprehension

Projecting Prosody

Inner Speech

Print-to-Meaning

Integration

Print Processing

Beyond Word Identification

Classroom Assessment Points
- Comparison of silent to oral
- Miscue analysis- what types of mistakes is the reader making?
- One minute reading fluency checks
Team Time

• What assessments do you have in place? What do they measure?
• What area do you not have covered?