

## **Next Steps Triads #8: Treatment-Resistant Difficulties**

**The Goal:** to preserve the power of 1-on-1 text & word study intervention in a small group where students are matched on instructional level closely enough to read as much as possible in an accurate and fluent manner.

### **Agenda for Today's Training:**

1. How's it going? Debrief & review NST lesson.
2. Clinical observations for full lesson.
3. Debrief observations.
4. Trainer models/discusses Flash measure & related data, if applicable.
5. Trainer leads discussion: causes for continued reading difficulties—despite intervention.
6. Trainer reviews text procedures, especially working in trade books.

### **Coordinators: End-of-Year Testing Books & Materials?**

**Note:** to improve as a reading intervention tutor, we recommend that you watch our **Next Steps Triads video demonstrations**. Go to

<http://www.uurc.utah.edu/Educators/Resources.php>

### **Why Do Some Students Continue to Struggle?**

Research is very clear that students with severe reading difficulties usually struggle with fluency. Often, this struggle is rooted in a lack of **automaticity** for identifying words.

Lack of automaticity is based in difficulty **attacking unfamiliar words**. This difficulty can stem from environmental causes (e.g., poor instruction) or from genetic causes (e.g., dyslexia) or a combo of both.

Problem: slowness and inaccuracy may negatively impact comprehension, vocabulary & background knowledge.

These students tend not to look closely at words. They don't know what to do, so they guess.

Problem: if they continue to guess, how will those words ever become automatic?

Note: Dyslexia is **not** a visual problem. It is a deficit in the phonological component of language that impedes the melding the correct speech sounds to letter names. No empirical evidence for colored lenses, marching, etc.

Solutions: Instruction & Practice

1. Word Study + Stop Guessing!
2. Read, Read, **READ** to get enough successful repetitions (practice) to develop word recognition

automaticity and to maximize comprehension, vocabulary, and world knowledge.

3. Specific Tier III Intervention to focus on decoding & encoding (e.g., Wilson, Slingerlands, etc.).

### **Working in Text**

**When Students Reach a Strong G2-End Basal Level:**

Move to G2-Easy tradebooks for Assisted Reading. Start with G2-E. When students meet criteria for accuracy and rate in 2 different G2-E books, move to G2-Mid.

Repeat as above for G2-D. Then, G3-E trades and continue on as students meet criteria in 2 books at that level.

For ELs & other students who need extra support, educators may continue to use basals for G3 levels, as they offer more vocabulary control than tradebooks.

**Comprehension is ALWAYS a Focus!**

Remember that the goal of reading is comprehension (i.e., building a model of meaning for what is read). For some children, this comes naturally; for others, comprehension is difficult (e.g., ELs, children from low-literacy homes).

When a student just reads directly from the text to answer a question, ask, “*What do you think that means?*” Then, lead them to answer, “*I think that means...*” If they still struggle, model the answer and ask them to copycat your words.

Ask students about literacy elements for narrative text (i.e., main character, conflict, setting, turning point, and conclusion).

Ask students about main ideas & important details for informational text.

In both cases, ask, “What evidence do you have for your ideas?”

If students can’t answer a question, direct them to the appropriate part of the text and say, “Read this part again, and then tell me...”

### **Working in Word Study**

Teach TAPPING! No guessing!

Use vowel stretch cards as needed—especially for ELs.

For triads who have serious difficulty passing Word Study Checks for a-core patterns, there may be “too much orthography” coming at them.

Try this “**reduce and review**” approach:

1. Remove blends & digraphs,
2. Do a 2x6 sort with *closed* & *v-c-e* for ‘a,’ then ‘i,’ then ‘o,’ and so on,
3. Gradually re-introduce blends & digraphs,
4. Word study check after each vowel,
5. Proceed as such thru all 5 vowels,
6. Do a 3x4 sort with *closed*, *v-c-e*, and *r-controlled* for ‘a,’ then ‘i,’ and so on,
7. Word study check after each vowel,
8. Proceed as such thru all 5 vowels,
9. Continue with a 4x4 sort with *closed*, *v-c-e*, *r-controlled* and the *vowel digraph* as above.

Be aware that some partners should NOT be allowed to be play Fluency Games. The “speeded” nature of these games allow too much potential for inaccuracy and silliness.

Be strategic! Know whether the students need intro/direct teaching, accuracy work, or fluency work.

## Word Study Protocol Options

### Focus: Introduction/Direct Teaching

#### 1. Sort → Random √ → Memory → spelling

This is the “tried and true” set of procedures that you should use until the student can articulate the “vowel pattern – vowel sound.”

### Focus: Accuracy

#### 2. Black-out Bingo → Random √ → spelling

#### 3. Match+1 (3x) → spelling

#### 4. Sort → Random √ → Go Fish → spelling

#### 5. Shazam! (3x) → spelling

#### 6. Sort → Be a Mind Reader (3x) → spelling

### Focus: Fluency

#### 7. Speed (3x) → Slap → spelling

#### 8. Tap the Deck (3x) → Slap! → spelling

#### 9. Oops (3x) → spelling

#### 10. Poison Star (3x) → spelling

#### 11. Lucky Star (3x) → spelling

#### 12. Matrix (3x) → spelling

Note: Not all games start with a sort.  
Follow activities as outlined here.

