

INTERVENTION MODELS FOR AT-RISK & STRUGGLING READERS: EARLY, NEXT, & HIGHER STEPS

Research Base:

- model shown to be effective in inner-city Chicago, Chattanooga, and the Bronx, NYC, as well as Salt Lake City, Utah and rural Virginia, Montana, North Carolina, and Utah.

- empirical effectiveness documented in high quality, blind peer-reviewed journals (*Reading Research Quarterly, 1999, Elementary School Journal, 1984, 1990; Scientific Studies of Reading, 1996; Journal of Educational Psychology, 2001; Journal of Literacy Research, 2005*).

Goals:

- instructional intervention for struggling readers
- professional development for educators ->effective reading teachers for all students

What Does Early Steps Intervention for At-Risk, Beginning Readers Look Like?

1. Reread familiar books (goal=*fluency*)
2. Word Study (goal=*improve basic word id, phon. awareness, spelling skills*)
3. Assisted Reading (goal=*comprehension, push instructional level*)

target population: at-risk readers at primer level or below (including ELL & some LD)
1-on-1 or small group, 30 minutes/day, 5 days per week until grade level is reached

What Does Next Steps Intervention for Struggling Readers Look Like?

1. Assisted reading (goal=*comprehension, push instructional level*)
2. Word Study (goal=*improve 1 syllable word id, spelling skills*)
3. Repeated reading (goal=*fluency*)

target population: struggling readers from primer to end G2 levels (including ELL & some LD)
1-on-1 or small group, 45 minutes, 2-3x per week until grade level is reached

What Does Higher Steps Intervention for More Advanced Struggling Readers Look Like?

1. Repeated Reading (goal=*fluency*)
2. Assisted reading (goal=*comprehension, push instructional level*)
3. Advanced Word Study (goal=*improve multi-syllable word id, spelling skills*)
4. Repeated reading (goal=*fluency*)

target population: struggling readers from early G3 levels and up (including ELL & some LD)
1-on-1 or small group, 45 minutes, 2-3x per week until grade level is reached

For each model:

- phonics/word study has systematic scope and sequence: no guesswork
- efficient and effective lesson format
- minimal prep time (approx. 5-7 minutes)

What is the Status of Early/Next/Higher Steps in Utah?

- In 85 lessons, ES students average between primer and end-of-G1 reading ability vs. preprimer for control students.
- In 45 lessons, NS students average more than 1 year of growth in reading ability vs. less than a half year of growth for control students.
- After 45 lessons, there were no significant differences between NS singletons and members of NS triads on norm-referenced and criterion-referenced measures.
- Since 2000, year-long clinical practica in ES, NS, and HS have been conducted with hundreds of educators in 13 districts (Davis, Granite, Garfield, Jordan, Murray, Park City, Cache, Ogden, Nebo, North Sanpete, South Sanpete, Salt Lake, South Sanpete, Iron, Juab).
- Licensed ES/NS trainers operating in Jordan, Granite, SLC, Ogden, Murray, Iron, Park City, South Sanpete, Murray.
- Practica include diverse range of educator participants: classroom teachers, para-educators, reading specialists, Title 1 specialists, special educators, administrators, volunteer coordinators, literacy coordinators.

The Bottom Line: What Does a School Get In Return From Early/Next/Higher Steps?

1. High quality, intensive, year-long reading professional development for up to 12 educators
2. Effective intervention for at-risk and/or struggling readers
3. Program evaluation (facilitation of data collection and analysis)
4. Potential internship hours for participants working on state reading endorsement
5. Potential for re-licensure/university undergraduate & graduate credit
6. Development of a “team approach” for intervention in among staff

The Bottom Line: What Does a School Need To Do To Bring in Early/Next/Higher Steps?

1. Fund approximately 1/3 time position for an individual to coordinate program & tutor at least 2 students (e.g., literacy coordinator).
2. For Early Steps, secure commitment of at least 2 G1 teachers & others who will tutor at least 1 student daily for 30 minutes.
3. For Next/Higher Steps, secure commitment of at least 2 certified teachers & others who will tutor at least 1 student twice a week for 45 minutes each session.
4. Make arrangements for teachers to be able to tutor & be observed by ES/NS/HS liaison.
5. Purchase, order, and organize books and tutoring materials (depending on model and existing school supplies, total varies from \$1,000 - \$5,000).
6. Provide workspace adequate for 3-4 pairs tutoring simultaneously.
7. Fund professional development for up to 12 educators - \$1,000/educator for full year (6-9 half-day on-site clinical sessions depending on model, 6 formal observations, 5 hour-long seminars, ongoing consultation access).
8. Fund substitutes to allow certified participants to attend clinical sessions (6-9 half-days, depending on model)

What Do Educators Say About Early Steps/Next/Higher Steps Training?

From first-year novices to veteran teachers with twenty-plus years of experience:

- This is the best professional development in reading that I have ever experienced!
- Why didn't I get this in my university training?
- I use these techniques every day with my small groups!
- I'm so relieved I don't have to re-invent the wheel every day for my poor readers!

As we all know, educators vote with their feet. *In every instance*, the UURC has been asked back for a second, and often, third and fourth year of clinical training.

Questions?

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