

**EDU 5642-030 or 6642-030**  
**MAINTAINING THE POWER OF ADVANCED 1-ON-1 INTERVENTION IN**  
**SMALL GROUPS: HIGHER STEPS TRIADS PRACTICUM**

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**Logistics:**

- pre-requisite: Higher Steps certification
- on location in schools
- fall and spring semesters
- clinical sessions - 18 hours
- observations - 6 hours
- intervention: Higher Steps Triads - approx. 50 hours
- 3 credit hours = \$300 – may not count toward degree without written permission of advisor
- presentation of university transcript to USOE earns 54 re-licensure points

**Course Description and Expectations**

This credit/no-credit continuing education course is designed to help educators execute effective, research-based assessment and intervention for struggling readers of all ages in a group format that preserves much of the power of 1-on-1 tutoring. Intervention components are designed for readers who have reached an early 3<sup>rd</sup> grade level, but who are still struggling. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective intervention through a year-long, mentored intervention experience.

The course is open to any educator, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and English-Language-Learner (ELL) personnel.

Through intervention, observations, reading and attendance at clinical sessions and seminars, participants will be expected to extend their knowledge of the following topics: partner reading, partner word study, partner fluency work, reading development, phonological awareness, word identification, synthetic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, assisted reading at instructional level, building/activating background knowledge, comprehension strategies, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing assessment and intervention for three struggling readers in a triad format.

**Textbooks & Materials**

Participants must make and assemble all materials for conducting tutoring lessons. A master binder of black-line masters is available from the Higher Steps coordinator in each

school. Participants also must bring a timer that counts up and down and 2 sharpies/magic markers.

**\*\*Recommended\*\***

Birsh, J.R. (2006). *Multisensory teaching of basic language skills*, (2<sup>nd</sup> ed.). Baltimore, MD: Brookes.

**Course Schedule**

**Clinical Sessions: Topics and Readings**

**Session 1/Baseline Assessment & Forming Triads**

Overview of Higher Steps Triads: empirical research base, theoretical framework, issues in reading difficulties, overview of intervention model, review of assessments for identifying and leveling struggling readers, using assessment findings to form triads.

Assessment: overview, modeling, and guided practice administering the University of Utah Reading Level Assessment (RLA), using accuracy and rate in determining instructional/intervention levels.

Assisted Reading: building and activating background knowledge prior to reading, frontloading orthographically challenging words, echo reading, solo reading, partner reading, collecting accuracy and rate data as a guide to moving up or moving laterally in text level.

Clinic:

- modeling of assisted reading with triad
- participants begin assisted reading with triad

Reading: Marzola, E.S., & Shepherd, M.J., Chapter 7/Assessment of reading difficulties. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills*, (2<sup>nd</sup> ed.).

Moats, L.C., & Farrell, M.L., Chapter 2/Multisensory structured language education. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills*, (2<sup>nd</sup> ed.).

**Session 2/Assisted Reading and Comprehension Work in Triads**

Assisted Reading: collecting accuracy and rate data as a guide to moving up or moving laterally in text level, using rate and accuracy data to pace triads that are struggling or excelling in a specific text level.

Comprehension Work: narrative & expository text structures, using text structure to drive comprehension work, using questioning during guided reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension

difficulties, providing a model for complete answers, extending thinking through questioning and modeling.

Advanced Word Study: high frequency words & word banks.

Reading: Marzola, E.S., Chapter 14/Strategies to improve reading comprehension. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills*, (2<sup>nd</sup> ed.).

Clinic:

- on-site participants execute assisted reading with triad
- discussion of relevant instructional issues (e.g., pacing, book level)
- opportunities for questions, remodeling, clarification
- all participants add word bank with triad

### **Session 3/Assisted Reading & Advanced Word Study in Triads**

Advanced Word Study: relationship between advanced word study and development of the ability to read words, closed syllable structure, intro/direct teaching, accuracy, fluency pacing and activities, speed checks to determine automaticity.

Clinic:

- on-site participants execute assisted reading to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, word study procedures)
- opportunities for questions, remodeling, clarification
- modeling of and guided practice of intro/direct, accuracy, fluency activities with module 1 (closed) and module 2 (closed/closed)
- all participants add advanced word study with triad

Reading: Henry, M., Chapter 6/The history and structure of written English. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills*, (2<sup>nd</sup> ed.).

### **Session 4/Assisted Reading, Advanced Word Study, & Fluency Work in Triads**

Advanced Word Study: flexibility with multi-syllable combinations, intro/direct teaching, accuracy, fluency pacing and activities, speed checks to determine automaticity.

Clinic:

- on-site participants execute assisted reading and word study to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, fluency procedures)
- opportunities for questions, remodeling, clarification
- modeling of and guided practice with flexibility with multi-syllable combinations (module 8)
- modeling of timed repeated readings in triads
- all participants add fluency work with triad

Reading: Carreker, S., Chapter 9/Teaching reading: Accurate decoding and fluency. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills*, (2<sup>nd</sup> ed.).

### **Session 5/Full Lesson & “Individual Extras” in Triads**

Assisted reading: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, using rate and accuracy data to pace triads that are struggling or excelling in a specific text level, echo and partner reading as support, when to shift triad membership.

Advanced Word Study: schwa syllables in multi-syllable combinations, intro/direct teaching, accuracy, fluency pacing and activities

Fluency work: rereading texts as a way to build fluency, reverse echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words.

#### Clinic:

- on-site participants execute assisted reading, advanced word study, and fluency to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, AWS level)
- opportunities for questions, remodeling, clarification
- modeling of timed repeated readings in triads
- modeling of and guided practice with schwa syllables in multi-syllable combinations
- all participants continue to execute full lesson with triads

Reading: Birsh, J.R. & Schedler, J.F., Chapter 8/Planning multisensory structured language lessons in the classroom. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills*, (2<sup>nd</sup> ed.).

### **Session 6/ Shifting Triad Composition When Indicated**

#### Clinic:

- on-site participants execute assisted reading, advanced word study, and fluency to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, book level)
- opportunities for questions, remodeling, clarification
- discussion of shifting triad composition when students start to diverge in assisted reading and/or word study
- all participants continue to execute full lesson with triads

### **Course Credit Criteria**

To receive credit for the course, a participant must satisfactorily meet each criterion outlined below:

- completion of at least 8 of 9 possible half-day clinical trainings, conducted by a Licensed Higher Steps Triads Trainer,
- completion of at least 4 of 6 possible formal observations conducted by a Licensed Higher Steps Triads Trainer or a certified Higher Steps Triads Tutor working in a support capacity under a Licensed Higher Steps Triads Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of at least 4 of 6 possible peer observations,
- view 5 hour-long DVD seminars on reading research/theory, and
- completion of at least 45 tutoring sessions with a Higher Steps Triad.