

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

**Professor:** Dr. Kathleen J. Brown  
Director: University of Utah Reading Clinic  
office - 265-3951  
email: [kathleen.brown@utah.edu](mailto:kathleen.brown@utah.edu)

**Logistics:**

- pre-requisite: Higher Steps certification
- on location in schools
- fall and spring semesters
- clinical sessions - 27 hours
- observations - 6 hours
- intervention: Higher Steps Triads - approx. 50 hours
- 3 credit hours = \$450
- university transcript specifies credit/no credit; no letter grade
- obtain advisor permission for this course to count toward degree
- 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-Learner (EL) 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. Participants may make a word study kit or purchase a pre-made kit from University of Utah Print and Mail Services:

V. Randall Turpin

Univ Serv, Bld, RM 135 (at front desk)

Phone 801-581-6171

Fax 801-581-4359

To make word study kits, participants will need to photocopy the cards on card stock, laminate, cut, and organize them. The full kit may be downloaded from the University of Utah Reading Clinic website, [www.uurc.org](http://www.uurc.org), by clicking on the following links: “For Educators,” then “U Steps Resources,” then “Higher Steps” “Word Study Kit.” Participants **must download and print** the Higher Steps Tutor Binder from the University of Utah Reading Clinic website. Click on the following links: “For Educators,” then “U Steps Resources,” then “Higher Steps” “Tutor Binder.” 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.

Word Bank: overview, modeling, and guided practice in Word Bank procedures, vowel cards, and high-frequency words.

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: 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, 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.

### Clinic:

- modeling of assisted reading with triad
- participants begin assisted reading and word bank with triad

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.).

## **Session 3/Advanced Word Study, Closed syllables & Rule-breakers**

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

### Clinic:

- on-site participants execute assisted reading and word bank 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 (rule-breakers)
- 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/Closed/Closed w/Schwa & Open syllables**

Advanced Word Study: key concepts for closed syllables, schwas, and open syllables, intro/direct teaching, accuracy, fluency pacing and activities, word study checks to determine automaticity.

Clinic:

- on-site participants execute assisted reading, word bank, 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 closed/closed and schwa (module 3) and open syllables (module 4)

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/Fluency Work**

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.

Advanced Word Study: closed and open syllables, schwas in multi-syllabic words, 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 word bank 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
- all participants add fluency work with triad

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/ Combinations & V-C-e syllables**

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

- modeling of and guided practice with closed and open syllable combinations + schwa (module 5) and vowel-consonant-e syllables (module 6)
- all participants continue to execute full lesson with triads

### **Session 7/ R-Controlled & Consonant-le syllables**

#### 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
- modeling of and guided practice with r-controlled syllables (module 7) and consonant-le syllables (module 8)
- all participants continue to execute full lesson with triads
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### **Session 8/ Vowel Teams**

#### 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
- modeling of and guided practice with vowel team syllables (modules 9, 10, & 11)
- all participants continue to execute full lesson with triads

### **Session 9/End-of Year Assessment & Tx Students**

- overview, modeling, and assisted practice administering the Reading Level Assessment (RLA)
- discussion of criteria for identifying instructional/intervention levels and forming triads
- discussion of reasons some students continue to struggle

### **Course Credit Criteria**

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

- completion of 9 half-day clinical trainings, conducted by a Licensed Higher Steps Triads Trainer,
- completion of 6 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 6 peer observations,

- completion of 2 self-observations,
- view 5 hour-long video seminars on reading research/theory, and
- completion of at least 45 tutoring sessions with a Higher Steps Triad.