



TEXAS CENTER  
*for*  
LEARNING  
DISABILITIES

## Reading for SUCCESS

The Texas Center for  
Learning Disabilities  
(TCLD) investigates  
the classification, early  
intervention, and  
remediation of  
learning disabilities.

### **University of Houston**

Jack M. Fletcher, PI  
David Francis (P1, Core B)

### **The University of Texas at Austin**

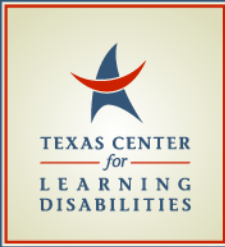
Sharon Vaughn, Co-PI: P1, P2, P3  
Jade Wexler  
Greg Roberts (Core C)

### **The University of Texas–Houston**

Andrew C. Papanicolaou (P4)  
Carolyn Denton (P2)

**[www.texasldcenter.org](http://www.texasldcenter.org)**





# Texas Center for Learning Disabilities

- Project 1 (Classification) David Francis, UH
- Project 2 (Early Intervention) Carolyn Denton, UTH  
Jack Fletcher, UH
- Project 3 (Remediation) Sharon Vaughn, UTA
- Project 4 (Magnetic Source Imaging) Andrew Papanicolaou, UTH
- Core A (Administrative) Jack Fletcher , UH
- Core B (Quantitative) David Francis, UH
- Core C (Dissemination) Greg Roberts, UTA
  
- Amy Barth, Paul Cirino, Jenifer Juranek, Karla Stuebing, Jeanne Wanzek, Jade Wexler, Jennifer Hocker, Terri Kurz, Melissa Romain

# Minimal Responders over Time: Year 3

Sharon Vaughn  
Jade Wexler  
& Greg Roberts

The Meadows Center for Preventing Educational Risk  
The University of Texas at Austin

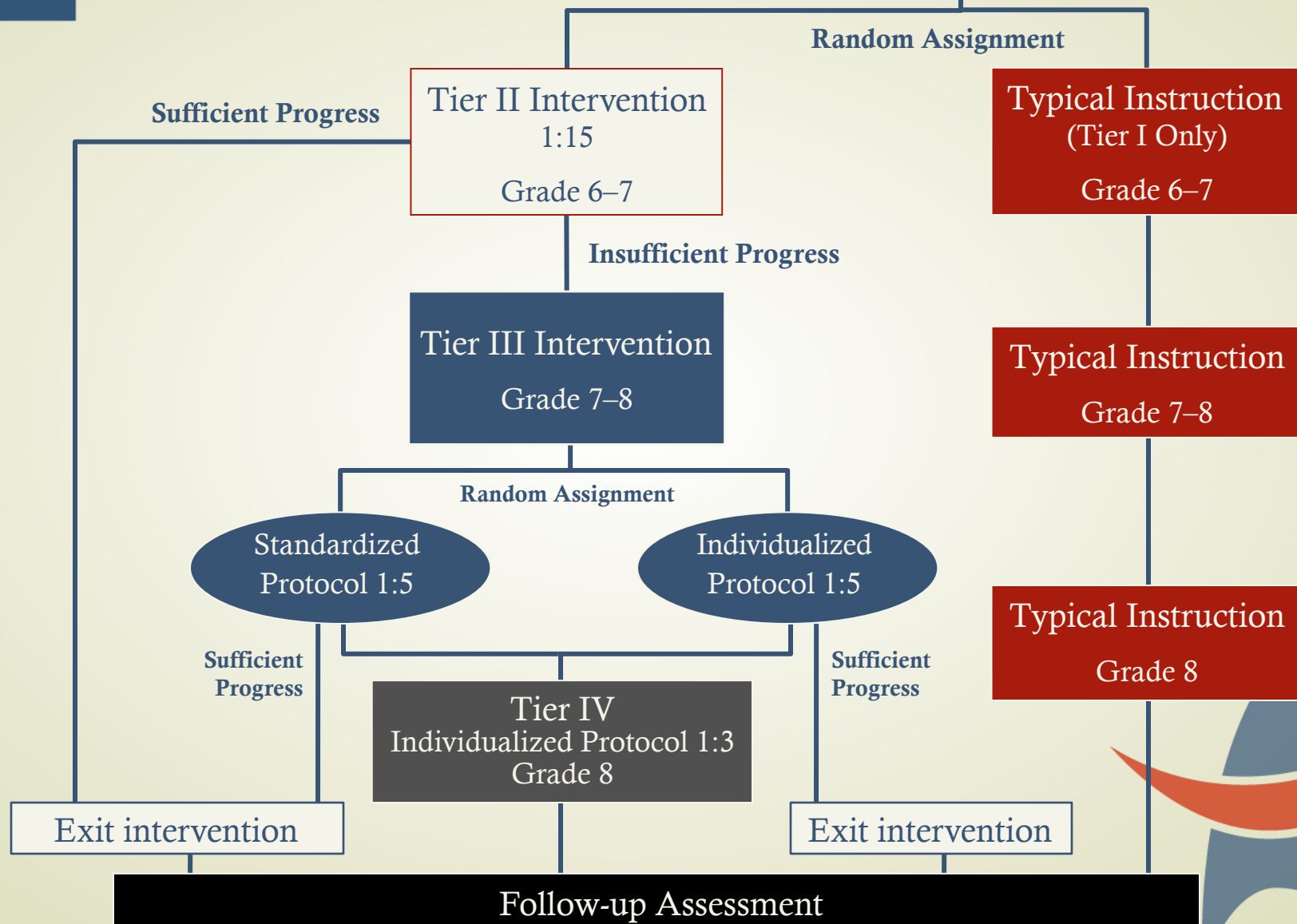
Amy Barth  
University of Houston



## Grade 6–7 Students (Fall '06)

**Grade 6-7 On-track Readers**

**Grade 6-7 Struggling Readers**



# Years 1 and 2: A Summary





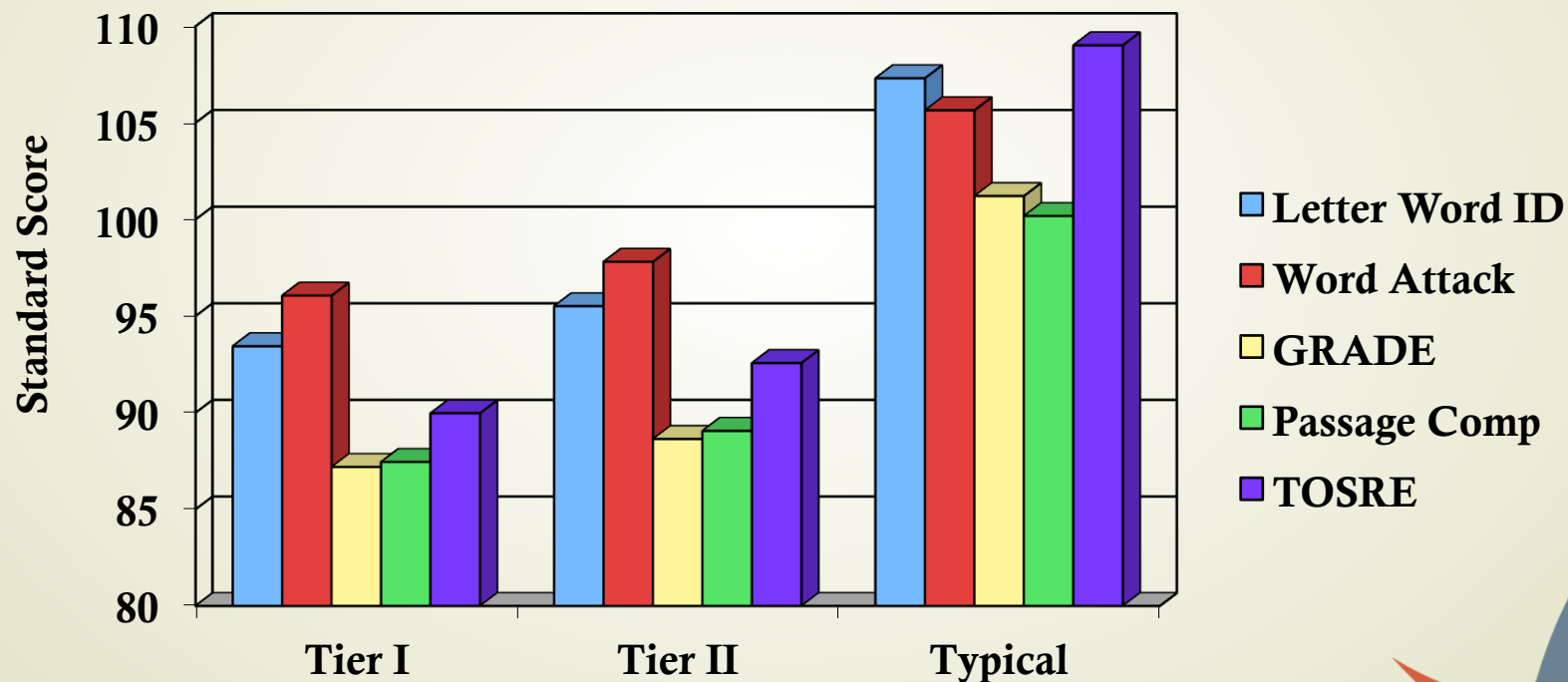


# Individualized Placement

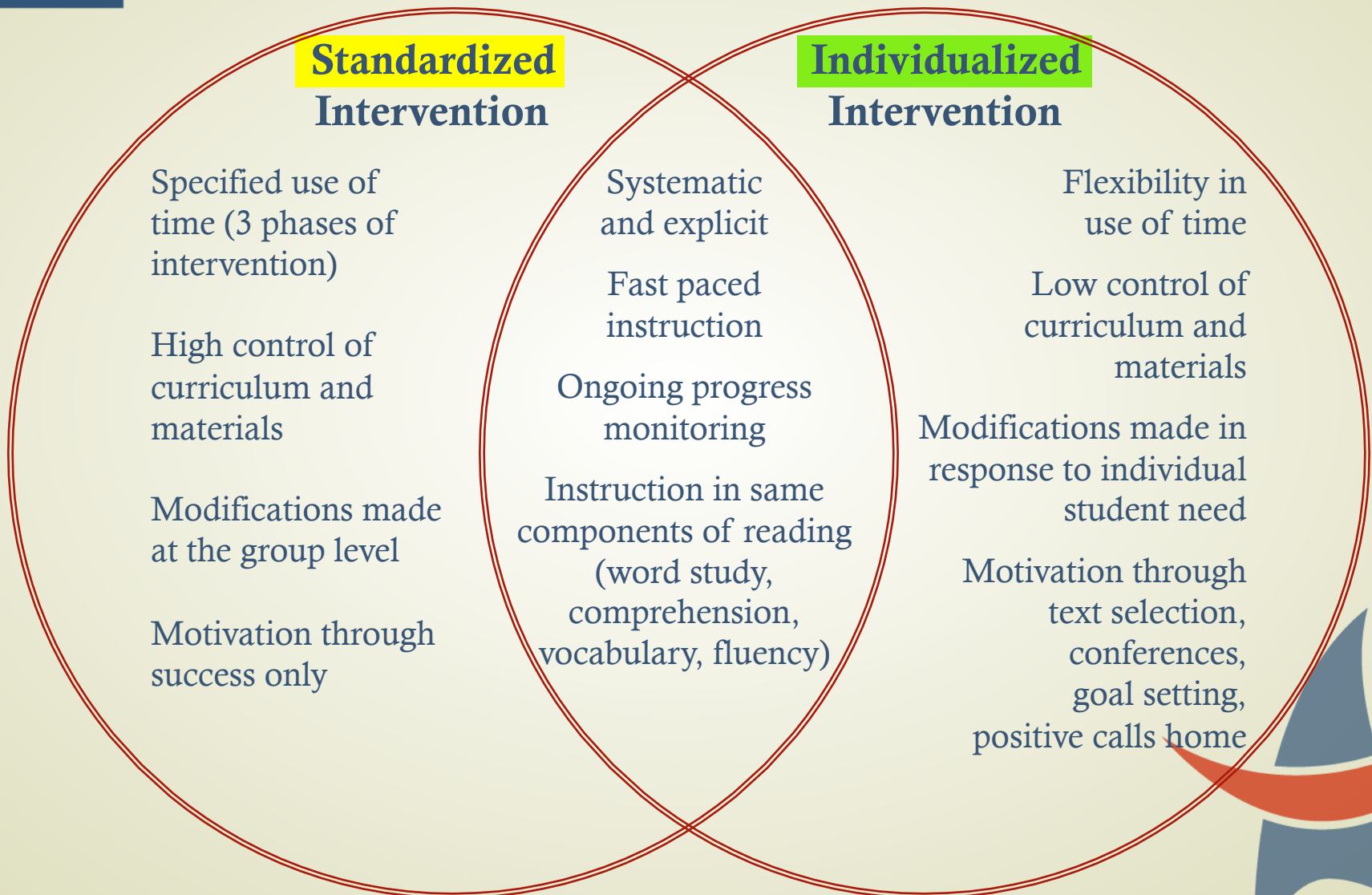
	Word attack	Word ID	Pass. comp	GRADE read. comp	TOWRE sight word	TOWRE phon. decod.	TAKS
G1							
S1	<b>123</b>	93	86	89	91	97	2019
S2	<b>115</b>	109	92	92	98	102	1947
G2							
S3	<b>88</b>	82	83	92	85	86	1750
S4	<b>81</b>	78	82	92	89	80	1822

# Findings Year 1: Tier I, Tier II Standardized

## Post-test results



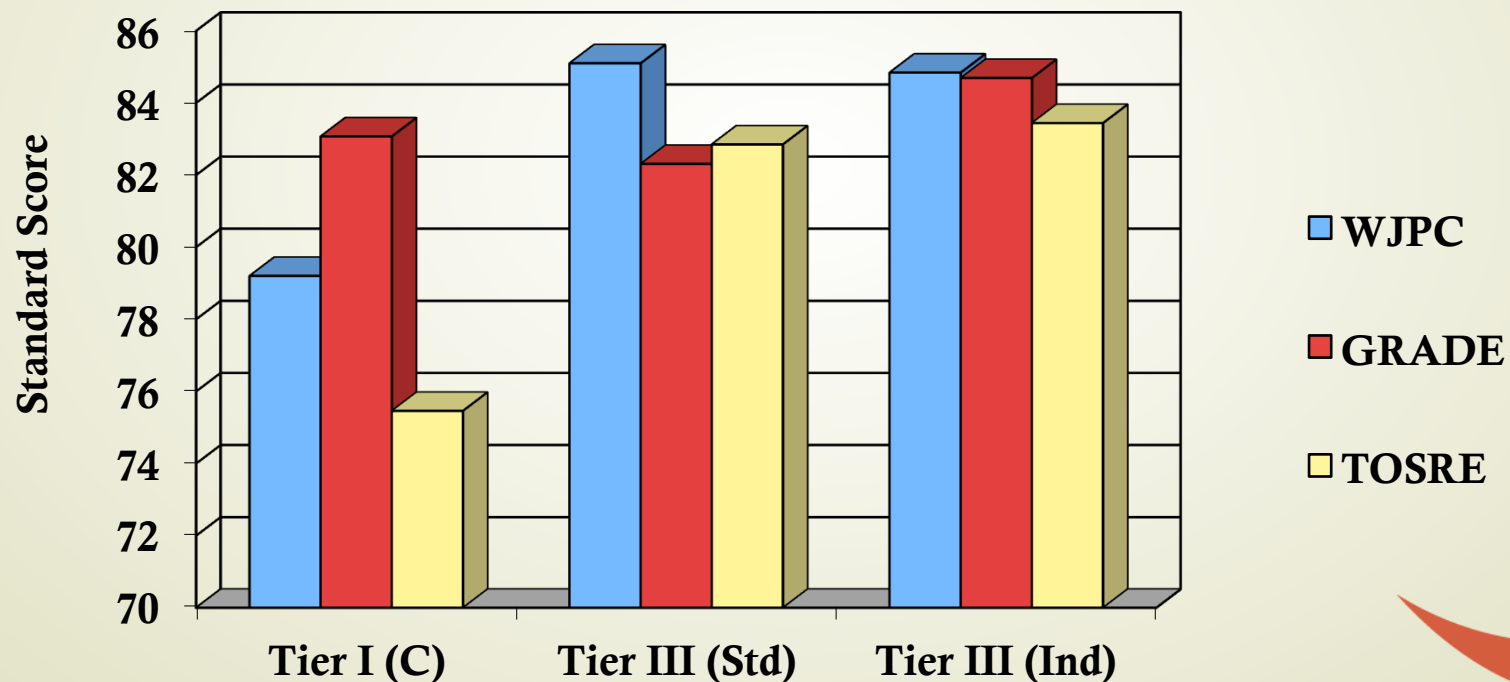
## Year 2: Tier III Intervention





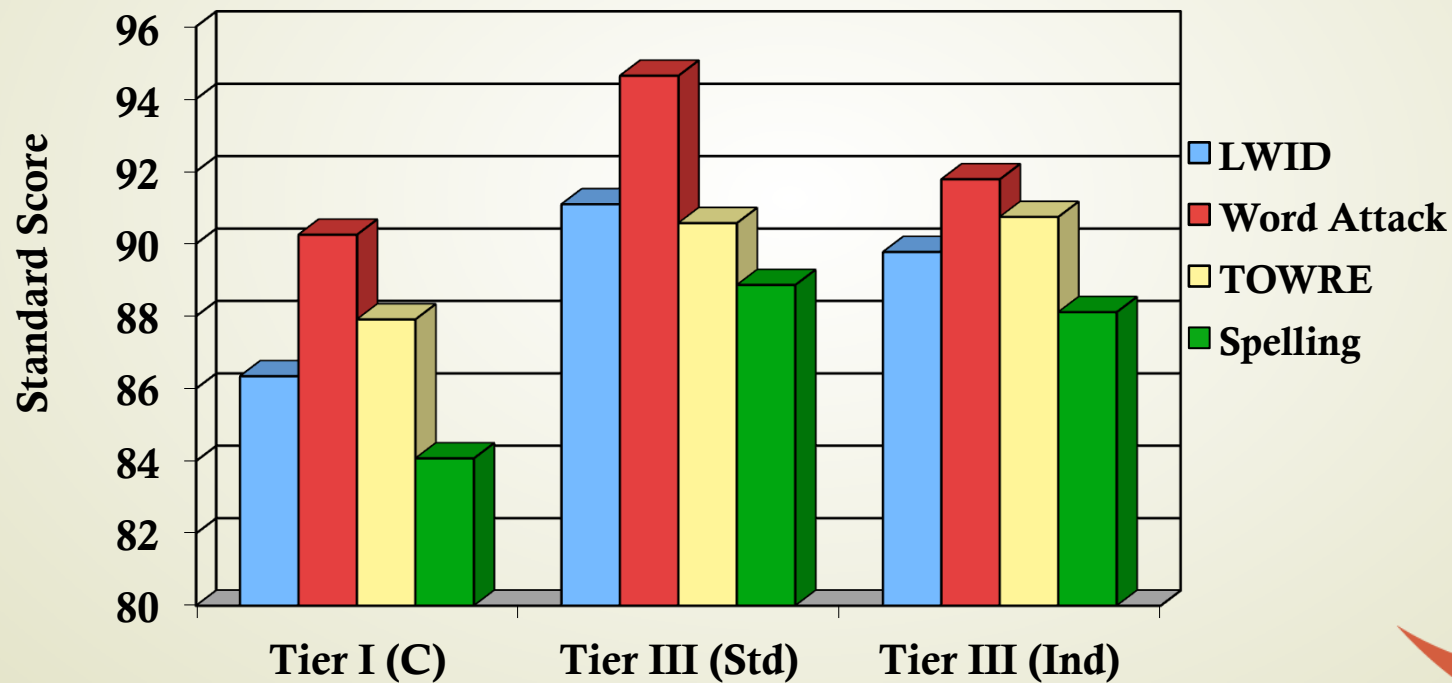
# Findings Year 2 (Tier III): Standardized/Individualized: Comprehension/Fluency Cluster

Post-test results



# Findings Year 2 (Tier III): Standardized/Individualized: Word Reading Cluster

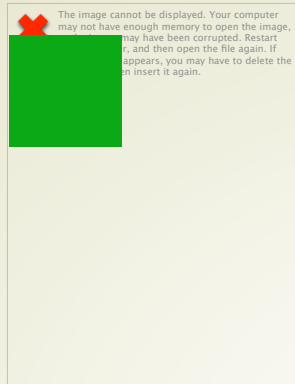
Post-test results



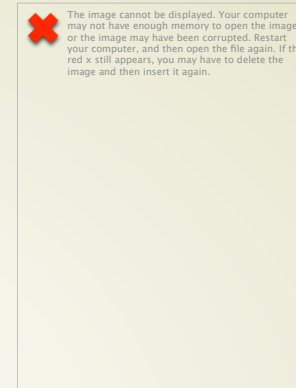
# KBIT: What about LANGUAGE?

	Treatment	Control
K-BIT Verbal Knowledge Standard Scores	2006–2007	2006–2007
	88.1 (11.12)	86.9 (13.1)

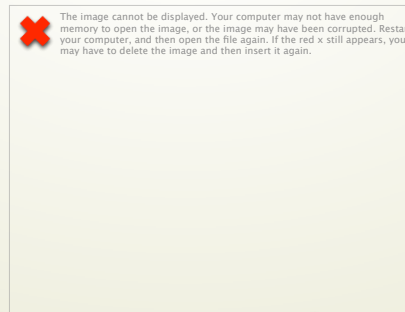
# Language Deficits



WORD Knowledge



WORLD Knowledge



SYNTAX



## Framework for Conceptualizing Three Categories of Reading Difficulties

**Word Recognition**

Good

Specific  
Reading  
Comprehension  
Difficulties

Normally  
Developing  
Readers

Poor

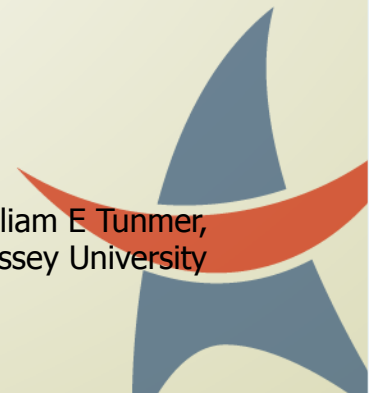
Mixed  
Reading  
Disability

Reading  
Disability  
(Dyslexia)

Poor

Good

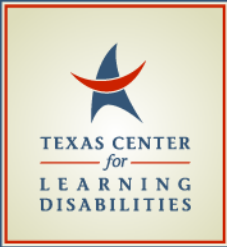
**Oral Language Comprehension**



# Year 3 Intervention







# Conceptual Framework: Lesson Focus

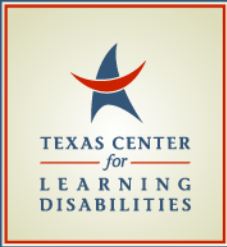
## **Group 1:** 50 minute periods (weekly):

Vocabulary/Morphology	35–45 minutes
Comprehension/Text Reading	170–180 minutes
Attitude/Motivation	15–25 minutes

## **Group 2:** 50 minute periods (weekly):

Word Study/Text Reading	100–110 minutes
Vocabulary/Morphology	35–45 minutes
Comprehension/Text Reading	70–80 minutes
Attitude/Motivation	15–25 minutes





# Phrase Fluency Example

**in a jar** in a jam in a rage in a jar

**for a letter** from a leader for a letter for a debtor

**to his sister** to his sibling toward a sister to his sister

**to the ball** at the hall to the balloon to the ball

**on the wing** on the swing for the win on the wing



# Does It Make Sense Example?

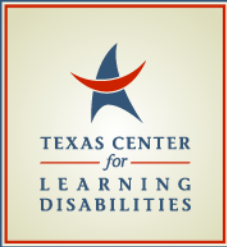
- “The fish blows in air bubbles and goes limp.”
- “It was easily startled by noises, such as the smell of a fire.”
- “We were always a loving family, very angry with each other.”
- “The two captains agreed that they should alter course. They would both steer their ships in the same direction they had started out going.”
- “By 4:00 PM, the wind had intensified. The gusts slowed down.”
- “All in all, tarantulas look quite lovely, so they have been portrayed as aggressive killers.”
- “Despite their many eyes, tarantulas see well.”



# Findings Year 3: Tier IV

## How did they do?





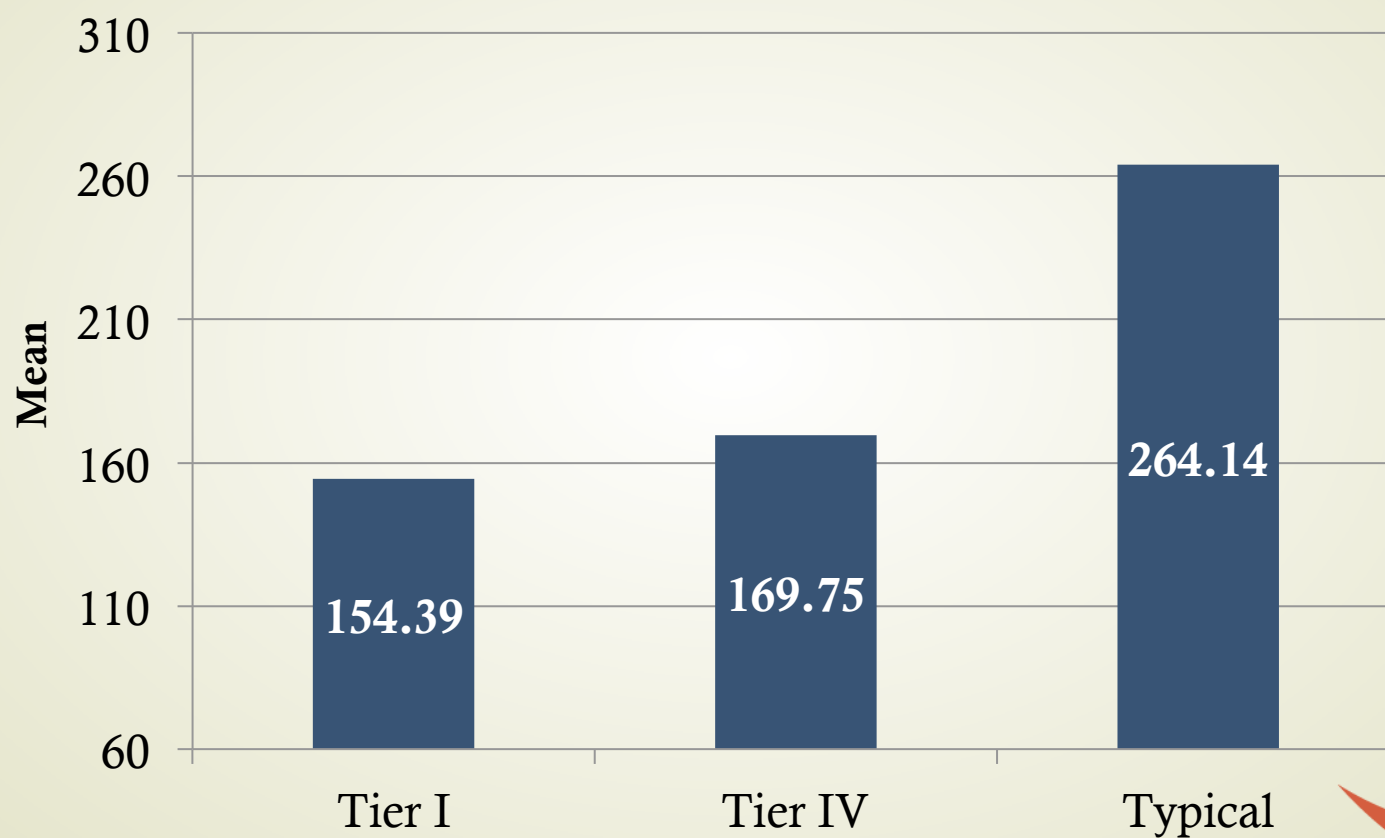
## Findings **Year 3:** (Tier IV) Comprehension/Fluency Cluster

- AIMSweb Maze
- Test of Silent Reading Efficiency (TOSRE)
- Passage Comprehension (WJPC) Subtest
- Texas Assessment of Knowledge and Skills (TAKS)



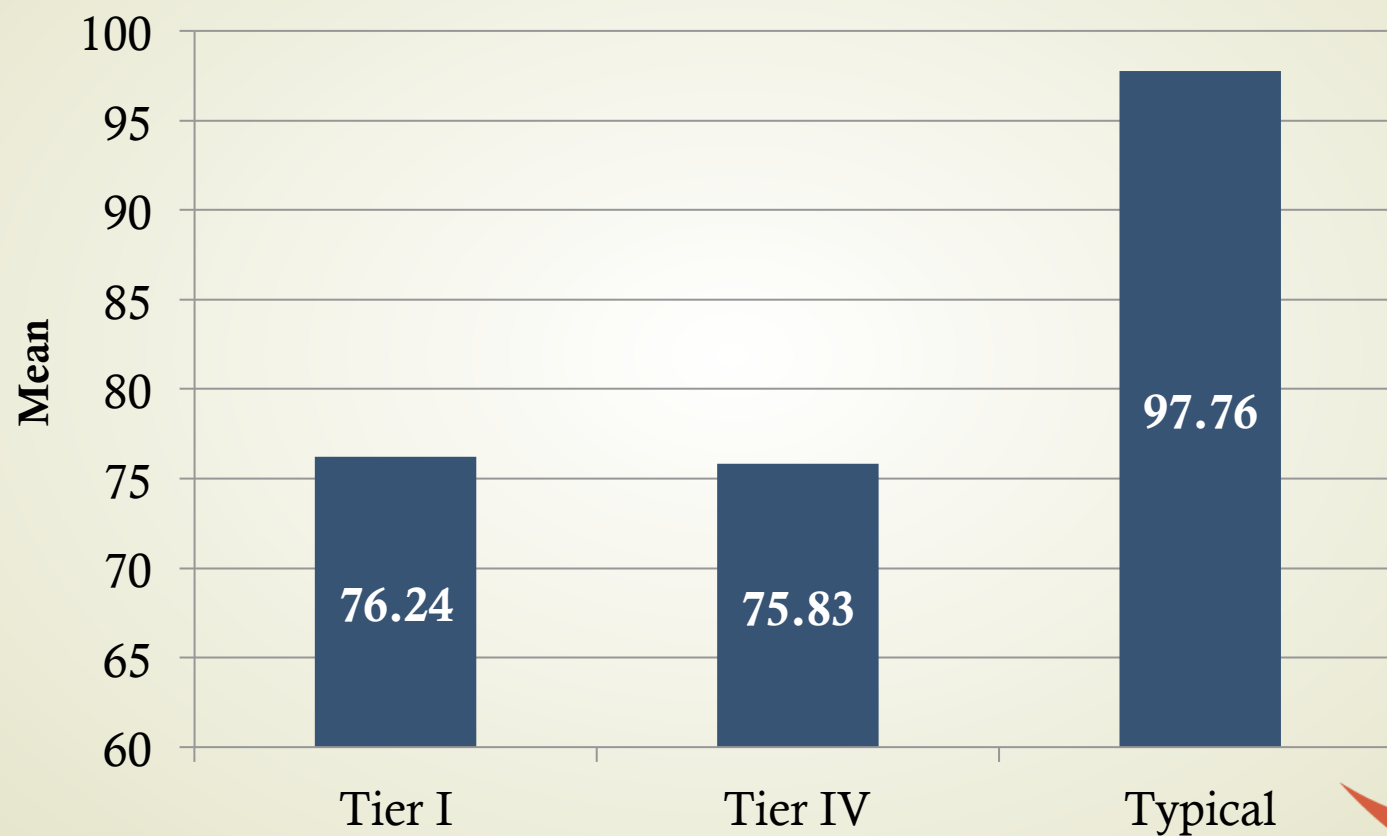


# AIMSweb Maze

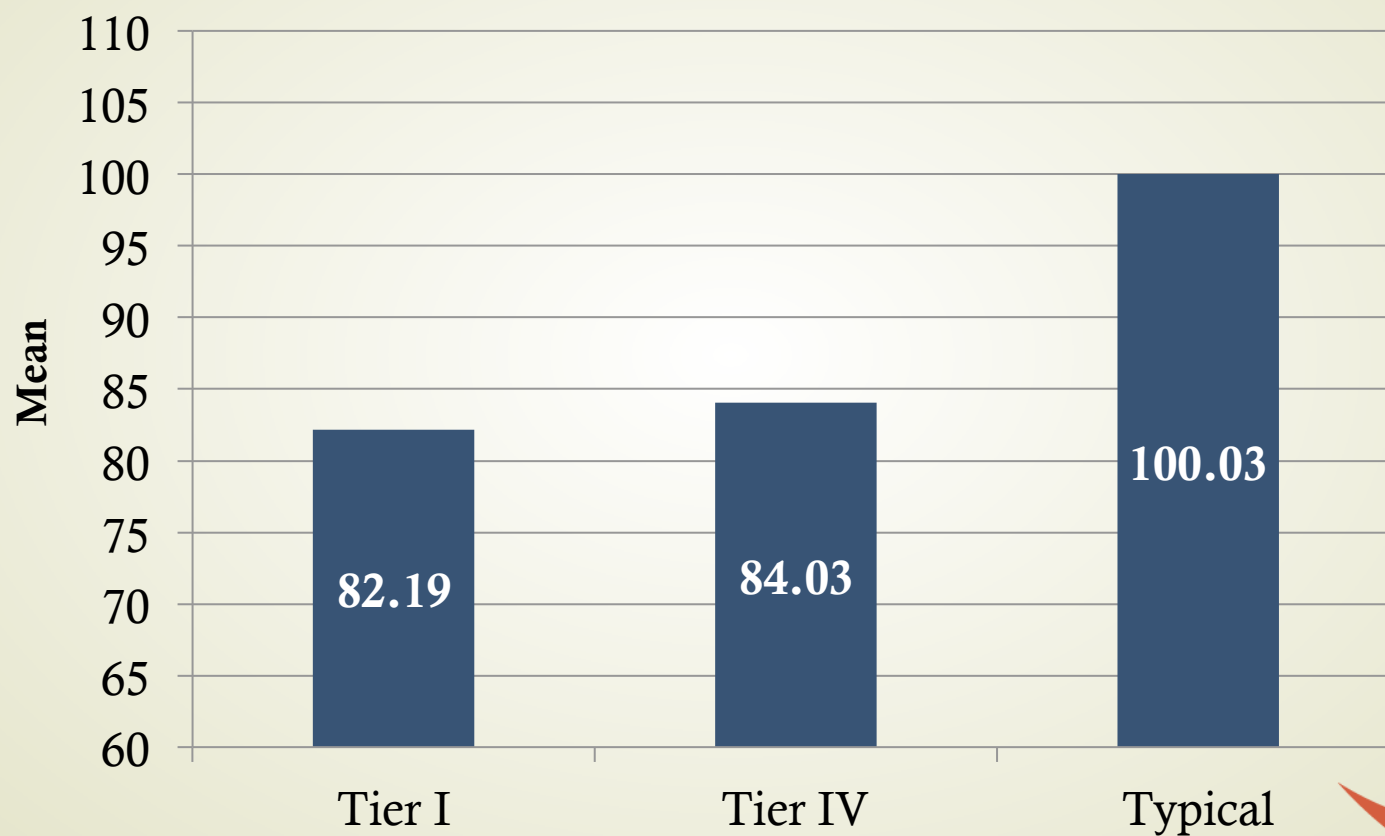




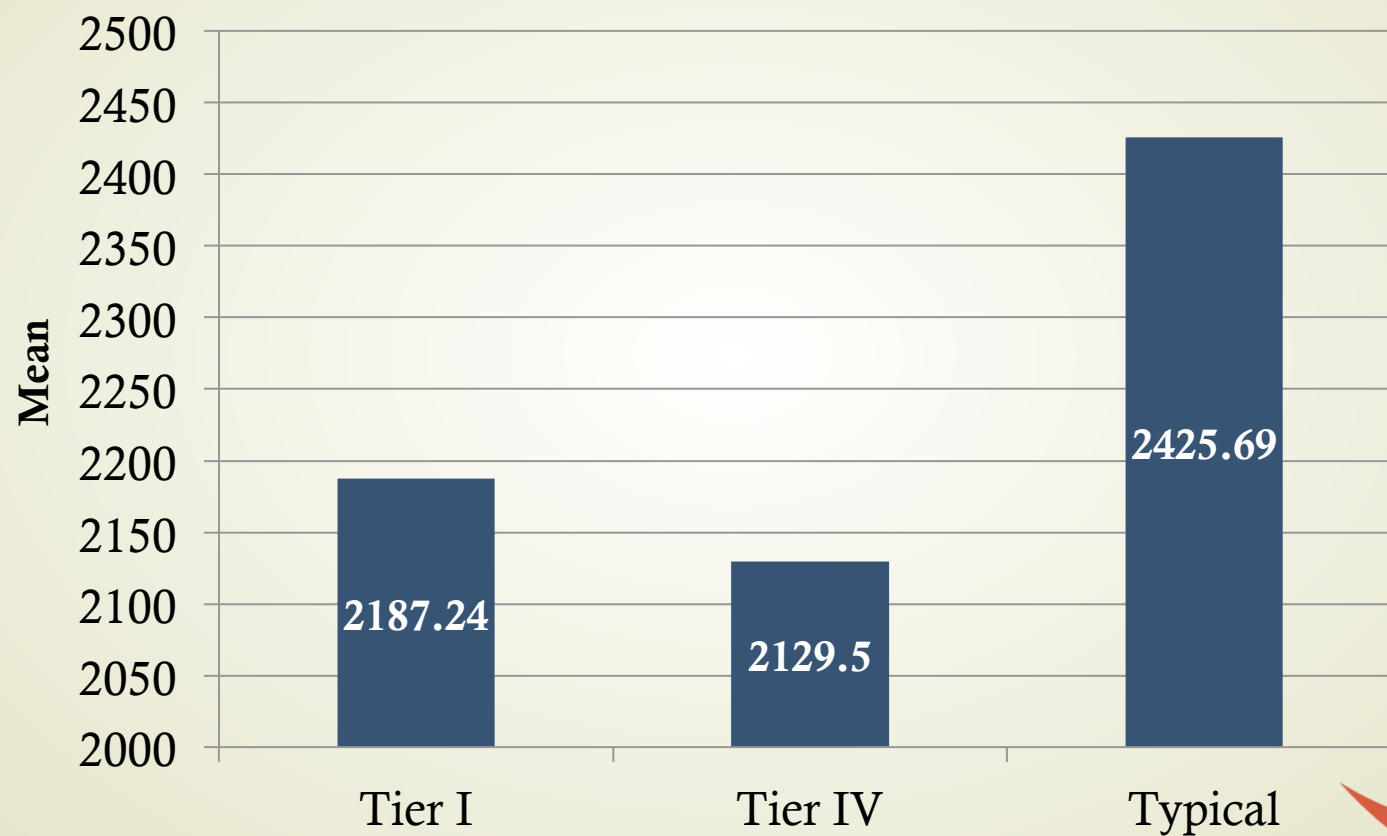
# TOSRE

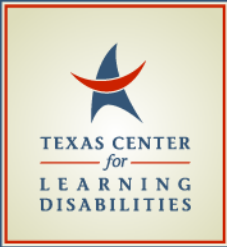


# WJPC



# TAKS



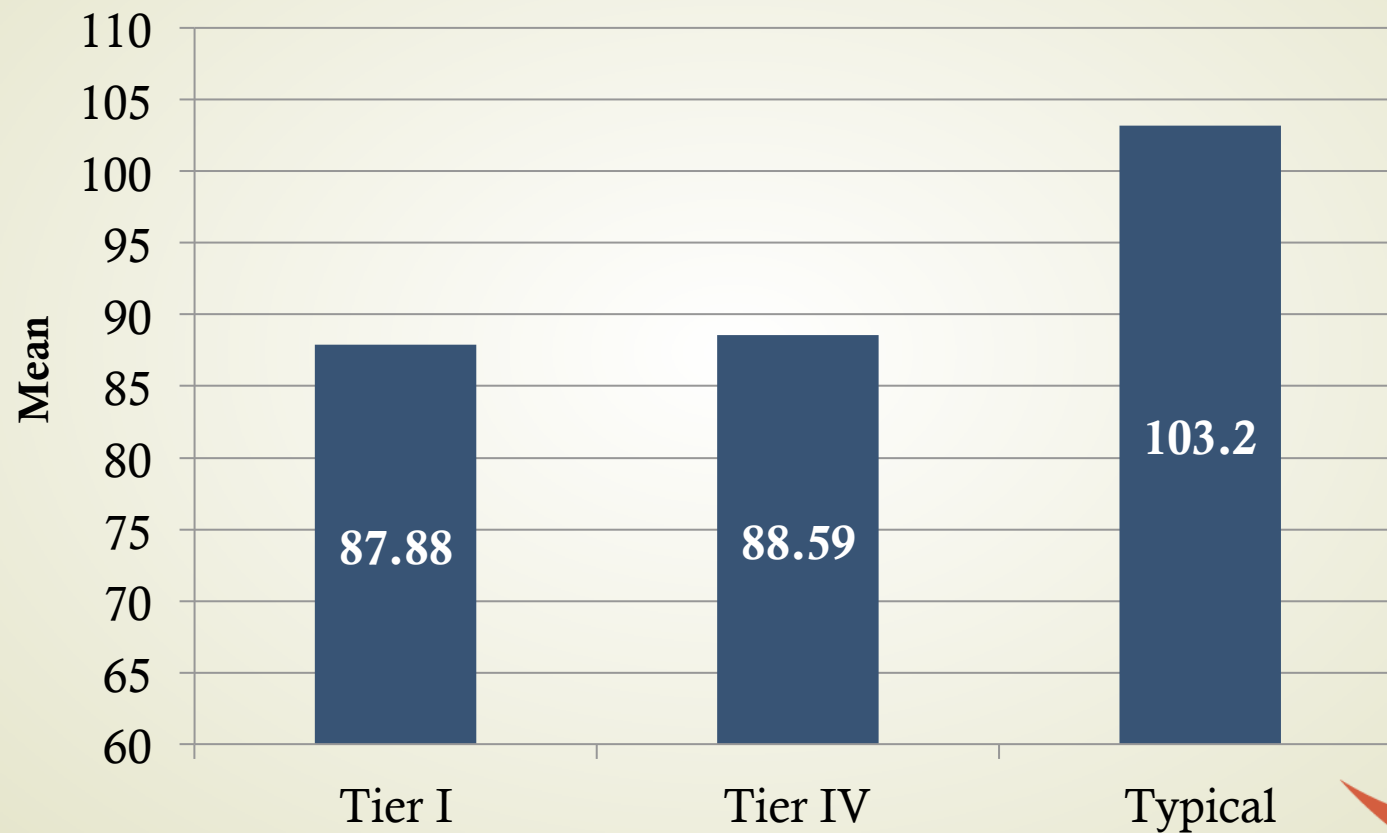


## Findings **Year 3:** (Tier IV) Word Reading Cluster

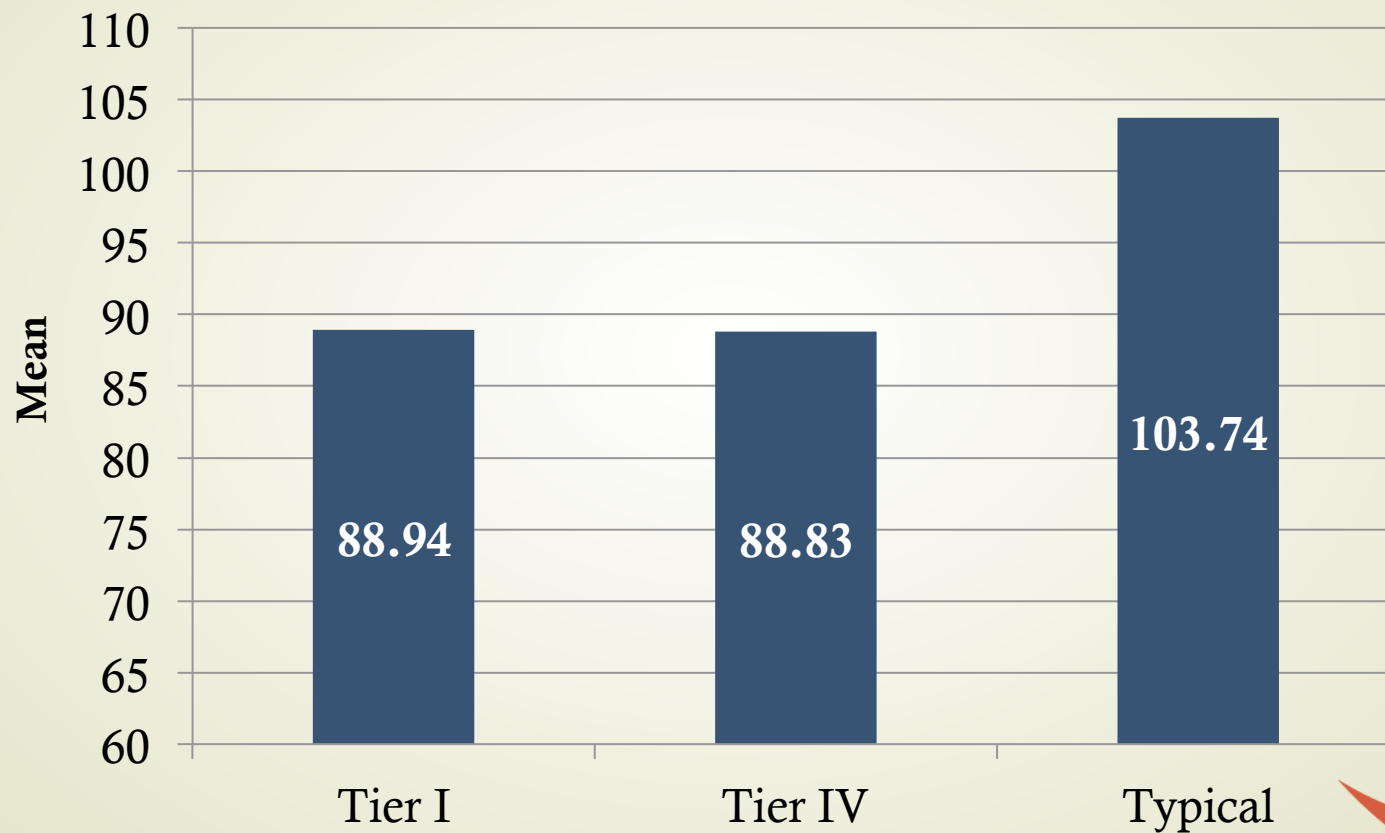
- Woodcock Johnson Letter Word Identification (LWID) Subtest
- Woodcock Johnson Word Attack (WA) Subtest
- Test of Word Reading Efficiency (TOWRE)



# LWID

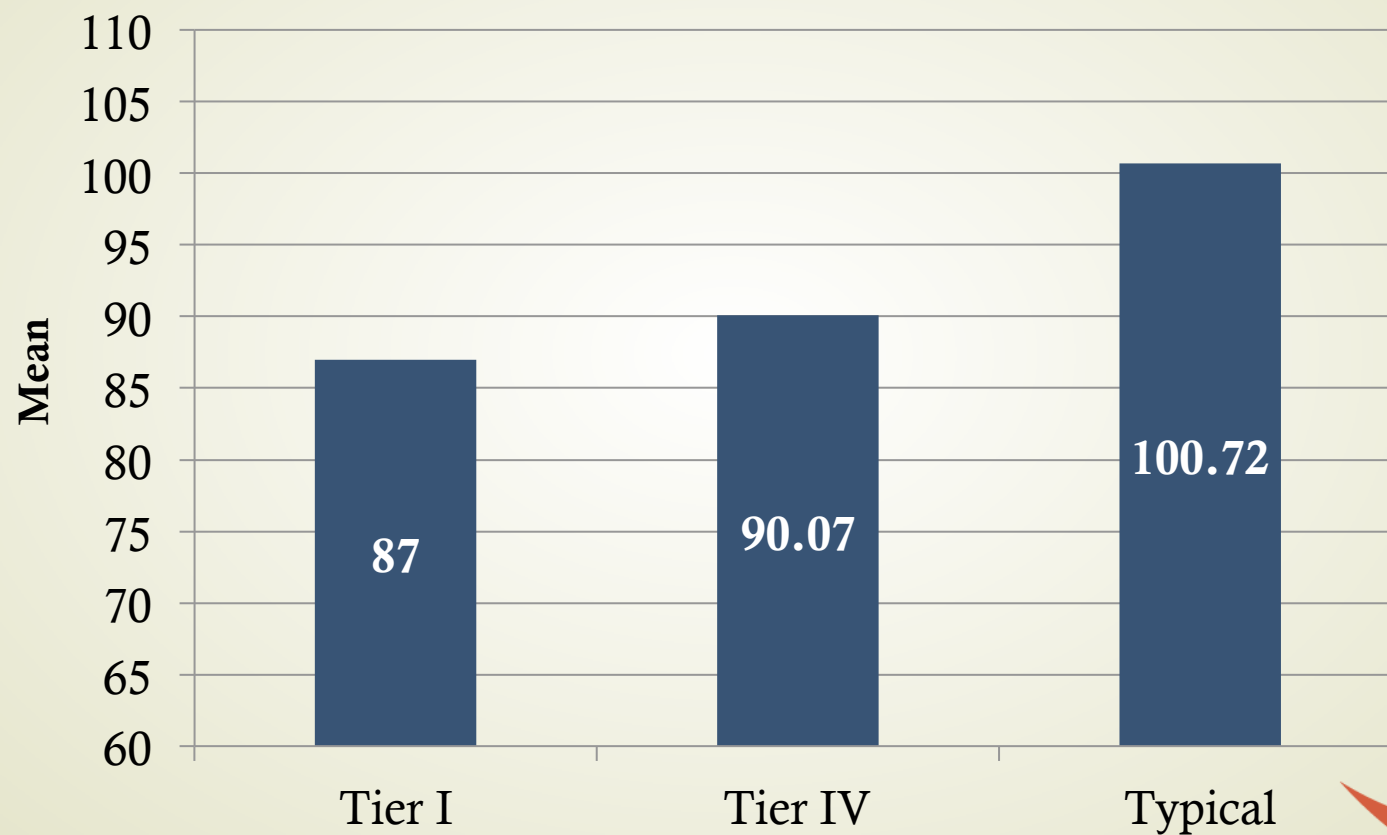


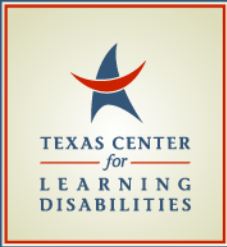
WA





# TOWRE



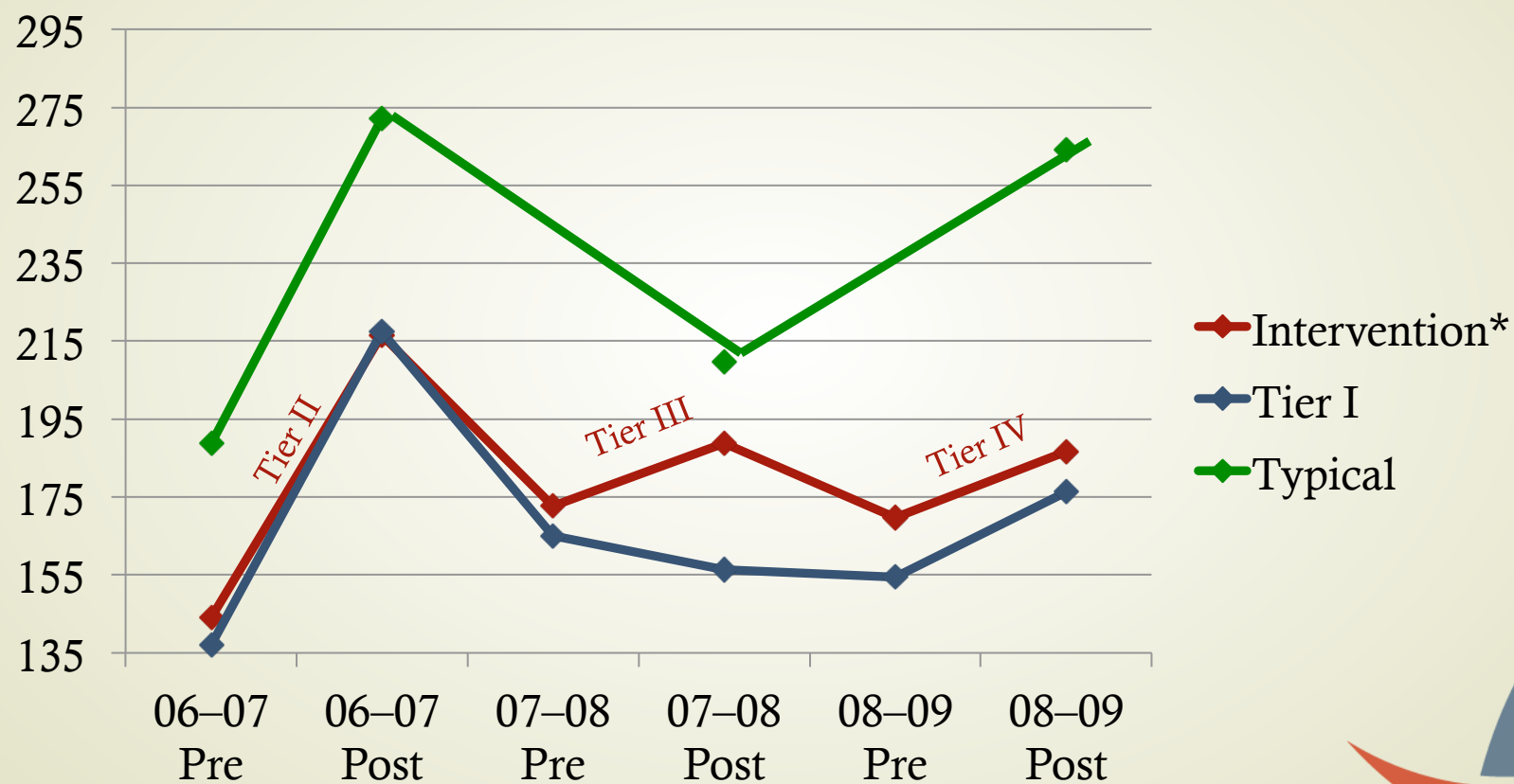


# RTI: Comprehension Cluster

- AIMSweb Maze
- Test of Silent Reading Efficiency (TOSRE)
- Passage Comprehension (WJPC) Subtest
- Texas Assessment of Knowledge and Skills (TAKS)

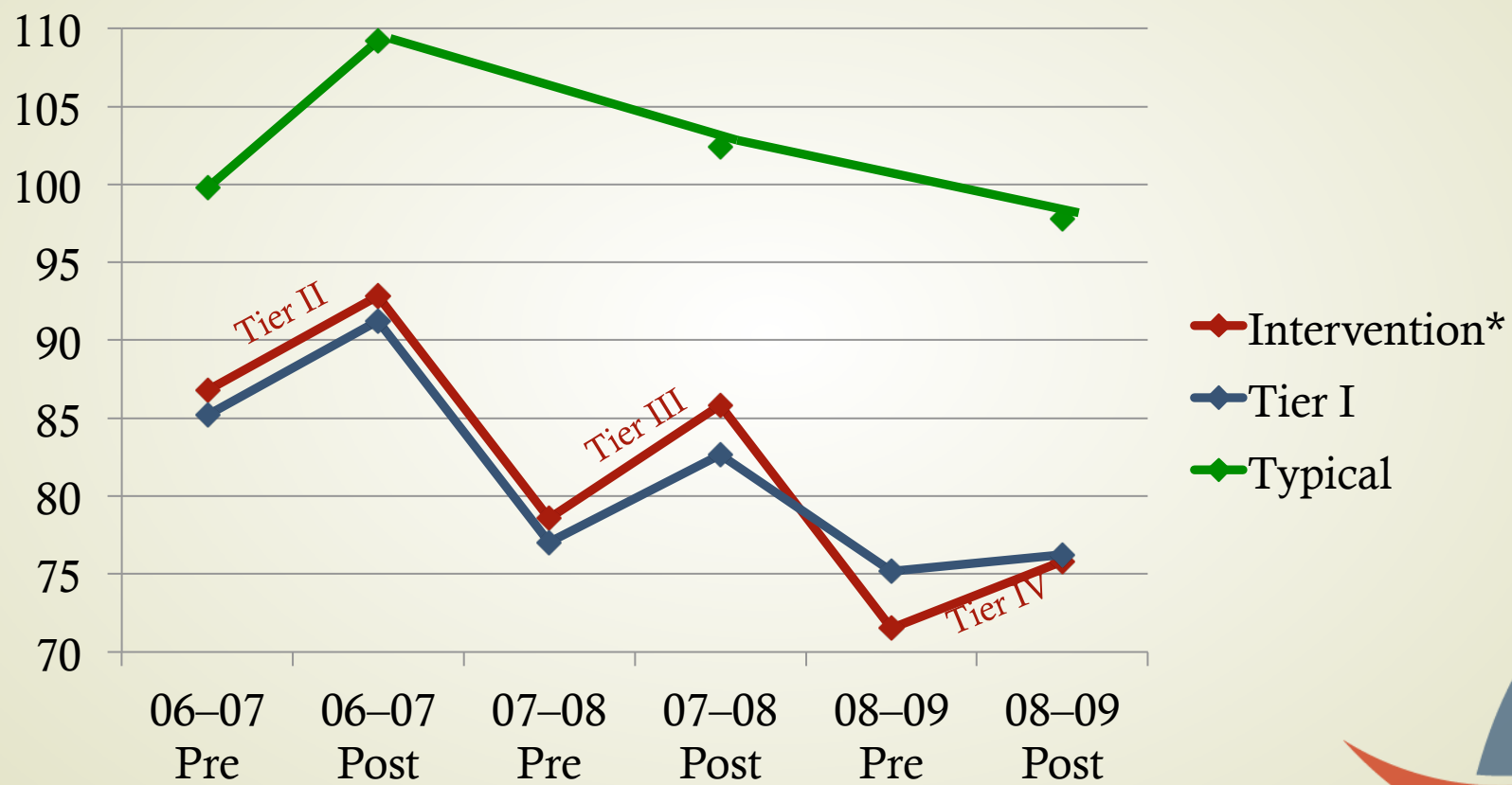


# AIMSweb Maze



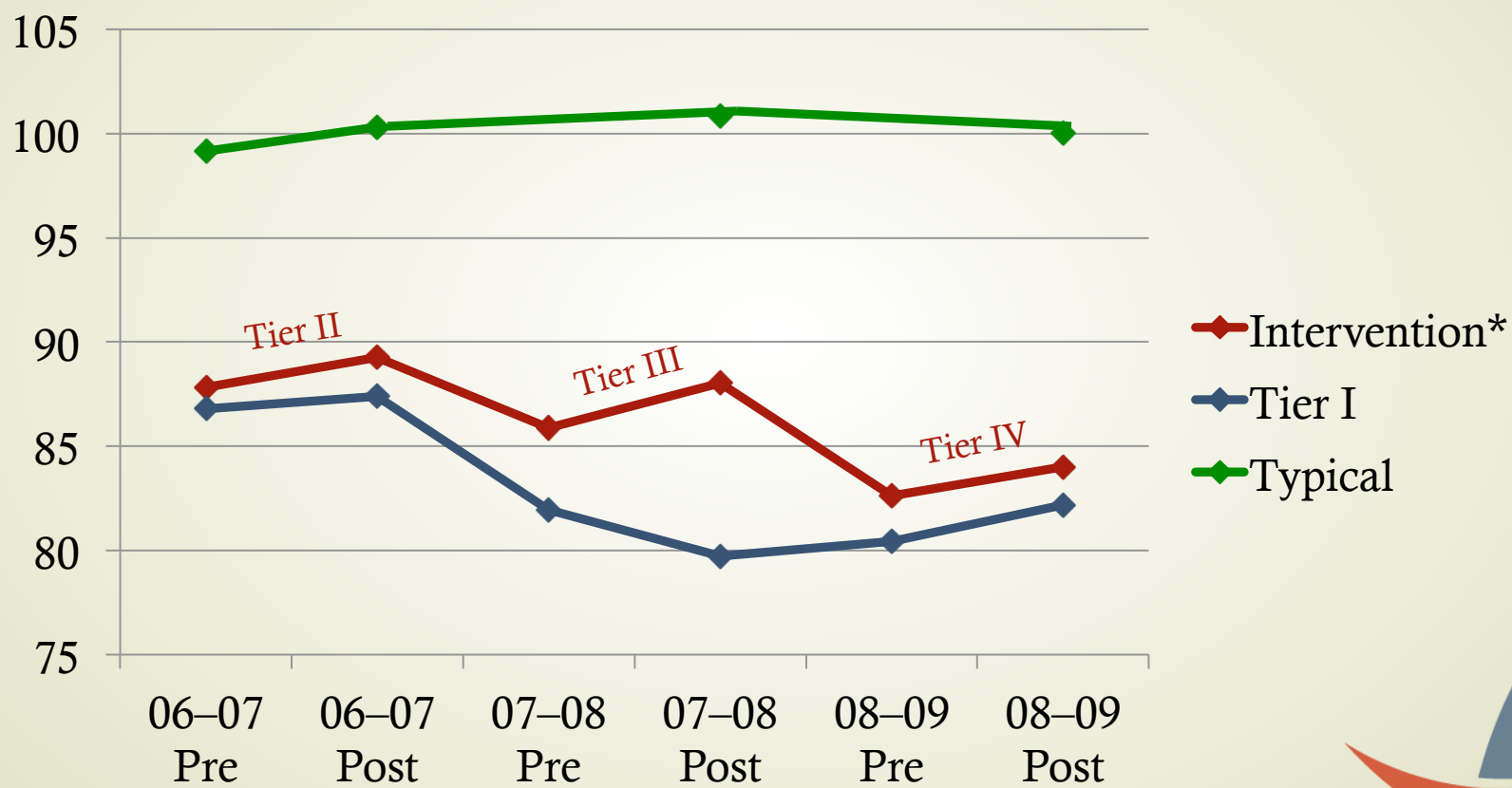
\*Tiers II, III, and IV

# TOSRE



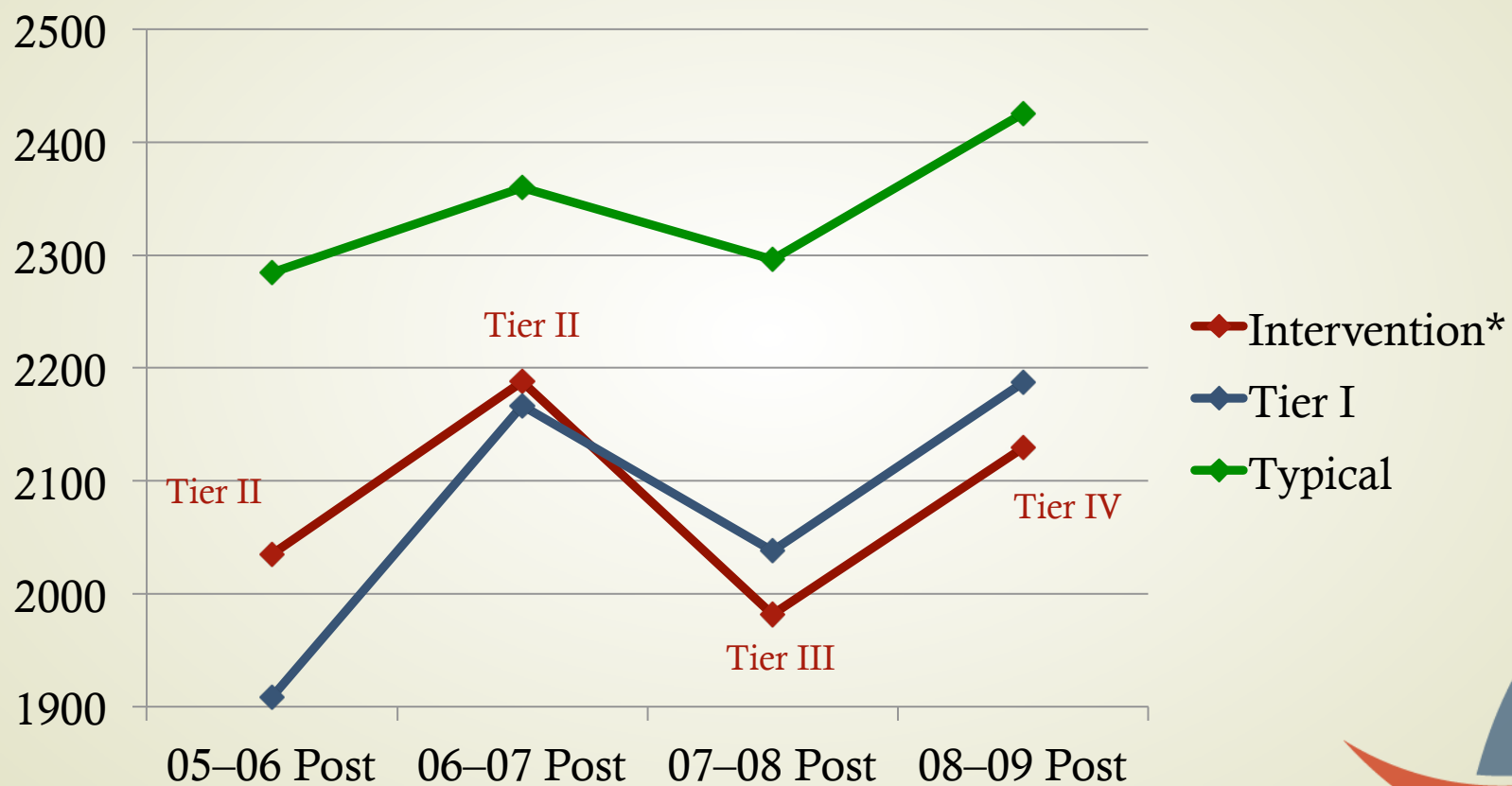
\*Tiers II, III, and IV

# WJPC



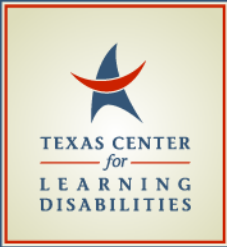
\*Tiers II, III, and IV

# TAKS



\*Tiers II, III, and IV



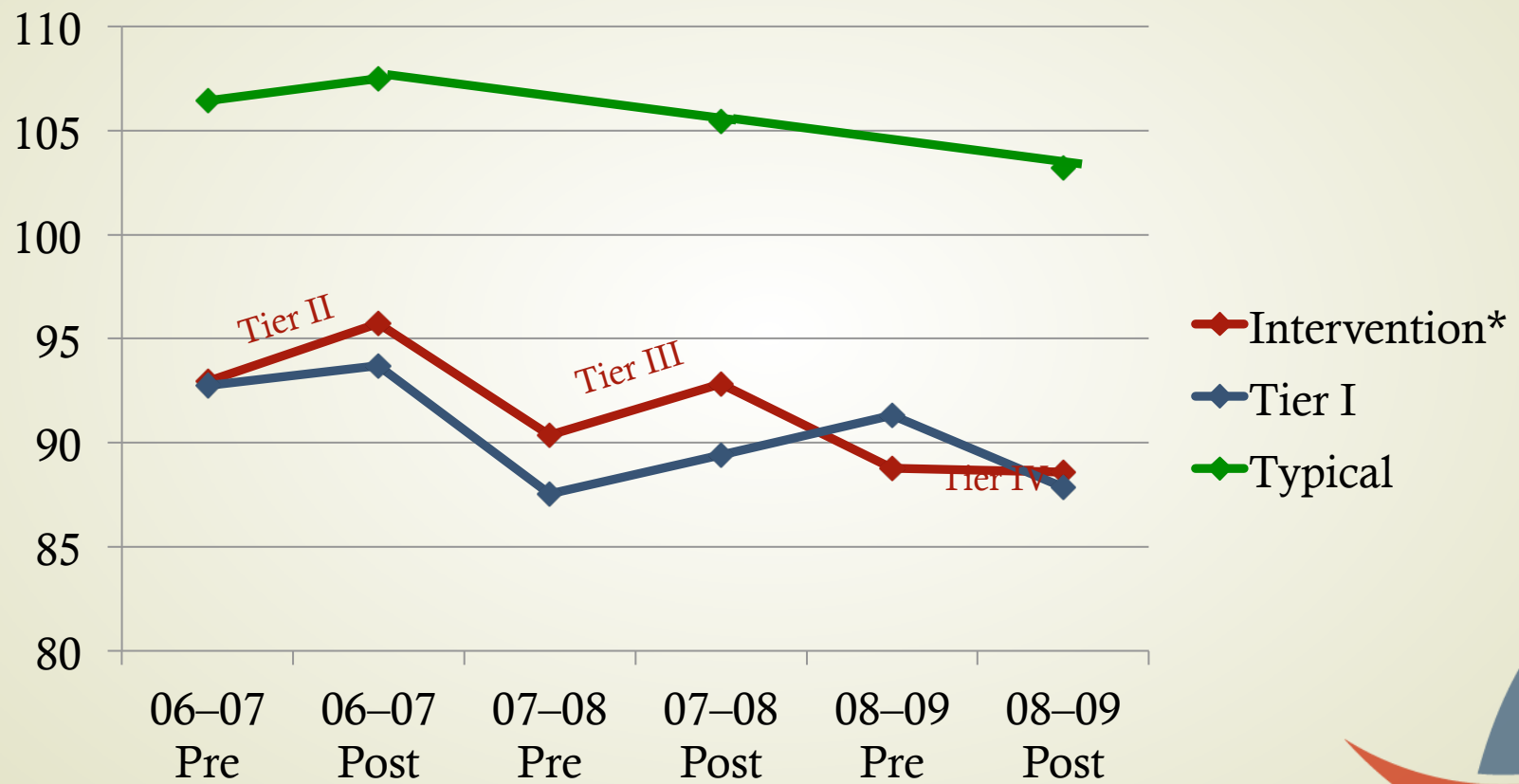


## RTI: Word Reading Cluster

- Woodcock Johnson Letter Word Identification (LWID) Subtest
- Woodcock Johnson Word Attack (WA) Subtest
- Test of Word Reading Efficiency (TOWRE)

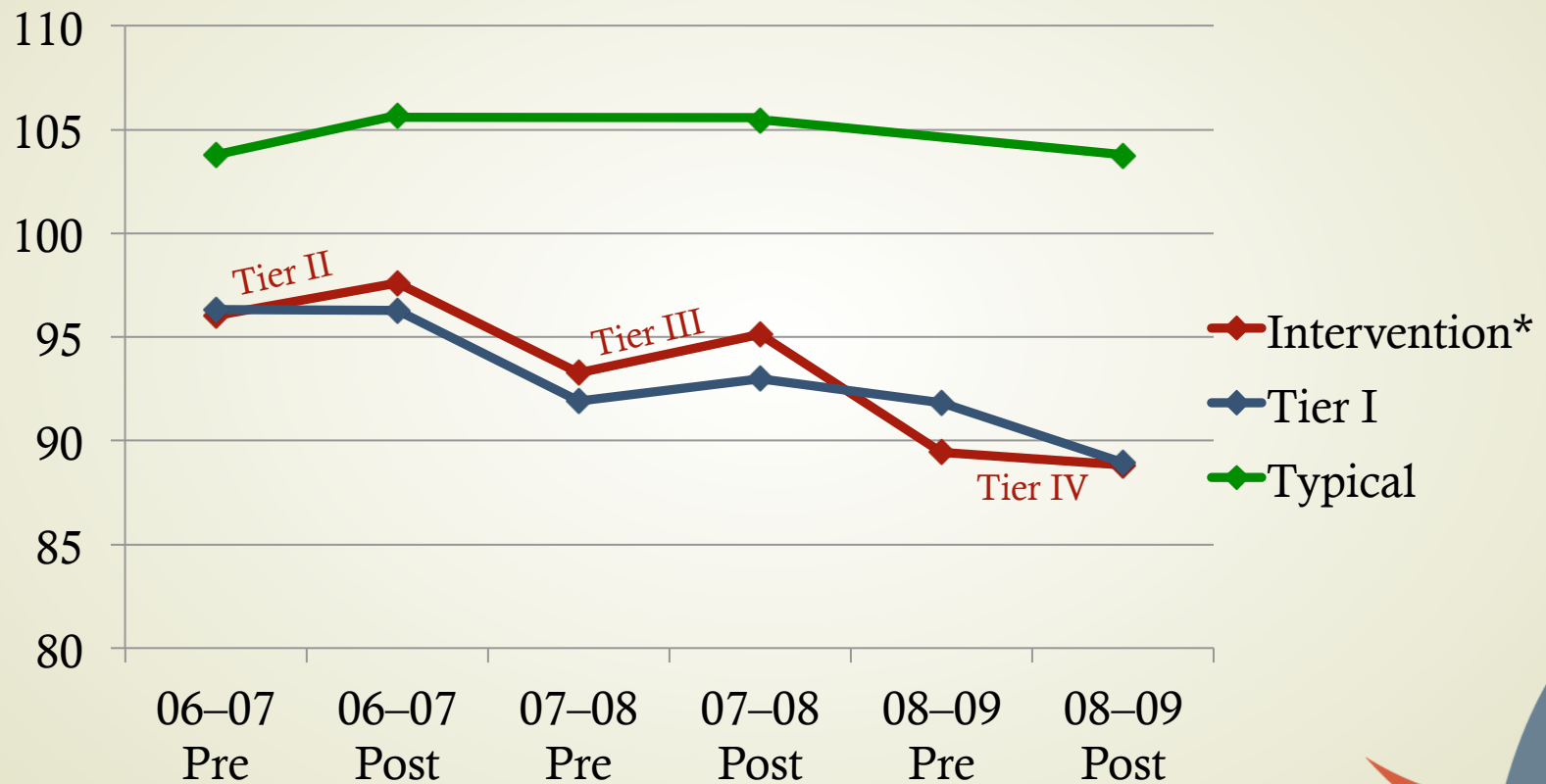


# LWID



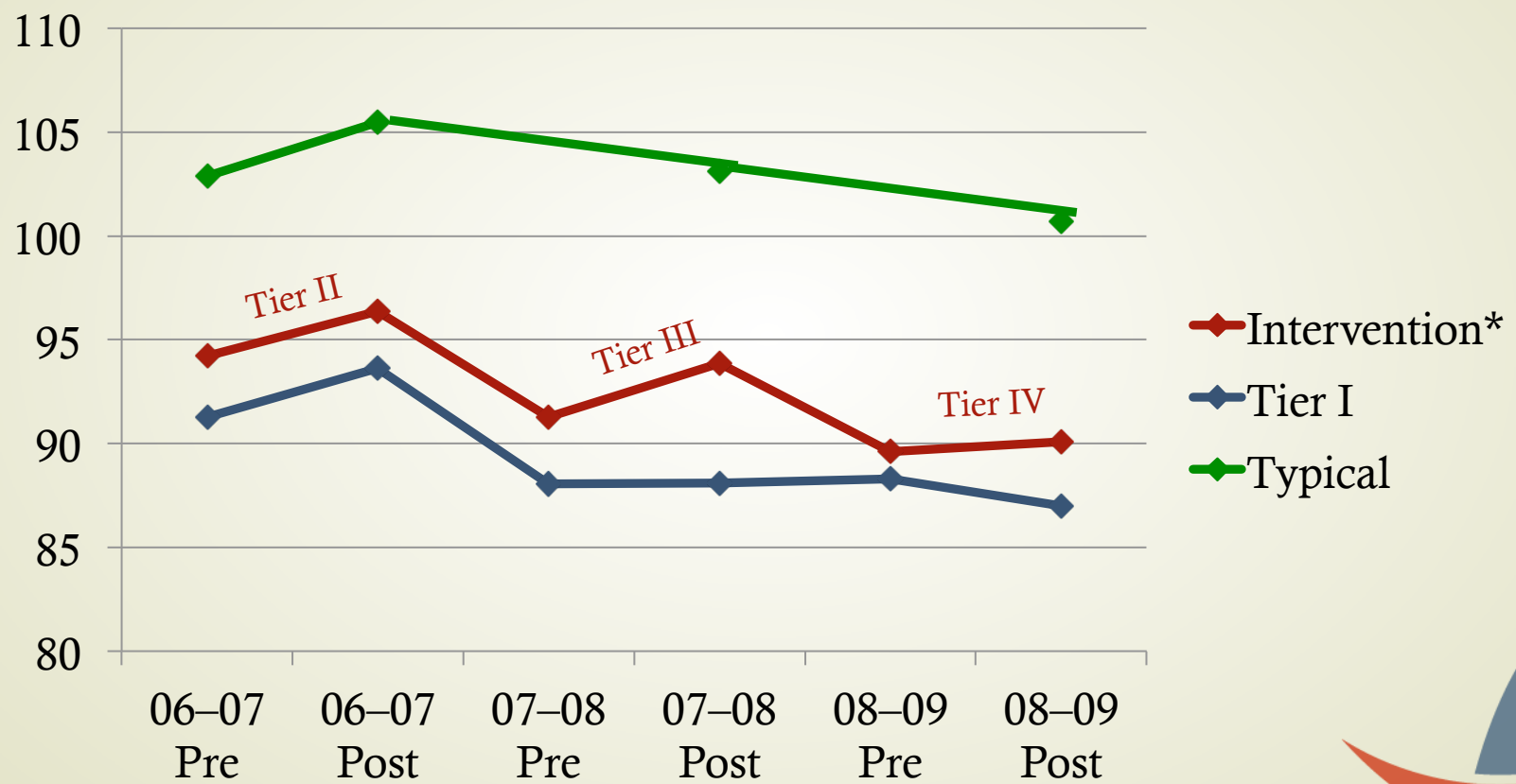
\*Tiers II, III, and IV

WA

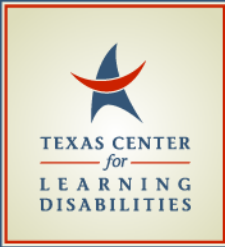


\*Tiers II, III, and IV

# TOWRE



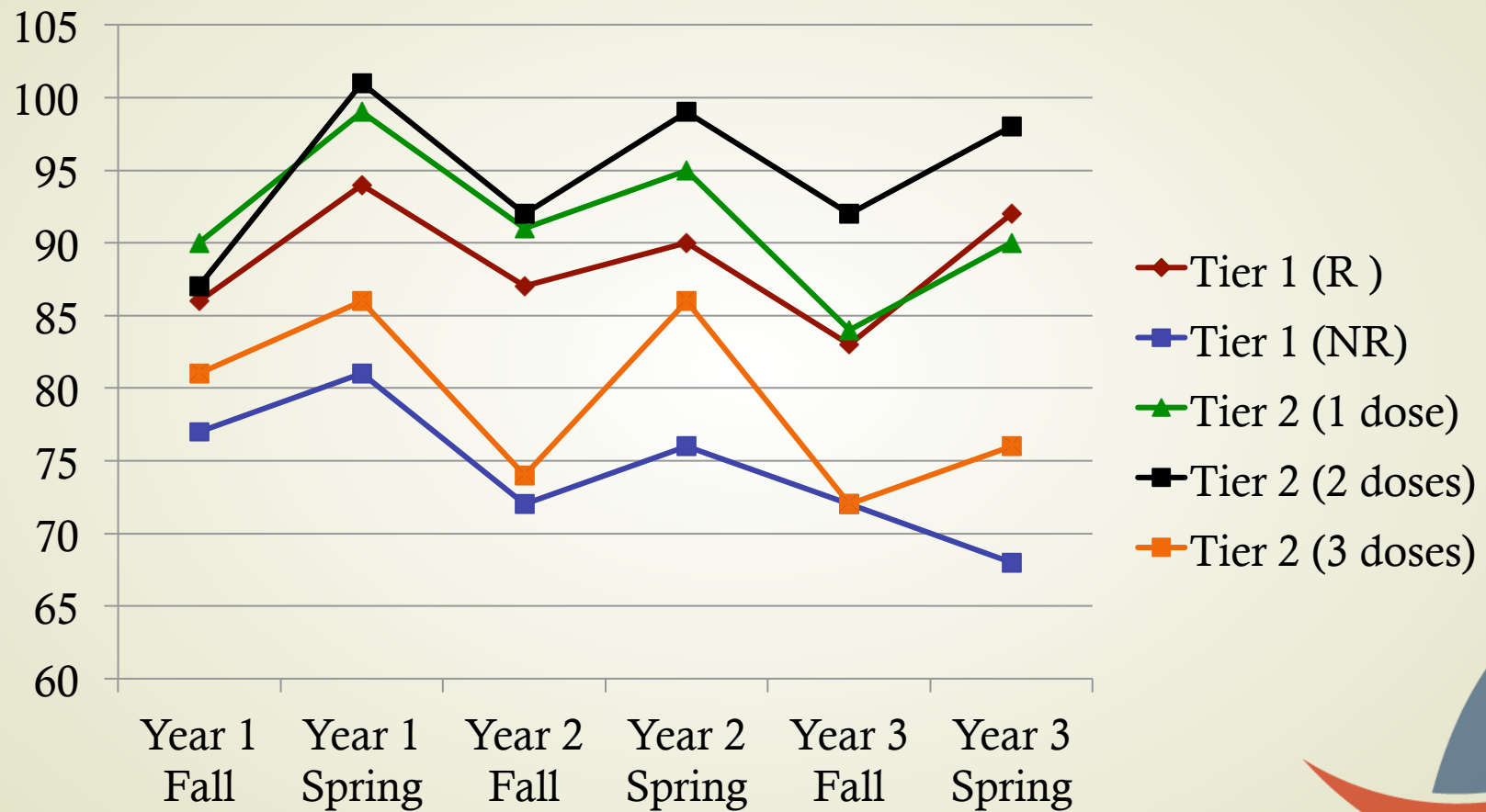
\*Tiers II, III, and IV



# Retrospective Examination of Groups From Year 1 (2005-06) to Year 3 (2008-09)

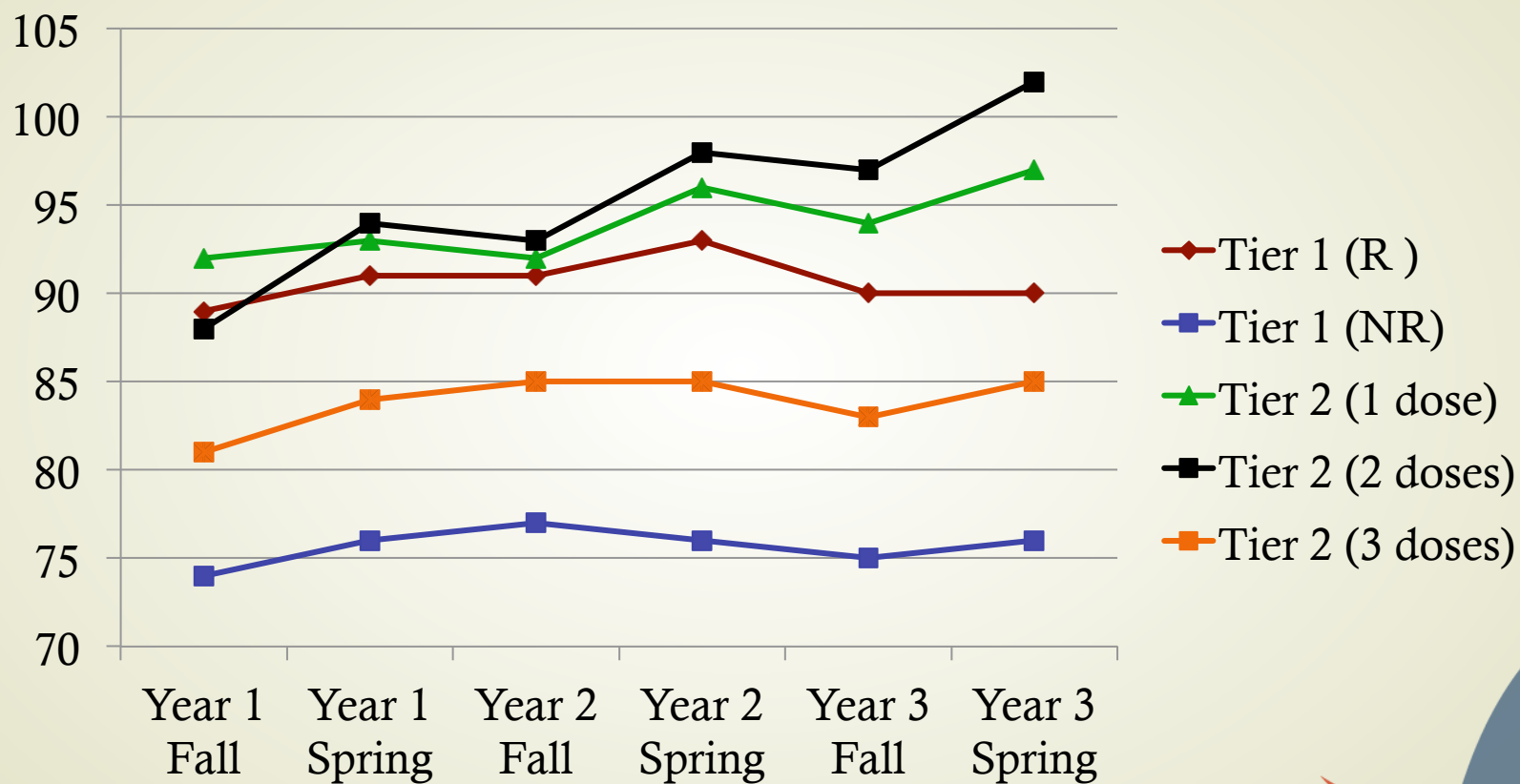


# TOSRE

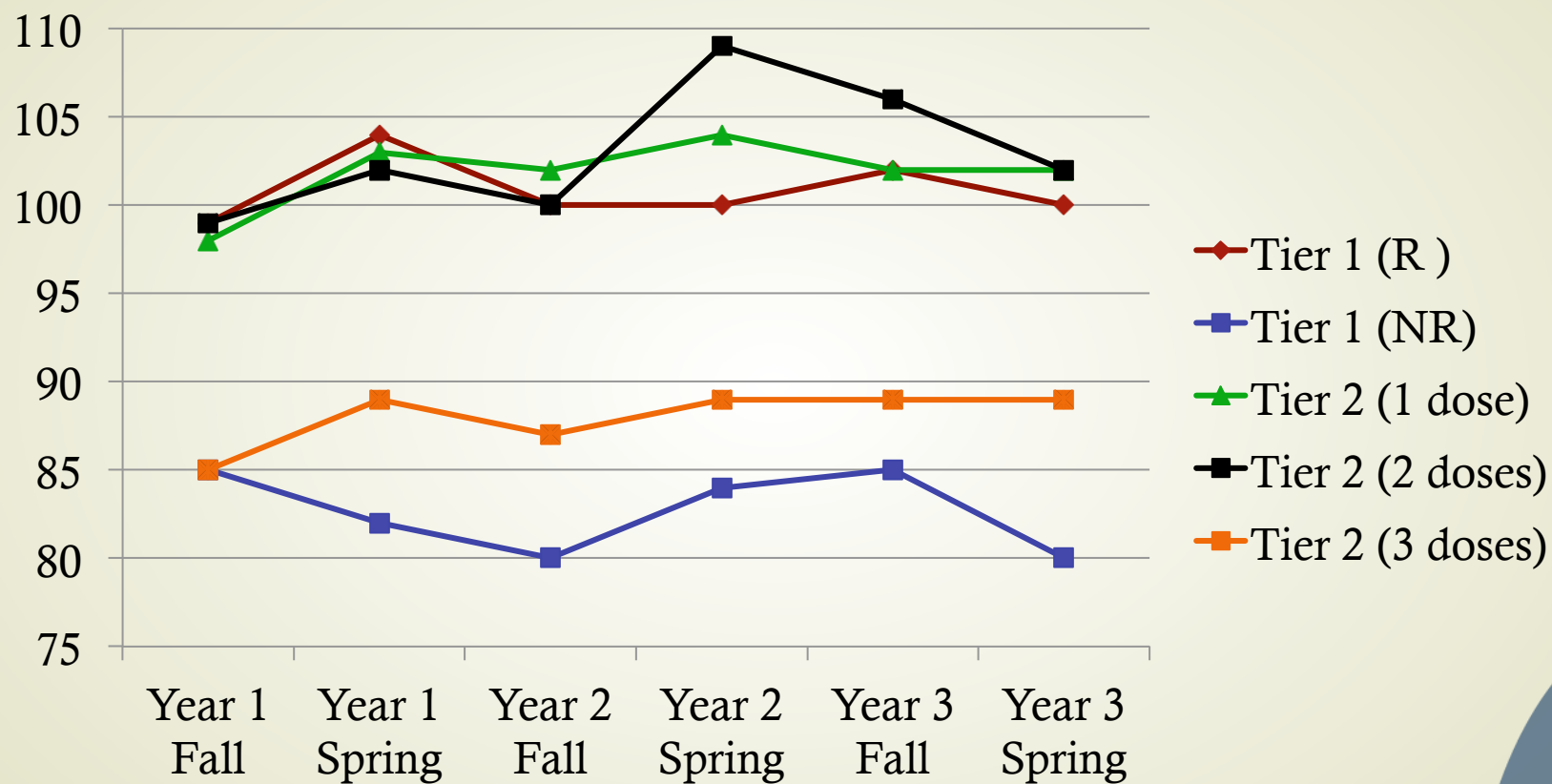


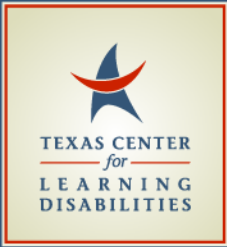


# WJ Passage Comp



# WJ Word Identification





# Perspectives

- A comparable study: The Enhanced Reading Opportunities Study
- Two supplemental literacy programs designed as full year courses to replace a ninth grade elective class
- When analyzed jointly, the ERO programs produced an increase of 0.9 standard score point on the GRADE reading comprehension subtests. This corresponds to an effect size of 0.09 standard deviation and is statistically significant

Kemple, J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., and Drummond, K. (2008). *The Enhanced Reading Opportunities Study: Early Impact and Implementation Findings* (NCEE 2008-4015). Washington, DC National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.



# Perspectives

All Schools	ERO (n=1,408)	Non ERO (n=1,005)	Est. Impact	ES	P- Value
Reading Comprehension Avg. Standard Score	90.1	89.2	.9	.09	.019
Reading Vocabulary Avg. Standard Score	93.4	93.2	.3	.03	.472

# Who are the non-responders after 2 years of intensive intervention?

- “When I open a book, just to see those letters makes me want to go away...[I think] oh, this is frustrating”
- “The words...they are long and you don’t know what they mean and stuff”
- “When you read a book it takes too long and you might get bored with the same book”
- “[I don’t like] when you don’t understand what’s going on in the story”
- “Like when I am reading there are a lot of big words that I can’t say and sometimes I don’t know the words and how am I supposed to get it?”

## Who are the non-responders after 2 years of intensive intervention? (cont.)

About a student's content area classes:

- "...but they don't tell us anything, like, they expect us to know already how to do it. So they just say 'what is the main idea.'"



## Who are the non-responders after 2 years of intensive intervention? (cont.)

About the intervention class:

- “Ms. S., she takes the time out and tells us what to do and what not to do, or just anything we have problems with, she comes by one-by-one to help us.”

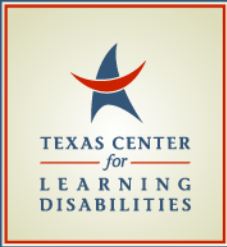




## What Does this Mean? Overall Summary

- We do not think that students in middle grades with significant reading problems are likely to make rapid and readily remediated progress in reading.
- Many of these students with low comprehension also demonstrate low vocabulary and limited background knowledge.





# What Does this Mean?

## Case Study Support

- Student answers were not always what we anticipated (high attendance and fondness of the reading class)
- Still, we are cautious: motivational factors, literacy habits, and lack of support in high school
- Most of these students struggle to express their thoughts; their lack of both reading and oral vocabulary makes it difficult for these students to effectively read and communicate.
- It may be possible that a positive and supportive experience like the reading class may be able to help reverse these negative experiences for some students; but improving actual reading skills remains a challenge.

# Questions

- Is there a need for a Tier 2 intervention in secondary grades or is there only Tier 3?
- Based on the series of studies, what would you recommend for the role of SPED in providing reading interventions for students with reading disabilities?
- Do we think that secondary students with reading disabilities can meet grade level reading expectations?



TEXAS CENTER  
for  
LEARNING  
DISABILITIES



FROM "PEANUTS"