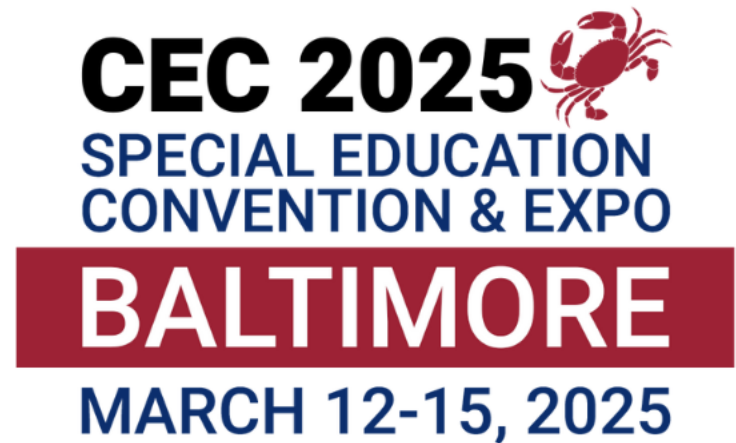


Boosting Fluency and Text Comprehension for Students with Intensive Needs: Case Studies with Diverse Learners

Stephanie Hermecz, Jill Allor,
Charlotte Gregor, and Stephanie Al Otaiba



Agenda

- How do children learn to read?
- Our current study
- The intervention
- Case studies of students with varying needs
- Questions



Project Intensity Team



Friends on the Block Research and Development Acknowledgments



Support for carrying out research on the Friends on the Block curriculum was provided by grants H324K040011, R324A130102, and R324A200151 from the Institute of Education Sciences. The views expressed herein are those of the authors and have not been reviewed or approved by the granting agency. Jill Allor and Stephanie Al Otaiba acknowledge a financial interest in the Friends on the Block books and curriculum. Any inquiries should be directed to the Office of Research Compliance at Southern Methodist University.

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The Pervasive Narrative of the 95%

- Where does this narrative come from?
 - Mathes et al., 2005; Moats, 2020; Torgesen, 2004; Al Otaiba & Fuchs, 2006
- Is it true?
- Who can learn to read?
- We are working to rewrite the narrative of 95%!
 - Allor et al., 2014; Browder, Ahlgrim-Delzell, Courtade, Gibbs, & Flowers, 2008; Connor, Alberto, Compton, & O'Connor, 2014; Lemons et al., 2015

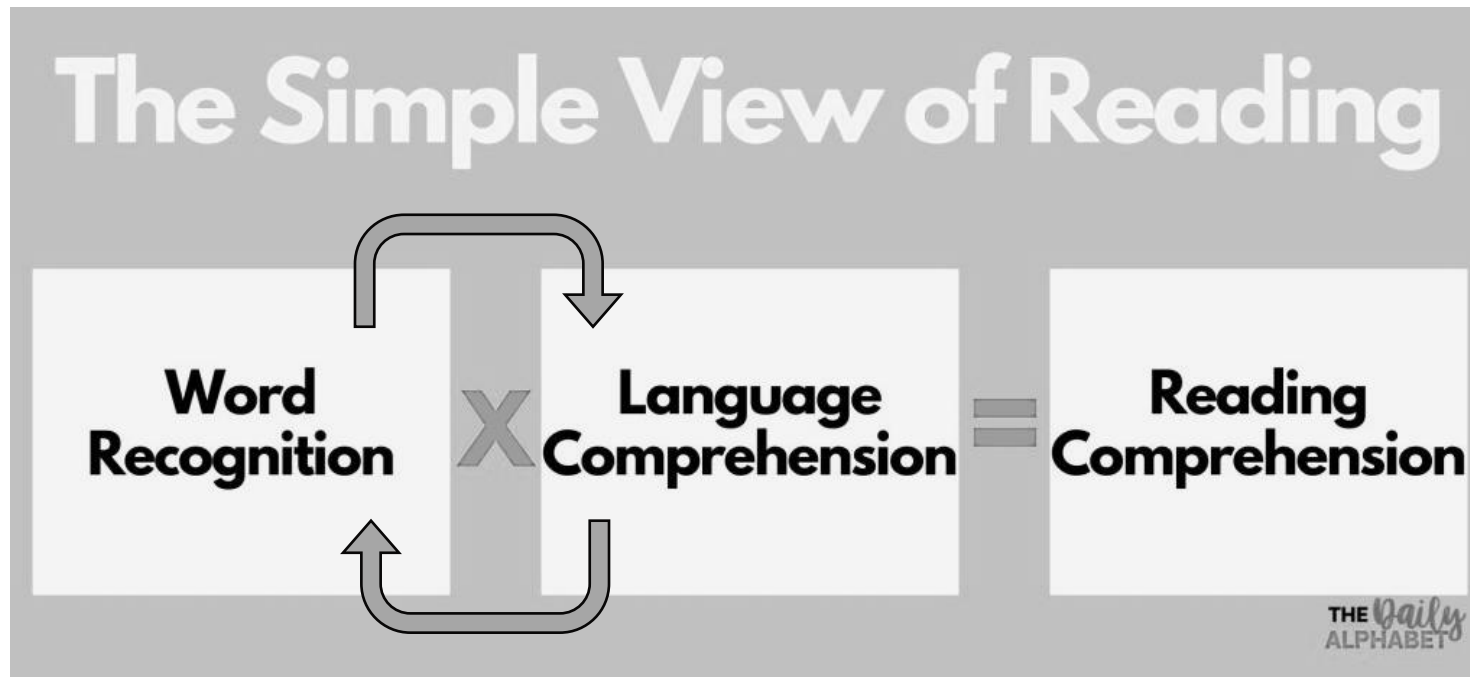
Reading:

WHAT you need to learn doesn't change

- "Cultural, economic, and educational circumstances obviously affect children's progress," ... "But what they need to learn does not change."
 - (Dr. Mark Seidenberg in his book *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It*)
- Differences in necessity for intensive repetition and scaffolding certainly exist when working with students who have complex needs

The Simple View of Reading

- Word Recognition (code focused)
- Language Comprehension (meaning focused)
- Reading Comprehension (the goal of reading)



Agenda

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- Questions



Primary Research Questions

Do **students with disabilities** who experience **intensive literacy needs**, including students with intellectual and developmental disabilities, who participate in FOTB demonstrate greater **reading** and **language outcomes** compared to students who participate in BAU reading instruction?

Participants

- 30 students in FOTB (treatment) , 31 students in BAU(control)
- Gender: 61% male, 39% female
- Race: 56% African American, 30% White, 14% Hispanic/other
- Disability labels:
 - 11% Intellectual Disability
 - 46% Developmental Delay
 - 13% Autism (IQ mean=64.4; SD=17.6)
 - 20% Specific Learning Disability
 - 2% Speech/ Language Disorder
 - 3% Other Health Impairment
 - 5% Not Available

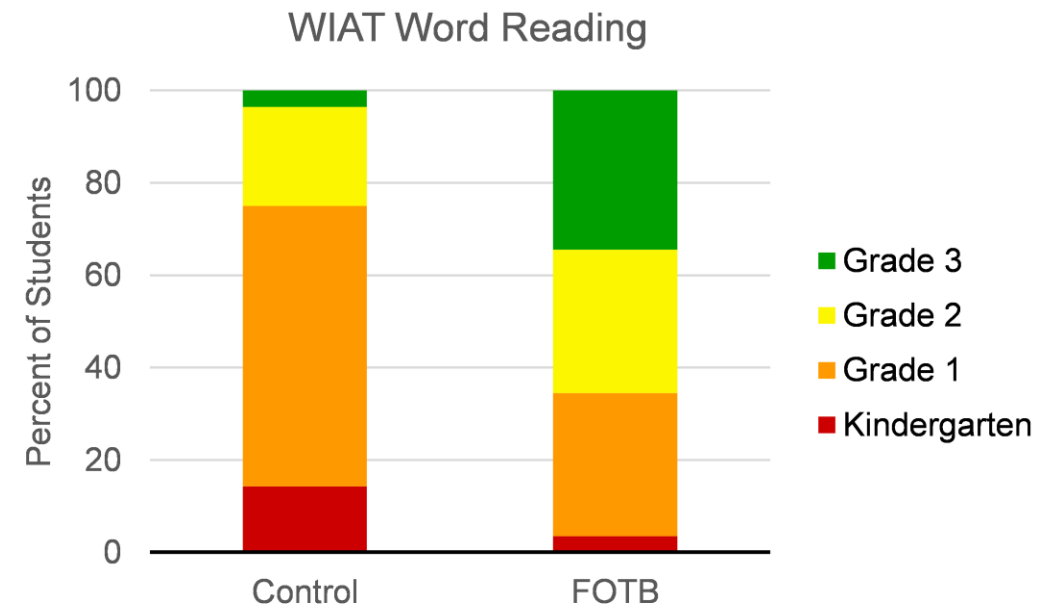
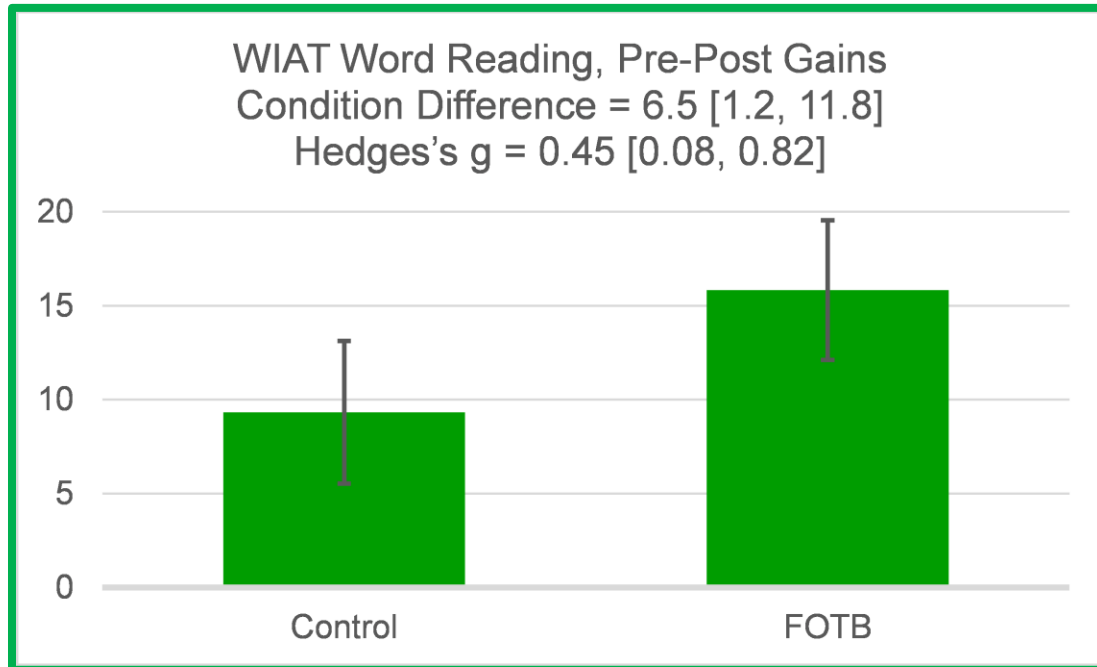
Baseline-Post-Follow-Up Results Summary

Baseline to Post	<i>p</i>	<i>g</i>
FOTB (proximal measure of target words)	.0006	1.2
CTOPP Blending	.0702	0.5
WIAT Pseudoword Decoding	.0326	0.6
WIAT Word Reading	.0326	0.4
WIAT Oral Reading Fluency	.0006	1.0
WIAT Receptive Vocabulary	.9388	0.0
WIAT Oral Discourse	.7561	-0.1
WIAT Expressive Vocabulary	.7606	-0.1
WIAT Oral Word Fluency	.4026	0.2
WIAT Reading Comprehension	.0176	0.7

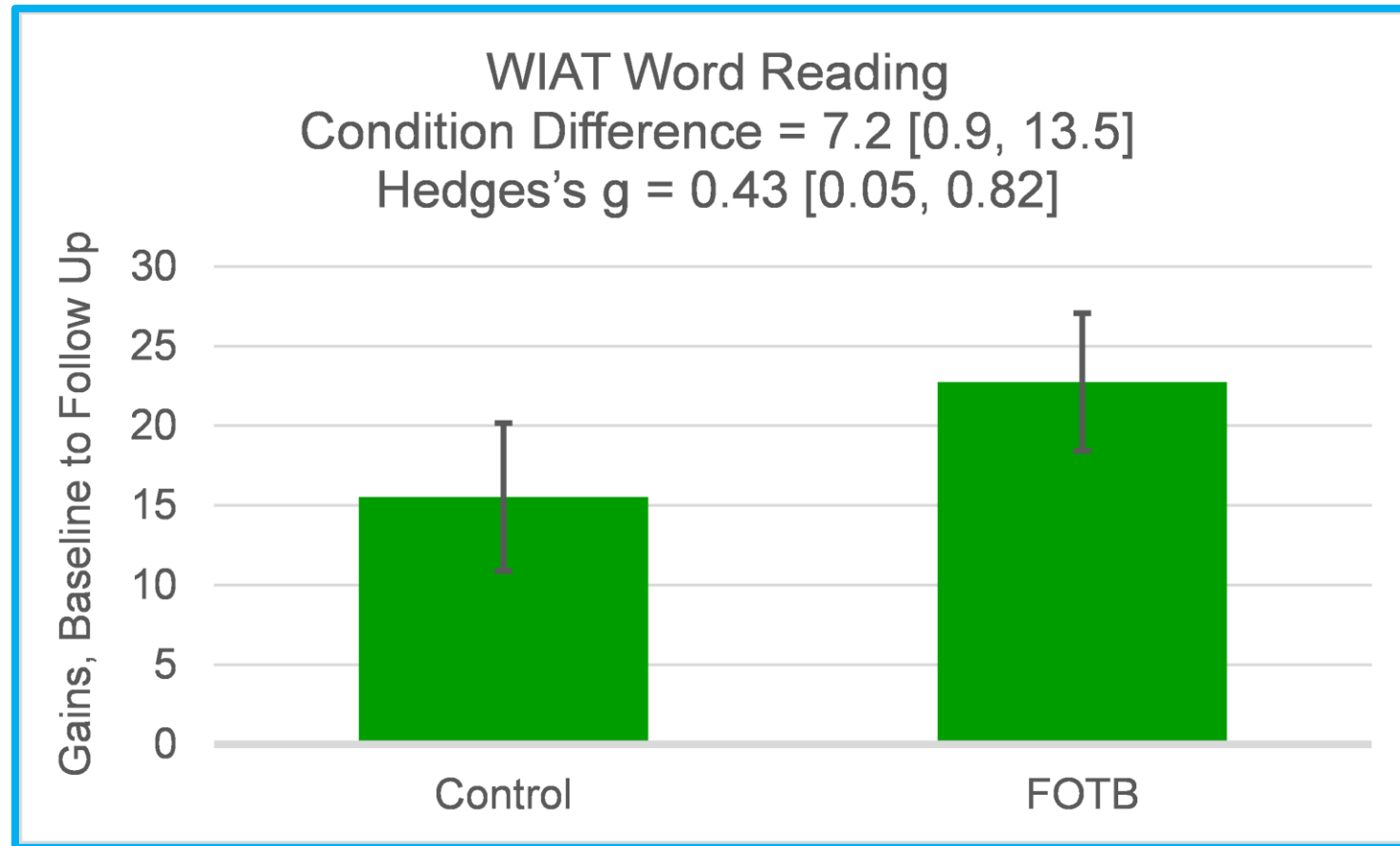
Baseline to Follow Up	<i>p</i>	<i>g</i>
FOTB (proximal measure of target words)	.0557	0.7
CTOPP Blending	.5247	0.2
WIAT Pseudoword Decoding	.0622	0.6
WIAT Word Reading	.0745	0.4
WIAT Oral Reading Fluency	.0033	0.95
WIAT Receptive Vocabulary	.5176	0.2
WIAT Oral Discourse	.7817	-0.1
WIAT Expressive Vocabulary	.2572	0.3
WIAT Oral Word Fluency	.0801	0.7
WIAT Reading Comprehension	.0303	0.8

Note. *p* values adjusted with Benjamini–Hochberg correction for 22 total tests

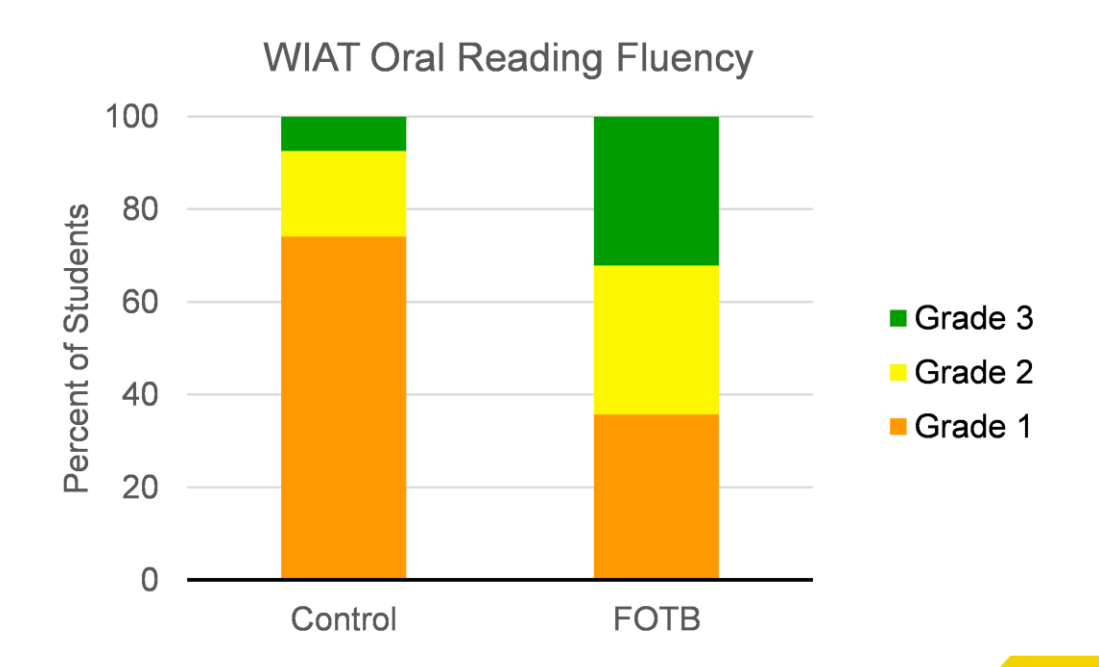
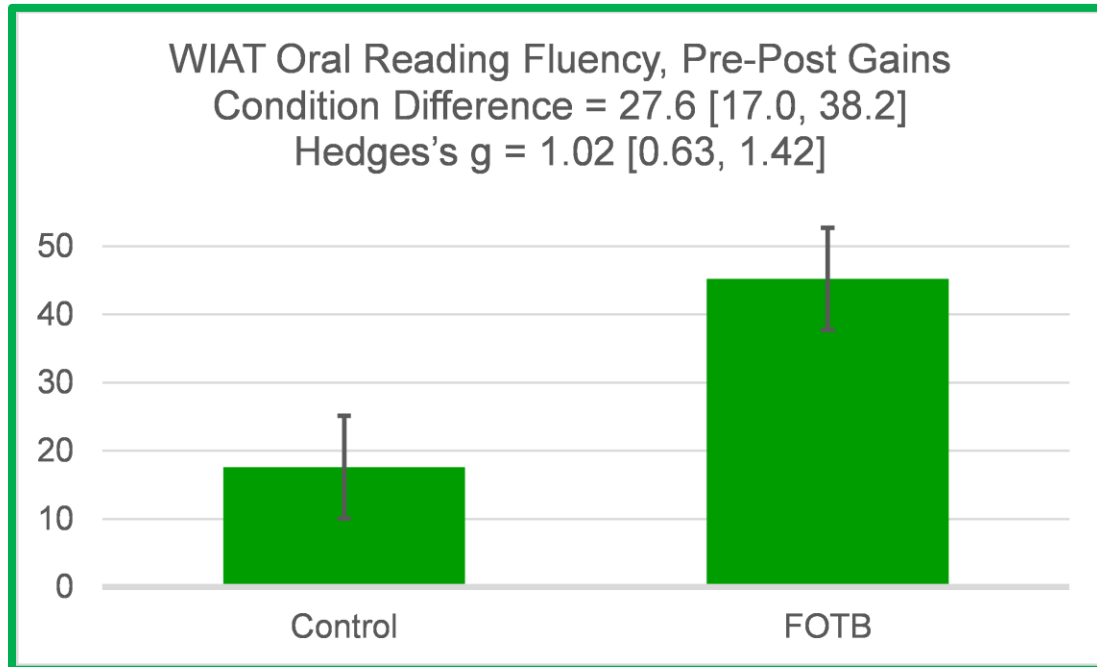
Word Reading



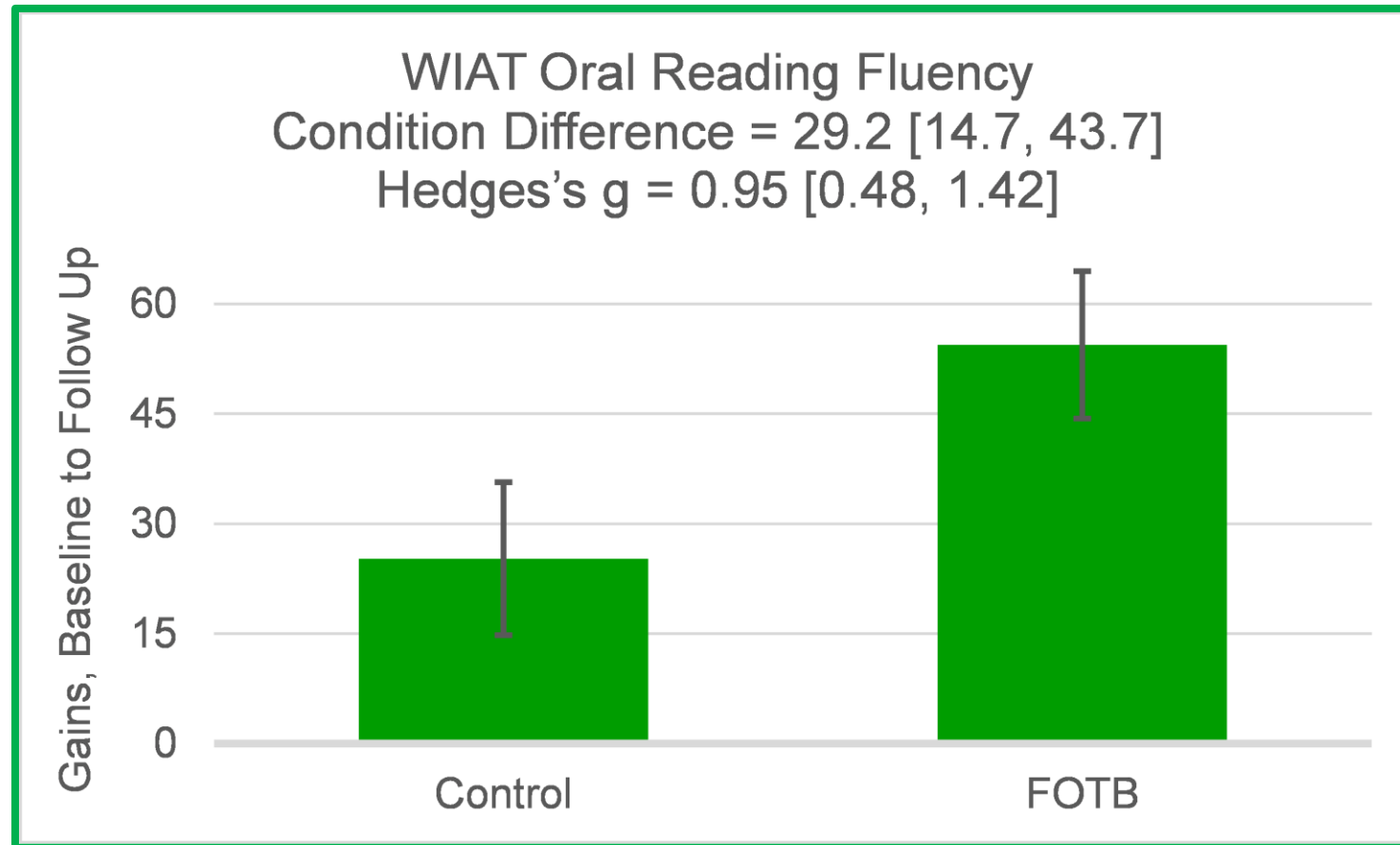
Word Reading at Follow Up



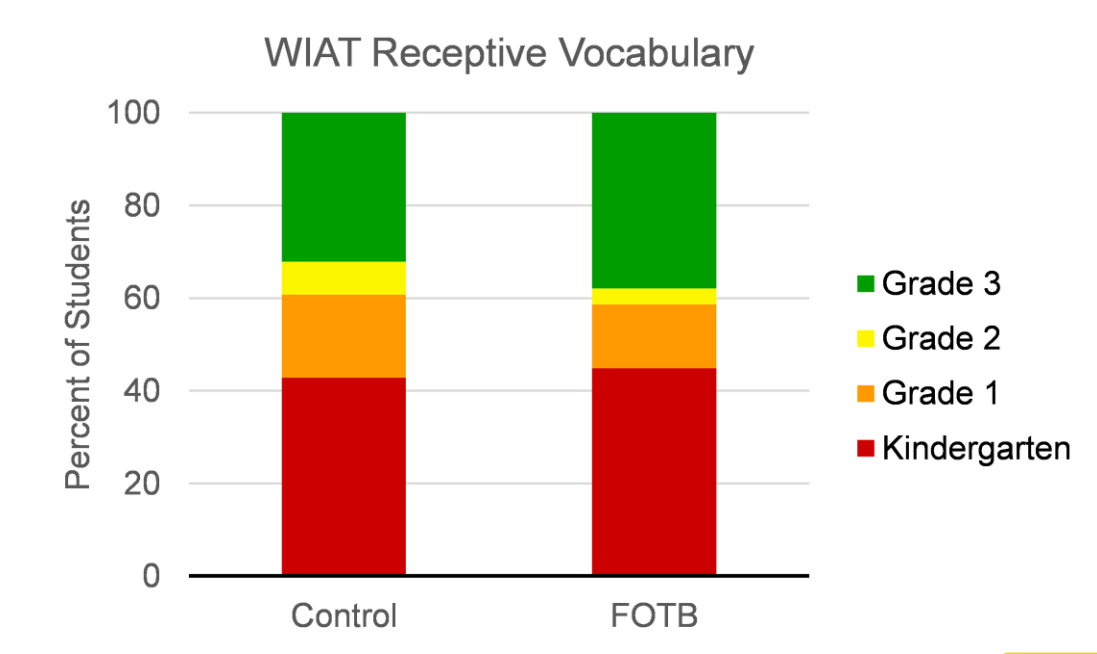
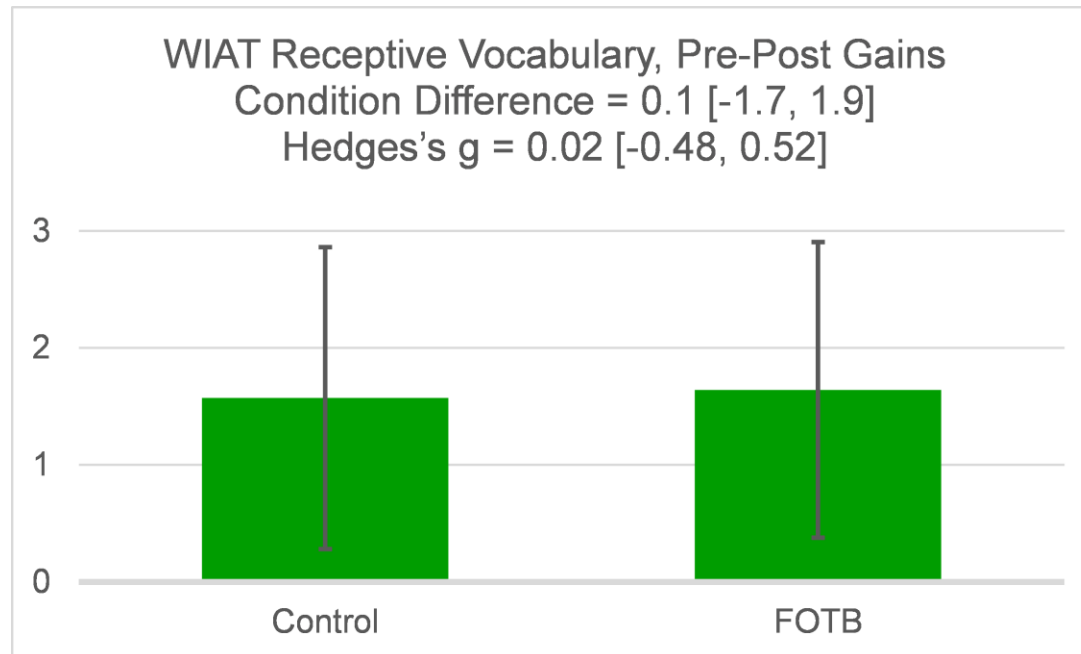
Oral Reading Fluency



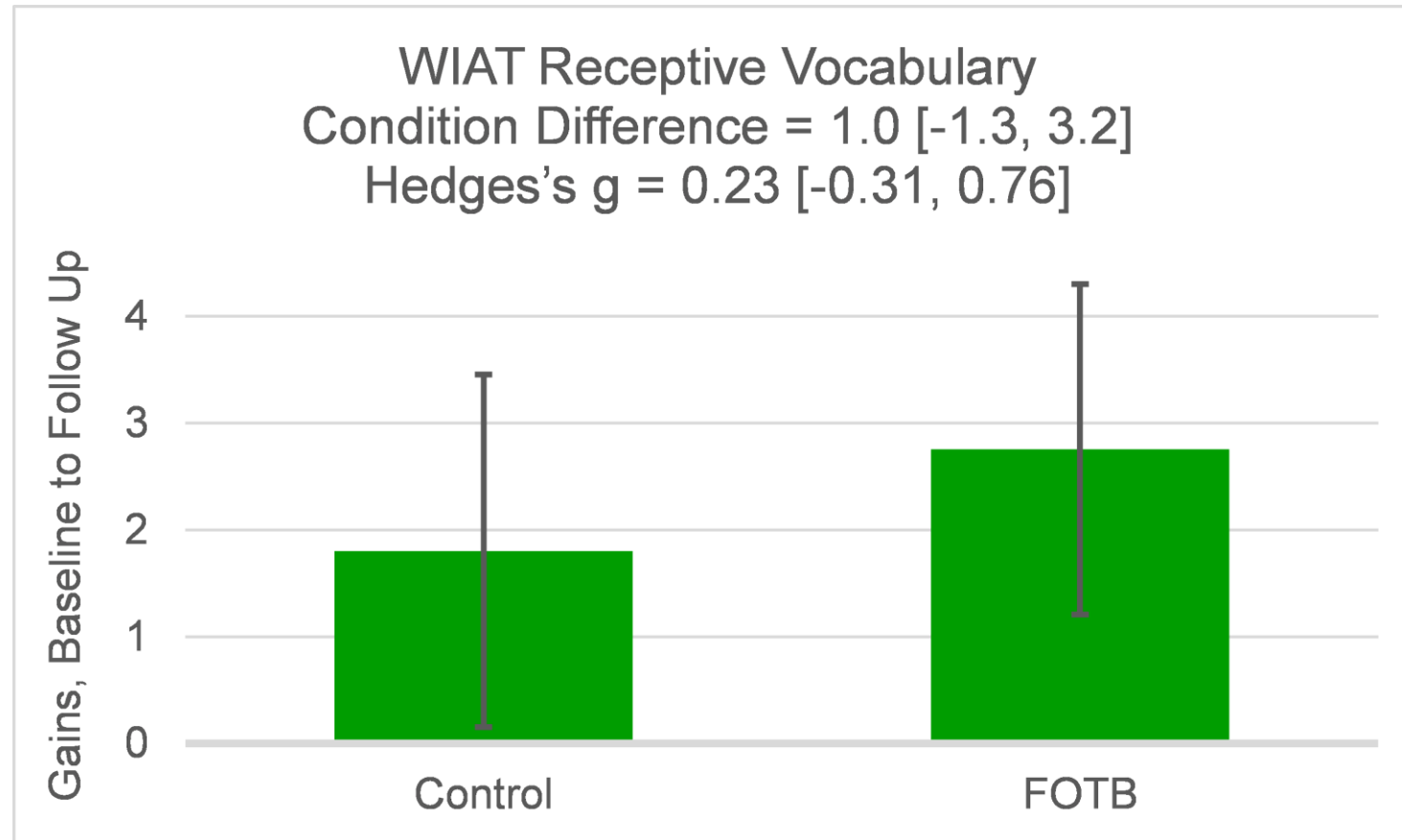
Oral Reading Fluency at Follow Up



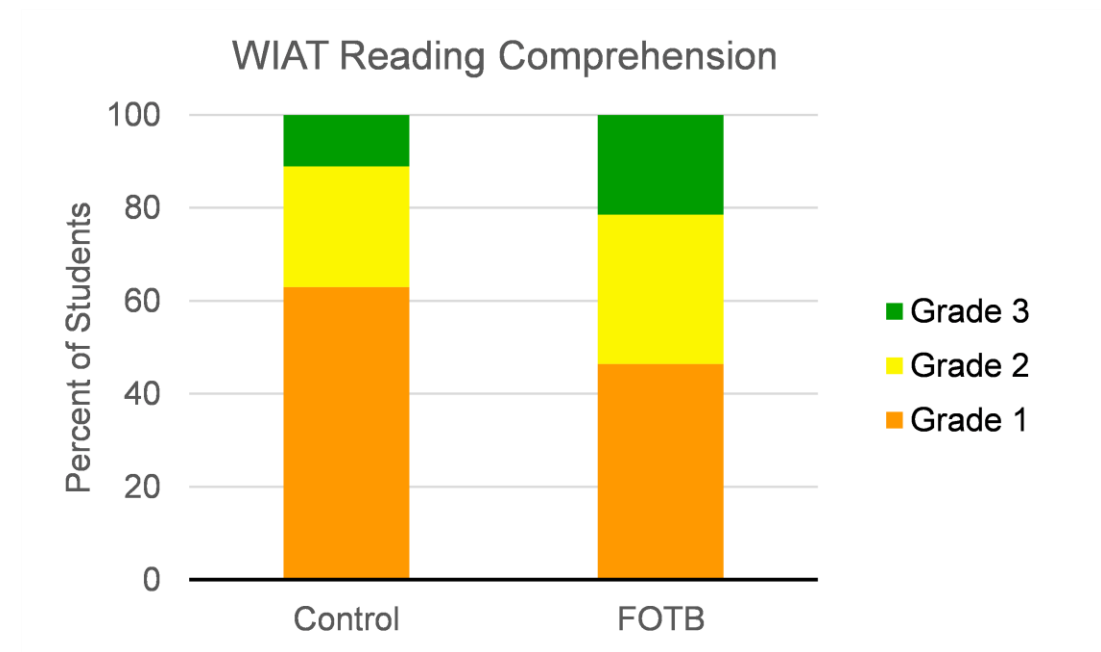
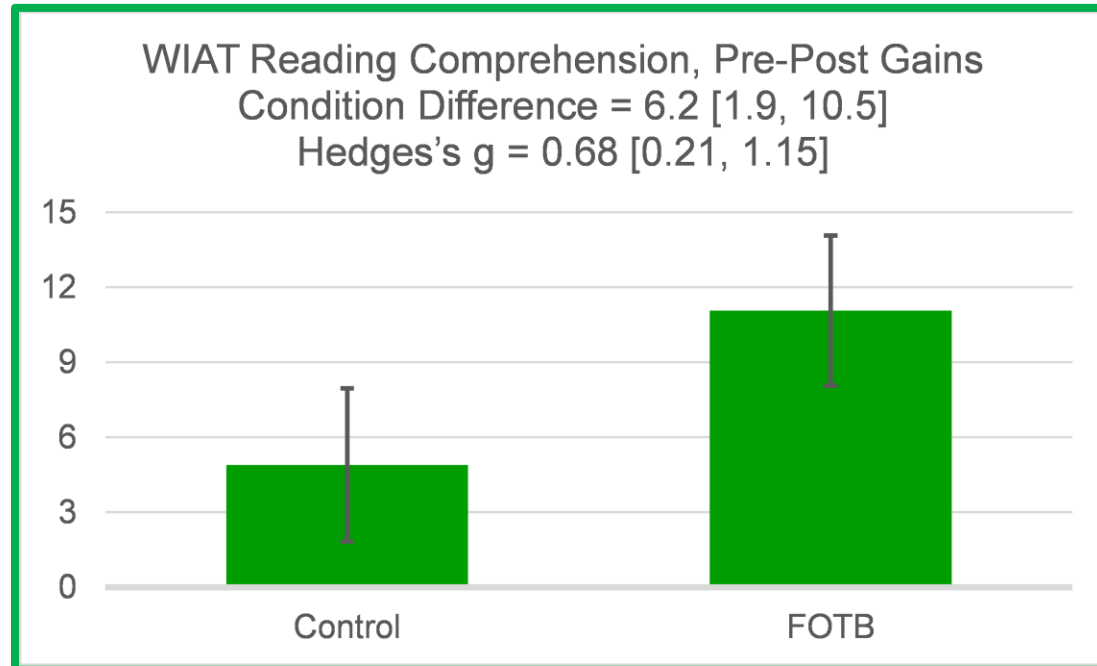
Listening Comprehension (Receptive Vocabulary)



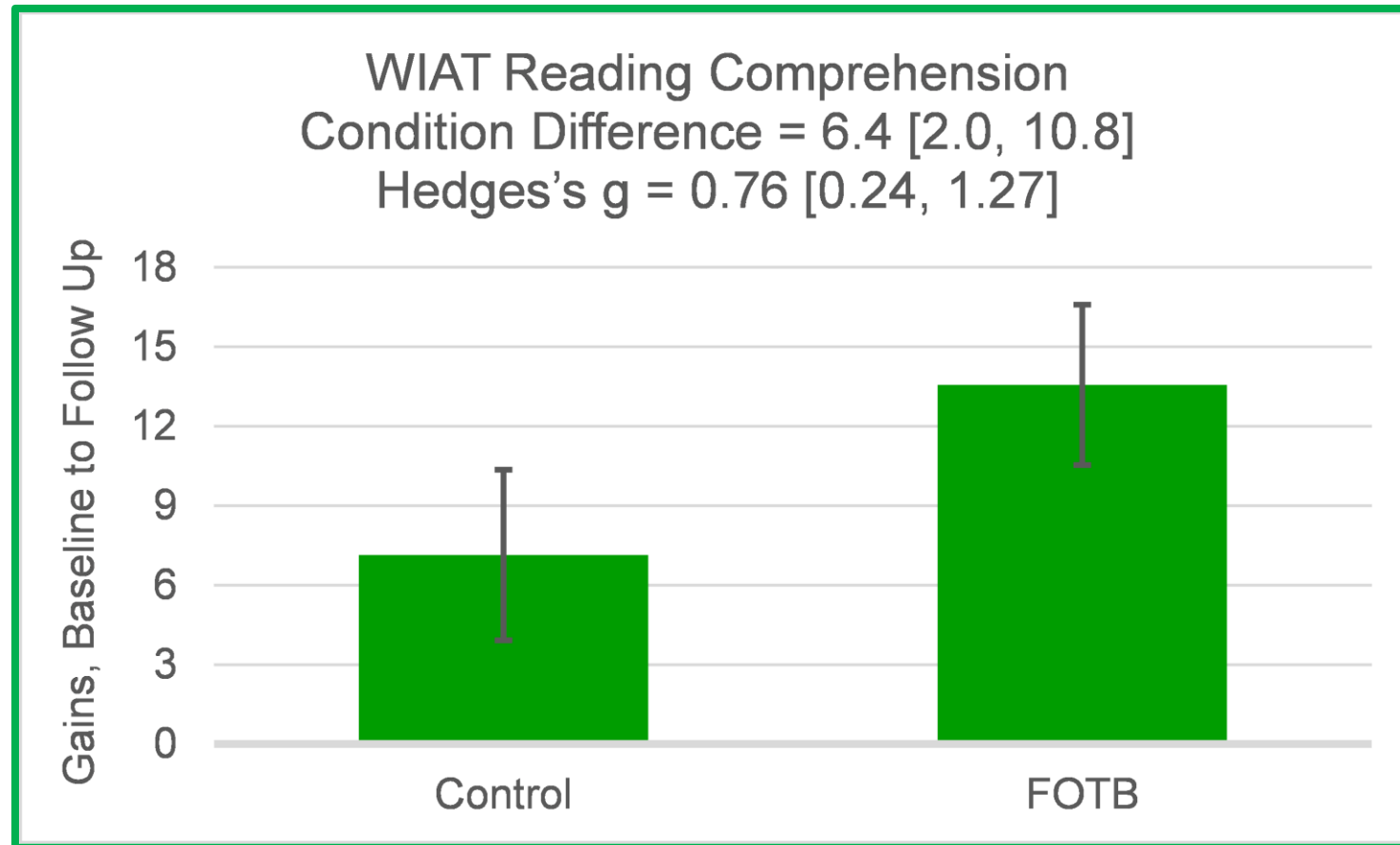
Listening Comprehension at Follow Up (Receptive Vocabulary)



Reading Comprehension



Reading Comprehension at Follow Up



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Who Could Benefit from Friends on the Block Instruction?

Students who are slow to respond to traditional curriculum or young students at risk of falling behind in literacy.

Students may be slow to respond for many reasons. A few common characteristics of slow responders are...

Students who struggle with **motivation** and need to get in to books faster.

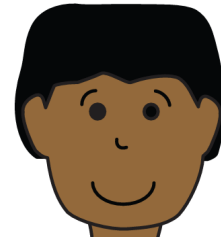


Students with **specific gaps in knowledge or skills** who need more practice.

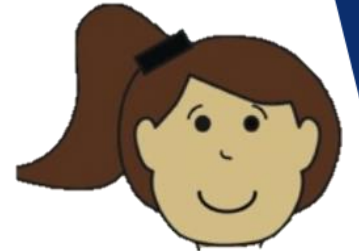


#CEC2025

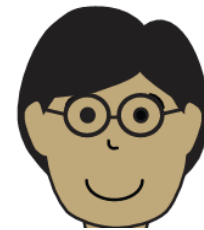
Students with **low language** due to a language processing disorder or ELL status.



Students with **lower cognition** or who struggle with their **working memory**.



Students who struggle with **fluency** and need more time in connected text.



Students with **comorbid disabilities** such as autism that necessitate comprehension support.



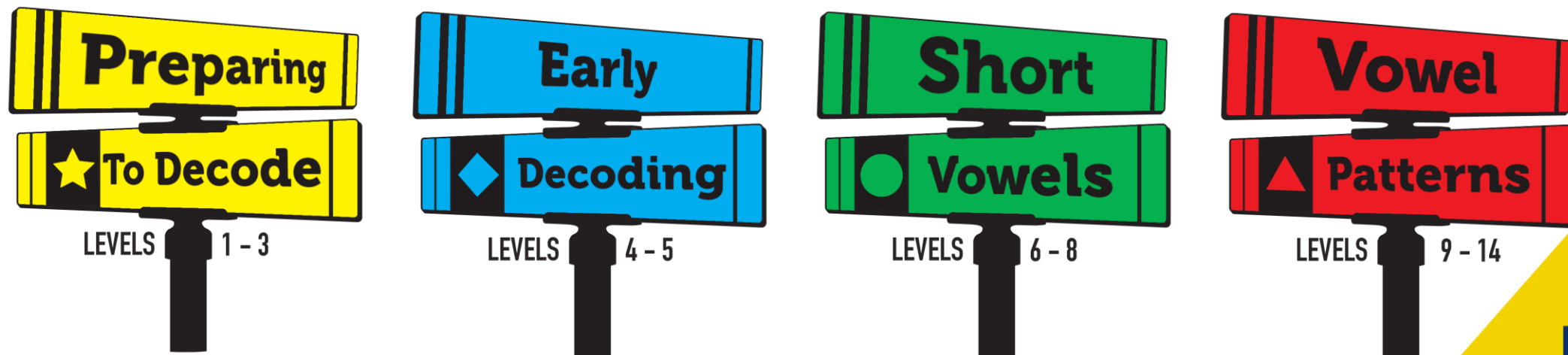
CEC 2025
SPECIAL EDUCATION
CONVENTION & EXPO
BALTIMORE
MARCH 12-15, 2025

What is Friends on the Block?

A comprehensive and intensive **early literacy program** (initial instruction or intervention) designed to be **customizable** and provide needed supports and practice so **all students** can attain early literacy skills, particularly those with **intensive needs** such as students with disabilities (e.g., dyslexia, learning disabilities, intellectual and developmental disabilities).

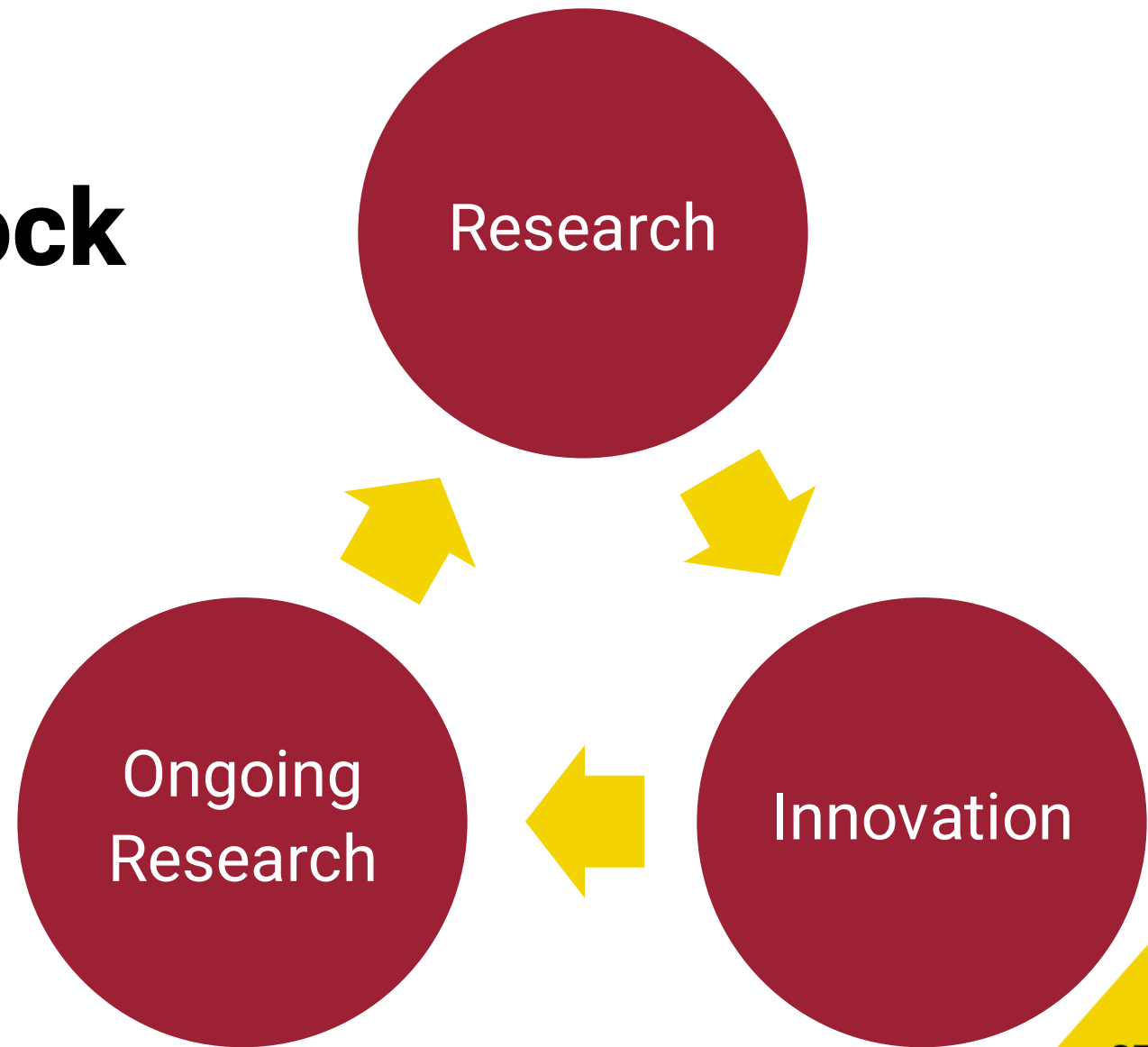
What are the components of FOTB?

- 60 student books with carefully controlled, decodable text
- Each book has a detailed Teacher's Guide and materials
- Over 130 learning games that provide specific cumulative practice of skills
- Organized into 14 levels that span four stages of skill development



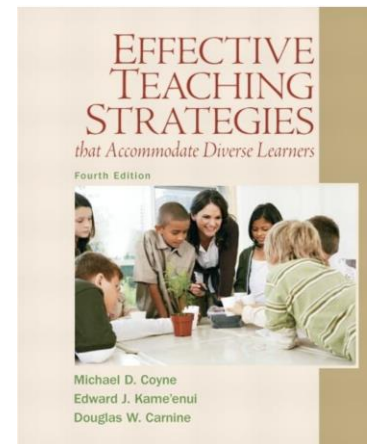
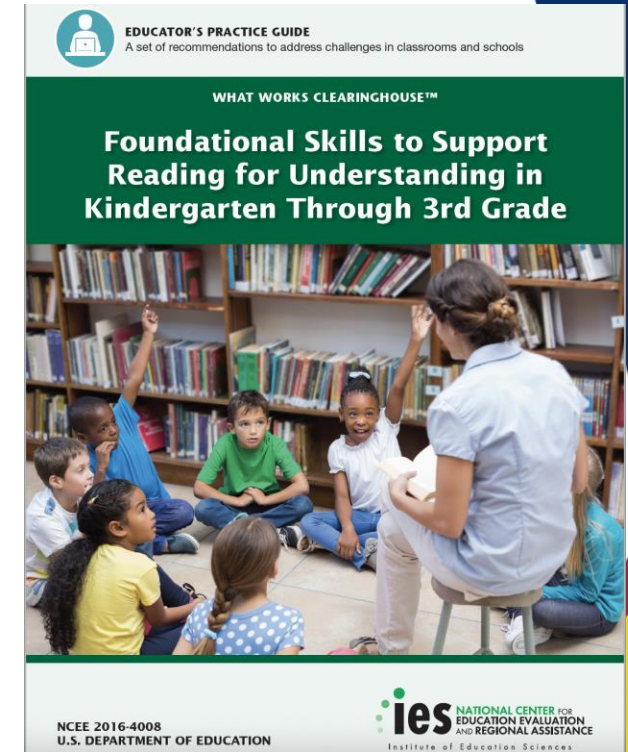
What makes Friends on the Block special?

- Applies existing research
- Ongoing process of research and innovation



Research: Evidence-based practices

- National Reading Panel (2000)
- WWC Practice Guide (2016)
- Principles of Effective Instruction (Coyne et al., 2006; Kame'ennui et al., 2002; Coyne et al., 2011)



Benefits of Friends on the Block



REDUCED COGNITIVE LOAD



EMBEDDED LANGUAGE AND
COMPREHENSION SUPPORTS



EXTENSIVE USE OF
CONNECTED TEXT

Innovation: Features of FOTB

- Multicriteria Student Books
 - Decodable with extensive cumulative review
 - Features enable students to begin reading in a book, with support, in the very first lesson
 - Culturally diverse
 - Natural sounding sentences that reflect spoken language to facilitate comprehension
 - Meaningful stories in common settings (familiar)
 - Fiction and Nonfiction with simple illustrations and photographs that enhance meaning and engagement
- Easily customized and highly engaging (student books and games)

Innovative Scope and Sequence

- Focuses on key skills within all strands of word recognition and language
- Facilitates integration of skills across strands and apply as they read books



Scope and Sequence

Strand	Objective/Skill	Activity Learning Game	★ 1-3	◆ 4-5	● 6-8	▲ 9-14
Language: Comprehension & Vocabulary	Make oral predictions about a text	Predict				
	Develop language and comprehension	Discuss				
	Discuss and summarize a text using a graphic organizer	Review/ Get the Gist (Level 12+)				
	Develop oral language by sorting words based on meaning	Think and Sort				
Phonemic Awareness	Orally blend the first sound and rime into a spoken word	Say the Word				
		Sounds Bingo				
	Say the first sound of spoken words	Say the First Sound				
		Sounds Bingo				
	Orally blend sounds (phonemes) into a word	Say the Word				
		Sounds Bingo				
Word Recognition	Fluently pronounce taught irregular (or temporarily irregular) words	Say the Sounds				
		Sounds Bingo				
		Read It				
		Amazing Words				
	Fluently say the most common sound for taught letters	Word Bingo				
		Word Play				
		Say the Letter-Sound				
		Climb and Slide				
	Sound out and read short vowel words with taught letters/patterns	Sound It Out				
		I Got It				
		Sound It Out				
		Speed Reader				
	Sound out and fluently read words with taught letters/patterns	I Got It				
		Read through the Seasons				
		Word Bingo				
		Word Play				
Fluency	Fluently read target words, including taught irregular words and words with taught letters/patterns	Read the Groups				
	Pronounce words with taught patterns with s, ed, and ing	Read the Parts				
Writing	Pronounce words with taught spelling patterns and syllable types	Super Sentences				
	Read target words and sentences fluently	Read				
	Read text with increasing fluency	I Got It				
Apply	Say the sounds in spoken words; spell words with taught letters/patterns	Say and Write				
	Write sentences fluently	Writing Super Sentences				
Apply	Apply various skills in the context of a book	Scavenger Hunt				

FOTB Target Word List and Phonics Patterns

#CEC2025

Friends on the Block Target Word List and Phonics Patterns

	★ Preparing to Decode			◆ Early Decoding		● Short Vowels			▲ Vowel Patterns					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
Letter Sounds	c, f, p, m, s, t	d, j, n	b, g, h, l, r	ck, k, a, z	u	ch, th, w, x, y	i, o, sh, qu, v	e	a-e, i-e, o-e	ai, ay, ol	al, ea, ee	ar, igh, er	oa, or, ow	ir, oo, ur
Sound It Out Words (Decodable)	In Levels 1-3 students are learning phonemic awareness blending and segmenting, letter-sounds, and a small number of irregular words. Students begin in the level in which they miss two or more target words (Levels 1-5) or four or more target words (Levels 6-14). As soon as the students learn most of the words in the starting level, move to the next level. (Note: Sound it Out words in Levels 4-5 are repeated in Level 6.)			am and at can dad mad sad	am and at can dad mad sad	am and at can dad fun had hat mad ran run sad sun up us	big did got him if in it mom not on sit stop this will with	bed best end get help let next red step tell them then went when yes	came fine five gave home hope like made make nine same side smile time white	cold day hold may old plain play rain roll say stay tail told wait way	all call clean each eat feel green neat need read see seem small tall wall	after better chapter different forget high light might never night number part right start together	before below door follow goal know more morning own road short show slow yellow	bird book burn cook disturb girl good hook hurt shirt stood third took turn wood
Read It Words (Irregular)	Level 1 a do I like not want	Level 2 dad here is look mom see the where	Level 3 are at happy in no she yes you	Level 4 good help play there to was	Level 5 big have little my please very what	Level 6 be friend give go he her it me on so thank we who with your	Level 7 because care come could feel first of how next said should take too why would	Level 8 again away clothes cold eat food for from need oh out put ready some	Level 9 about animal been day does down every many one or other push saw their warm were	Level 10 any ball both boy done family girl more most once room saw their warm young	Level 11 another answer kind know our people question really second soon sure thought word work	Level 12 almost book bought break buy easy four learn money new probably review these two watch	Level 13 above alone by eight find house idea often special talk through usually walk water worry	Level 14 able along carry color full great heard instead live love move only over try world
Note: Words in blue are made up of patterns taught in later levels so they are temporarily irregular. They are introduced prior to the pattern to facilitate meaning and may facilitate learning of the phonics pattern.														



Preparing

★ **To Decode**

LEVELS 1 - 3

Early

◆ **Decoding**

LEVELS 4 - 5

Short

● **Vowels**

LEVELS 6 - 8

Vowel

▲ **Patterns**

LEVELS 9 - 14

A Typical FOTB Lesson (Flexible: About 20-35 minutes) Level 4 Example

Part 1: Warm-Ups

5-8 minutes

Part 2: Book Reading

10-15 minutes

Part 3: Learning Games

5-10 minutes



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- How do children learn to read?
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- The intervention
- **Case studies of students with varying needs**
- Questions



“Sayla” Age 6



Diagnosis: Developmental Disability

IQ (KBIT): 60 (School Provided IQ: 57 Battelle)

FOTB Dosage: Began FOTB at level 1 and completed all 14 levels in 26 instructional weeks

Initial Placement: 1st grade general education classroom

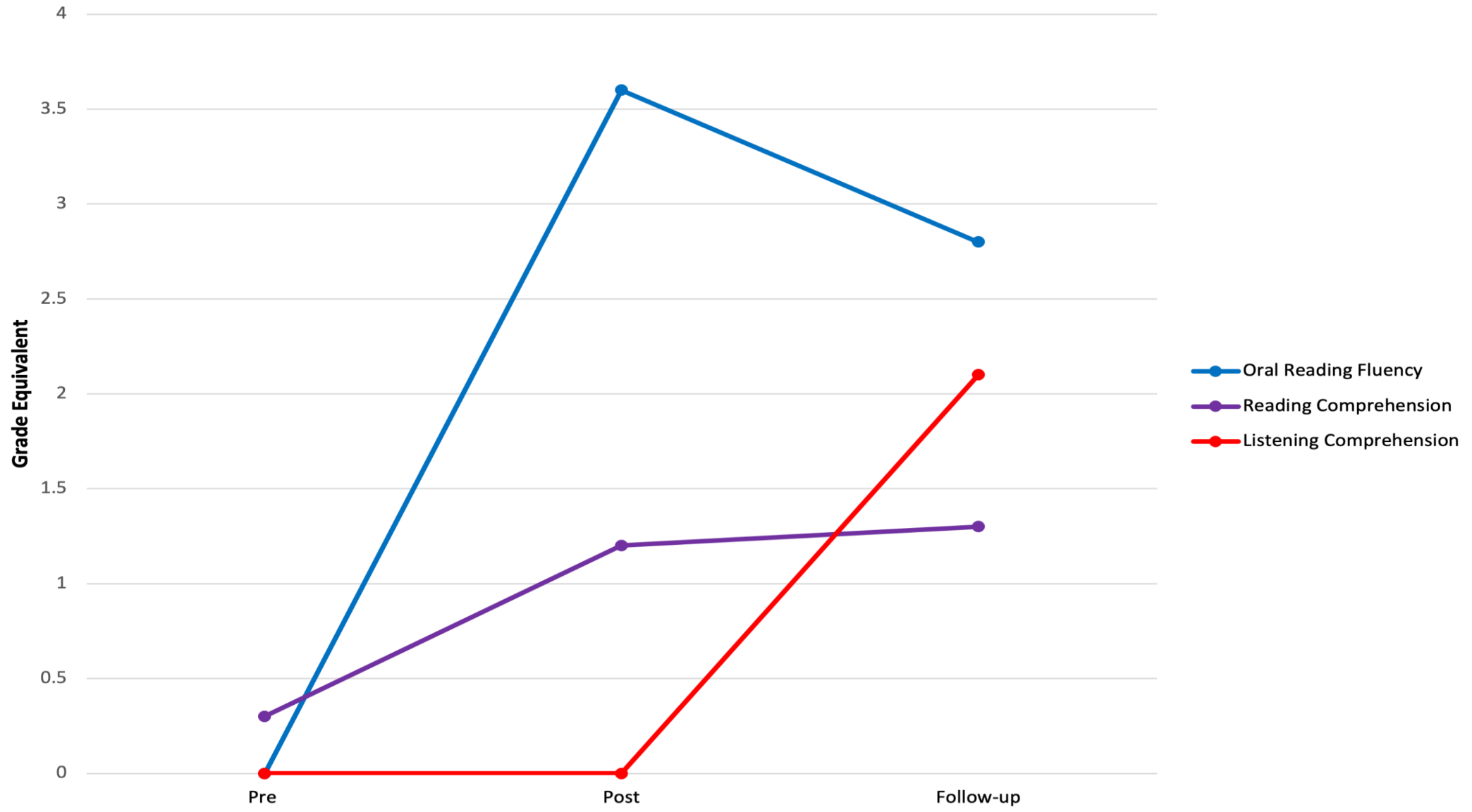
Final Placement: 3rd grade general education classroom

Challenge I: Initially, Sayla struggled with motivation to accomplish academic tasks and used avoidance tactics when pulled for intervention.

Challenge II: Sayla struggled with language comprehension throughout the intervention. Her decoding abilities were stronger than her ability to understand what she read.


	Sayla	Caleb	Jalen	Darius	Shelly
Primary Disability	Developmental Disability	Autism Spectrum Disorder	Speech/ Language Impairment	Intellectual Disability	Specific Learning Disability
IQ (K-BIT) / School Provided IQ	60 / 57	64	76	77 / 56	104 / 100
Initial Grade/Follow-up Grade	1/3	K/3	5/7	2/3*	3/6
Initial Age	6:11	6:4	10:5	7:11	9:5
Pre Peabody Picture Vocabulary Test Age Equivalent	4	4:5	7.0	4:6	9.3
Hours of Instruction	42	38	73	46	40
FOTB Starting/Ending Level	1/14	5/14	1/12	1/6B	5/14
Pre/Post/Follow-up FOTB Words	19/296/302	100/294/302	14/81/137	1/79/258	133/263/283
Pre/Post/Follow-up Word Reading Grade Equivalent	k.4/2.5/2	k.5/3.4/3.6	k.2/k.7/k.9	Pk.6/1.9/1.4	k.7/1.6/1.8
**Post/Follow-up Oral Reading Fluency Grade Equivalent	3.6/2.8	1.9/2.5	1.9/2.1	<1.0/1.6	3.1/2.8
Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	Pk.1/pk.1/k.0	1.4/2.2/2.8	Pk.3/1.4/4	3.2/6.6/6.8
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.5/k.8/1.5	1.0/1.0/na	k.3/k.6/2.2	1.4/2.7/2.3

Sayla



"Sayla", Level 14, Fluent Reading with Comprehension Difficulties

To recycle, just put your things in a
recycle bin and put the recycle bin
outside with the trash when the trash
gets picked up. If you don't have one
at your house, ask your mom or dad to
help you find a place where you can
take your things to recycle. You can
often find a place to recycle near your
house.



The girl did a good job.
She took the things to
the recycle bin.

24



Targeted Customization

"Sayla", Age 6



Challenge I: Initially, Sayla struggled with **motivation** to accomplish academic tasks and used **avoidance tactics** when pulled for intervention.

Challenge II: Sayla struggled with **language comprehension** throughout the **intervention**. Her decoding abilities were stronger than her ability to understand what she read.

1

Maintain a quick **instructional pace** and strong **consistency** in lessons to prevent student boredom and possible distractions.

2

Incorporate more **challenging isolated decoding practice** (an academic strength) to grow student confidence.

3

Support **comprehension** at the student's **decoding level** with graphic organizers and think alouds.

4

Begin by selecting more **obtainable** comprehension questions and **scale up** as appropriate.

Graphic Organizers

to Support Comprehension of Decoding Level Text

Get the Gist	
Who or what is the chapter mostly about? What is the most important thing about the who or what? Write the gist in a sentence with 10 words or less.	
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	

STORY GRAMMAR

Listen to me read the title of each box. Each of these is a part of the story.
 Think about the book.
 Tell me about that part of the book. Look at the pictures to help you remember.

<p>CHARACTERS</p> <p>Who the Story is About</p>	<p>PLOT</p> <p>What Happens in the Story</p>
<p>SETTING</p> <p>When and Where the Story Takes Place</p>	

<p>Main Idea</p> <p>Write who or what the story is mostly about.</p>	<p>Detail</p> <p>Write one detail.</p>
	<p>Detail</p> <p>Write one detail.</p>
	<p>Detail</p> <p>Write one detail.</p>

Customization: When decoding and comprehension levels are misaligned, support **comprehension** at the student's **decoding level** with graphic organizers and think alouds.

Scaling the Difficulty of Comprehension Questions

Level 3

What do you think is special about elephants?
 What do you use to hold things? (hands/arms, bags, etc.)
 Do you like hippos? What do you like about hippos?
 Can you think of anything that reminds you of a hippo, or have you ever seen a hippo? (various; pigs, cartoon characters, etc.)
 If you could have an elephant, a hippo, or a giraffe as a pet, which one would you want? Why?

Level 2

What is a word that describes elephants? (various; big, strong, opinion words)
 Do boys or girls have tusks? (both)
 Elephants swish their _____. (tails)
 What is a word that describes hippos? (various)
 Can hippos run fast? (yes)
 Are giraffes tall or short? (tall) Are giraffes spotted or plain? (spotted)

Level 1

What is this? (an elephant)
 Point to the tusk.
 Point to the baby elephant.
 Are elephants big or small?
 Page 8 :Point to the hippo.
 Page 9: What is this? (giraffe)

Here are African elephants.

They are very, very big. They need lots of room to run and play.

They have tusks. Both boys and girls can have tusks. You can see how old they are by seeing how long their tusks are. Young ones do not have any tusks. Old ones have very long tusks.



They have tails. They swish their tails to get insects to go away.

They have strong trunks that can pick up and hold things.



What is the young one holding?

7

Giraffes are big.

They are tall and not wide. They are the tallest animal. They have long legs, long tails, and very long necks. They do not look plain. They have spots. They eat plants. They spend most of their time looking for food or eating.



You can get very close to animals when you give them food. Stay in one spot. Hold out the food and wait for the animals to get it from you. It may take a little while, but just wait and hold the food still. Most of the time, they will come get the food when you give it to them this way.



9

Customization: Begin by selecting more **obtainable** comprehension questions and **scale up** as appropriate.

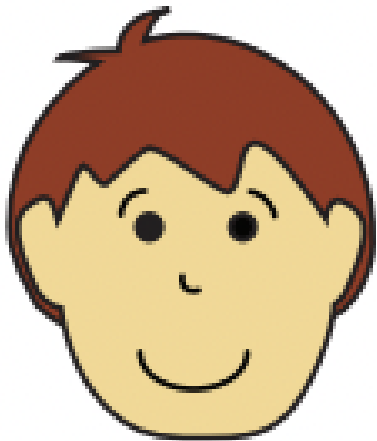
Do you have any students like Sayla?



- Think about your students, do you have any who struggle with the same things Sayla did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

“Caleb”

Age 6



Diagnosis: Autism Spectrum Disorder

IQ (KBIT): 64

FOTB Dosage: Began FOTB at level 5 and completed all 14 levels in 29 instructional weeks

Initial Placement: kindergarten general education classroom

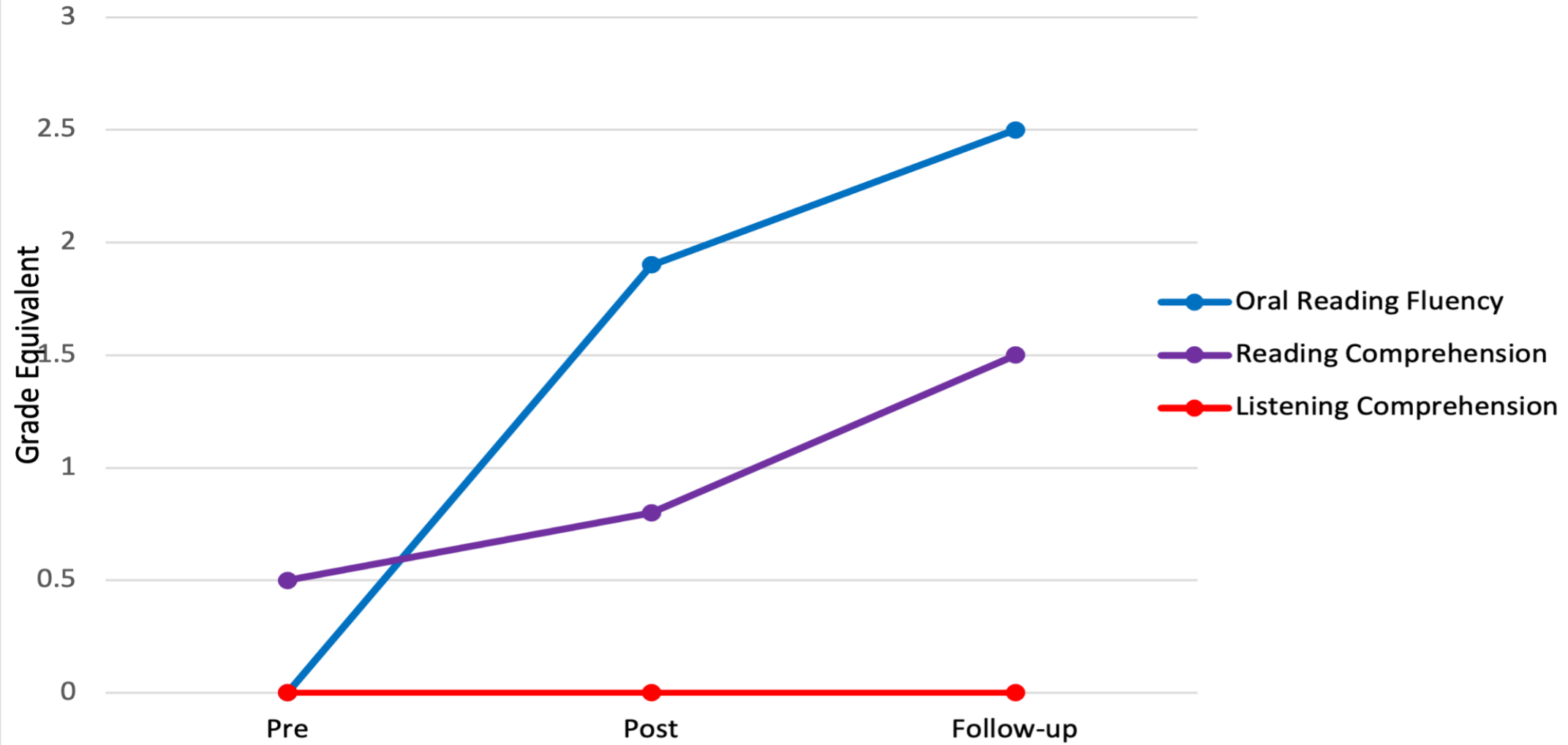
Final Placement: 3rd grade general education classroom

Challenge I: Caleb struggled behaviorally during pretesting for this study due to the **lack of routine and predictability**.

Challenge II: **Expectations** of Caleb in the classroom did not match his **abilities**.

	Sayla	Caleb	Jalen	Darius	Shelly
Primary Disability	Developmental Disability	Autism Spectrum Disorder	Speech/ Language Impairment	Intellectual Disability	Specific Learning Disability
IQ (K-BIT) / School Provided IQ	60 / 57	64	76	77 / 56	104 / 100
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Pre/Post/Follow-up FOTB Words	19/296/302	100/294/302	14/81/137	1/79/258	133/263/283
Pre/Post/Follow-up Word Reading Grade Equivalent	k.4/2.5/2	k.5/3.4/3.6	k.2/k.7/k.9	Pk.6/1.9/1.4	k.7/1.6/1.8
**Post/Follow-up Oral Reading Fluency Grade Equivalent	3.6/2.8	1.9/2.5	1.9/2.1	<1.0/1.6	3.1/2.8
Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	Pk.1/pk.1/k.0	1.4/2.2/2.8	Pk.3/1.4/4	3.2/6.6/6.8
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.5/k.8/1.5	1.0/1.0/na	k.3/k.6/2.2	1.4/2.7/2.3

Caleb



Targeted Customization

“Caleb”, Age 6



Challenge I: Caleb struggled behaviorally during pretesting for this study due to the lack of routine and predictability.

Challenge II: Expectations of Caleb in the classroom did not match his abilities.

1

Establish routines for intervention sessions immediately and keep them consistent throughout your time with a student.

2

Develop visual schedules for intervention times and keep them visible during sessions.

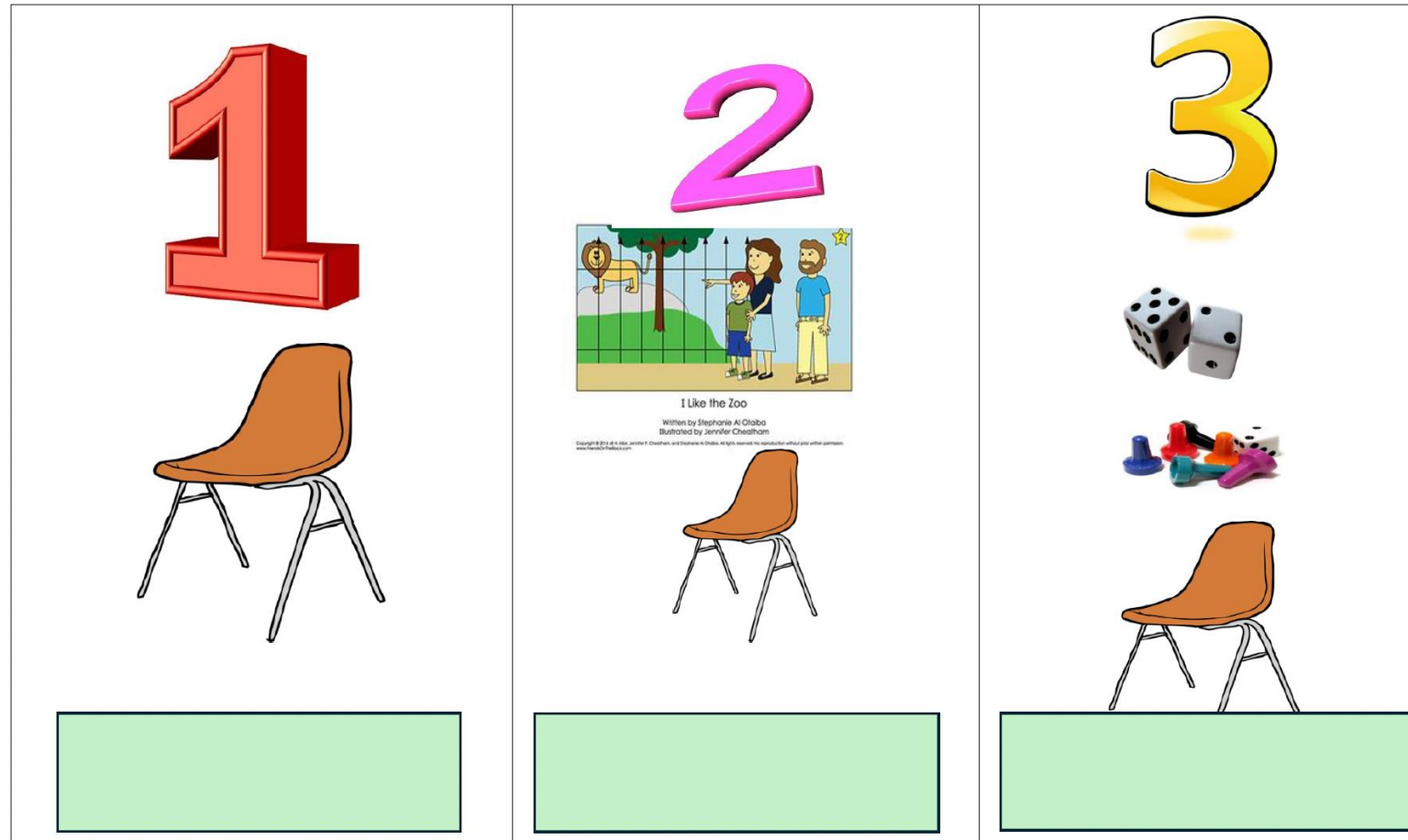
3

Alert the student to any foreseen departures from the typical intervention session routine as soon as possible.

4

Students cannot rise to meet expectations that are not set for them. Ensure high expectations are held for all students.

Visual Schedules



Customization: Develop **visual schedules** for intervention times and keep them **visible** during sessions.

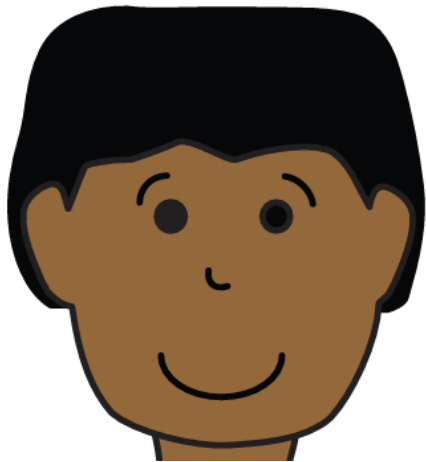
Do you have any students like Caleb?



- Think about your students, do you have any who struggle with the same things Caleb did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

“Jalen”

Age 10



Diagnosis: Speech/ Language Impairment

IQ (KBIT): 76

FOTB Dosage: Began FOTB at level 1 and completed 12 levels in 42 instructional weeks

Initial Placement: 5th grade general education classroom

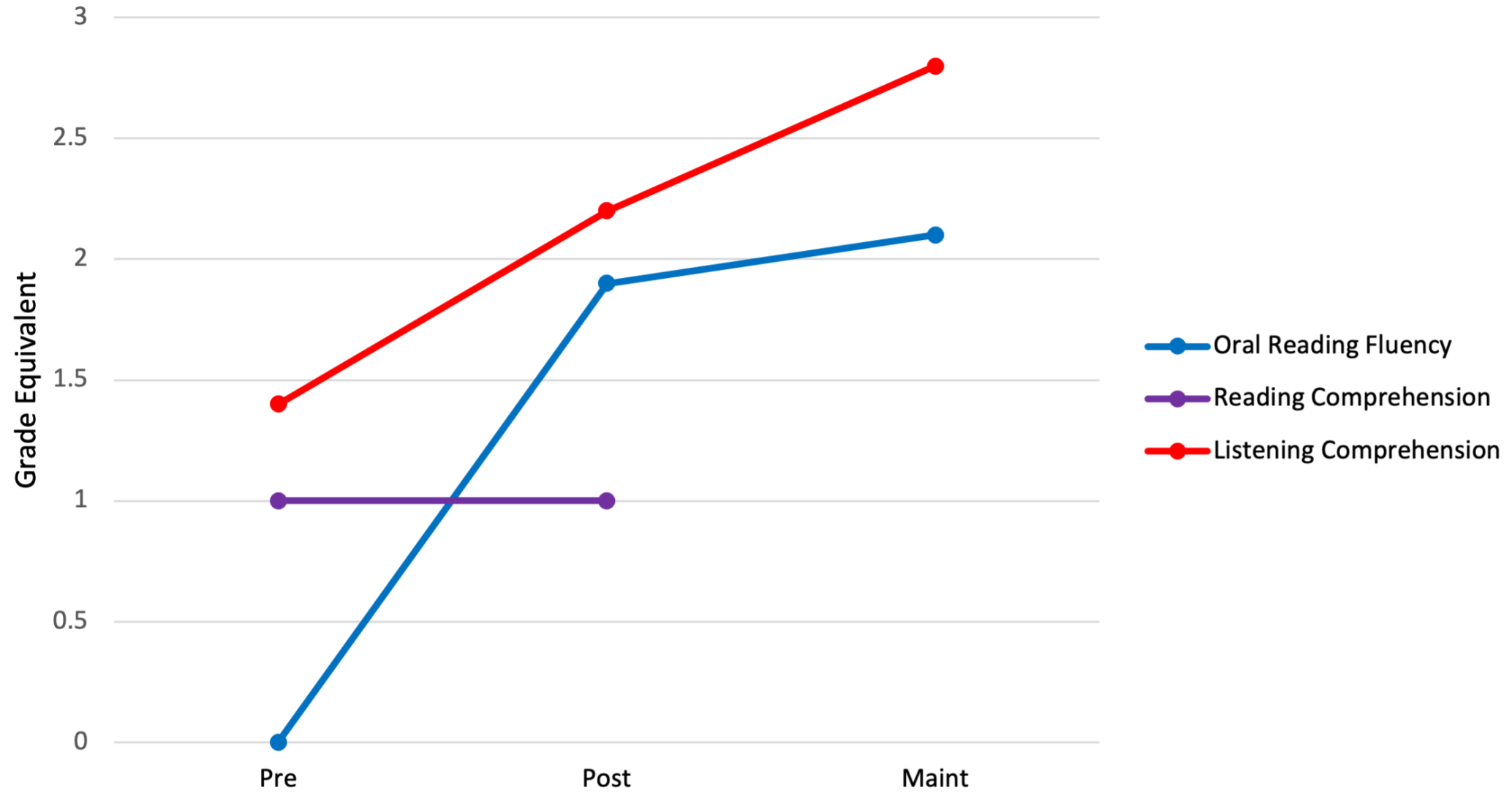
Final Placement: 7th grade general education classroom

Challenge I: Jalen struggled to correctly articulate speech sounds. In the context of reading, this could look like incorrect word calling to a teacher who did not know his typical speech patterns well.

Challenge II: The transition into a middle school setting was challenging for Jalen and this manifested in unwanted behaviors.

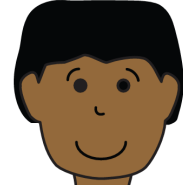
	Sayla	Caleb	Jalen	Darius	Shelly
Primary Disability	Developmental Disability	Autism Spectrum Disorder	Speech/ Language Impairment	Intellectual Disability	Specific Learning Disability
IQ (K-BIT) / School Provided IQ	60 / 57	64	76	77 / 56	104 / 100
Initial Grade/Follow-up Grade	1/3	K/3	5/7	2/3*	3/6
Initial Age	6:11	6:4	10:5	7:11	9:5
Pre Peabody Picture Vocabulary Test Age Equivalent	4	4:5	7.0	4:6	9.3
Hours of Instruction	42	38	73	46	40
FOTB Starting/Ending Level	1/14	5/14	1/12	1/6B	5/14
Pre/Post/Follow-up FOTB Words	19/296/302	100/294/302	14/81/137	1/79/258	133/263/283
Pre/Post/Follow-up Word Reading Grade Equivalent	k.4/2.5/2	k.5/3.4/3.6	k.2/k.7/k.9	Pk.6/1.9/1.4	k.7/1.6/1.8
**Post/Follow-up Oral Reading Fluency Grade Equivalent	3.6/2.8	1.9/2.5	1.9/2.1	<1.0/1.6	3.1/2.8
Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	Pk.1/pk.1/k.0	1.4/2.2/2.8	Pk.3/1.4/4	3.2/6.6/6.8
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.5/k.8/1.5	1.0/1.0/na	k.3/k.6/2.2	1.4/2.7/2.3

Jalen



Targeted Customization

“Jalen”, Age 10



Challenge I: Jalen struggled to correctly **articulate speech sounds**. In the context of reading, this could look like **incorrect word calling** to a teacher who did not know his typical speech patterns well.

Challenge II: The **transition into a middle school** setting was challenging for Jalen and this manifested in **unwanted behaviors**.

1

When working on reading with students who have **difficulty with articulation**, it is important to collaborate with their Speech Pathologist to **align instruction**.

2

Consistency in instructors is essential for students with articulation difficulties so that students **receive credit for correctly read words**.

3

Big **transitions** (such as moving to middle school) can be especially hard on this student population. Provide as much **consistency** as possible during this time.

Do you have any students like Jalen?



- Think about your students, do you have any who struggle with the same things Jalen did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

“Darius”

Age 7



Diagnosis: Intellectual Disability

IQ (KBIT): 77 (School Provided IQ: 56 RIAS_2)

FOTB Dosage: Began FOTB at level 1 and completed levels through 6B in 46 hours across 42 weeks of instruction*

Initial Placement: 2nd grade general education classroom

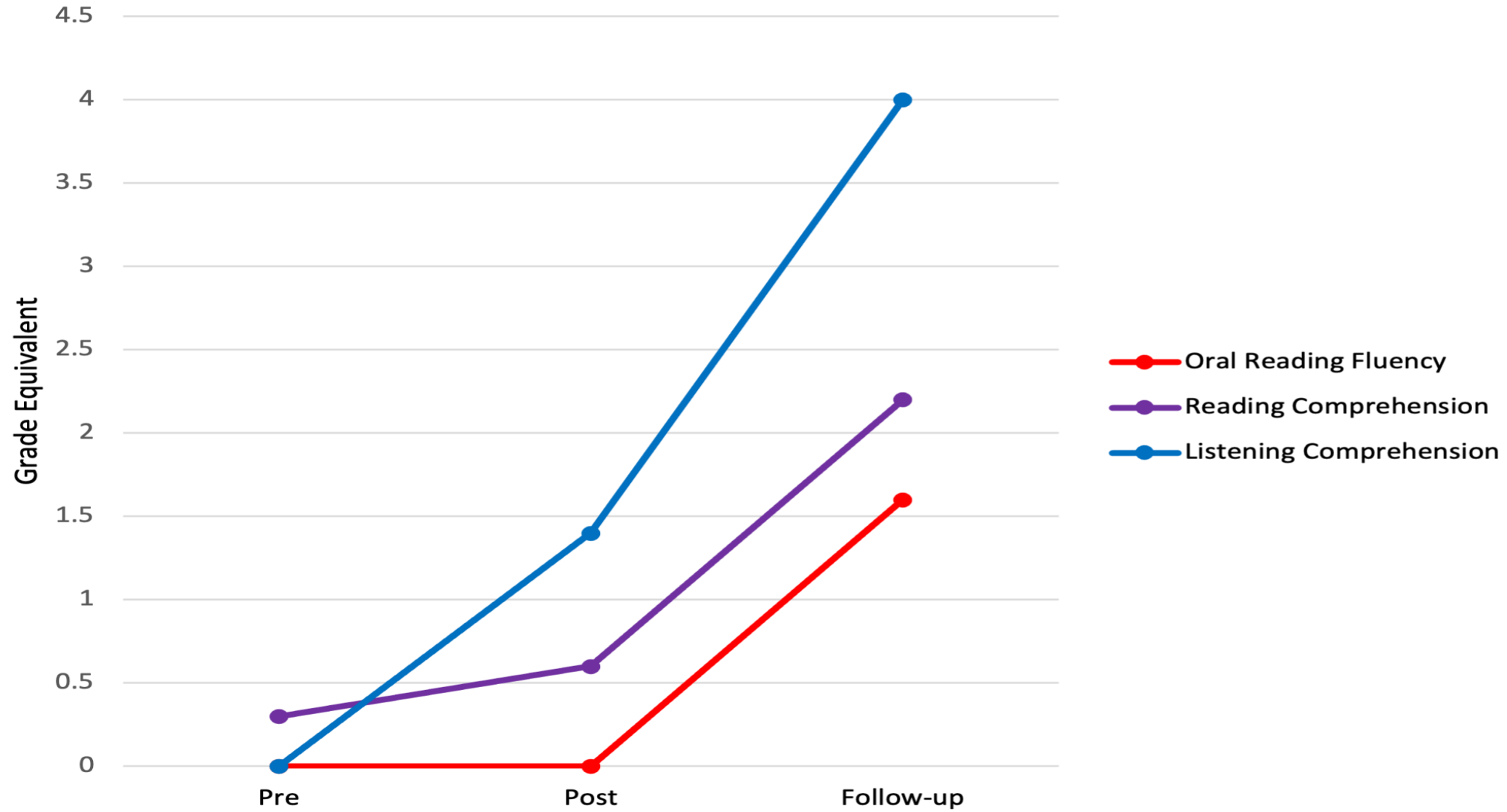
Final Placement: 3rd grade general education classroom**

Challenge I: Darius struggled with inconsistent attendance and excessive absences from school during our study.

Challenge II: Due to the inconsistency of his school attendance, Darius struggled with retention of newly learned skills.

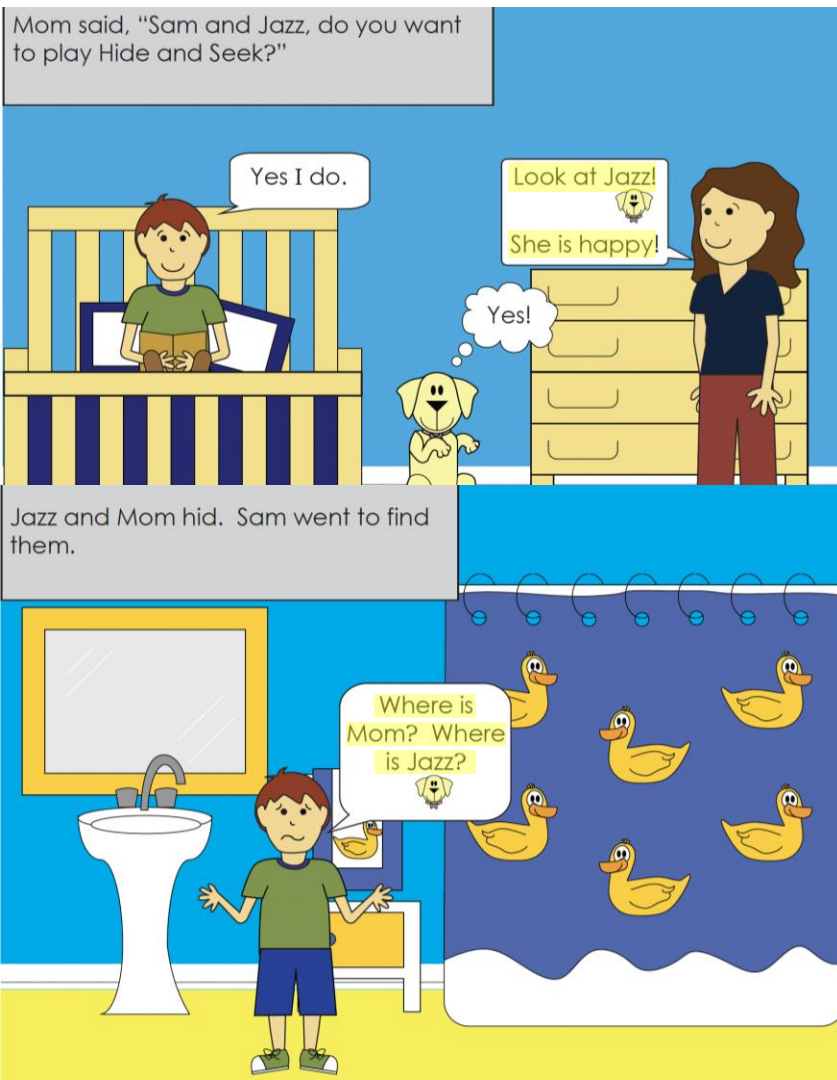
	Sayla	Caleb	Jalen	Darius	Shelly
Primary Disability	Developmental Disability	Autism Spectrum Disorder	Speech/ Language Impairment	Intellectual Disability	Specific Learning Disability
IQ (K-BIT) / School Provided IQ	60 / 57	64	76	77 / 56	104 / 100
Initial Grade/Follow-up Grade	1/3	K/3	5/7	2/3*	3/6
Initial Age	6:11	6:4	10:5	7:11	9:5
Pre Peabody Picture Vocabulary Test Age Equivalent	4	4:5	7.0	4:6	9.3
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Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	Pk.1/pk.1/k.0	1.4/2.2/2.8	Pk.3/1.4/4	3.2/6.6/6.8
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.5/k.8/1.5	1.0/1.0/na	k.3/k.6/2.2	1.4/2.7/2.3

Darius



“Darius” – Early Intervention

Video Example, Level 3



Targeted Customization

“Darius”, Age 7



Challenge I: Darius struggled with inconsistent attendance and excessive absences from school during our study.

Challenge II: Due to the inconsistency of his school attendance, Darius struggled with retention of newly learned skills.

1

When a student suffers from frequent absences, consistency and structure can help them succeed.

2

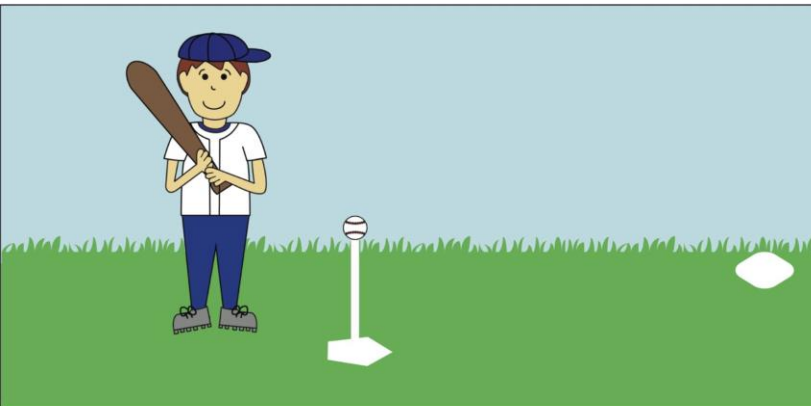
Students who suffer from frequent absences or who struggle with working memory need cumulative and intensive review of previously learned skills.

3

When students who were unaccustomed to academic success finally learn to read, their confidence blossoms and they may begin to seek out opportunities to read to others!

“Darius” – Later Intervention

Video Example, Level 6



I am up at bat. It is fun to bat. I am good at it.
Look at me.



Bam!

Look at the ball go up, up, up!



Do you have any students like Darius?



- Think about your students, do you have any who struggle with the same things Darius did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

“Shelly” Age 9



Diagnosis: Specific Learning Disability

IQ (KBIT): 104 (School Provided IQ: 100)

FOTB Dosage: Began FOTB at level 5 and completed all 14 levels in 26 instructional weeks

Initial Placement: 3rd grade general education classroom

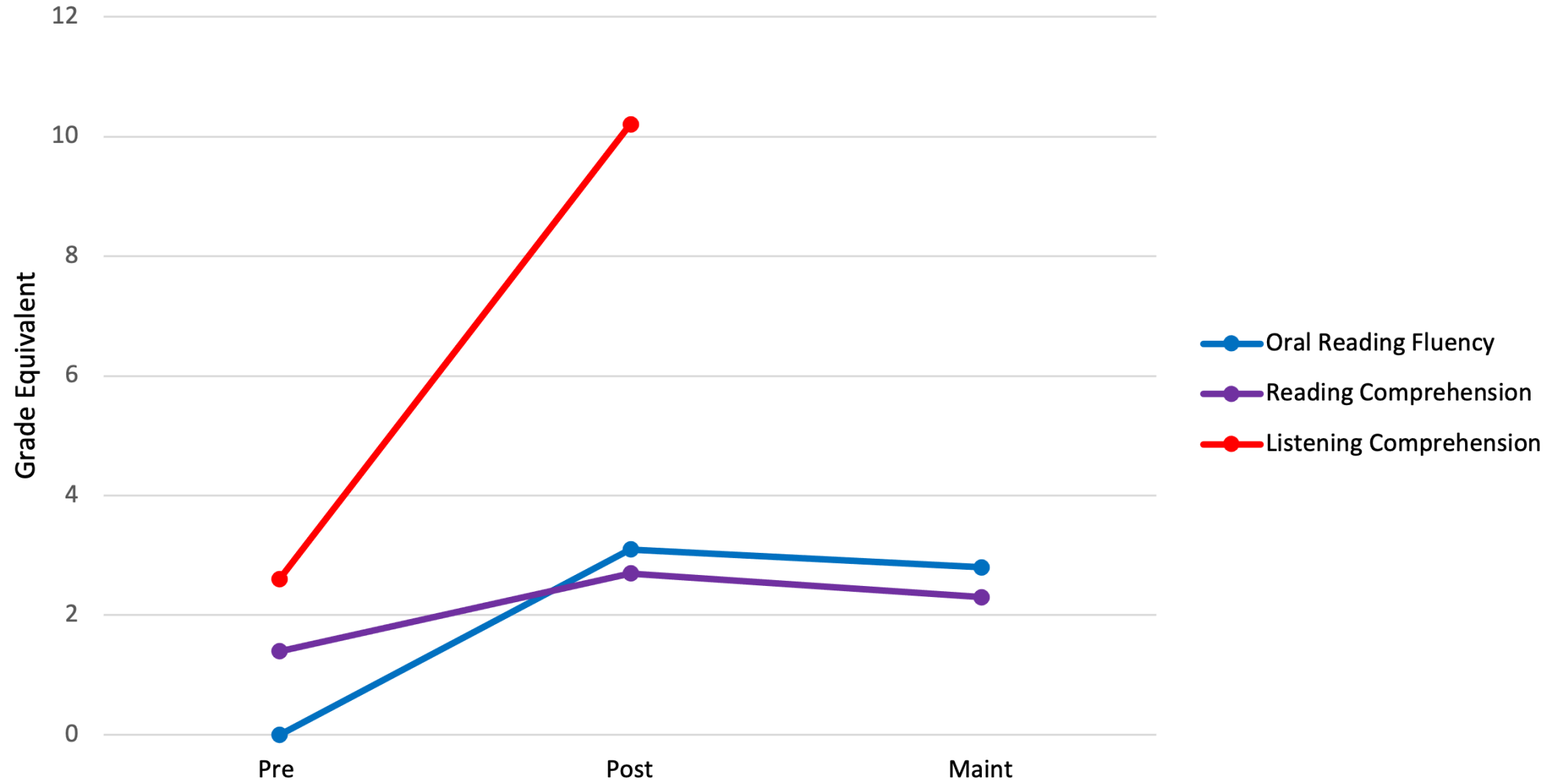
Final Placement: 6th grade general education classroom

Challenge I: Shelly’s **lack of confidence** in her reading abilities stood in the way of her initial success.

Challenge II: Shelly struggled with **decoding** throughout intervention. Her **language comprehension** abilities were stronger than her ability to decode the print.

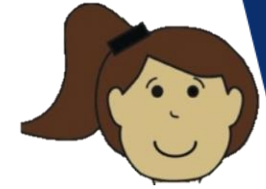
	Sayla	Caleb	Jalen	Darius	Shelly
Primary Disability	Developmental Disability	Autism Spectrum Disorder	Speech/ Language Impairment	Intellectual Disability	Specific Learning Disability
IQ (K-BIT) / School Provided IQ	60 / 57	64	76	77 / 56	104 / 100
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Pre/Post/Follow-up Oral Expression Grade Equivalent	Pk.2/pk.8/2.1	Pk.1/pk.1/k.0	1.4/2.2/2.8	Pk.3/1.4/4	3.2/6.6/6.8
Pre/Post/Follow-up Reading Comprehension Grade Equivalent	k.3/1.2/1.3	k.5/k.8/1.5	1.0/1.0/na	k.3/k.6/2.2	1.4/2.7/2.3

Shelly



Targeted Customization

“Shelly”, Age 9



Challenge I: Shelly’s **lack of confidence** in her reading abilities stood in the way of her initial success.

Challenge II: Shelly struggled with **decoding** throughout intervention. Her **language comprehension** abilities were stronger than her ability to decode the print.

1

Consider beginning with content that is **slightly below the child's ability level** to grow weakened **confidence** in literacy abilities.

2

Encourage students to **slow down** when **decoding new words**.

3

Scaffold student’s **decoding** of multisyllabic words and words with affixes by presenting the **word parts** before asking for the whole word.

4

Allow for **ear reading** of **comprehension-level text** to support higher level comprehension growth and pique interest in reading

Scaffold Decoding Multisyllabic Words and Words with Affixes

Warm-Up

Read Each Word

walk	walks	walking
learn	learns	learned

Read Each Part

crack er	<u>cracker</u>	cracker
be fore	<u>before</u>	before

Warm-Up

Read Each Word

put	puts	putting
shop	shops	shopping

Read Each Part

bro ken	<u>broken</u>	broken
plas tic	<u>plastic</u>	plastic

Customization: Scaffold student's **decoding** of multisyllabic words and words with affixes by presenting the **word parts** before asking for the whole word.

Do you have any students like Shelly?



- Think about your students, do you have any who struggle with the same things Shelly did?
- When they struggle with reading, what is preventing their success?
- What strategies would be helpful for those students?

Agenda

- How do children learn to read?
- Our current study
- The intervention
- Case studies of students with varying needs
- Questions



Nationwide Survey of **General Education Access** and **IEP Meetings** for **K-3 Students**:

We are conducting a **nationwide, 35-minute, online survey** about IEP meetings for **students with extensive support needs**.

What factors influence LRE decisions, general education access, and reading instruction?



To learn more, scan the code or click the link below:

<https://redcap.link/K-3IEPMeetings>



Questions:

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Doctoral Candidate
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VUMC IRB #250076

Eligible Participants

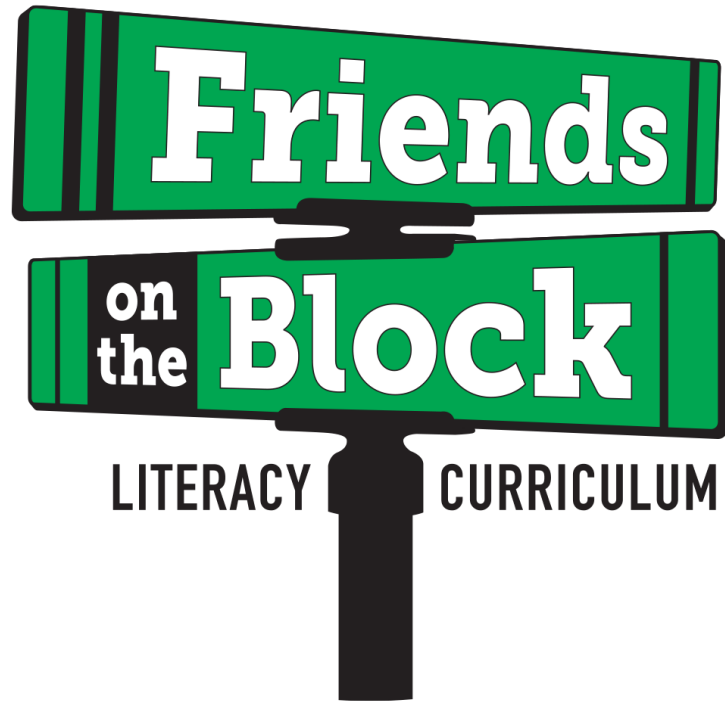
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Overview & Demonstration Videos

FREE Materials



OSF Registries

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Takeaway: Students, even those with intensive needs, can be successful in reading when provided with evidence-based instruction that is customized to their specific needs.

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