Creating a Reading Profile

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Outcomes

Understand the source of reading difficulties for students

Define the data, systems, and practices needed to improve school-wide reading outcomes

Understand how creating reading profiles for students improves language and literacy outcomes.

Agenda

1.0 Defining the Simple View of Reading

2.0 Data, Systems and Practices to improve reading outcomes

3.0 Creating a reading profile

1.0 Simple View of Reading

A Reading Simulation

The Blimbat

My tmloydn and I were standing in line to buy xtlofms for the Blimbat. Finally, there was only one puvdrm between us and the xtlofm tmnutzq. This puvdrm made a big ampler on me. There were eight utzs all probably ord the age of 12. You could tell tures did not have a lot of willen. Their pard weer not yanker but tures were clean. The utzs were well-behgaved, all of them standing in line, two-by-two zors their potent holding zibits. Tures were telly temering about the plums, fints, and other yoks tures would wit that noster.

Think, Turn, Talk, and Share

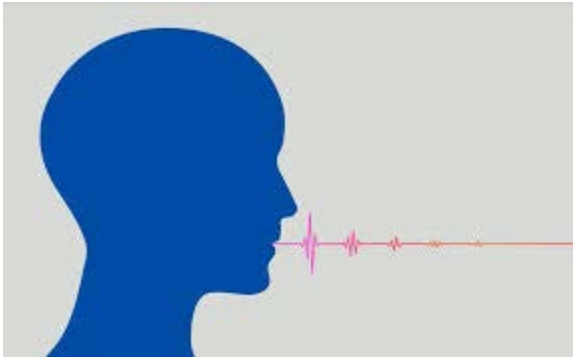
Was anything difficult about the passage on the previous slide?

Temple *et al* examined fMRI scans during a visual phonological rhyming task in 24 dyslexic children aged 8–12 years (mean 10.7) and controls.[8] The normal reading controls activated both the left inferior frontal gyrus and the left temporoparietal area. The dyslexics activated the inferior frontal region well (though in a somewhat more anterior location), but temporoparietal activity was virtually absent. Additionally, on a parallel test of orthographic processing (judgements as to whether two visually presented letters were the same) the dyslexic children activated a greatly reduced area of the extrastriate occipital cortex.

Think, Turn, Talk, and Share

Was anything difficult about the passage on the previous slide?

Reading is a very complex process is which students must integrate several cognitive and linguistic skills simultaneously.

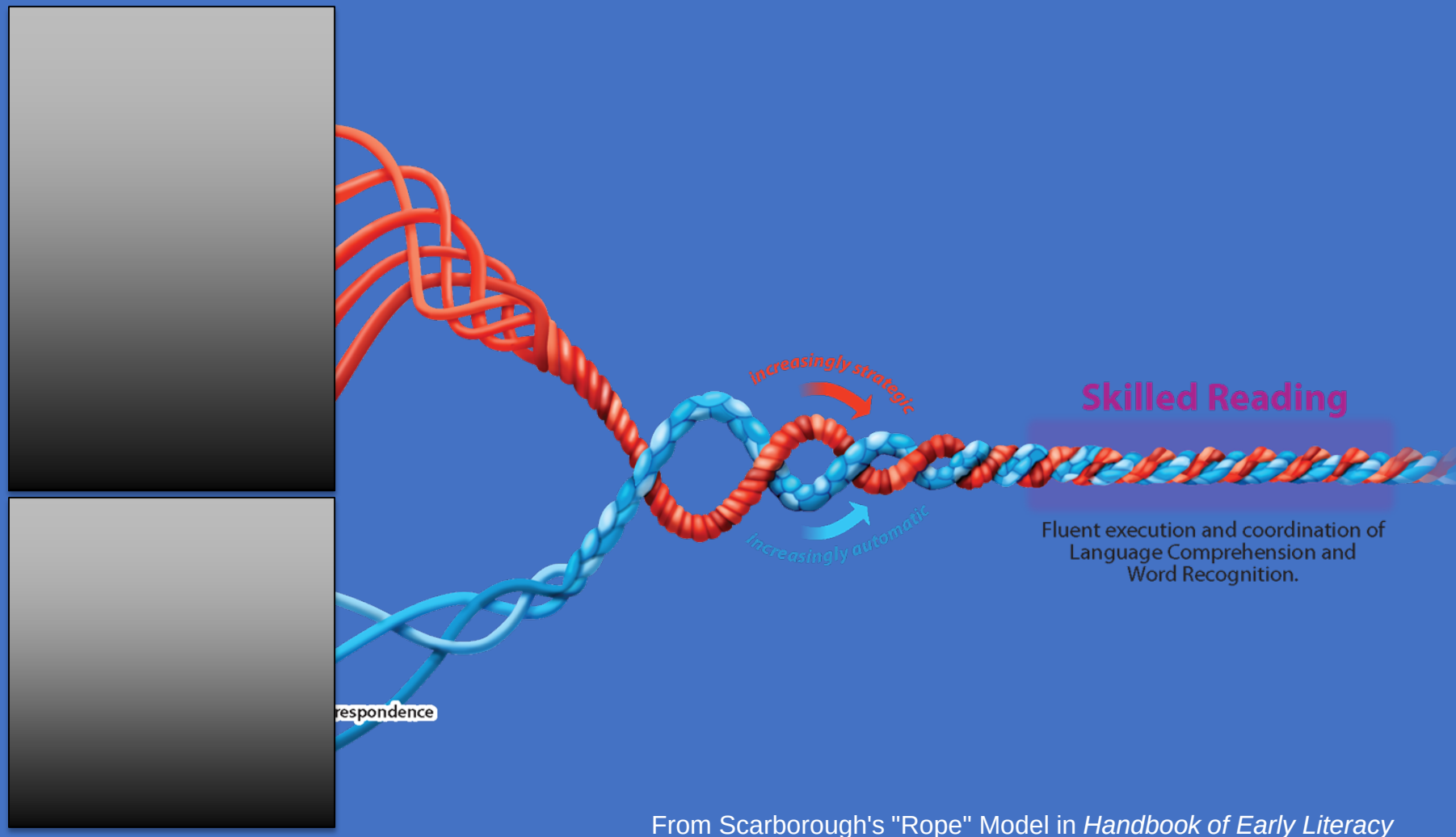


Simple View of Reading

1	**X**	**1**	**=**	**1**
0	X	1	=	0
1	X	0	=	0
.5	X	.5	=	.25

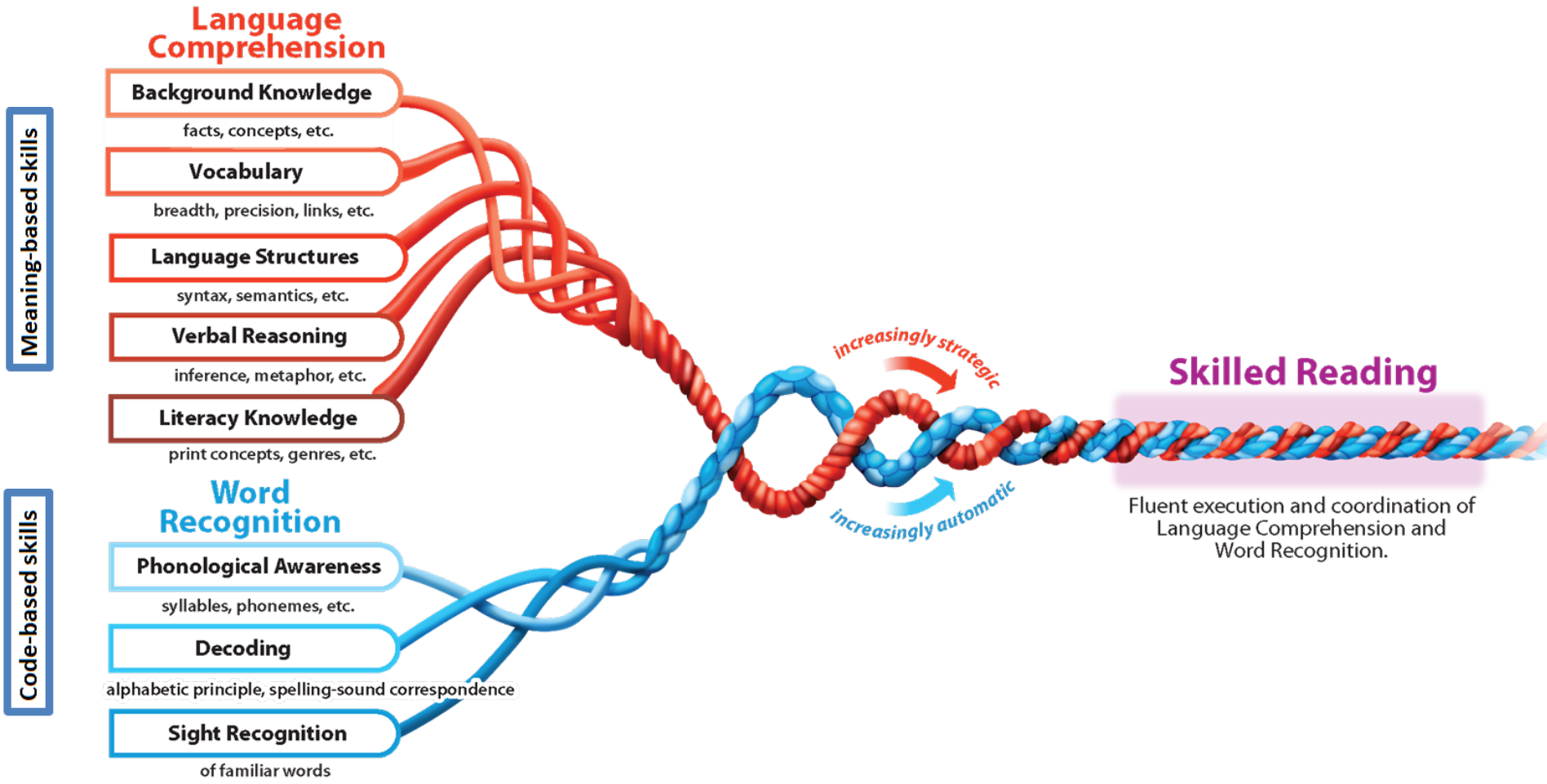
Gough & Tunmer in 1986

Activity 1.1 Reading Rope Sort



From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001

Reading Rope



From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001

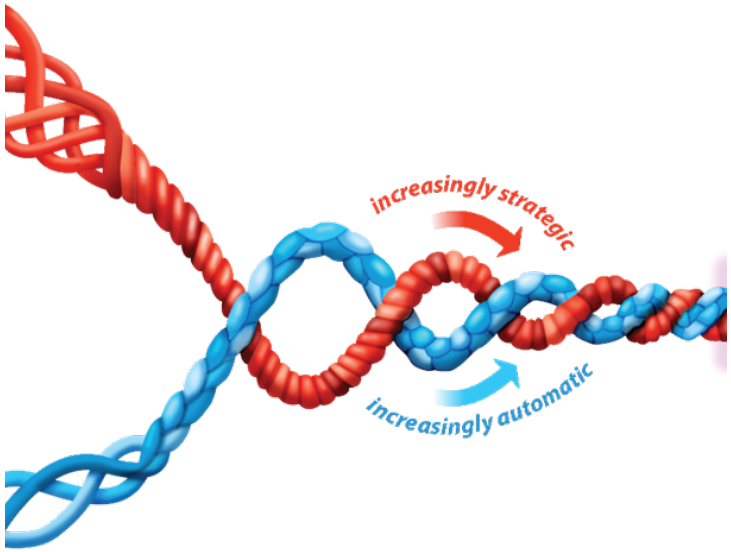
Reading Rope & SVR Aligned

Meaning-based skills

Language Comprehension

Code-based skills

Decoding (Word-Level Reading)



Reading Comprehension

From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001

Effective Readers

Can **decode** new words

Use **background** knowledge

Are aware of **multiple meaning words**

Are aware of **word origins**

Understand word parts

Generalize word meanings across content areas

Use strategies to understand new words

Are **motivated** to learn new words

Big Ideas of Reading

Elementary K-3	Adolescent 4-12th
Phonemic Awareness	Advanced Decoding
Phonics	Fluency
Fluency	Vocabulary
Vocabulary	Comprehension
Comprehension	Motivation

Changing Emphasis of the Subskills of the Five Components of Reading (Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), 2017)

Component	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening			Listening, Reading & Writing		Reading & Writing
Comprehension	Speaking & Listening			Listening, Reading & Writing		Reading & Writing

Students may struggle due to traditional reading approaches which did not include instructional methods to allow all students to become proficient in the **code of printed English and to build a large sight vocabulary**.

Whole-word approach:	• Uses multiple exposures to words so the words are memorized
Three cueing system model:	• Proposes unknown words are read by using context clues, understanding the structure of language (syntax), and by visually recognizing words (recall words based on their appearance)

Addressing the Needs of Struggling Students

1. Administer intervention-oriented assessment
2. Analyze assessment data and apply empirically-proven methods of reading acquisition to address reading deficits
3. Intervene to remediate the skill deficits (e.g., decoding of multisyllabic words)

Addressing the Needs of Struggling Students (cont.)

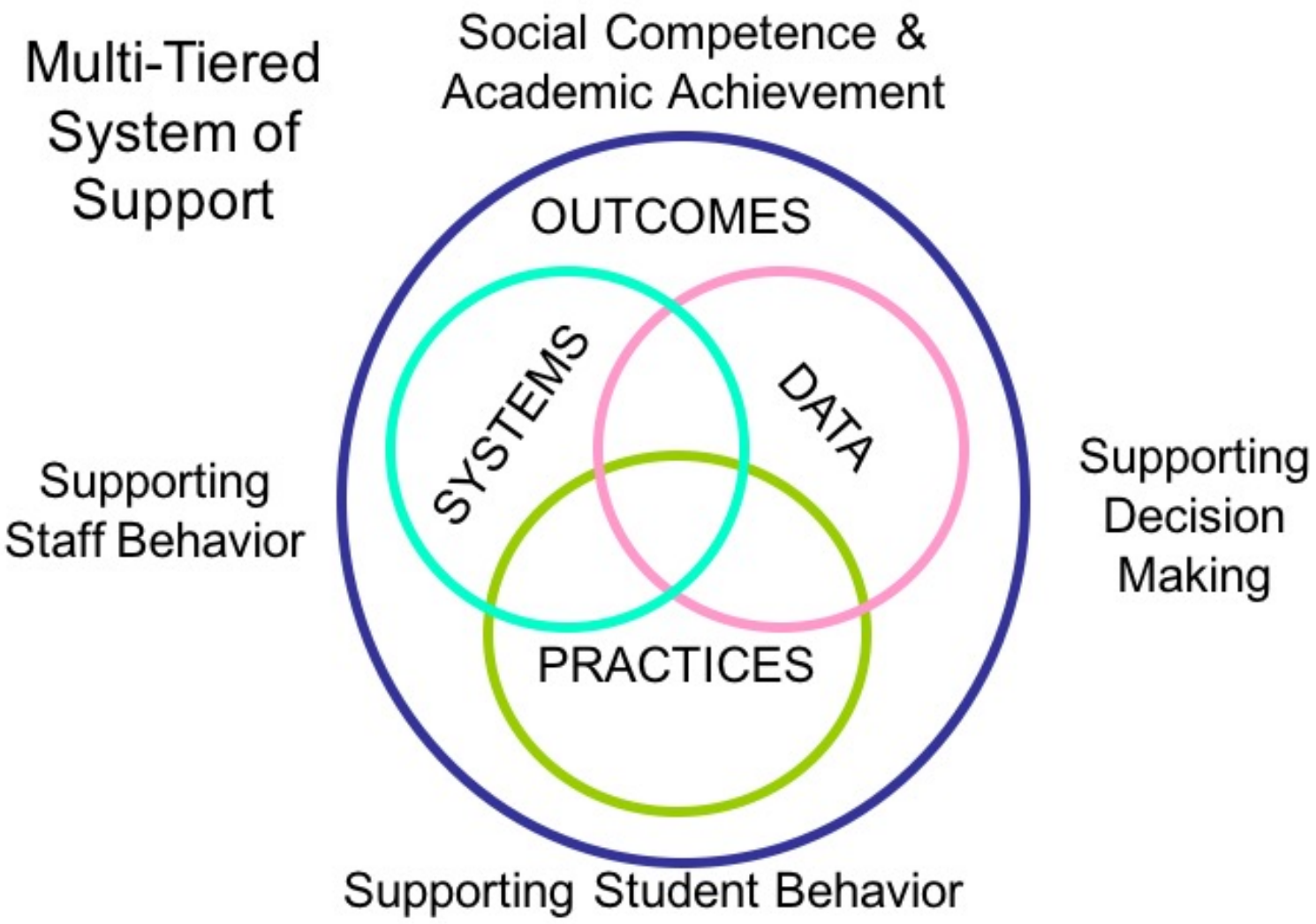
4

Teach compensatory strategies to successfully engage with text in classes (e.g., strategies for reading unfamiliar words, understanding text features and types, extracting the most important pieces of information)

At the early elementary grades, students are learning how to read. The transition from learning how to read to reading to learn information is where the compensatory strategies take full effect.

2.0 MTSS: Data, Systems, and Practices to Improve Outcomes

MTSS Broad Components



Unpacking Data, Systems, Practices

Data

- Assessment measures
- Data analysis
- Plans developed based on data
- Data sharing presentations

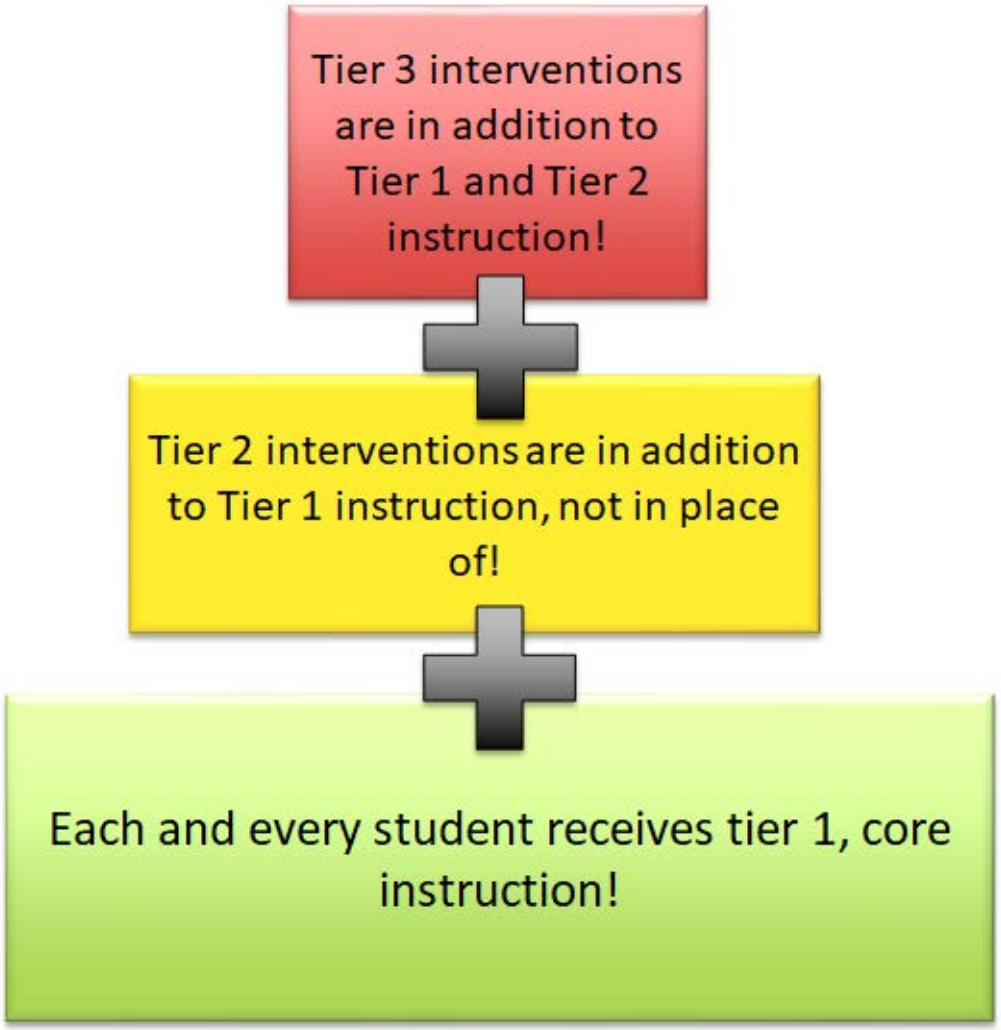
Systems

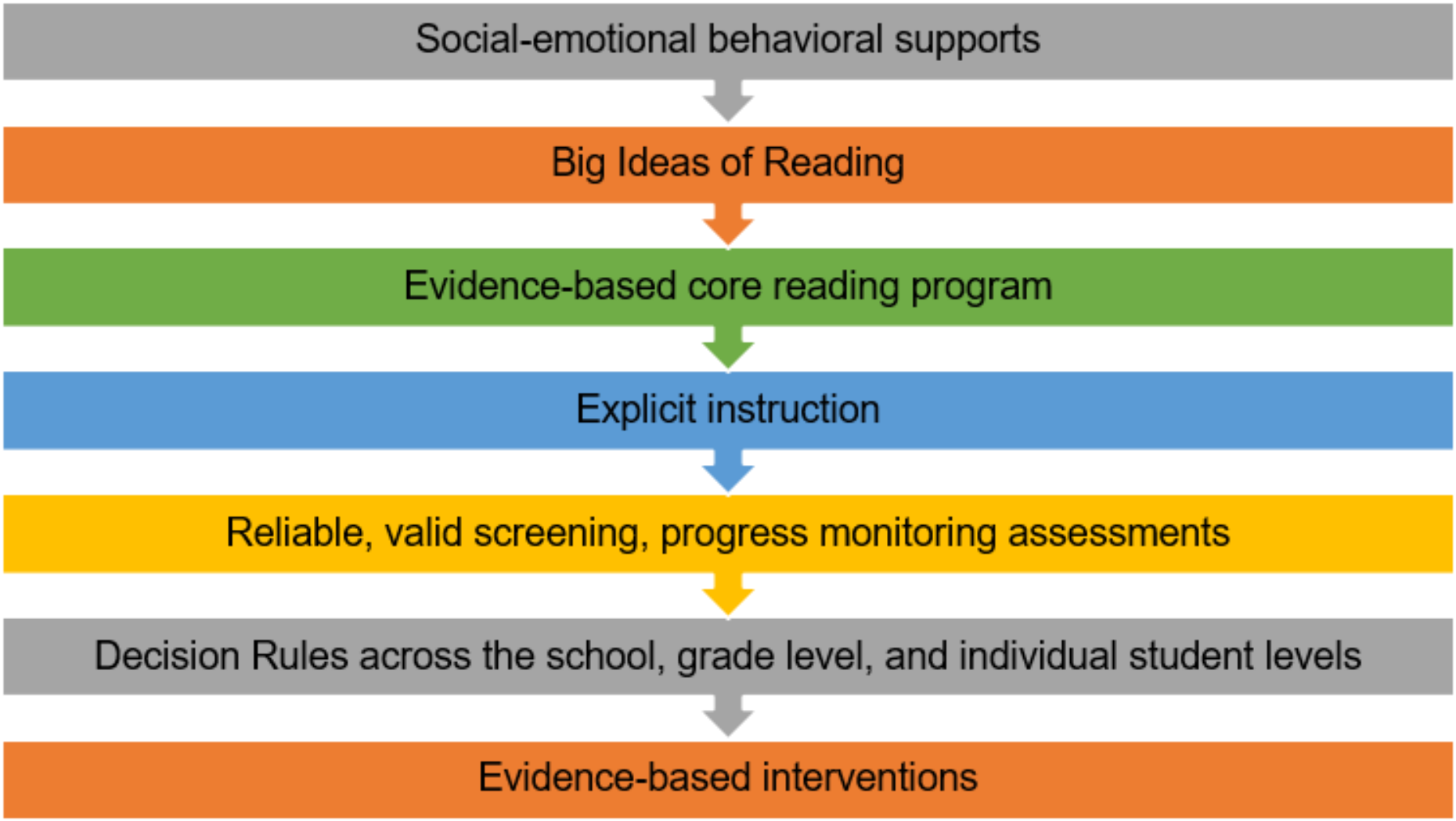
- Teams
- Processes
- Procedures

Practices

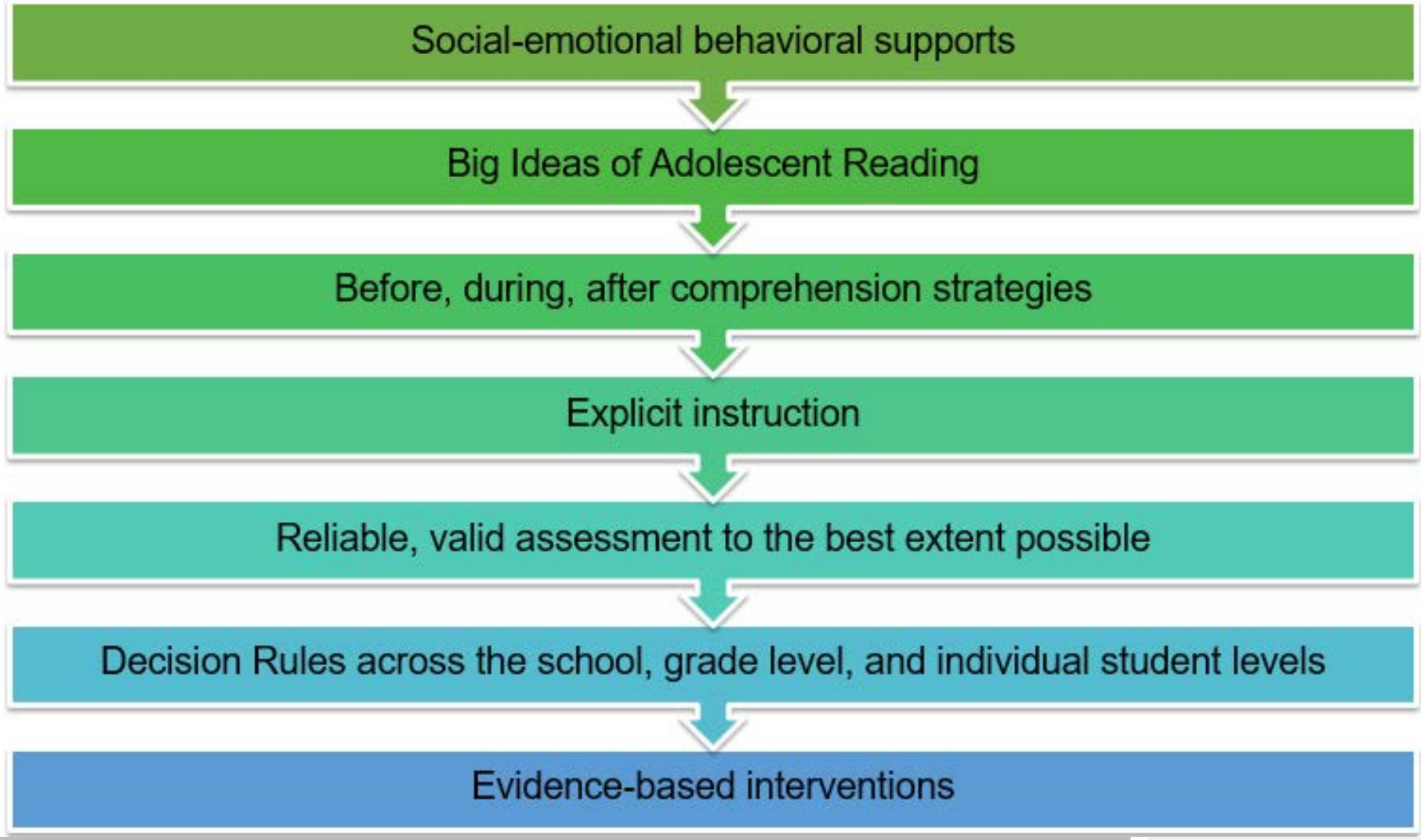
- Strategies
- Programs
- Practices
- All are evidence-based

Visual Representation of MTSS

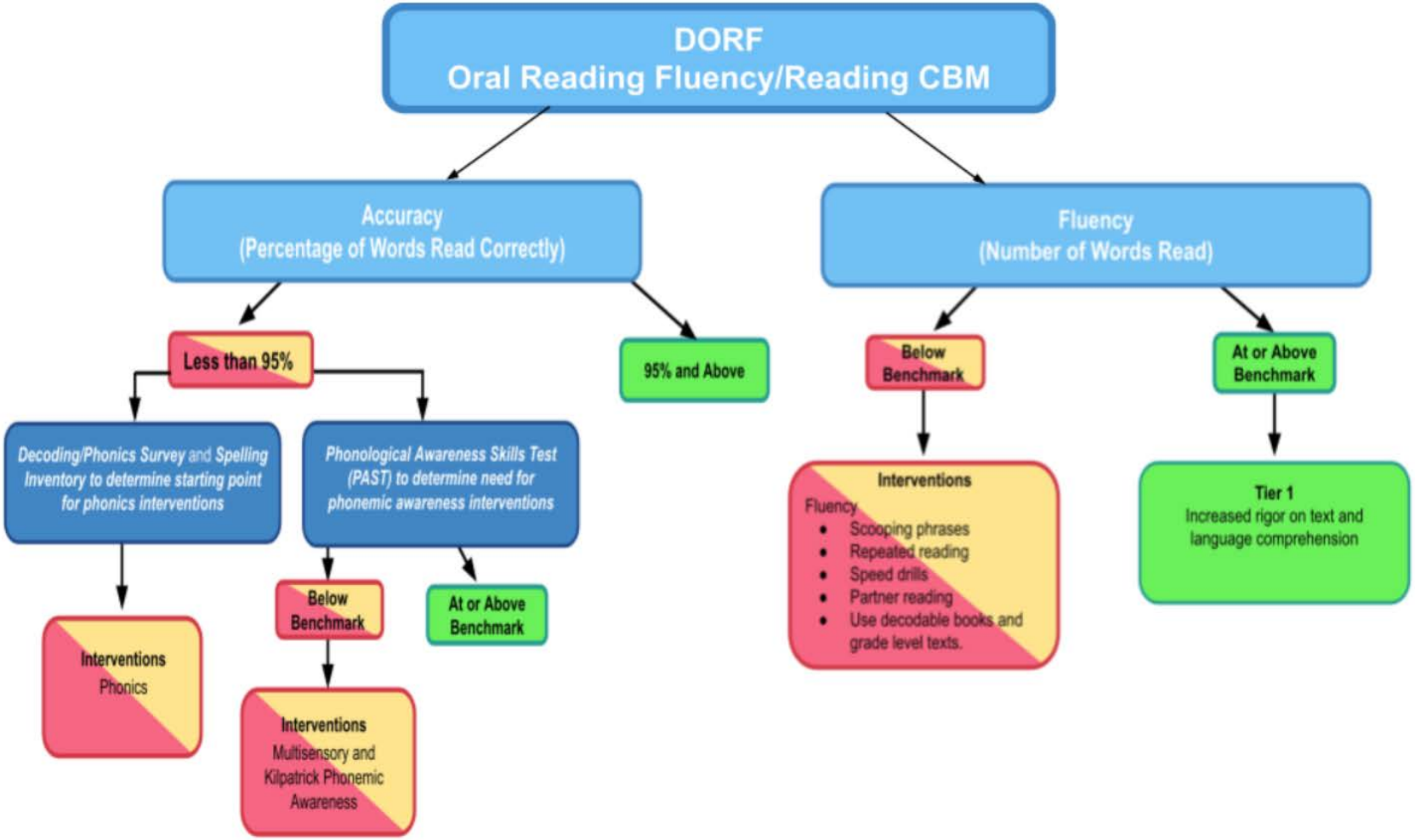




Elementary MTSS Components



Secondary MTSS Components



Decision Rules

https://goo.gl/3Tv1ut

Diagnostic Assessments

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM B

David A. Kilpatrick, Ph.D. © 2010

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

	Correct	Automatic
Basic Syllable	____/10	____/10
Onset-Rime	____/10	____/10
Basic Phoneme	____/10	____/10
Advanced Phoneme	____/20	____/20
Test Total	**____/50**	**____/50**

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(Non-automatic levels below highest automatic level) _____

Approximate Grade Level (Circle):	***PreK/K***	***K***	***late K/early 1st***	***1st***	***late 1st/early 2nd***	***2nd***	**late 2nd to adult**

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

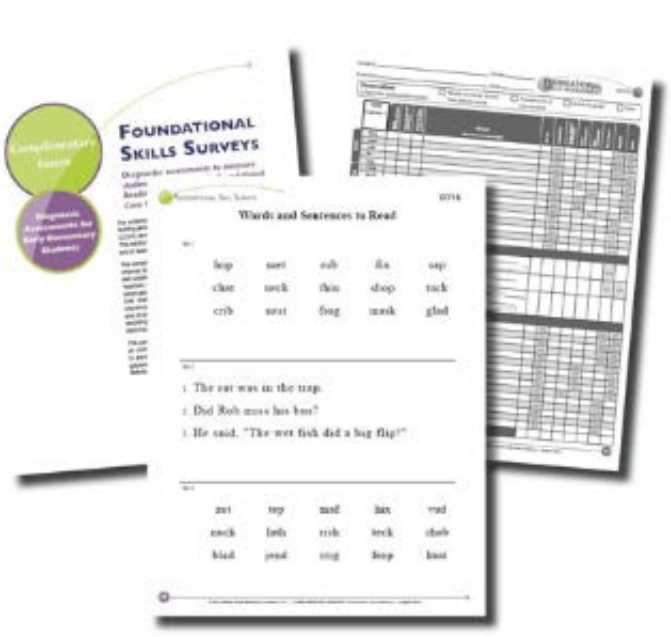
Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

			Correct	Automatic
LEVEL D "Say *flashlight*. Now say *flashlight* but don't say *flash*."				
FEEDBACK: "If you say *flashlight* without saying *flash*, you get *light*. Okay? Let's try another one."				
D1 (flash)light ____	(door)bell ____	rail(road) ____	___/6	A: ___/6
D2 (cor)ner ____	(mem)ber ____	mar(ble) ____		
LEVEL E "Say *gymnastics*. Now say *gymnastics* but don't say *gym*."				
FEEDBACK: "If you say *gymnastics* without saying *gym*, you get *nastics*. See how that works?"				
E2 (gym)nastics ___	(i)dea ___		___/4	A: ___/4
(Sep)tember ___	(car)nation ___			
		Basic Syllable Total:	**___/10**	**A:___/10**

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

			Correct	Automatic
LEVEL F "Say *far*. Now say *far* but don't say /f/."				
FEEDBACK: "If you say *far* without the /f/, you get *are*; *far-are*, see how that works?"				
/f/ar → are ___	/n/ame → aim ___			
/w/ait → ate ___	/b/eg → egg ___	/l/oan → own ___	___/5	A: ___/5
LEVEL G "Say *kite*. Now say *kite* but instead of /k/ say /r/."				
FEEDBACK: "If you say *kite*, and change the /k/ to /r/, you get *right*; *kite-right*."				
/k/ite /r/ → right ___	/c/ane /r/ → rain ___		___/5	A: ___/5
/d/ime /r/ → rhyme ___	/g/uess /y/ → yes ___	/c/aught /b/ → bought ___		
		Onset-Rime Total:	**___/10**	**A:___/10**



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Activity 2.1 Schoolwide MTSS

Look back at the MTSS Components (slides 24-26)

Discuss with your table the components your school currently uses in a schoolwide MTSS

Be prepared to share out with the larger group your progress in implementing MTSS

3.0 Creating a Reading Profile

YOU'RE HOOKED, BOBBY. HOOKED ON PHONICS. AND WE'RE GOING TO MAKE YOU BETTER - BUT THIS IS CONTRABAND.
PLEASE! NO!
READING BASICS
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Revisiting the Simple View of Reading

Three Profiles for Reading Difficulty are Common

Profile	Word Recognition/Decoding	Oral Language Comprehension
Word Recognition Difficulties		
Comprehension Difficulties		
Mixed Reading Difficulties		

Three Profiles for Reading Difficulty are Common

Profile	Word Recognition/Decoding	Oral Language Comprehension
Word Recognition Difficulties	**Below Benchmark**	Benchmark or better
Comprehension Difficulties		
Mixed Reading Difficulties		

Description	Strengths	Intervention Needs
Decoding below average Phonemic awareness (PA) often below average Oral vocabulary and broad listening comprehension at least average Fluency often below average due to decoding problems Reading comprehension often, but not always, below average due to decoding problems	Good ability to learn orally (e.g., through class discussions and teacher read-alouds) Reading comprehension is strong when children read texts they can decode	Explicit, systematic phonics intervention Use a phoneme-level approach that teaches letter sounds, blending, and segmentation (i.e., PA) Consider advanced PA instruction if relevant Provide ample application of decoding skills in oral text reading, with teacher (or parent) feedback

Word Recognition Difficulties

Three Profiles for Reading Difficulty are Common

Profile	Word Recognition/Decoding	Oral Language Comprehension
Word Recognition Difficulties		
Comprehension Difficulties	Benchmark or better	**Below Benchmark**
Mixed Reading Difficulties		

Comprehension Difficulties

Description	Strengths	Intervention Needs
• Decoding at least average • PA at least average • Reading comprehension below average • Oral vocabulary and listening comprehension may be weak • Fluency may be weak due to language limitations (not poor decoding)	• Good foundational reading skills	• Important to determine students' specific comprehension needs • Provide explicit, systematic intervention targeting these specific weaknesses (e.g., vocabulary, summarizing) • Include oral language in intervention

Three Profiles for Reading Difficulty are Common

Profile	Word Recognition/Decoding	Oral Language Comprehension
Word Recognition Difficulties		
Comprehension Difficulties		
Mixed Reading Difficulties	**Below Benchmark**	**Below Benchmark**

Description	Strengths	Intervention Needs
• Decoding below average • Reading comprehension below average, even in texts children can decode • Reading fluency often weak due to limitations in both decoding and language	• Individual children usually have strengths in specific areas of language or reading (e.g., their knowledge base about specific interests)	• Combination of intervention needs for first two patterns • Multicomponent interventions may be especially useful

Mixed Reading Difficulties

Three Profiles for Reading Difficulty are Common

Profile	Word Recognition/Decoding	Oral Language Comprehension
Word Recognition Difficulties	**Below Benchmark**	Benchmark or better
Comprehension Difficulties	Benchmark or better	**Below Benchmark**
Mixed Reading Difficulties	**Below Benchmark**	**Below Benchmark**

A Case Study:

Celeste Beginning of Year Grade 2

- Reading difficulties starting middle of year K
- Early difficulties on learning letter sounds, phoneme blending, and decoding
- Language skills are strong
- Does well with teacher read-alouds and class discussions
- Has good ideas and vocabulary for writing, but poor spelling
- Some phonics intervention in 1st grade
- DIBELS BOY NWF – Below Benchmark in CLS and WWR
- DIBELS BOY DORF – Below Benchmark in Accuracy and WCM

Celeste's Profile and Next Steps

Word Recognition Difficulties

Administer **decoding diagnostic** and plan for intense, explicit, and systematic phonics interventions **based on skill deficit**

Evaluate advanced phonemic awareness and consider advanced PA intervention

Begin to increase focus on transfer of decoding skills to reading of real words

Application of decoding skills in reading text including oral text reading with a knowledgeable teacher who provides appropriate scaffolding and cues

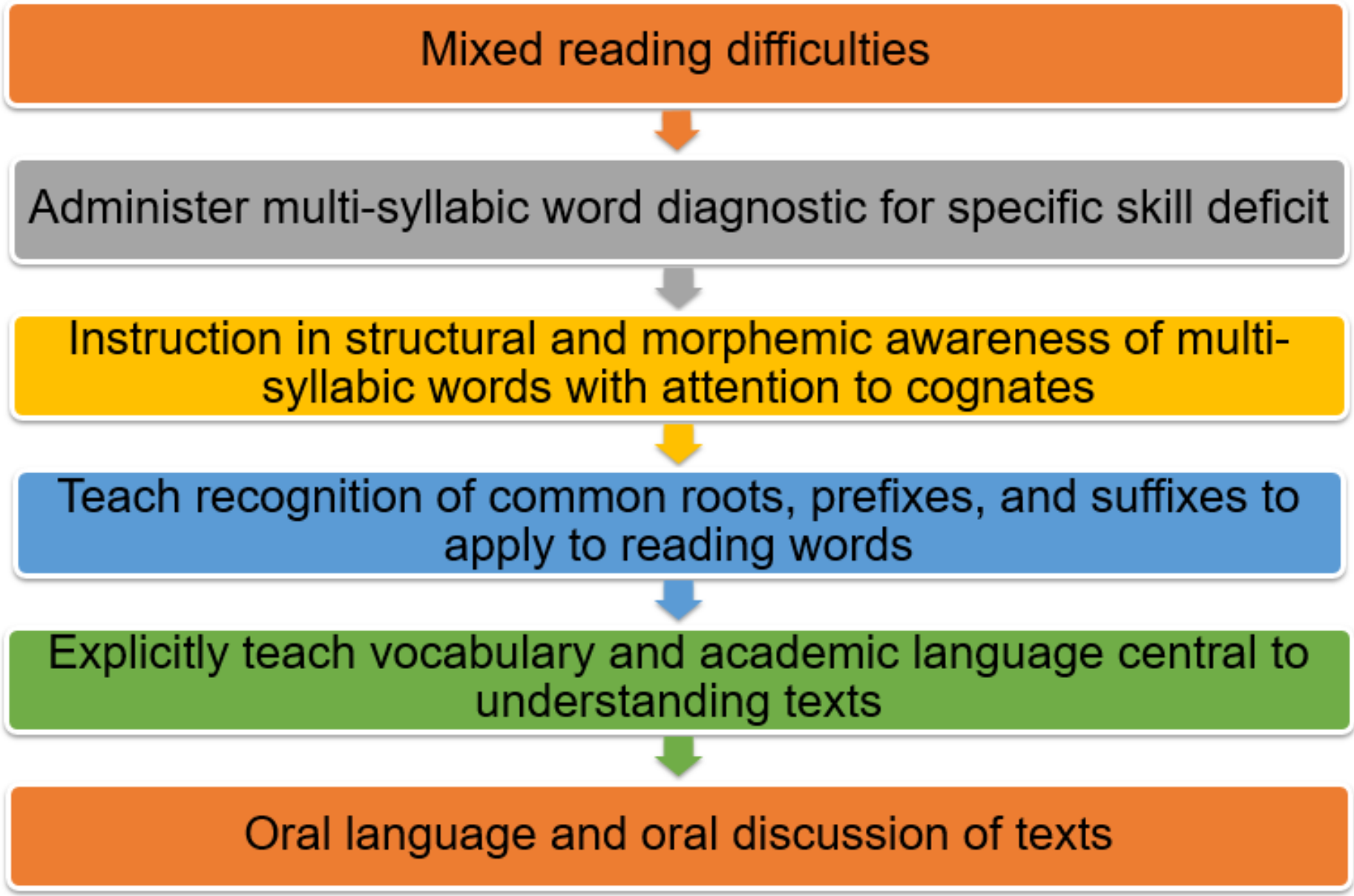
Integrate systematic spelling intervention with the decoding intervention

Activity 3.1 Case Study
Martin – Beginning of Year Grade 4

- Native Spanish speaker, immigrated to U.S. in 2nd Grade
- Conversational English very good
- No history of language delay in Spanish and does not appear to be a history of literacy difficulties in Spanish
- Some difficulty with common high frequency words
- Difficulty with longer, complex words
- Inconsistently applies decoding skills, word errors reflect language *canopy = cuh-NOP-ee*
- Vocabulary weakness impacts comprehension
- Syntax errors in writing (double negatives, unusual word choice)
- DIBELS DORF – At benchmark fluency **and** accuracy (lowest level of OK)
- DIBELS Retell – Below Benchmark

We DO

Martin's Profile and Next Steps



Activity 3.2 Case Study
Nicolette – Middle of Year Grade 3

- History of early speech and language delay
- Decoding and spelling problems in kindergarten and Grade 1
- Some explicit, systematic phonics intervention
- Overreliance on context to recognize words
- DIBELS DORF – Below benchmark fluency **and** accuracy
- DIBELS Retell – Below Benchmark

You DO

Nicolette's Profile and Next Steps

Word Recognition Difficulties

Administer advanced word diagnostic and possibly beginning phonics diagnostic for specific skill deficit

Plan for intense, explicit, and systematic phonics interventions **based on skill deficit**

Application of decoding skills in reading text including oral text reading with a knowledgeable teacher who provides appropriate scaffolding and cues

Integrate systematic spelling intervention with the decoding intervention

Explicitly teach vocabulary and academic language central to understanding texts

Final Thoughts…

- Every student is unique, but you don’t have to reinvent the wheel for every student – use Decision Rules to guide you
- Reader profiles provide a valuable starting point for interpreting assessment data and planning instruction and interventions
- Reading profiles can be used along the language and literacy continuum for students with and without disabilities
- Can give insights into performance in areas beyond reading such as writing

Special Thanks

- Kilpatrick, D. A. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (Essentials of Psychological Assessment)*(1st ed.). John Wiley & Sons.

- Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

- Swerling, L. S. (Writer). (2018, February 27). *Using Reading Profiles to Help Students with Literacy Difficulties*. Live performance in Plain Talk About Literacy and Learning, New Orleans.

Thank you!

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