

Reading for All: Implementation of a Tier 1 Reading Intervention

Meghan Vollebregt¹, Jana Leggett², Sherry Raffalovitch², & Lisa M. D. Archibald^{1,3}

1. Communication Sciences and Disorders, The University of Western Ontario (mvollebr@uwo.ca)

2. Toronto District School Board (TDSB)

3. The Brain and Mind Institute, Department of Psychology, The University of Western Ontario



Reading for All Program

- The National Reading Report (2000) indicates that reading instruction should address the following areas: phonological awareness, phonics, vocabulary, reading fluency and text comprehension.
- This evidence-based program, *Reading for All* (RfA), was designed by school-based SLPs (authors JL & SR) for implementation in grade one with a focus on these five areas of reading instruction.

3 Program Goals

1. Support early literacy development
2. Build educator capacity through co-instruction
3. Build parent competency through training sessions

Reading for All Scope and Sequence

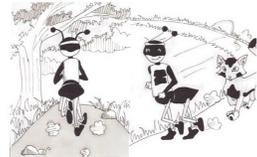
1. Alphabetic principle
2. Phonological awareness
3. Short vowel learning
4. Orthographic pattern learning
5. Writing sentences
6. Vocabulary
7. Reading fluency
8. Text comprehension

Lesson Structure



Sample Goal from Lesson 16: Writing a Big Book

- Students will practice expanding simple sentences to create complex sentences and an exciting story.



Cut the pictures out. Put them in order.

Name: _____ Zack the Ant

Zack was a fast ant.
Zack ran past a cat.
Zack won ham and jam.
Zack ran past a worm.
Zack ran past a rat.

Methods

Participants

- Grade 1 classrooms in 2 public schools in culturally diverse neighborhoods in Toronto, Ontario

Interventions

- 2 conditions:
 - RfA Intervention: 2 classes ($n = 31$ students)
 - Dialogic Reading Program: 2 classes ($n = 28$ students)
- 54 lessons co-instructed over 2 weekly sessions (~100 minutes/week) from October to May

Outcome Measures

- Kaufman Test of Educational Achievement (Kaufman, 2004): letter & word recognition, reading comprehension, listening comprehension, and nonsense word decoding

Dialogic Reading Program

- Designed to actively engage and involve children in shared book reading (Arnold et al., 1994).
- Significant gains seen in expressive language (Whitehurst et al., 1988), receptive language (Valdez-Menchaca & Whitehurst, 1992), and in both small groups (Whitehurst et al., 1994), and larger groups (Hargrave & Senechal, 2000).

Principles of Dialogic Reading

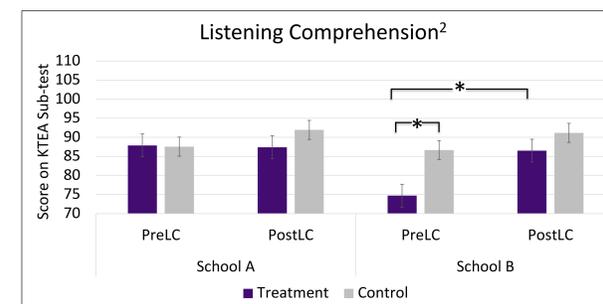
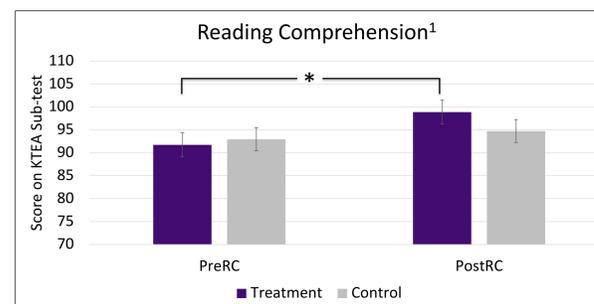
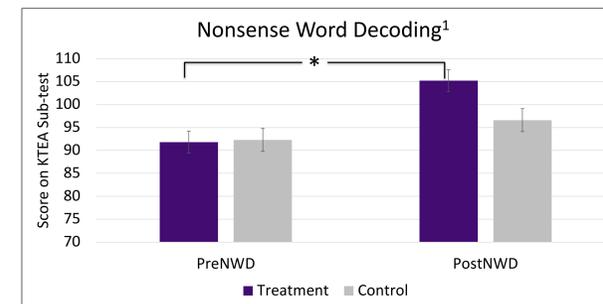
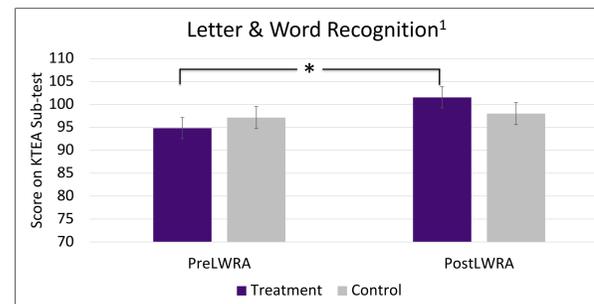
1. Encourage the child to participate
2. Provide feedback to the child
3. Adapt your reading style to the child's growing linguistic abilities

Tier 1 Co-Instruction

- The need for SLP-educator collaboration has been driven by the push for classrooms to adopt an inclusivity framework that requires differentiated instruction (Archibald, 2017).
- Differentiated instruction can be challenging for educators in classrooms with children of varying language abilities.
- Tier 1 co-instruction lends itself to professional development including training for educators.
- Co-instruction allows the SLP to observe the linguistic knowledge needed to access the curriculum and the educators observe the supports that SLP's provide.

Results

Significant Interactions



* = $p < .05$

1. Significant Group x Time Interactions
○ Significant within group changes for those participating in the RfA program.

2. Significant School x Group x Time Interaction
○ Significant improvement for those in the RfA group on listening comprehension for a low baseline school.

Observations

- The RfA program was very time intensive for the co-instructing SLP and classroom educators.
- By the end of the program, SLPs reported that some classroom educators were comfortable implementing the lessons independently, and others not.
- A teacher training model has been adopted whereby teachers attend workshops and are taught curriculum enhancing strategies.
- Classroom educators practice using these strategies and bring case examples to subsequent meetings.

References

Archibald, L.M.D. (2017). SLP-educator classroom collaboration: A review to inform reason-based practice. *Autism & Developmental Language Impairments*, 2, 1-17.

Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading: replication and extension to a videotape training format. *Journal of educational psychology*, 86(2), 235.

Hargrave, A. C., & Sénéchal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly*, 15(1), 75-90.

Valdez-Menchaca, M. C., & Whitehurst, G. J. (1992). Accelerating language development through picture book reading: A systematic extension to Mexican day care. *Developmental psychology*, 28(6), 1106.

Kaufman, A. S. (2004). *K-TEA II: Kaufman Test of Educational Achievement: Comprehensive Form*. Pearson.

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental psychology*, 30(5), 679.

Whitehurst, G. J., Falco, F. L., Lonigan, C. J., Fischel, J. E., DeBaryshe, B. D., Valdez-Menchaca, M. C., & Caulfield, M. (1988). Accelerating language development through picture book reading. *Developmental psychology*, 24(4), 552.