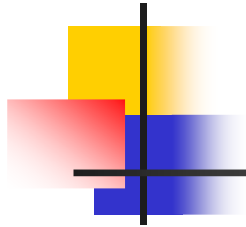


Interventions and Special Consideration

Dr Jason
McGowan





Jessica Reading

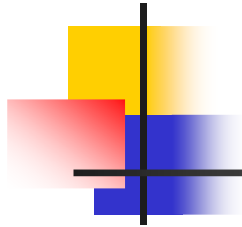
- Video Clip
- JessicaReading2.mpg

Example Slide



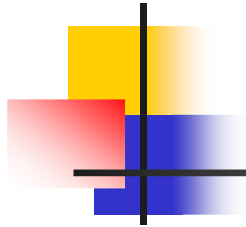
Intervention

Principles and Building Blocks



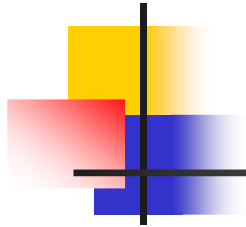
Principles

- Multisensory
- Alphabetic and Graphophonemic
- Direct, Explicit Repetitive Instruction
- One on One
- High Intensity, High Frequency, Moderate Duration
- Systematic and Cumulative
- Goal Driven



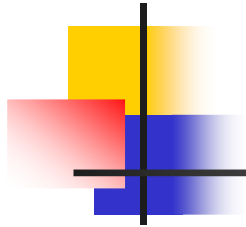
What works?

The Single Greatest Factor in the Recovery and Acquisition of Literacy Skills is the **Quality of the Teacher**



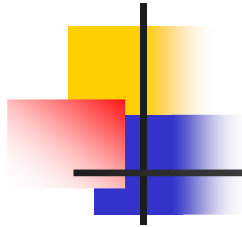
Program or Instruction?

- Good Program + Poor Instruction = Poor Result
- Poor Program + Good Instruction = Good result



Building Blocks - Primary

- Phonological Processing
- Phonics
- Fluency
- Vocabulary
- Textual comprehension



Building Blocks - Secondary

- Written Expression
- Spelling and Handwriting
- Assess to Inform
- Literacy Horizons



Hierarchy of Efficacy

Level 1. Follows current theory and research.
Treatment efficacy is supported by randomized control trials (RCTs).

Level 2. Follows current theory and research but not supported by fully RCTs.

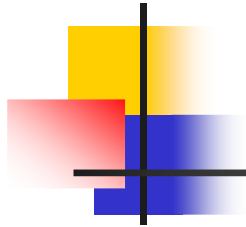
Level 3. Follows current theory and research.
Supported by little or no empirical evidence but does have substantial Clinical Evidence



Heirachy (cont)

Level 4. Makes no conceptual sense in terms of current research and may claim empirical evidence for efficacy.

Level 5. Based on assumptions counter to substantial scientific evidence. Any data on efficacy should be viewed with considerable skepticism.



Models of Intervention

- Multi Stage Model
- Multi-Plan Model
- Multi Test (Test Retest) Model



Multi-Stage Model

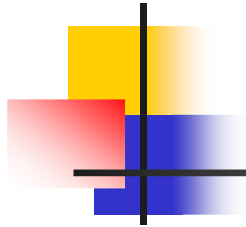
INTERVENTION

Phonological
Processing

Reading
Instruction
Decoding/Encoding
Word Attack

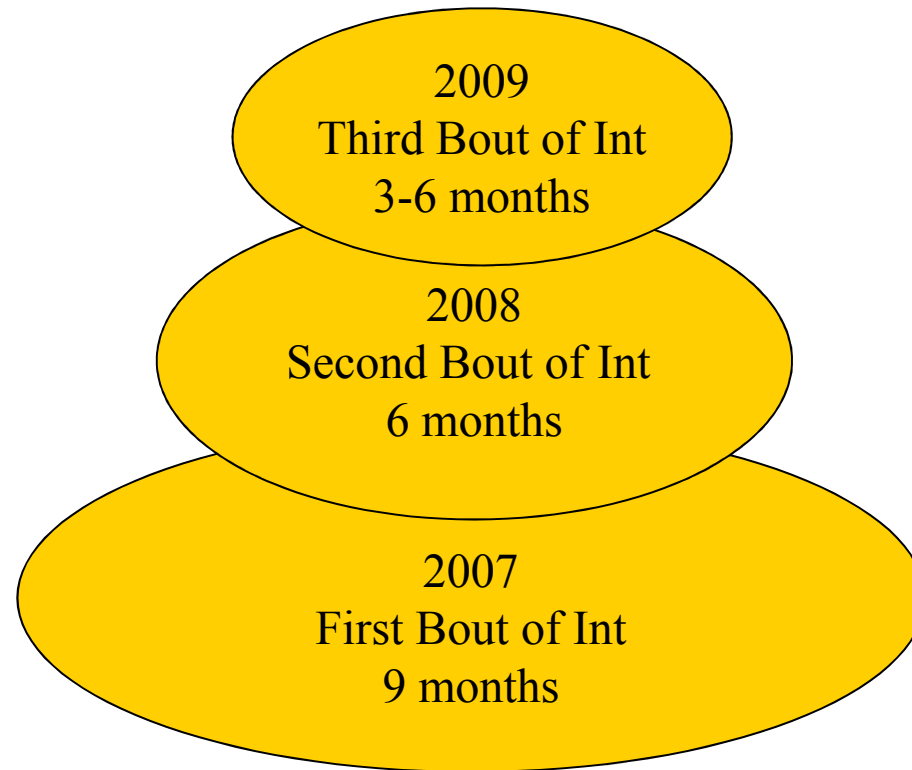
Reading Instruction
Fluency/Vocabulary
Comprehension
Reading Volume

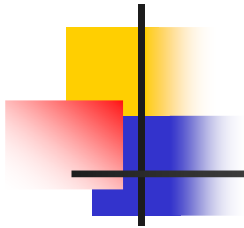
Assisted Oral Reading / Repeated Reading Strategies



Multi-Plan Model

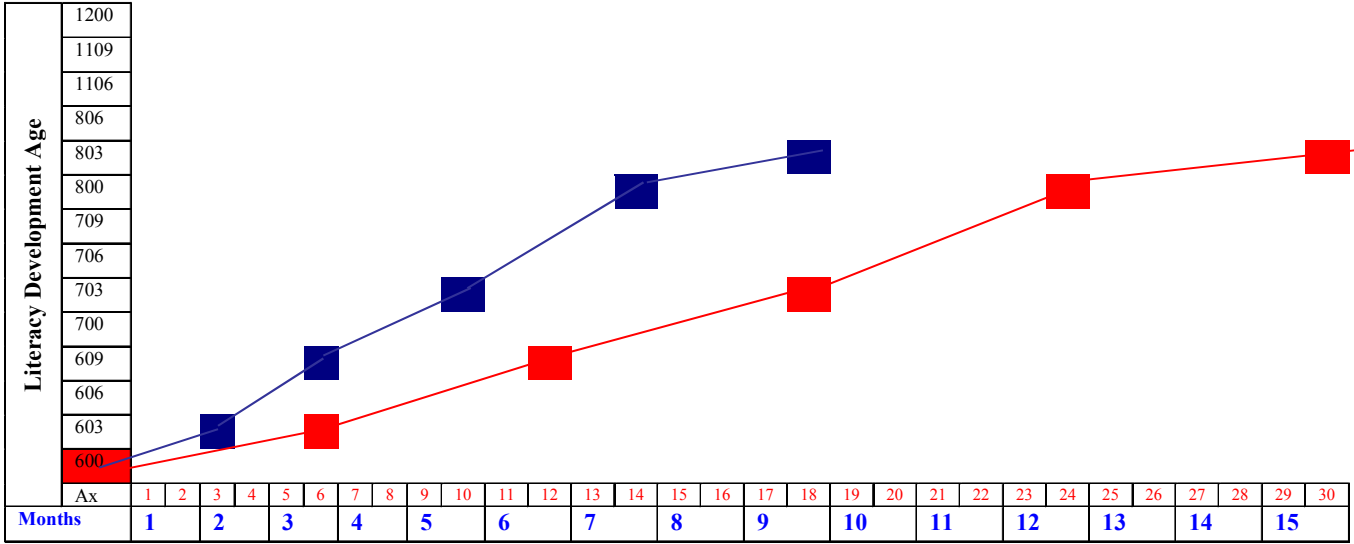
- Plans or 'Bouts' of Intervention



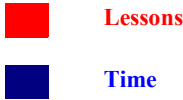


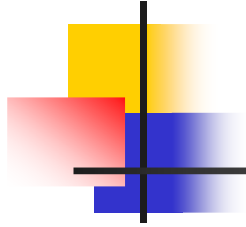
Multi-Test Model

Literacy Progress Graph



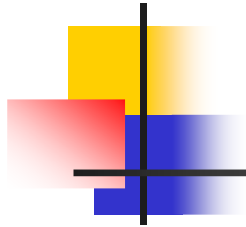
Weeks of Intervention
Measured as Lessons





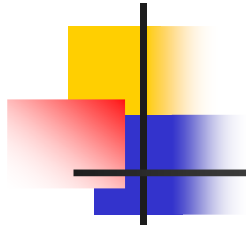
Special Considerations

Policy and Practice



Policy Level

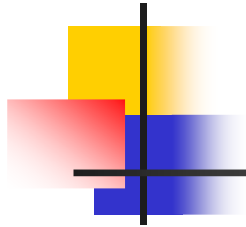
- Begins with Empathy
- EQ Policy (Available on Website)
- School Based Policy
- CRT More Involved



Practice Level

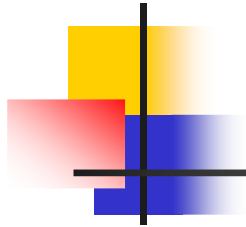
6 Key Areas

- Scholastic/Academic
- Peer Group
- Learning Support
- Home Agendas
- Mental Health
- Tests and Reporting



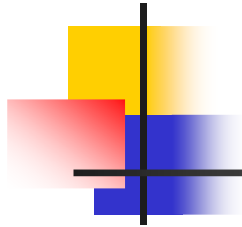
Who is Responsible?

Shared Yet Defined Roles

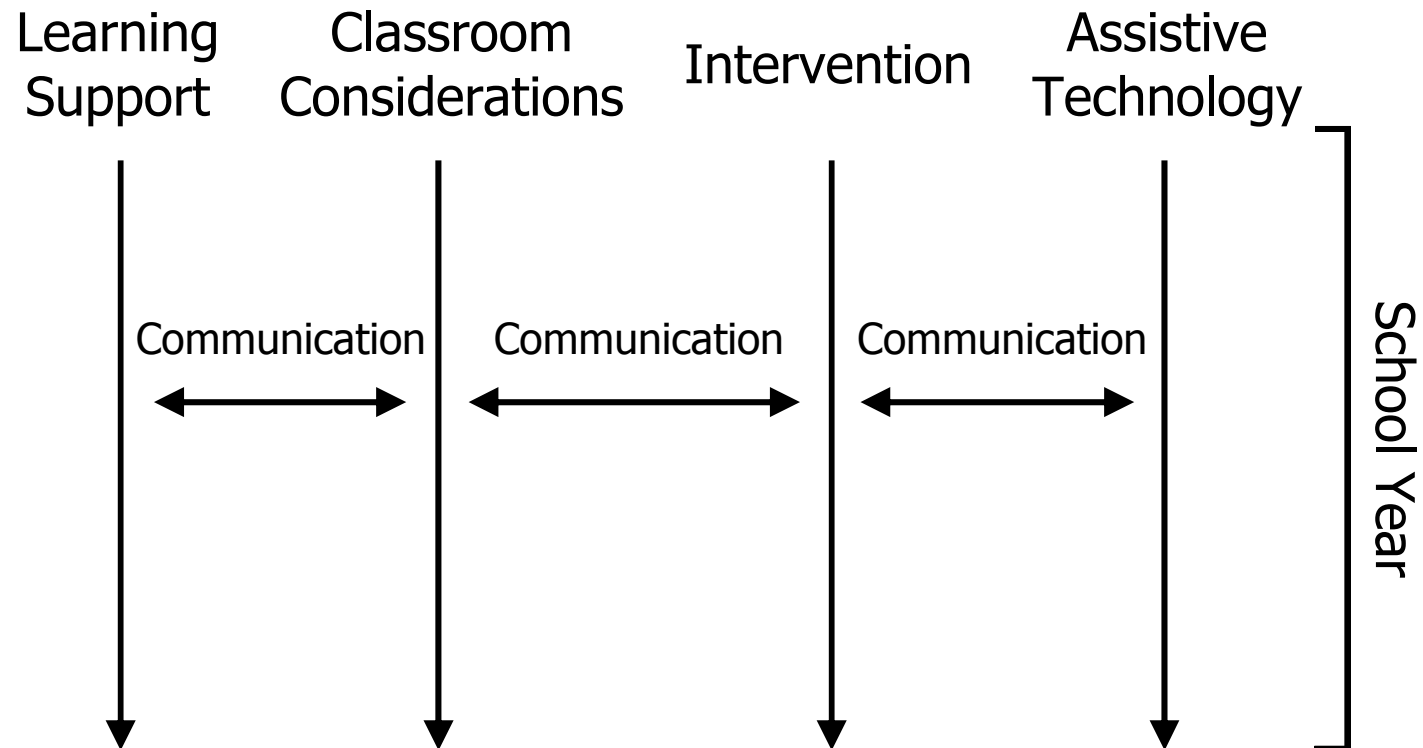


Four Essential Areas

- Learning Support
- Classroom Considerations
- Intervention
- Assistive Technology



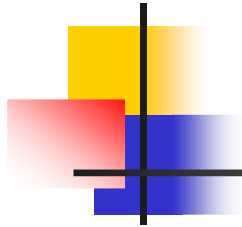
Parallel Agendas





Key People and The Balance of Responsibility

	LST	CRT	Sp	AT
Learn Support	✓ ✓ ✓ ✓	✓	× × × ×	× × × ×
Class Room Consider.	✓	✓ ✓ ✓ ✓	× × × ×	× × × ×
Interv	✓ ✓ ✓	✓ ✓	✓ ✓ ✓ ✓	×
A.T	✓ ✓ ✓	✓ ✓ ✓ ✓	✓	✓ ✓ ✓ ✓



Take Away Messages

A. Adapt

- Empathy Based Consideration
- Modifications, accommodations, bypass

B. Build

- Learning Support for Default Curriculum
- Specific Interventions

C. Child

- What is their experience?
- Resilience / self esteem / respect