

Chapter 7

Teaching Middle Schoolers and Adolescents to Textually Respond

Margaret Uwayo
State University of New York, New Paltz

Gaige Johnson
Teachers College, Columbia University

Ariana D'Arms
State University of New York, New Paltz

Denise Ross-Page
Teachers College, Columbia University

INTRODUCTION

Using adaptations of the procedures identified in previous chapters in this text, the current chapter describes the application of SST to secondary students who are struggling readers. In this chapter we specifically describe approaches to teaching early textual responding to upper elementary and secondary learners who are beginning readers. We describe four key components: 1) assessing existing reading skills; 2) increasing reading motivation; 3) conducting phonics/word study instruction; and 4) developing reading fluency.

KEY TERMS

Proficient reading skills
Basic reading skills
Independent reading level

Instructional reading level
Frustration reading level
Curriculum-based measure

Challenges to Providing Early Reading Instruction to Secondary Students

According to the National Assessment of Educational Progress (NAEP), the number of secondary students who read proficiently in secondary school has increased only marginally over a 15-year period. For example, the NAEP reported that 32 percent of eighth-grade students read proficiently in 2017 and that only 29 percent of eighth-grade students read proficiently in 2019 (Figure 7.1 shows the percentage of 8th grade students reading at or above proficient from 2003–2022). Following the COVID-19 pandemic, reading data are even lower for secondary students.¹ This information indicates that most eighth-grade students do not read proficiently.¹ Proficient

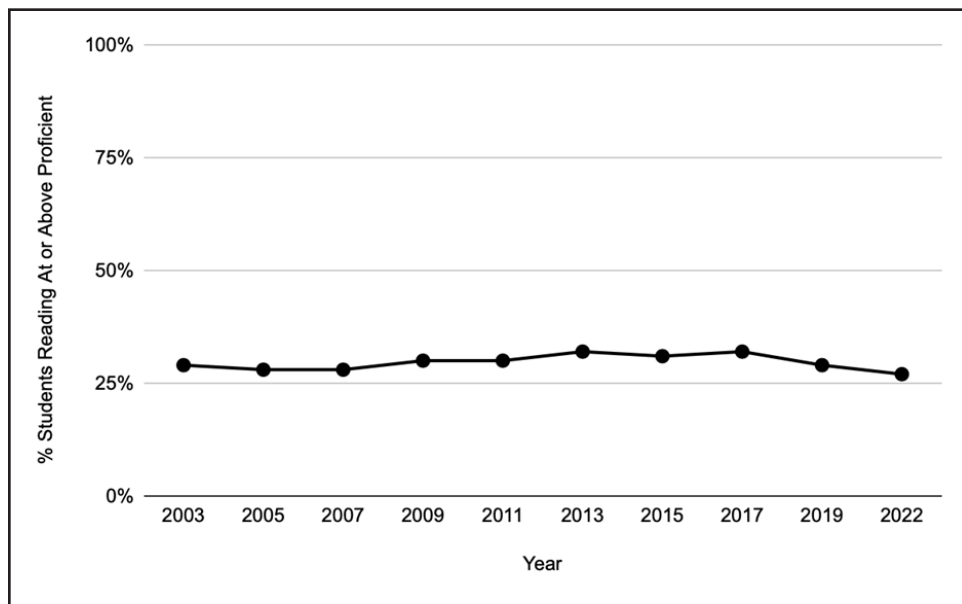


Figure 7.1 Percent of 8th Grade Students Reading at or Above Proficient 2003–2022

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 Reading Assessments.

reading in secondary school is important because research suggests that children who cannot read proficiently by third grade are four times less likely to graduate from high school and obtain gainful employment as adults. Reading proficiency also has a long-term impact on academic outcomes: students who read proficiently are more likely to gain foundational academic skills such as comprehension strategies and advanced vocabulary. Given the importance of proficient reading for children's academic and social success, there is a need to provide effective interventions that can improve the reading outcomes of struggling readers in upper elementary and secondary grades.

Providing reading interventions for secondary students with reading delays can be challenging for two major reasons: (1) Each individual student has a long and unique learning history; and (2) secondary school instruction is not necessarily designed to teach early or corrective reading. That is, older students who struggle with reading may have unique learning histories such as acquiring some responses under appropriate stimulus control (e.g., phoneme-grapheme relationships) and other responses under faulty stimulus control (e.g., incorrect responses to similar graphemes such as *b* and *d*). Older students may also have aversive learning histories with reading (e.g., social disapproval from teachers and peers for mistakes made when reading aloud in class) and, thus, may avoid opportunities to read and be less inclined to participate in formal reading interventions due to social stigmas.

*Older students who struggle with reading may have unique learning histories such as acquiring some responses under appropriate stimulus control (e.g., phoneme-grapheme relationships) and other responses under faulty stimulus control (e.g., incorrect responses to similar graphemes such as *b* and *d*). Older students may also have aversive learning histories with reading.*

Further, reading instruction is not a traditional content area for secondary schools, and secondary teachers and schools may not be prepared to provide basic or initial reading instruction. Moreover, secondary schools may have difficulty offering high school credits for early reading instruction and may not be able to schedule reading as a course when it is needed. Challenges such as students' instructional histories with reading and the capacities of secondary schools to teach reading are compounded by the fact that secondary students have less time remaining in their formal schooling to learn how to read (e.g., a ninth grader who cannot read proficiently has only four years of formal schooling left to improve their reading).

Given these challenges to providing reading instruction for secondary students, a strategic science of teaching may offer an approach to intensive reading intervention that can improve the reading performance of second-

Summary: Challenges to Providing Early Reading Instruction to Secondary Students

- Reading proficiency requires instruction in reading motivation, phonemic awareness, phonics, vocabulary, comprehension, and fluency.
- Secondary educators and schools are not designed to meet the reading needs of older students who do not enter school as proficient readers.
- Secondary students with reading delays often have longer and aversive learning histories or have received poor or inadequate early reading instruction.
- Secondary struggling readers need more intensive supports to catch up in reading.
- Secondary schools do not provide high-school credits for early reading instruction.
- Standardized assessments in secondary schools assume that students are proficient readers, which often leads to a cycle of underperformance.
- References⁶

ary students who struggle to read. Using adaptations of the procedures identified in previous chapters in this text, the current chapter describes the application of SST to secondary students who are struggling readers. In this chapter we specifically describe approaches to teaching beginning to older and secondary learners. We describe four key components: (1) assessing existing reading textual responding (one component of reading comprehension) skills; (2) increasing reading motivation; (3) conducting phonics/word study instruction; and (4) developing reading fluency. We use the sequence illustrated in Box 7.1 to teach textual responding to older students with reading challenges.

Summary: Defining Early Reading

- Reading is a complex skill that requires the joining of at least two repertoires: (1) textual responding; and (2) comprehension.
- Textual responding is a reader's correct responses to print stimuli.
- Proficient readers first learn to read (recognize text) to be able to read to learn (comprehension).
- Older struggling readers with serious reading challenges often need instruction in rudimentary reading skills (e.g., phonics) necessary for fluent reading.
- References⁷

Box 7.1	
Sequence for Teaching Older Students with Reading Challenges	
Step 1: Select students or classes for instruction based on their school reading data.	Step 5: Conduct motivation, fluency, and phonics instruction.
Step 2: Assess students' reading repertoires.	Step 6: Measure learning daily and make changes to instruction as needed.
Step 3: Group students homogeneously based on reading assessment data.	Step 7: Every six to nine weeks, reassess and regroup students based on their reading levels.
Step 4: Select curricula and design reading interventions for each homogeneous learning group.	

Step 1: Select Students or Classes Based on School-wide Intervention Data

Unlike elementary schools where most students in grades K-2 are expected to be beginning readers, it is assumed that most secondary students already have at least basic reading skills, so universal reading instruction is not provided to all students. Thus, it is necessary to first identify those students who do not read proficiently. Students are identified in a two-step process as shown in Figure 7.2: (1) A review of schoolwide reading data; and (2) a review of reading data for individual students.

REVIEW SCHOOLWIDE AND INDIVIDUAL STUDENT READING DATA. Begin with a schoolwide reading report to determine how many students have basic or below basic reading skills based on the reading test's cut-off scores. After identifying students who have basic or below basic reading skills,

Steps to Selecting Students for Reading Intervention	
1. Review schoolwide and individual students' reading data <ol style="list-style-type: none"> a. Gather state testing data, interim school testing data, and curriculum-based measure data. b. Identify which students read at a basic or below basic level. 	2. Identify a cut-off score for intervention based on assessment. <ol style="list-style-type: none"> a. Select students who read below the 40th percentile. b. Prioritize students who fall below the 25th and 10th percentiles.

Figure 7.2 Steps to Selecting Students for Reading Intervention

review those students' individual reading assessment outcomes. These can be local assessment outcomes such as: (a) state testing data (which typically measures reading comprehension); (b) interim school reading data such as the *Northwest Educational Association Measures of Academic Progress* (NWEA)⁸ or the STAR assessment;⁹ and (c) fluency data from curriculum-based measures (CBM) such as the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS).¹⁰

IDENTIFY A CUT-OFF SCORE FOR INTERVENTION BASED ON THE ASSESSMENT YOU CHOSE. For instance, if you use CBM fluency scores, then select students for intervention who are reading below the 40th percentile. If there are many students who fall below the 40th percentile, or if you have a limited amount of time for intervention, then prioritize students who score below the 25th and 10th percentiles. We tend to select students for intervention based on their CBM scores and not their reading comprehension test outcomes. This is because research on reading fluency suggests that students who are not fluent readers may also have less than proficient textual responding, which is a prerequisite to reading comprehension.¹¹ That is, mastery of accurate phonemic textual responding is a prerequisite for accelerating reading fluency.¹²

Step 2: Assess Students' Reading Repertoires

In this step, you will conduct several diagnostic assessments to determine each student's existing reading skills. Diagnostic assessments are assessments that identify the specific needs of each student in foundational

Summary: Defining Curriculum Based Measures (CBM)

- Curriculum-based measures (CBM) are a set of assessments utilized to evaluate the effectiveness of instruction and provide continuous progress monitoring of a student's reading, math, and writing performance.
 - CBMs focus on fluency (accuracy and speed) of reading skills.
 - Assessments typically last one to five minutes and teachers count the number of correct vs. incorrect responses emitted within the allotted time.
 - CBM scores can also be used to compare a student's performance by using fluency norms.
 - Scores are utilized to make decisions about the intensity of instructional supports that students need to meet benchmark goals.
- Useful resources: DIBELS Assessments; Hasbrouck-Tindal oral reading fluency chart; readingrockets.org
Reference: Ardoin et al., 2013.

reading areas.¹³ If the school already administers diagnostic assessments, use their results so that you can spend more time providing instruction and less time conducting assessments. Results of the diagnostic reading assessments will be used to develop individual learning plans (ILP), group students homogeneously for instructional purposes, gather baseline data, and monitor student progress throughout the school year. Each of the assessments that we recommend using is listed in Table 7.1. but all are not essential for reading instruction. A decision tree to determine which assessments to use is provided in Figure 7.3.

Diagnostic assessments are assessments that identify the specific needs of each student in foundational reading areas.¹³ If the school already administers diagnostic assessments, use their results so that you can spend more time providing instruction and less time conducting assessments.

ANALYZING ASSESSMENT DATA. After conducting assessments, we use the assessment information to develop individual learning plans (ILP) for each student. These plans begin with a description of the student and behavioral objectives for the early reading repertoires that we plan to target based on their assessment results. Although data are collected daily for each reading intervention session, the ILP is updated at the midpoint of the intervention and at the end of the intervention. We also use this information for end of year school-wide reports. A sample ILP that includes objectives for each of the three repertoires is included in Figure 7.4.

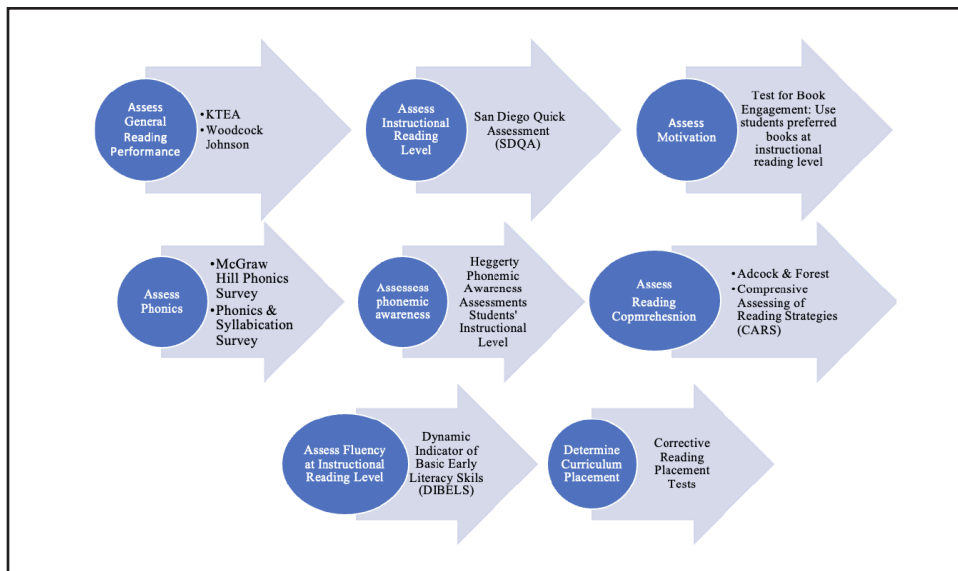


Figure 7.3 Decision Tree for Selecting Assessments

Table 7.1
Recommended Diagnostic Reading Assessments
for Secondary Students

<i>Diagnostic Area</i>	<i>Description</i>	<i>Administration</i>	<i>Analysis</i>	<i>Resources</i>
General reading performance	Standardized tests normed on diverse groups of students	Administer this standardized test in the fall and spring of the school year to measure learning. Gather derived scores such as grade equivalences for pre- and post-intervention comparisons.	Students who read below the 25th percentile on the phonics portions of these tests are the focus of your intervention.	<i>Kaufman Test of Educational Achievement Brief-Reading Subtests (KTEA Brief; Kaufman & Kaufman, 2019)</i> <i>Woodcock Johnson Reading Test (Schrank & Wendling, 2018)</i>
Independent, instructional, and frustration reading levels	Use informal reading inventories (IRI)	Administer before intervention, as needed during intervention, and after intervention.	Identifies a student's independent, instructional, and frustration reading levels. Information is used to select reading materials for intervention. Frustration may be defined in the science of behavior as extinction where the students simply stops reading or trying to read.	<i>San Diego Quick Assessment (SDQA; LaPray, 1978)</i> McAdaragh, 2014
Phonemic awareness	Phonemic Awareness Survey such as assessments for Phonemic Awareness	Administer before and after intervention.	Determines if students can blend, segment, delete, and substitute phonemes	(Hegerty, 2005) or the review lessons in <i>Great Leaps Reading</i> (Campbell, 1998)

continued on next page

Table 7.1 (cont.)

<i>Diagnostic Area</i>	<i>Description</i>	<i>Administration</i>	<i>Analysis</i>	<i>Resources</i>
Phonics	McGraw Hill phonics survey	Administer before and after intervention.	Identifies a student's strengths and weaknesses in phonics reading. Results are used to identify instructional goals for teaching phonics.	
Reading fluency	Curriculum-based measures of reading	Administer before intervention, bi-weekly during intervention, and after intervention.	Identifies a student's fluency when reading passages and sounds. Results are used to develop learning targets for fluency and to measure progress.	Good & Kaminski, 2003; Smolkowski & Cummings, 2016
Reading Motivation	Use books that the student selects or prefers to read	Book engagement is measured by using three separate 10-minute whole interval recordings of book engagement and book choice.	Determines how long students read independently and if they will select books when given a choice of activities.	Uwayo, 2019
Reading Comprehension	Reading comprehension is measured with a diagnostic assessment	Administer the assessment as needed.	This assessment identifies the student's strengths and weaknesses in reading comprehension (main idea, compare and contrast, detail, and figuring things out).	Adcock & Forest, 2003
Curriculum placement tests	A student's placement in a reading curriculum is measured with curriculum-based assessments.	Administer before beginning a curriculum.	Students are placed into the appropriate level of curriculum based on these results; homogeneously grouped with peers	<i>Corrective Reading Placement Tests</i> (Engelmann, 1988) Jefferson et al., 2017

Step 3: Group Students Homogeneously Based on Reading Assessment Data

HOMOGENEOUS GROUPING. In some school districts or schools, several students may need reading intervention. In that case, the most efficient way to provide reading intervention is with a class-wide approach. This is most effective if a school can set aside one period a day of at least 45 minutes for three to five days per week. These periods can also be provided before or after school as well as during reading intervention periods throughout the school day.

For instructional purposes, students are also placed into homogeneous small groups based on their instructional reading level, reading fluency level, IRI level, standardized test reading level, or results of other reading assessments.

For instructional purposes, students are also placed into homogeneous small groups based on their instructional reading level, reading fluency level, IRI level, standardized test reading level, or results of other reading assessments. For instance, students who place into *Corrective Reading*¹⁴ Level B1 are grouped together and students who place into Level C of the same curriculum are grouped together. To prevent students from presuming a hierarchy based on associated numbers, do not label student groups with ordinal numbers such as Group 1 and Group 2. Instead, allow students within a group to choose their own group names. Assign each classroom teacher and/or teaching assistant to teach one group. If there is just one classroom teacher in a class with several groups, then some groups can participate in computerized instruction, peer tutoring, Personalized System of Instruction (PSI; see Chapter 2), or a similar independent learning activity while the teacher rotates instruction across small groups.

DETERMINE THE LENGTH OF INTERVENTION, AMOUNT OF SPACE, AND NUMBER OF PERSONNEL NEEDED. This step is important in determining how instructional time will be used. Interventions should be provided daily for a specific time period ranging from 40 to 55 minutes. However, if daily instruction is not possible, then interventions should be provided at least three days per week for approximately 45 minutes per session. When planning your intervention, consider the length of the school year, school breaks, when you will begin instruction, and the school's testing dates. You want to have at least six months of intervention, usually from October to April, and leave enough time for the school's state testing dates in your calendar. Later, you will return to this step to plan the length of time that you will use a specific curriculum or intervention within a single class period. A sample schedule for a 55-minute period might include: (a) five minutes to review classroom goals and expectations with students and to allow stu-

Table 7.2
Sample Reading Schedule

Week	Activity
Weeks 1–2	<ul style="list-style-type: none"> • Reading assessments conducted. • Establish general classroom management system including expectations and rules as well as conditioning points as reinforcers (see Chapter 2 for more details).
Week 3	<ul style="list-style-type: none"> • Divide students into homogeneous groups. • Establish a classroom management system for reading instruction including rules, routines for rotating groups, storing materials, and earning points. • Start small group instruction with sessions of reading motivation, phonics or word study instruction, and reading fluency.
Week 3–End of school year	<ul style="list-style-type: none"> • Continue small group instruction daily. • Collect data daily to ensure lessons are repeated to mastery. • Assess reading fluency and book engagement weekly. • If needed, regroup students based on their progress every 10 to 12 weeks.

dents to join their small groups; (b) 45 minutes for reading instruction; (c) five minutes for exchanging points for reinforcers and dismissal from class. We try to complete at least one reading lesson per session, if possible. An example of a reading schedule is in Table 7.2.

ESTABLISH A CLASSROOM MANAGEMENT SYSTEM AND A SYSTEM OF REWARDS FOR STUDENT BEHAVIOR. The classroom needs to have a classroom management plan in place that incorporates the essential components of a positive classroom (see Chapter 2 for a detailed description). The classroom management system can be established while beginning instruction. The key components of Positive Behavior Interventions and Supports (PBIS) are: (1) setting expectations; (2) posting rules; (3) high rates of approvals and low rates of disapprovals; and (4) the use of effective reinforcers. If the classroom does not have an effective behavior management plan in place, then we begin by

If the classroom does not have an effective behavior management plan in place, then we begin by establishing a positive classroom while we start our formal reading intervention. By doing this, we can deemphasize a focus on maladaptive behaviors and increase the classroom's focus on reading.

establishing a positive classroom as we start our formal reading intervention. By doing this, we can deemphasize a focus on maladaptive behaviors and increase the classroom's focus on reading.

Step 4: Select Curricula and Design Reading Interventions for Each Homogeneous Learning Group

SELECTING CURRICULA. If possible, we use Direct Instruction (DI) curricula including *Corrective Reading*¹⁵ and *Spelling Morphographs*.¹⁶ *Corrective Reading* is useful for small group instruction while *Spelling Morphographs* can be used with a whole class regardless of reading levels. We also choose a phonics-based reading fluency curriculum with reading passages such as those found in *The Morningside Model of Generative Instruction: Reading*.¹⁷ See Chapter 4 for more information about implementing DI.

However, sometimes scripted curricula such as Direct Instruction are not socially acceptable to secondary students, teachers, or schools (see Chapter 11 for more information). When scripted curricula cannot be used, we use other curricula that: (1) are research-based; (2) have different academic levels to accommodate the varying learning needs of students; and (3) have standardized directions across curricula to decrease the amount of training that a teacher needs to use the curriculum (e.g., each group in a class uses different versions of the same curriculum). Teachers should be able to embed learn units into the curriculum (see Chapter 4 for a description of learn units). We have found that selecting curricula that already contain discrete antecedents and response opportunities makes embedding learn

When scripted curricula cannot be used, we use other curricula that: 1) are research-based; 2) have different academic levels to accommodate the varying learning needs of students; and 3) have standardized directions across curricula to decrease the amount of training that a teacher needs to use the curriculum.

units easier. Finally, the classroom teacher chooses an activity or curriculum that they would like to use to supplement instruction, such as reading books aloud or completing fun worksheets. This selection is the teacher's choice.

For the reading fluency component of the intervention, we use class-wide peer tutoring and pair students together to read aloud to one another. Fluency materials are selected from school curricula, created on a fluency generator website (<https://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator>), or are based on the fluency sections of the DI curricula. Students read passages at their instructional reading levels and then conduct repeated readings with one another where each student reads the same passage two times for a minute each. Their assigned peer records their stopping point, errors, and provides feedback on incor-

rectly read or missed words. Students graph their own fluency data. We select reading dyads by pairing advanced readers with less advanced readers. This ensures that the partner is able to accurately provide feedback. In some situations, students are paired with the teacher (e.g., when the reader is too advanced for peers or all students have similar challenges).

Step 5: Conduct Motivation, Fluency, and Phonics Instruction

STAFF TRAINING. In terms of training staff, we typically offer to begin the program with our students and faculty working in the classroom to show the teacher how to use the curricula. We continue to support the classroom throughout the school year. Whenever possible, we ask the school to identify a group of teachers who currently work together as a team to increase the likelihood that the intervention will be sustained. This also provides teachers the opportunity to problem-solve reading interventions with their colleagues. When training, we begin by describing the curriculum and explaining it, reviewing important parts of the teacher's manual or guide, and then modeling the curriculum in front of the class while the teacher simultaneously reviews the curriculum script. The teacher then uses the intervention with students while the trainer continues to provide feedback. Positive and corrective feedback is used based on the teacher's accurate use of curriculum. Praise is offered for using the curriculum correctly. Corrective feedback consists of: (1) a description of the teacher's antecedent or consequence that was not performed correctly; (2) why it is important to provide the appropriate behavior; (3) a model of how to appropriately respond; and (4) an opportunity for the trainee to practice the skill. We use the *Teacher Performance Rating and Accuracy Scale (TPRA)*¹⁸ (see Figure 7.5) to evaluate how efficiently and accurately the teacher implements the intervention. Weekly or monthly meetings are held with teachers to offer feedback and support for instruction and the classroom management system. These procedures do not change even if we or university students are pulling students out of the classroom to run the reading intervention program ourselves.

ADJUSTING INSTRUCTION. We often follow the school's response to intervention (RTI) schedule (see Box 7.2). Along with the school's calendar at the mid-point in the school year, the appropriate assessments are provided (as described in Table 7.1) and students may need to be regrouped. For instance, if some students place into a higher level in the reading curriculum at the mid-point assessment, then they will move to a different reading group after assessment. In other cases, if a student continues to struggle with the same component repertoires (e.g., vowel-team discrimination), then the teacher develops and implements an individualized intervention addressing the issue until the student demonstrates mastery.

Teacher Performance Rate and Accuracy Scale

Date: 1/14/03 School: Kennedy Middle School

Teacher: L. Wilson Observer: K. Smith

Student: T. Washington Program: Reading Letters A-C

Teacher Antecedent	Student Behavior	Teacher Consequence
1. ✓	—	C
2. ✓	—	C
3. ✓	+	R
4. ✓	+	R
5. ✓	+	(R)
6. ✓	—	C
7. ✓	+	R
8. ✓	+	R
9. ✓	+	R
10. ✓	+	R
Correct/Incorrect: 9/1	7/3	9/1
Teacher Number Per Minute Correct:	$\frac{8 \text{ correct learn units}}{3.55 \text{ min}} = 2.25 \text{ learn units/minute}$	
Teacher Number Per Minute Incorrect:	$\frac{2 \text{ correct learn units}}{3.55 \text{ min}} = .56 \text{ learn units/minute}$	
Student Number Per Minute Correct:	$\frac{7 \text{ correct learn units}}{3.55 \text{ min}} = 1.97 \text{ learn units/minute}$	
Student Number Per Minute Incorrect:	$\frac{3 \text{ incorrect learn units}}{3.55 \text{ min}} = .85 \text{ learn units/minute}$	
Converted Time: <u>3.55 min</u>	Actual Time: <u>3 min 33 sec</u>	

Figure 7.5 Teacher Performance Rating and Accuracy Scale (TPRA)

Source: Ross, D. E., Singer-Dudek, J., & Greer, R. D. (2005). The teacher performance rate and accuracy scale (TPRA): Training as evaluation. *Education and Training in Developmental Disabilities, 40*(4), 411–423.

Box 7.2

Defining a Response to Intervention (RTI) or Multi-tiered System of Supports (MTSS) Model

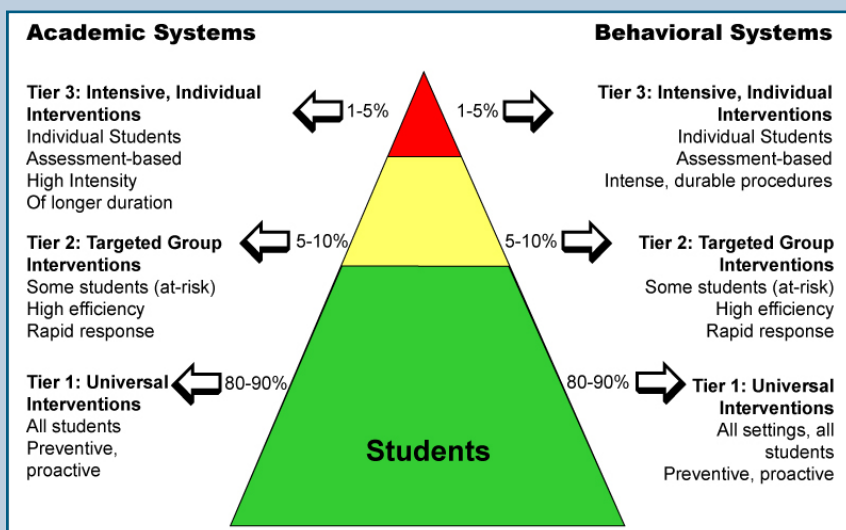
RTI/MTSS is a multi-tiered approach that focuses on early identification and support of both academic and behavioral student needs. In RTI, increasingly intensive interventions are implemented for struggling learners as needed.

Involves several essential components:

- **High-quality**, scientifically based instruction in general educational classroom.
- **Ongoing assessments** that include universal screening and progress monitoring and provides

information about students' learning rate and level of achievement.

- **Tiered instruction** that allows for efficient differentiated and need-based instruction.
- **Parent involvement** where parents are provided detailed information about their academic and behavioral goals, interventions utilized, and their overall progress.
- Reference²⁰



The student is then placed back into the lesson. Consider implementing more intensive reading interventions for students who have not made any improvements in reading fluency or level. Figure 7.6 shows how to make instructional decisions based on fluency data.

Fluency Data Based Instructional Decisions

A student in the third grade reads an average of 42 words correct per minute (WCPM) during the Fall assessment. Following the Hasbrouck & Tindal (2017) oral reading fluency (ORF) norms, the student was reading slightly above the 10th percentile. In the student's ILP, the teacher writes a goal for the student to read 79 WCPM during the Winter assessment. If the student met this goal, they would then read at the 25th percentile. With 10 school weeks between the Fall assessment and Winter assessment, the student would need to gain an average of four WCPM weekly to meet the goal. The teacher implements Repeated Readings and assesses WCPM through a CBM. After two weeks of daily intervention, the student should have gained eight WCPM to meet their projected goal; however, the student has gained five WCPM. The teacher then implements another fluency intervention, Listening Passage Preview. These fluency interventions are detailed later in the chapter.

1. Identify students' WCPM using a CBM.
2. Identify the percentile the student reads within using ORF norms.
3. Create a goal for the student to read in the next highest percentile by the next assessment period.
4. Identify how many words the student should gain weekly to meet their goal.
 - a. Subtract the students WCPM from the goal WCPM, then divide by the number of school weeks intervention will be provided.
5. Assess WCPM gains biweekly using a CBM.
 - a. If the student is meeting weekly gains, continue with intervention.
 - b. If the student is not meeting weekly gains, begin troubleshooting (e.g., assess treatment fidelity, motivation, modify, or select new intervention).

Figure 7.6 Fluency Data Based Instructional Decisions

Source: Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

PART 2: INDIVIDUALIZED INSTRUCTION

Individualized Instruction

As mentioned in this chapter, implementing a target reading curriculum is not always possible because it does not fit the school population or schedule. For instance, we worked with an alternative high school that attempted to implement *Corrective Reading*. However, implementation was unsuccessful because the curriculum was not socially acceptable to students (they thought it was childish). This made it difficult to gain students' participation in the use of *Corrective Reading* as a reading intervention. If using the appropriate reading curriculum is not socially acceptable for your students, then we suggest assessing three key repertoires and using research-based teaching procedures to teach them. A benefit of this approach is that it may target only the repertoires that students need, and thus reduce the amount of time required to run an entire reading curriculum. The three repertoires that we suggest are: (a) reading motivation; (b) phonics/word study; and (c) reading fluency. Teach these in single class periods for three to five sessions a week. A sample schedule for a 55-minute period is shown in Figure 7.7.

Jake's Schedule					
Behavioral goals: 1) Follow directions the first time, 2) Complete my work quickly, 3) Keep my hands to myself, 4) Clean up after myself. Daily points needed <u>30 PTS</u>					
I'm working for: _____					
TIME	ACTIVITY	# of Points I can earn	Followed instructions the first time? Y or N	Kept my hands to myself? Y/N	# of Points I actually earned
BLOCK 1 3:35 - 3:40	- Arrival - put coats/backpack away - Review classroom expectations	2			
BLOCK 2 3:40 - 3:55	- Book Club + peer yoked contingency with teacher	5			
BLOCK 3 3:55 - 4:20	- 1 episode of HeadSprout and get at least 80%	5			
BLOCK 5 4:25 - 4:50	- Phonics & word study instruction	6			
BLOCK 6 4:55 - 5:15	- Direct Instruction: 100 Easy Lesson	5			
BLOCK 7 5:15 - 5:20	- Fluency: Repeated Reading	6			
BLOCK 8 5:20 - 5:30	- Clean up - Points exchange with teacher	1			

Figure 7.7 Sample Daily Reading Schedule

Reading Motivation

As described in Chapter 3, when students struggle with textual responding or reading comprehension, they may not enjoy independently reading books which, in turn, will decrease the likelihood that they will freely engage with books.²¹ If they do not have enough engagement with books, then they will have limited practice with textual responding, comprehension, and vocabulary.²² Furthermore, as students become older, increasing their reading motivation becomes more challenging because they need to put in more effort to catch up with their peers.²³ Because struggling readers have difficulty reading texts, they will also have trouble in other subjects that require reading to learn and will be more likely to underperform on standardized reading measures and the Common Core Reading Standards because these standards and assessments assume that students have prior reading proficiency.²⁴ Consequently, a cycle of underperformance ensues

For some secondary students, a cycle of underperformance ensues in which students who struggle with reading develop a cumulative aversive learning history and, as such, may not choose to participate in reading interventions. This sequence functions to condition books as stimuli to avoid. It teaches individuals to dislike reading because reading books does not have reinforcement value for them.

in which students who struggle with reading delays develop a cumulative aversive learning history with reading and, as such, may not choose to engage in reading interventions. In scientific terms, this sequence functions to condition books as stimuli to avoid. The sequence systematically teaches individuals to dislike reading because they not only lack positive reinforcement value for reading books, but related stimuli also acquire negative reinforcement value (see Chapters 3 and 8 for procedures to establish books and text as reinforcers).

Increasing the reinforcement value (i.e., motivation or book engagement) for text for

middle school and adolescent readers may increase their selection of books as reinforcers. Chapter 3 in this book describes procedures to increase book engagement (i.e., reinforcement value). In this section, we build on the procedures described in Chapter 3 by describing four interventions to establish books as conditioned reinforcers for middle school and high school students who have below-grade-level reading performance: (1) Sustained Silent Reading (SSR); (2) book club, which is a modified reciprocal reading (RR) intervention with peers; (3) reciprocal reading with a teacher; and (4) book observation. Our research suggests that different learners may require different types of interventions to increase reading motivation²⁵ and such interventions may need to be individualized based on the learner's present levels of performance. For instance, the Sustained Silent Read-

ing procedure that we describe may be more effective in increasing book engagement for advanced readers while the Reciprocal Reading intervention may be most effective for less advanced readers. Educators may consider using the procedures described here as supplements to the ongoing reading instruction in their classrooms. Figure 7.8 illustrates a decision tree that can be used to select a motivation intervention.

Assessing Book Preference

Begin by conducting a book preference assessment. The assessment, which is administered to the entire class or group at once, has two parts: (1) a reinforcer survey; and (2) a book preference assessment to determine students' preferences for specific types of books at their independent reading level. First, we give students a four-part, multiple-choice questionnaire that prompts them to select their preferred choice of books, edibles, social, and tangible reinforcers (e.g., "What kind of chips do you like?"). Sometimes we will use pictures or actual items for this step. Next, we give students a set of age-appropriate books from different genres (for a small group) or a sheet of paper with the title, brief description, and a picture of the cover of several different books (for a large group or class). They use this assessment to identify the type or genre of books that interests them.

During administration, the teacher reads each question aloud (e.g., "What kind of chips do you like?") and asks students to select their choice by circling the picture or word representing their preferred item or activity. After the assessment is completed, the teacher reviews it and seeks more detailed responses from students when needed. The data collected from the questionnaire are later used during the intervention. The next step, a book preference assessment, can be conducted in multiple ways. Box 7.3 shows each step of the book preference assessment process. Results from this part of the assessment are used to select the most highly and least highly preferred books for the student. This information is later used to condition books as reinforcers.

Assessing Book Engagement

Before selecting and implementing a book conditioning intervention to increase reading motivation, it is important to test if books function as reinforcers for students. To do this, teachers can assess students' engagement with books by measuring three dimensions of reading motivation: (1) choice of book selection; (2) choice to continue reading; and (3) sustained book reading. These data are used to decide if a student is a candidate for one of the four interventions that we describe for increasing reading motivation.

Box 7.3 Instructional Sequence for Assessing Book Preference

Free Choice Book Preference

1. Select a library of books in multiple categories that are leveled for different students' abilities. For instance, select 12 books at the student's independent reading level with three books in each of four age- or grade-appropriate categories (e.g., choose from sports, animals, mysteries, science fiction, historical fiction books).
2. Place the books on a table or bookshelf and give the students the opportunity to select one book for a brief silent reading session.
3. Record the type or category of book selected on a data collection sheet. Repeat the session four times to observe the types of books that the student selects. The categories with the greatest number of books are the students' preferred types of books.

Multiple Choice Book Preference

1. The teacher may also place an array of four books on a table (one book from each subject category) and give the student a brief time period to look at one book (e.g., 30 seconds).
2. After the student looks at each book for a brief time, ask the student to give you their first choice for a book, their second choice for a book, and so on.
3. Record their responses and then replace the array with four different books in the same categories. Repeat this process for each array of four books until the student has looked at each of the 12 books.
4. Record the student's book preferences as they select books and give their choices. The categories with the highest ranking are identified as the students' preferred types of books.

In assessment 1, *choice of book selection*, you can assess reading motivation by determining if students will select a book as an activity after they are given a choice between reading and another academic activity such as math or writing.²⁶

Assessment 2, *book continuation*, is used to determine if the student wants to continue reading a book when given a choice to stop reading or to continue reading. You can assess this by giving them the choice to keep reading or to put a book away.

In addition to recording students' choices to read or to continue reading, observe their reading engagement after they begin reading books. Assessment 3, *Sustained Book Reading*, is used to help determine the type of intervention a student needs.

Assessment 1: Instructional Sequence Assessing Book Engagement: Choice of Book Selection

1. Place a preferred book and a folder with worksheets from another subject area such as math on the student's desk.
2. Ask the student if they would like to read a book or do the alternative activity (e.g., the math worksheet).
3. If the student selects the alternate activity, record a minus (–) on the “book selection” data sheet, let the student engage with the alternative activity for two minutes, and then end the session.
4. If the student selects the book, record a plus (+) on the “book selection” datasheet and let the student read for two minutes.
5. Repeat this process at the beginning of each session where you are assessing book engagement.

Assessment 2: Instructional Sequence Assessing Book Engagement: Book Continuation

1. After the student has read a book for two minutes, ask them if they would like to continue to read (e.g., say, “would you like to continue to read or stop reading?”).
2. If the student chooses to keep reading, the teacher records a plus (+) and then observes the student reading for five minutes.
3. Repeat this process daily until you have four data points or enough data to observe a trend in their responding.

Assessment 3: Instructional Sequence Assessing Book Engagement: Sustained Book Reading

1. Instruct a group of students to choose a book from any of the books available in the classroom and read at their desks (these should be the preferred books identified in the preference assessment).
2. Wait for the students to choose a book, and then begin recording their book engagement.
3. Use ten-second whole interval recording to assess book engagement for the time indicated in each of these procedures. Correct book engagement includes looking at the book, turning the pages, observing the book, and moving their eyes or head from left to right.
4. If a student does not engage with the book for at least 80 percent of 10-minute sessions across two of three sessions, then they may be candidates for the book conditioning protocol.
5. If the student does engage with the book for at least 80 percent of ten-minute sessions across two of three sessions, and they read no less than two grade levels below their current grade (e.g., a sixth-grade student reads at a fourth-grade level), then sustained silent reading may be sufficient as a protocol.
6. Students who have conditioned reinforcement for book reading and read on grade level do not need an intervention.

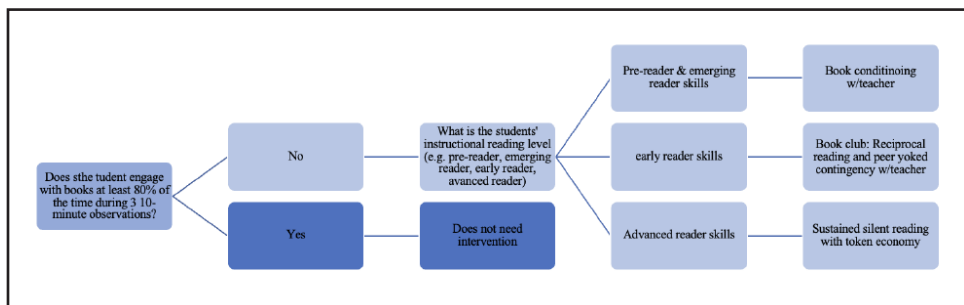


Figure 7.8 Decision Tree to Select Motivation Intervention

Reading Motivation Interventions

Intervention 1: Sustained Silent Reading (SSR)

Sustained silent reading (SSR)²⁷ is a common practice in schools during which students select books and read them silently to themselves for a brief period of time. We have found that this procedure is most useful for the highest readers in a group. For this procedure, students will need: (1) a pencil/pen; (2) a tracking sheet to record the page on which they stop reading and will begin reading during the next session; and (3) a book that they select to read from the classroom library composed of students' preferred books.

Instructional Sequence for Increasing Reading Motivation: Sustained Silent Reading (SSR)

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Begin SSR by giving students these instructions: <ol style="list-style-type: none"> a. Wait until the teacher says, "Grab a book, and read silently in your seats." b. Pick the book that you selected for SSR. c. Open the book to the page where you will begin reading (e.g., the page after the last page they finished). d. Record the starting page number on your tracking sheet. e. Read silently for ten minutes. f. Record the page number where you stopped reading for the day on your tracking sheets. 2. Once they are seated at their desks, begin measuring their book | <p>engagement using ten-second whole interval recording.</p> <ol style="list-style-type: none"> 3. After ten minutes, end the session by instructing the class to move to the next activity (e.g., DI). 4. Every week, assess text comprehension by asking students to provide six written responses that are scored using a rubric: (1) characters; (2) setting; (3) plot; (4) details about what the student liked about the story; (5) details about what the students disliked about the story; and (6) prediction of events in the remaining story. The items on the rubric can be changed to reflect comprehension goals for the students and their class. |
|---|--|

Figure 7.9 shows data from a research study that compared the effects of two reading motivation procedures on book engagement for middle schoolers. Results showed that sustained silent reading was more effective for advanced readers while reciprocal reading (see next section) was more effective for less advanced readers. Anecdotally, participants formed a community of readers and showed increased engaged time during academic instruction.

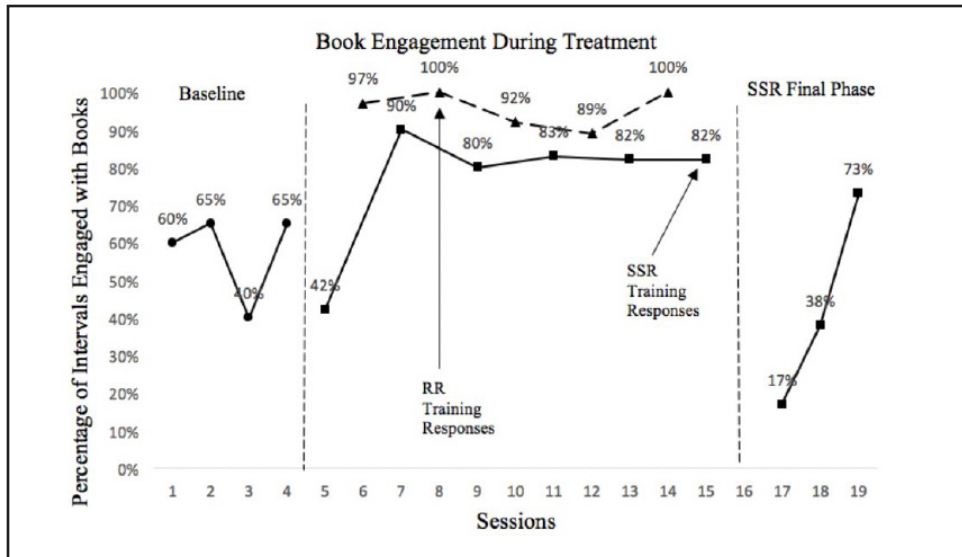


Figure 7.9 Motivation Study Data. Percentage of time engaged with books in baseline, during SSR and RR treatments, and during SSR final treatment phase.

Intervention 2: Book Club

Book club is a modified reciprocal reading intervention comprising four components: (1) reciprocal reading within dyads; (2) stimulus-stimulus pairing (SSP); (3) choice of high-interest books to read during each session; and (4) peer yoked contingency. We have found that this procedure is more effective for less advanced readers who may read several years below their grade level. The procedure takes about 20 to 25 minutes to implement. You will need: (1) a small book library of preferred books in a book bin with three copies of each book (one for you and one for each dyad); (2) a tracking sheet to record pages read in a book; (3) a whiteboard to record points; (4) edible reinforcers; and (5) “pass cards,” which are flashcards that students use to indicate that they do not want to read. Before beginning, pair students into dyads based on similar reading levels.

CHOOSING A BOOK. Book Club begins by helping dyads choose a book before their first intervention session starts. Begin by instructing each student in a dyad to select a book that they would like to read from their individual book bins. Once each student selects a book, instruct them to write the book title on a piece of paper, fold the paper, and put the paper in a bin. Pick one of the papers from the bin. The title that is selected is the book that will be used during all book club sessions or until the dyad finishes the book. If the dyad finishes the book before the intervention is completed, repeat the book selection process. Using the selected book, label all three copies of the

book with the dyad's name and store it in their bin. The small whiteboard is used to deliver points, and two red cards that the participants can use as "pass cards" are also stored in each dyad's bin. Immediately following book selection, use learn units to teach the students turn-taking when reading with a peer. Explain to the students that they will learn how to be a listener and a reader, how they can earn points and win, how the teacher can earn points, and how to use red cards as pass cards if they do not want to read when it is their turn. After explaining and modeling the process, require the students to practice reciprocal reading for one-minute reading intervals. Reinforce correct responses, provide corrections, and answer questions as needed until they demonstrate 100 percent mastery with reading at the right time and using pass cards if they do not want to read.

After mastery criterion is met, begin the book club intervention. Book club sessions are ten minutes each, and each student in a dyad receives a total of five one-minute opportunities to read during each session. The intervention steps are: (1) set-up; (2) choice of reinforcers; (3) reciprocal reading, and (4) a peer yoked contingency.

Instructional Sequence for Increasing Reading Motivation: Book Club

Step 1: Set-up

1. Indicate that it is "book club" day by calling a dyad (comprised of students with similar independent reading levels) over to an area where assorted prizes and edibles are stored in crates or bins.
2. Instruct the dyad to "Choose a snack and a prize and go sit on the bean bags (or other comfortable area of the room) for book club." Give a few minutes for the dyad to choose their books and go to the designated reading area.

Step 2: Choice of reinforcers

1. Let students select a preferred prize from a prize bag and preferred snacks for book club. The preferred prize will be used as a reinforcer after completion of an intervention session. Preferred snacks are to be consumed while listening to a peer read. After selecting reinforcers,

instruct the students to go to the designated book club area (e.g., bean bags or rug).

Step 3: Reciprocal Reading

1. Say: "Let's start our book club. When the timer rings, I will call on someone to read. Remember all the rules: 1) you will take turns reading for one minute; 2) I will randomly call on you to read when it's your turn; 3) you will earn a point for your team when you read; 4) follow along when your partner is reading; 5) You can use your "pass" card one time during each session; 6) I will get a point if you choose to "pass" and I will get a point if you don't know where to start when it's your turn to read; 7) the team with the most points will win at the end and get to keep prizes; 8) you can eat and drink while we're reading."

2. After the instructions, place a small whiteboard in front of the students so that they can see the points they earn after each reading.
 3. Start a one-minute timer and call on the first student to read.
 - a. If a student reads when it is their turn, a plus (+) is recorded on a datasheet.
 - b. If a student does not read and uses their pass card, a minus (–) is recorded on a datasheet.
 - c. Data are also collected on how well students follow along with their peer by recording a plus (+) on the datasheet if the student independently starts reading where the peer stops, and a minus (–) if they do not. Additionally, track students' reading errors on your own copy of the book by marking a slash (/) through each word they read incorrectly.
 - d. If a participant chooses to "pass," the teacher should read instead, mark a minus (–) on her data collection sheet, and then call on the next participant after one minute of reading.
 4. At the end of the session, praise students for on-task reading behaviors. Also, correct reading errors by accurately reading any words that the dyad reads incorrectly and then require the dyad to repeat the words.
- Step 4: Peer Yoked Contingency.** A peer yoked contingency (PYC), defined as an indirect social contingency "in which a couple or pair of individuals have to work or learn together to achieve reinforcement," (Greer & Ross, 2008, p. 174) should be simultaneously implemented as an establishing operation for book engagement.
1. Before book club, write "Teacher" at the top of a column on a whiteboard and "Team" at the top of another column on the whiteboard.
 2. Place the whiteboard in front of your bean bag or on the floor where you are seated with the students. If both members of a dyad read aloud and follow along while their peer is reading, then the teacher should mark one point on the board under the "team" column at the end of a reading exchange (e.g., after each member of the dyad reads aloud).
 3. If either or both members of a dyad chose to "pass" or fail to start reading where a peer stopped reading, then the teacher should mark one point on the board under the "teacher column" at the end of a reading exchange.
 4. The dyad is considered the winner of the game if they have more points than the teacher at the end of the session. If the teacher has more points at the end, she is considered the winner of the game. Dyads can collect their prizes at the end of the class session.
 5. Immediately after book club, the teacher should conduct a five minute test observation by telling the participants to "Grab a chapter book and silent read in your seats." After all participants are seated at their desks with a book, the teacher should begin recording book engagement using five-second whole interval recording. After five minutes, the teacher should terminate the session.

Intervention 3: Reciprocal Reading with a Teacher

In this intervention, all sessions are conducted one-on-one with a teacher. Highly preferred edibles (milk, juice, cookies, crackers, pop tarts) are available for the duration of each session and students should be told that they can eat and drink while they are reading with the teacher. During the first session, use learn units to teach the student how to take turns reading with the experimenter. Begin by telling students the importance of attending and following along when reading with a partner. The teacher and student should then practice turn taking, following along with using their finger or pencil, and picking up wherever the sound of the timer stops them. For each response, reinforce correct responses and provide corrections for errors.

Instructional Sequence for Increasing Reading Motivation: Reciprocal Reading with Teacher

1. Before starting the treatment, five to seven preferred books are displayed on the table in front of the students, and they are told to select a book that they want to read for the next several days. During the session, the teacher and student take turns reading the same book for one minute each over a ten-minute period. In this way, the student reads for a total of five minutes only.
2. Record book engagement data:
 - a. If the student reads for an entire one-minute interval, a plus (+) is recorded as a correct response for that interval regardless of any errors that were made.
 - b. If the student refuses to read during the interval, a minus (–) is recorded for an incorrect response. Contingent on accurate reading, verbal praise statements should be delivered after each minute that the student reads (e.g., “Great job reading so clearly,” “Nice work reading without making any errors”).
 - c. If students make errors while reading, write down the word that was misread and then implement an error correction procedure at the end of that same interval. When implementing the error correction, point to the word(s) read incorrectly, read the word out loud saying, “That word was ___” and ask the student to read the word. To complete the learn unit, present the word again and give the student an opportunity to read the word. Do not praise or correct their response.
3. At the end of the five-minute conditioning session, offer a choice opportunity to assess the student’s preference for books.
 - a. Begin the choice opportunity by saying “Time’s up. Do you want to keep looking at books or stop?”
 - b. If the student says, “Yes,” the session continues for at least another 60 seconds. If the student says “no,” wait 60 seconds before removing the materials and starting the next activity.
 - c. If the student says “no” but continues to look at books, the session continues for another 60 seconds.

Phonics Instruction

Research suggests that teaching textual responding—both phonemic awareness and phonics skills—can lead to increased textual responding and reading fluency for all students.²⁸ However, proficiency in prerequisite phonemic awareness and phonics skills for older students has received considerably less attention than instruction for younger students. In this section, we describe interventions to teach textual responding to older students who have below grade-level reading performance. As with reading motivation, our research suggests that different learners may require different types of interventions for textual responding.²⁹ Specifically, one intervention may be useful for older students who have already mastered letter-sound correspondence but cannot blend, and another intervention may be useful for students who are at the very beginning stages of reading and have few letter-sound correspondences. See Chapter 4 for further considerations regarding individualized instruction.

Word Study

Word study is an approach to phonics instruction that teaches complex word patterns to readers such as suffixes, prefixes, and irregular words. The objective of word study is to teach students to respond to patterns in words. It is taught in conjunction with or following early phonics instruction. Roberts et al. (2008) suggest that older students may have problems with word patterns more than individual phonics sounds. Thus, using word study as the approach to instruction may be helpful with older students who are struggling with reading.

One of the interventions used to teach word study is **word sorting**. Word sorts involve a learner sorting words with a similar sound, spelling, or meaning patterns into categories.³⁰ Word Sort is a specific reading intervention activity that has been used to teach word study.³¹ The activity is part of the comprehensive *Words Their Way* reading program, which targets phonics, spelling, and word knowledge. According to Burns and colleagues (2012), Word Sort is appropriate for learners who can identify the component sounds of a word but need additional practice reading whole words.³² Our work and the work of other researchers suggests that Word Sort is a potentially effective intervention for students who have challenges with textual responding.³³

1. *Assessment.* Begin the procedure by assessing the word patterns or rules that the student does not have in their repertoire. You can use an assessment from Table 7.1 such as Scholastic's *Phonics Survey*³⁴ or a similar assessment to achieve this purpose. After the student finishes

the survey, make a list of the word patterns or rules that they did not have in their repertoire and record the list in the “phonics” section of their individual learning plan (ILP). Please note that the surveys are designed to be screeners, so it may be helpful to conduct the survey (or only assess missed phonemes) more than once to confirm that a particular response is not in a student’s repertoire. Figure 7.10 shows a completed screener for a student.

2. *Choosing target patterns/rules.* It is important to note that if a student makes highly specific errors during a phonics survey, a similar known pattern that requires only a minor discrimination should be used as a non-exemplar. For example, if the phonics survey shows that a student has difficulty with words that contain the long *a* sound (words that end in *e*), then words that contain the short *a* sound should be used as the non-exemplar. Select three patterns/rules to teach, although you will only teach one unknown pattern to mastery before adding another unknown pattern/rule. To avoid establishing faulty stimulus control, try not to teach patterns/rules that sound or look similar to one another (e.g., do not teach silent ‘e’ with rules about other silent sounds in words).
3. *Preparing materials:* For this step, you’ll prepare flashcards that are printed electronically on small pieces of white cardstock using a large font in black ink. No other text or pictures should appear on the flashcards.
 - a. Prepare two flashcards that have an example of the rule and a non-example of the rule. For example, to teach the *silent e* rule, you might have one flashcard that has the word “cop” without an *e* at the end and a corresponding flashcard that has the word “cope” with an *e* at the end (see Figure 7.11). These words will serve as the model words and will be placed on the table as “header cards” to serve as examples of a pattern or rule for the student to follow. Alternatively, you can write the reading rule on the flashcards. For example, one flashcard may have “silent e” written on it and the other card may have “not silent e” written on it.
 - b. Prepare another set of eight flashcards containing other words that have the examples and non-examples of the pattern on it (e.g., some words have an ‘e’ at the end and others do not as in ‘tap’ and ‘tape’).

SCHOLASTIC
red

Teacher Resource

Phonics Survey—Record Form (continued)

5. Reading and Decoding

For items A through G, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: *I want you to read these words.* If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now, I want you to read some made-up words. Do not try to make them sound like real words.*

A. Short vowels in CVC words

3	/5	sip	cat	let	but	hog	(real)
2	/5	vop	fut	dit	kem	jaz	(pseudo)

B. Short vowels, digraphs, and **-tch** trigraph

2	/5	when	chop	ring	shut	match	(real)
3	/5	whack	shom	thax	phitch	chud	(pseudo)

C. Consonant blends with short vowels

4	/5	stop	trap	quit	spell	plan	(real)
4	/5	stig	brab	qued	snoo	dran	(pseudo)
2	/5	clip	fast	sank	limo	held	(real)
3	/5	frep	nast	wunk	kimp	jelt	(pseudo)

D. Long vowel spellings

4	/5	tape	key	lute	paid	feet	(real)
4	/5	loe	bije	joad	vay	soat	(pseudo)

E. **r-** and **l-**controlled vowels

2	/5	bark	horn	chirp	term	cold	(real)
3	/5	ferm	dall	gorf	murd	chal	(pseudo)

F. Variant vowels and diphthongs

3	/5	few	down	toy	hawk	coin	(real)
2	/5	voot	rew	fout	zoy	balwk	(pseudo)

© & TM Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Figure 7.10 Sample Phonics Screener

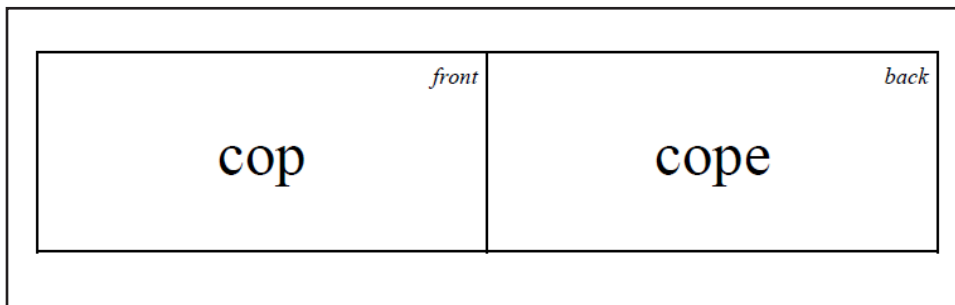


Figure 7.11 Example Word Study Flashcard

4. *Implementing Word Sort:*

- a. *Introduce the rule.* In the first intervention session, introduce the student to two flashcards containing the target word patterns (e.g., “silent e” and “not silent e”) as the header (herein referred to as header flashcards). Begin by stating the rule for the word pattern (e.g., “When a word ends with an *e*, the middle vowel says its name. It makes the long vowel sound. What’s the rule?”) and then model the sorting task with two sample words. That is, after stating the rule, read a sample word aloud (e.g., *cake*) and place it underneath the appropriate heading (“silent e”).
- b. *Preview the flashcards.* Next, the teacher previews the words by showing the student a card, reading the words, and having the student vocally repeat it. This continues for entire deck of flashcards.
- c. *Practice sort.* The teacher then presents the student with two flashcards (one for each word pattern), tells the student to sort the cards and read the word, and provides a consequence for each response. If the student both places the word under the appropriate heading and reads the word correctly, the teacher praises the student’s response. If the student places the word under the inappropriate heading and/or reads the word incorrectly, a correction is given such as “This word has a silent e at the end, so it is placed under the ‘silent e’ heading” or “This word is *cake*. What word?”
- d. *Word sort.* Then, the teacher provides the student with the remaining cards to be sorted and delivers praise and corrective feedback, if necessary. The student subsequently repeats this same procedure until they can sort all target with 100 percent accuracy for one session and read the words 88 percent accuracy for one session.
- e. *Fluency.* Following mastery of sorting words with similar patterns, use the procedures for fluency described in the last section

of this chapter to ensure that the student can fluently read novel words with the target pattern or rule.

Figure 7.12 shows data from a research study³⁵ using a word sort intervention. The intervention taught students to sort and read words containing target word patterns, followed by fluency training. Connected text probes were used to assess how accurately and quickly students read words containing the target word patterns throughout intervention.

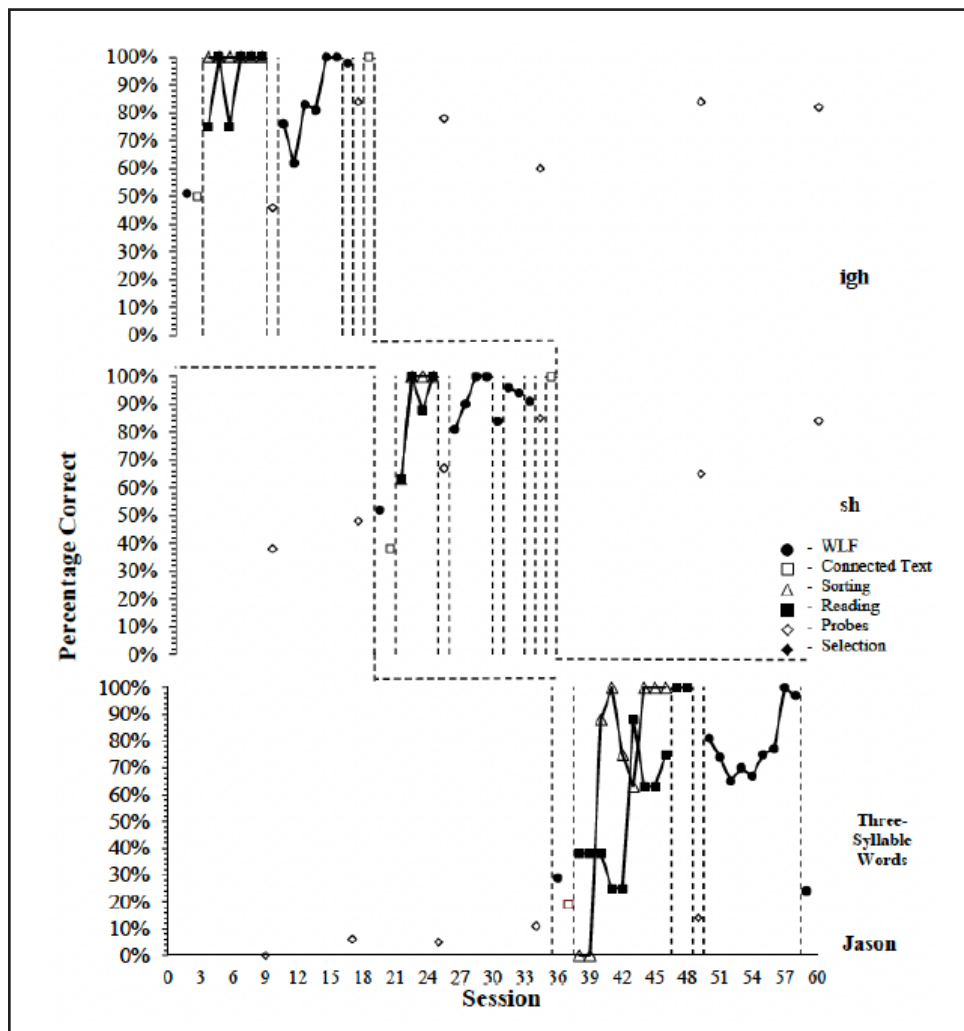


Figure 7.12 Word Sort Study Data

Multiple Exemplar Instruction

Multiple exemplar instruction (MEI) is a tactic that brings “responses that were initially independent under **joint stimulus control** by rotating different responses to a single stimulus (i.e., writing, spelling, and textually responding to a single word) such that learners acquire the capability of learning multiple responses from instruction in only one (e.g., after learning to spell a word vocally, a student can write it without direct instruction).”³⁶

MEI has been used to teach spoken and written responses to letter names, letter sounds, CVC words, and other early reader textual stimuli.³⁷ MEI may be implemented where students practice the target skill across response **topographies**. The topographies may include segmenting, blending, matching, selecting, reading, and/or writing sounds and words.

1. *Select target stimuli.* At this first step, the teacher should identify several specific phoneme-grapheme relationships that are not in the student’s repertoire. These can be identified with a phonics assessment as described earlier in the chapter. The sequence used to teach the target stimuli can follow the sequence in an early reading curriculum and does not need to be in alphabetical order. It is important, though, to ensure that at least six dissimilar letters separate graphemes or phonemes with similar topographies (e.g., separate *b* and *d* or *p* and *q* from one another).³⁸
2. *Prepare student materials.* Prepare a worksheet for the student for each session. Each target stimulus should have its own worksheet. Figure 7.13 shows a sample worksheet. Below is a description of how to make the student worksheet.
 - a. list the target sound or word part;
 - b. provide a blank space for the student to write in;
 - c. list the target sound or word part alongside two previously mastered sounds or word parts in random order;
 - d. list three unknown words that contain the target sound or word part;
 - e. read the target in a word that contains the target sound or word part;
 - f. list an unknown word that contains the sound or word part, with the target sound or word part underlined;
 - g. provide a blank space for the student to write their response.

Student Copy

1. oy
2. _____
3. v oy a
4. cowboy overjoy carboy
5. overjoy
6. _____

Figure 7.13 Sample MEI Student's Worksheet

3. *Implement MEI procedure.* For each target letter sound or word part, present learn units for the following responses. One session equals running through each of the seven response opportunities once. Table 7.3 lists the instructions provided by the teacher for each response below.
 - a. read the target sound or word part;
 - b. writ the target sound or word part;
 - c. select the target sound or word part from an array of sounds or word parts;
 - d. select the target sound or word part in a word;
 - e. read the target in a word;

Table 7.3
Responses Taught in Multiple Exemplar Instruction Intervention

<i>Instruction from Teacher</i>	<i>Response from Student</i>	<i>Sample worksheet item</i>
“What sound?”	Reads the target sound	Student sees “dge” and says the /j/ sound
“What makes the (<i>teacher models sound</i>) sound?”	Writes the target sound	Student writes “dge”
“Circle the (<i>teacher models sound</i>) sound.”	Selects the target sound from other sounds	Student sees three graphemes (dge, ai, ou) and selects the grapheme that corresponds with the /j/ sound
“Circle the (<i>teacher models sound</i>) sound in these words.”	Selects the target sound in words	Student sees three words (edge, lodge, budge) and selects the <i>dge</i> (/j) sound in each word. The words can have the <i>dge</i> sound in different places in the word.
“What sound does the underlined part make in this word?”	Reads the target sound in a word	Student sees lodge (with <i>dge</i> underlined) and reads dge .
“What are the parts of this word?”	Segments the sounds in a word	Student sees the word gadget and says the parts of the word (<i>/e/ /j/</i>)
“Write the word” (<i>teacher says a word with the target sound</i>).	Writes a word that contains the target sound	Student writes the word judge

- f. segmenting words that contain the sound or word part;
 - g. writing a word that contains the sound or word part.
4. *Data collection.* When the student emits a correct response, give them a point on the whiteboard or point tracker. If the student responds incorrectly, model the correct response, and then provide a second response opportunity. Do not give them a point, praise, or correct their response to the correction.
 5. *Mastery criterion.* When the first target response is mastered, repeat the instructional procedure for the next target response in your sequence. Continue until all have been mastered. Mastery criterion is 6/7 or 7/7 correct responses for two consecutive sessions. As

each response is mastered, use sound/word part fluency and reading passage fluency instruction as described in the next section.

Figure 7.14 displays data from a research study.³⁹ This study analyzed how well students read unknown words containing the target sound or word part. Data was collected on how well students read unknown words before and after the implementation of MEI. Additionally, data was collected on how well the student responded during the MEI on each target sound or word part.

FLUENCY

In this portion of the chapter, we describe fluency interventions. When needed, fluency interventions can be used with most early reading instruction, including teaching phonemes, prefixes and suffixes, and passage reading. We describe two interventions to establish fluency when needed: *Textual responding fluency instruction* and *connected text fluency*. We then detail fluency interventions for general passage reading under fluency instruction.

Textual Responding Fluency Instruction

After teaching the letter sound or part through word sort or MEI, immediately proceed to teaching the student to respond fluently to the sound or word part when it is interspersed with known and unknown sounds. Make word list fluency sheets that have four nonsense, four known, and four unknown words with the target sounds. Each word should appear 20 times on one sheet (a total of 160 words on a list of words for word list fluency). Instruct a student to read as many words on the fluency sheet as they can in one minute. Repeat this procedure until the student achieves their fluency criterion. After each timing, praise the student for their correct responses, read any missed words aloud, and then encourage the student to beat their previous score. Allow students to graph their own scores. During each fluency training session, use a different fluency sheet.

MAINTENANCE, BASELINE, AND RETENTION PROBES. After the student meets the fluency criterion on a target word pattern, administer the fluency post-test to compare performance to the pre-test and to assess maintenance (i.e., the strength of the stimulus control that has been learned). If the student does not achieve the fluency criterion on the post-test, return them to the fluency training condition during the next session. If the student achieves fluency criterion on the post-test, present the student with a

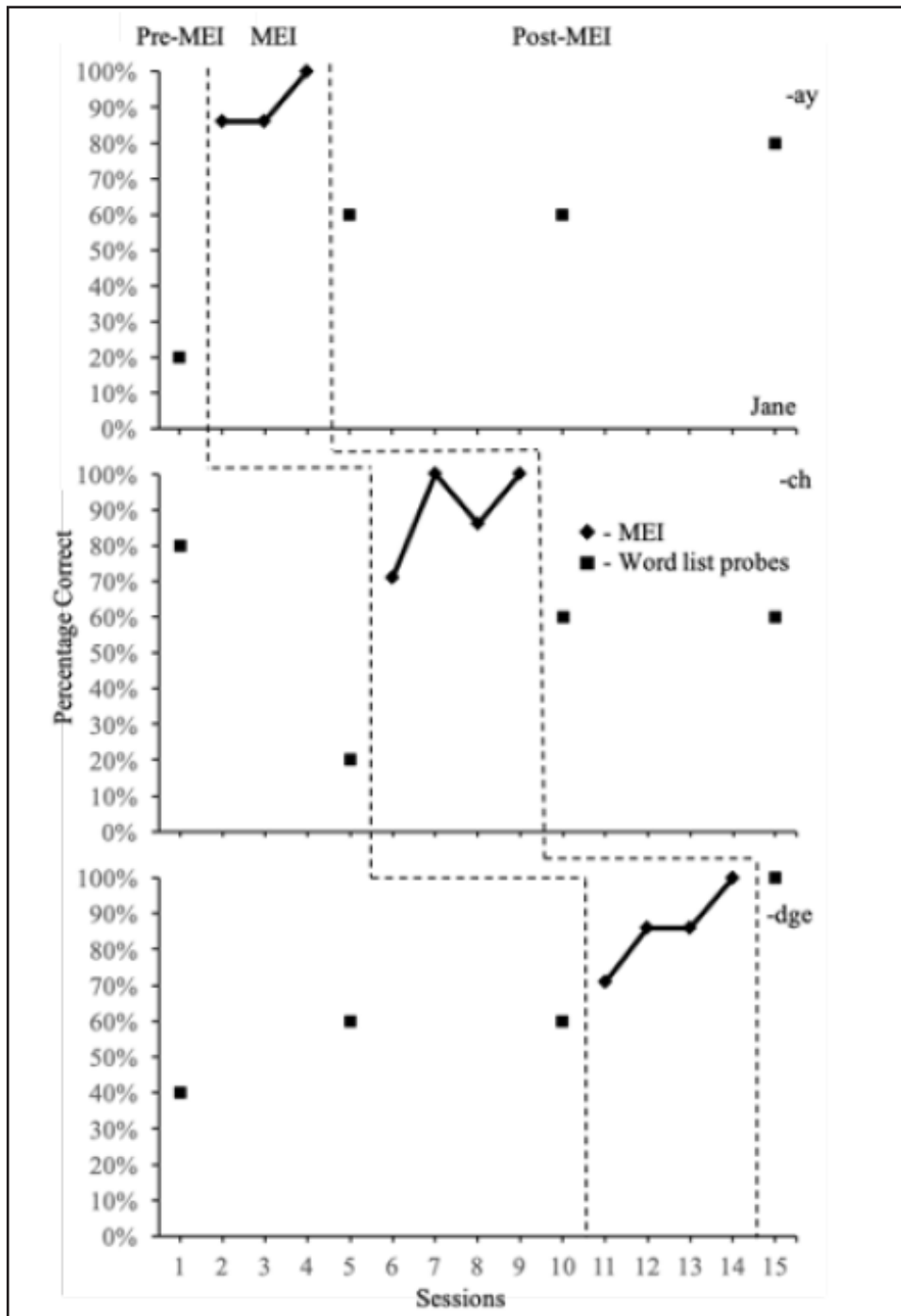


Figure 7.14 MEI Study Data. Percentage of correctly read words during pre- and post-MEI-word list probes and multiple exemplar instruction of target sound for Jane.

connected text post-test that contains the current target word pattern in a reading passage (see “Connected Text” section below). When all probes are administered, repeat the previous procedures with the remaining target word patterns.

Connected Text Fluency

Connected text pre-post tests are reading passages that consist of randomly generated sentences that contain both target and novel words. The purpose of the connected text pre-post-test is to assess a student’s fluency with target word patterns within connected text instead of word lists and flashcards. Each target word appears two times in two different sentences in pre-post-tests. You can make your own passage or modify an existing passage. Check the readability of the passage by using a readability measure. Ensure that the passage is at the student’s independent or instructional reading level. When administering the CBM passages, have several numbered and unnumbered copies of the reading passage, a stopwatch, and a pen or marker.

DATA COLLECTION. All oral reading fluency (ORF) intervention and generalization passages are administered according to the curriculum-based measure (CBM) directions outlined by Good and Kaminski (2011). Measurement begins by starting a one-minute timer as soon as the student reads the first word. If the student does not say the first word within three seconds, say the word, start the stopwatch, and mark the word as incorrect. Follow along on a numbered copy of the passage and put a slash (/) over words read incorrectly. Errors such as omissions, additions, mispronunciations, substitutions, skipped lines, and pauses greater than three seconds are also noted as the student reads aloud. Self-corrected mistakes and errors on proper nouns are not scored as errors. If the student reads a passage in less than a minute, correct words per minute (CWPM) are calculated by multiplying the total number of words read correctly by 60 seconds and dividing that by the number of seconds the student spent reading the passage. Students read three passages and the median CWPM is used as the overall measure.

GENERAL IMPLEMENTATION OF FLUENCY INTERVENTION. On a daily basis, have the student simply read a passage at their instructional reading level to a teacher or a peer. We typically conduct fluency practice class-wide or in small groups and allow peers to read to one another and then exchange roles, so we will describe the procedure as it is conducted by peers. However, when teaching students who are at the very beginning stages of reading, the teacher should be the listener.

To begin, the student and a peer sit at a table together. The reader has an unnumbered copy of the first passage and the peer has a numbered copy. The classroom teacher should give these specific instructions to the students:

When I say, 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you come to a word you don't know, skip over it. Be sure to do your best reading. Are there any questions? [Pause] Start.

The teacher should start the one-minute timing on the stopwatch. At the end of one minute, say “Stop” and the listener should mark a bracket (]) after the last word said by the reader. Give the students time to exchange roles and then repeat the procedures. Allow students to graph their own data after reading. Ensure that students have rules for reading such as where to obtain materials, how to follow along, how to record data, how to graph data, and where to put their materials when they are finished. Because these sessions can be loud when conducted class wide, you might make reading fluency practice a small group activity that is rotated across groups of students.

Interventions

The interventions for reading fluency are two reading strategies: repeated readings and listening passage preview. Select one or both of these interventions if students are not meeting mastery criterion for reading fluency. Each of these procedures can be conducted by peers in dyads or with a teacher and a student.

Repeated readings are implemented by having a student read each passage twice.⁴⁰ Listening passage preview is implemented by having the teacher read a passage once to a student while the student reads along silently. The student then reads the same passage immediately after the teacher's second reading. A reading fluency probe with an untrained passage is conducted immediately after the student finishes the intervention.

LISTENING PASSAGE PREVIEW. During listening passage preview, give the student an unnumbered copy of a passage and say:⁴¹ *I am going to read this story about _____. I want you to silently read the story along with me. Follow along and try your best not to read ahead.* Read the story aloud. During each reading, read with good expression and at a pace only slightly faster than you estimate that the student can read the story. In addition, stop reading the passage five to seven times throughout the passage and instruct the student to say the next word in the passage. This is done to ensure that

the student is following along. Immediately after you finish reading the passage, have the student read the same passage. Measure their responses using the administration and scoring procedures described above.³⁹ After reading the target passage, ask the student to read an untrained passage to assess reading fluency.

REPEATED READINGS. During repeated readings, give the student an unnumbered copy of a passage and say:⁴² *I'm going to have you read this (point to passage) passage out loud two times. Before you reread it, I will tell you how you did. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?* [Pause] *Start.* Start the timer when the student reads the first word. At the end of one minute, say "*Stop*" and remove the passage. Record errors and prompt or redirect students when necessary. Before rereading a passage for a second and third time, give the following instructions based on Lo et al. (2011): *The last time you read (number) of words correctly. Now I'm going to have you reread this passage. Let's try to beat your last score. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?* [Pause] *Start.* After reading the passage for a second time, have the student read an untrained passage to assess fluency.

CONCLUSION

To address the reading challenges of some secondary learners, appropriate interventions must be implemented. Students must be taught to read quickly and accurately, segment and blend sounds into words, and engage often with text. This chapter outlined how to select interventions based on student assessment data. Successful implementation of interventions is increased following staff training and frequent monitoring of treatment fidelity using the TPRA. Whether using a scripted reading curriculum or individualized instruction, it is imperative to monitor student progress and determine if a student is ready for more advanced reading interventions or if more intensive intervention is necessary.

GLOSSARY

Where are the glossary terms?

ENDNOTES

- ¹U.S. Department of Education (2019). National Center for Education Statistics. Retrieved from <https://www.nationsreportcard.gov/ndecore/xplore/NDE>
- ²Fiester, 2012; Hernandez, D. (2011). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. Baltimore, MD: The Annie E. Casey Foundation.; Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y. C., & Dunleavy, E. (2007). *Literacy in everyday life: Results from the 2003 national assessment of adult literacy*. NCEES 2007-490. National Center for Education Statistics.
- ³Imchen, A., & Ndem, F. (2020). *Addressing the learning crisis: An urgent need to better finance education for the poorest children*. UNICEF.
- ⁴Guthrie, J. T. (2013). Best practices for motivating students to read. In Gambrell & Morrow (Ed.). *Best practices in literacy instruction* (pp.107–126). Guilford Press: NY.; Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice*, 23(2), 63–69.
- ⁵Peterson, C. L., Caverly, D. C., Nicolson, S. A., O’Neal, S., & Cusenbary, S. (2001). *Building reading proficiency at the secondary level: A guide to resources* (introduction). Austin, TX: Southwest Educational Development Lab.
- ⁶Messer, D., & Nash, G. (2018). An evaluation of the effectiveness of a computer-assisted reading intervention. *Journal of Research in Reading*, 41(1), 140–158.; Paul, S. A. S., & Clarke, P. J. (2016). A systematic review of reading interventions for secondary school students. *International Journal of Educational Research*, 79, 116–127.; Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice*, 23(2), 63–69.; Vaughn, S., Roberts, G., Schnakenberg, J. B., Fall, A. M., Vaughn, M. G., & Wexler, J. (2015). Improving reading comprehension for high school students with disabilities: Effects for comprehension and school retention. *Exceptional Children*, 82(1), 117–131.
- ⁷Marchand-Martella, N. E., Martella, R. C., Modderman, S. L., Petersen, H. M., & Pan, S. (2013). Key areas of effective adolescent literacy programs. *Education and Treatment of Children*, 36(1), 161–184.; Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice*, 23(2), 63–69.; Vaughn, S., Roberts, G., Wexler, J., Vaughn, M. G., Fall, A. M., & Schnakenberg, J. B. (2015). High school students with reading comprehension difficulties: Results of a randomized control trial of a two-year reading intervention. *Journal of Learning Disabilities*, 48(5), 546–558.
- ⁹NWEA-MAPS—Northwest Evaluation Association. (2022). *Northwest Evaluation Association*. Retrieved August, 2022, from <https://www.nwea.org/the-map-suite/>; Renaissance Learning. (2022) *Renaissance Star Reading*. Retrieved August, 2022, from <https://www.renaissance.com/products/star-reading/>
- ¹⁰DIBELS—Dynamic Indicators of Basic Early Literacy Skills (2022). *DIBELS 8 Assessment Materials Updates for 2021–2022*. Retrieved August, 2022, from <https://dibels.uoregon.edu/news/dibels-8-assessment-materials-updates-2021-2022>

- ¹¹Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2010). *Direct Instruction Reading*. Merrill.
- ¹²National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. NICHD Clearinghouse.
- ¹³Munger K. A. & Open SUNY Textbooks. (2016). *Steps to success: Crossing the bridge between literacy research and practice*. Open SUNY Textbooks. Retrieved August, 2022, from <https://milneopentextbooks.org/steps-to-success/>.
- ¹⁴Benner, G. J., Nelson, J. R., Stage, S. A., & Ralston, N. C. (2011). The influence of fidelity of implementation on the reading outcomes of middle school students experiencing reading difficulties. *Remedial and Special Education, 32*(1), 79–88.; Engelmann, S. (1988). *Corrective Reading Series*. Chicago, IL: Science Research Associates.
- ¹⁵Engelmann, S. (1988). *Corrective Reading Series*. Chicago, IL: Science Research Associates.
- ¹⁶Dixon, R., & Engelmann, S. (2007). *Spelling through morphographs*. SRA/McGraw-Hill.
- ¹⁷Johnson, K., & Street, E. M. (2004). *The morningside model of generative instruction*. Concord, MA: Cambridge Center for Behavioral Studies.
- ¹⁸Ross, D. E., Singer-Dudek, J., & Greer, R. D. (2005). The teacher performance rate and accuracy scale (TPRA): Training as evaluation. *Education and Training in Developmental Disabilities, 40*(4), 411–423.
- ¹⁹Lerman et al., 2015; Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2013). Teaching practitioners to conduct behavioral skills training: A pyramidal approach for training multiple human service staff. *Behavior Analysis in Practice, 6*(2), 4–16; Tarbox & Granpeesheh, 2014.
- ²⁰RTI Action Network. *What is RTI?* <http://www.rtinetwork.org/learn/what/whatisrti>; Preston, A. I., Wood, C. L., & Stecker, P. M. (2016). Response to intervention: Where it came from and where it's going. *Preventing School Failure: Alternative Education for Children and Youth, 60*(3), 173–182.
- ²¹Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of Educational Psychology, 96*(3), 403–423.; Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice, 23*(2), 63–69.
- ²²Guthrie, J. T. (2013). Best practices for motivating students to read. In Gambrell & Morrow (Ed.). *Best practices in literacy instruction* (pp.107–126). Guilford Press: NY.; Peterson, P. E., Barrows, S., & Gift, T. (2016). After common core, states set rigorous standards. *Educationnext.org., 16*(3). Retrieved from: <http://educationnext.org/after-common-core-states-set-rigorous-standards/>; Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice, 23*(2), 63–69.

- ²³Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research & Practice, 23*(2), 63–69.
- ²⁴Guthrie, J.T. (2013). Best practices for motivating students to read. In Gambrell & Morrow (Ed.). *Best Practices in literacy instruction* (pp.107–126). Guilford Press: NY.; Lee, J. (2016). *The effects of a social condition on the establishment of direct and indirect condition reinforcement for writing*. (Unpublished doctoral dissertation). Columbia University, New York, NY.; Maurilus, E. (2018). *The effects of the establishment of reinforcement value for math on rate of learning for pre-kindergarten students* (unpublished doctoral dissertation). Retrieved from: <https://academic-commons.columbia.edu/catalog/ac:sxksn02v9p>; Peterson, P. E., Barrows, S., & Gift, T. (2016). After common core, states set rigorous standards. *Educationnext.org, 16*(3). Retrieved from: <http://educationnext.org/after-common-core-states-set-rigorous-standards/>
- ²⁵Gentilini, L. M. & Greer, R. D. (2019). *Establishment of conditioned reinforcement for reading content and effects on reading achievement for early-elementary students*. (Unpublished doctoral dissertation). Columbia University, New York.; Bly, B. D. & Greer, R. D. (2019) *The result of enhancing the value of careful reading on reading achievement in fourth graders*. (Unpublished dissertation). Columbia University.
- ²⁶Cuminsky-Moore, C., (2017). The effects of conditioned reinforcement for reading on reading comprehension for 5th graders. (Unpublished doctoral dissertation). Teachers College Columbia University, New York, NY.
- ²⁷Cracken, R. (1971). Initiating sustained silent reading. *Journal of Reading 13*(8), 521–524, 582–583; O'Brien, D. (2020). Reinvigorating student interest in pleasure reading: How to build an effective sustained silent reading program in the classroom. *Learning to Teach, 9*(1).
- ²⁸Daly, E. J., Chafouleas, S. M., Persampieri, M., Bonfiglio, C. M., & LaFleur, K. (2004). *Teaching phoneme segmenting and blending as critical early literacy skills: An experimental analysis of minimal textual repertoires*. *Journal of Behavioral Education, 13*(3), 165–178. doi: <https://doi.org/10.1023/B:JOB.0000037627.51167.ea>; Martens, B. K., Werder, C. S., Hier, B. O., & Koenig, E. A. (2013). Fluency training in phoneme blending: A preliminary study of generalized effects. *Journal of Behavioral Education, 22*(1), 16–36. doi: <https://doi.org/10.1007/s10864-012-9159-8>; Silber, J. M., & Martens, B. K. (2010). Programming for the generalization of oral reading fluency: Repeated readings of entire text versus multiple exemplars. *Journal of Behavioral Education, 19*(1), 30–46. doi: <https://doi.org/10.1007/s10864-010-9099-0>; Silva, I. (2016). *Word sort: Building fluency through decoding*. Master's Thesis. California State University, Long Beach.; Werder, C. S. (2012). *Teaching children to fluently decode nonsense words in lists: Generalized effects to oral reading fluency of connected text*. Doctoral Dissertation. Syracuse University, New York.
- ²⁹Gentilini, L. M. & Greer, R. D. (2019). *Establishment of conditioned reinforcement for reading content and effects on reading achievement for early-elementary students*. (Unpublished doctoral dissertation). Columbia University, New York.; Bly, B. D. & Greer, R. D. (2019) *The result of enhancing the value of careful reading on*

- reading achievement in fourth graders*. (Unpublished dissertation). Columbia University.
- ³⁰Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- ³¹Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Prentice Hall.; Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. (2012). *RTI applications, Volume 1: Academic and behavioral interventions*. New York: Guilford Press.
- ³²Silva, I. (2016). *Word sort: Building fluency through decoding*. Master's Thesis. California State University, Long Beach.
- ³³Chan, C. J. (2009). Realizing and recognizing long vowel spelling patterns: Encoding and decoding words in and out of context. Master's Thesis. University of California, Davis, California, US.; Johnson, 2019; Staudt, D. H. (2009). Intensive word study and repeated reading improves reading skills for two students with learning disabilities. *The Reading Teacher*, 63(2), 142–151. doi: <https://doi.org/10.1598/RT.63.2.5>; Whaley, S. (2009). Stuck on a word: Word sorting and its effects on decoding and spelling. Master's Thesis. University of California, Davis.
- ³⁴Honig, 2000.
- ³⁵Johnson, G. J. (2018). *The effects of decoding instruction on oral reading fluency for older students with reading delays* (Unpublished doctoral dissertation). Western Michigan University.
- ³⁶Greer, R. D., & Ross, D. E. (2008). *Verbal behavior analysis: inducing and expanding new verbal capabilities in children with language delays*. Boston: Allyn & Bacon, p. 296
- ³⁷Reilly Lawson, T. L. (2008). Phonemic control as the source of derived relations between naming and reading and writing. *Doctoral Dissertation*. Columbia University, New York.; Mariano-Lapidus, S. A. (2005) *Transfer of stimulus control across vocal and written responses as a function of a multiple exemplar instructional history*. Doctoral Dissertation. Columbia University, New York.; Matthews, K. M. (2005). *Induction of metaphorical responses in middle school students as a function of multiple exemplar instruction*. Doctoral Dissertation. Columbia University, New York.
- ³⁸Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2010). *Direct Instruction Reading*. Merrill.
- ³⁹D'Arms, A. (2021). *The effects of multiple exemplar instruction on the textual responding of secondary students with reading delays* (Unpublished doctoral dissertation). Western Michigan University.
- ⁴⁰Lo, Y. Y., Cooke, N. L., & Starling, A. L. P. (2011). Using a repeated reading program to improve generalization of oral reading fluency. *Education and Treatment of Children*, 34(1), 115–140. doi: <https://doi.org/10.1353/etc.2011.0007>; Hawkins, R. O., Hale, A., Sheeley, W., & Ling, S. (2011). Repeated reading and vocabulary-previewing interventions to improve fluency and comprehension

for struggling high-school readers. *Psychology in the Schools*, 48(1), 59–77. doi: <https://doi.org/10.1002/pits.20545>

⁴¹Lo, Y. Y., Cooke, N. L., & Starling, A. L. P. (2011). Using a repeated reading program to improve generalization of oral reading fluency. *Education and Treatment of Children*, 34(1), 115–140. doi: <https://doi.org/10.1353/etc.2011.0007>

⁴²Good, R. H., & Kaminski, R. A. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.