

# Reading Disabilities in Childhood and Adolescence:



**What research has taught us about  
the core learning deficits and  
how to provide effective remediation**

*Continued.....*



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# PART 4:

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## Remediating Reading Problems in High School



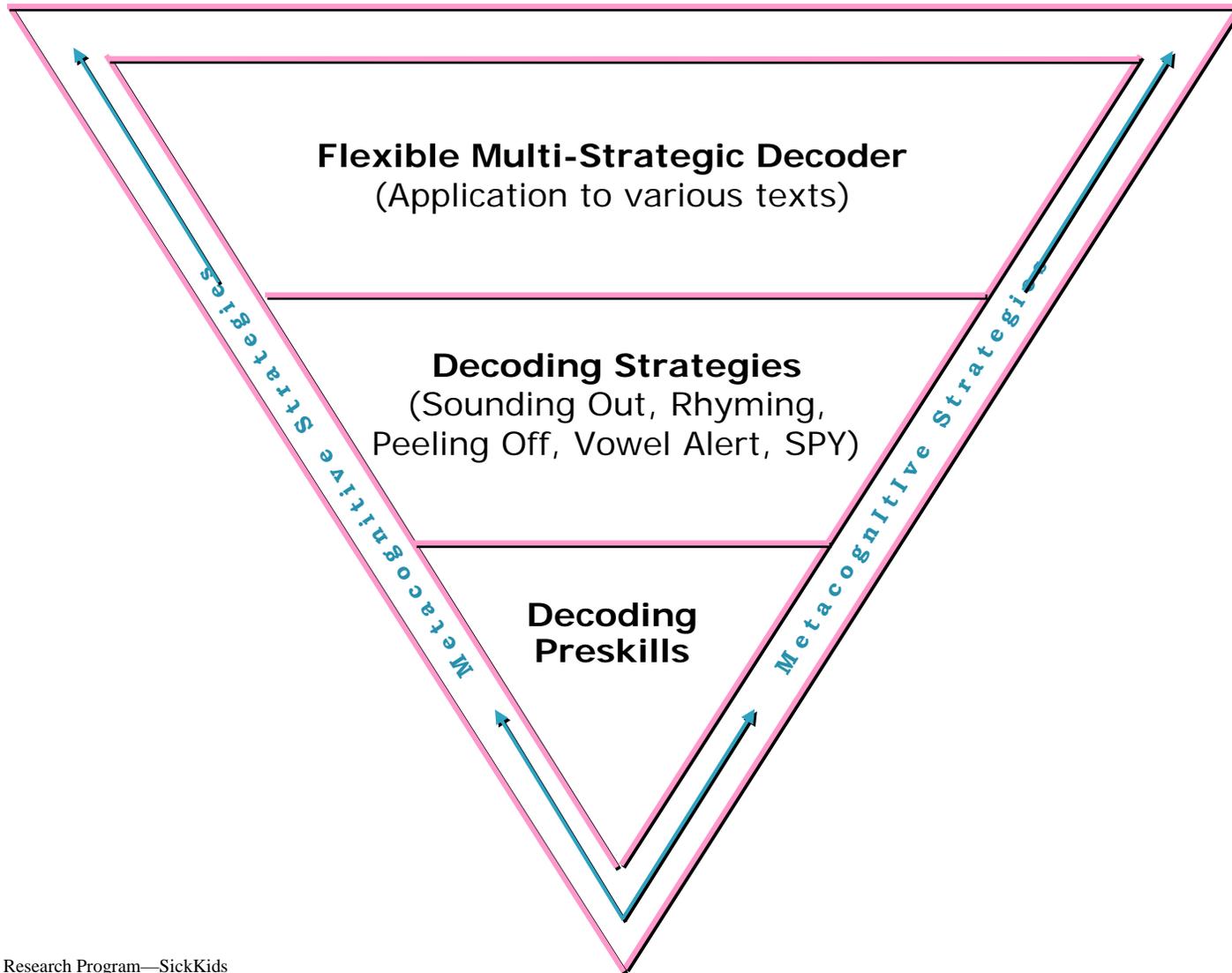
# **PHAST PACES**

## *A Secondary School Literacy Program*

Learning Disabilities Research Program,  
The Hospital for Sick Children

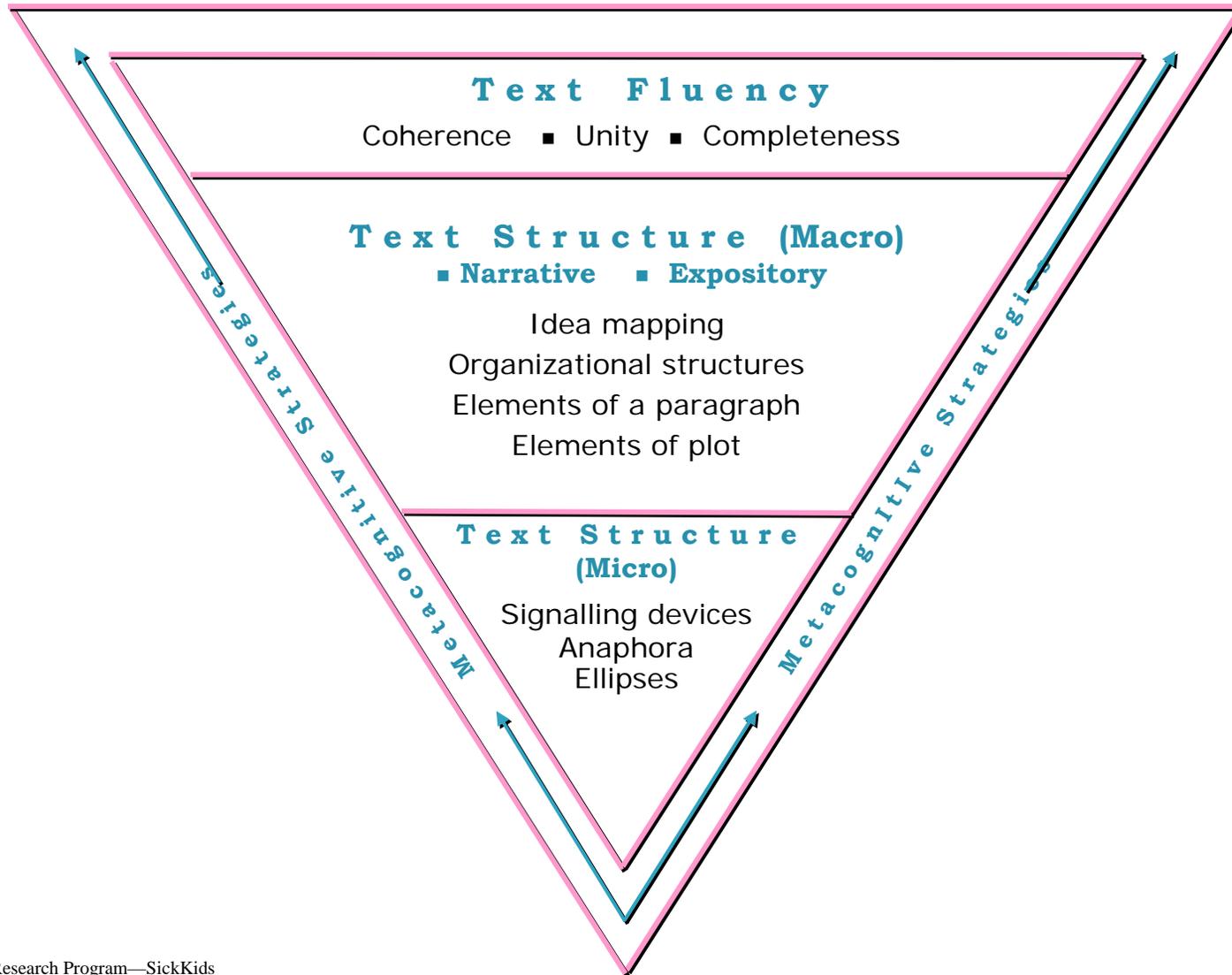
# The PHAST PACES Program

## *Phonological & Orthographic Knowledge*



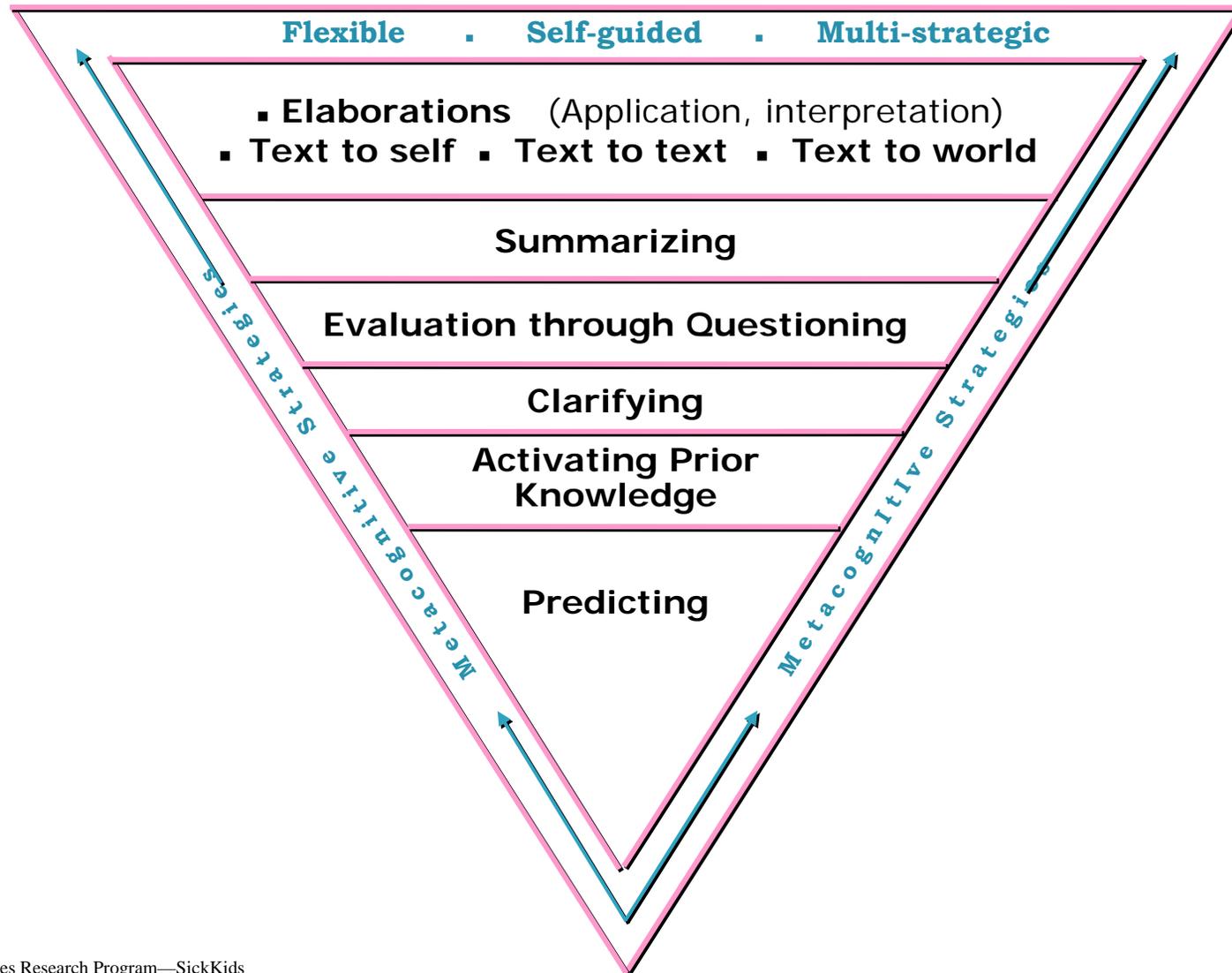
# The PHAST PACES Program

## *Text Knowledge Track*



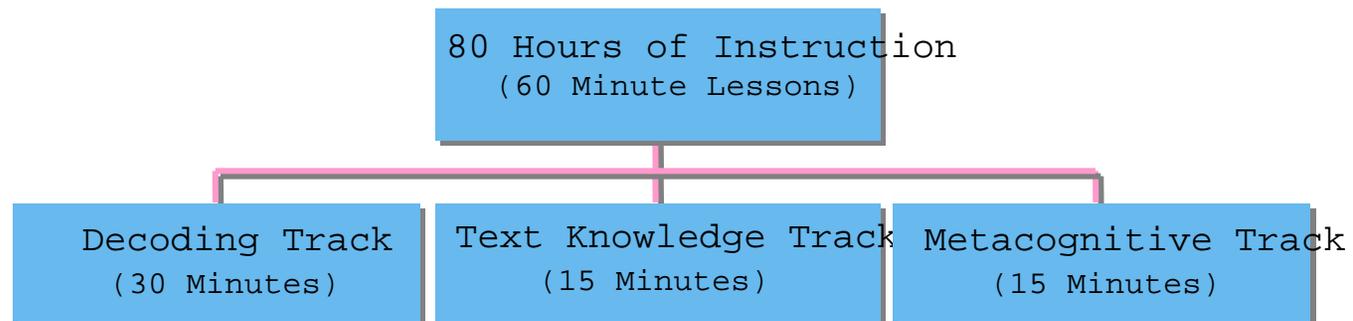
# The PHAST PACES Program

## *Comprehension Strategy Track*



# PHAST PACES

## *Scope and Sequence*





uninhabitable

grab it

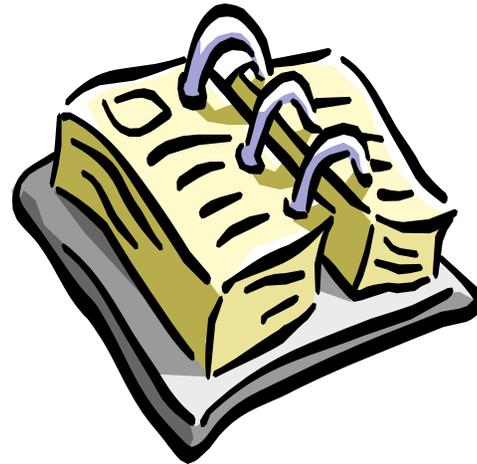


# Key Instructional Features:

- ❑ Combines direct teaching and reciprocal teaching
- ❑ Strategy dialogue training
- ❑ Scaffolded metacognitive instruction
- ❑ Intense sequentially-structured program
- ❑ Teaching of prerequisite skills
- ❑ Explicit teaching of self-monitoring and evaluative skills
- ❑ Daily guided and independent practice
- ❑ Teaches five metacognitive decoding strategies and five metacognitive comprehension strategies

# Lesson Structure and Layout

- ✓ Text Knowledge and Metacognitive Tracks are laid out side-by-side in each lesson
- ✓ Lesson Objectives
- ✓ Teacher Scripts
- ✓ Lesson Materials
- ✓ Student Handouts
- ✓ Student Worksheets
- ✓ Student Tasksheet
- ✓ Daily Journal



# Map for Statement/Explanation

## Signal Words

for example

for instance

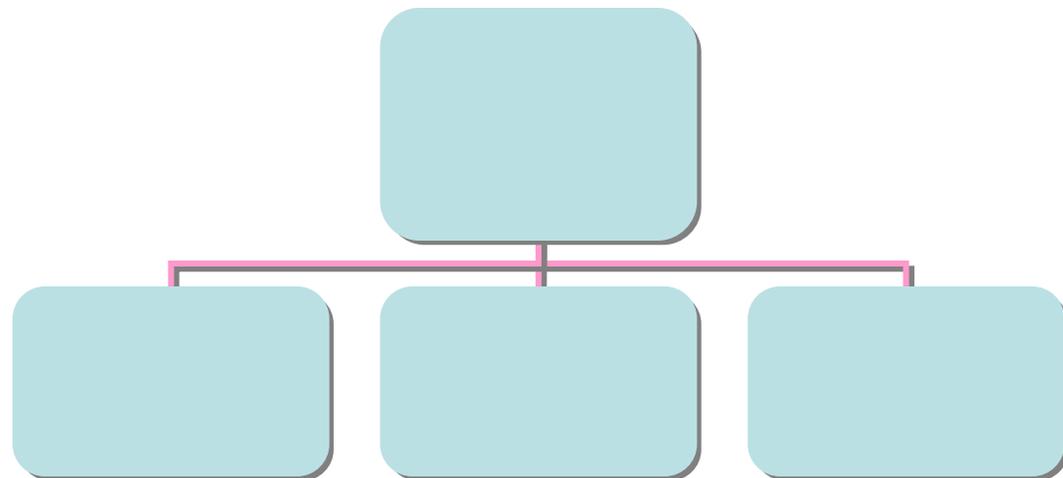
to illustrate

in other words

thus

in addition/also

embedded questions



# **The PHAST PACES Program**

## *Comprehension Strategies—Fiction Texts*

### **Predicting**

Skim the title and pictures and ask myself: ‘What do I predict will happen?’

### **Activating Prior Knowledge**

Ask myself: ‘What do I already know?’

### **Clarifying**

Stop when I am confused and Clarify (Game Plan; Look for clues)

### **Evaluating Through Questioning**

4W, 2W, 2H

### **Summarizing**

Tell the important events of the story using the questions:  
4W + 2W + 2H

# **The PHAST PACES Program**

## *Comprehension Strategies—Non-Fiction Texts*

### **Predicting**

Skim the title and pictures and ask myself: ‘What do I predict I will learn?’

### **Activating Prior Knowledge**

Ask myself: ‘What do I think I will learn?’

### **Clarifying**

Stop when I am confused and Clarify (Game Plan; Look for clues)

### **Evaluating Through Questioning**

2W2

### **Summarizing**

Tell the important ideas of the text using the questions:  
2W2



**P** PACES  
**H** Fluency  
**A** Comprehension  
**S** Whole Class  
**T**

**Decoding**

## What makes interventions effective?

**Word ID**

- Address core deficits directly
- Explicit strategy instruction: word identification strategies, comprehension strategies, strategy monitoring
  - Vocabulary knowledge, semantic flexibility
  - Metalinguistic knowledge: spelling patterns, morphology; text structures
- Retraining of attitudes and attributions

**Text**

**Comprehension**

**Fluency**

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## Reports from PHAST PACES Teachers On Student Progress

- “The majority of our students who have had the opportunity to go through PHAST PACES have been successful in their Applied English classes...Whether their overall academics have improved varies from student to student because of personal commitment to school...It would be great if we could keep the students for the year (2 credits)...With literacy one of the main thrusts in education, the program is perfect”.  
N.B.
- “I have been having a very good experience with my PHAST PACES students from last year who are now in my Grade 10 applied history class. Just today I saw improvement in their critical thinking skills”.  
J.R.
- “I do think that PHAST PACES is positive for the students. They are experiencing success and being in a small group is very good for them – one student was doing absolutely nothing in his English class but in PHAST PACES he was completing all his worksheets....The information about the expository text is excellent – I don’t think it is taught in any other class”. G.G.



# PART 5:

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## Empowering Teachers

# What Characterizes the Effective Teacher?

“...successful teachers of reading comprehension must respond flexibly and opportunistically to students’ needs for instructive feedback as they read. To be able to do this, teachers themselves must have a firm grasp not only of the strategies they are teaching the children but also of the *instructional* strategies that they can employ to achieve their goal. Many teachers find this type of teaching a challenge, most likely because they have not been prepared to do such teaching....Teaching comprehension strategies effectively in the natural setting of the classroom involves a level of proficiency and flexibility that...requires substantial and intensive teacher preparation.”

—National Reading Panel, 2000, p. 4-119-4-126

## What Characterizes the Effective Teacher?

“Effective teachers seemed to possess a clear understanding of their mission and how they planned to achieve it, that is, they appeared to have formed a broad conceptual framework (or internal model) in which strategic teaching occurred.”

—Borkowski & Muthukrishna, 1992, p. 492

# What Characterizes A Metacognitive Teacher?

- ❑ Fluent in the use and orchestration of a repertoire of effective and adaptive teaching strategies
- ❑ Has an implicit working model of children's intellectual development, reading comprehension, the different learning trajectories of their students, and their own instructional strategies

# Becoming A Metacognitive Teacher: What Characterizes Effective Professional Development?

- ❑ Access to an instructional coach
- ❑ Opportunities for long-term mentorship
- ❑ Provision of prerequisite professional knowledge:
  - a) Complexities of oral and written language structure
  - b) Text structures
  - c) Importance of time on task
  - d) Classroom management
  - e) Effective instructional practices
- ❑ Professional development in the teachers' *actual* classrooms: Coach must model and facilitate successful implementation *in* the classroom

## It Is Important for Instructional Coaches:

“to immerse themselves in the messiness of day-to-day teaching, doing demonstration lessons to model the thinking involved, providing scaffolding and coaching as teachers attempt to implement, and assisting as teachers evaluate the effectiveness of their efforts....Developing self-regulated teachers requires a field-based situation in which experts are ‘on site’ enough to ensure that teacher learning occurs in the context of real classrooms, that assistance is provided over time, and that teachers reflect on their practice experiences. When experts do this, together with developing teachers’ psychological strength, being supportive rather than directive, and emphasizing transformation of knowledge, teachers have a chance to become metacognitive.”

—Duffy, 2005, p. 307

## **A “Communities of Practice” Framework**

(Henry et al., 1999; Palincsar, 1998)

Groups of teachers and/or researchers who work together locally within schools or in meetings after school to develop new ways of teaching.



## **Teachers Reflect on Professional Development: Impact of Training on Teaching Style and Practices**

- “Often, when I go to professional development in-services, although they are theoretically helpful, the information is not easy to adapt to the classroom environment. With PHAST PACES training, I immediately felt prepared to deliver a full concrete program to the class”. G.M.
- “I am more conscious of modelling strategies in all my classes. I am certainly more apt to spend time on metacognition so that I am focusing on process more than I used to”. L.D.
- “I appreciate knowing certain details about the (English) language so that I can apply them to all my teachings”. D.V.
- “I now see the impact and value of discussion and metacognition. Modelling has become an important and regular part of lessons in other teaching areas. Also, it has made me more aware of the structure of words/language and how to help students decode words in different ways”. M.G.
- “It has definitely informed my practice, making me better prepared to employ the specific literacy strategies regularly (i.e., making predictions)”. C.F.

## **Teachers Reflect on Professional Development: Impact of Training on Teaching Style and Practices**

- “I will never teach reading the same way again. PHAST training has forever changed my approach as a special education teacher. I wish I had this knowledge four years ago.” C.M.
- “PHAST has been an affirmation of what I have believed to be critical to the teaching of reading”. N.H.
- “I am much more aware of the way I structure questions, pacing of lessons, delivery of lessons and the importance of daily review”. F.G.
- “The training has changed my teaching forever. Rarely is a teacher treated to training that is delivered in such a well prepared and informative way” A.V-S.
- “Definitely, this experience has affected my teaching style. I have a heightened awareness of individual comprehension of students. Also knowing that secondary kids’ reading difficulties CAN be addressed and taken far...the fact that you can correct their reading to a large extent is something I really learned”. C.A.

# A Collaborative Systems-Based Partnership: Future Directions

Bringing Empower to more children in more classrooms.



Refining and evaluating our teacher training and mentoring programs.

Research and development fluency and reading comprehension intervention.



Development and evaluation of whole class Empower for high needs schools.



Extending PHAST PACES interventions for struggling high school students.





# PART 6:

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## Supporting the Parents

## What Can A Parent Do In the Early Years?

- ❑ Observe your child's language development. Be on the alert for problems in rhyming, pronunciation, and word finding.
- ❑ Observe your child's ability to connect print to language. Notice if s/he is beginning to name individual letters in the preschool years.
- ❑ Know your family history. Be alert to problems in speaking, reading, writing, spelling, or learning a foreign language.
- ❑ If there are clues to problems with spoken language, learning letter names, and especially if there is a family history, have your child tested.

—from *Overcoming Dyslexia* by Sally Shaywitz M.D., New York, NY: Alfred A. Knopf, 2003

# Effective Early Intervention Includes:

- ❑ ***Systematic*** and ***direct*** instruction in:
  - ❑ Phonemic awareness: Noticing, identifying, and manipulating the sounds of spoken language.
  - ❑ Phonics: How letters and letter groups represent the sounds of spoken language.
    - ❑ Spoken language
    - ❑ Sounding out words (decoding)
    - ❑ Spelling
    - ❑ Reading sight words
- ❑ ***Practice*** in applying these skills in reading and in writing
- ❑ ***Fluency training***
- ❑ ***Enriched language experiences:*** Listening to, talking about, and telling stories.

—from *Overcoming Dyslexia* by Sally Shaywitz M.D., New York, NY: Alfred A. Knopf, 2003

# Challenge for Parents

- ❑ Becoming an informed advocate.
- ❑ Knowing when to ask for help.
- ❑ Finding effective interventions.
- ❑ Monitoring progress of intervention.
- ❑ Recognizing changing needs.
- ❑ Looking ahead to seek out resources for the next stage.

# Remediation that Works

## *What Are the Key Features?*

1. Address the core learning problems directly. Provide intensive remediation of basic speech/language/phonological deficits.
2. Provide direct instruction of basic literacy skills, with opportunities for cumulative review and repeated practice.
3. Teach the children to transfer and apply new knowledge and skills to new materials: Be explicit!
4. Teach the strategies used by skilled readers to attack unknown words:
  - > Comparing to known words
  - > Trying different vowel pronunciations
  - > Peeling off prefixes and suffixes
  - > Underlining parts you know
  - > Seeing what makes sense in a sentence
5. Teach the children to be flexible: Try different strategies and evaluate how well they work.

# Remediation that Works

## *What Are the Key Features?*

6. Have the child acknowledge his/her own efforts and their success.
7. Work on learning to *read* and *spell* the same sets of words.
8. Children should learn that reading can be for fun. Use stories and materials that are interesting and allow for *successful* reading by disabled readers. (Look for high interest/low vocabulary materials.)
9. Build reading comprehension skills by teaching the strategies used by good comprehenders. Move from stories to expository texts.
  - > Summarizing
  - > Predicting
  - > Generating questions
  - > Clarifying
10. Have the children write every day. Write reactions to stories read. Value the expression of individual opinions.

## Let Strengths *not* Weaknesses Define the Child . . .

. . . “Children blossom with reward and praise,  
and flourish because of high expectations.  
Above all you must maintain your belief in  
your child, provide unconditional support for  
him, and hold true to a vision of his future. The  
rewards will be great.”

—from *Overcoming Dyslexia* by Sally Shaywitz M.D., New York, NY: Alfred A. Knopf, 2003

# NICHD Multi-Site Study

## Atlanta

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**Jody Chong**

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