

Lessons Learned about Implementing Differentiated Reading Intervention

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





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Towards Early Differential Intervention (TEDI)

- Goal: Examine the efficacy of early, differentiated dyslexia intervention programs for students in 1st and 2nd grade



The Multi-Deficit Hypothesis: A Neural Perspective

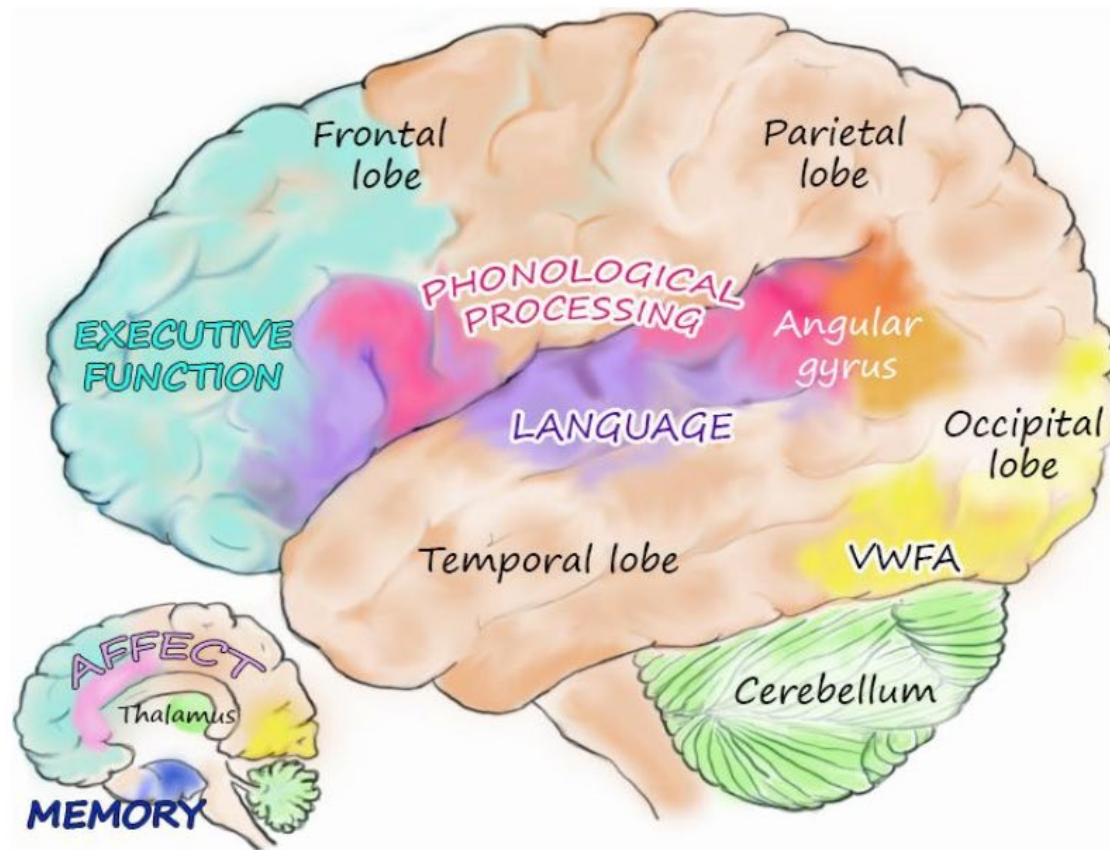
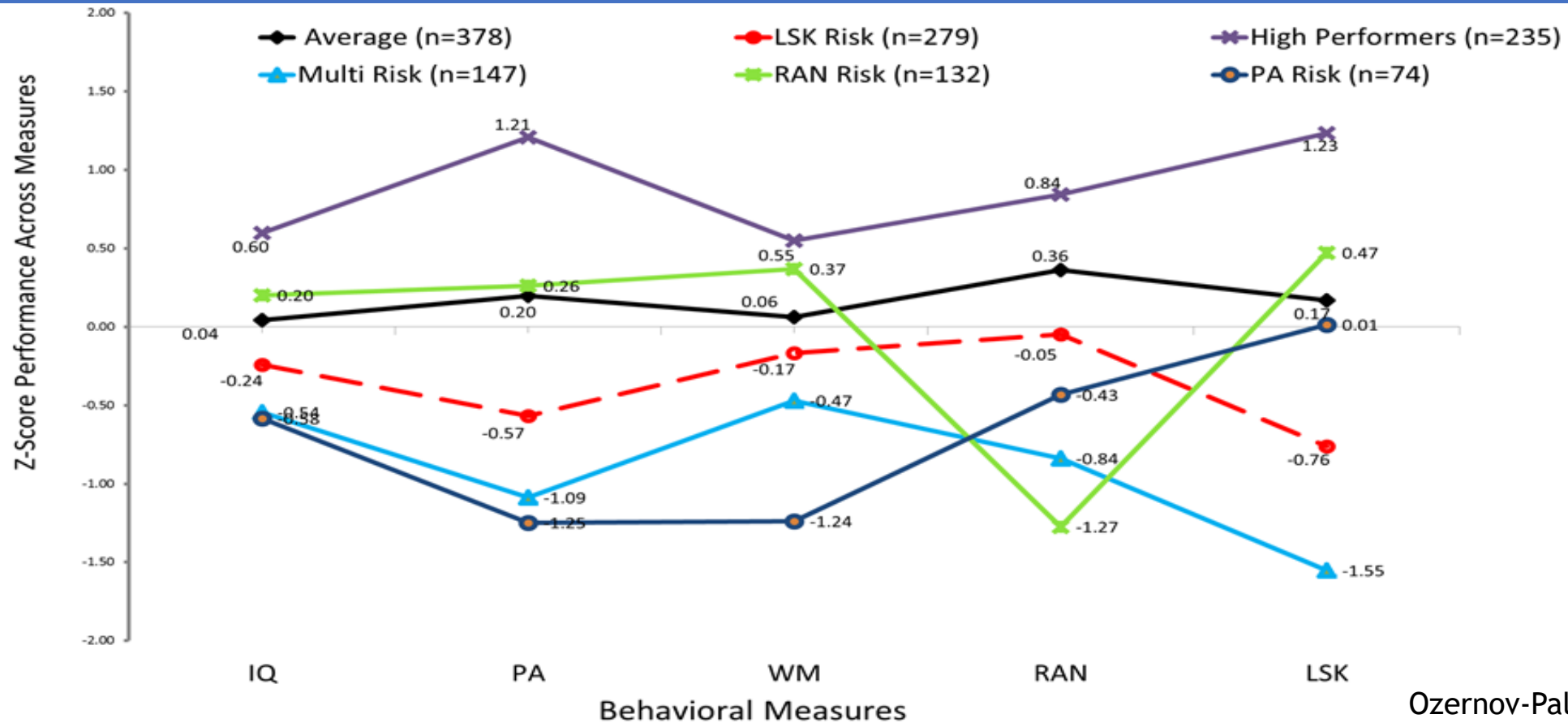


Image courtesy of Dr.
Catherine Stoodley



The Multi-Deficit Hypothesis: a Behavioral Perspective



Ozernov-Palchik et al., 2017



Multi-componential and Differentiated Intervention

- Rigorous RCTs have shown that multi-componential interventions are highly effective for struggling readers (e.g., Lovett et al., 2017; Lovett et al., 2021; Morris et al., 2012; Vaughn et al., 2006).
- Differential intervention?



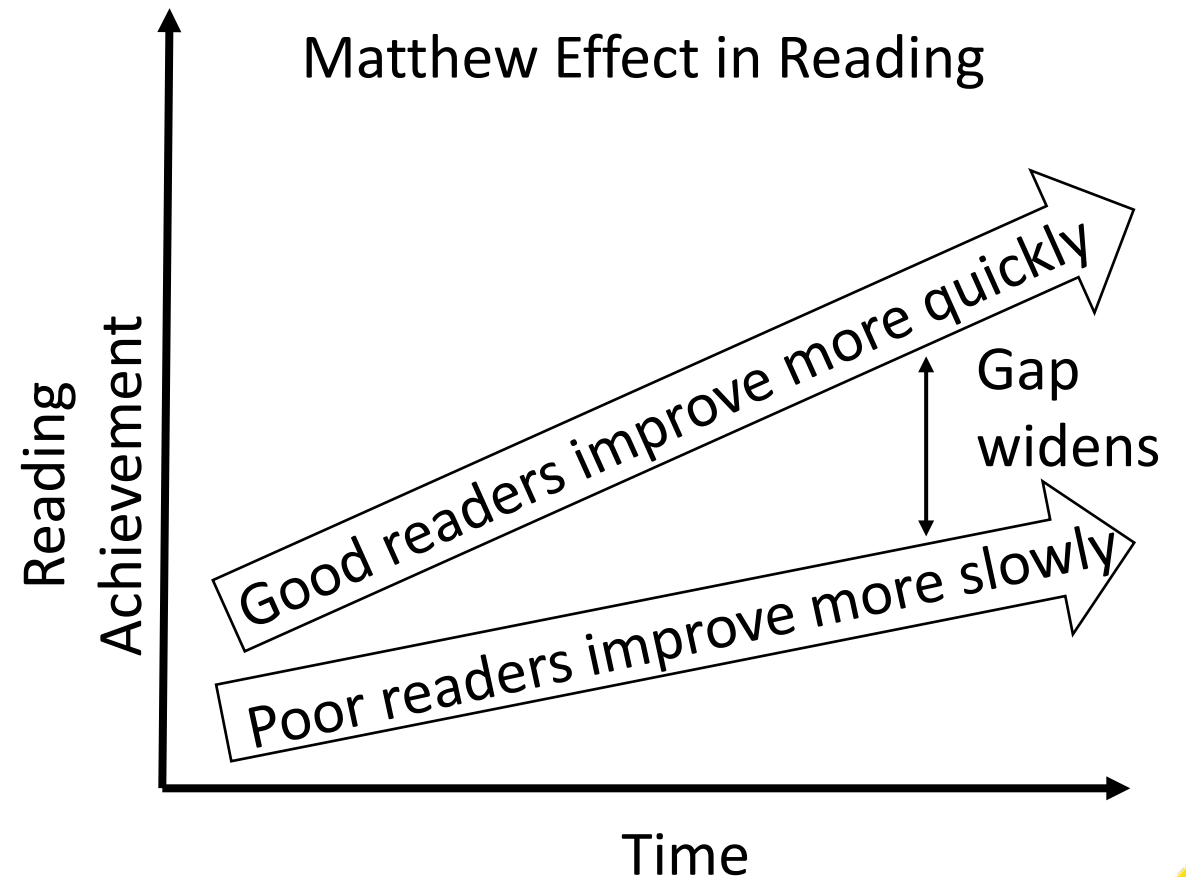
Research-Practice Partnered Implementation of Differential Intervention

- Three partnered schools:
 - University Lab School (private school/school of choice)
 - Public Charter School (full inclusion model)
 - Traditional Public School (Title 1 School)
- Implementing three combinations of two interventions (RAVE-O and Wilson) in grades 1 and 2.
 - Interventions target: 1) challenges with phonology; 2) challenges with fluency; 3) challenges with phonology and fluency
- Based on early literacy screening data



Efficacy of Differentiated Intervention

- TBD--Still analyzing recent data
 - Preliminarily, intervention may have stemmed the Matthew Effect
- COVID-19 difficulties
 - Fidelity challenges



Facilitators (+), Impediments (-), and Contextual Considerations (~) from Implementing Differentiated Reading Intervention

- Types of interventions
 - +: engaging interventions; openness to alternatives
 - -: changing district/admin demands
 - ~: consider tier 1 and tier 2 together
- Planning and coordination among relevant personnel
 - +: coordinating personnel, planning for data use
 - -: lack of paid planning time, lack of consideration of calendar changes and “specials”
 - ~: turnover, transience
- Teacher training
 - +: on-campus or virtual, continued support, SOR background
 - -: time and funding
 - ~: different compensation strategies



Facilitators (+), Impediments (-), and Contextual Considerations (~) from Implementing Differentiated Reading Intervention (continued)

- Teacher staffing and availability
 - +: experienced teachers, commitment to early intervention, team-based approach
 - -: turnover, hiring challenges
 - ~: plan, progress monitor, reflect, and pivot
- Expenses
 - +: teacher compensation, supplies budget
 - -: limited budgets
 - ~: plan ahead for supplies; pandemic relief funds?
- School culture
 - +: embracing innovation and personalization; celebrating SpEd teachers
 - -: ambivalence about phonics
 - ~: building a shared philosophy among all stakeholders



Additional Considerations from Implementing Differentiated Reading Intervention

- Instructional and intervention time
- Administrative support and turnover
- Physical Space
- Students' social, emotional, cultural, linguistic, and developmental needs and assets



Thank you!

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Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>





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