

RESTRUCTURING BEGINNING READING WITH THE READING RECOVERY APPROACH pdf

1: Special Education Inclusion

Restructuring Beginning Reading with the Reading Recovery Approach. Fastback

WEAC represents K public school teachers and education support professionals, as well as faculty and support staff in the Wisconsin Technical College System, retired members, and university students studying to become educators. Visit our Home Page at www.wecat.org. Inclusion remains a controversial concept in education because it relates to educational and social values, as well as to our sense of individual worth. Any discussion about inclusion should address several important questions: Do we value all children equally? There are advocates on both sides of the issue. James Kauffman of the University of Virginia views inclusion as a policy driven by an unrealistic expectation that money will be saved. Furthermore, he argues that trying to force all students into the inclusion mold is just as coercive and discriminatory as trying to force all students into the mold of a special education class or residential institution. Between the two extremes are large groups of educators and parents who are confused by the concept itself. They wonder whether inclusion is legally required and wonder what is best for children. They also question what it is that schools and school personnel must do to meet the needs of children with disabilities. While recognizing that there are no simple answers, this paper attempts to give an overview of the concept of inclusion and offers a set of recommendations that can help to ensure that we meet the needs of all students.

Definitions In order to discuss the concept of inclusion, it is first necessary to have a common vocabulary. The following have been edited for clarity. This concept is closely linked to traditional forms of special education service delivery. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child rather than moving the child to the services and requires only that the child will benefit from being in the class rather than having to keep up with the other students. Proponents of inclusion generally favor newer forms of education service delivery. All services must be taken to the child in that setting. In addition to problems related to definition, it also should be understood that there often is a philosophical or conceptual distinction made between mainstreaming and inclusion. In contrast, those who support inclusion believe that the child always should begin in the regular environment and be removed only when appropriate services cannot be provided in the regular classroom.

Does Federal Law Require Inclusion? Two federal laws govern education of children with disabilities. Neither requires inclusion, but both require that a significant effort be made to find an inclusive placement. However, IDEA recognizes that it is not appropriate to place all children in the regular education classroom. In developing the Individual Education Program IEP for a child with disabilities, the IDEA requires the IEP team to consider placement in the regular education classroom as the starting point in determining the appropriate placement for the child. The purpose of these requirements is to carry out the intent of the IDEA, which is to educate as many students with disabilities as possible in the regular education classroom, while still meeting their unique, individual needs. Section 300.103 of the Rehabilitation Act of 1973 requires that a recipient of federal funds provide for the education of each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient is required to place a handicapped child in the regular educational environment unless it is demonstrated by the recipient that the education in the regular environment with the use of supplementary aides and services cannot be achieved satisfactorily. Because the categories of disabilities covered by the IDEA have expanded during the past two reauthorizations in 1991 and 1997, Section 300.103 is less frequently used to obtain access to public education for students with disabilities. Court decisions provide guidelines governing placement under IDEA. Even after several reauthorizations of IDEA, most recently in 1997, federal law leaves several questions unanswered, including three significant ones: How far must schools go? What are the rights of the other children? Guidelines established by the following federal court decisions provide school districts with some measure of what is expected of them in determining the appropriate placement for children with disabilities.

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Please note that each court has a separate jurisdiction and that the decision may not apply to all locations. However, these cases have been cited by courts throughout the country in cases involving challenges to placement of students in the least restrictive environment. Rome City School District 11th Circuit Court, In this case, the court decided in favor of parents who objected to the placement of their daughter in a self-contained special education classroom. Specifically, the court said: The regular education classroom with no supplementary aids and services; The regular classroom with some speech therapy only; The self-contained special education classroom. The district argued that the costs of providing services in the classroom would be too high. However, the court said that the district cannot refuse to serve a child because of added cost. As in many decisions of this type, no clear determination is made about when costs move from reasonable to excessive. The major message in this case is that all options must be considered before removing a child from the regular classroom. Sacramento City Unified School District vs. Holland 9th Circuit Court, In this case, the circuit court upheld the decision of the lower court in finding for the Holland family. The parents wanted their daughter in the regular classroom full-time. A number of issues were addressed in this decision. The court considered a case in Texas, Daniel R. Non-academic benefits must also be considered. In upholding the lower court decision, the 9th Circuit Court established a four-part balancing test to determine whether a school district is complying with IDEA. The four factors were as follows: The educational benefits of placing the child in a full-time regular education program; The non-academic benefits of such a placement; The effect the child would have on the teacher and other students in the regular classroom; The costs associated with this placement. As a result of applying these factors, the court found in favor of including the child. Board of Education of the Borough of Clementon School District 3rd Circuit Court, In finding for the parents in Oberti, the court ruled in favor of a placement that was more inclusive than that provided by a self-contained placement. Specifically, the court ruled that three factors must be considered: The court should consider whether the district made reasonable efforts to accommodate the child in regular education. The court should consider the effect the inclusion of the child with disabilities might have on the education of other children in the regular education classroom. If, after considering these factors, the court determines that the child cannot be educated satisfactorily in a regular classroom, the court must consider whether the schools have included the child in school programs to the maximum extent appropriate. School District of Wisconsin Dells v. From kindergarten through fourth grade, Z. At age ten, he was placed in a residential facility where he did well. The following school year, attempts were made to return him to the public school setting, but he again was violent, disruptive, and truant. He was placed in a specialized school, but was removed after less than a month. Finally, the District determined after a month without providing services that it would educate the student at his home. There are other court decisions in favor of more restrictive placements, including a decision in the 8th Circuit Court of Appeals that approved a centralized program for a wheelchair-bound student with spina bifida. In this instance, the court decided that school authorities did not have to modify the neighborhood school for wheelchairs when an accessible program was available elsewhere in the school district. Conclusion Courts will carefully examine the facts in individual cases to determine whether school districts have offered an appropriate placement out of a continuum of placements available for every child with disabilities who is enrolled in the district. Courts will examine IEP team processes to ensure that placements are based on the individual needs of each child. Therefore, an accurate comparison between separate programming and inclusive programming cannot be done. The following is a brief review of a number of studies of various inclusive strategies. There are a number of reviews and meta-analyses that consistently report little or no benefit for students when they are placed in special education settings Kavale, K. However, in 50 studies comparing the academic performance of mainstreamed and segregated students with mild handicapping conditions, the mean academic performance of the integrated group was in the 80th percentile, while the segregated students score was in the 50th percentile Weiner R. Using this evidence, inclusion proponents claim that segregated programs are detrimental to students and do not meet the original goals for special education. Recent meta-analyses confirm a small to moderate beneficial effect of inclusion education on the

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academic and social outcome of special needs students. Another study assessing the effectiveness of inclusion was done at Johns Hopkins University. In a school-wide restructuring program called Success For All, student achievement was measured. The program itself is a comprehensive effort that involves family support teams, professional development for teachers, reading, tutoring, special reading programs, eight-week reading assessments, and expanded opportunities for pre-school and kindergarten children. In assessing effectiveness, a control group was compared with the students in Success For All programs. Comparisons were made at first, second, and third grades. Students identified with exceptional education needs were included in all comparisons. While assessments showed improved reading performance for all students, the most dramatic improvements occurred among the lowest achievers. There was a similar finding in the comparison of attendance rates. The research also found the best results occurred in schools with the highest level of funding. They concluded that when resources are available to provide supplementary aids, all children do better. The primary importance of research on Success For All is that it demonstrates that with early and continuing intervention nearly all children can be successful in reading. Common practice in compensatory and special education is to identify children who have already fallen behind and provide remediation services that last for years Allington and McGill-Frazen, Research on Success For All and other intensive early intervention programs such as Reading Recovery Pinnell, and Prevention of Learning Disabilities Silver and Hagen, suggests that there are effective alternatives to remedial approaches. While researchers are cautious in their conclusions, there are some positive signs. In particular, students in special education and regular education showed several positive changes, including: A reduced fear of human differences accompanied by increased comfort and awareness Peck et al. The final issue shared by proponents of inclusion relates to cost-effectiveness. Furthermore, the cost of educating students in segregated programs was double that for educating them in integrated programs Piuma, A similar study by Affleck, Madge, Adams, and Lowenbraun demonstrated that the integrated classroom for students with special needs was more cost-effective than the resource program, even though achievement in reading, math and language remained basically the same in the two service delivery models. While in many cases pull-out is supported by the exceptional and regular education teachers and parents, there is mixed evidence of improved academic performance. Most groups and individuals believe that inclusion in the regular classroom is the appropriate starting point, and that a continuum of placement options and services must be available. Successful inclusion practices depend on restructured schools that allow for flexible learning environments, with flexible curricula and instruction. Under ideal conditions, all students work toward the same overall educational outcomes. What differs is the level at which these outcomes are achieved, the additional support that is needed by some students and the degree of emphasis placed on various outcomes. A restructured system that merges special and regular education must also employ practices that focus on high expectations for all and rejects the prescriptive teaching, remedial approach that leads to lower achievement Guess and Thompson, , Heshusius,

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2: What is wor su gai

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Community Outreach Summary In the spring of , results of state testing showed that students at Broad Acres were performing at very low levels. Scores on Maryland State Performance Assessment Program tests were similar to those of schools being taken over by the state: In the spring of , school staff, in cooperation with district and union leaders, undertook a three-year program to internally restructure the school. Fifth grade students showed comparable gains: During restructuring, the demographics of the student population remained substantially the same. The children at Broad Acres Elementary School came from all over the world, representing 31 countries and speaking 28 languages. The student population was: While demographics did not change during restructuring, the students at Broad Acres learned at consistently higher levels and sustained this achievement throughout the period. Instructional Program Standards Based Curriculum - There is data driven instruction and a school-wide, indicator focus to ensure that all students learn grade level or above grade level curriculum content. The standards based curriculum allows for acceleration and intervention. The School Improvement Plan includes tasks to accelerate at least ten percent of the students at each grade level. Currently over twenty percent of second graders are being instructed at a third grade level in math, while over fifteen percent of third graders receive fifth grade level instruction. Walk into any classroom and you will see students totally immersed in their academic work, teachers working with students, systems well in place to handle classroom routines. Instruction at BA is without interruptions. Assemblies, cultural arts, and ceremonies are activities that take place outside of the school day, inviting the community, to avoid interference with the laser sharp focus on meaningful instruction. All Day Kindergarten- At Broad Acres Elementary School and countywide, the expectations for kindergarten students have increased significantly with an emphasis on mastery in reading and math. These increased expectations begin in Head Start and Pre-Kindergarten classes, which are particularly important to the majority of students at Broad Acres, as they often provide our students with their first exposure to formal English. Reduced Class Size - Students have benefited from reduced class sizes at grades K-2 and Title I staffing is used to lower class size in grades and provide students with focused interventions. Classes which once were as large as thirty students now remain no larger than 15 at kindergarten, 17 at grades one and two, and twenty at grades 3, 4, and 5. This reduction in class size enables our teachers to maximize student potential by giving specific feedback, meeting individual student needs and nurturing students as learners. The instructional program is monitored closely using multiple data points. School wide reading level databases have been created to monitor reading level progress in all grade levels. All primary literacy teachers enter running record data twice monthly in order for individual teachers, content experts and vertical teams to analyze and plan for instruction. In addition, our upper grade teachers also monitor the reading levels of students by either entering running record data or informal reading assessments to determine the reading levels of individual students. This focused analysis of data about student achievement drives even greater determination to meet the needs of all of our students to achieve on or above level expectations. As a result of this progress-tracking, a number of our first grade students participate in the Reading Recovery Program. This program provides individual support to students. In addition, our Reading Recovery Teachers have been consultants to the primary literacy team. Math spreadsheets are used to track student computation skills, as well as their indicator level skills. In addition MCPS math unit assessment data provides a comparison of student performance relative to that of students in other schools. The Instructional Management System IMS provides teachers with up-to-date information about indicators, standards, resources, as well as student, class, and grade level data. Teacher Recruitment In April , all staff at Broad Acres Elementary School had the option to make a three-year commitment to the school and its students. This commitment included working the equivalent of 15 extra days paid by a supplement to be used to extend the workday every Wednesday until 6: Sixty percent of the staff elected to

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stay. New staff with a shared vision and commitment were hired and almost all have elected to stay for a fourth year. Those leaving now at the end of their three year commitment are moving to administration, staff development teacher positions, GT teacher, and ESOL teaching opportunities where they will serve the system well, taking with them the knowledge and skills gained at Broad Acres. Training The Skillful Teacher course was required for all instructional staff as a group and subsequent additions to the staff are required to take the course so that everyone is speaking the same instructional language and maintaining the same expectations for effort. Content experts reading specialist, math content coach, GT specialist, and academic support specialist were trained in the Observation and Analysis of Teaching OAT to provide consistent feedback to teachers on instruction. The staff development teacher position provides focused staff development with the expectation that all staff become experts in their content areas. The Professional Growth System supplies clear expectations for standards of instruction and teachers are aware of expectations towards the six standards. Parents are encouraged to come to the library to borrow books to read at home to their children. We know that children benefit from being read to in any language and encourage parents to proudly read aloud to their children in their native language. Parent classes are offered to extend their literacy skills in their own languages as well as reading in English. Title I funds are used to support the School Improvement Plan parent involvement goal. Bilingual staff Spanish, Vietnamese, French are available and accessible to welcome parents, provide needed info about schooling, foster communication and trust in Broad Acres ES. Written communication is sent home in English, Spanish and Vietnamese. Broad Acres has a Parent Resource Coordinator, who has an open door policy to support parents in any way possible. Together the Parent Resource Coordinator, Linkages to Learning, and the staff at Broad Acres provide a support system for the community.

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3: Reading Recovery - Wikipedia

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Page Reading Recovery Reading Recovery, which is singled out for a relatively extensive review, has garnered significant attention in the United States. It requires extensive training of teachers, as well as intensive one-on-one instruction with children, rendering it quite costly. The program was designed by Marie Clay for the purpose of intervening with young children in New Zealand identified as having reading problems. For complete descriptions of the instructional program, the reader is referred to Clay and Pinnell et al. The program has a particular framework for providing instruction to the tutees. These activities occur in a minute block of time on a daily basis. The short books used by the children have been sequenced on the basis of teacher judgment of difficulty. Once the child has achieved the level of functioning that matches within a. Helping Children with Reading Difficulties in Grades 1 to 3. Preventing Reading Difficulties in Young Children. The National Academies Press. Typically, this translates into 60 minute sessions over a to week period. Typically, teachers conduct Reading Recovery lessons with four children a day and spend the remainder of their day as first-grade teachers. During the course of a school year, about 8 to 11 children per Reading Recovery teacher generally complete the program successfully and another 27 percent of children are dismissed from the program without having successfully reached criterion performance. By most professional development standards, the preparation of Reading Recovery teachers is quite extensive. Following 30 hours of training before the beginning of the school year, Reading Recovery teachers participate in weekly sessions in which the central activity is the observation and discussion of two lessons that are conducted by Reading Recovery teachers working behind one-way viewing windows with one of their students. There are now a number of publications asking the question, "Does Reading Recovery work? In addition, a number of thoughtful syntheses and reviews have been reported by others, including Center et al. In fact, it appears that the data available through these reviews exceed the data available through firsthand published investigations of Reading Recovery; that is, the reviewers have included in their syntheses technical reports and unpublished documents that have not been disseminated by the Reading Recovery organization. These authors point out that, although Clay provides clear evidence that children improve on measures that she has designed, there is no evaluation for transfer to Page Share Cite Suggested Citation: Perhaps more troubling is their finding that the results reported by Reading Recovery are only for children who have successfully been discontinued from the program, excluding about 30 percent of the participants. Because children are not randomly assigned to Reading Recovery or an appropriate control group, the question is raised whether the growth demonstrated in Reading Recovery might not be explained simply in terms of normal development. Finally, maintenance measures comparing the performance of students successfully graduated from Reading Recovery with other low-progress students who did not receive Reading Recovery tutoring indicate that 12 months after the intervention there are very small differences between the reading achievement of Reading Recovery children and the other low-progress children Glynn et al. This finding regarding the failure of the low-progress children to respond to Reading Recovery in the long run was replicated in a reanalysis of Pinnell et al. Similar analyses and conclusions have been presented by Hiebert a and Shanahan and Barr In a study of Reading Recovery conducted by Pinnell et al. The study being described here contained high amounts of familiar book reading time for the reading recovery group and for one additional intervention group compared to much less time for the other groups. The group that equaled Reading Recovery method in time spent reading familiar books equaled Reading Recovery in outcome data. However, after three months, post-tests using standardized measures did not reveal any statistical differences among the treat- Page Share Cite Suggested Citation: In their own research investigating Reading Recovery, Center et al. They divided their Reading Recovery instructional groups into children who were totally "recovered" versus those who were unsuccessful and

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examined the profiles of these children in terms of their pretest measures. This hypothesis received support from the instructional research of Iverson and Tunmer , who conducted a study including a condition in which they modified Reading Recovery to include explicit code instruction involving phonograms common elements in word families, such as the letter sequence, "at" in "bat, cat, sat". Children who were assigned to the modified condition achieved criterion performance more quickly than children in the standard condition. Despite the controversies regarding the efficacy of Reading Recovery, a number of intervention programs owe their design features to it, and it offers two important lessons. First, the program demonstrates that, in order to approach reading instruction with a deep and principled understanding of the reading process and its implications for instruction, teachers need opportunities for sustained professional development. Second, it is nothing short of foolhardy to make enormous investments in remedial instruction and then return children to classroom instruction that will not serve to maintain the gains they made in the remedial program. Page Share Cite Suggested Citation:

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4: Restructuring at JoAnn Leleck Elementary School

Wor su gai is an American Chinese food dish featuring breaded chicken on a bed of lettuce covered in an orange-colored gravy and topped with chopped green onions (or scallions) and chopped nuts.

Research has investigated effectiveness, cost benefits, continued progress and self-esteem. Institute of Education, University of London. Literacy Teaching and Learning, 12 1 , pp 19â€” Reading Recovery Council of North America: Journal of Educational Psychology, 97 2 , Does intervening early make a difference? Educational Evaluation and Policy Analysis, 26 1 , Literacy Teaching and Learning, 5 2 , 7â€” Reading Psychology, 22 2 , Literacy Teaching and Learning, 5 1 , Literacy Teaching and Learning, 4 2 , New Zealand Council for Educational Research: Reading Research Quarterly, 29 1 , Continued progress Hurry, J. Journal of Reading Research, 30 3 , Where are the children now? Literacy Teaching and Learning, 10 1 , Journal of Reading Recovery, 3 1 , Literacy Teaching and Learning, 6 2 , Educational Studies, 24 2 , Literacy Teaching and Learning, 1 2 , Literacy, Teaching and Learning, 1 1 , International Journal of Learning, 12 10 , Reading Psychology, 21 1 , Thirty-eighth yearbook of the national reading conference. International Journal of Disability, Development and Education, 56 1 , Journal of Reading Recovery, 4 2 , Response to internet letter distributed to members of Congress in Spring An independent evaluation of the effects of an early instructional intervention for at-risk learners. Cost effectiveness Schwartz, R. The Journal of Reading Recovery, 6 2 , The Journal of Reading Recovery, 2 1 ,

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The Rationale Divinorum Officiorum A Day at Old MacDonalds Farm Story of an obstinate corpse. Prentice hall realidades 3 teachers edition Young People and Social Change (Sociology and Social Change) Conclusion : Where will figure skating go from here? Monty Pythons Life of Brian (of Nazareth) Oral and maxillofacial medicine crispian scully Atlas and epitome of diseases of the skin Mel Bay Music for the Heather Folk Nobodys Baby Now (Pacer Book for Young Adults) The oval portrait analysis Jongs Community Dental Health (Community Dental Health Jongs)) AFIs Top 25 Film Scores The Works of Robert Boyle The scene of my former triumph 16. ActionScript authoring environment The Will of Gaius Longinus Castor Keenan, James G. The standard cantatas Local Environmental Change and Society in Africa Bean and Lockwoods rating valuation practice. Elements of criticism B : The reciprocal lattice and the brillouin zone Be thou my vision duet sheet music A copie of the commission sent from His Majestie to the conspirators of the citie of London Daily life of the vikings Trading our common heritage? The debate over water rights transfers in Canada Randy Christensen, Anastasi Vancouver on the Columbia Hp designjet 130 user manual Intermediate language practice book The dandelion murders Developing and managing expert systems Reel 343. Hardin (contd: ED 116, sheet 1 end), Harrison, Henry (part: EDs 1-89, sheet 10 Counties Cooking without fat The easiest slow cooker book ever George Bernard Shaws Pygmalion The avitaminoses; the chemical, clinical and pathological aspects of the vitamin deficiency diseases Youth Softball: Rules of Play Create Your Own Robot Mr. Hambles bear.