Yes You Can!

Reading Remediation for Middle and High School SWD Students
Gilmer County Charter Schools

Dr. Diane Vautrot, Special Education Coordinator

Karen Phipps, Special Education Dept. Chairperson, Gilmer County High School

Lauren Phipps, Special Education Teacher, Gilmer County High School

Daniel Hayes, Special Education Teacher, Clear Creek Middle School
Gilmer County
Who Are We?

- We are a rural county located in the southernmost part of the Appalachian mountains
We are a mixed community of multi-generational families with strong mountain heritage
Many new families move to the county to retire and enjoy the natural beauty of the area and the “laid back” atmosphere.
More Pictures of Beautiful Gilmer County
What you probably know us for is…
Our Apples!

We are the Apple Capital of Georgia!
Gilmer County Charter Schools

- 5 schools with one high school
- Population – 4,140 students

Race

- Caucasian – 78%
- Hispanic/Latino – 20%
- African American – 2%
Educational Achievement of Citizens Age 25+

- <High School – 25%
- High School – 35%
- Some College – 21%
- Assoc. Degree – 5%
- Bachelors Degree – 9%
- Graduate/Prof. Degrees – 5%
In 2011, What We Likely Shared With You

- We had Special Education students coming to high school as nonreaders or very low readers after 8 years of education.

- Our students HATED to read and write.

- Many students were so defeated, by the time they got to high school they had given up.

- We were charged with getting them to pass grade level courses and pass grad. tests.
Economic Factors Impacting Gilmer County

- Economy is based on tourism and building
- 65 and older school tax exemption voted in
- Tax revenues fell drastically
- Money from State was based on two years prior when economy was booming
- End result – 70% cut in school system budget
In the Beginning

- Gilmer High School began participating in Graduate First Dropout Prevention program in 2008

- Joyce Christian, Collaboration Coach for Graduate First, met with Erick Hofstetter, Principal at Gilmer High School to target areas of need

- Mr. Hofstetter expressed concerns about the reading levels of incoming freshmen and a desire to improve reading for all students
Graduate First could not facilitate a reading initiative, so Joyce contacted Pam Glasgow, Director of North Central GLRS about options GLRS could provide.

Pam met with Mr. Hofstetter and county level administrators and agreed to support a reading initiative.

Unique to have a reading remediation initiative in high school.
In 2011, we were offered an opportunity to participate in a reading initiative by North Central GLRS. We jumped on it!

Reading Consultant Extraordinaire, Debbie Barton, was assigned to GHS

She was scared to death and shook like a leaf the first day – then, she met the kids, heard the stories and fell in love!
Year One

- Targeted classrooms were 9th and 10th Lit./Comp. inclusion classes and Special Ed. Resource Classrooms

- Two goals for the project –
  - Improve the reading competency levels of students with disabilities.
  - Enhance teacher knowledge of effective instructional strategies for struggling readers.
Research and Evidence Based Practices

- Adjusted instruction based on universal screening, diagnostic and progress monitoring tools.
- Utilizing various grouping practice such as small group, pairs, and one-on-one instruction
- Focusing on specific skill deficits
- Scaffolding instruction based on individual needs
Targeted 9th and 10th Literature/Composition Inclusion and Special Ed. Resource

Training by Reading Consultant of teachers and paraprofessionals in:
- REWARDS
- Action Plans
- Academic Strategy
- EOCT Content Domains and Vocabulary
- Data Review/Progress Monitoring
- Writing & Reading Connection
- Book Study: *When Kids Can’t Read – What Teachers Can Do*, Kylene Beers
- Universal Screener for all 9th grade students
- In class, real time, assistance by consultant to set up groups, develop schedules, provide instructional materials and model REWARDS
Grouping Model

- General model involved grouping students in three groups
  - One group – REWARDS
  - One group – direct and explicit remediation of skills
  - One group – Activities addressing grade level standards
<table>
<thead>
<tr>
<th>Group A Members:</th>
<th>Group B Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher-Led Instruction:</strong></td>
<td><strong>Teacher-Led Instruction:</strong></td>
</tr>
<tr>
<td>What content will you be teaching?</td>
<td></td>
</tr>
<tr>
<td><strong>Independent Station Activity:</strong></td>
<td><strong>Independent Station Activity:</strong></td>
</tr>
<tr>
<td>What practice activities will they do when they leave you? It is very helpful that for awhile the activity instructions stay the same and only the content material changes. This keeps you from having to teach independent station directions every day or every week. This enhances use of instructional and practice time, keeps discipline problems down, and provides repetition which builds student success. Pull ideas from the standards that apply to most of your literary selections. Completing thinking maps here will review material and vocabulary already covered, enhance comprehension, and set students up for writing in response to their reading, which could be the next station they go to next. After completing their writing assignment they could read it to their partner for fluency practice. The connections are endless once you get started. Just remember - keep it simple for you and for the students.</td>
<td></td>
</tr>
<tr>
<td><strong>Group C Members:</strong></td>
<td><strong>Group D Members:</strong></td>
</tr>
<tr>
<td><strong>Teacher-Led Instruction:</strong></td>
<td><strong>Teacher-Led Instruction:</strong></td>
</tr>
<tr>
<td><strong>Independent Station Activity:</strong></td>
<td><strong>Independent Station Activity:</strong></td>
</tr>
</tbody>
</table>

**THINK ABOUT:**

Rotation Schedule: Do all groups need equal time at each station including the teacher-led station?

Remember: Independent learning is always our ultimate goal so students that are capable of reading and "digging" information out on their own should be encouraged to do so. They may need to meet briefly with the teacher to discuss the objective of the lesson; receive a short modeling of expectations.
for their independent assignment, and then sent to work in pairs or small groups to complete the task. They would return briefly at the end of the period or first thing the next day to discuss and share their work. Student ownership of learning allows them to move at a much faster pace than possible with whole class instruction.

How many minutes at each location?

How will students know where to go when they enter the room?

How will group transitions be handled? Teachers moving or students?

How will material for each station be stored and organized for ease of use?

How will interruptions be handled?

What will the alternative plan be if the instructor at a teacher-led group is absent?

Will students have choice at some of the stations?

What type of accountability will be at each station? (This should vary so it is not always written work.)

Will you assign group leaders within the groups and will that position rotate?

Will you model behavior expectation before you actually begin small group instruction?

I’m sure you will have other questions. The more decisions you can make and be comfortable with prior to beginning the rotation the happier you will be:

Consider starting with just splitting into two or three groups initially if that will help. It is important that we get the small group REWARDS instruction for the SPED students started as soon as possible.

Call or email if you have questions or concerns? dbarton15@gmail.com  (706-280-0405)

You may be doing this in small steps but it is a great leap for Gilmer High!

You are the best!!!

Debbie
<table>
<thead>
<tr>
<th></th>
<th>Tuesday 8:55 – 9:45</th>
<th>Thursday 9:10 – 9:40</th>
<th>Friday 8:55 – 9:25</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Vocab/Fluency/Comp (D) 45</td>
<td>Vocab/Fluency/Comp (D) 30</td>
<td>Vocab/Fluency/Comp (D) 30</td>
</tr>
<tr>
<td>B</td>
<td>REWARDS (DB) 45</td>
<td>REWARDS (DB) 30</td>
<td>REWARDS (D) 30</td>
</tr>
<tr>
<td>C</td>
<td>REWARDS (W) 45</td>
<td>REWARDS (W) 30</td>
<td>Leveled Library/Retell (Independent) 30</td>
</tr>
<tr>
<td>D</td>
<td>Lit/Journal Writing or Library? (Ind) 45</td>
<td>Independent Reading Writing in Response to Reading (Ind) 30</td>
<td>Writing in Response to Reading (W) 30</td>
</tr>
</tbody>
</table>

Monday – Whole group standards-based instruction. (8:55-9:45)

Tuesday – Whole group standards based instruction. (8:00 – 8:40)

Friday – Whole group standards based instruction. (9:25 – 9:45)
### Grouping for Differentiated Instruction

**Teacher** _______ **Class Period** _______

<table>
<thead>
<tr>
<th>Instructional Focus:</th>
<th>Instructional Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Members</strong></td>
<td><strong>Group Members</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Focus:</th>
<th>Instructional Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Members</strong></td>
<td><strong>Group Members</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Focus:</th>
<th>Instructional Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Members</strong></td>
<td><strong>Group Members</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>How many groups will be needed?</th>
<th>How many and what type of independent stations will be needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many will be teacher directed?</td>
<td>Independent stations are for successful practice of pre-taught material</td>
</tr>
<tr>
<td>How much time will be allotted for each group session?</td>
<td>What data will you use to decide group members?</td>
</tr>
<tr>
<td>Self-selected reading (leveled libraries)</td>
<td>Writing in Response to Reading</td>
</tr>
<tr>
<td>Vocabulary Development (Sorts)</td>
<td>Whole Group Follow-Up Activities</td>
</tr>
</tbody>
</table>

---

**GLRS Reading Project** November 2010
REWARDS – Cornerstone of project

- Intense intervention program for students in 4th-12th grade who have mastered decoding skills between K-2 level, but have difficulty decoding long words and/or read slowly

- Used as 40 lessons in 20 minute groups

- Lessons are explicit, yet flexible, with a high level of repetition and teacher/student interaction and engagement

- Easy to implement and can be used by teachers, paraprofessionals and volunteers
REWARDS

Lessons 1-12 are dedicated to preskill training.

Students are taught a strategy containing *overt* behaviors (circling and underlining).

1. Circling the prefixes
2. Circling the suffixes
3. Underlining the vowels
4. Saying the parts of the word
5. Saying the whole word
6. Making it a real word
   Example: reconstruction

In Lessons 13-20 students are introduced to the REWARDS flexible *covert* decoding strategy.

1. Looking for prefixes, suffixes, and vowels
2. Saying the parts of words
3. Saying the whole word
4. Making it a real word

To be able to apply the covert strategies, students must be able to:

1. Say the correct vowel sound (phoneme) when shown the corresponding letter or letters (grapheme).
2. Say the sound (short sound) and name (long sound) for single vowel letters.
3. Underline vowel graphemes within words.
4. Sound out parts of words containing various vowel graphemes.
5. Circle prefixes and suffixes.
6. Blend auditorily presented word parts into a word.
7. Adjust incorrect pronunciations of longer words when the words are presented in context.

To increase the probability that students will transfer these strategies to their classroom reading assignments, practice activities are provided in which students read longer words within sentences and content area passages.

Because accuracy without automaticity will not serve students, rate development exercises are also provided.

Students are also taught that many of the affixes, particularly prefixes, carry specific meanings and that those meanings can assist in deciphering the meaning of an unknown word.
Results After Year One

- 70% increase in comprehension retell quality
- 58% increase in multisyllabic word part recognition
- 52% increase in multisyllabic word recognition
- 27% average increase for independent reading levels
- 22% average increase for instructional reading levels
Testimonial

“I feel like I have learned so much from my students, mentors, and colleagues over the past school year. I am so glad I opened up to new ideas and took the time to at least TRY. I had nothing to lose… the same materials and standards were addressed whether or not the groups worked. I feel like I have a better understanding of how to present materials in different ways to reach as many students as possible – differentiation! I didn’t realize that the “D” word would become a part of my classroom….. No excuses now!” -Karen Kerlin
And Then……

- Project has continued with changes every year
- Data continues to improve every year
- Students in high school now have been through Reading First and we are seeing the benefits…
REWARDS at GHS

- Started in 2011
- Inclusion and Resource Settings
- Centers
Tim’s Video
What do in class offers have I will learn. Write one page lettering what should or shouldn't be done in classroom in order for learning to occur? Explain.

Some of the things are to stay on task.

2014-2015

So is Isabella gonna be there? I asked. As I shook my head, I asked, "Isn't a sound on my cell phone?" And see you in an hour," I said.

As I hung up the phone, my little brother Joseph asked where I was headed. I told him I was just going to hang out with some friends. It was 6:00 in the evening, and everyone I knew was going to a party at my friend Gabe's house. His parents were cool and had a big house with a lake and pool. I got dressed for the party in the back of my head. I was thinking about Isabella. Isabella had long blondish hair and red, red eyes. One of the popular girls in my entire school, I told my friends I was headed to Gabe's house to hang out. So I started over to Gabe's house. I live a small town in Washington State. I go to Dunkirk High School. As I arrived at the party, Gabe met me at the door. Hey, Brian! Gabe said. I could hear the music booming from inside. Many of my friends were there that night. We walked inside, it was crazy and everyone was partying and drinking. A few hours went by, then I saw her. Isabella. She was standing next to her boyfriend. We just so happen to be an quarterback.
San Diego
11, 10, 10, 11 (9-12 grade years)

REWARDS
85%, 90%, 95% (9, 10, 12 grades)

Fluency
98 wpm, 101 wpm (9, 12 grades)

GHSWT
1st attempt: 200
Jason’s video
Jason

2012-2013

San Diego
11, 11, 11 (9, 10, 11 grades)

REWARDS
95%, 95% (9, 12)

Fluency
106 wpm, 132 wpm (9, 12 grades)

GHSWT
4th attempt: 213

2013-2014

I will bring my creativity into my music shop along with my respect towards my customers and treat them as true friends.

Mrs. Barbary knows much about the little red pocket, and to learn more about it they're sending a group of people up to explore it. I have been awarded to go with them. They said they will supply us with clothes and bags, and a guide, and we can only bring one person per item. I would bring my Johnson Steeltop guitar with me.

The first reason is, I love my music and music will make things not have meaning. I love teaching people how to play the guitar. It gives me a sense of accomplishment for helping someone learn something new that they can do something with.

My second reason is to entertain everyone when they feel sad, calms them when their mind is out of control, and when they say, "No that isn't what I wanted to be, it makes me out."

My third reason is that it could bring back good memories of being back on earth, like when I was teaching music little children how to play the guitar. It made me have a sense of accomplishment.

Being selected to go to Mars was a great experience. I think I've kept everybody on Mars entertained and learning new things.
2014-2015

Step one: Pick up your guitar and make sure it's in tune.

Step two: Get the feel of the guitar. You know, get the music in your heart. So you want lose it.

Step three: Take your left-hand index finger and put it at the first fret. 3rd string up from the bottom (the E string), take your third finger and put it at the second fret on the fourth string from the bottom (the D string). Lastly you take your middle finger and go to the second fret. Fifth string up from the bottom (the A string).
Study Skills

- Building Relationships
- Writing Process
- Math
- REWARDS Reading, Writing, and Social Studies
Writing Process - Brainstorming

Writing Topic

Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion.
Writing Process-O rganizing

**Senses Chart (Imagery)** Use your senses to describe your experience.

<table>
<thead>
<tr>
<th>SENSES CHART (IMAGERY)</th>
<th>SIGHT</th>
<th>SOUND</th>
<th>SMELL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIGHT</strong></td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Band members</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Audience Around You</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENSES CHART (IMAGERY)</th>
<th>TOUCH</th>
<th>TASTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOUCH</strong></td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>If you from</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>You can then</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td><strong>TASTE</strong></td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Food, Drinks</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

**Artifact:** My *Ituazo*, Acoustic Guitar

**Introduction:** (Ask a question, Define a word, Be interesting, Hint at the importance.)

Have you ever had something important to you?

**Story Related to the Object:** (Who & When)
- Who gave it to you? I bought it from my friend Doctor led Ford.
- When did you get it? (a special moment?)

**Background:** (how & why)
- How did you get it?
  - He picked me up from school and we went to my house for a while.

- Why is it so important?
  - This guitar is important to me. Because I see it as my baby.

**Description:** (what, where & why)
- What does it look like? When they were Carolyn's Fire Instrument.
- Where do you keep it? I keep her in a hard case by my bed.
- Why do you still have it? I still have it because I can never get rid of it.

**Conclusion:** Restate the importance of the artifact and the memory.

It's like a part of the family to me and my Dad.

Before we die.
2012-2013

My mission statement:
Be faithful to family,
Friends remember me as
outgoing, em player with
high goals.

Tyler

2013-2014

It is a proven fact that most students who use their phones in class have a higher test grade than all the other students in the school.

Music helps students focus on their work and helps them focus on their work. Then you ask your phone help you in your everyday life and how do you like it if you did not have a phone or mum on the line?

I had no idea about that.
Tyler

San Diego
primer, primer (10, 11 grades)

REWARDS
DNA 0%

Fluency
23 wpm (11 grade)

GHSWT
2nd attempt: 100 (200 is passing)
Implementations

- Co-Teaching Team - Making the “Dream Teams”
- 2012 - Professional Learning Communities
- 2013 - Boot camps
- 2014 - ELT
- 2014 - Math Skills
7th Grade Special Education – Clear Creek Middle School
Initial Interests

- Help struggling readers
- Research-based strategies
- Short lesson each day
Benefits

- Word parts have meaning
- Background knowledge for vocabulary
- Gives struggling readers a chance
Needs for Success

- Cooperative Co-teacher
- Hustle and Routine
- Be Consistent
Map Out the Lesson

Activity A (Get Activity)
- Break down word parts
  1. Student's request

Activity B (Vowel Sounds)
- Open book
  2. Practice sounds of letter combinations

Activity C (Visual letter Sounds + Name)
- Point to letter
  3. What sound
  4. What name

Activity D (Word Facts)
- Review vowel sounds and names
  5. Ask "What part?" for each

Activity E (Underline Vowels in Words) (Display 9.1)
- Prepare projector 9.1
  6. Pronounce vowels, word parts, and word of line 1
  7. Students underline vowel and keep words back and pronounce other lines

Activity F (Real Activity-Guessing words)
- Break down words with incorrect vowel sound
  8. Read word in context
  9. Ask "What should word be?"

Activity G (Prefixes and Suffixes)
- Say word, then say self-explain
  10. Review the prefix/suffix
- Prefix box, highlight and say prefixes
- Suffix box, highlight and say suffix

Activity H (Circle Infixed and Affixes)
- Region projector
  11. Circle all prefixes and suffixes
- Show display
  12. Students check answers with word list
  13. Time words by with partners (10 sec)

Activity I (Meanings of Prefixes/Suffixes)
- Tell how prefixes/suffixes are used to classify and read definitions with student
  14. Students write the new word

Activity J (Spelling Dictation)
- Say word
  15. Write in the air and say word parts
  16. Students write word with word with word spelling the new word
  17. Display words on projector

Activity K (Auditory Vocabulary)
- Let students read words, say word
  18. Students read silently, word on blackboard
  19. Students answer questions using the new word
  20. Ask students give examples of words

Activity K (Review)
- Put review box
  21. Hold up number of fingers for the numbered word that goes with the definition that is read

Activity K (Alternate)
- Use displays
Other Suggestions

- Map out lesson
- Don’t elaborate
- Break lessons into parts when needed
The Big Bang! Middle School Results!

Gilmer Middle School 6th Grade –

Increases:

- 30% in multisyllabic word parts recognition
- 32% in multisyllabic word recognition
- 25% in fluency rates
- 3% in fluency accuracy
- .7% in grade level instructional reading levels.

Results reflect only 8 Weeks of targeted instruction in Spring 2014.
Clear Creek Middle School – 7th Grade

Increases:

- 40% in multisyllabic word parts recognition
- 54% in multisyllabic word recognition
- 23% in fluency rates
- 10% in fluency accuracy
- 2.0 in grade level instructional reading levels
- 1.9 in grade level independent reading levels
Challenges

- Time required for initial assessments
- Juggling reading instruction with content
- High School Scheduling constraints
- Staff and administrative turnover
- Uniqueness of classrooms each year requires ongoing consultation needs
Must Haves

- Teachers with positive attitudes
  - “All In” for students
  - Build lasting relationships with students
  - Compassionate
  - Look for potential in all students
  - Hustle and like routine
  - Don’t give up – EVER on students
  - Empower students

- Support from School Level Administrators

- District Level Support to Champion the Cause

- Reading Specialist on Staff or as a Consultant
And If You Are Lucky....

- A fantastic GLRS Director like Pam Glasgow who believes in your potential and supports your work!
- A Reading Consultant Extraordinaire like Debbie Barton!
Contact Information

Please contact us – we’d love to help you in any way we can.

Dr. Diane Vautrot
Special Educational Coordinator
Gilmer County Charter Schools

diane.vautrot@gilmerschools.com
706-276-5003
Questions