Effects of a Text-Centered Supplemental Literacy Curriculum for Students with Intellectual Disability

CEC 2016

projectintensity.com
Overview

- **Purpose:** Describe findings from an IES-funded design trial to improve reading instruction for students with intellectual disabilities. The larger study involves field testing, piloting, and feasibility.

- **Literature Review**

- **Development of the Curriculum**

- **Pilot Study**
  - Participants
  - Implementation
  - Findings

- **Next Steps**
Project Intensity: The Development of a Supplemental Literacy Program Designed to Provide Extensive Practice with Multiple-Criteria Text for Students with Intellectual Disabilities

- Institute of Education Sciences (IES) development grant
- Partnership with schools and teachers
- Includes testing to determine the promise of the intervention, but it is not a randomized-control trial (RCT)
- Today we will present findings from a single case design study with 8 students with ID using multiple baseline across units
Project Intensity: Who is it?

Principal Investigators
• Jill Allor, PI
• Stephanie Al Otaiba, Co-PI
• Paul Yovanoff, Co-PI

Curriculum Authors
• Jill Allor
• Stephanie Al Otaiba
• Jennifer Cheatham

Current and Former Research Staff
• Jennifer Cheatham
• Diane Gifford
• Francesca Jones
• Dawn Levy
• Melinda McGrath
• Ashley Moorshead
• Miriam Ortiz
Literature Review: Research on Reading and Intellectual Disability

- Students with intellectual disability (ID) demonstrate lower levels of reading achievement than students with other disabilities (Caffrey & Fuchs, 2007; Wei, Blackorby, & Schiller, 2011).

- **Limited research** on effective teaching of reading to students with ID (Polloway, et al., 2010)

- Some research on **isolated phonics skills**; emphasis on **sight word instruction** (reviews by Browder, et al., 2006; Browder & Xin, 1998; Joseph & Seery, 2004)
Literature Review:
Recent research on comprehensive programs

- More recently research has shown students with ID respond favorably to more comprehensive programs of reading instruction (e.g., Allor, et al., 2014; Browder, Mims, Spooner, Ahlgrim-Delzell, & Lee 2008; Connor, Alberto, Compton, & O’Connor, 2014; Lemons, et al., 2015).

- Two of our studies that led directly to Intensity curriculum
Allor, et al. (2014): Overview of Study

- Determine if a comprehensive, phonics-based, direct instruction reading program would be effective in teaching early reading and language skills to students with IQs ranging from 40-79

- Longitudinal – 4 years (05-06 through 08-09)

- Random assignment to intervention or contrast group
  - Within school
  - Within IQ range (40-54; 55-69; 70-79)

- Students in Grades 1-4 when they began the study
Allor, et al. (2014): Intervention

• Early Interventions in Reading (EIR)
  – Explicit, systematic and comprehensive
  – Level K, Level 1*, Level 2*
    – *published by SRA/McGraw-Hill

• Supplemental language instruction

• Supplemental home-school connection materials to increase intensity
## Data Analysis Summary (*posttest only*)

<table>
<thead>
<tr>
<th>Reading Skill</th>
<th>Measure ((N = 141))</th>
<th>Statistical Significance</th>
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<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>CTOPP Blending Words</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>CTOPP Blending Nonwords</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>CTOPP Segmenting Words</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>DIBELS Phoneme Segmentation Fluency</td>
<td>Yes</td>
</tr>
<tr>
<td>Language</td>
<td>Expressive Vocabulary Test</td>
<td>Yes</td>
</tr>
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<td></td>
<td>Peabody Picture Vocabulary Test</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>WIAT Listening Comprehension ((n=95))</td>
<td>No*</td>
</tr>
<tr>
<td>Phonemic Decoding</td>
<td>DIBELS Nonsense Word Fluency</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>TOWRE Phonemic Decoding Efficiency</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Woodcock Word Attack</td>
<td>Yes</td>
</tr>
<tr>
<td>Word Identification</td>
<td>DIBELS Oral Reading Fluency</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>TOWRE Sight Word Efficiency</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Woodcock Letter-Word Identification</td>
<td>No</td>
</tr>
<tr>
<td>Comprehension</td>
<td>WIAT Reading Comprehension ((n=95))</td>
<td>Yes*</td>
</tr>
</tbody>
</table>
Oral Reading Fluency:
Predicted Scores by IQ and Condition
Allor, et al. (2014): Findings

- Students who received treatment outperformed students in contrast group on all language and literacy measures (except sight words)

- Support for use of scientifically-based reading instruction for students with low IQs (ID range)
  - IF Individualized and with high degrees of fidelity
  - IF provided intensive, comprehensive instruction over an extended period of time

- But, even with treatment, it can take up to 4 years for students with moderate intellectual disabilities to master first grade reading skills

- Published in *Remedial and Special Education*
- A few students from longitudinal study still struggling with sounding out simple words even though they knew letter sounds
- Wrote new “multicriteria” text for students to practice
  - Increased repetition of high-frequency decodable and irregular words
  - Familiar topics with natural language
- Created lessons specifically to teach the words in new text
Crack! The bat hits the ball.

"I did it! I did it!" said Sam. "I hit the ball."

"Look at the ball!" said Tom. "Look at the ball go up, up, up!"

Where will the ball go?
hit with will look said
does want do want
Sam land fun I looks
hits bat the you
not fast bam want
to
to

Will Sam hit the ball?

Bam! Sam hits the ball.
Figure 1. Words read correct on proximal measure during baseline and intervention.

Graphs show the number of words correct for three different individuals: Justin, Grace, and Kristen. Each graph has sessions on the x-axis and the number of words correct on the y-axis. The graphs are divided into baseline and book phases, with book phases marked as Book 1, Book 2, Book 3, and Book 4.
Developing Intensity Curriculum to Target Needs of Students with ID

<table>
<thead>
<tr>
<th>Intensive Repetition</th>
<th>Needs and Characteristics</th>
<th>Limitations of Current Core and Supplemental Curricula</th>
<th>Solutions the Proposed Supplemental Curriculum will Provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need intensive practice</td>
<td>*Limited texts and practice materials to develop skills; *Materials need to be used by a highly skilled teacher *Texts do not include enough repetition of high utility words</td>
<td>*Multiple texts and materials; *Some materials designed for use by paraprofessionals and tutors *Texts with extensive repetition (within and across books) of high utility words (sight words and high frequency decodable words)</td>
<td></td>
</tr>
<tr>
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<td>---------------------------</td>
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<tr>
<td>Limited Vocabulary (i.e. oral lexicon)</td>
<td>*Texts with contrived or unfamiliar or unnatural vocabulary (<em>ex. suds vs. bubbles; tam vs. hat</em>)</td>
<td>*Texts with familiar, high utility vocabulary (ex. <em>hat, run</em>)</td>
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<td></td>
<td></td>
<td>*Texts include meaningful non-decodable words with picture support (ex. <em>ball</em>)</td>
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<tr>
<td>Limited Background Knowledge</td>
<td>*Texts with topics unfamiliar to students</td>
<td>*Texts with familiar topics</td>
<td></td>
</tr>
<tr>
<td>Limited Syntax; Limited Working Memory</td>
<td>*Some long sentences, with complex sentence structures; *Written language forms that are awkward and/or dissimilar from spoken language</td>
<td>*Texts include short sentences similar to oral language</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*Texts include more sight words; sentences more similar to spoken language (i.e. more natural)</td>
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</tbody>
</table>
Cont. WORK ON THIS SLIDE HIGHLIGHT KEY POINTS

<table>
<thead>
<tr>
<th>Needs and Characteristics</th>
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<th>Solutions the Proposed Supplemental Curriculum will Provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative strength of sight word reading</td>
<td>*Limited number of sight words early in lessons/text</td>
<td>*Texts include a faster introduction of sight words</td>
</tr>
<tr>
<td>Relative strength of letter-sound knowledge</td>
<td>*Limited consonants early in lessons/text</td>
<td>*Somewhat increased number of consonants during early bands (i.e. clusters of skills)</td>
</tr>
</tbody>
</table>
# Key Characteristics of Intensity Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Books</th>
<th>Lessons</th>
</tr>
</thead>
</table>
| **Supports Word Recognition** | - Gradually introduce small sets of words (unit words)  
- Varied sentence structure (to minimize guessing) | - Explicit practice of phonemic awareness, sight word, and decoding skills  
- Engaging activities that support complete processing of letters within words and words within sentences |
| **Supports Comprehension** | - Helper text  
- “Natural” syntax  
- Picture support for key content words | - Shared reading experience  
- Dialogic reading questions  
- Graphic organizers  
- Word building activities in context |
| **Provides Intensive Practice** | - Cumulative review  
- Repetition of unit words  
- Multiple books in each unit | - Cumulative review  
- Multiple activities for each unit  
- Teacher sessions 3-4 times/week, tutor sessions 2-3 times/week (20 minutes each) |
Intensity Books: How are they different?

• Some books focus on **high-frequency**, or common, words

Come down, Dick.
Come and see.
See the big, big mother.
See the funny little baby.
Puff is my baby.
Puff is my funny little baby.

I see the big mother.
I see the little baby.
Look, Jane.
See the big father.
Some books focus on **decodable** words or on alphabetic skills.
Some books focus on **predictability and meaning**

*My First Reader*

*Bill Martin Jr / Eric Carle*

*Brown Bear, Brown Bear, What Do You See?*

Brown Bear, Brown Bear, what do you see?

I see a red bird looking at me.
Intensity Books… based on **multiple criteria**

Ants usually live outside, but some people keep ants as pets. They keep them in a glass or plastic box called an ant farm. The ants like to dig tunnels, or paths, in the sand. You can buy an ant farm at the store.
Intensity Books... based on **multiple criteria**

- **Picture Support**
- **Repetition**
- **Varied Sentence Structure to discourage guessing**
- **High-Frequency Decodability**

---

I have an ant farm. It is fun to see the little ants run up the paths. Friend, do you want to see? You can help me with my ant farm. We can have so much fun with it.

Yes, please. I want to see it. Thank you. I am happy to help you with it. Where is it?

Do you want to see her ant farm?
<table>
<thead>
<tr>
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<th>Lessons</th>
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<tbody>
<tr>
<td><strong>Supports Word Recognition</strong></td>
<td><strong>Supports Comprehension</strong></td>
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<tr>
<th><strong>Provides Intensive Practice</strong></th>
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</table>
| • Helper text  
• “Natural” syntax  
• Picture support for key content words | • Shared reading experience  
• Dialogic reading questions  
• Graphic organizers  
• Word building activities in context |
### Unit 1 Example

#### Week At A Glance and Objectives

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
</tr>
<tr>
<td>Story - Picture walk, predictions, read-through</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Read-through and comprehension graphic organizer</td>
<td>Practice Day</td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
</tr>
<tr>
<td>Story - Echo Read</td>
<td>Story - Take turns or Echo Read</td>
<td>Story - Take Turns</td>
<td>Story - Take Turns</td>
<td></td>
</tr>
<tr>
<td><strong>HomeWork</strong></td>
<td><strong>Send a previously mastered book home on Friday; read 3 times and return the book by Thursday</strong></td>
<td><strong>Send a previously mastered book home on Friday; read 3 times and return the book by Thursday</strong></td>
<td><strong>Send a previously mastered book home on Friday; read 3 times and return the book by Thursday</strong></td>
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</table>

#### Phonemic awareness, phonics, word reading, and comprehension activities relate to the book

### Unit 7 Example

#### Week At A Glance and Objectives

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
</tr>
<tr>
<td>Story - Picture walk, predictions, read-through</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Read-through and comprehension graphic organizer</td>
<td>Practice Day</td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
<td><strong>Warm-up</strong></td>
</tr>
<tr>
<td>Story - Echo Read</td>
<td>Story - Take turns or Echo Read</td>
<td>Story - Take Turns</td>
<td>Story - Take Turns</td>
<td></td>
</tr>
<tr>
<td><strong>HomeWork</strong></td>
<td><strong>Send a previously mastered book home on Friday; read 3 times and return the book by Thursday</strong></td>
<td><strong>Send a previously mastered book home on Friday; read 3 times and return the book by Thursday</strong></td>
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<td><strong>Send a previously mastered book home on Friday; read 3 times and return the book by Thursday</strong></td>
</tr>
</tbody>
</table>

Lessons are designed so that one book can be completed each week.

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**SMU.**
## Curriculum Overview

<table>
<thead>
<tr>
<th>Books</th>
<th>Let's Make Lunch, How to Make a Pizza, Sam's Lunch, A Healthy Breakfast</th>
<th>Hide and Seek, Families, I Like the Zoo, Dad and Sam</th>
<th>The Day I Got Jazz, How to Take Care of a Dog, Jazz Learns to Play Hide and Seek, Farm Animals</th>
<th>Sam and Jazz Take a Walk, Rick Gets Lost, Mom Gets Sick, Sharing Makes Friends Happy</th>
<th>Fun with a Friend, Where is Dad's Hat?, Wags and Jazz Play, Up at Bat</th>
<th>Fun in the Sun, At the Beach, Ants are Fun Bugs, In My Family</th>
<th>Doc's Socks, Jack and Jazz, The Lost Cat</th>
<th>Helping Dad Pack, Going on a Trip, Mom's Gifts, Kids on the Block</th>
<th>Being Created</th>
<th>Dan is Sick, The State Fair of Texas, Fun at the Fair, Get Ready for Bed</th>
<th>A Snow Day, At An Aquarium, Playing in the Snow, Sam and Kim's First Plane Ride</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decodable Words</td>
<td>Books in Units 1-5 focus on sight word recognition; phonemic awareness and phonics activities are included in lessons during these units</td>
<td>Units 6+ include both decodable &amp; sight words</td>
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</tr>
<tr>
<td>Sight Words</td>
<td>a, do, I, like, not, want</td>
<td>dad, here, is, mom, see, the, where</td>
<td>are, at, happy, in, no, she, yes, you</td>
<td>am, good, help, mad, there, to, was, play</td>
<td>big, little, can, have, my, please, very, what</td>
<td>be, friend, give, go, he, her, it, me, on, so, thank, we, who, with, your</td>
<td>because, care, come, could, feel, first, of, how, next, said, should, take, too, why, would</td>
<td>again, away, came, clothes, cold, eat, food, for, from, need, oh, out, put, ready, some</td>
<td>about, animal, been, day, does, down, every, many, one, or, other, snow, they, were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Letter Sounds</td>
<td>c,f,m,p,s,t d,j,n b,g,h,l,r ck/k a, u activities only</td>
<td>(a, u) qu, v, w, x, y, z i, o e</td>
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</tr>
<tr>
<td>CVC Words*</td>
<td>in books &amp; activities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Comprehension, Vocabulary, and Oral Language</td>
<td>skills include: story grammar, main idea and details, making predictions, retell, making connections</td>
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<tr>
<td>Fluency/Prosody</td>
<td>Fluency of skills is built during activities. Fluency, including prosody, is developed during book reading.</td>
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</table>

Each lesson focuses on a student-read text. Students progress through the curriculum at their own pace, repeating books/lessons within a unit until skills are mastered. A placement assessment is administered to determine where students should start the lessons.
Monday – Thursday:
Warm Up, Story, Activity

Friday: Practice Day

Units 1-5*

*Unit 5 I Got It! game replaces Sam’s Sounds
Sample Pages from Unit 1 Book

Let's Make Lunch
Written by Jill Alor, Stephanie Al Olta, and Jennifer Cheatham
Illustrated by Jennifer Cheatham

8 Page Books

Shorter Word Lists

New Look and Say Words
<table>
<thead>
<tr>
<th>a</th>
<th>do</th>
<th>I</th>
<th>like</th>
<th>not</th>
<th>want</th>
</tr>
</thead>
</table>

Picture Words
<table>
<thead>
<tr>
<th>cheese</th>
<th>chips</th>
<th>cookies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham</td>
<td>pickle</td>
<td>sandwich</td>
</tr>
</tbody>
</table>

Story Starter
This is a story about making lunch.

Helper Text

"It's time for lunch," said Mom. "I want a sandwich. Sam, what do you want to eat?"

I want a sandwich.

"This is a nice lunch. For dessert we can eat some cookies, cake, or ice cream! What do you like best?"

I like cookies!

Teacher or tutor reads “helper text” and child reads text in conversation bubbles
Warm Up

Detailed Teacher Language

Day 2 Warm-Up

What Word??: Mom; Sam, pie, cake.
1. Teacher: It's time for What Word?? I will say the sounds in a word. Then you will say the word. I'll do the first ones. Listen, remember, and say the first word. If the sound is a continuous sound, hold it for 2-3 seconds.
2. Teacher: Listen, read the word. Students: (Read)

Day 2 Warm-Up Continued

Say the Sounds
1. Teacher: It's time for Say the Sounds. When I touch the letter(s), say the sound. Remember to say the sound for as long as I touch it. What sound?? Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.
2. Teacher: Last week we practiced some more sounds you know.
3. Teacher: Now it's practice time. Say the sound, stretching continuous sounds for 3-5 seconds and saying stop sounds quickly.

Look and Say Words
1. Teacher: It's time for Look and Say Words. Remember to look at each word when I point to it and say the sound when I tap it. What word?? (Point to the first word.) What word?? (Point to the first word.)
2. Teacher: Now it's your turn. What's the first sound you hear in Mom?? Students: (Say word)
3. Teacher: Repeat with all words.
4. Teacher: Corrective feedback & scaffolding. If students make an error, say the correct sound, have students say the sound and repeat the row.

Brief Review of Key Skills
OBJECTIVE: Develop language, (receptive and expressive), develop vocabulary and story comprehension

Day 2 Story Time: During Reading Questions

Use this guide to direct discussion and enhance student engagement. Select 1-2 questions per page based on student ability. Questions increase in difficulty as the question "steps" and numbers increase, with the highest step (#3) being the most difficult. If desired, echo read with the student for the student text.

DIRECTIONS

1. Read the title and make predictions about the story.
   What do you think this book will be about? Do you take your lunch to school? Have you ever left it at home?
   **Predictions take place only on the first day the story is read.**

2. Read the word list to the students. Make sure the students know what the pictures are.
   Optional: Have the students point to the words as you read.
   Read the Story Starter.
   **Read the words to the students to model (and save time).**

3. Why is Sam sad? (forgot his lunch at home) Who will help him? (Tom and Will) How will they help him? (share their lunches with him)
   What is this? (point to tray) What is this? (point to brown lunch bag) Which one was brought from home? (lunch bag) Does Sam have a lunch? (no)
   Where are the boys? (school cafeteria) How many boys are sitting at the table? (3) What color is Will’s tray? (green) What is Will eating for lunch? (banana, carrots, sandwich, drink)

4. Do you think Sam likes ham? (yes, he is smiling) Do you think Sam will take the sandwich? Why? (yes, he is hungry) Do you like ham?
   What’s happening on this page? (Will is sharing his sandwich with Sam.) What kind of sandwich does Will have? (ham sandwich)
   What color is the table? (gray) Are the boys standing or sitting? (sitting)
Menu of Questions Provided to Develop Language and Comprehension

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   Optional: Have the students point to the words as you read.

   Read the Story Starter.

   1. What’s happening on this page? (Will is sharing his sandwich with Sam.)
   2. What kind of sandwich does Will have? (ham sandwich)
   3. Why is Sam sad? (forgot his lunch at home) Who will help him? (Tom and Will)
   4. How will they help him? (share their lunches with him)

   1. Where are the boys? (school cafeteria)
   2. How many boys are sitting at the table? (3)
   3. What color is Will’s tray? (green)

   1. Do you think Sam likes ham? (yes, he is smiling)
   2. Do you think Sam will take the sandwich? Why? (yes, he is hungry)
   3. Do you like ham?

   1. What color is the table? (gray)
   2. Are the boys standing or sitting? (sitting)

OBJECTIVE: Develop language, (receptive and expressive), develop vocabulary and story comprehension
Day 4 Story Time: Review and Comprehension

Read the story straight through.

Complete the Story Grammar graphic organizer. Discuss the parts of the story.
*If desired, make a copy of the graphic organizer and write down student responses.

**OBJECTIVE for FICTION:**
Identify the components of the story, including characters, setting, plot, and/or problem and resolution.

**STORY GRAMMAR**

- **CHARACTERS**
  Who or What the Story is About

- **SETTING**
  When and Where the Story Takes Place

- **PLOT**
  What Happens in the Story

**DIRECTIONS**

- Listen to me read the title of each box. Each one is a part of the story.
- Think about the book.
- Tell me about that part of the book. Look at the pictures to help you remember.
Day 4 Story Time: Review and Comprehension

Read the story straight through.

Complete the Main Idea graphic organizer. Discuss the parts of the story.
*If desired, make a copy of the graphic organizer and write down student responses.

**OBJECTIVE**
for Non-Fiction: Identify the main idea and details of a simple story.
OBJECTIVE: Identify first sounds in words

DIRECTIONS: It's time for Sam's Sounds. You will take turns going down the path on the board. When it is your turn, I will show you a picture and tell you what it is. Then you will tell me the first sound in the word. Then we will all say the word together and then the first sound together. If you get it right, you will spin the spinner and move to the next space that matches the color shown.
OBJECTIVE:
Build words, read a complete sentence

DIRECTIONS:
Pick card from pile. Say the letter sound. Build words. Read.
# Curriculum Overview

<table>
<thead>
<tr>
<th>Books</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6A</th>
<th>Unit 6B</th>
<th>Unit 7A</th>
<th>Unit 7B</th>
<th>Unit 8A</th>
<th>Unit 8B</th>
<th>Unit 9</th>
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<tbody>
<tr>
<td>Let’s Make Lunch, How to Make a Pizza, Sam’s Lunch, A Healthy Breakfast</td>
<td>Hide and Seek, Families, I Like the Zoo, Dad and Sam</td>
<td>The Day I Got Jazz, How to Take Care of a Dog, Jazz Learns to Play Hide and Seek, Farm Animals</td>
<td>Sam and Jazz Take a Walk, Rich Gets Lost, Mom Gets Sick, Sharing Makes Friends Happy</td>
<td>Sam Gets a Baby Sister, Babies Make Choices, Planning Sam’s Birthday Party, Jazz Goes to School</td>
<td>Fun with a Friend, Where is Dad’s Hat?, Wags and Jazz Play, Up at Bat</td>
<td>Fun in the Sun, At the Beach, Ants are Fun Bugs, In My Family</td>
<td>Doc’s Socks, Jack and Jazz, The Lost Cat</td>
<td>Helping Dad Pack, Going on a Trip, Mom’s Gifts, Kids on the Block</td>
<td>Being Created</td>
<td>Dan is Sick, The State Fair of Texas, Fun at the Fair, Get Ready for Bed</td>
<td>A Snow Day, At An Aquarium, Playing in the Snow, Sam and Kim’s First Plane Ride</td>
<td></td>
</tr>
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</table>

### Books

- Each lesson focuses on a student-read text.
- Books in Units 1-5 focus on sight word recognition; phonemic awareness and phonics activities are included in lessons during these units.
- Units 6+ include both decodable & sight words.

### Decodable Words

- Students progress through the curriculum at their own pace, repeating books/lessons within a unit until skills are mastered.

### Sight Words

- A placement assessment is administered to determine where students should start the lessons.

### Phonemic Awareness

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</table>

### Letter Sounds

- c, f, m, p, s, t, d, j, n, b, g, h, l, r, ck/k
- a, u, (a, u) qu, v, w, x, y, z

### CVC Words

<table>
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<tr>
<th>activities</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
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</thead>
</table>

### Comprehension, Vocabulary, and Oral Language

- Skills include: story grammar, main idea and details, making predictions, retell, making connections.
- Note: Vocabulary and Oral Language are taught through Dialogic Reading. A menu of leveled questions for each book is included in lessons.

### Fluency/Prosody

- Fluency of skills is built during activities. Fluency, including prosody, is developed during book reading.
Units 6-9

Week At A Glance and Objectives

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>Story - Picture walk, predictions, read-through</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Read-through and comprehension graphic organizer</td>
<td>Practice Day</td>
</tr>
<tr>
<td>Play I Got It!</td>
<td>Play Build Sentences</td>
<td>Play Speed Reader</td>
<td>Play Scavenger Hunt</td>
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<td></td>
</tr>
<tr>
<td>Tutor</td>
<td>Story - Echo Read</td>
<td>Story - Take turns or Echo Read</td>
<td>Story - Take Turns</td>
<td>Story - Take Turns</td>
<td></td>
</tr>
<tr>
<td>Amazing Words</td>
<td>Word Bingo</td>
<td>Checkers</td>
<td>Build Sentences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework: Send a previously mastered book home on Friday; read 3 times and return the book by Thursday.

Teacher Activities

<table>
<thead>
<tr>
<th>Warm-Up</th>
<th>Preview</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Word?</td>
<td>Make predictions about a text, develop oral language</td>
</tr>
<tr>
<td>Say it Slowly</td>
<td>Develop language, develop story comprehension</td>
</tr>
<tr>
<td>Say the Sounds</td>
<td>Story comprehension, read a story with 90% accuracy</td>
</tr>
<tr>
<td>Sound and Say</td>
<td>Build words, read a complete sentence</td>
</tr>
<tr>
<td>Look and Say</td>
<td>Use word cards to build a sentence</td>
</tr>
<tr>
<td>Questions</td>
<td>Read words with increasing fluency</td>
</tr>
<tr>
<td>Story Reading</td>
<td>Find target words/pictures, build words</td>
</tr>
</tbody>
</table>

Objectives

<table>
<thead>
<tr>
<th>Tutor Activities</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Reading</td>
<td>Read with increasing fluency</td>
</tr>
<tr>
<td>Amazing Words</td>
<td>Read with increasing fluency</td>
</tr>
<tr>
<td>Bingo</td>
<td>Identify target words/sounds</td>
</tr>
<tr>
<td>Checkers</td>
<td>Read target words</td>
</tr>
<tr>
<td>Build Sentences</td>
<td>Build words, read a complete sentence</td>
</tr>
</tbody>
</table>

Monday – Thursday: Warm Up, Story, Activity

U5 start to play I Got it!

U7 start to play Speed Reader!
Sample Pages from Unit 6A Book

Slightly Longer Word Lists

New Look and Say Words
- go
- he
- it
- me
- on
- we
- with
- your

New Sound and Say Words
- am
- and
- at
- can
- fun
- had
- ran
- run
- up
- us

Picture Words
- ball
- Grandma

Story Starter
This is a story about Jazz and Wags playing with a ball.

16 Page Books

Units 6+ Include Decodable Words

The Student Reads All The Text

Wags and Jazz Play
Written by Jill Aker and Stephanie Al Oraiba
Illustrated by Jennifer Cheetham

Sam! Look! Grandma and Wags are here!

Sam, I am happy to see you! Can I have a big hug?

Sam and Jazz and Wags ran in the grass. Sam ran fast. Wags ran very fast. Jazz ran very, very fast.
Sample Pages from Unit 6B Book

Longer Word Lists

New Look and Say Words
be      friend      give      go
he      her        it        me
on      so         thank     very
we      who        with      your

New Sound and Say Words
am      and        at        can     Dad
fun     had        hat       ran     run
sun     up         us

Teacher or tutor reads “helper text” in gray boxes and child reads text in white bubbles/boxes

Units 6+ Include Decodable Words

At the Beach
Written by Jennifer Cheatham and Jill Allex
Illustrated by Jennifer Cheatham

16 Page Books

The beach is the land that is next to the ocean. Beaches have lots of sand. There is so much you can do at the beach.

The sun is up. I can have fun in the sun. I like the sand. I like to splash in the water. My dad likes to play with me. He has fun in the water.

Thank you, Dad! I like to play with you in the sand and water.

Friend, do you want to go splash in the water with us?
Sample Pages from Unit 7B Book

Long Word Lists

New Look and Say Words
because  care  come  could  feel
first  how  of  next  said
should  take  took  why  would

New Sound and Say Words
big  did  got  him  if
in  it  mom  not  on
sit  stop  this  will  with

Units 6+ Include Decodable Words

Some Helper Text

Dad got his big suitcase out of the closet and put it on the bed. Dad told Zoe to start writing a list of things he should take with him. As she got the things on the list, put them on the bed.

Longer Student Text

Zoe looked on the list. She said, "Dad, the first things on the list are shirts and pants."  "I should take three shirts," said Dad. So, Dad got three shirts.

Teacher or tutor reads “helper text” in gray boxes and child reads text in white bubbles/boxes
Learning Games

I Got It!

Cards

The shoes fit in the bag.

Checkers

Word Bingo

Word Bingo

SMU
# Key Characteristics of Intensity Curriculum

<table>
<thead>
<tr>
<th>Supports Word Recognition</th>
<th>Books</th>
<th>Lessons</th>
</tr>
</thead>
</table>
|                           | • Gradually introduce small sets of words (unit words)  
|                           | • Varied sentence structure (to minimize guessing) | • Explicit practice of phonemic awareness, sight word, and decoding skills  
|                           |       | • Engaging activities that support complete processing of letters within words and words within sentences |

<table>
<thead>
<tr>
<th>Supports Comprehension</th>
<th>Books</th>
<th>Lessons</th>
</tr>
</thead>
</table>
|                        | • Helper text  
|                        | • “Natural” syntax  
|                        | • Picture support for key content words | • Shared reading experience  
|                        |       | • Dialogic reading questions  
|                        |       | • Graphic organizers  
|                        |       | • Word building activities in context |

<table>
<thead>
<tr>
<th>Provides Intensive Practice</th>
<th>Books</th>
<th>Lessons</th>
</tr>
</thead>
</table>
|                             | • Cumulative review  
|                             | • Repetition of unit words  
|                             | • Multiple books in each unit | • Cumulative review  
|                             |       | • Multiple activities for each unit  
|                             |       | • Teacher sessions 3-4 times/week, tutor sessions 2-3 times/week (20 minutes each) |
Pilot Study: Research Questions

• 1. Is there a functional relation between participation in the intervention and improved outcomes on proximal (sight word) measures?

• 2. Will students make gains on distal measures after participating in the intervention?

• 3. To what degree do teachers and tutors implement the intervention? How acceptable was the program to teachers, students, and families?
## Methods: Student Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Diagnosis</th>
<th>IQ</th>
<th>PPVT Age Equiv.</th>
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<tbody>
<tr>
<td>AM</td>
<td>9</td>
<td>ID/Autism</td>
<td>41</td>
<td>2.6</td>
</tr>
<tr>
<td>CF</td>
<td>9</td>
<td>ID/Down syndrome</td>
<td>42</td>
<td>2.9</td>
</tr>
<tr>
<td>EM</td>
<td>6</td>
<td>ID/Smith-Lemli-Opitz syndrome</td>
<td>59</td>
<td>2.4</td>
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<td>JG</td>
<td>10</td>
<td>ID/Down syndrome</td>
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<td>ID/Down syndrome</td>
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<td>ID/Down syndrome</td>
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<td>WB</td>
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<td>ID/Down syndrome</td>
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</tr>
</tbody>
</table>
Method: Measures

• Measures
  – Proximal researcher-created measure of unit “target” words
  – Distal (pre/post – approximately 32 weeks apart)
    • Letter-Sound Knowledge (AimsWeb Letter-Sound Fluency)
    • Phonemic Awareness (FAST Onset Sounds/DIBELS Phoneme Segmentation Fluency)
    • Sight Words (Fuchs Word Identification Fluency)

• Measurement Procedures
  – Placement test to determine initial placement in intervention
  – Proximal measure used to establish baseline and movement across units
Method: Implementation

• Training and Coaching
  – 4 Teachers and 3 Paraprofessionals
  – Initial 2-Hour Training
  – Bi-monthly visits by coach, conducting observations, providing support, and modeling key components
  – Coaches available “on demand” via e-mail or phone

• Intervention Schedule
  – 4 days a week,
  – two 20 minute sessions per day, one session taught by the teacher (1-3 students) and another taught by the paraprofessional (1:1)
Research Question #1: Findings

1. Is there a functional relation between participation in the intervention and improved outcomes on proximal (sight word) measures?

2. Will students make gains on distal measures after participating in the intervention?

3. To what degree do teachers and tutors implement the intervention? How acceptable was the program to teachers, students, and families?
RQ1: Findings

• Employed Tau-U analysis, which provides an estimate of non-overlapping data after adjusting for trend (Parker, et al., 2011)

• Functional relation demonstrated by statistically significant differences (between baseline and intervention phases) found for at least some phases for all students
Results—Single-Case (proximal sight words)
Results—Single-Case (proximal sight words)
Results—Single-Case (proximal sight words)
## Results—Single-Case (proximal sight words)

<table>
<thead>
<tr>
<th>Student</th>
<th>KC</th>
<th>SS</th>
<th>AM</th>
<th>EM</th>
<th>JG</th>
<th>SM</th>
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<tbody>
<tr>
<td></td>
<td>Tau U</td>
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<td>Tau U</td>
<td>p</td>
<td>Tau U</td>
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Results—Single-Case (decodable words)
## Results—Single-Case (decodable words)

<table>
<thead>
<tr>
<th>Student</th>
<th>KC</th>
<th>SS</th>
<th>AM</th>
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<tbody>
<tr>
<td><strong>Unit</strong></td>
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<td><strong>p</strong></td>
<td><strong>Tau U</strong></td>
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</table>
Research Question #2: Findings

1. Is there a functional relation between participation in the intervention and improved outcomes on proximal (sight word) measures?

2. Will students make gains on distal measures after participating in the intervention?

3. To what degree do teachers and tutors implement the intervention? How acceptable was the program to teachers, students, and families?
RQ2: Findings

• Student growth on distal measures varied

• All students demonstrated at least some growth on letter-sound knowledge, phonemic awareness, and sight words
Results—Distal (pre and post)

AIMSweb Letter Sound Fluency

FAST Onset Sounds

DIBELS Phoneme Segmentation Fluency

Fuch's Word Identification Fluency

Pre vs. Post scores for each individual are shown in the bar charts.
Research Question #3: Findings

1. Is there a functional relation between participation in the intervention and improved outcomes on proximal (sight word) measures?

2. Will students make gains on distal measures after participating in the intervention?

3. To what degree do teachers and tutors implement the intervention? How acceptable was the program to teachers, students, and families?
RQ 3 Results: Feasibility and Fidelity

• We followed Bowen et al.’s (2009) guidance for analyzing feasibility.

• Could the intervention be implemented by teachers and paraprofessionals (i.e., with fidelity and with adequate dosage)?
  – Fidelity was very good (M = 89% ; SD = 11.91)
  – Teachers provided on average of only 3 out of intended 4 lessons per week (M = 81.13 minutes; SD = 9.01);
  – paraprofessionals provided only 1.95 lessons per week on average (M = 51.7 minutes; SD = 23.18).
  – Thus, overall dosage received was about 73% of what we had intended.
RQ 3 Results: Feasibility and Fidelity

• Was the intervention acceptable to teachers, students, and parents? Yes!
  – Teachers were enthusiastic about the program.
  – Students were eager for new books. Students made good connections to characters within and across books.
  – Parents were also very enthusiastic and credited the program for important language and literacy gains (plus meaningful changes in students’ eagerness to read other books).
RQ 3 Results: Feasibility and Fidelity (continued)

- Was there a demand for the intervention?
  - Yes. Teachers also asked for materials to use with other students within their classroom who were not target students.
  - Furthermore, we presented to Dallas Down Syndrome Guild and more parents have advocated for the program within their schools.

- Did teachers judge the intervention to be practical within their real world classroom setting and resources?
  - Yes, but it was surprising that so many children did not have literacy goals on their IEPs.

- Did teachers express the need to expand or modify the intervention?
  - Yes, they wanted to use it on Smart board, with all students in class, as a core. They also asked to use on I-pad, listening centers, and for peer-pair practice.
Conclusions

• We found a functional relation between participation in the intervention and growth on a proximal sight word measure.

• Consistent with prior research, we found large individual differences in growth on distal measures of letter-sound knowledge, phonemic awareness, and sight words.

• Teachers, tutors, and parents report that the intervention is feasible and engaging.

• Future research should address challenge of providing intensive literacy instruction:
  – more independent activities and writing instruction
  – techniques for delivery of small-group instruction.
Next Steps and Input: Survey
**Read and Write - Retell**

Think about the story you read. Retell the main parts of the story.
Write the correct word in each blank.

<table>
<thead>
<tr>
<th>First, Dad gets a big __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next, the twins help Dad ________.</td>
</tr>
<tr>
<td>Last, Ana packs a picture and feels ______.</td>
</tr>
</tbody>
</table>

**Intervention Adaptations**
Picture cards & word cards when needed

---

**Read and Write - Connection**

Think about the story you read. Use the words under each sentence to fill in each blank, or write your own word.

<table>
<thead>
<tr>
<th>I would like to go on a trip to __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>the beach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I want __________ to go on the trip with me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>my mom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I want to take my __________ with me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>books</td>
</tr>
</tbody>
</table>

---

**Intervention Adaptations**
- Word cards
- Individualized response options
- As a technology activity, touch to hear the words read aloud
Say and Spell

Listen to the word. Say the word out loud. Then spell the word.

Intervention Adaptation
- See a word card while hearing the word

trip

Intervention Adaptation
- Boxes to show letter shapes

This will be both a paper and a technology-based delivery strategy activity.

Intervention Adaptation
- Highlighting on the correct letters

q w e r t y u i o p
a s d f g h j k l
z x c v b n m
## Appendix C4 DBI Tool: Weekly Schedule

<table>
<thead>
<tr>
<th>Teacher (40 min)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warm up</td>
<td>Warm-up</td>
<td>Warm-up</td>
<td>Warm-up</td>
<td>Practice day</td>
</tr>
<tr>
<td></td>
<td>Story - Picture walk, Predictions, Read-through</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Questions from reading guide during reading</td>
<td>Story - Read-through and comprehension graphic organizer</td>
<td></td>
</tr>
<tr>
<td>Paraprofessional (20 min)</td>
<td>Play Think Sort</td>
<td>Play Sam’s Sounds</td>
<td>Play Build Sentences</td>
<td>Play Scavenger Hunt</td>
<td>Writing/Speaking CBM</td>
</tr>
<tr>
<td></td>
<td>Story - Echo Read</td>
<td>Story - Take turns or Echo Read</td>
<td>Story - Take Turns</td>
<td>Story - Take Turns</td>
<td>Reading CBM</td>
</tr>
<tr>
<td></td>
<td>Amazing Words</td>
<td>What Word? Bingo</td>
<td>Squares</td>
<td>Build Sentences</td>
<td>Choice Activity</td>
</tr>
<tr>
<td>Independent Work (15 min) Based on IEP goals</td>
<td>Say and Spell</td>
<td>Say and Spell</td>
<td>Say and Spell</td>
<td>Say and Spell</td>
<td>Practice day</td>
</tr>
<tr>
<td></td>
<td>Think &amp; Sort</td>
<td>Sam’s Sounds</td>
<td>Build Sentences</td>
<td>Adapted Book (WH questions)</td>
<td></td>
</tr>
</tbody>
</table>

Based on IEP goals, students will complete one of the following pre-taught activities:

- Handwriting
- Sequencing story events
- Sentence Builder
- Composing drafts
- Partner edit

## Appendix C5 Sample DBI Tool: Daily Schedule

### Teacher (40 min) 1-3 students
Special Education teacher delivers 40 min of intensive direct instruction using Project Intensity Curriculum (individual or small group)

#### Teacher’s Assistant (20 min) 1 student
Paraprofessionals deliver 20 min of instruction, including book reading, using Project Intensity Curriculum.

### Independent Work (15 min) 1-3 students
Based on individual goals and target areas, students follow work schedule to independently complete pre-taught tasks.

### Writing Center (15 min) 2 students
Based on individual goals and target areas, students will practice writing and expressive language tasks.

### Technology-Assisted Instruction (15 min)
Students are given choice activities for targeted practice on computer, iPad, or Smart Board.

- Ex: After independently building CVC words, student reads to peer.
- Ex: Student uses communication app to build sentences.
- Ex: Student builds CVC words with picture cues. App dictates sounds as student moves letters and models blending word.
Students build words from the stories, letter by letter. Then the word is put in a sentence and read to them. Positive reinforcement is provided.
Students sort items related to the theme of the unit (e.g., food) based on personal opinion.

Students build sentences from the stories by dragging words into the correct order. Positive reinforcement is provided.
Resources

- Project Intensity (current project)
  http://www.projectintensity.com/

- Dialogic Reading

- Early Interventions in Reading
  https://www.mheonline.com/programMHID/view/SRAEIRLV11

- Early Literacy Skills Builder
  http://www.attainmentcompany.com/elsb
References


References


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