TKB Before “Class” Starts...

- Make sure your foldables are filled in Day 1 - Day 3. Review with your Core Group or Chat Chum.
- Jack will show you how to score your student the CAS Rating Scale later this morning after Successive Processing.

Growth Mindsets Sesame Street

- Add video
TKB: Your Final Project

- **HAVE FUN** using the notes from your foldables, and working with your core group, come up with a **3 minute presentation** that summarizes the big ideas of what you have learned in this Summer Institute.
  - Song/Rap/Poem
  - Skit or Video
  - Art Project
  - Chart/Graph
  - Your Choice
TKB Party Animals!

It’s all in the Lobe!

- Planning =
- Metacognition =
- Self Regulation =
- Executive Function =

THINK SMART
Here’s Where We’re Going...

- Introduction/Routines and Procedures
- PASS & Learning
  - Attention & Instruction
  - Simultaneous & Instruction
- How to Start a Movement
- Closing Thoughts

---

How to Start a Movement...

- Add video
Start a Movement: It’s Organic!

- Meet at lunch.
- We will all talk and brainstorm ideas together.

PASS Theory: Attention

Examples of classroom problems related to Attention

- Trouble focusing on what is important
- Difficulty resisting distractions
- Difficulty working on the same task for very long
- Unable to see all the details
- Providing incomplete or partially wrong answers

ATTENTION CASE STUDY: FRANKIE

Frankie – Attention CW

- Referred by parents (at age 11) after a history of reading difficulties and self esteem problems
- Cognitive Assessment System
- WJ-R, WRAT-3, PPVT-III
- Behavioral/Emotional
  - Devereux Scales of Mental Disorders
- Self Concept
  - Bracken Multidimensional Self Concept Scale
Frankie

- High level of anxiety
  - he was too anxious to look closely at the words, and he would rather get the task completed and move on.
  - Frankie could not attend to the details of the sequence of letters for correct spelling, and the order of sound-symbol associations.

Frankie

<table>
<thead>
<tr>
<th>Tests</th>
<th>Score</th>
<th>%tile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter-Word Id</td>
<td>81</td>
<td>10</td>
</tr>
<tr>
<td>Passage Comp</td>
<td>86</td>
<td>17</td>
</tr>
<tr>
<td>Word Attack</td>
<td>85</td>
<td>16</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>Calculation</td>
<td>104</td>
<td>60</td>
</tr>
<tr>
<td>PPVT-III</td>
<td>111</td>
<td>82</td>
</tr>
</tbody>
</table>
Frankie

**PPVT-3 Calculation**

- SIM
- PLAN
- SUC
- Comp
- Attack
- Spelling
- Word ID
- ATT

**Frankie Discrepancy Consistency Results**

- Discrepancy between high and low processing scores
- Discrepancy between high processing and low achievement
- Consistency between low processing and low achievement

**Significant Discrepancy**

- Plan (94), Sim (94), Succ (92), Math Calc (104); PPVT-III=111
- Scores of 81 (LWid), 86 (Comp), 85 (WA), WRAT-3 Spell=83
- Cognitive Weakness in Attention (71)

**Consistent Scores**
Frankie

Frankie has weaknesses in Attention & achievement which are consistent with Inattentive Type of ADHD and:

Think and Talk

What would you recommend as possible interventions for Frankie’s attention challenges?

NOTE: STOP AND TALK is important because the brain retains 50% through talk.

www.kathleenkryza.com
Intervention Protocol

- Help child understand their PASS strengths and areas of challenges (Intentional & Transparent)
- Encourage Motivation & Persistence (Mindsets)
- Teach/Stress strategies for approaching tasks (Skill Sets)
  - Student generated
  - Model and Scaffold as needed
- Encourage independence and self efficacy (Metacognition/Self Assessment)

What Should Teachers & Parents do?

1. Teach children to be aware of their level of attention and resistance to distraction.
2. Encourage children by asking: “Are you able to focus?” or “Are you getting distracted?”
3. Remind the students that Attention is necessary for reading, writing, and arithmetic, as well as in sports, playing a musical instrument, driving a car, and so forth.
4. Teach children that they may have to modify their environment so that they can attend better.
5. Remind students that learning requires attention to detail and resisting distractions.
Focus: Am I paying attention?

Think smart and look at the details!

LEARNING & the BRAIN®

Frankie

Help Frankie better manage his attention problem

Overcoming Problems with Inattention

Attention is the process a person uses to focus thinking on a particular stimulus while ignoring others. Throughout a school day, a student must pay attention to the teacher, the instructions being given, what must be done, and what specific materials are needed, while ignoring other students talking, students playing outside the window, and a cart rolling by in the hall. Attention processes allow a child to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds. Focused attention is directed concentration on something, such as a specific math problem. Selective attention involves the resistance to distraction, such as listening to the teacher and not the cart in the hall. Sustained attention is continued focus over time.

Some children have difficulty with focused thinking and resisting distractions. These children fit the description of attention deficit/hyperactivity disorder (ADHD), predominantly inattentive type (American Psychiatric Association, 2000). Children with this inattentive type of ADHD are different from those with the predominantly hyperactive-impulsive type of ADHD, which is described by Barkley and Murphy (1996) as a delay in the development of inhibitions, sustained self-regulation, and poor organization over time. Children with ADHD, hyperactive-impulsive type cannot control their behavior and have inattention problems that are related to a failure in the process planning on the Cognitive Assessment System (CAS; Naglieri, 1999).

How to Help a Child Overcome Problems with Inattention

The first step is to help the child understand the nature of his or her Attention problems, including:

1. Concepts such as Attention, resistance to distraction, and control of Attention
2. Recognition of how Attention affects their functioning
3. Recognition that the deficit can be overcome
4. Basic elements of the control program

Second, teachers and parents can help the child improve his or her motivation and persistence:

1. Promote success via small steps.
2. Ensure success at school and at home.
   • Allow for small steps to tests.
   • Circumvent reading homework where possible.
3. Teach new skills for approaching tasks.
4. Help the child to define tasks accurately.
5. Assist the child’s knowledge of problems.
6. Encourage the child to consider all possible solutions.
7. Teach the child to use a correct test strategy (Presley & Wolkoff, 1995).
Frankie - Intervention

Level I: Help child understand the deficit
- Attention, resistance to distraction,
- Recognition of how the deficit affects daily functioning

Level II: Improve Motivation & Persistence
- Promote success via small steps
- Ensure success at school and at home
- Allow for oral responses to tests to circumvent reading when possible

Frankie - Intervention

Teach rules for approaching tasks
- Define tasks accurately
- Assess child’s knowledge of the problem
- Consider ALL possible solutions
- Evaluate value of all possible solutions
- Checking work carefully is required
- Correct your own test strategy (see Pressley & Woloshyn, 1995, p. 140).
Frankie - Intervention

- Discourage passivity / encourage independence
  - Teacher should only provide as much assistance as is needed
  - Discourage exclusive use of teacher’s solutions
  - Child needs to correct own work
  - Child needs to learn to be self-reliant (Scheid, 1993).

Frankie – Intervention
Social-Emotional

- Improve resilience and self-esteem – see Goldstein & Mather’s book for suggestions
- Measure social-emotional competence in all students especially those who are experiencing learning problems
  - 72-item DESSA to find specific areas of need
  - Universal screening with 8-item DESSA-mini
Mastropieri & Scruggs (1991)

- Mnemonics are strategies:
  - for learning
  - for improving memory
- Topics include:
  - vocabulary, science, reading, spelling, math

Frankie

- Spelling
  - Strategies for Spelling (pp.102–103)
  - Segmenting Words for Reading/Decoding and Spelling (p. 89)
- These are designed to help him perform better when tasks require a lot of Successive processing.
This strategy helps him organize the sequence of sounds and letters thereby focus is achieved.
Is Frankie a Typical ADHD Child?

ADHD

Hyperactive-Impulsive Type
Case of Christopher - Is He ADHD?

➢ Problems
  ▪ behavior problems
  ▪ impulsive & disorganized
  ▪ forgets assignments
  ▪ can’t stay on task
  ▪ poor grades

➢ Clinical Observations
  ▪ anxious about testing
  ▪ used simple strategies
  ▪ did sloppy work

➢ RESULTS

➢ control problems (threw pencil when frustrated)
  ▪ impulsive choices made

➢ CBCL Externalizing = 68
  ▪ failure in control, impulsivity problems, arguing, attention-getting behaviors.

Case of Christopher (continued)

➢ WISC-III (FS = 106)
  VC = 114   PO = 102
  FD = 96    PS = 94

➢ WJ-Achievement
  ▪ Broad Reading = 106
    • Comprehension = 117
    • Word Attack = 108
    • Dictation = 82
  ▪ Broad Math = 100
    • Applied Problems = 93
    • Calculation = 86

-11.8(W)  10.3(S)  -3.8  5.3

Child's mean = 95.8
**Intervention Protocol**

- Help child understand their PASS strengths and areas of challenges (*Intentional & Transparent*)
- Encourage Motivation & Persistence (*Mindsets*)
- Teach/Stress strategies for approaching tasks (*Skill Sets*)
  - Student generated
  - Model and Scaffold as needed
- Encourage independence and self efficacy (*Metacognition/Self Assessment*)

**Think and Talk**

What would you recommend as possible interventions for Christopher’s planning challenge?

**NOTE:** STOP AND TALK is important because the brain retains 50% through talk.
Intervention Protocol

- Help child understand their PASS strengths and areas of challenges (Intentional & Transparent)
- Encourage Motivation & Persistence (Mindsets)
- Teach/Stress strategies for approaching tasks (Skill Sets)
  - Student generated
  - Model and Scaffold as needed
- Encourage independence and self efficacy (Metacognition/Self Assessment)

Helping Children Learn

- Planning Facilitation
- Plans for Basic Math Facts
- Touch Math for Calculation
- Seven Step Strategy for Math Word Problems
- Chunking Strategy for Multiplication
- Other ideas?
IQ vs PASS

ADHD Profiles by Ability Test
1. We need to know if intelligence tests yield distinctive profiles

2. Subtest profile analysis is UNSUPPORTED so use scale profiles instead

Profiles for students with ADHD

<table>
<thead>
<tr>
<th>Scale</th>
<th>WISC-V</th>
<th>WISC-IV</th>
<th>WJ-III</th>
<th>KABC-II</th>
<th>CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Canivez & Gaboury (2010)

- “the present study demonstrated the potential of the CAS to correctly identify students who demonstrated behaviors consistent with ADHD diagnosis.”

gclcanivez@eiu.edu

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LET’S TAKE A BRAIN BREAK or Syn-Nap

The brain needs time to process!

- Stretch
- Cross Laterals
- Walk and Talk
- Energizers
- Relaxers

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Quote Here

ADD Score Rating Scale slides
Let’s Take a TEST!

- First a word repetition test
- I will say some words and you need to write them in order -- AFTER I finish the saying the words.
- Next, I’ll show you numbers, then take them away, and you need to write them in order

CAS2

5 3 7
Insights...

- Even though tasks were different in content and modality, they required the same kind of thinking.

PASS: Successive

- **Successive** processing is used whenever we do something in a specific serial order.
  - Anything we comprehend, speak, or do in a sequence requires successive processing.
PASS Theory: Successive

- **Successive** processing is used when information is in a specific serial order
  - Decoding words
  - Letter-sound correspondence
  - Phonological tasks
  - Understanding the syntax of sentences
  - Comprehension of written instructions
  - Sequence of words, sentences, paragraphs
  - Remembering the sequence of events in a story that was read

CAS2: Rating Scale Successive

Directions for Items 31–40. These questions ask how well the child or adolescent remembers things in order. The questions ask about working with numbers, words, or ideas in a series. The questions also ask about doing things in a certain order. Please rate how well the child or adolescent works with things in a specific order.

During the past month, how often did the child or adolescent...

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>recall a phone number after hearing it?</td>
</tr>
<tr>
<td>32.</td>
<td>remember a list of words?</td>
</tr>
<tr>
<td>33.</td>
<td>sound out hard words?</td>
</tr>
<tr>
<td>34.</td>
<td>correctly repeat long, new words?</td>
</tr>
<tr>
<td>35.</td>
<td>remember how to spell long words after seeing them once?</td>
</tr>
<tr>
<td>36.</td>
<td>imitate a long sequence of sounds?</td>
</tr>
<tr>
<td>37.</td>
<td>recall a summary of ideas word for word?</td>
</tr>
<tr>
<td>38.</td>
<td>repeat long words easily?</td>
</tr>
<tr>
<td>39.</td>
<td>repeat sentences easily, even if unsure of their meaning?</td>
</tr>
<tr>
<td>40.</td>
<td>follow three to four directions given in order?</td>
</tr>
</tbody>
</table>

---

Successive Raw Score: [Blank]
Successive: Word Series

- The child repeats a series of words in the same order the examiner says them.

1. Wall-Car
2. Shoe-Key...
10. Cow-Wall-Car-Girl
11. Dog-Car-Girl-Shoe-Key...
27. Cow-Dog-Shoe-Wall-Man-Car-Girl-Key-Book

Successive and Syntax

- **Sentence Repetition**
  - Child repeats sentences exactly as stated by the examiner such as:
    - *The red greened the blue with a yellow.*

- **Sentence Questions**
  - Child answers a question about a statement made by the examiner such as the following:
    - *The red greened the blue with a yellow. Who got greened?*
Phonemic Awareness = Successive

“Now I am going to say parts of words. I want you to put the parts together to make a whole word.”

Blending: Advantage

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct response</th>
<th># of syllables</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad : van : tage</td>
<td>advantage</td>
<td>3</td>
<td>0 1</td>
</tr>
</tbody>
</table>

Successive Reading Practices

The sequence of the sounds is emphasized in this worksheet.
Successive Processing & Reading Decoding

- The ability to sequence and sequence multiple sounds together to identify a word in print is critical for reading decoding.

Positioning Sounds: Successive

I’m going to say a word. I want you to tell me which sounds are missing in the word.”

Pre-K to 1st: doll
Speech and Successive processing (Samantha at age 3 ½ yrs)

Learning Math Facts

8 + 9 = 17
8 + 9 = 17
8 + 9 = 17
8 + 9 = 17

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Building the Big Picture

Big Idea: PASS

Subheadings:

- Planning
- Mindsets
- Skill Sets
- Attention
- Successive
- Simultaneous

You will be capturing the big idea of each key part of PASS on your organizer after we teach each section.

Sequencing Activities

Sequential
Sit up
Lean forward
Activate your thinking
Name key information
Track the talker

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conclusions
Talk About It!

➢ What did you hear me say and see me do as I taught this strategy to you?
➢ Why do you think I did these things?
➢ Share.
Math Sequencing

- Encouraging students to write out the steps for solving problems. (For example: Steps for solving addition and subtraction problems that include regrouping)
- Use a simple sheet of paper folded into four squares. Ask students to write the steps in order in the squares.

Adding Fractions Mnemonic

Your Assignment:

1. You have been assigned to groups today based on your Multiple Intelligence strengths.
2. With your group, create a memory trick using your MI strength that would assist someone in remembering the steps of adding fractions.
3. Share your creation with the rest of the class.
Seven Easy Sequencing Tricks for Numbers

- Create associations.
- Break long numbers into smaller parts (3 is good)
- Look for patterns.
- Learn actively.
- Repeat it
- Visualize the shape the numbers make on a keypad.
- Convert numbers to words or images
Study Tips For Learning Spelling Words

- Drastically mispronounce the word to help recall the spelling. For example, say /par-lee-uh-ment/ for parliament or /ton-goo/ for tongue. (Of course, if a child has trouble pronouncing the word in the first place, having them intentionally mispronounce it might be counterproductive!)

- For words with a silent letter, pronounce the silent letter to help remember it’s there. For example, walk becomes /wallk/ and sign becomes /sigg-en/.

- Using a white board, print the word, but use a different color for the vowels so they stand out clearly.

- Take note of the vowels in the word. Is there anything that stands out, such as there being all e’s and no a’s (such as in cemetery), or the vowels appear only in singles or pairs, or the vowels appear in alphabetical order, or every other letter is a vowel, etc.).

- Take note of any prefixes or suffixes. Separate those affixes from the main word when thinking about the spelling.

- Write out the word in full, then circle any smaller, recognizable words you see in it. For example, threadbare can be thought of as th• read • bare and believe can be thought of as be• lie • ve. (Of course, you can then go on to say, "Don’t believe a lie," to help you remember that there’s a lie in believe.)
If there are no recognizable words (i.e. real words) in the larger words, then simply break the word up into chunks (or syllables if desired) that are easier to remember. Once the word is broken up, again it might be helpful to mispronounce the word by emphasizing the sound of those individual chunks.

For some words, such as license, which has two /s/ sounds, take note of the order of the letters that say /s/. For example, in the word license, c comes before s, just as it does in the alphabet.

9. Circle any double letters, and, of course, take note of them. Again, mispronounce (overpronounce) the doubled letter to help remember it. For example, say hop • ping (and maybe even picture a bunny named "Ping" hopping!)

Emphasis on Sequencing ADD VIDEO
SKO Research Study #2

Relationship Between SKO Use and Pre Post Effect Size

R² = 0.875

Low | Medium | High

Using Digital Storytelling in the Classroom

- Load pictures from a story out of order, and then save the file as a project.
- Have students rearrange the pictures to assess them for their understanding of sequencing.
Mapping Into Writing

- If we want students to write effective non-fiction, we need to model and scaffold how to do the type of writing we require of them.
- Mapping for writing gives students a framework for organizing their thoughts.
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Reading this and find out how to do just that. It's easy, fun and you can learn fast.

The first thing you need to do is buy a kite. Make sure it has all the parts, especially string and a roller. Once you get the kite home you need to build it and then tie the string to the bottom of it. Wait for a windy, clear day, then call a friend to come and help.

Next, you go outside and find a big area with no power lines or trees. Then have your friend hold onto the kite as you hold onto the string. Next, you start running until you feel the kite catch the wind. When it catches the wind, tell your friend to let go. Finally, you are flying your kite. Now you can do tricks with it!
How to Make Mashed Potatoes
By Chase

Eating mushy mashed Potatoes is my favorite thing to do. The best thing is that they are easy to make.

First you get out the potatoes. Then you peel the skin off the potatoes and put them in a pan with water. After you are done boiling the potatoes, then drain the potatoes and put them back in the pan. Now put butter and milk on them. Then you mash the potatoes. When you are done, you serve the potatoes. Then you eat them.

So go home and make your self some mashed potatoes. Follow the instructions I told you and they’ll turn out just fine.

PASS Theory: Successive

Examples of classroom problems related to Successive Processing

- Trouble blending sounds to make words
- Difficulty remembering numbers in order
- Reading decoding problems
- Difficulty remembering math facts when they are taught using rote learning (4 + 5 = 9).

Jacob 6th grade

Presenting Concerns: Reading, Math Word Problems, Anxiety

<table>
<thead>
<tr>
<th>WISCV</th>
<th>COMPOSITE SCORE</th>
<th>RANGE</th>
<th>PERCENTILE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>89</td>
<td>Below Average</td>
<td>23%</td>
</tr>
<tr>
<td>Visual Spatial</td>
<td>84</td>
<td>Below Average</td>
<td>14%</td>
</tr>
<tr>
<td>Fluid Reasoning</td>
<td>82</td>
<td>Below Average</td>
<td>12%</td>
</tr>
<tr>
<td>Working Memory</td>
<td>72</td>
<td>Very Low</td>
<td>3%</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>76</td>
<td>Very Low</td>
<td>6%</td>
</tr>
<tr>
<td>FULL SCALE SCORE</td>
<td>81</td>
<td>Below Average</td>
<td>10%</td>
</tr>
<tr>
<td>WIAT III Reading</td>
<td>87</td>
<td>Below Average</td>
<td>19%</td>
</tr>
<tr>
<td>WIAT III Math</td>
<td>90</td>
<td>Average</td>
<td>25%</td>
</tr>
<tr>
<td>WIAT III Writing</td>
<td>94</td>
<td>Average</td>
<td>34%</td>
</tr>
</tbody>
</table>

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Jacob 6th grade

<table>
<thead>
<tr>
<th>CAS-2</th>
<th>COMPOSITE SCORE</th>
<th>RANGE</th>
<th>PERCENTILE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning: the ability to apply a strategy, and self-monitor and self-correct performance while working toward a solution.</td>
<td>92</td>
<td>Average</td>
<td>30%</td>
</tr>
<tr>
<td>Attention: the ability to selectively focus on a stimulus while inhibiting responses from competing stimuli.</td>
<td>98</td>
<td>Average</td>
<td>45%</td>
</tr>
<tr>
<td>Simultaneous Processing: is the ability to reason and problem solve by integrating separate elements into a conceptual whole, and often requires strong visual-spatial problem solving skills.</td>
<td>90</td>
<td>Average</td>
<td>25%</td>
</tr>
<tr>
<td>Successive Processing: is the ability to put information into a serial order or particular sequence.</td>
<td>72</td>
<td>Very Low</td>
<td>3%</td>
</tr>
<tr>
<td>CAS-2 COMPOSITE SCORE</td>
<td>86</td>
<td>Below Average</td>
<td>18%</td>
</tr>
</tbody>
</table>

LEARNING & the BRAIN®
### Jacob 6th grade

<table>
<thead>
<tr>
<th>FAR Index</th>
<th>Standard Score (95% CI)</th>
<th>Percentile</th>
<th>Qualitative Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Index</td>
<td>75</td>
<td>5%</td>
<td>Moderately Below Average</td>
</tr>
<tr>
<td>Fluency Index</td>
<td>92</td>
<td>30%</td>
<td>Average</td>
</tr>
<tr>
<td>Mixed Index</td>
<td>81</td>
<td>10%</td>
<td>Below Average</td>
</tr>
<tr>
<td>Comprehension Index</td>
<td>97</td>
<td>42%</td>
<td>Average</td>
</tr>
<tr>
<td>FAR Total Index</td>
<td>84</td>
<td>14%</td>
<td>Below Average</td>
</tr>
</tbody>
</table>

**KEY INTERPRETATION**

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentile</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>3%</td>
<td>Moderately Below Average</td>
</tr>
<tr>
<td>95</td>
<td>37%</td>
<td>Average</td>
</tr>
</tbody>
</table>

**Nonsense Word Decoding** – requires the student to decode a series of nonsense words presented in order of increasing difficulty.

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentile</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>3%</td>
<td>Moderately Below Average</td>
</tr>
</tbody>
</table>

**Irregular Word Reading Fluency** – the student reads a list of phonologically irregular words arranged in order of increasing difficulty in 60 seconds.

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentile</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>37%</td>
<td>Average</td>
</tr>
</tbody>
</table>

**Discrepancy Consistency for Jacob**

- Poor Successive + Poor Phonological = SLD in Reading Decoding
- Discrepancy between high and low processing scores
- Discrepancy between high processing and low achievement
- Consistency between low processing and low achievement

**Far Phonological Index** = 75
**Successive** = 72

**Planning** = 92
**Attention** = 98
**Simultaneous** = 90
**Far Comp** = 97
Successive Processing Interventions

- Alphabetic Phonics (Orton-Gillingham)
- Recipe for Reading
- SRA Corrective Reading
- Earobics II
- SIPPS
- Lindamood Seeing Stars Program
- LEXIA
- Horizons
- Read Well
- DISTAR (*Reading Mastery*)

Fast Forward II (Tallal)
- Earobics I
- Phono-Graphix
- Saxon Phonics Program
- Success for All
- Ladders to Literacy
- Fundations
- Road to the Code
- Scott Foresman Early Intervention Reading

Now an intervention example
The Case of Larry – Age 8 Years 8 months

Linda M. Einhorn-Marcoux, M.A.,
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Case of Larry

- Larry is a third grader who was evaluated because of parental concern about his chronic problems with spelling and written language
- Larry likes to read but he has spelling problems
- Larry frequently confused the letters b and d and often writes his numbers backwards and reads words backwards (mop as pom)
- Larry says certain words within his sentences out of order
Larry’s PASS scores

<table>
<thead>
<tr>
<th></th>
<th>Standard Score</th>
<th>Difference from Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>100</td>
<td>-0.25</td>
</tr>
<tr>
<td>Simultaneous</td>
<td>119</td>
<td>18.75</td>
</tr>
<tr>
<td>Attention</td>
<td>98</td>
<td>-2.25</td>
</tr>
<tr>
<td>Successive</td>
<td>84</td>
<td>-16.25</td>
</tr>
<tr>
<td>Mean</td>
<td>100.25</td>
<td></td>
</tr>
</tbody>
</table>

Larry

- **Low achievement test scores**
  - Letter Word Recognition: 83
  - Written Expression: 81
  - Word Attack: 86
  - Decoding Fluency: 81

- Meets the definition of SLD
  - “…a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.”
Discrepancy Consistency Model for Ben

- Discrepancy between high and low processing scores
- Discrepancy between high processing and low achievement
- Consistency between low processing and low achievement

Case of Larry

➢ Teach him to recognize sequences

How to Teach Successive Processing Ability

The first step in teaching children about their own abilities is to explain what Successive processing ability is. In Figure 1 (which is included in the PASS poster on the CD), we provide a fast and simple message: “Think smart and follow the sequence!” We should begin by helping children realize that they have many different types of abilities and that Successive processing is one of them. During appropriate times during the day, remind students to closely attend to the sequence of information—when reading, presenting information in written text, examining the sequence of letters when doing spelling, solving math equations, and so forth. We need to teach children to approach all of their work with an understanding of how the information is sequenced. Throughout the day, the teacher should do the following:

Think smart and follow the sequence!

1 2 3 Follow the order.
Case of Larry – Use Simultaneous Strength

Graphic Organizers for Connecting and Remembering Information

Another type of graphic organizer is a Venn diagram, which uses circles to demonstrate how concepts are related. Figure 2 shows the same information as Figure 1, but in the form of a Venn diagram.

How to Teach Graphic Organizers

Graphic organizers are fairly simple to create. They need not be reserved for factual information. They can be used for activities such as exploring creative concepts, organizing writing, and developing language skills. The following four steps can be used to create a graphic organizer:

1. Select information that you need to present to the child (which may be from a story, a chapter, or any concept).
2. Determine the key components that are necessary for the child to learn.

Case of Larry

Teach him to use Sequencing strategies

Chunking for Reading/Decoding

Segmenting Words for Reading/Decoding and Spelling

Decoding a written word requires the person to make sense out of printed letters and words to translate letter sequences into sounds. This demands understanding the sounds that letters represent and how letters work together to make sounds. Sometimes words can be segmented into parts for easier and faster reading. The word *into* is a good example because it contains words that a child may already know: *in* and *to*. Segmenting words can be a helpful strategy for reading as well as spelling.

How to Teach Segmenting Words

Segmenting words is an effective strategy to help students read and spell. By dividing the w
Segmenting Plan for Spelling

Larry’s Pre-Post skills scores

Graph 1: Reilley’s Quiz Results

i before e consonant
doubling
-\(y\) + word ending
silent letters
\(tion\) vs. \(sion\)
\(ence\) vs. \(ance\)

Percent Correct

PRE
POST

\(+60\)
\(+83\)
\(+30\)
\(+67\)
\(+50\)
\(+60\)
\(+50\)
Larry’s Pre-Post skills scores

Tomorrow
- Successive Processing
- PASS Determination and Planning with your Core Group
- Unpacking the Journey
- Final Projects
- Conclusion!
Feeling Fixed Mindset?

- Add video

Thank you for sharing and learning with us.

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