

Designing Reading Programs to Fully Support Middle School Students with Reading Disabilities



70% of adolescents in the U.S. require some form of remedial reading instruction (Biancarosa & Snow, 2004).



Without effective reading instruction, these students will not have the opportunities to learn reading (Stanovich, 1986) which in impact their abilities for reading to learn content.

Adolescent Remedial Reading

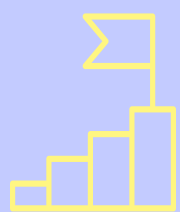
Skills (components) required for reading comprehension are hierarchical in nature. Phonological skill is the foundation of reading, but many adolescents are still developing decoding skills (Curtis & Longo, 1999; Curtis, 2004).

*It is important to combine different levels of syllabic segmentation training with multiple decoding strategies to increase decoding skills in developing readers.



Learning decoding skills alone can increase passage reading skills

Reading instruction for students with reading disabilities usually focuses on comprehension. Although the instruction can be effective to improve reading comprehension, students with severe decoding difficulties benefit more from extensive decoding interventions (Edmonds et al., 2009).



Ways to Organize Reading Components

Additive method:

Instruction starts with linguistic skill alone. Then, spelling and fluency instruction are added respectively - comprehension instruction is added on top of spelling and fluency instruction.

Alternating method:

Alternate linguistic skill and comprehension skill instruction.

Integrated method:

Combine instruction of the spelling and fluency components with the linguistic skill component on top of the alternating method

*Linguistic skill instruction includes the teaching of phonetics, phonology, orthography, and more. In the current study, students are provided with a word attack strategy or cognitive strategy when learning linguistic skill.



Study/Findings

- The purpose of the study is to investigate whether there is a more beneficial method to organize instructional reading components (including phonological decoding, spelling, fluency, and reading comprehension) to improve students' with reading disabilities' (RD) response to treatment within a remedial reading program at middle school level.

- Students in the additive module made great gains in linguistics skills and comprehension skills.
- Only students in the additive module made progress with spelling skills.
- At what time a component is introduced plays a key role in reading comprehension instruction for students with RD.

*When organizing remedial reading programs, using the additive organization method can build students' skills gradually so that their learning can be promoted.

Reference: Calhoun, M. B., Sandow, A., & Hunter, C. V. (2010). Reorganizing the instructional reading components: could there be a better way to design remedial reading programs to maximize middle school students with reading disabilities' response to treatment?. *Annals of Dyslexia*, 60(1), 57-85..