Instructional Consultation Part Two:
Closing Reading Gaps Pre and Post-COVID 19

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Session Objectives

• Review and discuss the research support of consultative models, specifically the instructional consultation model;
• Articulate the three key skills of instructional consultation: collaborative and reflective communication; problem-solving process; instructional and behavioral assessment;
• Define the concept of instructional match, review the dimensions of reading, and articulate the steps of Gickling’s Instructional Assessment approach;
• Review case study examples of instructional consultation for reading concerns;
• Discuss how instructional consultation can be used to support teachers and students in returning to school post-school closures due to COVID 19.

Introductions

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Millersville University
Enough about us...

- Time for a poll!
  - Did you attend Part 1?
  - What is your role?
  - What models of consultation are you familiar with?
  - What is your experience with IC?
  - What is your experience with Gickling's Instructional Assessment model?

Evidence Base

FOR CONSULTATION AND INSTRUCTIONAL CONSULTATION
Outcomes

Student Goal Attainment

- Increased Reading Achievement
- Special Education Rates
  - Decreases in special education referral rates
  - Improved "hit rates"
  - Decreased disproportionality in referrals and placements
- Teacher Confidence, Skill, Knowledge
  - Effectiveness
  - Instructional Practices

History & Background

Instructional Consultation & IT Teams

Instructional Consultation

- Rosenfield (1987, 2014)
- Rosenfield et al. (2014)
- Newman & Rosenfield (2019)
Instructional Consultation

- Roots across multiple models:
  - Behavioral/problem solving
  - Consultee-Centered
  - Multicultural School Consultation
  - Process Consultation
- Emphasis on consultation process
  - Establishing strong relationships
  - Reflective communication

Instructional Assessment

- Originally Curriculum Based Assessment for Instructional Design (CBA-ID; Gickling & Armstrong, 1978)
- CBA (Gickling & Havertape, 1981)
- Evolved into “Instructional Assessment” to differentiate it from other CBA models (Gravois & Gickling, 2008)

ICAT Resources: https://www.icatresources.com/index.cfm

TEAM MEMBERS:
- Administrator
- General Educators
- Special Educator
- School Psychologist
- Guidance Counselor
- Health Provider
- Social Worker
- Others

CASE MANAGER

CLASSROOM TEACHER

Students

CASE MANAGER

CLASSROOM TEACHER

Students

CASE MANAGER

CLASSROOM TEACHER

Students

CLASSROOM TEACHER

Students
Goal of IC
To enhance/improve/increase student AND staff performance
- Indirect service
- Consultee-centered

Assumptions of IC
- All students learn
- Early intervention is preferable to waiting for failure.
- The critical arena is the student-teacher relationship within the general education classroom.
- The instructional match and setting is the focus of problem-solving.
- A problem-solving community is the foundation for professional and student learning.
- Teachers, as professionals, are entitled to consult and collaborate.
- Change is a process, not an event.

Instructional Match
Some Assumptions Affecting Consultation
Newman & Rosenfield (2019)
Consultation Skills

Problem-Solving: Comparing IC to BC

Instructional Consultation

Newman & Rosenfield (2019)
Instructional Match

Required for instructional consultation

Millerville University

ICAT Resources: https://www.icatresources.com/index.cfm
Instructional Match

"If schoolwork is always just a bit too difficult for a student, it should be no surprise that she doesn’t like school much. The cognitive principle that guides this article is: People are naturally curious, but they are not naturally good thinkers; unless the cognitive conditions are right, people will avoid thinking."

Willingham (2009)

In an empty room are a candle, some matches, and a box of tacks. The goal is to have the lit candle about five feet off the ground. You've tried melting some of the wax on the bottom of the candle and sticking it to the wall, but that wasn't effective. How can you get the lit candle to be five feet off the ground without your having to hold it there?

● According to Burns & Parker (2014), there are two reasons why students become frustrated:
  ○ They are completing a task that is too difficult
  ○ They are required to learn too much information

● According to Gickling et al. (2016), there is a third reason:
  ○ They lack sufficient challenge
  ○ “When it comes to student learning, easier material is not always better.” (Burns & Parker, 2014)

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Focus on Instructional Match

(50-60%) Prior Knowledge
(25-35%) Instruction
(5-15%) Task
(50-60%) Student

ICAT Resources: https://www.icatresources.com/index.cfm
Task Variability

What grade level do you think this passage is from?

- "These are the times that try men's souls. The summer soldier and sunshine patriot will, in this crisis, shrink from the service of their country. But he that stands it now deserves the love and thanks of man and woman..."


Re-Defining “Instructional Level”

The Blimblat

Once when I was a yoder, my tomly and I were mayly in line to buy motts for the blimblat. Finally, there was only one plam between us and the mott counter. The plam made a big impression on me. There were eight utzs all probably under the age of 12. You could tell tures did not have a lot of willen. Their pard were not yanker, but tures were clean. The utzs were well behaved, all of them mayle in line, two-by-two behind their potent holding zibits. Tures were excitedly temering about the plums, fonts, and other yoks tures would see that noster.
An instructional level reflects the suitability of the material being taught, the student’s ability to learn from the material, and the teacher’s skills teaching the material. These three aspects converge to create what is called an “appropriate fit” or “comfort zone” for the student.

Acknowledging the Complexity of Creating an Instructional Match

Gickling (1998)
Acknowledging the Complexity of Creating an Instructional Match

Managing Instructional Levels

Gickling et al. (2016, p. 51)

Gickling & Armstrong. (1978); Gickling et al. (2016, p.47)
Instructional Hierarchy

<table>
<thead>
<tr>
<th>Instructional Hierarchy Levels</th>
<th>Description</th>
<th>Requires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>The task is too hard for the student, slow and inaccurate performance</td>
<td>High modeling and immediate feedback</td>
</tr>
<tr>
<td>Proficiency/Accuracy/Speed</td>
<td>They have not had enough help doing the task or enough time practicing to increase speed and accuracy</td>
<td>Repetition, over-learning procedures to perform more quickly</td>
</tr>
<tr>
<td>Generalization</td>
<td>Generalize the new learning to different settings</td>
<td>Practice and feedback of skill in new situations or contexts</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Application to solve problems</td>
<td>Practice and feedback of the skill in applied problems</td>
</tr>
</tbody>
</table>

Instructional Assessment Skills

Required for instructional consultation

Reading Dimensions
Five Key *instructional* Assessment Questions

- What does the student know?
- What can the student do?
- How does the student think?
- What does the student do when unsure?
- Now, as a teacher (or School Psyc!), what do I do?

Steps in the Instructional Assessment Process in Reading

1. **Preparatory Stages**
   a. Collaborate with Teacher
   b. Select Material
      i. Peer Expected
      ii. Current Classroom Reading Material

2. **Build Relationship**
   a. Purpose of Assessment
   b. Look for "what you know & can do"

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Steps in the Instructional Assessment Process in Reading

3. **Establish Optimal Conditions**
   a. Read to the student from peer expected material.
   b. Dialogue to gauge students understanding of concepts
   c. Listen for "continuum of responding"

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**READING RESPONDING PROFILE**

<table>
<thead>
<tr>
<th>UNCUED QUESTIONS</th>
<th>CUED QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unaided Responses</td>
<td>Aided Responses</td>
</tr>
<tr>
<td>Visual/Referent Responses</td>
<td>Student Supplied General Idea</td>
</tr>
<tr>
<td>Main Idea</td>
<td>Characters</td>
</tr>
<tr>
<td>Beginning</td>
<td>Middle</td>
</tr>
</tbody>
</table>
Steps in the Instructional Assessment Process in Reading

3. Establish Optimal Conditions

d. Complete a word search
   - “Quick and peppy”
   - Strategic pointing to words: 3 to 1 ratio
   - 1st determine word recognition (sight recognition)
   - 2nd determine word meaning
   - Don’t over emphasize word study yet!

DECISION TIME!

• Does the student have the language and concepts to understand this passage?
• Does the student have the word recognition to read the passage comfortably?
  
  Yes--- No--- Maybe

Re-Defining “Instructional Level”
Steps in the Instructional Assessment Process in Reading

4. Assess Student Performance Under Optimal Conditions
   a. Sample Content Reading
      • Have the student read orally
      • Take a “running record”
      • Note response patterns in word study and fluency

5. Assess Reading Comprehension
   • Use “continuum of responding”
   • Start with unaided retelling- “tell me more”
   • Move to aided: Five W’s
   • Move to Forced Choice
   • Move to Visual/ Referent
DECISION TIME!

- How did the student perform related to reading dimensions?
- Which dimensions need additional investigation?
- Which dimensions need instructional support?

Hard to decide—send the student for a drink of water -- take another “snap shot.”

Case Example

Word Recognition

Reading Dimensions
IC Case Study – Tina*

- 6th grade student, Puerto Rican female
- Received EL services and IEP Services (mild intellectual disability)
- Made little to no progress in special education resource classes over the past 3 years with following interventions
- LIPS, Guided Reading, Read 180
- Student hadn’t increased reading grade level in three years
- Teachers wanted to refer the student for re-evaluation to consider a more severe level of impairment because they believe she may need a more intensive placement for middle school
- Suggested we start with Instructional Consultation in the meantime

Step 1 – Contracting

Step 2 – Problem-identification & Analysis
- Conducted 3 Instructional Assessments to determine her reading skills in grade level text and leveled readers
- Prioritized sight-word recognition
- Sight-word recognition baseline data collection & short-term goal setting

Step 3 - Intervention Design
- Drill Sandwich/Folding-In Strategy (Gickling & Thompson, 1985); 70% known sight words, 30% unknown; KK-U-KK-U-KK-U-KK, one time per day with special educator
- Pocket Words using the 3 unknown words, 4 times per day, in class with teachers and volunteers
- Using same words across both strategies, gradually adding in new words as words were mastered consecutively over three trials
- Teacher-made stories, created to ensure instructional level (93-97% known words), daily in special education reading group

Step 4: Intervention Implementation

Step 5: Intervention Evaluation

Step 6: Closure

Note: Also increased 2 sight-reading levels at the same time frame, more growth in 4 weeks than in 3 years
Case Example 2

Reading Dimensions

IC Case Study – Hillary*

Step 1 – Contracting
Step 2 – Problem Identification & Analysis: Areas of Concern

- 3rd grade Hispanic female
- Difficulty with reading – reading at a first-grade level
- Difficulty with decoding words
- Not a fluent reader
- Poor handwriting
- Lack of responding to aided questions from grade-level text

Instructional Assessments

- Found that the type of words she had the most difficulty with is multisyllabic
  - 7 of 9 of the incorrectly read words in the first IA were multisyllabic
- Baseline:
  - 14/30 words read correctly (and within 5 seconds) on a multisyllabic word list
- Goal:
  - Read 18/30 words correctly from the list in 2-weeks
IC Case Study – Hillary*

Step 3 – Intervention Planning: Elkonin Boxes
• Implemented 3 times a week by consultant

Step 4 – Intervention Implementation, Progress Monitoring, and Performance Feedback

Step 5 – Post-Intervention Planning and Closure

Case Example 3

Fluency

Reading Dimensions
IC Case Study-Sam*

Student was a fifth-grade male with ADHD
- He was recently taken off medication
- He was not receiving special education at the time
- The teacher's concerns included:
  - Easily distracted during reading class
  - Has outbursts of energy
  - Unmotivated

Teacher
- Teaching for 10+ years
- Had no experience with formal consultation

Contracting

Purpose was to discuss the expectations, explain the problem-solving process, discuss the limits of confidentiality, create a mutual agreement, and begin building a collaborative relationship
- Received consent from parents to begin project with their student
- Teacher described student as unmotivated, but was open and willing to learn new reading strategies to help this student and other students in her class
- Discussion on finding an instructional match
- Teacher's willingness to grow and learn new strategies was part of the success of this case

Problem Identification & Analysis

Used the Student Documentation Form (SDF) to begin describing the concerns
- Teacher was initially concerned with:
  - Following directions
  - Vocabulary
  - Fluency
    - wasn't as concerned about this at first, because he was on "grade level" in terms of his fluency rate
  - Comprehension
- Teacher was already beginning to move away from the "broken child" mindset
Problem Identification & Analysis: Instructional Assessment

Instructional Assessment 1: Passage was at instructional level for the student
- Sam was able to fully read and comprehend the story, but was reading very quickly and was not using the punctuation
- Teacher determined the story was easier than a fifth grade level

Instructional Assessment 2: Passage was at instructional level for the student
- When Sam was read to, he comprehended 100% of the story (listening comprehension)
- When Sam read to himself, he struggled to answer the comprehension questions
- He continued to read quickly, causing him to skip words, pronounce words incorrectly, or hesitate

Problem Identification & Analysis: Instructional Assessment

Instructional Assessment 3
- Teacher and consultant were beginning to narrow in on primary concerns of fluency and comprehension
- Decided to use a fluency technique while conducting the 3rd IA to see if performance would improve with use of intervention
  - Implemented the “chunking” intervention
  - Sentences and paragraphs were broken down into smaller, more meaningful phrases
  - Followed the “I Do- We Do- You Do” process
- Students first attempt with chunking resulted in an increase in understanding from 50-67%
- When student used the intervention a second time on a new section of the story, his comprehension was 100%

Problem Identification and Analysis

Primary Concerns:
- Fluency- rate, phrasing, pausing, intonation and stress used while reading
- Comprehension- understanding of what is being read

Measuring Concerns
- Fluency: total number of points that he earned on the Six Dimension Fluency Rubric (Fountas and Pinnell, 2010)
- Comprehension: percent of comprehension questions answered correctly on weekly readings (with teacher and on independent reading tests)
Fluency Rubric

Intervention Planning

Wanted to make sure we were addressing fluency, comprehension and Sam’s attention difficulties

Strategies:
- Chunking: Breaking a sentence into smaller, more meaningful phrases (including pausing at commas and stopping at periods)
- Underlining: Underlining the text as he read so that if he got distracted, he could return to where he left off
- Covering Questions: when taking comprehension tests, he can cover up the items that he is not working on so that he doesn’t get distracted by other questions (student jumped around from question to question)

Intervention Implementation: Monitoring Performance

- Monitoring of Sam’s progress was done by having Teacher conduct an "oral re-telling" each week
  - This consisted of the student reading a passage to the teacher (reading out loud to the teacher)
  - Teacher monitoring the Sam’s reading fluency using the Fluency rubric
  - After the reading, the student would answer 10 comprehension questions
- Sam’s comprehension was also monitored during bi-weekly reading tests (independent/reading to self)
Adherence Checklist was created to provide Teacher with the steps she would need to complete with Sam each week.

Checklist showed that the interventions were not always given consistently.

Intervention Implementation: Ensuring Accurate Implementation

Discussion

- The process helped Teacher understand that Sam’s reading difficulty was not due to motivation or distractions.
- Moved her concerns down the ladder of inference.
- Teacher learned how to assess for reading concerns and how to implement fluency phrasing interventions to improve student performance.
- Student improved in fluency phrasing and oral retelling.
- Student still needed support in increasing accuracy on bi-weekly comprehension quizzes.
- If more time, would circle back to PID/IA of the quizzes.
Case Example 4

Responding

Reading Dimensions

IC Case Study – Reading Comprehension

- 8th grade Caucasian female
- Reading below grade level (6th grade)
- No Additional services (ELL, IEP, 504)
- Placed in a small reading remediation class for “bubble learners”
- Difficulty expressing herself in reading responses - verbal & written
- Teacher perceived “Self-confidence” issues
IC Problem-Solving Process

1. Contracting
2. Problem Identification and Analysis
   a. Instructional Assessments
3. Intervention Planning
4. Intervention Implementation, Monitoring, & Performance Feedback
5. Post Intervention Planning & Closure

IA Process:
- Looked at STAR data
- Completion of 4 Instructional Assessments (IAs)
  - Word Recognition/Meaning
  - Vocabulary Comprehension
  - Vocabulary was typically strong, 98% known, when she struggled with unknown words, it appeared to affect comprehension.
  - Fluency
  - Reading Comprehension

“Every student can benefit from working on this goal area.”

Shifted from individual to group intervention design.

Intervention Design

Forming Questions: A metacognitive strategy to help students understand how questions are formed and derived from text. (Gravois, Gickling, & Rosenfield, 2011)
- Code the 5 W Questions
- Model finding them and designating them in the text
- Discuss these are main ideas students can use to formulate questions & a summary
- Students will then write one paragraph with what they can remember without looking at the text.
- Teacher evaluates with rubric
Discussion

Student Benefits:
★ Results showed positive effects for all
★ Impacted Students
★ Impacted Teacher, which impacts students

Teacher Benefits:
★ Discovered a way to explicitly teach reading comprehension
★ Generalized the strategy to all learners
★ Became more aware of herself & her teaching (without prompt)

Strengths & Limitations

Strengths:
★ Student Responses - Anecdotal
★ Treatment Acceptability
★ Simple, time-effective intervention
★ Easy assessment through use of rubric
★ Teacher was a part of the process - weekly communication, personal reflection and modifications to teaching without prompting

Limitations:
★ No baseline data for 3 students
★ Unable to collect generalization data due to scheduling changes
★ 2 students fading points

Next Steps

How can Instructional Consultation be used to support teachers and students in our current pandemic?
Tele-IC Resources?

Teleconsultation

- How to school psych during a global pandemic: Supporting students through teleconsultation with caregivers and educators.
  - Webinar
  - Handout

Teleassessment/Intervention

- Matthew Burns
  - YouTube Channel – Remote assessment and intervention

References


