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Center for Dyslexia, Diverse Learners, and Social Justice

Engaging Educators to Improve Reading Instruction and Intervention: Towards Early Differential Reading Intervention (TEDI) Study

February, 2024

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IDEAs that Work

Office of Special Education Programs
U.S. Department of Education

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OVERVIEW

- What we did & why
- What we found
- Challenges & Successes
- Next steps & Recommendations

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RESEARCH AIMS

1

Determine the ability of a digital screener to identify students with, or at-risk, of dyslexia in early elementary grades

2

Train teachers in multiple, evidence-based literacy interventions

3

Examine the efficacy of early, differentiated dyslexia intervention programs for students in 1st and 2nd grade

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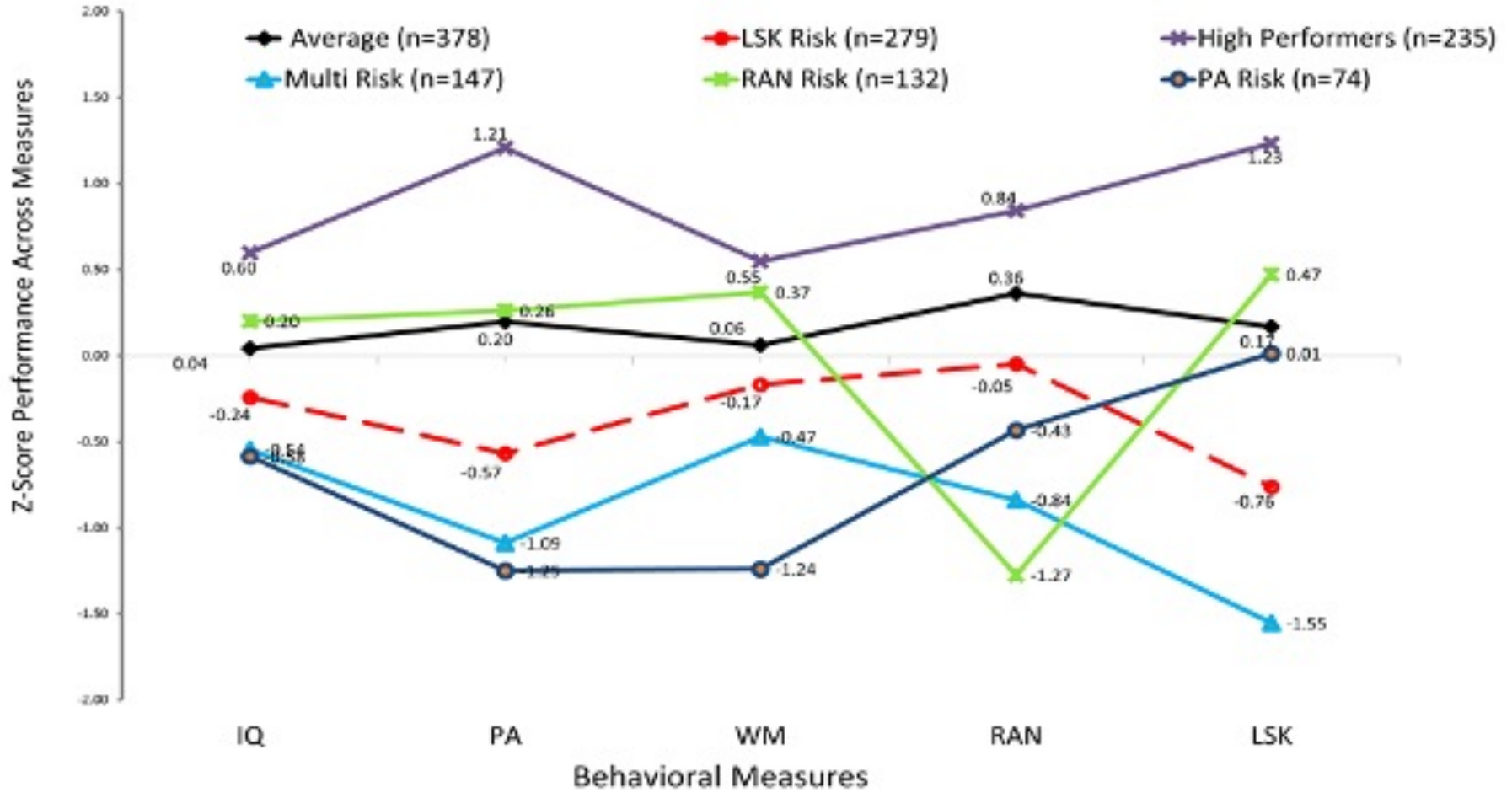
PROFILES OF KINDERGARTEN READERS



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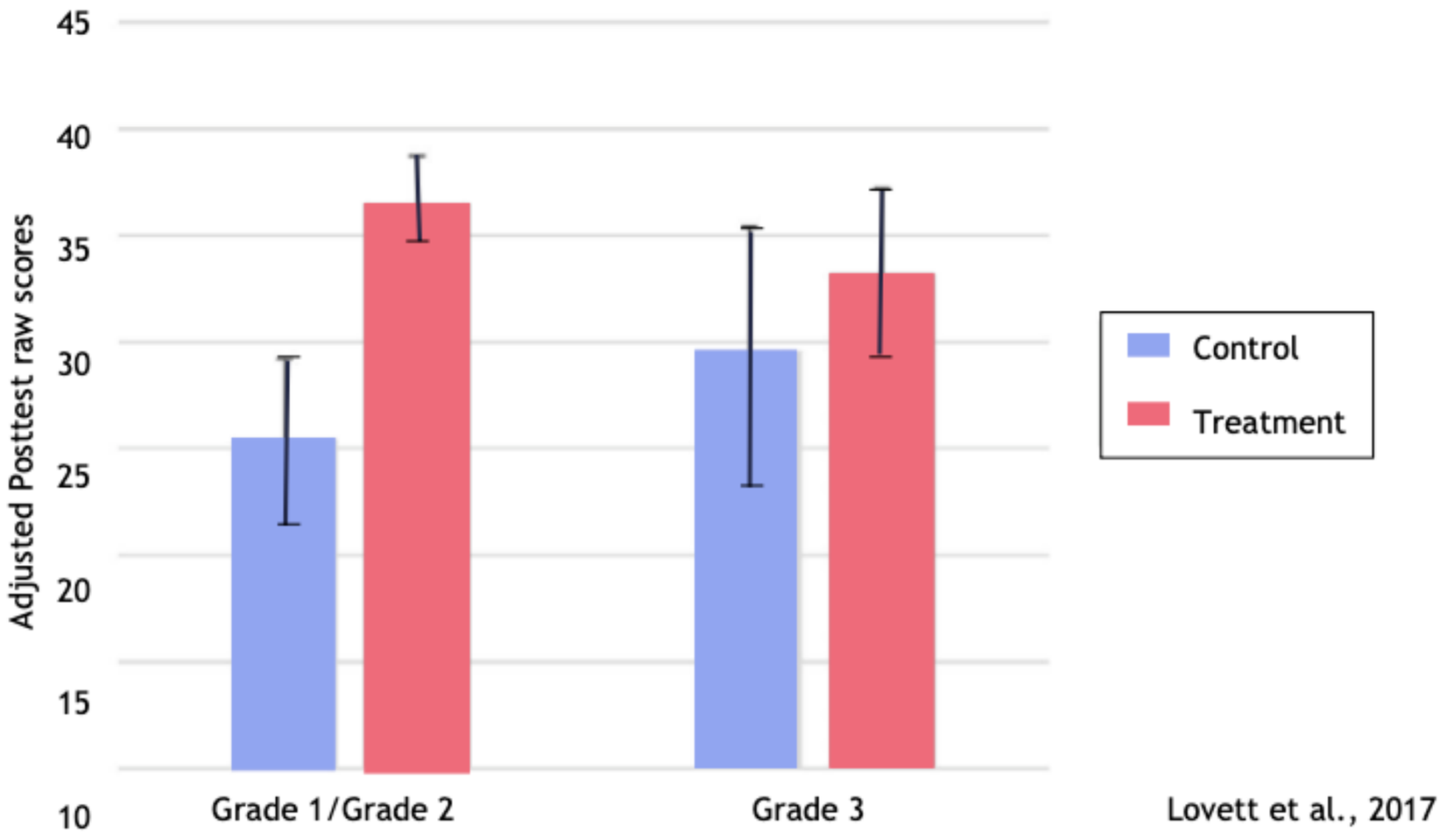
THE IMPORTANCE OF EARLY INTERVENTION



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OUR SAMPLE & 3 SCHOOLS WE WORKED WITH

164 K students
SY 20-21

202 1st Gr. students
SY 21-22

170 2nd Gr. students
SY 22-23

Private school/ school of choice

Public Charter School (full inclusion model)

Traditional Public School (Title 1 School) half of students at this school LEP

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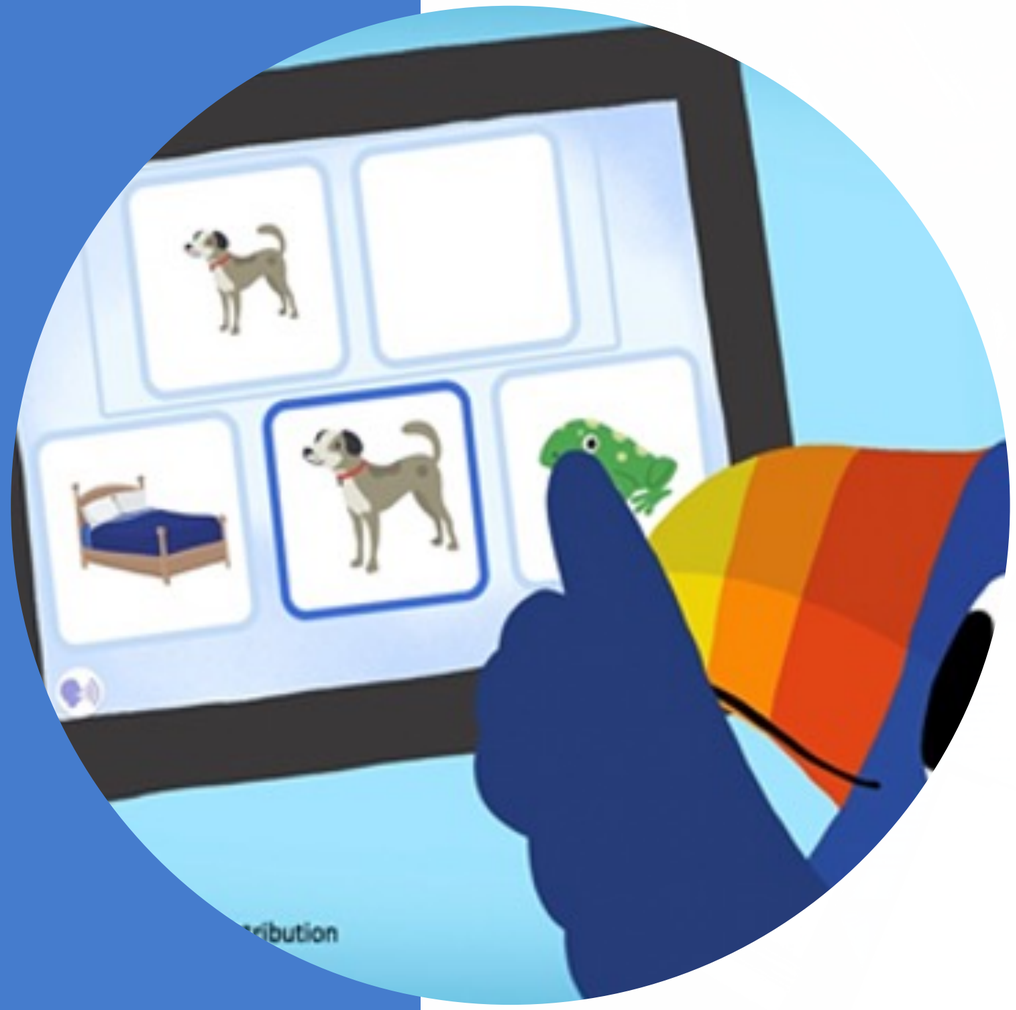
ASSESSMENT BATTERY: EARLY BIRD



- Rapid Automatized Naming (RAN)
- Letter Naming
- Letter Sound Matching
- Blending
- Oral Sentence Comprehension
- Receptive Vocabulary Match

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READING SUBGROUPS & INTERVENTION CORRESPONDENCE

	Dyslexia Risk	Phonology Challenge?	Fluency Challenge?	Intervention
Average; High Average	✗	✗	✗	None at this time
Phonological Awareness Risk	✓	✓	✗	Wilson
RAN Risk	✓	✗	✓	RAVE-O
Multiple Deficit; Double Deficit	✓	✓	✓	Wilson & RAVE-O

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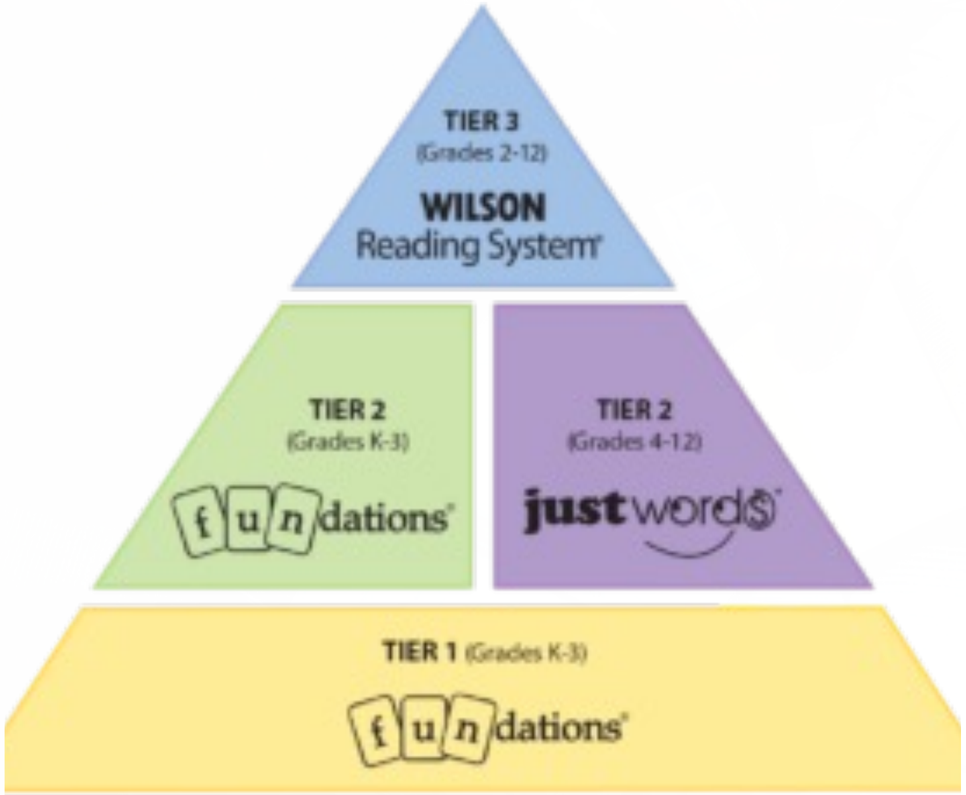
INTERVENTION: WILSON READING PROGRAM (FUNdations)



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INTERVENTION: GRAPHO GAME

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INTERVENTION: RAVE-O
(Reading through Automaticity, Vocabulary, Empathy, and Orthography)

Metacognitive Strategies Embodied in Characters for Each Component of a Reading Circuit

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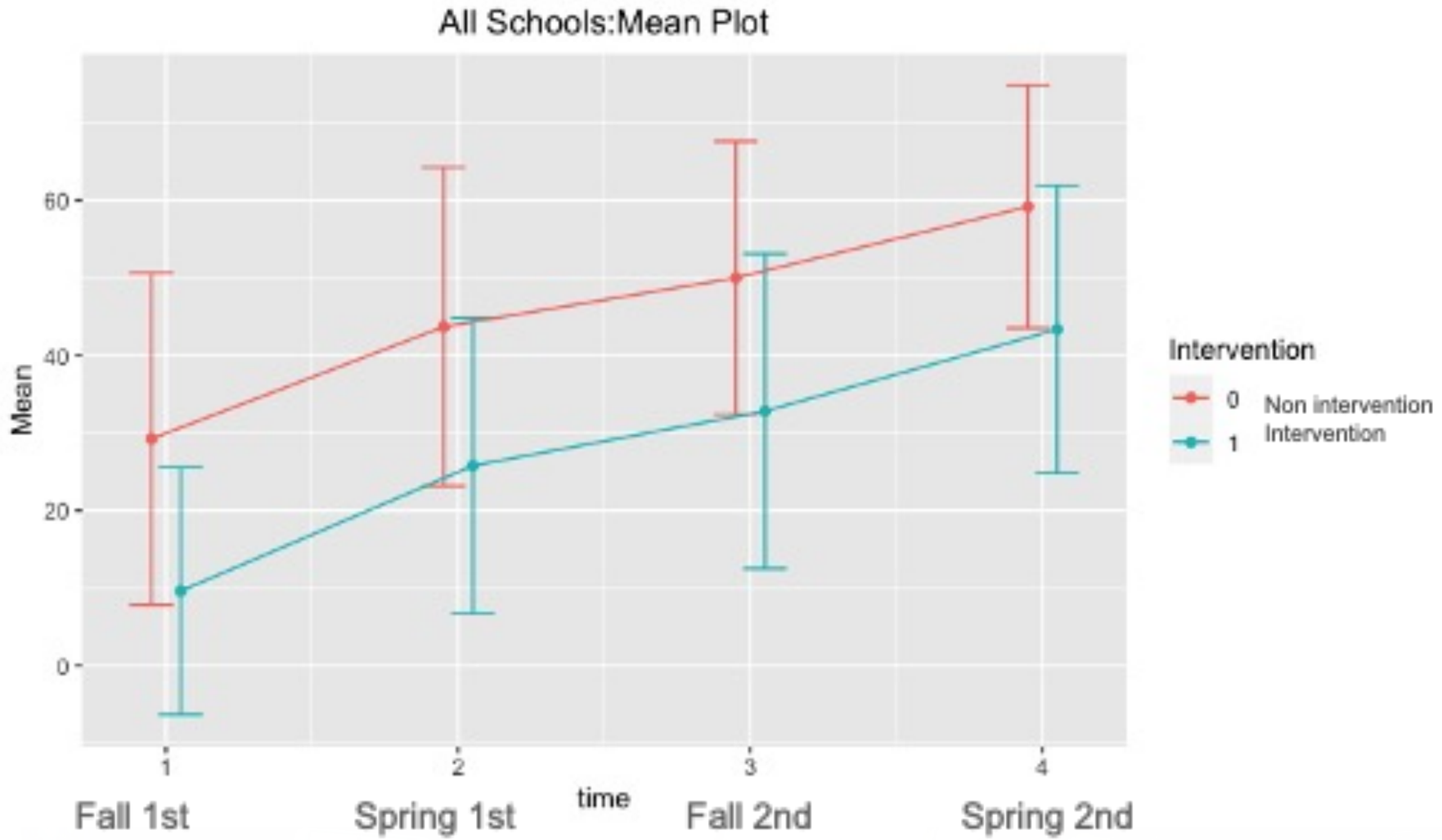
EFFECTS OF INTERVENTION



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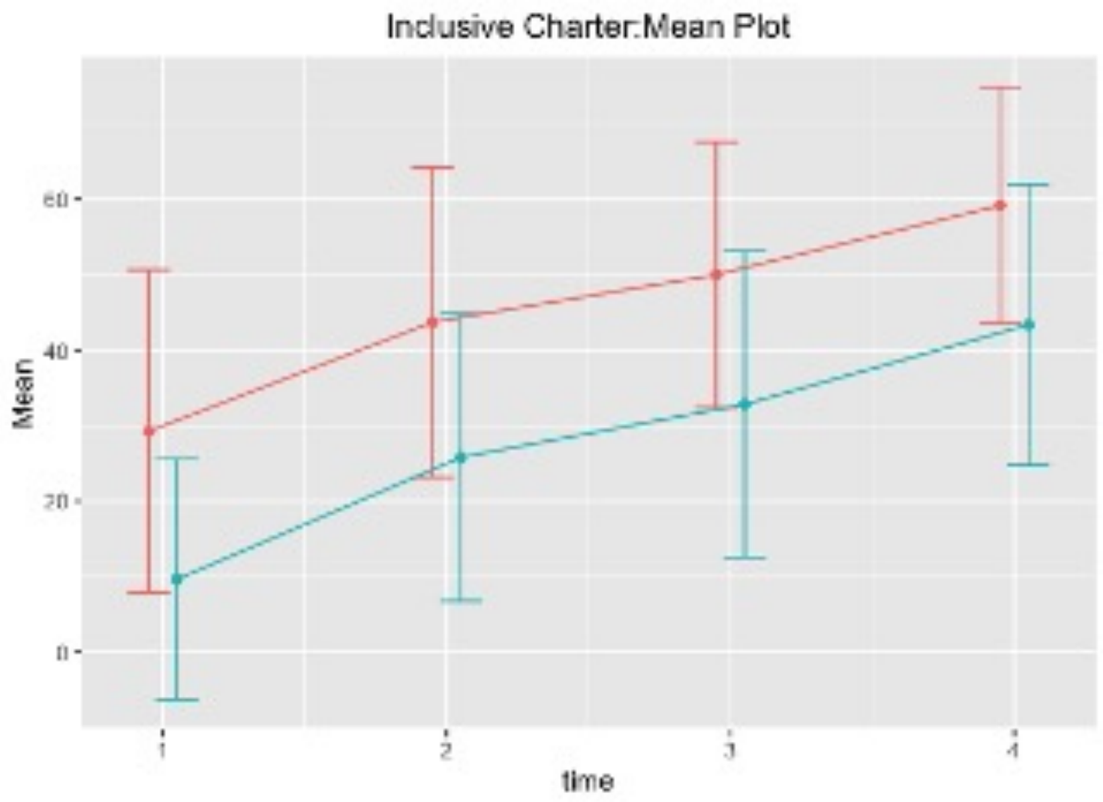
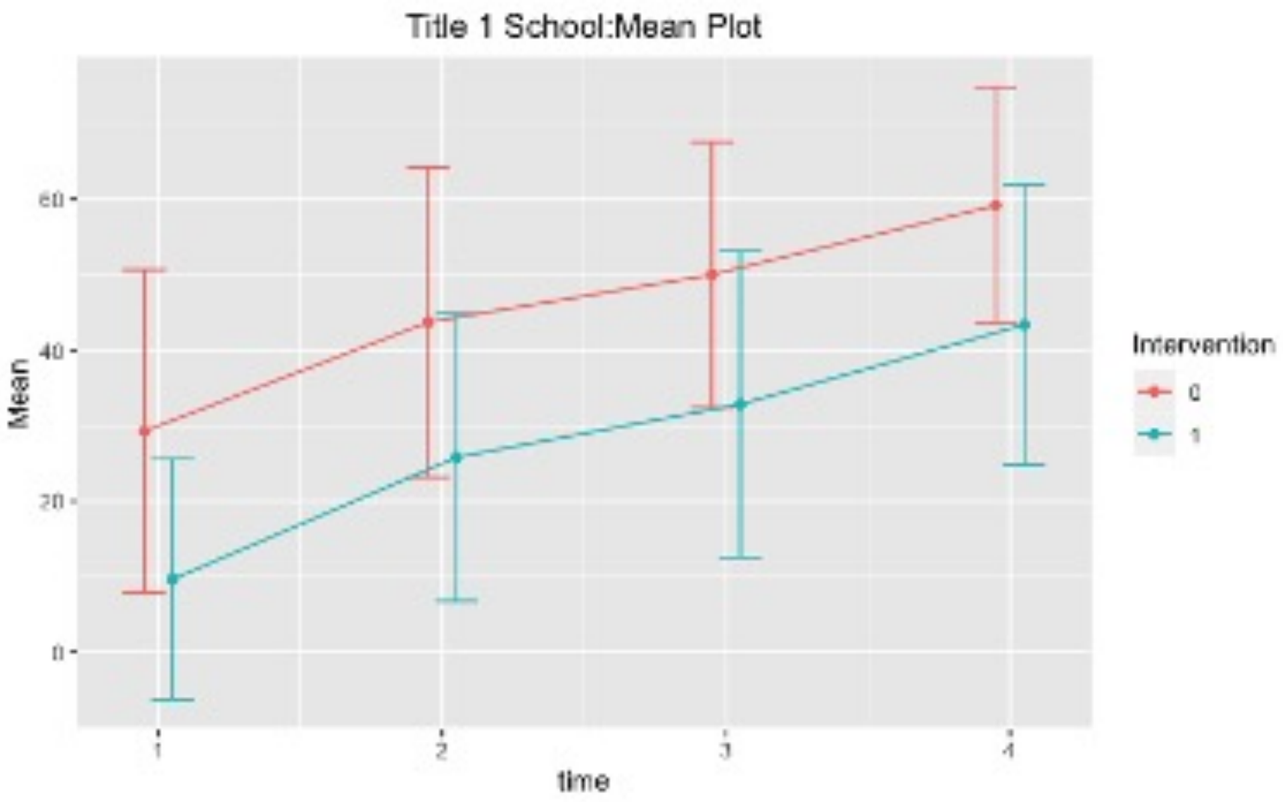
EFFECTS OF INTERVENTION





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THE MATTHEW EFFECT

"The rich get richer and the poor get poorer"

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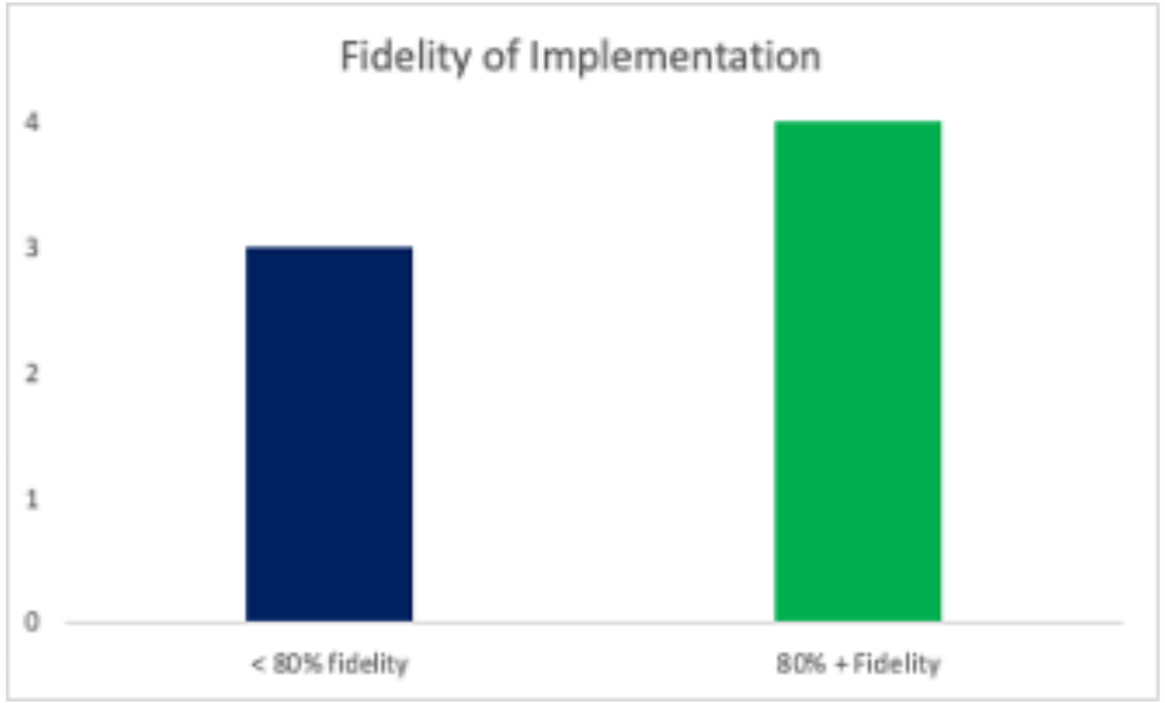
FIDELITY OF IMPLEMENTATION

- Seven observations / fidelity checks
- 4 out of the 7 were at or above 80%
- The Title 1 school had the highest fidelity of the three schools



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EXPERIENCE IMPLEMENTING DIFFERENTIAL INTERVENTION: CHALLENGES

- Staff for multiple interventions
- Training challenges (multiple delays,COVID-19)
- Small sample size due to differential intervention; difficult to show effectiveness
- Time for intervention as recommended is difficult, esp. for the “double/multi deficit” group

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EXPERIENCE IMPLEMENTING DIFFERENTIAL INTERVENTION: SUCCESSES

- Screening was successful, and students enjoyed it!
- The gap between the two groups' trajectories did not widen (compared to Matthew Effect)
- Schools are more interested in discussing identifying dyslexia, not just LD, even at lower SES schools
- Engaged teachers in discussions and thinking around types of reading challenges

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OUTSTANDING QUESTIONS FOR UCLA RESEARCHERS

Who gets Tier 2 intervention (i.e., do moderately struggling students receive intervention) in schools where most students are not proficient at reading?

Are computer adaptive reading interventions addressing the heterogeneity of reading challenges?

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RECOMMENDATIONS

Screen for dyslexia (will be required in CA)

- All K-2nd graders will be screened for risk of dyslexia annually using screening instrument(s) identified by the State Board of Education

Work with school psychologists and parents to improve dyslexia identification

- may be under-identified, esp. in Title 1 schools

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PUBLICATIONS

Gotlieb, R., Rhinehart, L., & Feuerman, R. (2023). Towards implementation of differentiated reading interventions: Lessons learned from a research-practice partnership. *The Reading League Journal,* 23-29.

Rhinehart, L. V., & Gotlieb, R. J. M. (2023). English Learners' Performance on a Measure of Dyslexia Risk. *Learning Disabilities Research & Practice,* 38(3), 199-208. https://doi.org/10.1111/ldrp.12316

Wolf, M., Gotlieb, R.J.M., Kim, S.A. et al. Towards a dynamic, comprehensive conceptualization of dyslexia. *Ann. of Dyslexia* (2024). https://doi.org/10.1007/s11881-023-00297-1

Kim, S. A., Gotlieb, R., Rhinehart, L. V., Pedroza, V., & Wolf, M. (2023). A Validity Study of the Digitized Version of the Rapid Automatized Naming Test. *Journal of Psychoeducational Assessment*, 0(0). https://doi.org/10.1177/07342829231218582

THANK
YOU