Supporting Students With Co-Presenting Reading and Social Emotional Learning Needs

WORD CONNECTIONS
A Multisyllabic Word Reading Program

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CHECK IN/CHECK OUT (CICO)

	Social Emotional Learning (SEL)	Reading	SEL + Reading
Importance	Social emotional learning provides the foundation for developing **literacy**, numeracy, and other skills that are important for success in school and life (Daunic et al., 2018).	Reading is a **fundamental skill** necessary for successful school, work, and social life outcomes (Berman, 2009). Word-level difficulties lead to insufficient oral reading fluency and inhibits reading comprehension, and may burden students in other subjects (Aro et al., 2022).	Studies have demonstrated that social-emotional growth and reading share **interrelated cognitive processes** (Daunic et al., 2018).
Appearance	Social emotional learning behaviors: • Able to regulate and articulate their emotions • Able to utilize tools and strategies to solve problems that may arise • Able to use positive language with teacher and peers • Able to self-advocate and communicate their needs • Able to express academic and emotional support for their peers • Able to take into account the perspectives and emotions of peers • Able to work with peers in meaningful ways and hold each other accountable	Dyslexia–characterized as a word-level reading disability–is the most prevalent learning disability with a reported prevalence between 5% and 20% (Hoeft et al., 2015; Lagae, 2008). Students with dyslexia **often present social-emotional needs**, and report feelings of "embarrassment, poor confidence, anxiety, task avoidance, as well as negative comparisons of selves in relation to their peers" (Casserly et al., 2013, pp. 88).	When SEL is integrated within academic reading curriculum, findings revealed **positive student outcomes,** including increased attention, motivation, feelings of self-efficacy, prosocial behaviors, and gains in reading achievement (Daunic et al., 2018).

Check-In/Check-Out (CICO)

(Crone et al., 2010)

CICO is **not a one-size-fits-all** intervention (Maggin et al., 2015). When adapted to align with the function of the student's behavior, the findings have been positive - increased work completion, as well as on-task and prosical behaviors (Campbell et al., 2022).

CICO Standard Protocol

	• Check in with mentor at the beginning of the school day
	• Point feedback per class/period from the teacher
	• Behavioral feedback through the Daily Progress Report (DPR)
	• Reinforcement target behavior
	• Check out with teacher at the end of the school day

Word Connections Components

A	• Vowel pattern practice
	• Affix instruction
	• Word-building games
	• Word-level fluency practice
	• Spelling practice
	• Connected reading at sentence and text level

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(Toste et al., 2022)

Students who received a multicomponent, multisyllabic word reading intervention significantly **outperformed** students who did not on **proximal** and **distal** measures of **reading** and **spelling** (Toste et al., 2019).

INTEGRATING APPROACHES

Word Connections and Check-In/Check-Out (CICO) can be used in tandem to support students, in upper elementary school, who have co-presenting reading and social emotional learning needs.

	WORD CONNECTIONS	CHECK-IN/CHECK-OUT (CICO)	
1		Initial Check In	Reinforcement and Points provided throughout this process
2	Warm-Up	Academic + SEL Feedback	
3	Affix Bank	Academic + SEL Feedback	
4	Word Play	Academic + SEL Feedback	
5		Check In	
6	Beat the Clock	Academic + SEL Feedback	
7	Write Word	Academic + SEL Feedback	
8	Speedy Read	Academic + SEL Feedback	
9	Text Reading		
10		Check Out	

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