

INTENSIFYING INTERVENTION TO ADDRESS CO-OCCURRING READING FLUENCY AND BEHAVIOR DISABILITIES

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Nelson and colleagues (2004) demonstrated 83% of students with EBD scored below students without EBD on a standardized reading measure.

83%



It is well established that behavior and academic difficulties co-occur (Smith et al., 2018; Wehby et al., 2005; Wills et al., 2010). Students with poor literacy skills experience greater exclusion from school, and worse educational and life outcomes (ProLiteracy, 2022). The link between reading level and incarceration rates has been explored. Kirkland (2019) reports $\frac{2}{3}$ of 4th grade non-proficient readers will become incarcerated at some point in their lives. Shippen et al. (2010) concluded incarcerated men in the study's sample were reading significantly below the level of non-incarcerated peers in foundational reading skill areas. Scully (2015) claimed juvenile offenders read several grade levels below their peers. Proficiency in critical areas of reading, such as fluency, is necessary to obtain gainful employment and function in today's society (Shutay et al., 2010). Given the importance of early reading skills, evidence-based interventions to address academic skill deficits are crucial

Reading Fluency

Fluency is a foundational reading skill that is critical to the comprehension of text that grows in complexity as students age



Externalizing Behavior

Observable student behaviors that interfere with reading performance such as non engagement, off task behavior, noncompliance and emotional dysregulation



Co-occurring Reading Fluency and Behavior Disabilities

Deficits in reading can lead to poor education and life outcomes such as school failure, dropouts, unemployment and incarceration. (Wanzek et al., 2014; Shutay et al., 2010). Students with both learning and behavioral disorders are more likely than their peers with disabilities to experience low grades, low graduation rates, poor transition outcomes and criminality (Maggin et al, 2016).


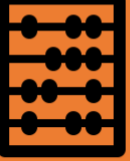





Teachers use specially designed instruction to address academic deficits for students with disabilities but when students have co-occurring academic and behavior challenges intensive intervention is needed above what is typically provided in MTSS. Teachers can use the Taxonomy of Intervention Intensity (Fuchs et.al., 2017) to select and intensify interventions for both reading fluency and behavior challenges. The taxonomy requires teachers to rely on progress monitoring data to make instructional decisions for each student. This iterative process is called Data Based Individualization (DBI). Read 180 and Behavior Contracts are two evidence based interventions that can be used together to help students with reading achievement and behavior management.

Taxonomy of Intervention Intensity

A framework used to intensify a validated intervention. The framework includes 7 dimensions to consider; strength, dosage, alignment, attention to transfer, comprehensiveness, behavior or academic support and individualization. (Fuchs, Fuchs & Malone, 2017)

Data Based Individualization (DBI)

The last dimension of the taxonomy that uses progress monitoring data to individualize interventions based upon student needs.

Taxonomy of Intervention Intensity for Reading Fluency and Behavior: Using Read 180 and Behavior Contracts		
Dimension	Definition	Read 180 and Behavior Contract Recommendations
Strength 	How well the program works for students with intensive intervention needs, must be an effective program from a reliable source	<ul style="list-style-type: none"> Over time, students with LD and EBD comorbidities have reduced access to academic reading instruction and thus require higher intensity intervention (Lane et.al., 2005) Read 180 is proven effective in studies for middle school children (Sprague et. al., 2011) teachers can find more details under the Tools Charts of the National Center on Intensive Intervention website Behavior Contracts are shown to be beneficial regardless of gender, disability, gender and school type, including therapeutic settings (Bowman et.al., 2015)
Dosage 	The number of opportunities that students have to respond and receive feedback from the teacher	<ul style="list-style-type: none"> Read 180 requires a complete station rotation that includes modeling and independent reading where the teacher gives feedback. The adaptive software provides personalized instruction and students can track their progress in real time. There is also a whole group wrap up where the students give feedback to the teacher at the end of each session. A contract can be given for each intervention session or established over multiple sessions High frequency of intervention is key to establish “practice as usual”- students need to access the intervention in practice frequently and with integrity to benefit. (Strong et. al., 2016)
Alignment 	How well the intervention matches the targeted academic skills or behaviors of concern	<ul style="list-style-type: none"> Read 180 is proven to raise reading achievement of students in grades 4-12 reading 2 or more years below grade level. Areas of focus include phonics, reading comprehension, fluency, vocabulary, and spelling. The contract can be directly tied to the intervention session(s)
Attention to Transfer 	Whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts	<ul style="list-style-type: none"> Adaptive reading content fosters independent reading skills needed across all subjects More effective in reducing problematic behaviors than increasing appropriate behaviors (Bowman et.al., 2015)
Comprehensiveness 	How well the intervention incorporates a comprehensive array of explicit instruction principles	<ul style="list-style-type: none"> Instruction model that includes whole group instruction, station rotation and whole group wrap up. The complete station rotation includes small group instruction, modeling and independent reading and instructional software. The Behavior Contract involves the student and gives the student voice. The interventionist must be responsible for explicitly teaching preferred behavior as part of the contracting process.
Academic/Behavior Support 	Whether an academic intervention incorporates behavioral strategies that may support students or whether a behavioral intervention considers academic components as part of the intervention	<ul style="list-style-type: none"> The adaptive software is student centered and makes ongoing assessments and adjustments as needed. Students can track their progress in real time to build self-efficacy and perseverance as they work towards their goals. The contracts are individualized for student needs and can be tied directly to Read 180.
Individualization 	Focuses on the ongoing use of progress monitoring data to intensify and individualize the intervention based on student need – Incorporates the Data Based Individualization (DBI) process	<ul style="list-style-type: none"> The program uses embedded formative assessments to provide insight to teachers about differentiation. Teachers have a dashboard to access student data and make adjustments in real time to daily instruction. The contract is specifically tailored to the student’s unique needs and each data point provides an opportunity to evaluate the effectiveness of the contingency on the student’s behavior