

# Early Intervention: Identification and Appropriate Teaching

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# Why Early Identification + Intervention

- 82 % of the street youth in Toronto had undetected and unremediated learning disabilities
- All the adolescent suicides in a 3 year period in Ontario had undetected and unremediated learning disabilities

# Why Early Identification + Intervention

- 75%-95% of individuals in prison have significant reading difficulties
- Many minority language students fail to complete secondary school.
- Undiagnosed and unremediated reading problems result in emotional and social difficulties

# Canadian Educational Policies

- Inclusion – Language minority children
- Bilingualism
- Multiculturalism – Heritage Language maintenance
- Children start school at age 5 in kindergarten
- Very few private schools -99% of children attend government schools

# Aims of the Study

- Identify children at risk for literacy difficulties
- Provide an appropriate intervention
- Assess the effectiveness of the intervention

# Longitudinal Study

- Screening at age 5 when children enter school
- Tested every year on reading, spelling, arithmetic, language and memory skills
- Results at grade 7 – age 13

# Longitudinal Sample

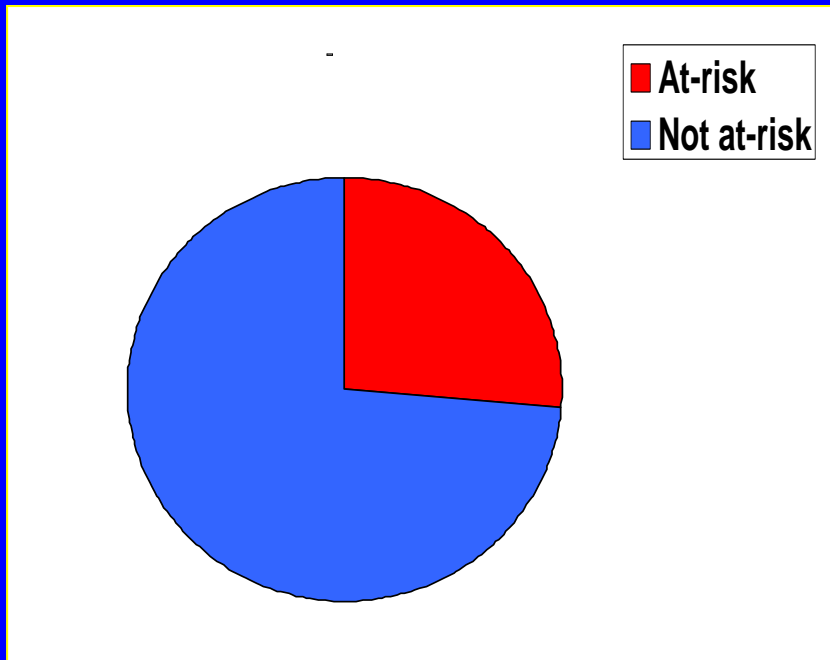
- All the children in the North Vancouver School District
- 30 schools
- Varying SES levels
- 20% English Language Learners (ESL)

# LANGUAGES IN THE STUDY

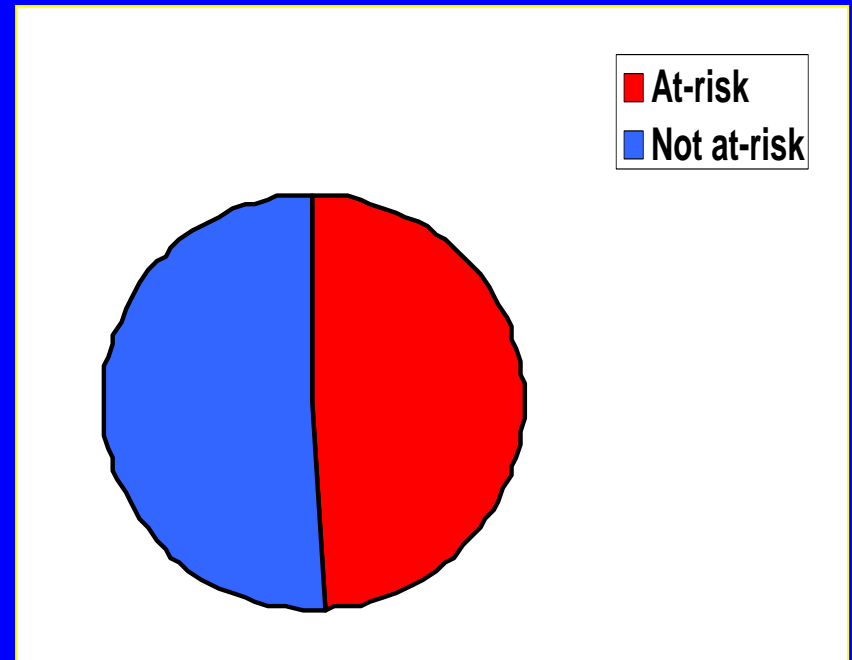
- Arabic
- Armenian
- Bulgarian
- Cantonese
- Croatian
- Czech
- Dutch
- Farsi
- German
- Greek
- Hindi
- Hungarian
- Indonesian
- Italian
- Finnish
- Japanese
- Korean
- Kurdish
- Mandarin
- Norwegian
- Polish
- Punjabi
- Romanian
- Russian
- Serbian
- Slovak
- Spanish
- Swedish
- Tagalog
- Tamil
- Turkish

# Kindergarten

## L1 English

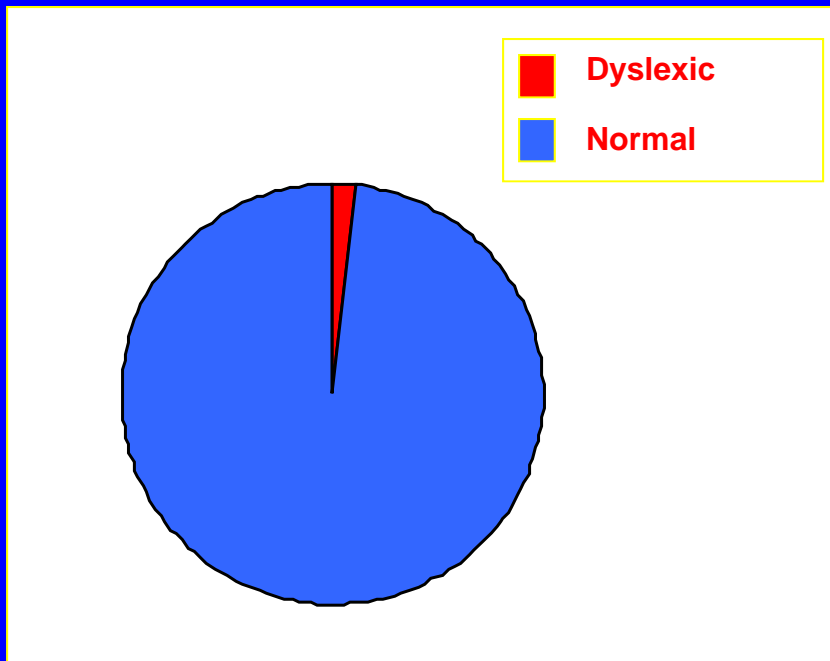


## ELL

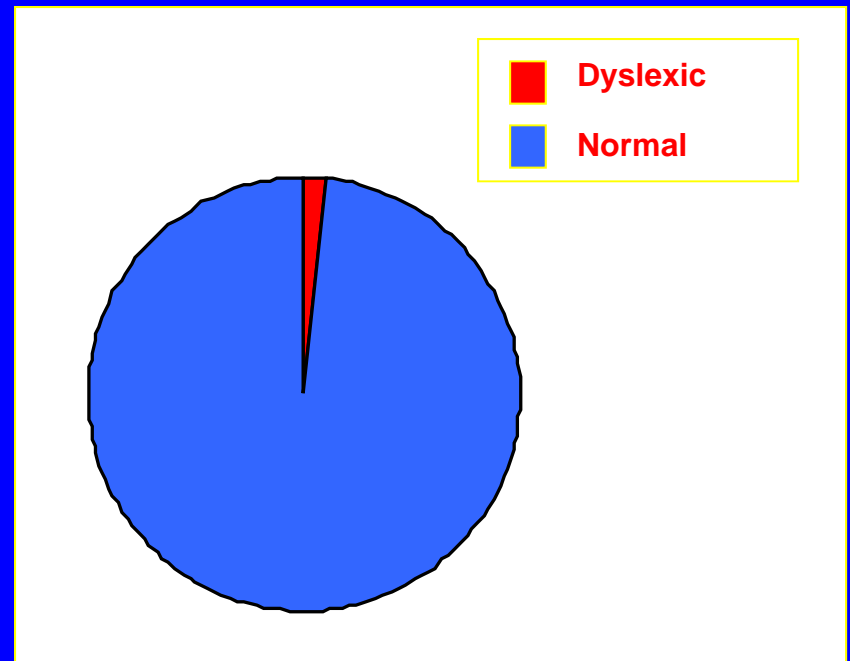


# Grade 7

## L1 English



## ELL



The children in the study improved very significantly after good reading instruction.

The percentage of dyslexics decreased to a small number.

# Screening

- Effective
- Brief – 15-20 minutes
- Done by teachers, speech pathologists, psychologists
- Provide useful information

# Letter Identification

c r m k b w o

s y t a u d q

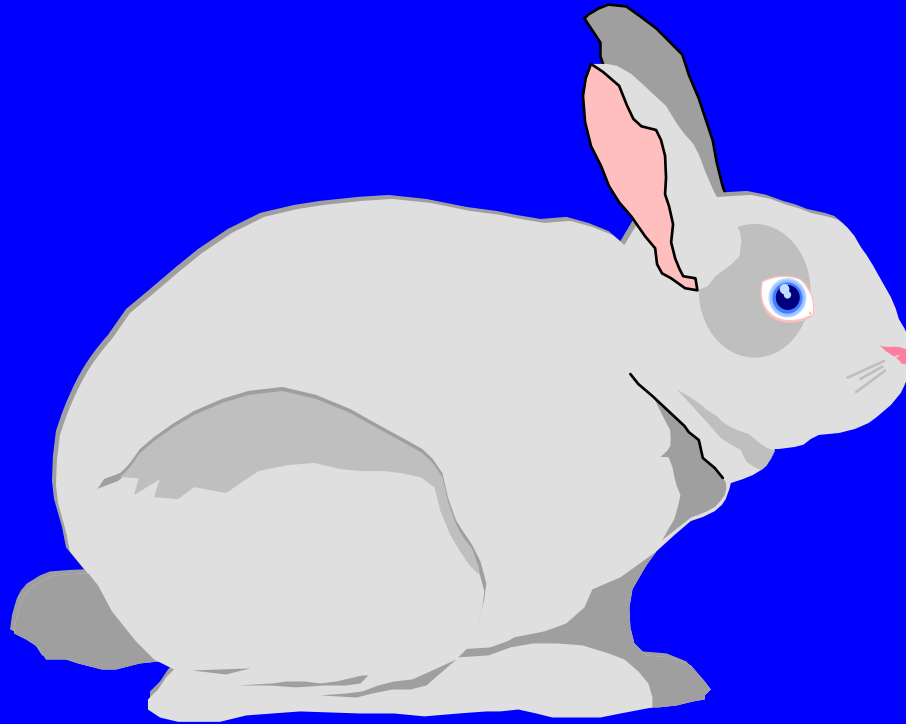
x l g e z n j

p h v i f

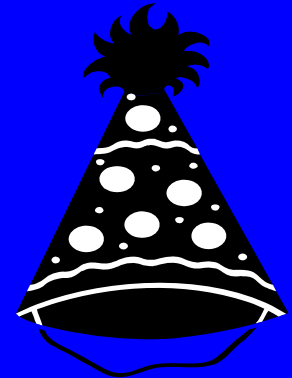
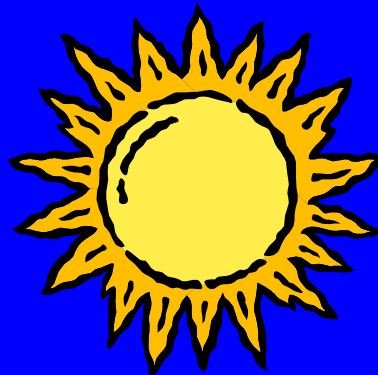
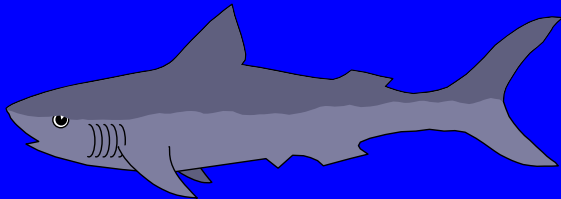
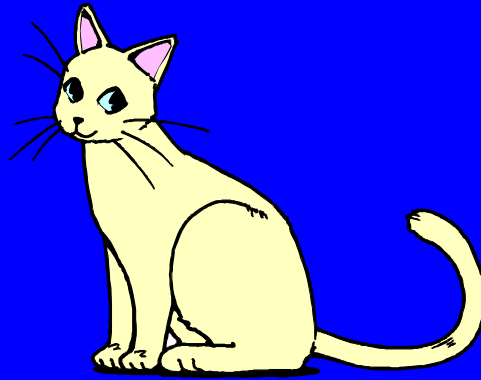
# Phonological Awareness

- Ability to break speech down into smaller units
  - ◆ words
  - ◆ syllables
  - ◆ phonemes

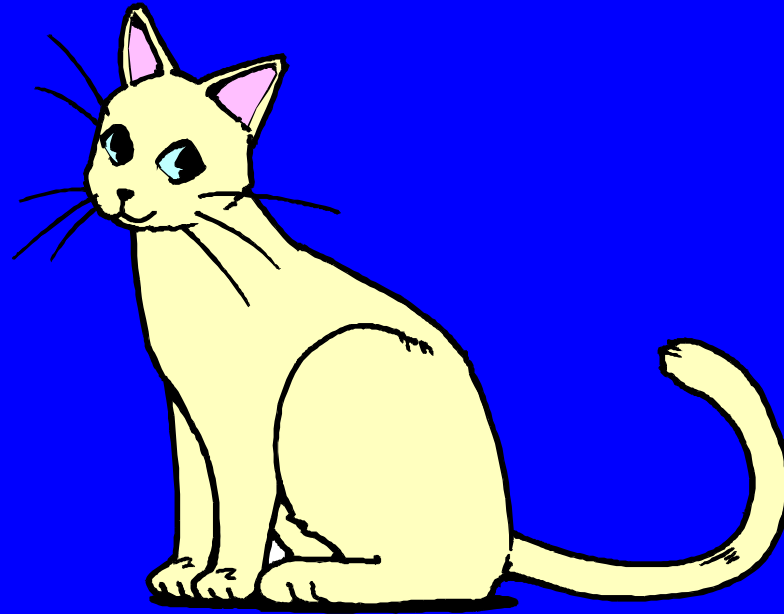
# SYLLABLE IDENTIFICATION



# RHYME IDENTIFICATION



# PHONEME IDENTIFICATION



# ORAL CLOZE

# Oral cloze

- Jane \_\_\_\_\_ her sister went up the hill.
- Dad \_\_\_\_\_ Bobby a letter yesterday.

# Reading Readiness Screening Tool

- Designed by teachers, speech therapists, psychologists
- Will be available on the web – free access
- Available in English, Spanish, Portuguese
- Forthcoming Arabic, Cantonese, Turkish

# Intervention Programs

- Mostly in the classroom – good classroom teaching
- Firm Foundations- teaches pre-reading and early phonics skills
- Reading 44 – teaches reading comprehension skills

# Firm Foundations

- Activities and games designed to develop
  - Phonological awareness
  - Letter sound relationships
  - Vocabulary
  - Syntactic skills

- Circle Skills -Teaching the whole class
- Centre Skills – Practicing in small groups
- Assessment - Working with individual students

# Results at Grade 7

# Word Identification

cat

see

book

should

finger

glutton

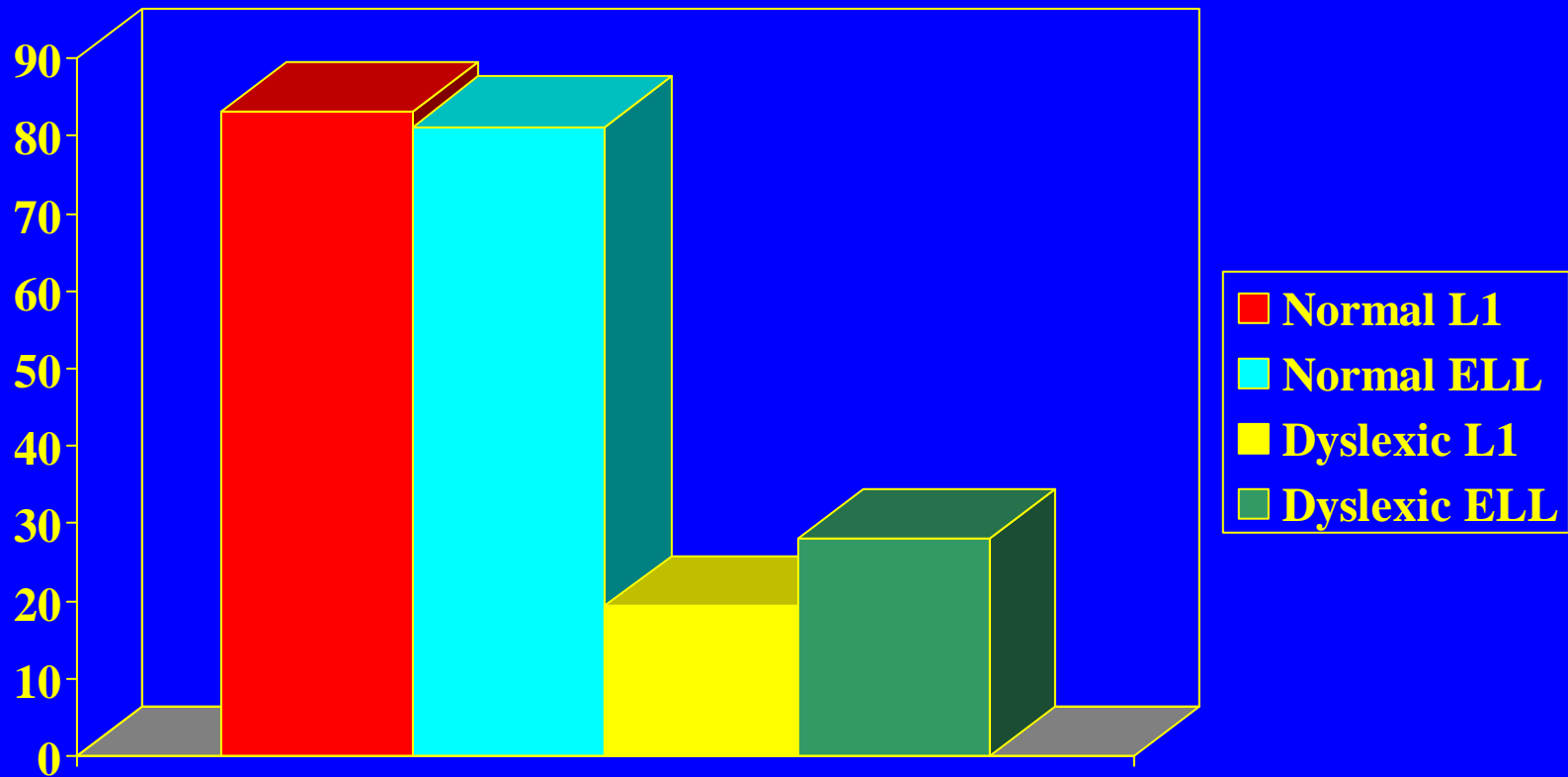
emphasis

intrigue

usurp

idiosyncrasy

# Word Identification



# Woodcock Word Attack

dee

pog

ched

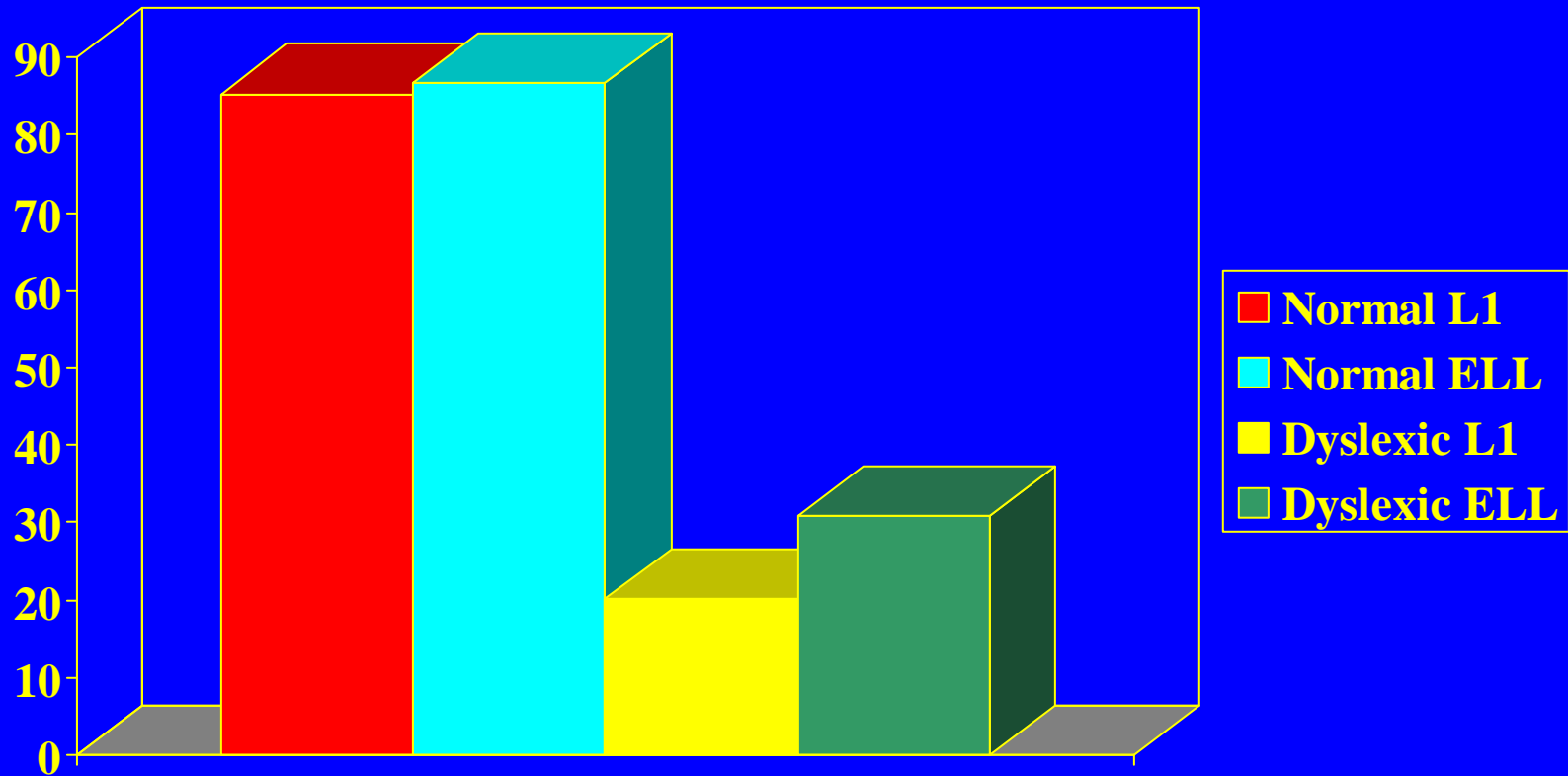
gouch

cigbet

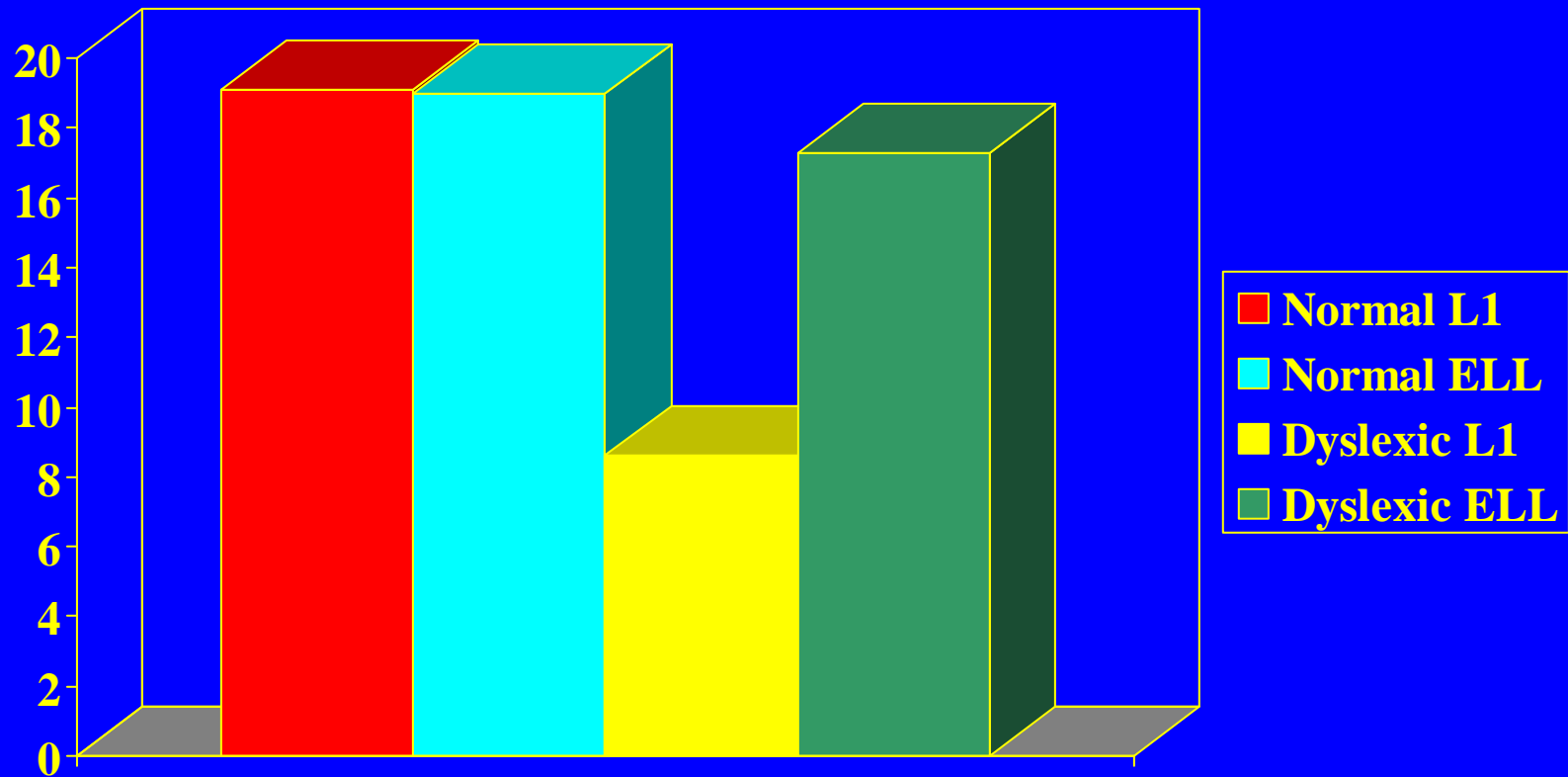
bafmotbem

monglustamer

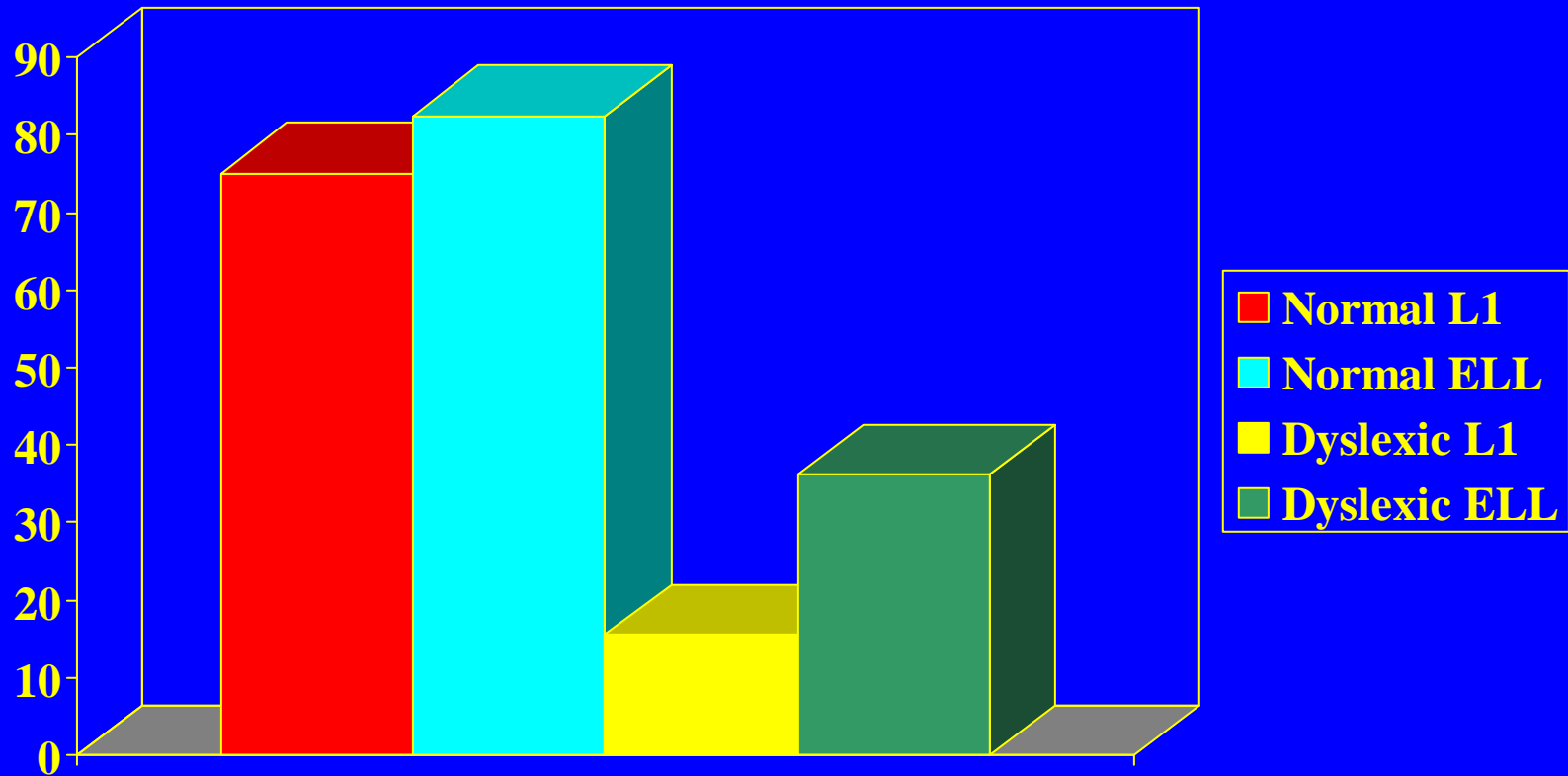
# Word Attack



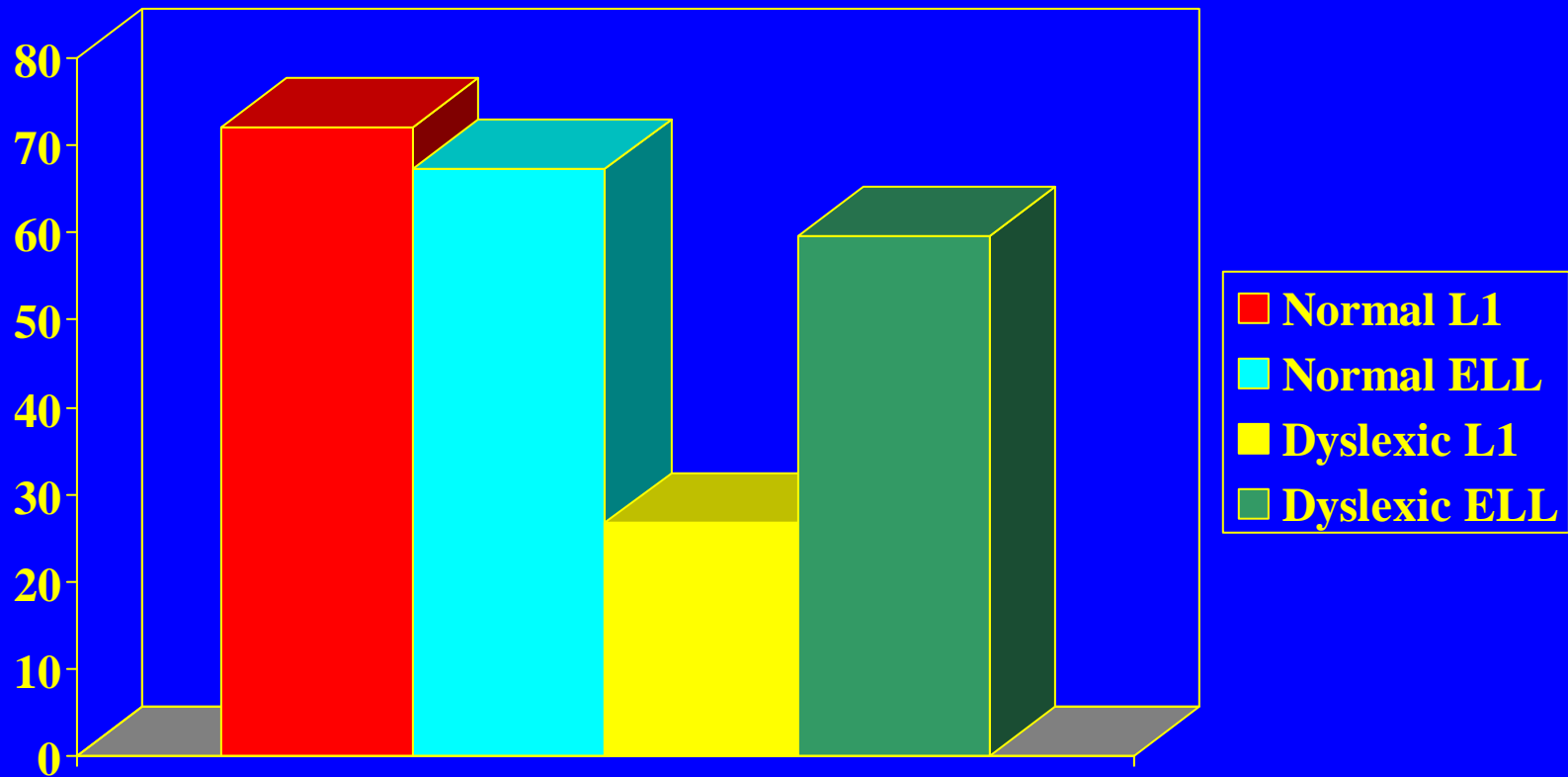
# Phoneme/Syllable Deletion



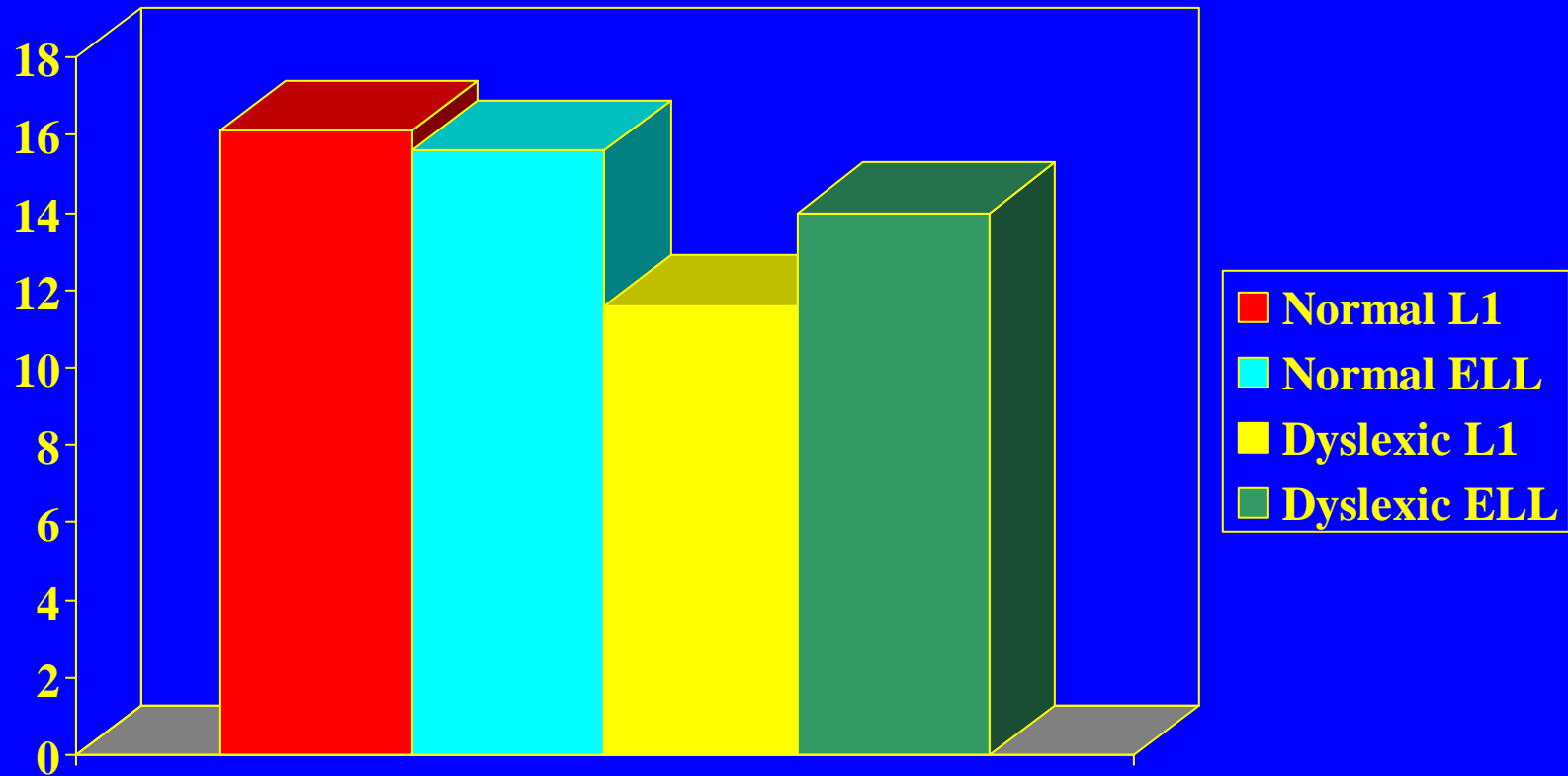
# Spelling



# Pseudoword Spelling



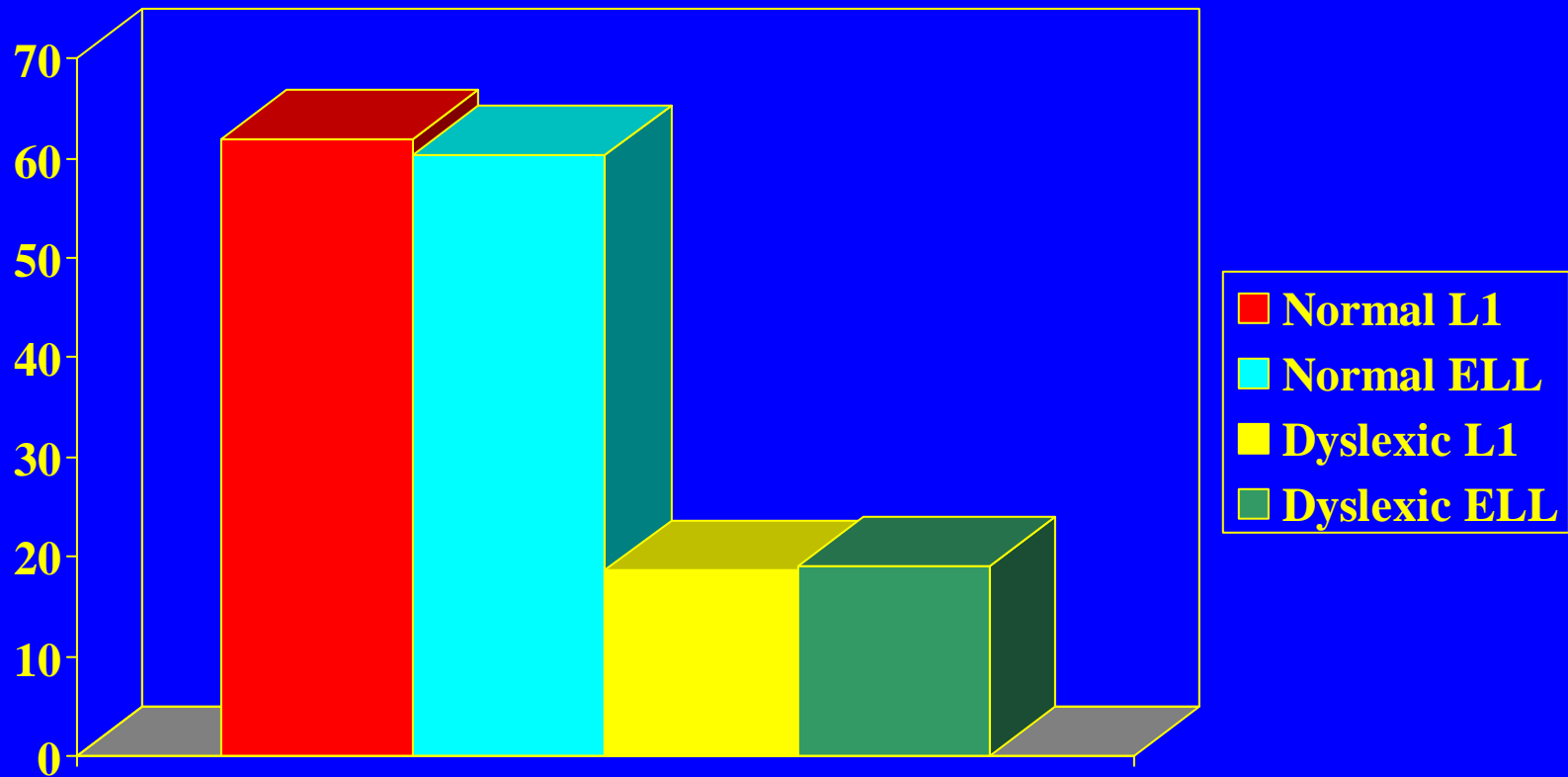
# Oral Cloze



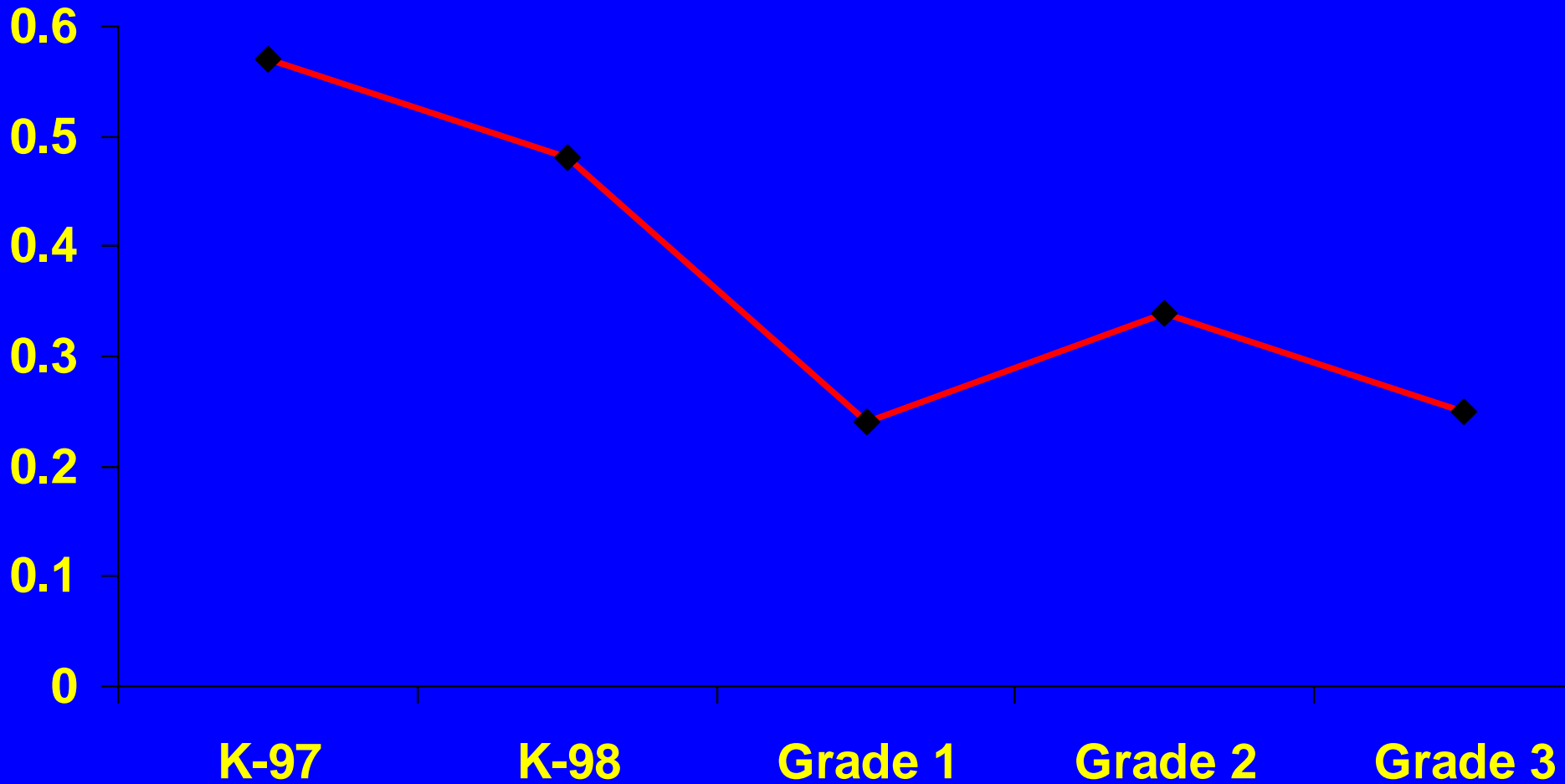
# Reading 44

- Training reading comprehension strategies
- Vocabulary
- Syntax

# Stanford Reading Comprehension



# SES & Reading



# Conclusions

- It is possible to identify children at risk for reading disabilities in kindergarten.
- It is possible to provide a classroom based intervention to bring most of these children to at least average levels of reading.
- Children learning English as a second language can perform at L1 levels and bilingualism may be an advantage.

# Conclusions

Most **ELL dyslexic** children have better reading, spelling and phonological skills than their monolingual peers.

Many **ELL normal readers** have better English reading, phonological, and spelling skills in their second language than children who have English as a first language.

# Caveats

- The development of language and literacy skills in ESL students requires good teaching
- First language maintenance is important wherever possible

# Internet Resources

<http://www.nvstd44.bc.ca>

- Click on Firm Foundations
- Click on Reading 44