

# DIRECT READING INSTRUCTION FOR STUDENTS WHO ARE DEAFBLIND: A CASE STUDY

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LET US INTRODUCE OURSELVES

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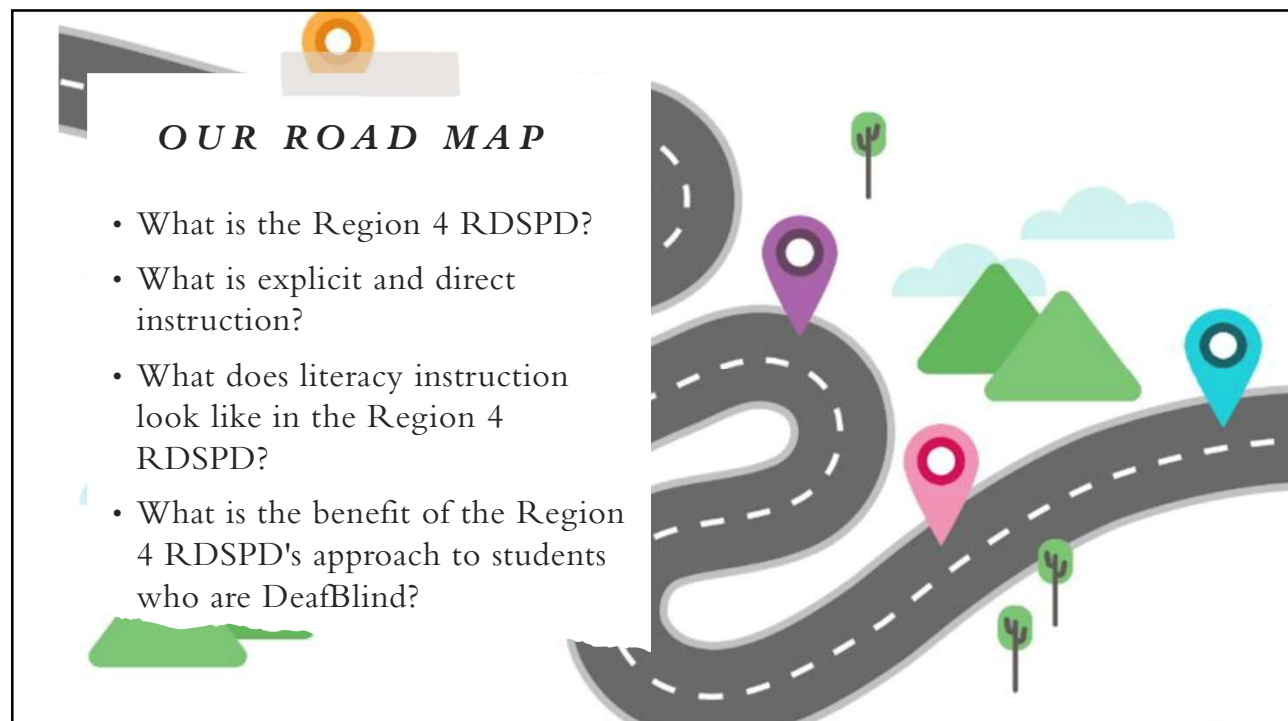
## OPENER - 2 TRUTHS AND 1 LIE

Explicit instruction is about the three C's – clear, consistent, and concise content. **T**

Explicit instruction focuses on one-time teaching and one-time testing to monitor students progress and academic growth. **F**

Explicit instruction is organized and sequenced for students to make connections. **T**

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### OUR ROAD MAP

- What is the Region 4 RDSPD?
- What is explicit and direct instruction?
- What does literacy instruction look like in the Region 4 RDSPD?
- What is the benefit of the Region 4 RDSPD's approach to students who are DeafBlind?

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## WHO WE ARE

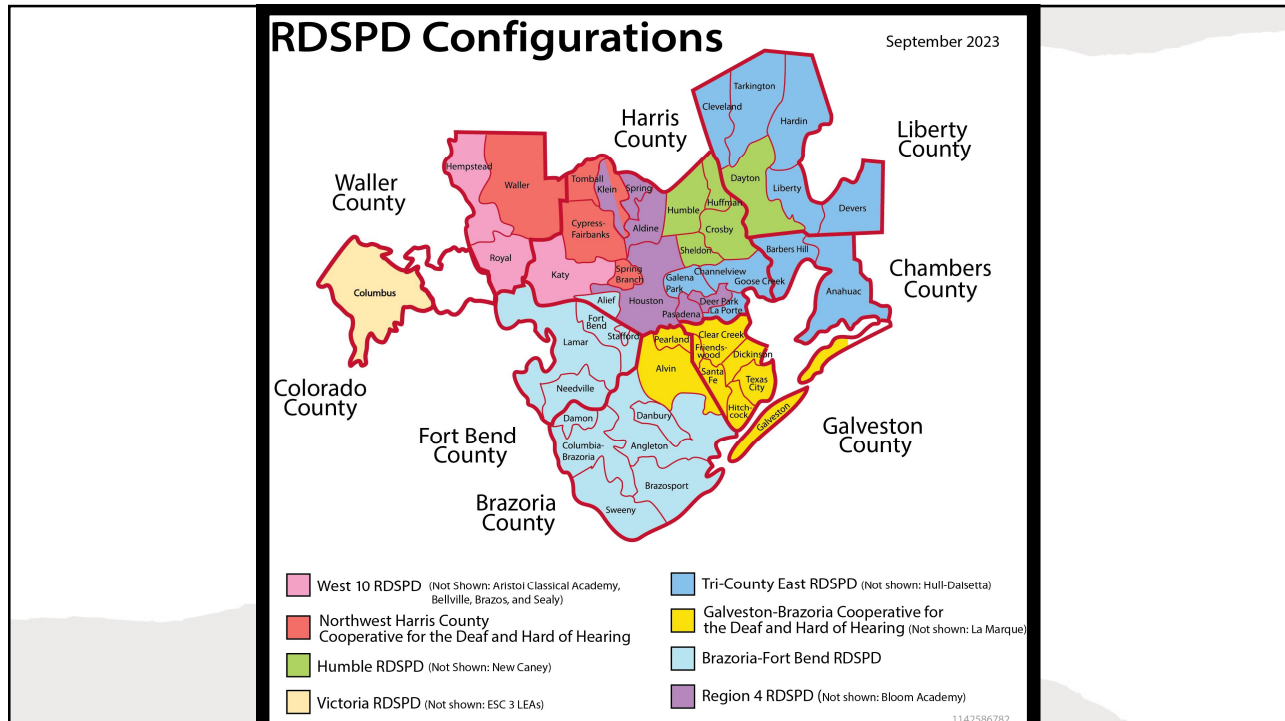
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*By the numbers*

- 530 square miles across Aldine, Deer Park, Houston, Klein, Pasadena, Spring ISDs and Bloom Academy Charter School
- 5 satellite sites with 15 cluster site campuses
- 620 Region 4 RDSPD students and 225 students receiving consultative services
- 140.5 staff members
- 72 teachers of the deaf
- 6 audiologists
- 4 classrooms dedicated to students who are deaf with significant additional needs (2 elementary, 1 middle school, and 1 high school)
- 11 years in operation



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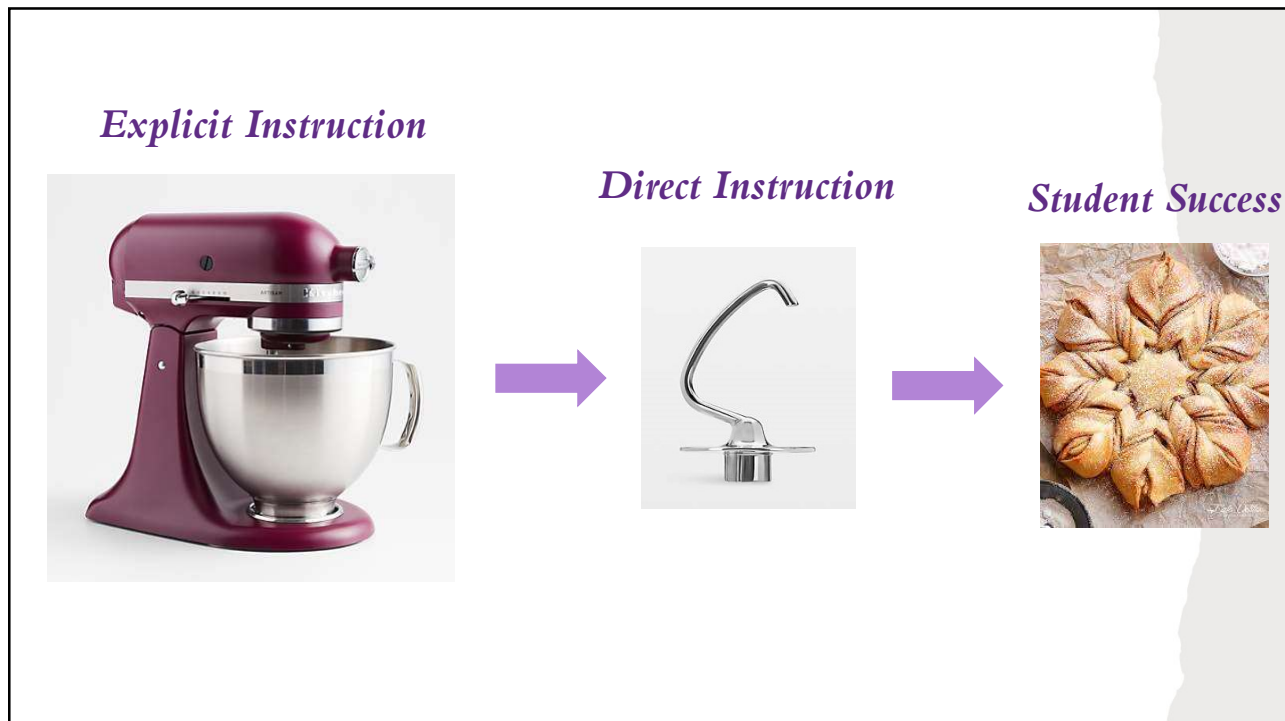
### OUR VISION

*Partnering to serve culturally and linguistically diverse students with exceptionalities to achieve excellence by supporting their individual needs.*

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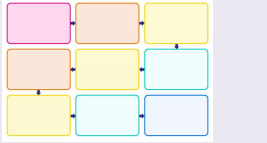
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### EXPLICIT INSTRUCTION ELEMENTS, 1-8





1. Critical content is the focus	2. Skills are logically sequenced	3. Complex skills are chunked for mastery
4. Organized and focused lessons	5. Setting clear goals and expectations	6. Review before new instruction
7. Step-by-step directions and instructions	8. Consistent, clear, and concise language is used	






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### EXPLICIT INSTRUCTION ELEMENTS, 9-16



9. Examples and non-examples are provided	10. Guidance to confidence	11. Frequent responses
12. Monitoring of student performance	13. Immediate re-teach or positive praise	14. Just-Right Pacing
15. Teach to make connections	16. Repetition	

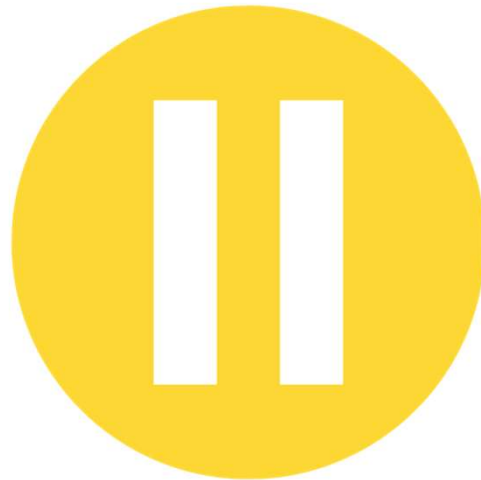


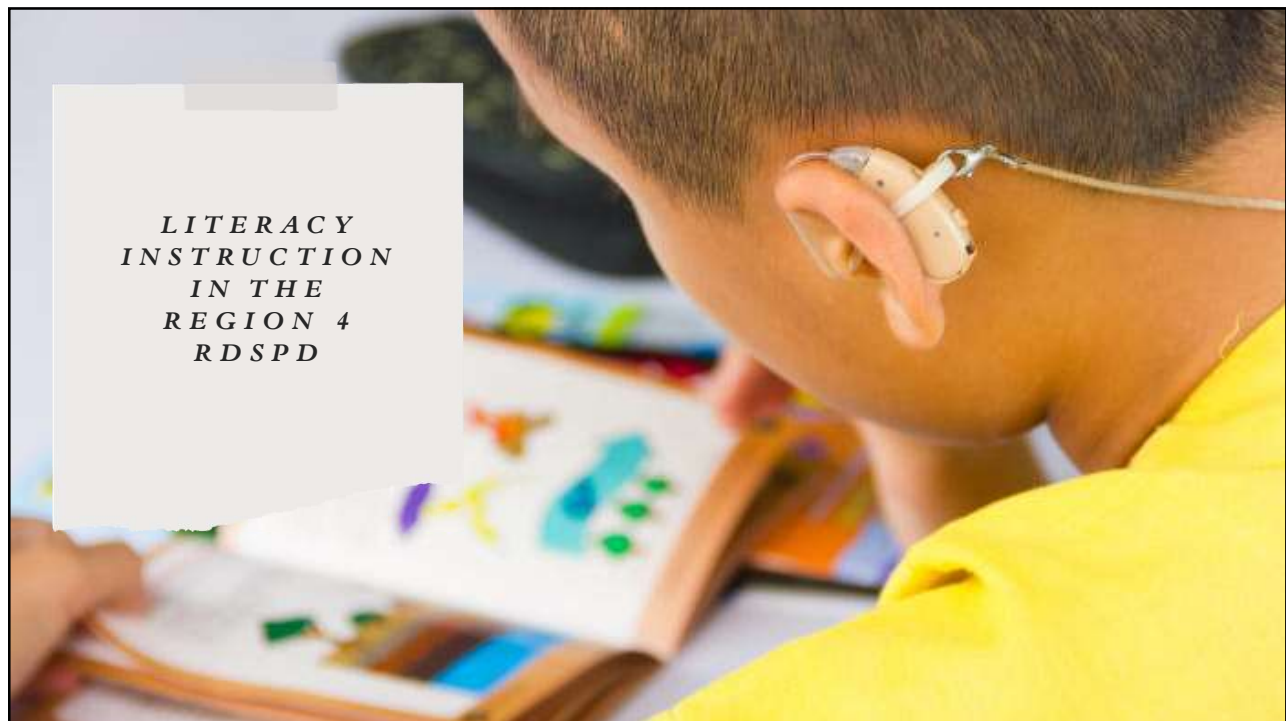
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## *SUMMARIZE WITH A BUDDY*

- ✓ Together, with a buddy close by, summarize what we just discussed.
- ✓ 2-3 mins.
- ✓ Thumbs up when you are done.



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TWO DIRECT INSTRUCTION PROGRAMS



Reading Mastery Signature Edition  
& Corrective Reading

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READING MASTERY SIGNATURE EDITION



Two Strands: Language & Reading

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## CORRECTIVE READING



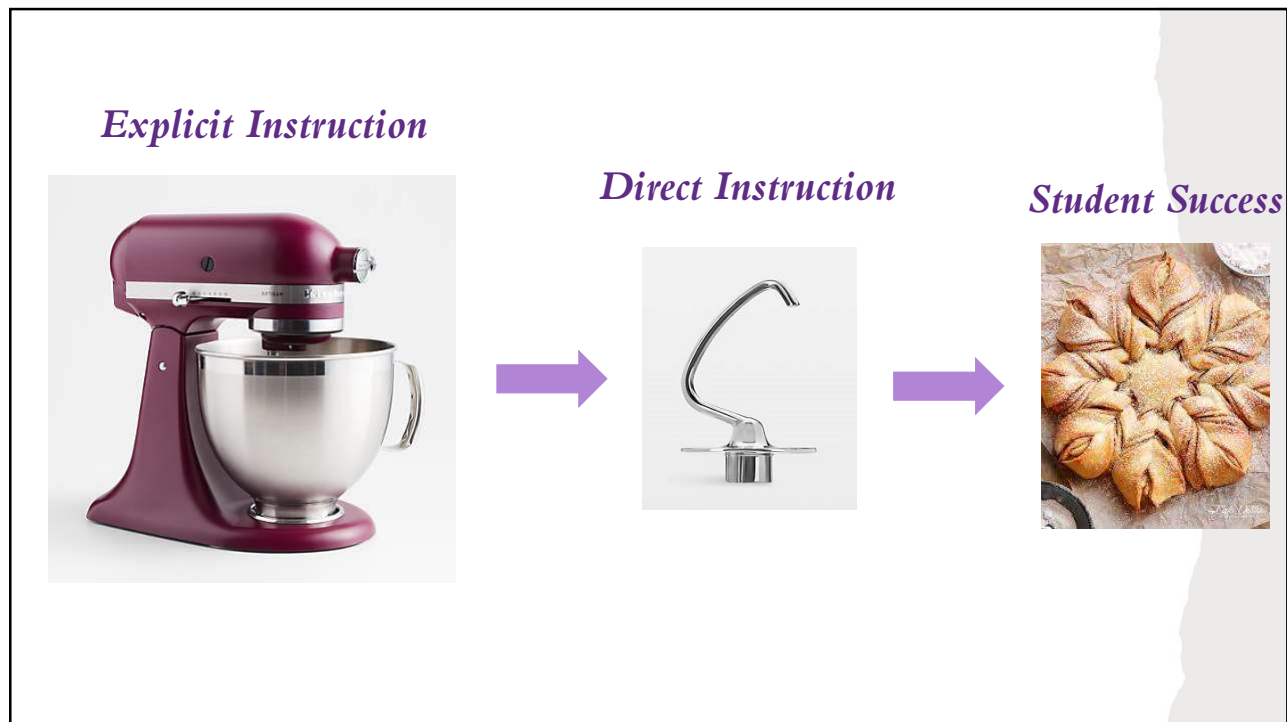
Two Strands: Decoding & Comprehension

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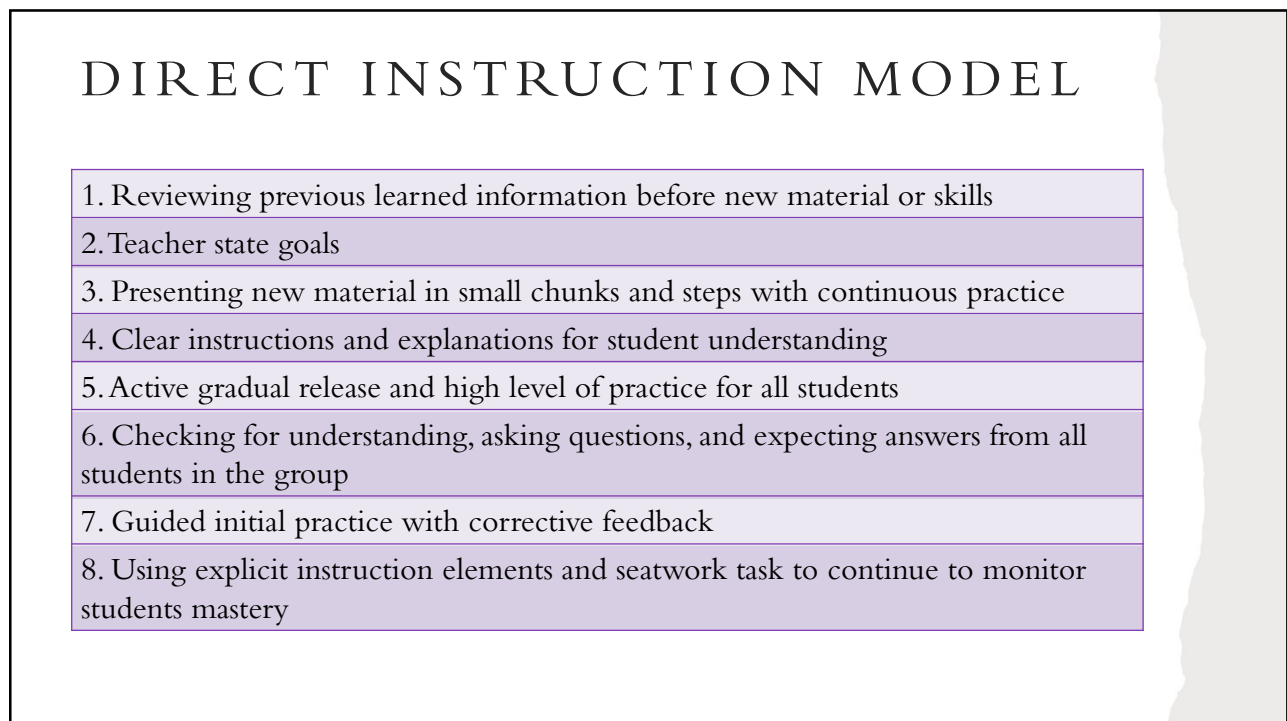


*THE DIRECT INSTRUCTION APPROACH*

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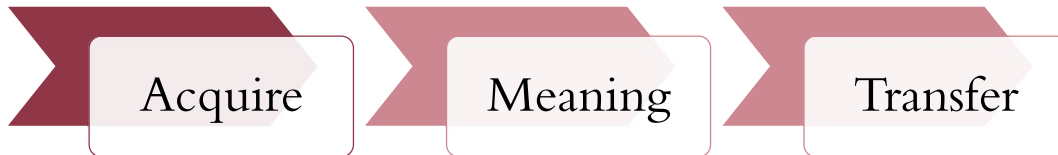


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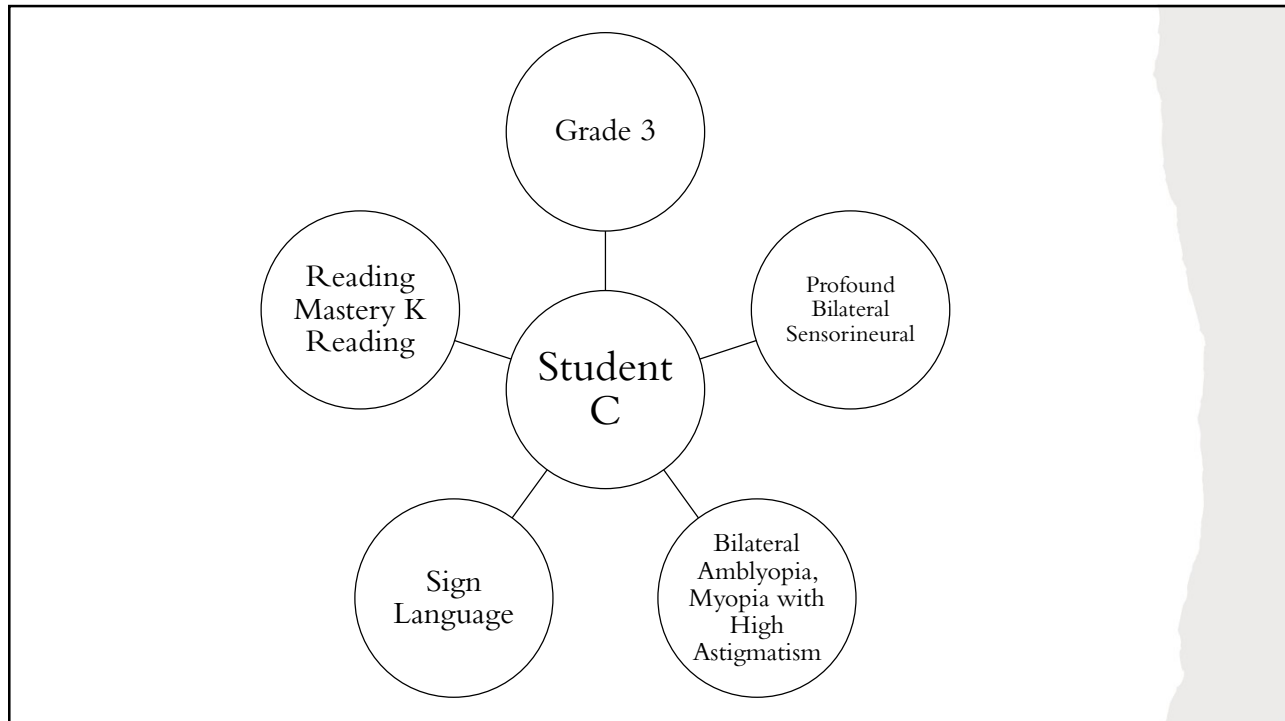
# DIRECT INSTRUCTION MODEL



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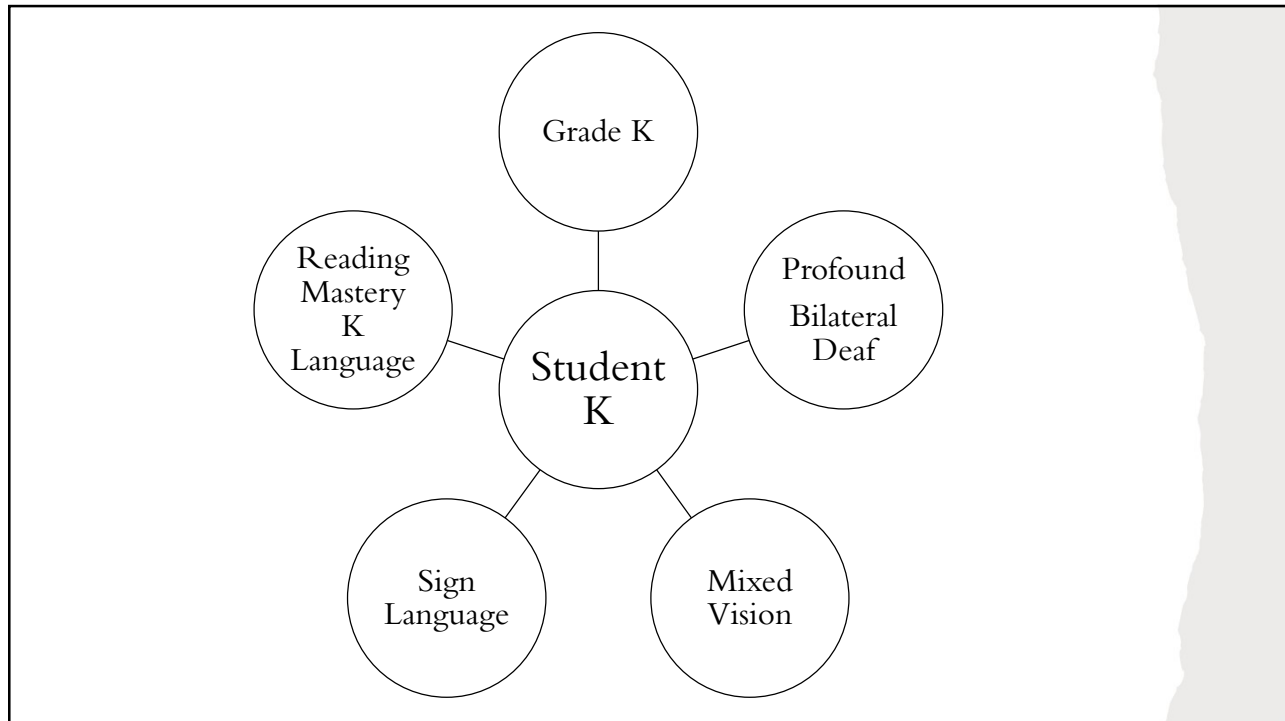


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### *Lessons Learned*

<ul style="list-style-type: none"> <li><input type="checkbox"/> Be inconsistent</li> <li><input type="checkbox"/> Lack goals</li> <li><input type="checkbox"/> Not provide practice or repetition</li> <li><input type="checkbox"/> Let personal beliefs cloud judgement</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Be clear, consistent, and concise</li> <li><input type="checkbox"/> Set and state goals</li> <li><input type="checkbox"/> Use the gradual release model</li> <li><input type="checkbox"/> Just do it!</li> </ul>

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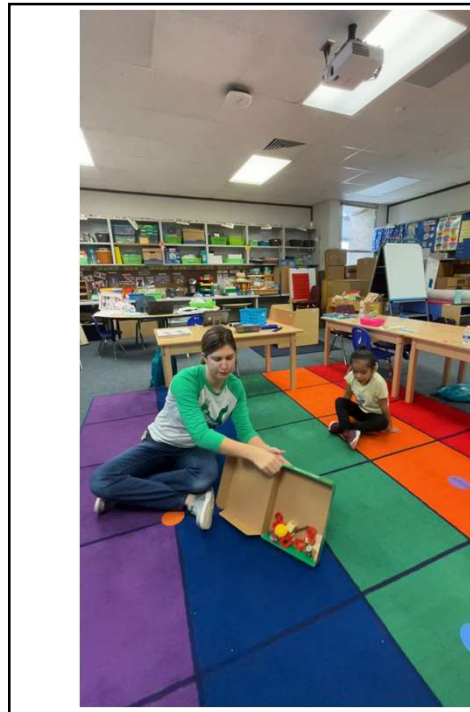


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**Visual Description:**  
 In this video, you will see Kayla, a five-year-old girl wearing a yellow shirt and using sign language to communicate, and her teacher, Adele Raya, a mid-thirties woman wearing a baseball t-shirt with green sleeves and a green bird in the center. She is also communicating with sign language. Both people are in a classroom with a purple and blue squared rug. Their visual focus is a Promethean Board with educational visuals on it. There is no sound in this video.

**Video Description:**  
 In this video, Adele Raya (teacher) and Kayla (student) review English pronouns and linking/to-be verbs. Adele helps Kayla prepare for today's lesson by reviewing the pronouns *I, you, we, this* and *am, are* and *is*.

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**Visual Description:**

In this video, you will see Kayla, a five-year-old girl wearing a yellow shirt and using sign language to communicate, and her teacher, Adele Raya, a mid-thirties woman wearing a baseball t-shirt with green sleeves and a green bird in the center. She is also communicating with sign language. Both people are in a classroom with a purple, blue, green, orange and red squared rug. Their visual focus is a box of toys that is emptied and filled throughout the video. The camera does reference to the Promethean Board with visual aids on it. There is no sound in this video.

**Video Description:**

In this video, Adele Raya (teacher) and Kayla (student) review *empty vs. full* in sign language. Adele uses a box of toys to practice *empty vs. full*.  
 \*Kayla does get distracted during this video. Adele directs her to pay attention.

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**Visual Description:**

In this video, you will see Kayla, a five-year-old girl wearing a yellow shirt and using sign language to communicate, and her teacher, Adele Raya, a mid-thirties woman wearing a baseball t-shirt with green sleeves and a green bird in the center. She is also communicating with sign language. Both people are in a classroom with a blue, green, orange and red squared rug. Their visual focus is a teacher presentation book with pictures of boxes full of toys and empty or not full of toys. The camera does reference to the Promethean Board with visual aids on it. There is no sound in this video.

**Video Description:**

In this video, Adele Raya (teacher) and Kayla (student) review *empty vs. full* in sign language. Adele uses the teacher presentation book to practice the concept move with Kayla. Kayla sees two full boxes and one empty box.

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## THE FINDINGS WITH STUDENT K

### ***Direct Instruction Elements Viewed:***

- Teacher Stated Goals
- Clear Examples
- Reviewing Previous Taught Skills
- Chunking
- Guided Practice/Gradual Release



### ***Accommodations Used During Instruction:***

- Chaining preferred communication to English
- Pre-teaching/review of targeted vocabulary
- Use of visuals
- Use of real-life objects
- Tangible moments before use of presentation book
  - Student centered view/control for vision

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## THE FINDINGS WITH STUDENT K

### ***Where is she now?***

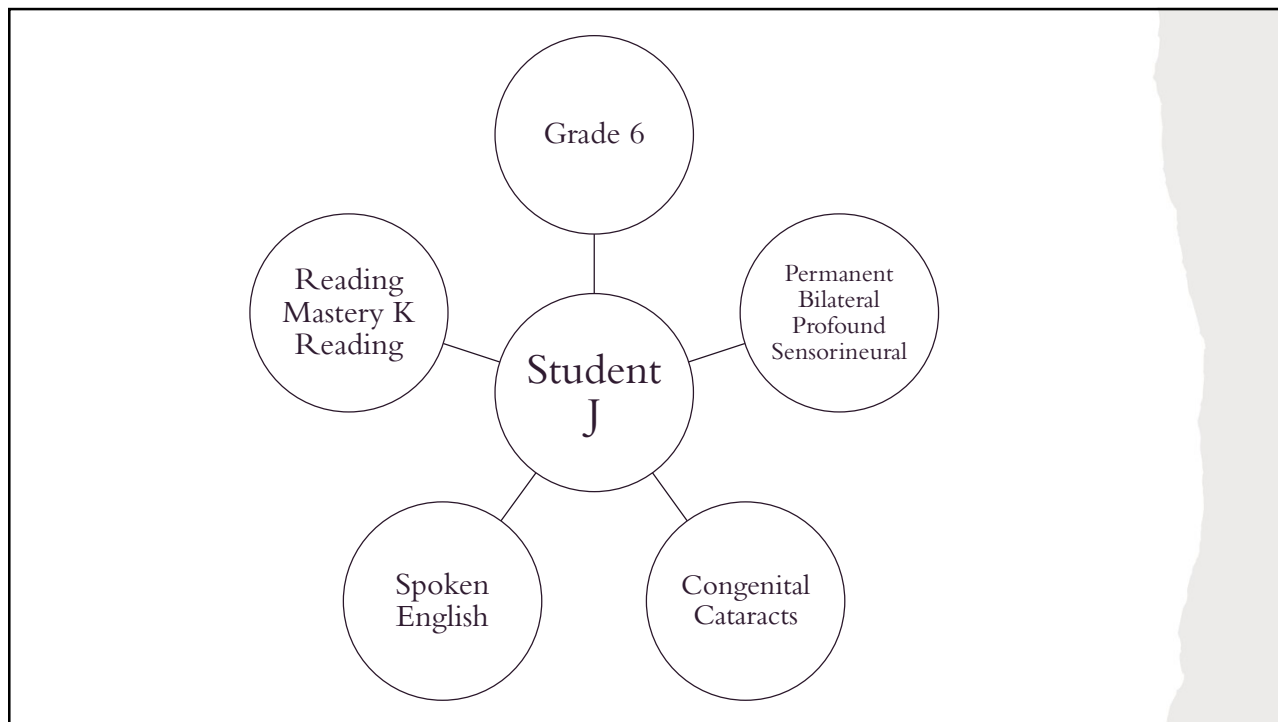
- Grade 1
- Language foundation is strong
- Knows all letter sounds
- Knows 25+ high frequency words
- Struggling with letter sound combinations
- Learning about the early stages of blending and onset and rhyme



### ***Teacher Reflections:***

- First sign of transferring skills was in Student K's writing
- Letting her learn her way and letting go of "my way"
  - Trusting your student
- Visuals Visuals Visuals
- Build background knowledge

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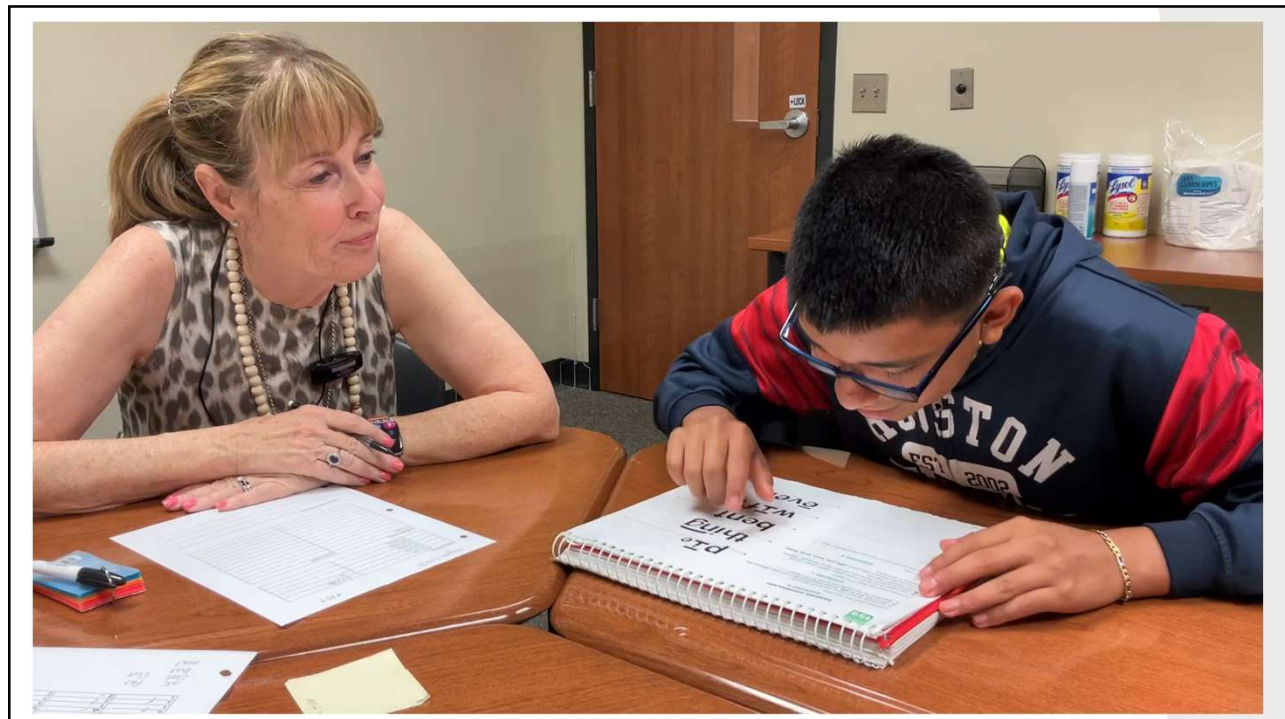
**Visual Description:**

In the previous video, you will see Jose, a twelve-year-old boy wearing a Houston Texans hoodie with a yellow polo shirt underneath and blue glasses. He is reading letter names and sounds from the teacher's presentation book. He uses spoken English to communicate. Patty Grodner, a woman in her early 60's, wearing a sleeveless animal printed shirt. She is also communicating with spoken English. Patty is taking data on white paper and helping Jose read from the presentation book. Both people are in a small meeting room with brown furniture. There is sound in this video.

**Video Description:**

In the previous video, Patty Grodner (teacher) is taking data and helping Jose (student) read the letter sounds from the teacher presentation book. Jose reads very well and remembers a sound (*qu*) that he has been struggling with.

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**Visual Description:**

In the previous video, you will see Jose, a twelve-year-old boy wearing a Houston Texans hoodie with a yellow polo shirt underneath and blue glasses. He is practicing decoding, blending and reading from the teacher's presentation book. He uses spoken English to communicate. Patty Grodner, a woman in her early 60's, wearing a sleeveless animal printed shirt. She is also communicating with spoken English. Patty is taking data on white paper and helping Jose read from the presentation book. Both people are in a small meeting room with brown furniture. There is sound in this video.

**Video Description:**

In the previous video, Patty Grodner (teacher) is taking data and helping Jose (student) decode, blend, and read the words *pie*, *thing*, *bend*, *wife*, and *even*. Jose will first sound out the word by chunking or segmenting, then blends together, and reads the word completely.

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**Visual Description:**

In the previous video, you will see Jose, a twelve-year-old boy wearing a black hoodie and blue glasses. He is practicing decoding, blending and reading from the student's orange story book. He uses spoken English to communicate. Patty Grodner, a woman in her early 60's, wearing a gray tie-dyed shirt. She is also communicating with spoken English. Patty is helping her student read. Both people are in teacher's work room with a Dr. Pepper machine, white refrigerator, and boxes in the background. The table they are at is gray. There is sound in this video.

**Video Description:**

In the previous video, Patty Grodner (teacher) is helping Jose (student) decode, blend, and read the story "The Cow on the Road." Jose is now in Reading Mastery First Grade program. After reading, Jose will answer comprehension questions.

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## THE FINDINGS WITH STUDENT J

***Explicit Instruction Elements Viewed:***

- Repetition, Re-Teach & Review
- Pacing
- The 3 C's
- Guided Practice to Building Confidence
- Organized Chunking

***Accommodations Used During Instruction:***

- Pre-teaching/review of targeted letters and sounds
- Checking for understanding
  - Vocabulary
- Shorter script
- Favorable lighting, contrast of materials
- Bookmark/line Guide
- Cochlear Implant (CI) and Digital Modulation (DM)



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## THE FINDINGS WITH STUDENT J

### *Where is he now?*

- Grade 7
- Beginning reading foundation is strong
- Growing knowledge of letter combinations
  - Digraphs and diphthongs
- Learning that words make up sentences which make up stories
- Working on fluency and automaticity

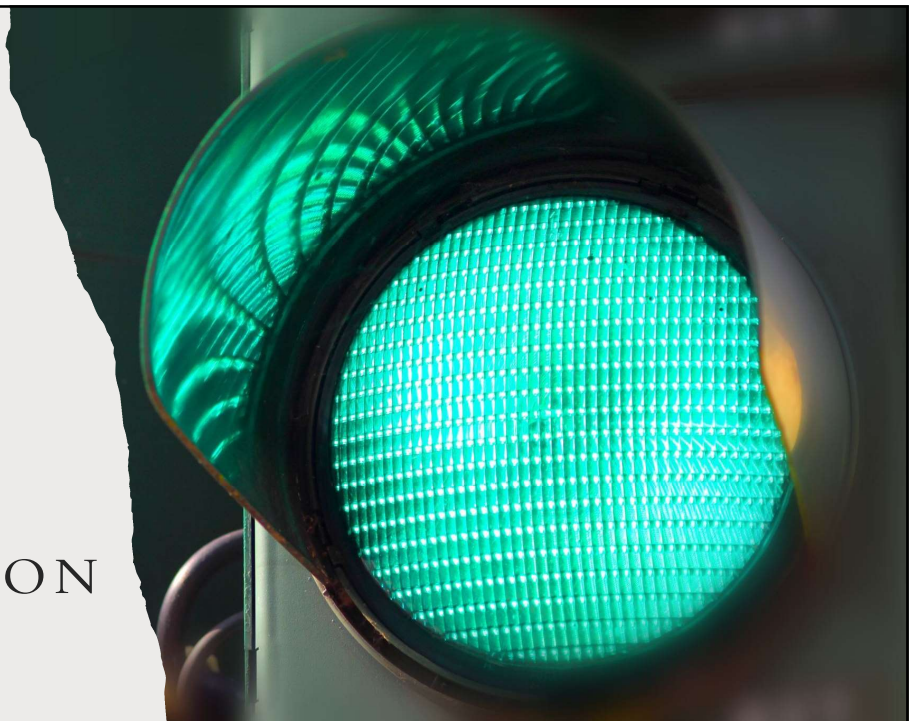


### *Teacher Reflections:*

- Massive growth due to strict schedule and repeated practice
- First Proud Moment: Picking up a sticky note and decoding the word on it
- Do it often, even if the progress is slower than anticipated
- Reinforce desired behavior and encourage

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TRAFFIC  
LIGHT  
REFLECTION



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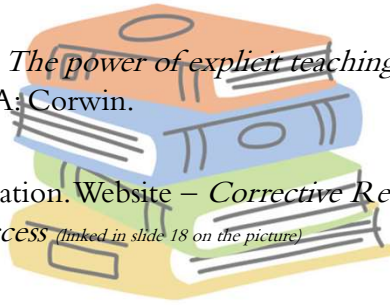
## REFERENCES

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

Ashman, G. (2021). *The power of explicit teaching and direct instruction*. Thousand Oaks, CA: Corwin.

McGraw Hill Education. Website – *Corrective Reading About, Resources, and Success* (linked in slide 18 on the picture)

McGraw Hill Education. Website – *Reading Mastery About, Resources, and Success* (linked in slide 17 on the picture)



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## CONTACT INFORMATION

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