

Case Study Integrated Lesson Planning

The Student: Brian is a sixth grader with significant delays in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years (2nd grade level) behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade. Brian is demonstrating avoidance (out of seat, work refusal, request for health referral, attendance problems), social (inappropriate verbal responses to peers and teacher, low levels of engagement) and self-efficacy (negative self-statements, rejecting support) issues.

The Team: 6th grade language arts teachers, reading instructional support teacher, special education teacher, EL support teacher and Brian's school counselor.

The Process: The team met to review Brian's performance and the available assessment data. The 6th grade language arts (ELA) teachers (Tier 1) noted that 4 other students shared Brian's profile but that these students were not identified as students with disabilities. These students included 2 English language learners and two additional students who were struggling in reading and already receiving services from the reading instructional support teacher. All of the students had a history of work avoidance in language arts as well as social and self-efficacy issues. The decision was made to develop a MTSS instructional plan for all of the students.

Brian's ELA IEP Goals:

- Increasing fluency to support comprehension for grade-level standards
- Teach use of technology (text to speech, speech to text) to demonstrate grade-level standards. Emphasis could include written language
- Direct Instruction (pre-teach) aligned with grade-level standards to ensure equity in access to content. Scope, sequence and pacing driven by Tier 1 lesson plans
- Behavior and social emotional learning supports to address his avoidance, social and self-efficacy issues.

The Instructional Plan: Meeting collaboratively, the Tier 1 ELA teachers identified their learning goals and discussed instructional strategies for the next 4 weeks. The reading and special education teachers identified instructional strategies and supports that could be used in Tier 1 to support all learners, including the 5 students who were struggling.

Tier 1:

- **Instructional Strategy:** Tier 1 ELA teachers decided to implement Collaborative Strategic Reading for all students in 6th grade as a way to teach comprehension strategies. *UDL Principle 1*. The reading instructional support and EL support teachers

will collaborate and co-teach with the Tier 1 ELA teachers to ensure fidelity of implementation.

- **Student Performance:** Brian (and other students with reading fluency difficulties-e.g., EL) will provide verbal responses to comprehension probes (using either speech to text, teacher interactive or other strategies involving verbal responding) *UDL Principle 2*
- **Access to Content:** Brian and other students will use text to speech technology to access subject content. *UDL Principle 3*
- **Collaboration:** Level 1 will provide lesson plans in advance to Level 1/2/SDI providers.

Tier 2, 3 and Specially Designed Instruction (SDI-Special Education Teacher)

- **Tier 2-** Brian and the 4 other students will participate in a Tier 2 reading instruction group 2X/week. *Note: the 2 EL students will continue to receive support from the EL teacher. That support will focus on the same goals but provide additional time and structure.*

Pre-teach, Review, Reteach instructional strategies

Use grade-level materials

Focus on exposure to content (pre-teach) and re-teach as necessary

Focus on comprehension strategies aligned with grade-level standard

- **SDI-** Brian will participate in a small group (3 students) 5X/week

Focus on fluency enhancement strategies

Use grade-level materials, paced to Level 1, to apply fluency strategies

Errorless learning

Vocabulary monitoring

- **SDI/Tier 3-** Brian and the 4 other students will receive instruction and support in use of the speech to text/text to speech technology.

Calibration: The Reading Support, Special Education and EL teachers will meet to collaborate on classroom observations and Tier 1 teacher collaboration. The purpose of the classroom observations is to determine how well the Tier 2, 3 and specially-designed instruction is transferring to Tier 1. Data from these observations will be used to continuously calibrate instruction across the Tiers.

Progress Monitoring: The team will meet initially every 2 weeks for approximately 20 minutes to monitor student progress, determine response to instruction/intervention and identify and resolve barriers to the instructional plan.