

Duet Reading

Objective: To increase fluent reading particularly for students

- who often lose their spot while reading
- who just don't get to the next word quickly enough.
- who benefit from a delayed model for correct word reading

Materials: Short texts that the student can read with at least 95% accuracy

Sequence:

1. **First Reading** – student reads the passage aloud. Teacher provides immediate standard error corrections. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
2. **Second Reading** – Teacher and student take turns reading EVERY OTHER WORD. Teacher first this time. Teacher should read with excellent expression to avoid typewriter style output. Teacher should push the pace forward by reading each next word as soon as the student read the last word. Teacher provides standard error corrections immediately following any error. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
3. **Third Reading** – Teacher and student take turns reading EVERY OTHER WORD. Student first this time. Teacher continues to model excellent expression and to press the pace forward. Teacher provides standard error corrections immediately following any error. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
4. **Fourth Reading** – Student reads the entire passage out loud alone.

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Have sessions been regular and frequent?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly and consistently?
5. Does the student have serious decoding issues that need to be addressed?

Duet Reading Intervention Integrity Checklist

Student Name: _____ Grade: _____ Date: _____

Staff Name: _____ Observer: _____

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student		
Reading 1: Student reads passage aloud and teacher provides standard error correction procedure <u>immediately</u> after each student error		
Reading 2: Teacher and student sit side beside, sharing the same passage		
Teacher and student read, alternating each word. Teacher reads first word.		
Teacher reads with excellent expression		
Teacher tracks with her/his finger under the words being read		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for each student error		
Reading 3: Teacher and student read, alternating each word. Student reads first word		
Teacher reads with excellent expression		
Teacher tracks with her/his finger under the words being read		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for each student error		
Reading 4: Student reads entire passage alone		

Creating Thirsty Horses:

3 Keys to Increasing Implementation Fidelity

Outcomes for the Day?

Participants:

- ☐ Increase Knowledge of Concepts on Fidelity,
- ☐ Become more Aware with how Fidelity Affects Implementation of MTSS and Results
- ☐ Consider Ways to Improve Implementation Fidelity, What Actions Could You Take?

Big Ideas in Fidelity

Definition of Implementation Fidelity:

"a system of interrelated components, inc. a _____, participant r _____, quality of _____, ... leading to I _____ of Implementation as intended by supporting E _____.

Seven Elements of Implementation Fidelity



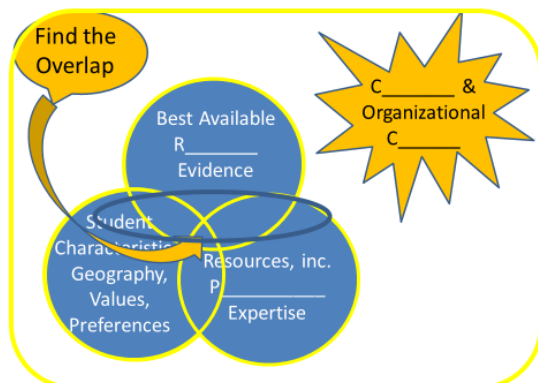
1. **Need Well Defined:** A _____ Need operationalized
2. **Program Specificity:** Intervention meets criteria for E _____ - B _____?
3. **Interventionist Engagement:** How A _____ is Intervention/ Activity? B _____ In?
4. **Training & Support:** Adheres to P _____ L _____
5. **Exposure/Duration:** How often student r _____ intervention? How l _____?
6. **Student Engagement:** How Engaged & l _____ in Intervention/ Activity?
7. **Adherence:** How well s _____g to procedure/plan?

Definition of "Evidence-Based" in the Every Student Succeeds Act

Top 3 levels of evidence require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

(1) Strong	• At least 1 well-designed and well-implemented experimental study
(2) Moderate	• At least 1 well-designed and well-implemented quasi-experimental study
(3) Promising	• At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias

How do You Select Interventions?



Favorite Sources of Evidence-Based Interventions

a. <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>

- b. <https://www.evidenceforessa.org/> c. <http://www.bestevidence.org/> d. <https://ies.ed.gov/ncee/wwc/>
e. <http://www.interventioncentral.org/> f. <http://ebi.missouri.edu/> g. <http://www.intensiveintervention.org/>

Careful! T___ M___ Interventions? What is Your Capacity to I_____?

4 Factors in Interventionist Engagement:

- 1.
- 2.
- 3.
- 4.

5 Critical Questions Eliciting Buy-In

1. Is This
2. Is This D_____

3. How Will This A_____ my S_____?
4. Is This Going to L_____
5. What H_____ Will I Get to D_ this R_____?

Exposure & Duration

Adherence:

Sources for Checklists?

Common Errors in Developing Checklists:

- a. Too M_____ Items.
- b. Not T____-Bound
- c. Not Co-C_____ or
- d. I_____ on Users

Making Your Own Checklist?

Final Reflections?

Three Keys:

- 1. Expand Your Working Conception of Fidelity**
- 2. Carefully Design the Dosage**
- 3. Assess Yourself to Expand Your Expertise**