



## **Intervention: Fundamental Principles**

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### **Intervention: Fundamental Principles for Word Level Reading Disabilities**

1. Teach phonics explicitly in the context of a multicomponent, integrated instructional program that includes sight-word recognition, spelling, fluency, vocabulary knowledge and comprehension. Differentiate according to student strengths and weaknesses.
2. Rely on explicit instruction to firmly establish associations between phonemes and graphemes; to address the broad range of phonics patterns and teach these patterns in an orderly way; include cumulative, mixed review so that previously taught patterns receive review and continued practice to develop automaticity with associations and patterns; help learners understand how and why there are exceptions to those associations and patterns; and ensure transfer from word-level competence to text reading by repeated exposure to words and word patterns in text.
3. Teach morphology and the larger units of orthography in reading and spelling.
4. Teach using multiple modalities to enhance learning: see the word, say the word, write the word, use the word in text.
5. Prevent word recognition and spelling problems early because later remediation is difficult and requires considerable intensity, especially to develop automaticity.

### **Discussion Questions**

How are these principles evidences in your school's curriculum for students with Learning Disabilities?

Which principles need to be strengthened within the curriculum?



## **Intervention: Fundamental Principles for Reading Comprehension**

1. Explicitly teach comprehension skills and strategies such as question generation and question answering (literal and inferential questions) and comprehension monitoring.
2. Model comprehension strategies using “think-alouds”; scaffold students in the use of strategies and gradually transfer strategy use to students during independent and collaborative reading; provide organizational support to facilitate self-regulation.
3. Make use of cooperative learning to encourage engagement with text through discussion and question asking-and-answering routines.
4. Explicitly teach sources of knowledge important for reading comprehension including:  
(a) text structure for narrative text and for different types of informational texts in social studies and science (e.g., cause-effect; compare-contrast; sequence; problem-solution; and (b) word and world knowledge necessary for understanding texts in core academic content areas.
5. Work on oral language development throughout schooling, including vocabulary and morphology.
6. Teach learning adjuncts in content, such as using graphic organizers to organize the ideas in a text and their relations to each other in history, social studies, and other areas.
7. Engage learners in reading a broad range of high-interest texts scaffolded to their reading level.

### **Discussion Questions**

How are these principles evidences in your school’s curriculum for students with Learning Disabilities?

Which principles need to be strengthened within the curriculum?

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