

SABBATICAL REPORT ON THE TRANSITION FOR READING RECOVERY STUDENTS BACK INTO THE NORMAL CLASSROOM ENVIRONMENT 2008

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PURPOSE:

The purpose of this study is to provide researched recommendations on best practice and procedures for the transition withdrawal of students when they complete the Reading Recovery Programme and return to the normal classroom environment and to stop any regression from the levels attained by the students on completion of of Reading Recovery.

HYPOTHESIS:

As a principal with specialist training in the teaching of reading I believe from observations in the schools I have taught in that the transition and withdrawal from the Reading Recovery Programme of students straight back into the normal classroom environment initially creates a situation of regression for some students because the one on one intensive support is no longer available. I propose to collect data to give credence to this hypothesis and provide practical recommendations on a variety of procedures that schools could implement to minimize regression.

STUDY OUTLINE:

- Develop a survey for teachers and RR. Teachers
- Visit a selection of schools of various size, deciles, rural, semi rural and urban, ask them to complete the attached survey and discuss the data collected.
- Analysis of the data
- Recommendations concluded from the data and discussions with the teachers concerned.

RESEARCH READING:

- Clay, Marie M., *Reading The Patterns of Complex Behaviour*. Heinemann Educational Books. Second Edition Auckland 1982.
- Clay Marie M., *The Early Detection of reading Difficulties: A Diagnostic Survey with Recovery Procedures*. Heinemann Educational Books. 1979.
- McDowell, S.; Boyd, S.; Hodgen, E. with Vliet, T.; *Reading Recovery in New Zealand: Uptake, implementing, and outcomes especially in relation to Maori and Pasifica students*. NZCER. Wellington 2005.

DATA TO BE COLLECTED:

- Reading levels of students on withdrawal from the Reading recovery Programme.
- Reading levels of students one month after withdrawal from the RR. Prog.
- The procedures that each school surveyed implements, if any, re transitional withdrawal from the RR. Prog.
- Information from the classroom teacher and RR. teacher based on the questions in the survey.
- Discussions with the Reading Recovery teachers re their findings etc. re regression on a student completing the RR. Prog.

ANALYSIS OF DATA:

- Compare the results between the various schools on reading age and regression or not.
- Compare the procedures implemented by the schools for withdrawal transition from RR. Prog. and tabulate which procedures have been effective in minimizing regression and those that have not.
- Record suggestions and information from the RR. teachers.

RECOMMENDATIONS:

- From the analysis of data record best practice for the withdrawal transition from RR.
- Suggest procedures used successfully by teachers that minimize regression of reading ability.

**READING RECOVERY TRANSITION
SURVEY FOR SCHOOLS 2008**

SCHOOL: _____

CLASSROOM TEACHER: _____

READING RECOVERY TEACHER: _____

PLEASE ANSWER ALL THE QUESTIONS AND USE 2007 DATA

1. How many students regress by more than two reading levels after two months of finishing the RR. Programme? (Please take into account that the RR. Prog. works at two levels above normal class instructional level for a student)

2. How many students maintain the level of reading after one month of finishing the RR. Programme?

3. For those students who regressed what would you consider are the main reasons for this? Please pick from the list below those reasons that apply.

- a. Lack of high concentration one on one support.
- b. Distracted by being in a group situation for reading instruction.
- c. Doesn't respond when in a group situation. Lacks confidence.
- d. Is frightened of making mistakes.
- e. Any other reasons please list below

4. How many students did the RR. Prog. last year.

5. Out of the list below please tick any of the systems you use for transition from the RR. Prog. to the normal classroom environment.

- a. RR. Teacher works inclusively in the classroom environment for the last half dozen lessons in the RR. Prog.
- b. The RR. Teacher progressively does less one on one lessons with the student prior to the student returning full time back into the classroom environment.
- c. The student's progress is monitored by the RR. Teacher regularly for a ten week period of time once the student completes the RR. Prog. and less frequently from then on if the student has made effective progress.

6. If a student does regress following transition from the RR. Prog. what do you do to improve their progress in reading?

Thank you for participating in this research survey the results of the analysed data will be published.

Geoff Druery
(Principal)

ANALYSIS OF DATA FROM SURVEYS ON READING RECOVERY TRANSITION 2008

INFORMATION ON SCHOOLS SURVEYED

SCHOOL NUMBER	TYPE	SETTING	ROLL	DECILE
1	Full Primary	Rural	120	9
2	Contributing	Semi Rural	242	8
3	Contributing	Urban	292	2
4	Full Primary	Urban	335	4
5	Full Primary	Semi Rural	213	8
6	Full Primary	Urban	316	10
7	Contributing	Urban	135	1
8	Full Primary	Urban	560	8
9	Full Primary	Urban	390	10
10	Full Primary	Urban	395	10
11	Contributing	Urban	542	9
12	Contributing	Urban	230	2

QUESTIONS 1 & 2

SCH. NO.	TYPE	SETTING	ROLL	DECILE	NO.RR. PUPILS	NO.RR. PUPILS REGRESSED
1	Full Primary	Rural	120	9	4	1
2	Contributing	Semi Rural	242	8	6	0
3	Contributing	Urban	292	2	8	4
4	Full Primary	Urban	335	4	7	0
5	Full Primary	Semi Rural	213	8	7	1
6	Full Primary	Urban	316	10	6	1
7	Contributing	Urban	135	1	Not in	RR. Prog.
8	Full Primary	Urban	560	8	6	2
9	Full Primary	Urban	390	10	8	0
10	Full Primary	Urban	395	10	6	1
11	Contributing	Urban	542	9	25	0
12	Contributing	Urban	230	2	6	0

Sixty four students completed the Reading Recovery Programme in 2007 from the schools surveyed and 10 students regressed, four schools had no regression and the deciles of these schools ranged 10 to 3. Overall percentage of regression was 15.63%. One school discontinued their Reading recovery programme in 2007. There appears to be no significant relevance between deciles, roll or type of school re regression of student achievement in the transition back into a normal classroom environment.

QUESTION 3

3. For those students who regressed what would you consider are the main reasons for this? Please pick from the list below those reasons that apply.

- a. Lack of high concentration one on one support.
- b. Distracted by being in a group situation for reading instruction.
- c. Doesn't respond when in a group situation. Lacks confidence.
- d. Is frightened of making mistakes.
- e. Any other reasons please list below

TABLE OF RESULTS FOR QUESTION 3

Ques. a to e	Sch. 1	Sch. 2	Sch. 3	Sch. 4	Sch. 5	Sch. 6	Sch. 7	Sch. 8	Sch. 9	Sch. 10	Sch. 11	Sch. 12
a	✓	-	✓	-	-	-	-	✓	-	✓	-	✓
b	-	-	✓	-	-	-	-	✓	-	✓	-	✓
c	-	-		-	✓	-	-	-	-	-	-	✓
d	-	-	✓	-		-	-	-	-	-	-	-
e	✓	-	-	-	✓	-	-	✓	-	✓	-	-

TABLE OF RESPONSES TO QUESTION 3 e

School	Response to e re question 3
1	Nerves, need to "compete" with peers, high potential expectation.
5	Pupils tend to drop back over the Christmas Holidays. Sometimes it is a case of not having long enough in the programme.
8	The pupils who regress are likely to have a specific learning difficulty such a dyslexia or dysparaxia, so they need a different approach to maintain the skills Learnt in RR. Their processing speed is lower than other children in the reading group and their memory is poor for retaining information and strategies.
10	The home situation – family problems. Great difficulty with paying attention – very low attention span – very immature.

SUMMARY OF RESULTS TO QUESTION 3 (discount school 7 as they were not doing Reading Recovery)

- a. Five out of the eleven schools stated that a lack of high concentration one on one was a reason for regression.

a	-	-	-	✓	-	-	-	-	✓	✓	-	-
b	-	-	-	✓	-	✓	-	-	-	✓	-	-
c	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓

SUMMARY OF RESULTS TO QUESTION 5
(discount school 7 as they were not doing Reading recovery)

- a. Three schools have the RR. teacher working inclusively in the classroom for the last six lessons of the RR. Programme, which represents 27%.
- b. Three schools progressively reduced the one on one lessons to assist the process of transition from RR. back into the normal classroom environment. This represents 27% and included two of the schools in **a**.
- c. All the schools implementing the RR. Programme are monitoring student progress for at least ten weeks following the completion of the RR. Programme. This represents 100% of the schools.

CONCLUSIONS FROM QUESTION 5

- Only 27% of RR. teachers are working in the classroom inclusively for the last six lessons to help facilitate the transition back into a normal classroom environment.
- Only 27% of schools are progressively reducing the RR. lessons to help the transition back into a normal classroom environment.
- All schools are continuing to monitor student progress following the transition from the RR. Programme back into a normal classroom environment.
- In the above systems for transition only the monitoring over an extended period of time appears to be the preferred system.

QUESTION 6

6. If a student does regress following transition from the RR. Prog. what do you do to improve their progress in reading?

SUMMARY OF RESULTS TO QUESTION 6
(discount school 7 as they were not doing Reading recovery)

SCHOOL 1

- Maintenance at the current reading level, gaining mileage and consolidation of uses of sources of information and directed to appropriate reading activities and with the use of a teacher aide.
- Ongoing monitoring by the classroom teacher and RR. teacher.
- Intervention by RTL.B. if necessary, with further assessment by Seabrook McKenzie

SCHOOL 2

- Any or all of the following:-
 - Teacher aide support, one to one exclusively and inclusively.
 - IEP. And RTLB. input.
 - Resource teacher of literacy.
 - Specific phonic programme (in small groups).
 - Oral language programme (in small groups).
 - Teacher aide writing assistance inclusive (because of the reciprocity of reading/writing in literacy).
- The above interventions are used prophylactically if the RR. teacher and classroom teacher are concerned about the student's risk of not succeeding back in the classroom following cessation of the RR. Programme. We do not wait until the student regresses before instituting support.
- On more than one occasion the above interventions/supports are being phased in while the student is still attending their last few weeks of RR. in order to achieve seamless support.

SCHOOL 3

- Students' reading is addressed through an interchange. The teacher who takes these students is reading recovery trained and knows how to support these students.
- If students continue to struggle they are referred to special needs. However this is unlikely to happen with students who are discontinued (i.e. successful levels attained in the RR. Prog.) as they invariably achieve normal levels and make good progress over the following year.
- All students are assessed and monitored twice each year. Any needs are addressed through our support programmes committee.

SCHOOL 4

- Students are referred for learning support within the school.
- The classroom teachers are supported to implement any programme provided, e.g. teacher aide support in the classroom.

SCHOOL 5

- Provide extra help – usually by teacher aide.
- The student is allowed to work at a lower level until confidence increases – they usually catch up again fairly quickly and often regain ground lost and continue to progress through the reading levels.

SCHOOL 6

- We use the following types of programmes as a reinforcement to RR. to help prevent regression:-
 - Rainbow Reading Programme.

- Phonological Awareness Programme.
- Good classroom teaching practice.
- Talk to Learn.
- Motor skills/PMP. programme if appropriate.

SCHOOL 8

- We try to include students who are regressing in our special needs programme in group work such as phonological awareness/motor skills etc.
- We are looking at ways to improve memory concentration and even how to copy from the whiteboard to a book.

SCHOOL 9

- Support the classroom teacher by:-
 - Providing suggestions of ways to enhance the reading programme for the student.
 - Discuss strategies the student is not using and develop a programme to support the student to make progress at a reasonable level of attainment.
- Place student into a special needs group if possible for extra help.

SCHOOL 10

- Our school provides the following support where necessary for a student who is regressing:-
 - Peer tutoring.
 - Teacher aide support
 - RR. teacher revisits – quick one on one lessons to consolidate any strategies that need reinforcement.
 - RTLB. referral.
 - Parent consultation

SCHOOL 11

- All RR. students are monitored until they achieve above their chronological age. For most students this is about year 5. Initial monitoring following transition back into the normal classroom environment is fortnightly for one term, monthly for the next six months and then each term until they achieve a reading level above their chronological age.

SCHOOL 12

- Assess appropriate reading level in the classroom.
- Classroom teacher observes RR. lessons
- Include the student in a phonics programme.
- Ensure students have access to books they can read more than once to aid fluency and understanding.

- RR. teacher gives advice on appropriate reading group for student.

CONCLUSIONS FROM QUESTION 6

- All schools surveyed have some system for monitoring ex Reading Recovery students once they have made the transition back into a normal classroom environment. The most common strategies used to support ex RR. students are as follows:-
 - Ongoing classroom teacher monitoring.
 - Intervention by RTLB. if necessary and further assessment by Seabrook McKenzie.
 - Teacher aide support one to one exclusively and inclusively
 - Resource teacher of literacy may be used.
 - Specific programmes on phonic programmes with small groups of students.
 - In some cases other support is being phased in as the pupil is attending last few weeks of RR.
 - Students who still struggle with reading are referred to the Special Needs support programme running in the school.
 - Students are allowed to work at a lower level until confidence increases.
 - One school uses Rainbow Reading Programme.
 - Peer tutoring.
 - RR. teacher revisits – quick one on one lessons to consolidate strategies.
 - RR. teacher gives advice on appropriate reading programmes for the student.

THANK YOU

I would like to thank the schools that participated in this survey and analysis of the data provided.

I would also like to thank the Ministry of Education for the opportunity to do this research.

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(Principal Marshland Primary school)