

**F4 Audio-Assisted Reading as Remediation:
Beyond Assistive Technology
Bill Keeney, PhD, CALP
Delaware Valley Friends School**

goo.gl/BbTrGs

Bill Keeney has no relevant financial or nonfinancial interests to disclose, other than that he teaches at Delaware Valley Friends School. He is also available to do training and presentations at your district or school.

Audio-Assisted Reading or SEE Reading™

SIMULTANEOUS Eye and Ear Reading™

- AUDIO text
 - SIMULTANEOUSLY with “Eye Reading”
- “Balancing Ear and Eye Reading”--IDA




- Support struggling readers
- Improve developing readers
- Give access to content for low readers

It works!

- Provides an accurate, fluent source
 - access to the content that eye reading alone wouldn't
 - Give reading another chance
- More reading = more practice
 - avoids Matthew effect http://huffd.org/news/latest/2/blog_hempstead1999-what-are-these-matthew-effects
- Quicker for many (even after remediation)
 - Remediation can make them *accurate, but not fast*
- Improves *independent silent reading* goo.gl/BbTrGs

Tools




Why SEE Reading™? It works!

- Instruction (in Decoding)
- + Identification & Remediation
- + SEE Reading™
- = Reading Success (Proficiency)

“The evidence clearly supports the use of audio-assisted reading methods and materials with students from primary through middle grades.”

—Tim Rasinski

ME: A CLASSROOM Teacher at Delaware Valley Friends School



3-12
College Prep
Small
Private
Paoli, outside of Philadelphia
For students with Learning Differences
Meaning 75-80% have reading difficulties

Language Arts Vs. English

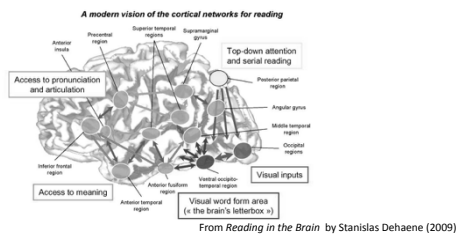
- Public HS in Idaho
- College Prep Parochial HS in SLC
- Freshman Comp/Intro Lit BU
- Freshman Comp/Lit WCUPA
- 10th, 11th, 12th Grade Literature DVFS
 - LD Grades 6-12 in Paoli, PA
 - Dvfs.org

The Simple View of Reading

- Decoding + (oral) vocabulary + fluency = Comprehension

ACCURACY
AUTOMATICITY
(without conscious effort)
For Meaning

The Complexity of Reading



LEARNING to Read VERY Complex;
TEACHING Someone to Read Also



Automaticity

A PROFICIENT or SKILLED READER
 CAN (typically):
 AUTOMATICALLY DECODE WITH EXPRESSION
97%+ accuracy
150-180 wpm oral reading
 (the average oral speaking rate)
250-300 silent reading
 (.150-.250 ms vs .450-.500)

The Hasbrouck-Tindal Scale of Oral Reading Fluency

6	90	177	195	204	←
	75	153	167	177	
	50	127	140	150	
	25	98	111	122	
	10	68	82	93	
7	90	180	192	202	←
	75	156	165	177	
	50	128	136	150	
	25	102	109	123	
	10	79	88	98	
8	90	185	199	199	←
	75	161	173	177	
	50	133	146	151	
	25	106	115	124	
	10	77	84	97	

What if the student in front of me can't read my materials?

Fables Oral Reading Passage

Stories that point out lessons are called fables. Nearly everyone knows the fable about the three little pigs. They leave home to make their fortunes. They build places in which to live. The first little pig makes his house of straw. The second little pig builds his house of sticks. The third little pig works hard to make a house of bricks. It is a good, sturdy house. Along comes a wolf that blows down the houses of straw and sticks. It gobbles up the little pigs. But all its huffing and puffing cannot blow down the house of bricks. The third pig stays safe. The three...



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Fables/ Oral/ Reading Passage

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The three //

H-T 1 min. 111 words - 10 miscues = 101 wcpm 22nd%?



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The Causal Arrow

Fluency → > Comprehension

OR


Comprehension → > Fluency

OR

- Do they work in tandem:
- Fluency
- Comprehension



NOT Audio Books



SIMULTANEOUS Eye and Ear Reading™

- PRACTICE fluent and skilled reading
- Reading Comprehension is the GOAL


MEANS to that goal is

- **ACCURACY and**
- **TRUE AUTOMATICITY =**
- **PROSODIC Decoding**

Practical Aspects of SEE Reading™

- Why 150 wcpm is not fast enough
 - For Older students (9th Grade+): By the numbers

Novel of 100,000 words



120 wpm =	14 hrs
150 wpm =	11 hours
200 wpm =	8 ½ hours
250 wpm =	6 2/3 hours

The Evidence Basis

- 27 week intervention: Average student gain in the program was 2.2 years; some students made as much as four years progress (Pluck, 1995)
- 4.5 month gains of over two years in overall reading achievement. (Nader & Elley, 2002)
- 2 studies Rainbow Reader *average* gains of 1.9 years and 3.6 years among m.s. in 15 weeks or less. cited in Rasinski (2012)

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True Fluency = Accuracy + Automaticity + PROSODY
a crucial distinction

"I play the notes, but I cannot make the *music*."
• Charles Emerson Winchester in MASH

What is prosody (true automaticity):

- Pace
- Smoothness (Pausing)
- Phrasing
- Inflection (*Pitch* and volume)



What is Prosody? Expression

- Hard to measure, EASY to HEAR
- "Sounds like natural speech"
- Not quite true
 - Writing is not a transcription of speech
 - Has its own conventions/syntax
 - Content area-dependent
- Sounds like STYLIZED SPEECH



PROSODY: NAEP

- **NAEP FLUENCY SCALE**
- **Fluent Level 4:** Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.
- **Fluent Level 3:** Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader generally attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
- **Nonfluent Level 2:** Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. Small portions of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.
- **Nonfluent Level 1:** Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow.
- A score of one should also be given to a student who reads with excessive speed, ignoring punctuation another phrase boundaries, and reads with little or no expression.

The FORMULA

Assessing

- **Accuracy, Automaticity** and Expression (Prosody)

$$\text{WPM} \quad \times \quad (\text{Accuracy (1-4)} + \text{Expression} + \text{Phrasing} + \text{Even} + \text{Pace})$$

$$\text{Target wpm} \quad \quad \quad 5$$

(150-180)

<http://goo.gl/BxKHwm>

PROTOCOLS

- 400-word passage (2 minutes of reading)
 - Use Word Count
- "Typical" or grade level
 - Reading Levels
 - Flesch Reading Ease
 - Lexiles
- Exposition (Fiction/Narrative vs. Expository)
- Few proper nouns
- Recorded on MS Word Notebook Function

Fast, but not FLUENT (true automaticity)

=>Stories that point out lessons are called fables. Nearly everyone knows =>the [^]that fable about the three little pigs. → They leave home / to make / their / fortunes. → They / build / places in which to live. → The first little pig makes his [^]a house of straw. The second little pig builds his house of sticks. [^]AND The third / =>little-pig / works hard / to / make / a house of bricks. It is a good, // s-sturdy house. Along comes / a wolf that blows down the houses- / of straw^s and sticks. [sighs] It gobbled up the little pigs. But all =>its / huffing and puffing cannot blow down the house of bricks. The third pig stays safe.

The three little pigs show^s human characteristics. The story of the little / pig[?] teaches that those who work hard / are rewarded. It is just one fable that uses animals to teach a human lesson^s. Many other fables also use ~~animals~~ [^]known to teach lessons. The ~~greatest~~ fable teller, Aesop, told stories that usually featured animals.
In Aesop's...



FAST, but NOT fluent!

H-T 1 min. 161 words - 10 miscues = 151 wcpm 50th%
Time 2:27 WPM 163

IS SHE FLUENT? Comments:
ACCURACY 2 -15 (96.25% accuracy)
PACE 2 Tripping over itself
EVEN 1 or 2 Uneven, often too fast, alternates between fast and slow
PHRASING 3
EXPRESSION 2 flat expression, no sense of meaning
Overall Fluency 2.0 or 2.2 Audio: **Required** / Suggested / Not Needed
MAP 41% or maybe [?] RETEST?

LET'S TRY ONE

- Fables Oral Reading Passage
- Stories that point out lessons are called fables. Nearly everyone knows the fable about the three little pigs. They leave home to make their fortunes. They build places in which to live. The first little pig makes his house of straw. The second little pig builds his house of sticks. The third little pig works hard to make a house of bricks. It is a good, sturdy house. Along comes a wolf that blows down the houses of straw and sticks. It gobbles up the little pigs. But all its huffing and puffing cannot blow down the house of bricks. The third pig stays safe. The three...



Slow Reader

- 400 words, Flesch 87.1
- **1 min 141 words – 2 = 139 wcpm (H-T ORF ≈ 40th%)**
- TIME: 3:19 WPM: 121
- Accuracy 4 Comments:
- Pace 2 very labored, slow
- Even 1 lots of re-readings...
- Phrasing 2 Inter-phrasal pauses
- Expression 2 flat, uninflected
-
- Fluency 1.7 MAP 65%

SCREENING for SEE Reading™

Recommendation

- Required 1-2
- Suggested 2-2.9
- Not Needed 3+
- Watch out for “word-callers,” rapid readers, uninflected readers, herky-jerky readers, those who seem to get it but by substitution
- Pace vs. Rate. It matters how you get there

ADD Silent Reading Rate and Normed Reading Comprehension

- 15 minutes in text
- Use Bookshare etext to get words, wpm
- 15 minute open-ended Q:
- “What happened? Why?”
- Standardized Reading Test
 - Sarah example: 130 wpm, silent 300 (??)
 - MAP 95%

WHO BENEFITS?

ALL STRUGGLING READERS

- Dyslexia (diagnosed or not)
- Late Emerging Reading Disabilities (LERD)
- Special Ed
- ELL
- Delayed
- ADHD!
- Even auditory processors (sometimes!)

Who would benefit from SEE Reading™?

- Decoding + (oral) vocabulary + fluency = Comprehension

ACCURACY (97%)

**Recent article on audio-assisted reading from IDA
"Balancing Ear and Eye Reading"**

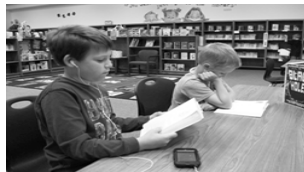
In a tutorial situation,

95% accuracy = readable,

below = use audio (works to 6th grade)

How to Use Audio

- Individualize
- Normalize
- TRAIN
- Automate
- Habituate



How to Introduce and USE SEE Reading™

Push rather than PULL

- THEY DON'T KNOW how slowly or poorly they read!
- Learned Helplessness
 - easier to fail with what you've got
- Shame
- Habits
- Zone of Proximal Utility
 - Decision theory

How to Introduce and USE SEE Reading™

Push rather than PULL

- YOU have to reduce/remove
 - Attitudinal barriers
 - Structural barriers
 - Inertia and learned behaviors




MYTHS

- It is cheating
- It is "not as good as"
- It is easy to learn



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Teaching with a DIFFERENCE

...Is Still Teaching
Not “special” education, but
Education by Specialists...
“It’s Just Good Teaching”

