

Intensive intervention for students with reading disabilities

Wednesday 3 July 2019, 9am-3pm | The Epping Club



Students with severe and persistent reading difficulties require something more than simply additional support. What is critical to increasing their achievement is to help them using a specific structured process. One validated system for doing this is data-based individualization (DBI). DBI involves (a) implementing programs designed for students with reading difficulty, (b) measuring their progress with validated progress monitoring tools, (c) examining diagnostic data for students who do not show good progress, (d) designing adaptations based on those data, and (e) continuing to monitor student progress and make adaptations as students require them.

Importantly, this process works best when teams of educators work together to create DBI plans for students with reading difficulty. In this workshop, I will introduce participants to the foundational principles of data-based individualization and provide guidance to help educators begin this important work. The context of this introduction will be how to address severe and persistent reading difficulties for students in the middle years of schooling (Years 4 to 10). A specific focus of the workshop will be on intensifying instruction in the area of vocabulary and multi-syllabic words through strengthening whole of class instruction (Tier 1), and providing intensified, supplementary instruction.

Registration & Fees

\$190 (1 day) per person GST Incl. Includes workshop attendance, resources, morning tea and lunch. Please register online by visiting: <https://sydney.edu.au/arts/study/continuing-professional-development/professional-learning-calendar.html> and follow the calendar links. This workshop will be held at the Epping Club, Rawson Street, Epping.

Dr Devin M. Kearns, Assistant Professor of Special Education, Neag School of Education, University of Connecticut, US

Devin M. Kearns is an assistant professor of Special Education in the Neag School of Education at the University of Connecticut, and research scientist for the Center for Behavioral Education & Research (CBER) and Haskins Laboratories. He has a master's degree in elementary literacy from Loyola Marymount University and a PhD in special education from Vanderbilt University.

Dr Kearns researches reading disability - including dyslexia, and designs, implements, and tests reading intervention programs to assist students with reading difficulties. He examines their impact on reading achievement and neurobiological processing. Dr Kearns publishes articles for educators and researchers on reading difficulty and is a member of several editorial boards for academic journals, including the Journal of Educational Psychology, Reading Research Quarterly and The Reading Teacher. He has extensive experience as an educator and often provides professional development to help educators implement high-quality reading instruction. Dr Kearns has seven years of classroom experience as a general-education teacher, literacy coach, and reading specialist. He was a Learning Sciences Institute and Institute of Education Sciences fellow from 2006 to 2010, the 2010 recipient of Vanderbilt University's Robert Gaylord-Ross Award for Writing Excellence, and the 2017 Neag School of Education Early-Career Researcher of the Year.

For enquiries please contact:

Rachel Payne | Office of Professional Learning
Sydney School of Education and Social Work
T +61 2 9351 8520 | E rachel.payne@sydney.edu.au