



Targeted Support to Struggling Readers

Sirpa Eskelä-Haapanen, PhD
International Reading Association
59TH ANNUAL CONFERENCE
New Orleans



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ



I The Model of Targeted Support

(Eskelä-Haapanen, 2012)

- Background:
- Steady increase in special needs education in Finland (23.3 % children in basic education)
- 30 % of them integrated in basic education classrooms → children's rights to study with their classmates and their social environment (Salamanca Statement 1994)
- Inclusive education (Ainscow, Booth & Dyson 2006)
- Each individual learner is properly able to use her/his right appropriate training and support, regardless of and thus without the need for any `special needs` labelling. (European Agency for development in special needs education 2006)
- Children at risk and motivation (Lerkkannen et al., 2010)



Research questions

- What are the classroom teachers' possibilities to support every child individually and target in their language development process?
- How do phonological exercises located in individuals' zone of proximal development help in this process? (Vygotsky 1978; 1982.)
- What is the expertise of the classroom teacher's?



Procedure – What happened?

- Hermeneutic and qualitative action research – teacher as a researcher
- 29 pupils involved, from the 2nd grade up to the 6th grade (8-11 years), five different diagnoses
- Classroom teacher guided pupils by giving individual support and affording participatory learning
- Cooperation with parents (immediate)
- Multi-professional cooperation (special needs educator, classroom assistant, school psychologist, other school staff)



Data

- A large amount of materials produced by the pupils themselves
- Teacher's field notes
- Interviews
- Narratives (pupils and parents)
- Tests and exams
- Teacher's professional growth (memory-work method)



Results and experiences

- The pupils were able to study in their own classroom with peer and teacher's support without transfer to special needs class
- Reading and writing motivation and skills increased
- Teacher`s professional change
- Targeted support model
- Coteaching
- Differentiation



II: Enhancing reading fluency through volunteers - Reading Grandmas and Grandpas



Niilo Mäki Instituutti
Niilo Mäki Institute



Yhdessä lukemaan!

Lukumummit ja -vaarit



MANNERHEIMIN
LASTENSUOJELULIITON
Järvi-Suomen piiri



- A program in which senior volunteers are providing shared reading experiences at schools for children who struggle with independent reading.
- Part of the Reading fluency -project in Niilo Mäki Institute (University of Jyväskylä) in association with the Mannerheim League for Child Welfare
- The program promotes active ageing and interaction between generations.



Yhdessä lukemaan!
Lukumummit ja -vaarit

II : Does reading one-on-one with tutors enhance reading?

- Instruction including modeling and/or feedback has also lead to improvements in reading fluency (Chard et al., 2002)
- There are few studies concerning volunteer tutoring programs where adequate evaluation methods were used. The reviews show children participating in a volunteer tutoring outperforming control groups (Morris 2006, Wasik 1998)
- Most of the studies have been conducted with the English-speaking children, not in the context of orthographically regular language
- Exception Huemer (2008), where German-speaking children did improve in fluency during volunteer reading period



How and when?

- ❏ Grandmas and grandpas visit schools once a week (for seven weeks)
- ❏ One grandma / grandpa reads with students which teacher has selected (two dysfluent readers)
- ❏ Sessions last for 20-45 minutes (20 minutes) per student
- ❏ Reading sessions take place on one-on-one basis



What happens during reading sessions?



echo reading
“malliluku”

choral
reading
“yhdessä
luku”

shared
reading
“vuoroluku”



- The tutor and a child read with varying shared reading methods
- A reading diary is filled out

- After reading, a short discussion on the content of the book and reading in general

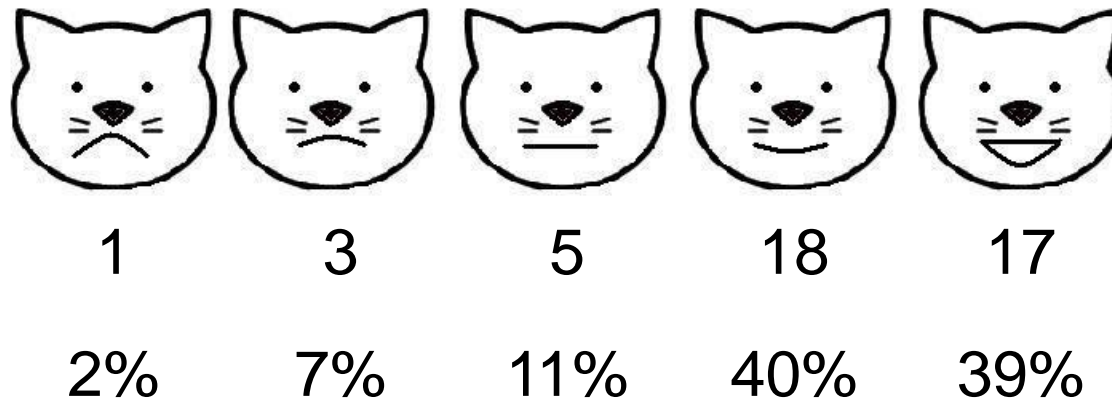
Experiences

- The children's experiences of the program were positive.
- Grandmas and grandpas have read with total of 165 children
- These experiences are from spring 2013:
 - 77 % (n=33) of the children told that reading was more fluent after the program than before.
 - 91 % (n=40) told they were reading more after the program than before.
 - Especially book reading increased: 73 % (n=32) told they were reading more books after than before.



Benefits to reading

- Also the children (n=44) were asked “Did you feel the volunteer could help you”



Reading Fluency -project / Niilo Mäki Institute

Paula Salmi

Niilo Mäki Institute
paula.salmi@nmi.fi

Hanna Pöyliö

Niilo Mäki Institute
hanna.poylio@nmi.fi

Elisa Oraluoma

Niilo Mäki Institute
elisa.oraluoma@nmi.fi

Pilvi Peura

University of Jyväskylä

Niilo Mäki Institute
pilvi.peura@nmi.fi

Mikko Aro

University of Jyväskylä
mikko.t.aro@jyu.fi

<http://www.nmi.fi/projektit/lukemissujuvuuden-kehityksen-tukeminen-kouluiassa>



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Thank you!

 sirpa.eskela-haapanen@jyu.fi



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ