

**Effective processing from beginning to end: What does an effective process look like early and how does it change before a child's series of lessons is discontinued?**

Change over time

“If early intervention drags out the treatment, and gives unduly elongated ‘practice’ rather than a series of lessons where change follows change in rapid succession, there may be a danger that teachers are creating processing systems which work but not all that well.”

Change Over Time, pg 73

“The early intervention teacher must continually lift the performance level of the child....”

- We need to be thinking about effective reading and writing processes.

“If there is any description of progressions in literacy learning it belongs not in the activities, not in a curriculum sequence, but in the heads of teachers, and it guides their every interaction with a learner....”

Literacy Lessons, Pt 1, p47

### Early

- Controls directionality and one-to-one matching
- Beginning to attend to the detail in print- knows more letters and words
- Monitors meaning, and maybe structure and one-to-one matching

- Can shift processing from one approach to another
- Beginning to read with phrasing and fluency even on new text

- Beginning to use some visual information such as known words and first/last letters, beginning to crosscheck
- Beginning to read with some phrasing and fluency in places

### Later

- Fast processing
- Solves new words
- Corrects many errors
- Integrates information from different sources

### Middle

- Searches for and uses meaning and structure and more attention to visual information- single letters and beginning to use some clusters of letters or chunks in reading and writing to problem solve
- Increase in self-correction

- Processes quickly and is mostly correct
- Effective processing deals with chunks of information

### Keeping it easy to learn

- At no time in the lesson should it be a struggle
- At no time should it be so easy the child can read with their eyes closed!

### Lesson framework

- each activity is a critical part of the lesson to provide different opportunities for learning
- changes occur within the activities

“The child is learning how to read because of the effective processing he does when he reads.”

Literacy Lessons, Pt 1, p41

### Individually designed lessons

As teachers we make a myriad of decisions each day to build effective processing:

The process should be going well at every level.

It does not and will not come together at the end of the program unless we work to have the process effective all the way through.

- What books to choose
- How to manage the writing task
- How to keep the tasks easy to learn
- How to teach in response to our observations

### Books we choose for Familiar Reading

- must allow the child to orchestrate the process
- read with phrasing in fluent reading
- to sound and feel like a reader
- should be around the level they are reading

“However, the generative process only operates when the reading is ‘good’, that is, successful enough to free attention to pick up new information at the point of problem-solving.”

Becoming Literate, p 328

### The New Book

- Needs to be a successful read on the first reading.
- Needs to have one or two opportunities to learn something new

### Changes occur in the procedures in Literacy Lessons

- Procedures mostly have indications of what should be happening early and later.
- Are we getting to later?

It is “important to ensure that the difficulty level of the material presents challenges from which the child can learn and not difficulties that disorganise what he already knows.”

Observation Survey, 2<sup>nd</sup> Edition, p24

### Changes in lessons

- Within each part of the lesson
- With what the child can do
- With the teaching we are doing

### Teaching in response to our observations

- Careful observation and analysis is essential
- We need to be noticing what the child is doing but also noticing what teaching we are doing in response to what we are seeing

“... Teachers cannot teach or demonstrate strategies; they can infer them from behaviors they record, and they can encourage learners to be strategic by the ways in which they teach.”

Change Over Time, p 128

We need to be tentative, flexible, and reflective problem solvers as teachers and the children we teach need to be the same.

“The teacher’s prompts and questions are critical”

Literacy lessons, Pt Two, p 115

The kind of teaching we do has an impact !

Assistance offered at too high a level will disrupt child performance and is not effective teaching. Once independent performance has been achieved, “ assistance” becomes ‘interference’.

Rousing Minds to Life, p41

## Summary

- Am I looking for and seeing change in every part of the lesson with this child every day?
- Am I keeping in my head where the child is and where they need to get to?
- Is the processing effective?
- If not what needs to change? The task? The teaching?

“Teachers trained in Reading Recovery seem to know from moment to moment what text to focus on, when and how to prompt, when to tell, when to coach and when to allow readers to direct their own reading.”

Wong, Groth and O'Flahaven, 1994