

# Ten Tips for Professionals

# Professionals

1. Know, by rote and theoretical conceptualization, the scientifically supported necessary components of reading instruction
  - Phonemic awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension
2. Know your students' strengths and weaknesses
  - Understand which component(s) of reading are deficient

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3. Differentiate your instruction according to your knowledge of the student's profile
4. Ensure that reading instruction
  - Is intensive
  - True to a methodology that is appropriate for the student's profile, i.e., implemented with fidelity
5. Seek knowledge about the interaction between reading achievement (or lack of), executive function, attention, and motivation

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6. Advocate for the student who struggles with reading
  - Ask for your struggling reader to be assessed
  - Collaborate with other professionals
    - Special education, reading specialists, speech-language pathologists
    - Seek early intervening services if appropriate
    - Seek special education identification and services if appropriate
  - Ensure the program designed for your student has a foundation of science that guides its methodology and implementation

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7. Seek professional development to help focus your practice/intervention with students who struggle with reading:
  - Specialized assessments of reading and processing
  - Phonological awareness and phonemic processing (PA/PP)
  - PA/PP/Decoding
  - PA/PP/Decoding/spelling
  - Decoding/fluency
  - Decoding/Comprehension
  - Decoding/fluency/Comprehension
  - Comprehension/Executive function
  - Oral language underpinnings of all of the above

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8. Design accommodations that ensure students access knowledge
  - Non-print media
  - Recorded books
  - Technology
  
9. Measure progress at least three times/year

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10. Build relationships with your students and their families
  - Engage in positive conversation with your students about their progress
  - Empower your students to be confident and successful learners by meeting them where they are instructionally and build their skills, their confidence as learners, and their confidence to work independently
  - Set up a circle of communication among the parent of the struggling reader, the reader, and yourself