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
Professionals

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
Professionals

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
Professionals

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
Professionals

8. Design accommodations that ensure students access knowledge
   - Non-print media
   - Recorded books
   - Technology

9. Measure progress at least three times/year
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