

Building Systems of Support for Struggling Readers and Dyslexia



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Use this webinar companion document to further explore the webinar topic with colleagues. Below is a list of discussion prompts and resources to guide conversation and deepen your understanding of the topic.



- According to Dr. Sharon Vaughn, what is explicit instruction? Why is it important across all tiers of instruction?
- What do educators need to know about high-quality Tier 1 instruction?
- In what ways does your current practice align with the suggestions offered in this webinar?

More to Explore



Read the **ARTICLE** titled *Explicit Instruction as the Essential Tool for Executing the Science of Reading*.

- Explicit instruction supports students with learning challenges. What can teachers do to ensure instruction is responsive to individual student needs?
- Which of the five essential components of explicit instruction are present in your current practice? Which components will you work into your practice to ensure all are incorporated into Tier 1 instruction daily?
- Reflecting on your current practice, what can you do to make sure that students participate in—and become—an integral part of their learning?



Listen to the **PODCAST** featuring a conversation with Dr. Sharon Vaughn.

- In this podcast, Dr. Sharon Vaughn states, “Emotional and behavior factors interweave with academic progress.” What strategies does she recommend to combat these challenges?
- How do the two key aspects of differentiated instruction show up in your practice?
- Which of the three strategies for improving literacy outcomes in older students might you incorporate into your practice, and what benefits do you see occurring as a result?



Watch the **WEBINAR** titled *What Does It Take to Meet the Needs of Struggling Readers? An Overview of Essential Practices for Intensifying Literacy Instruction*.

- How can you implement distributed practice during Tier 1 instruction time to ensure the information gained during intervention is both acquired *and* attained?
- When thinking about adapting and intensifying intervention instruction, what role does fidelity play?
- What are some resources or strategies teachers can use to make certain all students are receiving the individualized support they need during Tier 3 intervention?

