**Struggling Readers: Support Guidance**



Learning follows a sequence (Haring & Eaton, 1978):

*Acquisition 🡪 Fluency 🡪 Generalisation 🡪 Adaptation*

All learners are somewhere in this sequence. This document is a guide to help schools identify where students are in this sequence with literacy skills, though it applies to all areas of learning (*e.g. mathematics, behaviour, etc*), and to map out the steps to move toward successful *adaptation* of these skills. Knowing the stage of learning provides teachers with a clear evidential basis to know when to move on, the type of instruction to give, and how to maximize teaching time (Burns, Riley-Tillman, VanDerHeyden (2012).

|  |  |  |
| --- | --- | --- |
| Proficiency Level |  | Criteria |
| *Independent* |  | *97-100%* |
| *Instructional* |  | *93-97%* |
| *Frustration* |  | *< 93%* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning Stage | Proficiency level | What it looks like | Goal of support | Example |
| Acquisition | Frustration | Slow or often *incorrect* responses | 100% correct in basic skills | * Modeling
* Rehearsal
 |
| Fluency Building | Instructional | Accurate but slow responses | Develop fluency |  |
| Generalisation and adaptation | Independent/ Mastery | Fluent responses | Broad application of skill(s) |  |

**Acquisition**

|  |
| --- |
| Focus *(e.g. phonological awareness, phonics, decoding, sight words, fluency, comprehension):* |
|  |
| Intervention | **How often** | **By whom** | **Evaluation/end date** |
|  |  |  |  |
|  |  |  |  |