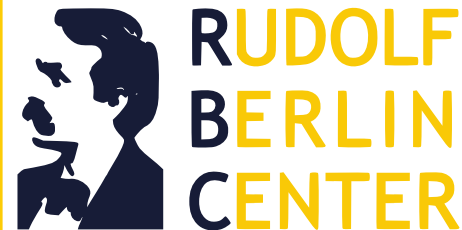


How do you support reading fluency for pupils with reading difficulties?

Project A is for App

Jurgen Tijms

**Rudolf Berlin Center,
Universiteit van Amsterdam | RID**



Expertisecentrum voor leerproblemen





Who we are



The University of Sheffield.

British Dyslexia
Association



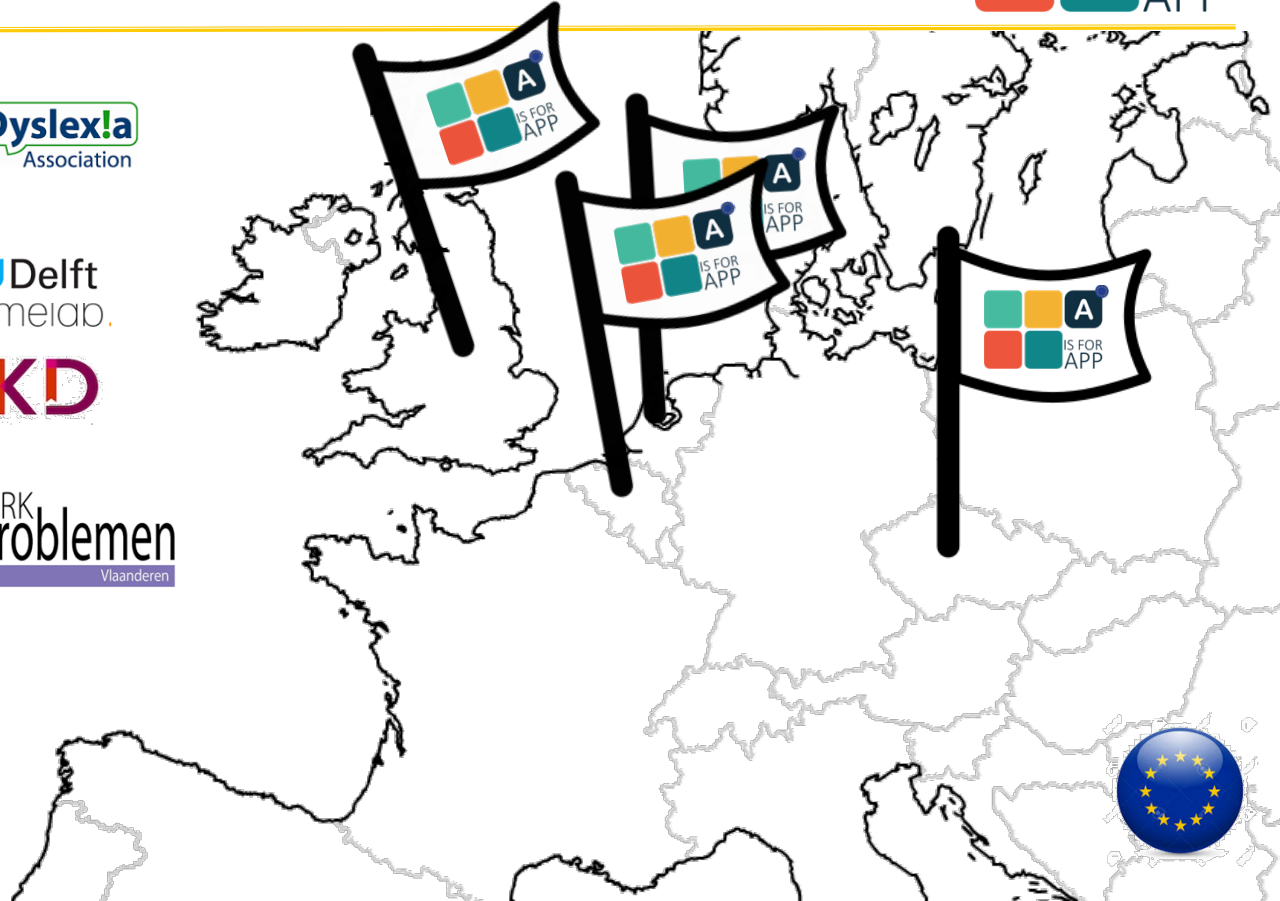
TU Delft
gamefab.

Nederlands
Kwaliteitsinstituut
Dyslexie

NKD



NETWERK
leerproblemen
Vlaanderen



Why A is for App



- A lot of support for decoding ... but not so much for reading fluency
- No adequate info for schools
- Schools often do not use apps

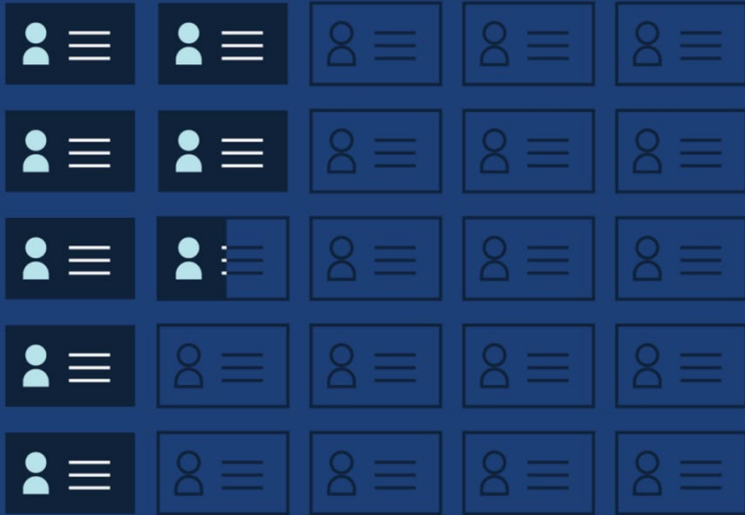
Why Aren't Schools Using the Apps They Pay For?

By Emily Tate

Nov 8, 2018



A median of 30% of licenses are used



And, a median of 97.6% of licenses are never used intensively

Engagement



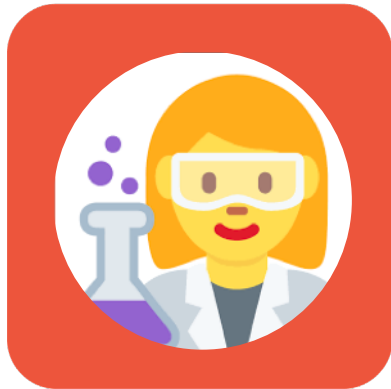
Many apps intended to be used for large amounts of time had low patterns of usage. However, there are some bright spots.

Why A is for App



- A lot of support for decoding ... but not so much for reading fluency
- No adequate info for schools
- Schools often do not use apps
- Scientists do not translate insights into practice enough
- App developers often do not use scientific knowledge
- App developers are not familiar with needs and limitations of schools
- Policy makers and schools are not aware of potential of apps
- Policy makers do not adequately facilitate use of apps

Goal - 1



IS FOR
APP

Goal - 2



- Assessment of available apps
- Stakeholders
 - Overview of stakeholders
 - Engage them, learn what they know and what they need & inform them
- Try out of most promising apps
 - To learn what is effective
 - To learn what motivates the pupils
 - To learn what is and is not appropriate for use at school
- online portal
 - Information on the characteristics of high quality apps (for schools / developers / policy makers)
 - Information on which apps are available
 - Exchanging knowledge, experiences , tips
 - eTwinning

REA

DING

FLUEN

CY

Reading development



DECODING



FLUENT READING



READING COMPREH.

What is fluent reading?



Fluent reading \neq reading as fast as you can.

Characteristics of fluent reading:

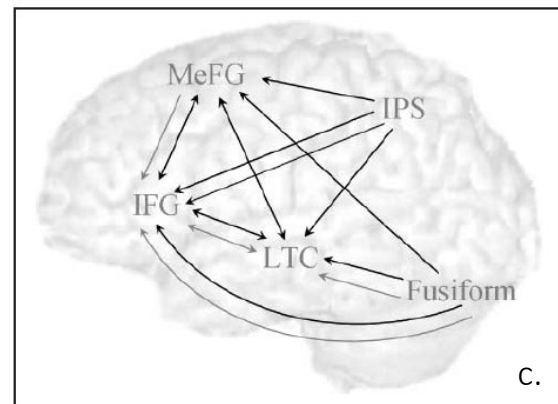
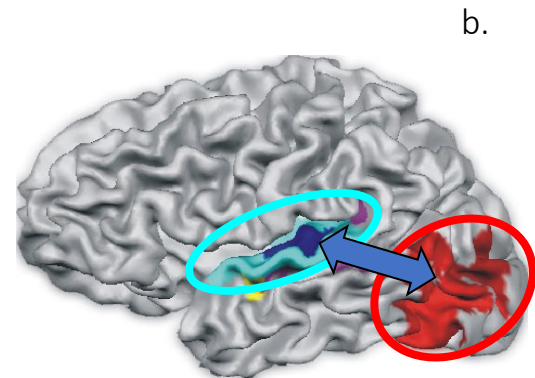
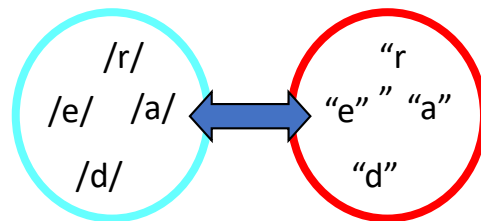
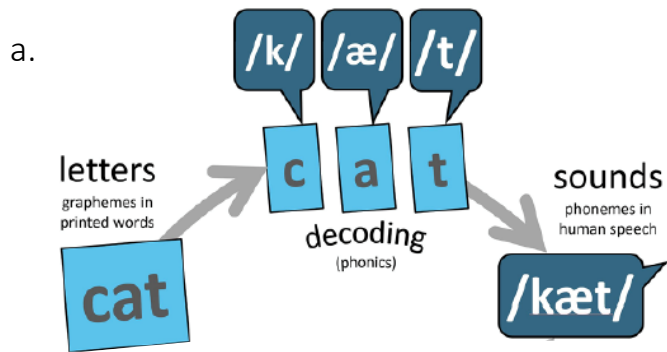
- Accurate
- Easy, automaticity
- Prosody (expression, rhythm, phrasing)
- No effort, attention / reflex-like

WHY READING FLUENCY SHOULD BE HOT!

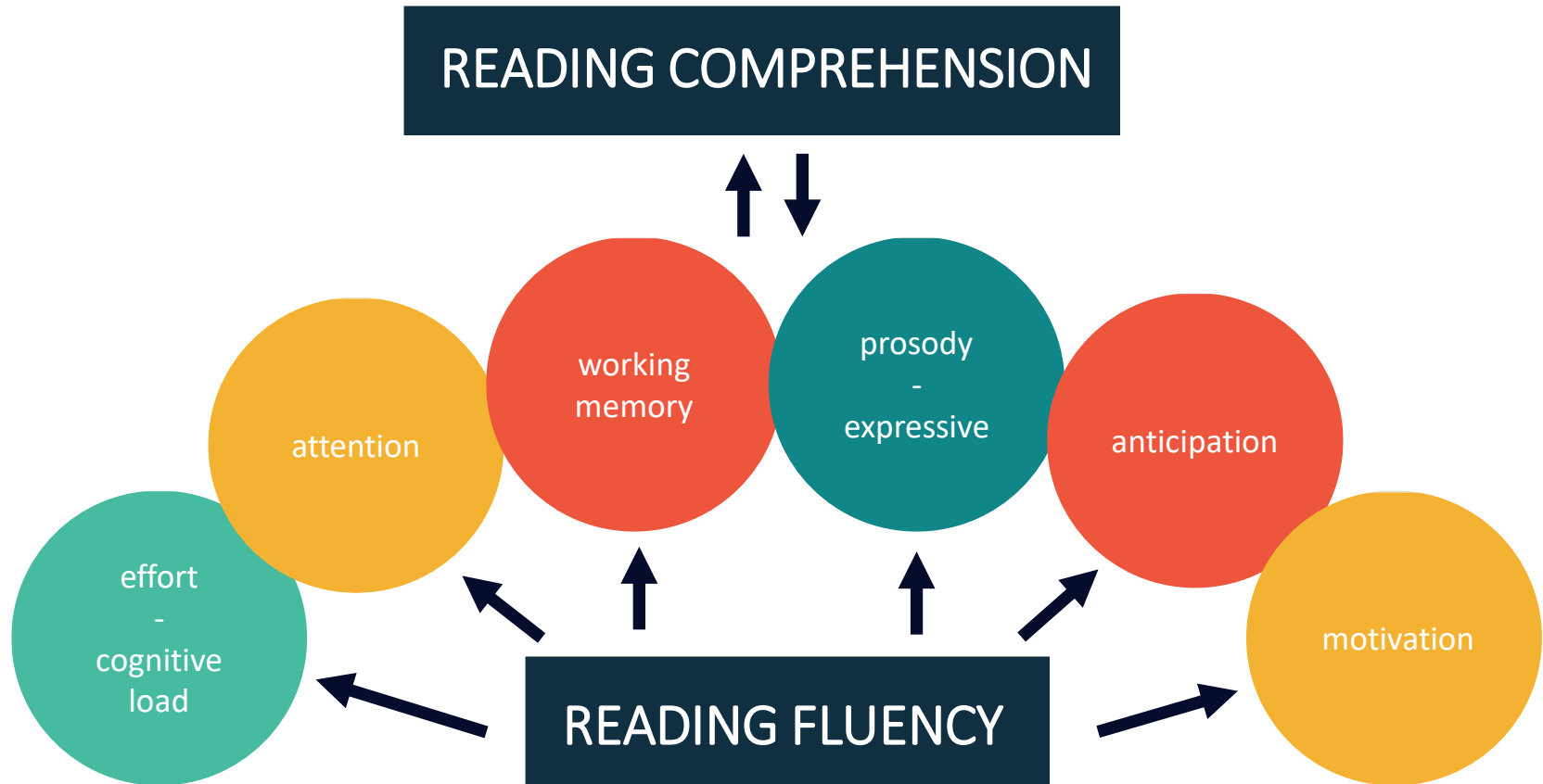
OK: WHY?



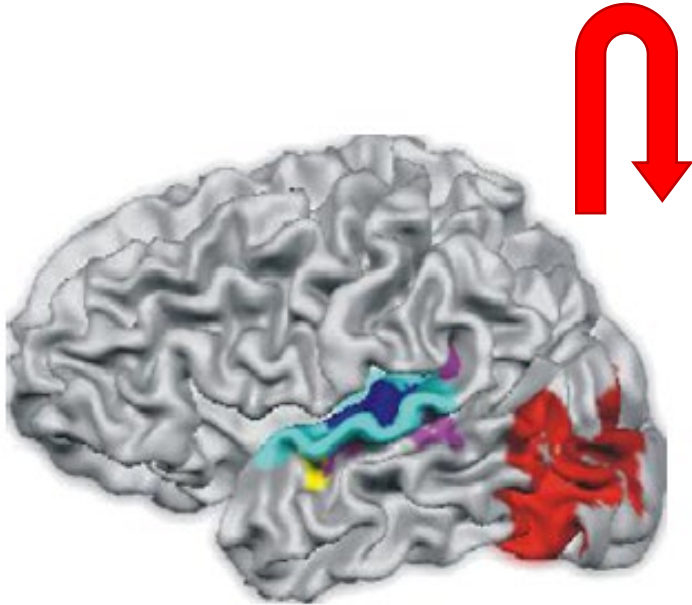
From decoding to fluency



From fluency to comprehension (and back)



Examples



L. Blomert / NeuroImage 57 (2011) 695–703

Robert borrowed my new bicycle.

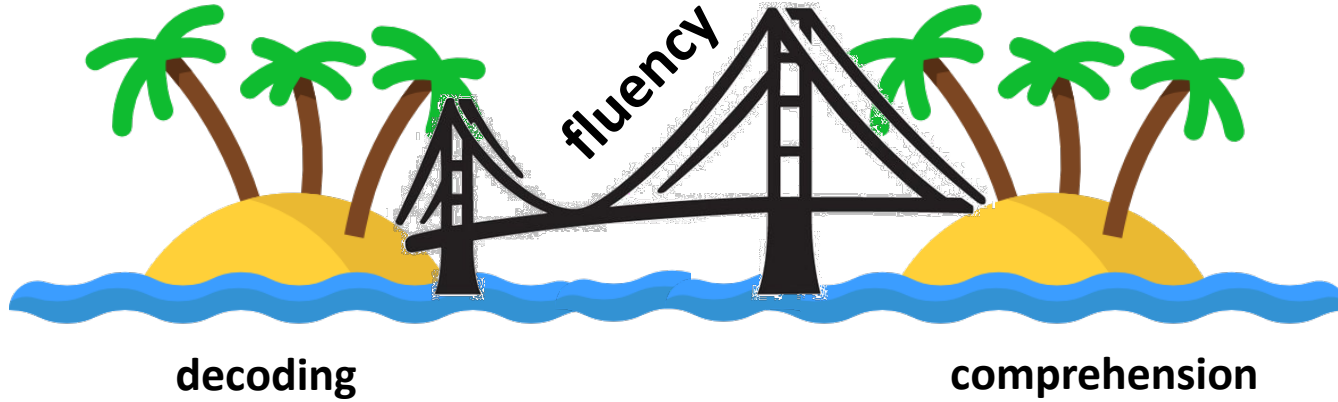
Robert borrowed my new bicycle. (Robert, not Raymond, borrowed my bike.)

Robert *borrowed* my new bicycle. (Robert did not steal my bike.)

Robert borrowed *my* new bicycle. (Robert didn't borrow your bike, he borrowed mine.)

Robert borrowed my *new* bicycle. (Robert didn't borrow my old bike, he borrowed the new one.)

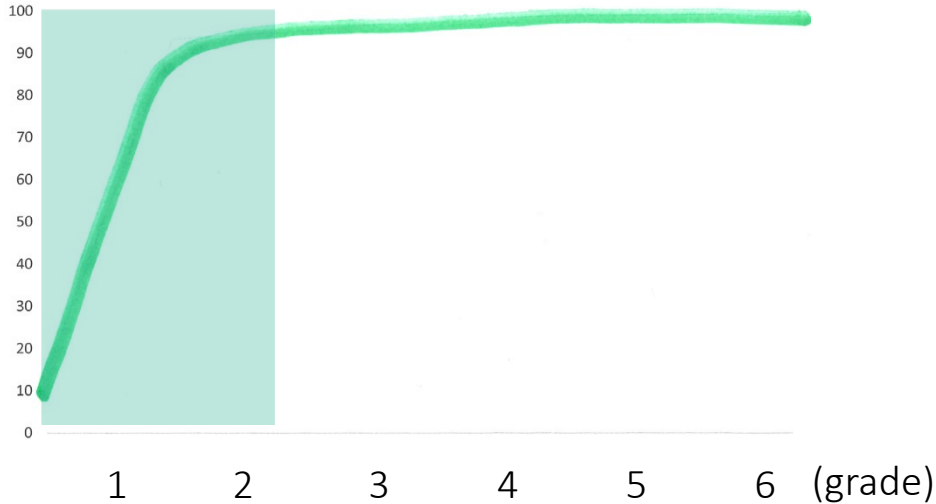
Robert borrowed my new *bicycle*. (Robert didn't borrow my new book, he borrowed my bike.)



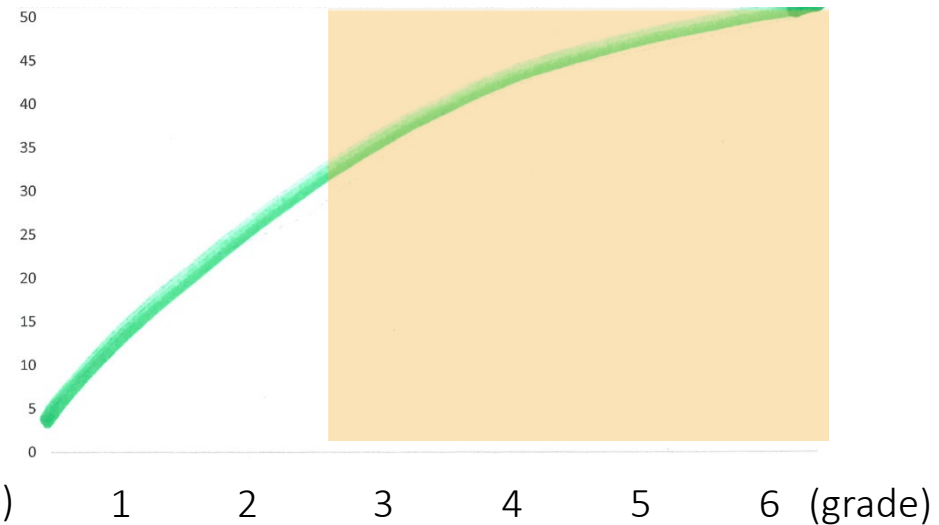
reading comprehension
Reading to study
acquiring knowledge

How does reading develop?

decoding



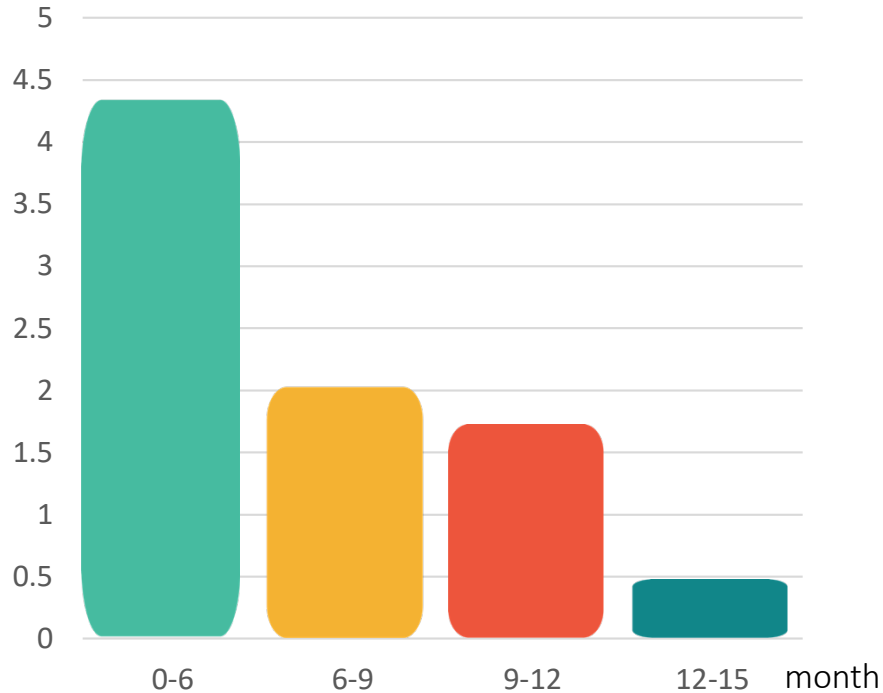
fluency



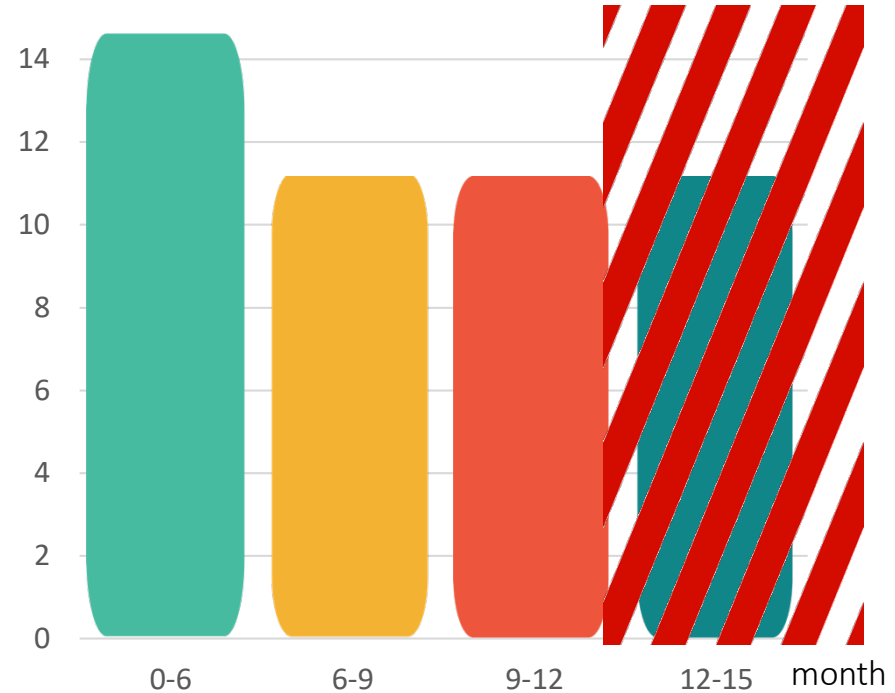
Treatment of dyslexia



Decoding (growth per month)



Fluency (growth per month)



And why apps / games?



- An important, familiar medium for children
- Engaging and motivating (e.g. reward system)
- Simulations of situations
- Adaptive, e.g.
 - minimal situations of failure (approx. 75% correct)
 - optimal focus on problem areas
 - so: tailored to individual needs
- Intensive exposure possible
- Time pressure
- Playful, safe environment
- Less therapist/teacher time needed

PHASE

1

PILOT

APPS

■ Assessment of available apps



■ Stakeholders

- Overview of stakeholders

- Engage them, learn what they know and what they need & inform them



■ Try out of most promising apps

- To learn what is effective

- To learn what motivates the pupils

- To learn what is and is not appropriate for use at school



■ online portal

- Information on the characteristics of high quality apps (for schools / developers / policy makers)

- Information on which apps are available

- Exchanging knowledge, experiences , tips

- eTwinning

- Assessment
 - Online survey
 - Online sources (eduapp.nl, etc.)
 - Experts
 - Five apps
- Pilot Steigereiland May-July
- 2019-2020 trial
- 5 June event Steigereiland



Yoleo



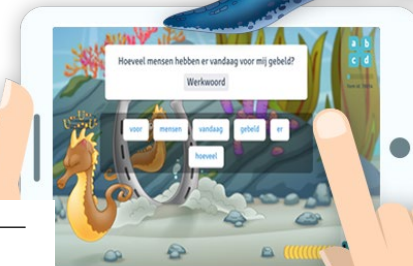
- Book niveau
- Motivation



Taalzee (Oefenweb)



- Unique adaptivity
- Practice at home



Lezen

In dit spel wordt het technisch lezen geoefend. De speler krijgt een stukje tekst gepresenteerd en moet tijdens het lezen de niet-bestaande woorden aanklikken. Op die manier kan de speler oefenen met steeds vlotter lezen.



Squla TaalExtra

- Reading fluency on word and tekst level
- Fluency \otimes comprehension



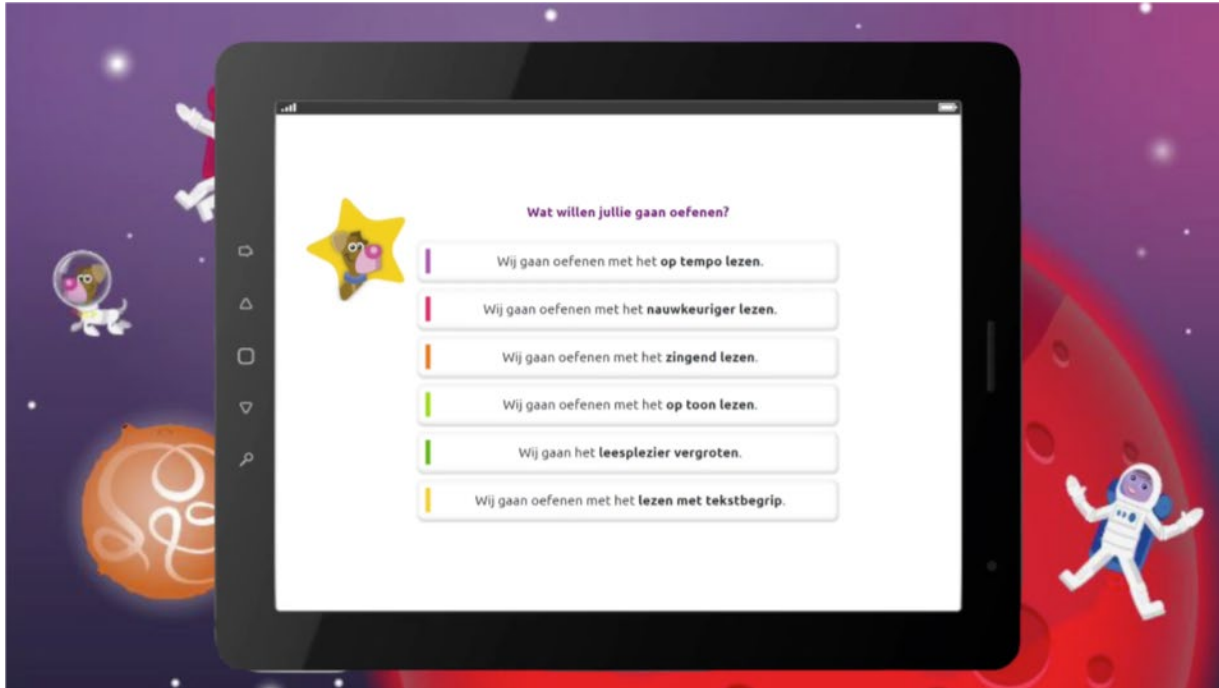
Flits!



- Word level
- Also per speech sound



Letterster



What aspects do you consider important?



- Connecting to method, or independent from method
- (Reading)motivation of child
- Easy to use
- Possibility to use at home as well
- Back-end for teacher
- Adaptivity
- Text reading or only word reading
- Direct feedback to pupil
- Help-function
- Instructions (simulations/videos)

■ More info?

■ www.aisforapp.eu

■ Questions?

■ j.tijms@uva.nl

■ Please keep me informed?

■ Mail of website

■ Survey?

■ <https://websurvey.kuleuven.be/index.php/636618/lang-nl>

