



## **MULTILIT Reading Tutor Program**

### **Guidelines for implementation in schools**

The MULTILIT Reading Tutor Program is an intensive one to one remedial program for those older students (late year 1 and above) who are behind in their reading. These students have often had some literacy support but, in spite of this assistance, are still behind.

#### **Please note:**

- The MULTILIT Reading Tutor Program is delivered by one tutor to one student at a time
- The MULTILIT Reading Tutor Program is prescriptive and in line with current reading research
- The MULTILIT Reading Tutor Program is most effective when delivered in an intensive and systematic way during the school week
- All three components of the program need to be delivered for maximum effect (Word Attack, Sight Words, Reinforced Reading). Some students might not need sight words

#### **Who benefits from the MULTILIT Reading Tutor Program?**

- Students from late year 1 and above who have failed to meet the minimum benchmark standards in NAPLAN as identified by the National Achievement Scales
- Students who have been identified by their teachers as being significantly behind their peers. Standardised testing might have confirmed the gap
- Students who are failing to access all areas of the curriculum due to poor reading
- Students who have had small group reading instruction but are still struggling to learn to read
- Students who have missed out on schooling for some reason and need to 'catch-up'
- Students with identified or suspected learning difficulties
- Students from lower SES backgrounds with poor reading skills
- Students from EAL backgrounds who are behind in their reading would also benefit (but it is not an EAL Program itself)

## **How should I identify the students who should take part?**

Schools will often find that there are more students in need of a program than can be accommodated. It will be necessary to prioritise which students are most in need of the program. Resources will dictate how many students can be accommodated. The following guidelines can be used.

- Standardised reading tests showing a gap between reading age and chronological age
- Students who are failing to make progress due to inability to tackle unfamiliar words and poor phonic recoding ability
- Students who are not confident or fluent in their reading
- Students who have undertaken the MULTILIT Reading Tutor Placement Tests and have placed on the program

## **Who can deliver the MULTILIT Reading Tutor Program?**

- Teachers
- Learning support staff (e.g. STLA's)
- Teacher aides
- Community volunteers (e.g. parents)
- Peer tutors (Reinforced Reading)
- Other related professionals e.g. speech therapists

## **What are the training requirements and recommendations?**

We recommend that:

- Those working directly with students on the program should attend a one day MULTILIT workshop
- Those overseeing tutors working directly with students should attend three days of accreditation training (recommended) or a one day workshop (minimum requirement)
- The Reinforced Reading DVD can be an important training tool for both staff and parents of students on the program

Depending on the number of tutors who will be involved in the program MULTILIT trained staff members might need to return to their schools to show others how to implement the program (e.g. teacher aides, parent volunteers).

If possible, schools should send a learning support staff member and a teacher aide to the one-day workshop.

## **Role descriptions**

- The tutor (teacher, teacher aide, volunteer) is the person delivering the program directly to the student
- If there are a number of tutors working with students, a designated MULTILIT Program Co-ordinator (usually the learning support teacher)

monitors the program and the progress of individual children, makes instructional decisions where necessary, liaises with teachers, handles the referral process, administers the pre and post tests, supports tutors, ensures that tutors are delivering the program correctly, book levels the students, sets up the timetable

- Peer tutors are other students who might pair up with a poorer reader to do the Reinforced Reading
- Volunteer tutors are recruited from the community and commit to working with the same students each week. Several volunteers might be required to cover all the sessions

### **How many times a week should the program be delivered?**

- It is an intensive program and should be delivered at least three times a week
- Reinforced Reading should be done four to five times a week

### **How long is each session?**

- Word Attack and Sight Words can be completed in 15 minutes
- 20 mins of Reinforced Reading should be done either within the session, at another point during the school day or at home

### **What additional resources are required?**

- Recording books for Word Attack and Sight Words
- If tutors are teaching at the same time, you will need to purchase some components of the kit separately e.g. presentation manuals, sight word cards
- Access to reading books that are levelled – these can be readers or library books

### **Where should MULTILIT sessions be held?**

- Teachers can be flexible - it will depend on individual school policy, resources as well as the needs of an individual child
- Wherever the sessions take place, the environment needs to be quiet and conducive to learning
- Some schools set aside a dedicated area or room for MULTILIT sessions where several tutors may be working at once
- It is possible to find a spot in the classroom and to conduct a session when the class is working quietly
- An area outside the classroom e.g. the library

### **What are the adjustments that schools need to make to run a successful MULTILIT Program?**

- MULTILIT tutoring sessions need to be prioritised so that students do not miss their MULTILIT time – it is essential that the lessons are held

at least 3-4 times/week throughout the term for maximum progress to be made – literacy support requires a serious commitment from all stake-holders as it affects all aspects of academic performance for the child

- Establish and stick to the timetable so that students become accustomed to the routine
- If tutors are away ensure that there is a back-up plan to avoid students missing out on their designated support
- Dedicate and train teacher aides to do the program so that they are skilled and well-trained in the literacy intervention
- MULTILIT Program Co-ordinators need to be given time to liaise with the tutors, observe sessions for quality control, support and provide feedback to parents and class teachers, address training needs of tutors
- Ongoing budget available to purchase the necessary materials. Photocopying is strictly prohibited
- Access to MULTILIT training if new staff are assigned to the Program
- Time to ensure that volunteers are properly trained and supported
- Class teachers should be aware of when sessions are taking place for children in their class so that, where possible, children are not excluded from important class events or lessons because they are attending MULTILIT sessions
- Setting up peer tutoring benefits both the tutor and the low progress reader – this involves timetabling and monitoring

### **How long would students need to be on the program?**

- No hard and fast rule as it is based on individual progress
- On average students will be on the program for at least 20 weeks (2 terms)
- However, the program allows for students to work at their own rate
- It is recommended that students complete the whole program (Accuracy and Fluency) before being signed off the program
- Once the program is complete, learning support teachers need to decide whether the student needs further support or can cope in class without additional support

### **Additional Information**

- MULTILIT adheres to a Positive Teaching framework – specific praise should be offered to shape reading behaviour, reprimands kept to a minimum
- All those working with the students should be positive and encouraging
- Students are motivated by their own success as they see the progress they are making each week
- Acknowledge small steps for the student
- It is important that MULTILIT Program Co-ordinators ensure that all aspects of the program are done correctly – leaving out a component

(e.g. Reinforced Reading or Fluency) can seriously affect the progress a student is able to make

- Book levelling is important – ensure that students are reading at the right instructional level for Reinforced Reading
- Ensure that there are sufficient books available for students to enjoy at their interest level
- Parent involvement is very important – they should follow the same PPP strategies at home
- The whole school community should share in the students' success and be aware of how the program works within the school, supporting the staff and students involved
- Visit the MULTILIT website for further information [www.multilit.com](http://www.multilit.com)

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