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