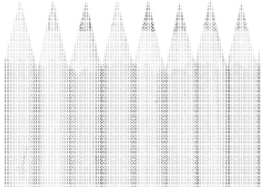
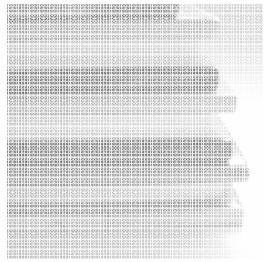
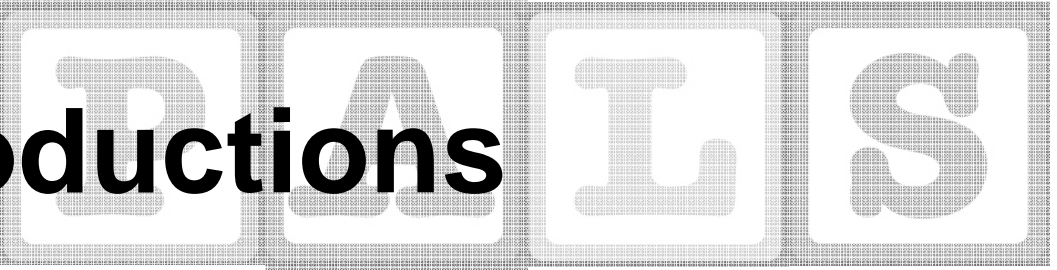


Peer Assisted Learning Strategies

An overview of a scientifically-researched educational program developed at Vanderbilt University



Introductions



- About me
 - Devin Kearns
 - Former 3rd grade teacher
 - Former Reading First Literacy Coach



Agenda

- What is PALS?
 - Different PALS programs
 - How PALS works
- Does PALS work?
 - Research evidence for multiple grades
 - Nashville-based studies and scaling-up
- How can I start PALS?

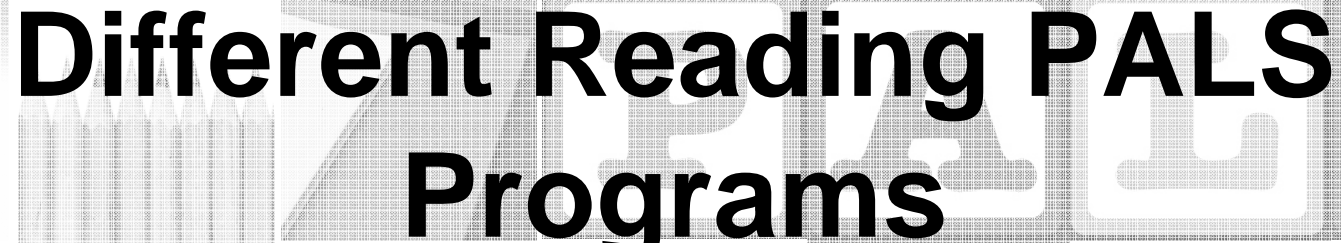


This is an overview

- Training on PALS provides considerable detail
- Today, we will talk about general principles of PALS
- Contact us at Vanderbilt if you are interested in more detailed information about how it works

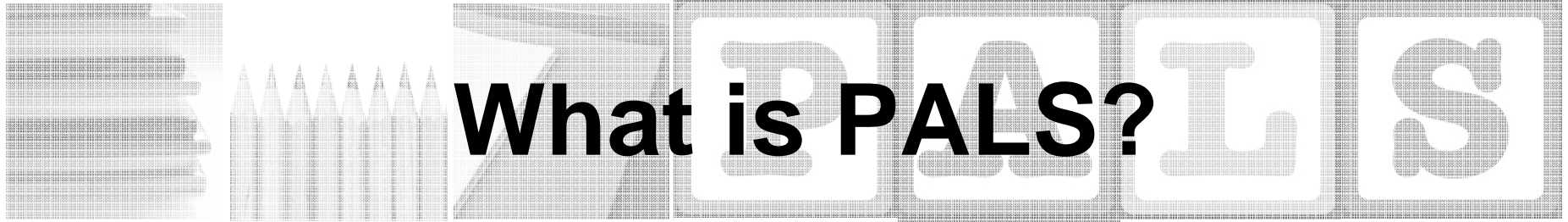
What is Peer-Assisted Learning Strategies?





Different Reading PALS Programs

- Kindergarten PALS
- First Grade PALS
- Grades 2-6 PALS
- High School PALS
- ***There is also Math PALS, Grades K-5***



- Is a “class-wide peer tutoring” program
 - Derived from the Juniper Gardens Project at the University of Kansas
 - Studied at Vanderbilt for over 15 years
 - Developed by Doug and Lynn Fuchs and colleagues
 - Recently studied at three sites in the U.S.
- Has several key elements
 - Cooperative learning
 - Highly structured interaction
 - Focus on key grade-level skills
 - Reinforcement of academic behaviors



Cooperative Learning

- Students work in pairs
 - Higher- and lower-performing students work together
 - Difference in ability not extreme
 - Peers both perform roles of “coach” and “reader”
 - As coach, students provide support to reader
- This allows for differentiated instruction
 - Individualized help from peers
 - Teachers have expertise but not time
 - Peers have time for each other can have some expertise
 - Pairs read ability-specific texts

Highly Structured Interaction

- PALS is a routine
 - Teacher provides explanation of how to interact during training lessons
 - After that, students perform the PALS routines
- Students have clear responsibilities
 - Example (Grades 2-6):
 - Reader will read for 5 minutes
 - Coach will follow along and correct mistakes as needed
 - Coaching procedure (Grades 2-6):
 - Next slide

Highly Structured Interaction: Training Lessons

- A sample script for Grades 2-6 PALS
- Each version of PALS has a set of introductory training lessons to introduce all activities

★ REVIEW

Guiding Points

Review

Before beginning the lesson, ask students the following questions:

What are the PALS Rules?

What is the first PALS activity?

What happens during Partner Reading?

What is the job of the coach?

What is the job of the Reader?

It's time for PALS!

Monitor as students move to their partners and prepare their PALS materials. Award PALS points to pairs who set-up correctly.

Today we're going to learn to help our partners by finding and correcting mistakes. But first, let's review.

Call on students to answer the following questions.

What are the PALS Rules?

STUDENTS: 1. Talk only to your partner and only about PALS.

2. Keep your voice low.

3. Cooperate with your partner.

4. Try your best.

What is the first PALS activity?

STUDENTS: Partner Reading.

What happens during Partner Reading?

STUDENTS: The First Reader reads for 5 minutes and the Second Reader is the Coach. Then the Second Reader reads for 5 minutes and the First Reader is the Coach.

When you are the Reader, how should you read?

STUDENTS: Quickly, carefully, and with expression.

When you are the Coach, what is your job?

STUDENTS: To read along silently and help the Reader with hard words and mistakes.

Highly Structured Interaction: A Correction Procedure

Ellen the Eagle and her brother, Edgar had lived far from their parents for a long time. For Ellen's birthday, Edgar decided they should visit their parents. As they set out on their journey, they waved goodbye to their friends, Maurice the Mouse and Kiesha the Kangaroo. They spread their wings and soared away from their home on the mountaintop.



Leona

Check it.

That word is journey.
What word?

Good. Read the sentence again.

As they set out on their jelly

I need some help.

Journey.

As they set out on their journey, they....

Freddy

Highly Structured Interaction: Benefits

- Increased academic learning time
- Promotes positive, academically-focused social interaction
- Permits teachers to pay attention to each pair



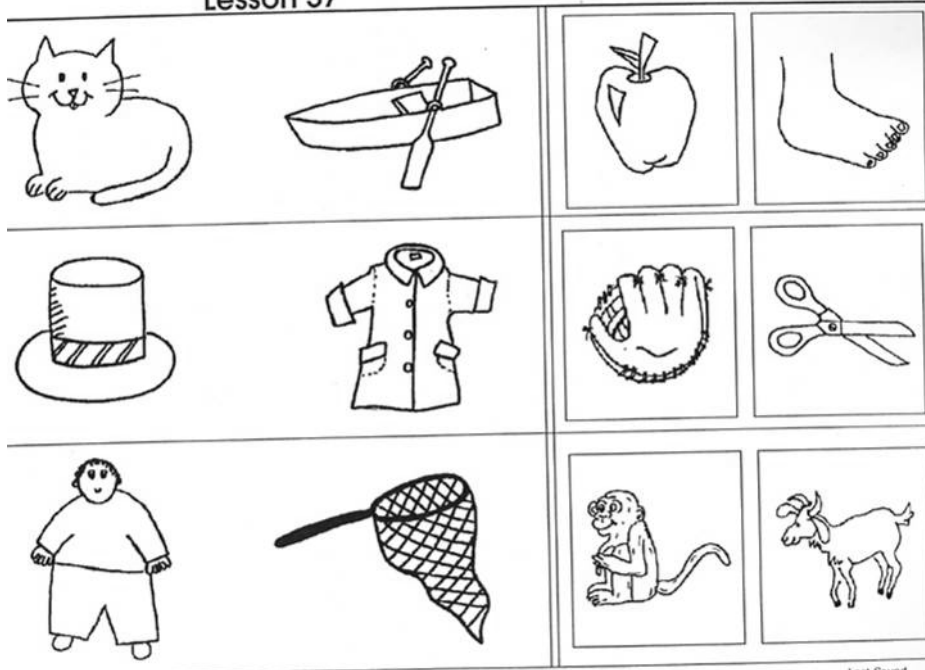
Focus on Grade-Level Skills

- Kindergarten:
 - Phonological awareness
 - Phonics
 - Decoding
 - Sight Words
 - Fluency (limited)
- First Grade:
 - Phonological awareness (limited)
 - Phonics
 - Decoding
 - Sight Words
 - Fluency
- Grades 2-6:
 - Fluency
 - Comprehension strategies
 - Retelling
 - Summarizing
 - Predicting (inferencing)
- High School:
 - Fluency
 - Comprehension
 - Retelling
 - Summarizing
 - Predicting (inferencing)

Kindergarten PALS

Lesson 29

Lesson 37



g p o r a h ★
 r i t p c ★ n
 i p f h ★ a p
 h o p i r s ★
 ☺ ☺ ☺ ☺

What sound?

is and was the
 and on the and

What word?



r a t h a t s a t
 p a n c a n m a n

Read it slowly.



Sing it and read it.

The rat sat.

Teacher-Directed Phonological Awareness Lesson

Teacher-Directed and Peer-Mediated Decoding and Sight Word Lesson

First Grade PALS sample

Lesson 33

coach says:
"What sound?"

u o b u s y ★ ck f
w u k n ck g a u e
ck u e y ★ w o b k
p c u i k d ck r ★

5 points 5 points


1. "Sound it out."
2. "Read it fast."

Dad can't
hot spots
truck bus
must sick

33

too says they have they are says too
into the too you too says go down to says
before they go go into me too too he says
too they are too says because you into
says down they go too says away they go

5 points 5 points

 James and Pam are Sick

James and Pam are hot. They have big red spots, too. They are not hungry. Mom says, "You are too sick to go to school. You must go to the **doctor**. We have to ride the bus because Dad has the truck." Mom, James, and Pam go down to the bus stop.

5 points 5 points 5 points 5 points 5 points 5 points

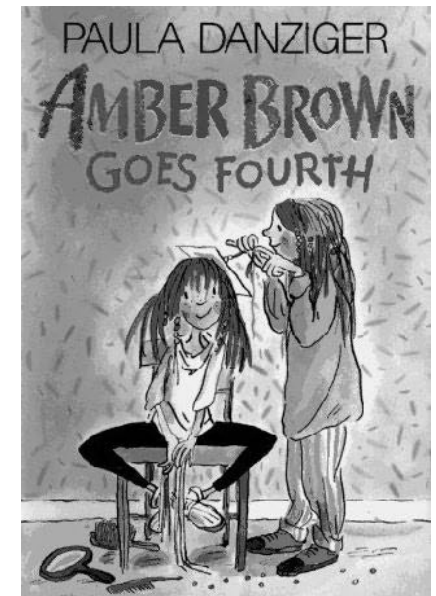
"Read the words."
"Read the story."

doctor

Peer-Mediated Decoding, Sight Word, and Fluency Lesson

Grades 2-6 and High School

- Students complete 4 activities
 - Partner Reading
 - Retell
 - Paragraph Shrinking
 - Prediction Relay
- Books differ by pair



Grades 2-6 Activities

Question Card

PARTNER READING

1st Reader reads. 2nd Reader is Coach.

.....

2nd Reader reads. 1st Reader is Coach.
Begin reading where 1st Reader started.

1 point
for each
sentence

RETELL

2nd Reader retells. First Reader asks:

1. What happened first?
2. What happened next?
3. Continue asking what happened next.

Did you
earn all
10 points?

PARAGRAPH SHRINKING

1st Reader reads. Coach says:

1. Name the most important who or what.
 2. Tell the most important thing about the who or what.
 3. Say the main idea in 10 words or less.
-

1 point
for each
step

2nd Reader reads. Coach says:

1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point
for each
step

PREDICTION RELAY

Coach asks 1st Reader:

1. What do you predict will happen next?
 2. Read half a page.
 3. Did the prediction come true?
-

1 point for predicting
1 point for reading
1 point for checking

Coach asks 2nd Reader:

1. What do you predict will happen next?
2. Read half a page.
3. Did the prediction come true?

1 point for predicting
1 point for reading
1 point for checking

Focus on Grade-Level Skills:

PALS is *supplemental*

- PALS does not teach all skills
 - PALS teaches **key** skills, identified as critical by research
 - To cover all required standards, other lessons will be needed; continue using your core program
- PALS is not usually done every day
 - Kindergarten: 20-30 minutes 3 times a week
 - First Grade: 35-45 minutes 3-4 times a week
 - Grades 2-6 and High School: 35-40 minutes 3 times a week

Reinforcement of Academic Behaviors

- The “Points System”
 - Pairs earn regularly points for completing activities
 - Pairs accumulate points toward a reward
- Rewards
 - Kindergarten: Pairs get teacher recognition for completing points sheet
 - First Grade, Grades 2-6: Pair points go toward a team total; the winning team gets class recognition
 - High School: Pair points provide “dollars” in a token economy; dollars go toward prizes

Research on PALS



- (A) Achievement
- (B) Socialization

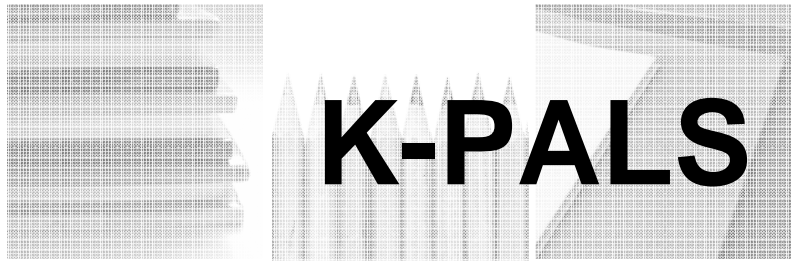
PALS Research at Vanderbilt

- Diverse students
 - Title I and non-Title I
 - Urban, suburban, and rural
 - High, average, and low-achieving students
 - Students with special needs
- Experimental studies
 - Compare PALS to Control
 - Classrooms are randomly assigned
- Evidence for all grades




K-PALS Effectiveness

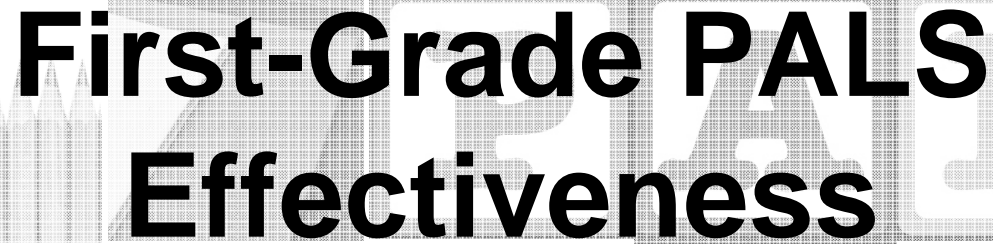
- 3 years of research
- Conducted in Nashville public schools
- Used random assignment
- Compared
 - Phonemic Awareness only
 - Decoding only
 - Phonemic Awareness + Decoding
 - Controls students (what teachers generally provided)



K-PALS Effectiveness

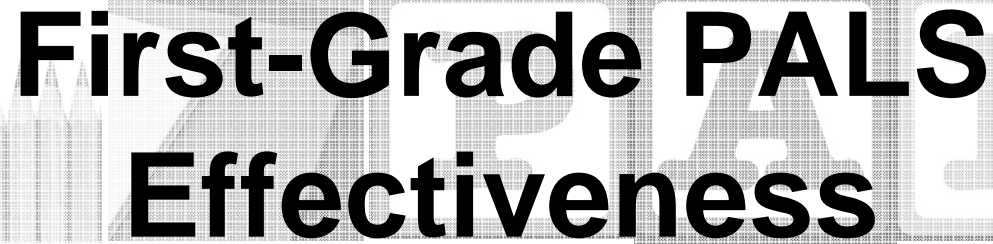


- K-PALS students outperformed peers in non-PALS classrooms
- Improved PA and reading performance by 10 to 15 percentile points
- Effective for low-, average-, and high-achieving students
- Effective in Title I (high poverty) and middle-class schools



First-Grade PALS Effectiveness

- 3 years of research
- Conducted in Nashville public schools
- Used random assignment
- Compared
 - Grade 1 Decoding PALS
 - Grade 1 Decoding PALS + Fluency
 - Controls



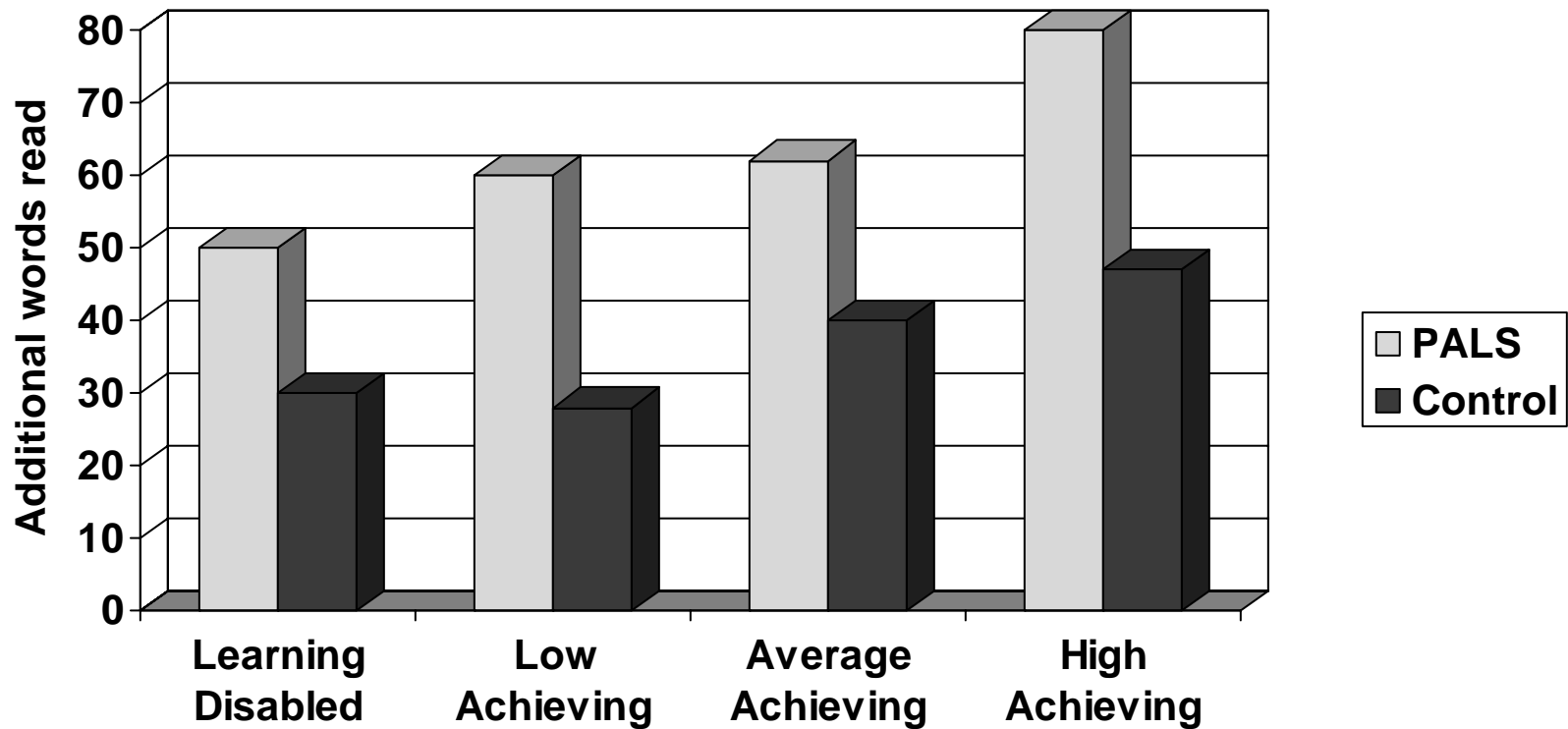
First-Grade PALS Effectiveness

- Students in PALS and PALS + Fluency outperformed controls in PA, decoding, and word recognition
- Students in PALS + Fluency outperformed controls in fluency and comprehension
- Effective for students in Title I and Non-Title I schools
- Effective for all learner types

Grades 2-6 PALS Effectiveness

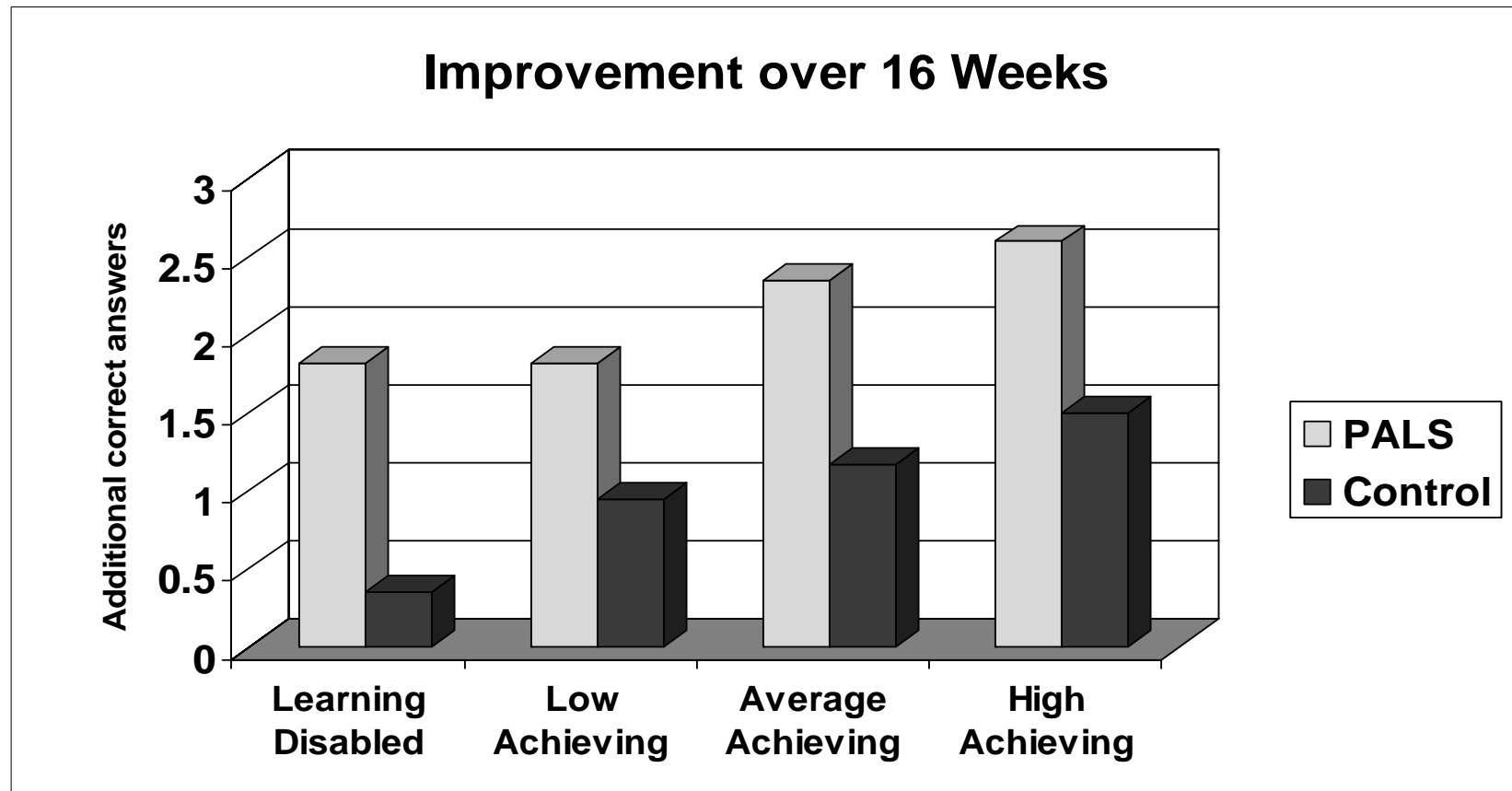
Passage Fluency

Improvement over 16 Weeks



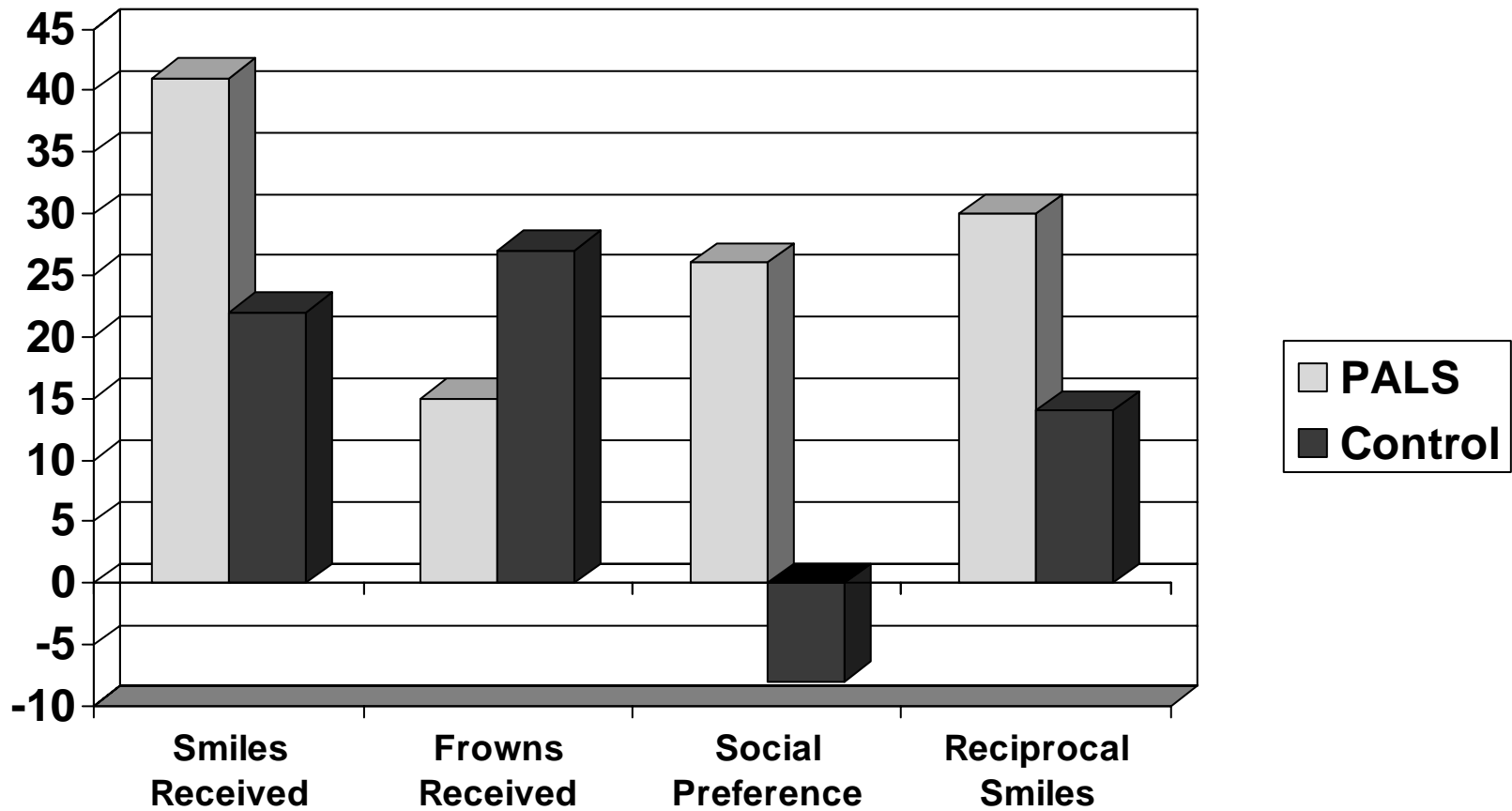
Grades 2-6 PALS Effectiveness

Reading Comprehension



Grades 2-6 PALS Effectiveness

Social Acceptance of Students with LD





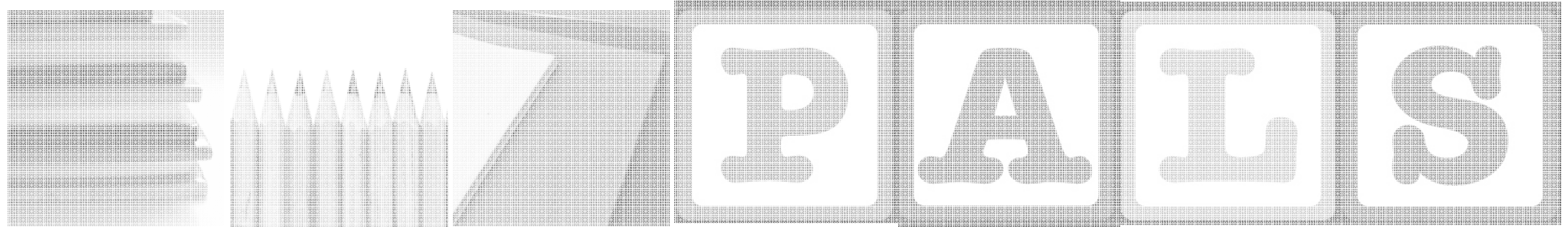
Recent Grades 2-6 Research

- Studied Kindergarten and Grades 2-6 PALS in three different sites (over 100 teachers)
 - Nashville and suburbs
 - Minneapolis and suburbs
 - South Texas
- Used multiple reading measures
 - Word reading: Woodcock Reading Mastery Test, Revised, Word Identification subtest
 - Passage reading: Comprehensive Reading Assessment Battery, 1-minute timed fluency
 - Reading comprehension: Iowa Test of Basic Skills
- PALS classrooms outperformed Control classrooms

PALS Research Conclusions

- Across programs, PALS students had greater gains on academic measures
- PALS students accepted their peers with disabilities more
- *PALS is considered a “Best Practice” by the U.S. Department of Education*
 - What Works Clearinghouse
 - <http://ies.ed.gov/ncee/wwc/>
 - Doing What Works
 - <http://dww.ed.gov>

How to start PALS





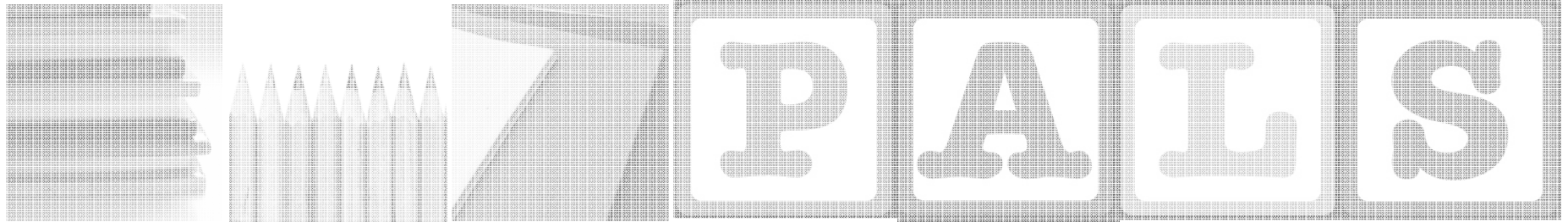
Options for starting PALS

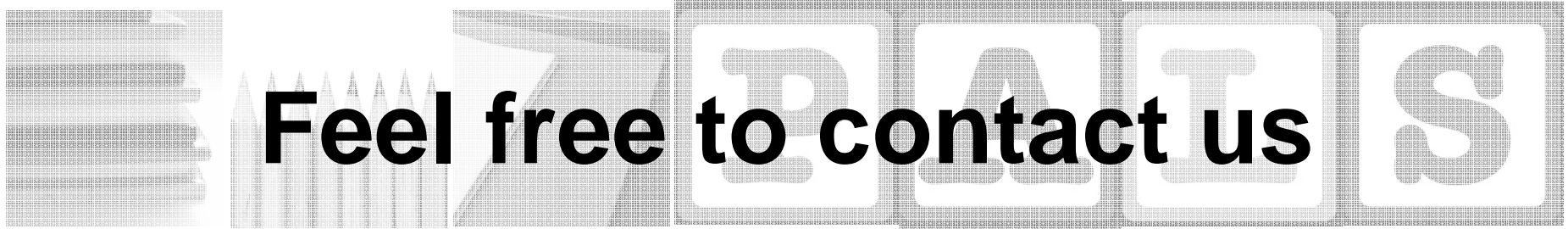
- Kindergarten and Grade 1
 - Order materials (including teacher instructions and student materials to copy) from Vanderbilt
- Grades 2-6
 - Read the original research and create materials yourself
 - Fuchs, D., Fuchs, L., Mathes, P., & Simmons, D. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34, 174-206.
 - Read a summary and a how-to from an independent source
 - Rathvon, N. (2008). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes* (2nd Ed.). New York: The Guilford Press.
 - Order materials (including teacher instructions and student materials to copy) from Vanderbilt

kc.vanderbilt.edu/pals

peerassistedlearningstrategies.com

Questions, Clarifications, and Closing Words





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