

Intervention Brief

Intervention Name: Reciprocal Teaching					
Setting:			Focus Area:		
Whole-class	Small-group	Individual	Acquisition	Fluency	Generalization
X	X			X	X
Intervention Targets: Reading comprehension; guiding group discussion					
<p>Description: Reciprocal Teaching is an instructional approach designed to enhance student comprehension of text. Students engage in group discussion using four strategies: summarizing, questioning, clarifying, and predicting.</p> <p>The summarizer highlights the key ideas within the text. The questioner will ask questions based on uncertainties within the text or in connection to other ideas or texts previously discussed. The clarifier will address confusing aspects of the texts and try to answer questions posed by the questioner. The predictor will make guesses on what the upcoming text is about based on the title of the story, storyline, pictures, foreshadowing, etc.</p>					
<p>Steps to Implementation:</p> <ol style="list-style-type: none"> 1. Place students in groups of 4 2. Assign a role to each student 3. Ask students to read for a certain amount of time or number of paragraphs 4. Stop students and have each member discuss their role/strategy 5. Switch roles 6. Continue until each student has assumed each role 					
<p>Materials: Relevant course texts or reading passages Highlighters (optional) Paper – to take notes (optional)</p>					
<p>Critical Components:</p> <ul style="list-style-type: none"> • Classroom teacher explicitly models each of the four strategies and provides practice before beginning intervention • Teacher provides guidance and feedback at the appropriate level for each student (this should decrease as students become more fluent) • Students take turns assuming each role. • Allow students to selectively participate in the strategy they feel most successful with when first introduced • Intervention should be embedded in as natural dialogue as possible • Text passages should be selected based on students instructional level 					
References					
<p>Brown, A. L. & Palincsar, A. S. (1982). Inducing strategic learning from texts by means of informed, self-control training. <i>Topics in Learning and Learning Disabilities, 2</i>, 1-17.</p> <p>Scholin, S. E., Haegele, K. M., & Burns, M. K. (2013). A small-group reading comprehension intervention for fourth-and fifth-grade students. <i>School Psychology Forum, 7</i> (2), 40-49.</p> <p>Palincsar, A. S. & Brown, A. (1984). Reciprocal Teaching of comprehension: Fostering and comprehension monitoring activities. <i>Cognition and Instruction, 1</i>, 117-175.</p>					

