

# What Educational Psychology Means to Me

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# What I Studied

Behaviorism

Learning

The Experimental Method

# Finding My Focus

USOE Conference: Educational Psychology

Project Literacy: Reading

# OUTLINE OF THE TALK

Beginning Reading: Phonemic & Decoding Skills

The ABDs of Reading

Reading Comprehension

CATS: Close Analysis of Texts with Structure

Methodology

# The ABDs of Reading (Williams, 1979; 1980)

## Analysis, Blending and Decoding

Analysis at (a) syllable & (b) phoneme level

Analysis & Blending of phonemes

B, C, G, M, P, S, T, A, O

F, H, L, N, R, I

Words and nonsense syllables

VC, CVC, CCVC, CVCC, CCVCC, CVCCVC

Lessons 1-7: Elkonin Squares

8-12: Letters

# The ABDs of Reading: Evaluation

Students with learning disabilities (ages 7-12)

40 teachers randomly assigned to program or no-treatment

18 weeks of small group instruction, one group per teacher

## Post-test

- Letter-Sound Correspondences

- Phoneme Analysis

- Phoneme Blending

- Decoding Trigrams

## Transfer test

# Transfer: Decoding Trigrams

Experimental vs. Control Students

Trained vs. Unseen CVCs

Real vs. Nonsense CVCs

Program	Trained CVCs		Transfer CVCs	
	Real	Nonsense	Real	Nonsense
Yes	5.18	4.86	4.25	4.14
No	2.54	0.86	1.25	0.17

Maximum Score: 6

# COMPREHENSION

Cognitive Processes

Mental Representations

Strategies

Metacognition

Reader-Response Theory

# Identifying the Theme of a Story (Williams, 1993)

	ND	LD	YND
N	24	24	22
Mean Age	13.8	14.0	10.1
Mean Reading Comprehension	10.9	6.5	6.4



# Identifying the Theme of a Story: Results

## Number of Acceptable Responses

	ND	LD	YND
Theme Statement	19	4	4
Theme Awareness	22	5	15

# No. of Students Offering Idiosyncratic Responses

Theme Awareness	Idiosyncratic Responses	
	Yes	No
Yes	12	31
No	16	11

National Reading Panel Report, 2000  
Strategies, background knowledge

Common Core State Standards, 2010  
Complex texts, testing, close reading

# TEXT STRUCTURE

## *CATS: Close Analysis of Texts with Structure*

Williams, J.P., Kao, J.C., Pao, L.S., Ordynans, J.G., Atkins, J.G., Cheng, R., DeBonis, D., (2016). *J. Ed. Psych.*

*Structures:* Sequence, Compare-Contrast, Cause-Effect, Description, Problem-Solution

*Content:* Native Americans, Colonists, Pioneers, Immigrants, Urban Residents

# Instructional Components of CATS

## Text Analysis

- clue words

- structure-related questions

- graphic organizers

## Additional Components

- trade-book reading

- discussion

- vocabulary

- writing

# A Sioux Home

There were three steps the Sioux followed to build a tipi. First, they needed to find poles and buffalo skins. Next, they lifted the poles and tied them together at the top. The poles were very tall. Finally, they stretched the buffalo skins over the poles to make walls.

# A School in New York City

Children can have problems going to a new school in New York City, and there are many ways to solve them. A problem is that you might live far away from your new school. A solution is that you can take the bus or the subway to get to your new school. ~~The buses and subways in New York City can take you everywhere.~~ Another issue is that you might not have any friends in your new class. Being nice to everyone in the class is an answer. You might be worried that you will not do well on your schoolwork. A solution is to always listen to your teacher about your schoolwork. Going to a new school can be an exciting way to learn new things and make new friends!

# Evaluation of CATS

RCT Groups

CATS

No Instruction

Content: no text structure instruction

16 second-grade classrooms, 258 students

50 lessons (45 min, 2 per week)

5 End of Unit Tests, 1 Final Post-test



# Measures & Outcomes

## COMPREHENSION (Written Summaries)

Main Idea	CATS > CONTENT = No Instruction
Structure ID	CATS > CONTENT = No Instruction
Important Info.	CATS > CONTENT = No Instruction

## TRANSFER

### Other Social Studies Topics

Sentence Completion	CATS > CONTENT = No Instruction
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### Natural Text

Written Summary: Important Info.	CATS > CONTENT = No Instruction
Written Summary: Structure ID	CATS > CONTENT = No Instruction

## SOCIAL STUDIES CONTENT

Vocabulary	CATS = CONTENT > No Instruction
Features (homes, etc.)	CATS = CONTENT > No Instruction

# Randomized Controlled Trials

Experimental vs. Quasi & Other Correlational Studies

The Independent Variable

Choice of Research Questions

Small Effects

Research Conventions

ESSA (Every Student Succeeds Act)

RCTs in the coming years

# Research on Reading Instruction in the Coming Years

# With thanks to my collaborators

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Thank you!

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