

Examining The Efficacy Of Reading Interventions For Students With Varying Levels Of Learning Difference

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Introduction

In recent years the United States has experienced a substantial shift toward school-based accountability for the reading achievement of all students. The efficacy of school remedial reading programs are evaluated by examining the percentage of children who fail to meet set reading standards.

The No Child Left Behind Act (2002) placed a greater emphasis on reading achievement, requiring 100% of students, including those identified with disabilities achieve the same set of standards in reading by 2014.

The National Center for Educational Statistics (2015) reported 67% of students identified with learning disabilities scored below basic levels of reading proficiency compared to 31% of students without additional learning differences.

Despite schools implementing a variety of research-based reading interventions to support students with reading difficulties, it is unclear if they are equally as effective for students with additional learning differences.

Purpose

The purpose of this study is to explore if school-based reading interventions are equally as effective for students with additional learning disabilities.

The NCES (2019) reported 14% of students in public schools were receiving some sort of special education services under the Individuals with Disabilities Act (IDEA). Of that 14%, 35% had an identified learning disability.

Research has found the majority of children identified with a learning disability have their primary deficit in basic reading skills.

Several research studies indicate the possibility of reducing the percentage of students with reading difficulties if they are provided with high-quality instruction and intervention (Foorman et al., 2003).

While research findings support the efficacy of reading interventions to prevent and remediate reading problems, there is not enough research surrounding the efficacy of research-based reading interventions for students with various learning differences.

Results

Data analysis revealed the interventions were equally as effective for students with and without additional learning differences, and all students made equal rates of progress.

Results indicated there was not a significant difference in growth rate percentiles between students with and without additional learning differences.

All students' DIBELS scores improved significantly after the intervention ($t= 4.39, p= .01$). Additionally, students' percentile groups also increased significantly ($t= 2.65, p= .05$).

When comparing students with and without IEPs, there was not a significant difference between the rates of progress made by both groups of students ($t= 1.15, p= .32$).

There was *not* a significant difference in the two groups' ending DIBELS scores, and there was *not* a significant difference between the two groups' ending percentiles ($t= 1.52, p= .21$).

Methods

A case study was conducted comparing six students who received the same research-based reading intervention. Of the six students, three were on an Individualized Education Plan (IEP), one had a diagnosis of Dyslexia, and two were struggling readers.

Take Flight a Comprehensive Intervention for Students with Dyslexia was used to deliver interventions.

Data was collected pre and post interventions utilizing student beginning and ending scores on the DIBELS and the STAR reading assessments.

The study analyzed growth percentiles among students with and without additional learning disabilities in order to compare student progress between the two groups over the duration of the 16-week intervention delivery.

Discussion

The data from this study implies that school-based reading interventions are equally as effective for students with additional learning differences as they are for students with reading struggles alone.

Comparison of growth percentiles between students with and without additional learning disabilities was not significant. Data revealed all students made significant progress after the interventions.

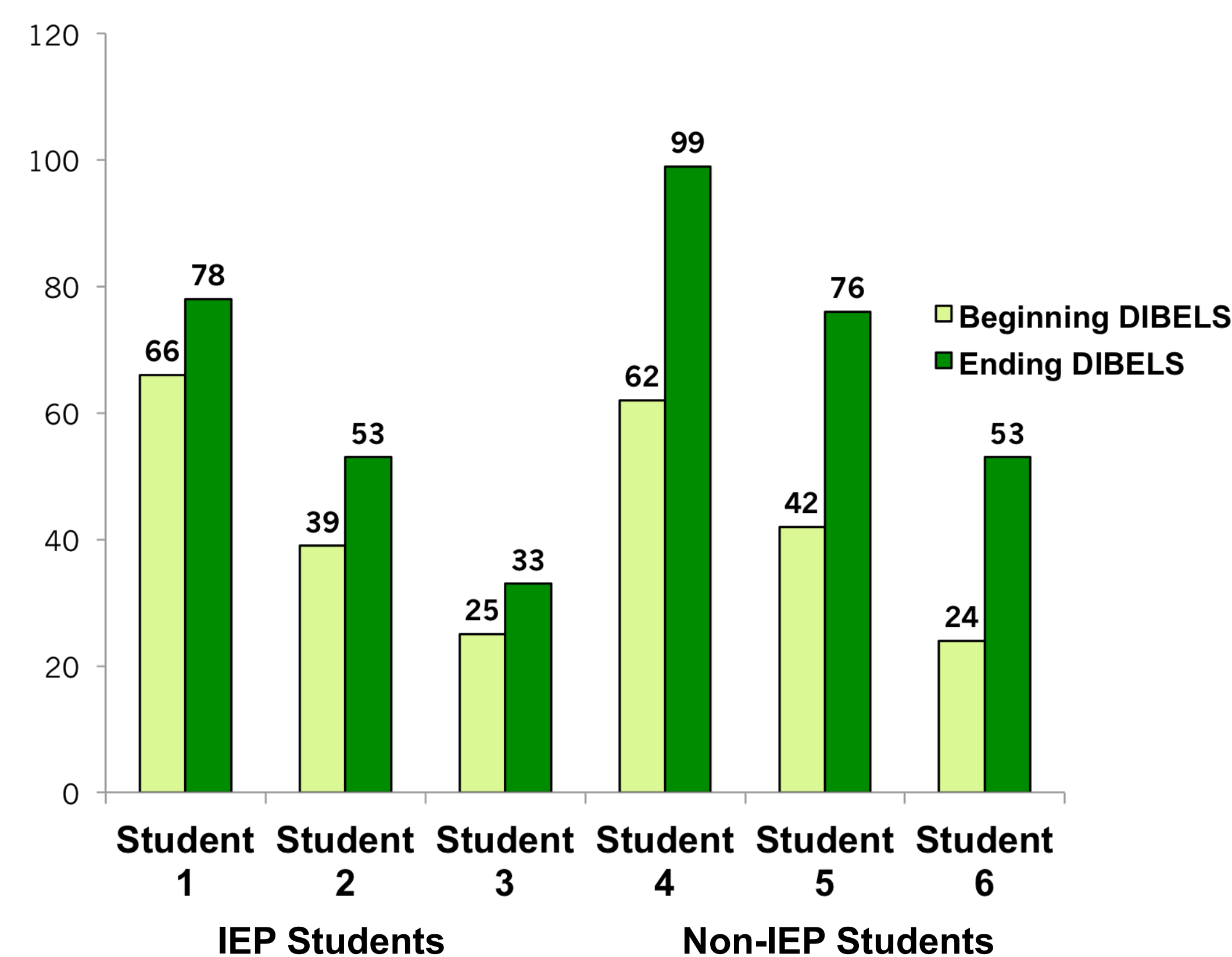
While the students without additional learning differences produced higher scores overall, the goal of this study was to measure individual growth percentiles not actual scores. All students made equal rates of progress after the 16 weeks of interventions.

This study's findings support previous research that early identification, length of instructional time, and quality of instruction are important factors that contribute to student progress when evaluating the efficacy of reading interventions.

Results from this case study can be used by educators in considering placement in intervention programs for students with varying levels of learning differences.

Data Used To Analyze Growth Percentile Rates

Pre Intervention vs Post Intervention DIBELS Scores



Pre Intervention vs Post Intervention STAR Percentiles

