

**The Effectiveness of SRA/McGraw-Hill *Corrective Reading* Program  
on Reading Fluency for Middle School Students Identified with  
Special Needs**



ADD or ADHD and associated learning difficulties. One student is identified as having an emotional disturbance (ED), meaning that the student's behavior significantly impedes learning. The mean IQ for this sample is 71, considered in the 'Low' or 'Borderline' range.

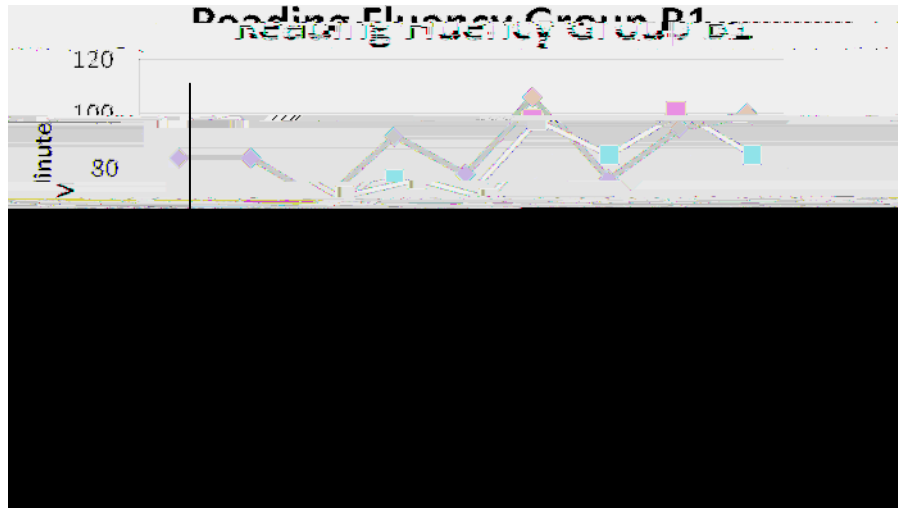
## **Procedure**

Prior to implementing the *Corrective Reading* program, baseline assessments were conducted to determine student proficiency in reading fluency. The Oral Reading Fluency (ORF) subtest of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6<sup>th</sup> Edition was administered to all students to determine baseline levels. The DIBELS is a standardized, individually administered curriculum-based measure consisting of various short, one-minute reading assessments designed to evaluate a student's fl

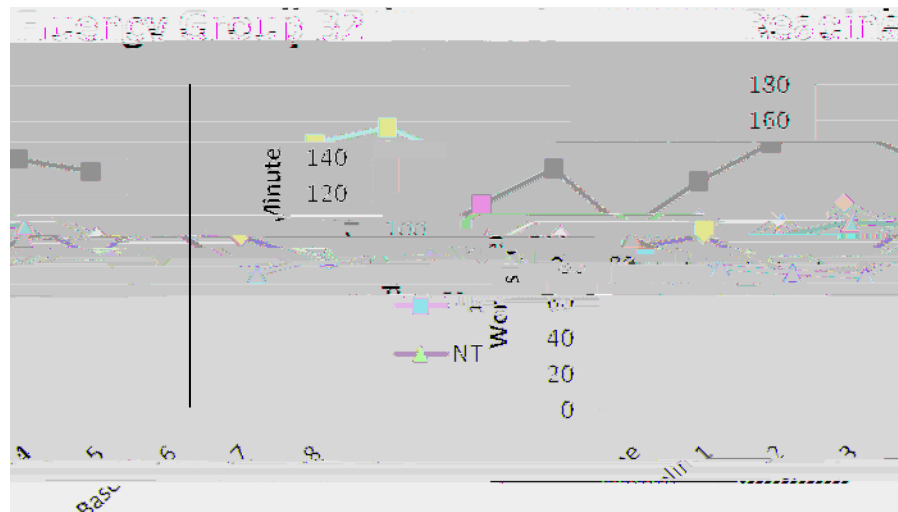




**Figure 3. Reading Fluency for Group B1**



**Figure 4. Reading Fluency for Group B2**



**Figure 5. Reading Fluency for Group B2**



Table 2 presents the *percentage of non-overlapping data* (PND) according to descriptive categories for all students. The PND is a commonly-used method for analyzing data in single-subject designs. It is calculated by first determining the number of data points in the intervention phase that exceeds the highest data point in the baseline phase. This value is divided by the total number of data points in the intervention phase, and multiplied by 100, yielding a percentage score. Descriptively, values of 90% or higher reflect “highly effective” interventions; values of 70% to under 90% reflect “moderately effective” interventions; values from 50% to under 70% reflect “mild” or “questionably effective” interventions; and values below 50% reflect an “ineffective intervention” (Ma, 2006).

**Table 2. PND Descriptive Category for Stud**



As presented in Table 2, for at least half of the students at each instructional level of Corrective Reading instruction was ‘highly effective’ in increasing reading fluency; in fact, for students in levels B1 and B2, the program was determined ‘highly effective’ for roughly two-thirds of students (67% and 63% respectively). Roughly 17% of students at all levels found the *Corrective Reading* program ‘moderately effective’. The program was considered ‘mildly effective’ for 17% of students (n = 1) at level B1, and 13% of students (n = 1) at B2. Finally, the program was considered ‘ineffective’ for 33% of students (n=2) receiving instruction at level A and 25% of students (n=2) at level B2. There were no students for whom the program was considered ineffective at level B1.

Table 3 provides a breakdown of descriptive category for the subset of students who did not meet the targeted words per minute to advance to further grade levels on the ORF reading probes. This table presents the PND descriptive category for the students (n=11) who were administered the same grade-level ORF probe throughout the school year.

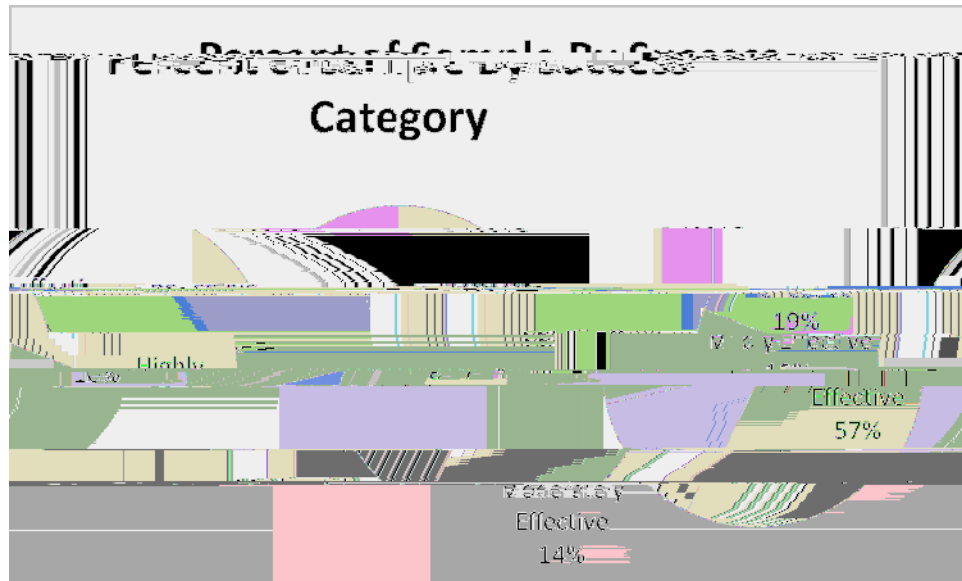
**Table 3. PND Descriptive Category for Students (Total)**

Category	n	%
Highly Effective	2	18
Moderately Effective	3	27
Mildly Effective	2	18
Ineffective	4	36

Results indicate that, overall 45% of students (n = 5) administered the same grade-level probe over the course of the first four months of instruction found *Corrective Reading* instruction ‘highly’ to ‘moderately effective’ for increasing reading fluency. About 18% of students (n = 2) experienced ‘mild’ success, and 36% of students (n = 4) experienced ‘minimal’ success.

Figure 6 provides detailed results for all students, whether administered the same grade level of ORF probe or different grade level ORF probes. Results indicate that 57% of special needs students included in the study experienced significant success using the *Corrective Reading* program; of these, 48% (n=10) improved their reading fluency by at least one grade level over the course of the year.

Figure 6. Percent of Sample by Success Category



### Teacher Interview

Prior to the administration of the

## **Discussion**

The *Corrective Reading* program will be implemented for a second year, beginning in September of 2010 and will continue throughout the school year. The program will also be expanded to include fourth-grade and fifth-grade students with special needs.

## **References**

Good, R. H., & Jefferson, G. (1998). Contemporary perspectives on Curriculum-Based

Tilly, D. W. (2003). How many tiers are needed for successful prevention and early intervention?: Heartland area education agency's evolution from four to three tiers. Paper presented at the National Research Center on Learning Disabilities