Abstract Narrative

Title: Improving Literacy Outcomes for Beginning Readers with Disabilities

Type of Grant: Development Absolute Priority: AP3: Improving Academic Outcomes for Students with Disabilities. Brief Project Description: Specifically the grant will support the development and initial evaluation of an instructional model based on strong theory to improve literacy outcomes for young students whose disabilities require them to receive their reading instruction in restrictive settings. The goal of these instructional strategies will be to improve student achievement to such a level that these students can be transitioned from restrictive settings for their literacy learning to the classroom. We will present strong theory and a logic model. Summary of Project Objectives: Our key project objectives are to: (1) develop an instructional format based on strong literacy theory for children with disabilities who are placed in restrictive environments for their beginning reading instruction; (2) provide training in the lesson format to experienced literacy coaches who will in turn provide training to special education teachers; (3) conduct an internal, natural variation study to identify which features work best in concert to improve student’s achievement levels; (4) prepare 136 Special Education teachers to deliver the intervention and (5) conduct a rigorous outside project evaluation including both experimental and qualitative methodologies. Target Number of Students To Be Served in the Project: At least 1,024 students will be taught. Special Project Features: This intervention will be substantially more effective than current practices which typically result in students remaining in restrictive settings for their literacy instruction while the gap with their peers continues to grow over time. Partners: Southwestern Schools, Ohio; Gahanna Schools, Ohio; District One Spartanburg, SC, District Three Spartanburg, SC, Clemson University, Georgia State University, Emporia University.