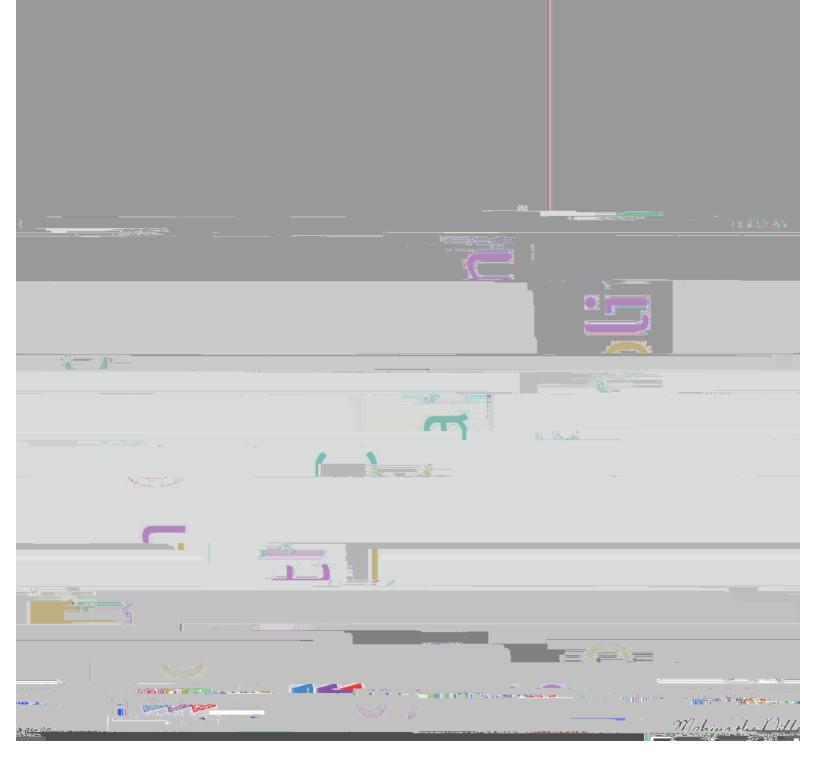


fter experiencing SR

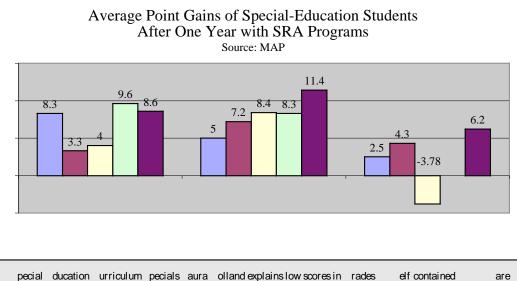
c raw ill's eading astery and



Clover School District, pg.



rades – and orrective eading was implemented in rades – with special education students in all self contained classrooms and some resource classrooms olland said almost all students with disabilities achieved academic progress but some achievements were more dramatic than others



pecial ducation urriculum pecials aura olland explains low scores in rades elf contained due to poor program implementation within this classroom

ey

Students in self contained classrooms spend more than of their days with special education teachers Students in resource classrooms spend of their days with special education teachers ducable mentally disabled motionally disabled earning disabled ther ealth mpaired

" ne rade student who read below the rade level when he started orrective eading finished the year reading close to the rade level " she said " ot only was his academic improvement remarkable but so was his confidence ow he's no longer ashamed to read in front of his classmates When we asked students to record what they thought of the program at the end of the year he wrote ' think my reading has improved since the beginning of the year can read more and faster than ever ' "

Fidelity Counts

olland said students in classes where teachers follow the program with fidelity make more gains ne rade student who had been in a self contained educable mentally disabled class for five years achieved a point gain in scores n fall before or rective eading he scored – below the scoring range y spring he scored Clover School District, pg.



"ven though he wasn't at grade level that point gain is significant because the typical rade gain is points f he continues to make gains above average he'll eventually be closer to grade level than ever before "she said

urther emphasizing the importance of teaching the program with consistency and fidelity olland said "There were some students who based upon their overall functioning levels we would have expected to make gains equal to or higher than some of our other students owever in classrooms where orrective eading was not consistently taught as designed these students failed to make the expected gains." See rades self contained students in chart above

"This was significant because it showed all of us that the programs really make a difference t is especially important for reading remediation to work if our special education students are going to develop the skills needed for success in school Significant progress is critical if they are going to be able to successfully participate in general education environments" olland said

About the Clover School District

Serving roughly students in rades – this district's student population is aucasian frican merican ispanic sian and multicultural Thirty one percent of students qualify for free or reduced price lunch and receive special education instruction excludes speech language services or more information go to www clover k sc us

For More Information

f you would like to learn more about success with irect nstruction programs in your school or district please contact us today at SR