Improving Reading Outcomes for Students With
or At Risk for Reading Disabilities

Connor, Alberto, Compton, and O’Connor (2014) highlight the Institute of Education Services (IES) funded grants in a report entitled Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers. Four topics are presented in the 108-page report: Assessment, Professional Development, Intervention (for those students at risk), and Basic Cognitive and Linguistic Processes. IES funded grant contributions are detailed in terms of participants, interventions, methods, results and future directions. Anyone interested in improving children’s reading outcomes will find the report invaluable. Click to download the report.

Data Rich, Information Poor? Making Sense of Monitoring Data to Guide Intervention Decisions

Educators must collect student progress-monitoring data to determine the effects of their intervention/instruction. In a PowerPoint webinar presentation, Drs. Fuchs and Kern present information on progress monitoring data for behavior/academics and the methods for improving data collection/analysis. Direct behavior rating (DBR) and efficient data collection that drives decision-making is overviewed. To access the webinar entitled, Data Rich, Information Poor? Making Sense of Progress Monitoring Data to Guide Intervention Decisions click here.

Useful EBP Websites

(Ctrl + Click to follow link)

National Center for Special Education Research

National Institutes of Health

Society for Research in Child Development: Positive Development of Minority Children

To be added to our mailing list, email process@fullerton.edu.