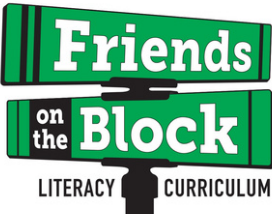


Raising Literacy Expectations for Students with Intensive Needs *including those with Intellectual and Developmental Disabilities*



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Overview of the Randomized Control Trial

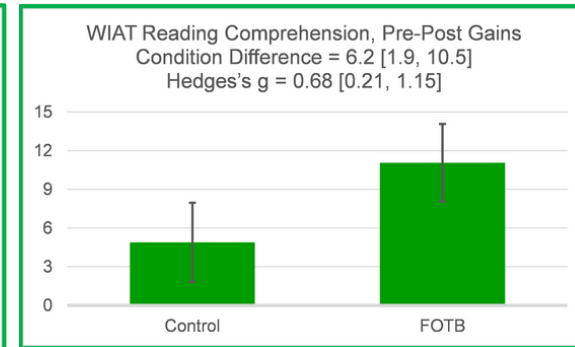
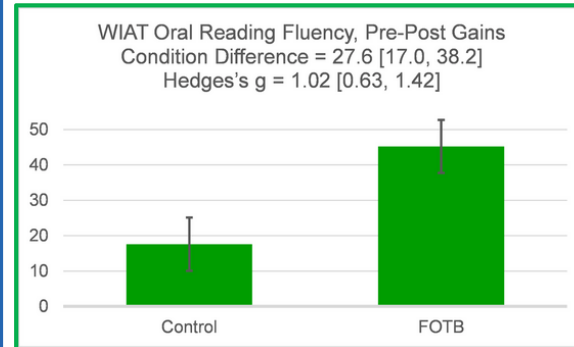
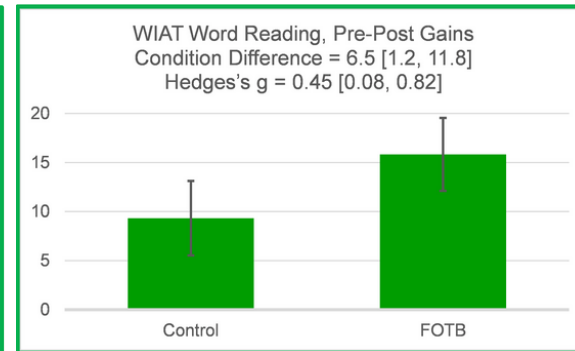
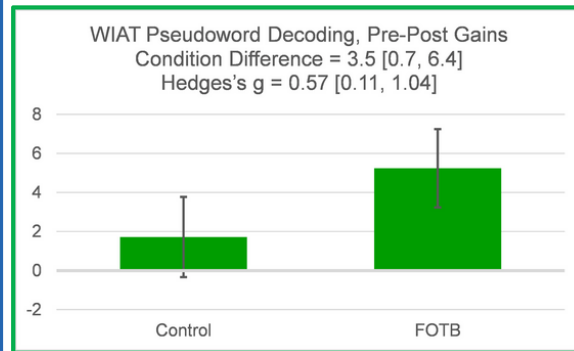
Primary Research Question:

Do *students with disabilities* who experience *intensive literacy needs*, including students with intellectual and developmental disabilities, who participate in FOTB demonstrate greater *reading and language outcomes* compared to students who participate in BAU reading instruction?

Participants:

30 students in FOTB (treatment) , 31 students in BAU (control)
Gender: 61% male, 39% female
Race: 56% African American, 30% White, 14% Hispanic/other
Mean IQ: 73.1 (Range: 40 to 106) (KBIT-2)
Disability labels: 11% Intellectual Disability, 46% Developmental Delay, 13% Autism (IQ mean=64.4; SD=17.6), 20% Specific Learning Disability, 2% Speech/ Language Disorder, 3% Other Health Impairment, 5% Not Available

Pre to Post Testing Results Average Dosage: 36.9 weeks (~1.5 hours per week)



Results at Follow-Up

When assessed a year later, students in the treatment (FOTB) condition *maintained gains* in *reading fluency* and *reading comprehension* at academically and statistically significant levels ($p > 0.05$) and in *word decoding* and *word reading* at marginally significant levels ($p > 0.1$).

Primary Outcomes: Students with *intensive needs* who received FOTB instruction experienced *statistically and academically significant gains* in *decoding, word reading, reading fluency, and reading comprehension* in comparison to those students in the business as usual condition and these results maintained over time.