

# Comparison of Reading Growth Among Students With Severe Reading Deficits Who Received Intervention to Typically Achieving Students and Students Receiving Special Education

Adapted from

Burns, M. K., Maki, K. E., Brann, K. L., McComas, J. J., & Helman, L. A. (2020). Comparison of Reading Growth Among Students With Severe Reading Deficits Who Received Intervention to Typically Achieving Students and Students Receiving Special Education. *Journal of Learning Disabilities*, 0022219420918840.

In this study, second- and third-grade students who scored at or below the 10th percentile on a fall reading screener received a targeted Tier 2 reading intervention for 20 mins, four times per week, for up to 18 weeks.



Their growth was compared to (a) students in Tier 1 without reading deficits and (b) students receiving special education services who scored below the 10th percentile and received a business-as-usual intervention per their IEPs, but not the targeted Tier 2 intervention.



Students who received the targeted Tier 2 intervention grew at a rate that equaled that of students without deficits in Tier 1 and was significantly higher than groups of students who were receiving special education services. The findings underscore the importance of small-group reading interventions, including for groups of students with the lowest reading skills.



## Growth Rates for the Three Groups

Adapted from Figure 1

