

Funded Literacy Professional Development for Special Education Teachers

Refining and Expanding HEROES:

A Literacy Intervention for Young Students with IEPs for Beginning Reading

A project funded by the U.S. Department of Education and awarded to The Ohio State University

Participation

HEROES School

- In practice, treatment students will receive one-to-one instruction until they meet the study-defined exit goals.
- Teachers will collect weekly progress monitoring data. Students will be assessed at entry and exit.
- All eligible special education teachers in a school can participate if the school is selected for the treatment.

Comparison School

- The comparison students will receive the regular special education services provided by the district ("business-as-usual"). We don't name other programs used.
- Students will be assessed at the beginning and end of the year.
- A control school is eligible to be a treatment school later in the grant period.

Eligible students

- are between the ages of six and nine (inclusive)
- are having the greatest difficulty with beginning reading
- have been identified as learning disabled (according to state definitions)
- have individualized education plans (IEPs) that identify progress in reading as a goal
- have already been identified as needing special education services for reading
- are working with an alternative reading program from the one used in their classrooms
- are working at a beginning reading stage, defined as below a second grade reading level

HEROES Lesson Format

- Reading new books, writing short messages, word work, fluent reading
- Uses structured literacy lessons to teach phonemic awareness, high frequency word knowledge, and word solving while reading.
- Frequency: Minimum 3 individual lessons weekly, for about 30-45 minutes each.

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