Teaching Elementary Student with Specific Learning Disabilities to Improve Reading Abilities: Adapting Procedures and Strategies from Reading Recovery

Susan Haessig

Indiana University - Purdue University Fort Wayne

Follow this and additional works at: http://opus.ipfw.edu/stu_symp2012

Part of the Special Education and Teaching Commons

Recommended Citation

Susan Haessig (2012). Teaching Elementary Student with Specific Learning Disabilities to Improve Reading Abilities: Adapting Procedures and Strategies from Reading Recovery.
http://opus.ipfw.edu/stu_symp2012/16
Teaching Elementary Student with Specific Learning Disabilities to Improve Reading Abilities: Adapting Procedures and Strategies from Reading Recovery

Susan Haessig  
Dr. Jeong-il Cho  
Professional Studies/Special Education  
Indiana University Purdue University Fort Wayne

The purpose of this special project was to create a handbook. This handbook was created based on the research and a needs assessment survey which interviewed six participants with four questions. The results revealed how Reading Recovery trained teachers used their training with their general education classrooms. Reading Recovery is an intense one-on-one program for the lowest performing first graders. The teachers took their knowledge and training about how a student learns to read and applied it to their whole or small group instruction. A literature review was also conducted to research the available information on Reading Recovery and how to combine its proven techniques with students with specific learning disabilities. The findings of the needs assessment and research were used to help create a handbook. This handbook combines Reading Recovery types of strategies with students with specific learning disabilities in reading. It could be used by special needs teachers in a resource classroom to help improve their students’ abilities in reading.

There were several steps involved in the development of this special project including: IRB approval that was requested and received, a literature review was completed, a needs assessment survey was developed and reviewed and then a handbook was created based on the results. In reviewing the available information, two commercially available handbooks were reviewed to examine how they try to address the need for these strategies to be used with students with specific learning disabilities in reading. The entire special project was created to show how Reading Recovery types of strategies could be adapted and used in the resource room by special needs teachers when teaching reading to their students with specific learning disability in reading.