

## Examining a Volunteer-Tutoring Program for Students with Special Education Needs

**Authors :** David Dean Hampton, William Morrison, Mary Rizza, Jan Osborn

**Abstract :** This evaluation examined the effects of a supplemental reading intervention for students with specific learning disabilities in reading who were presented with below grade level on fall benchmark scores on DIBELS 6th ed. Revised. Participants consisted of a condition group, those who received supplemental reading instruction in addition to core + special education services and a comparison group of students who were at grade level in their fall benchmark scores. The students in the condition group received 26 weeks of Project MORE instruction delivered multiple times each week from trained volunteer tutors. Using a regression-discontinuity design, condition and comparison groups were compared on reading development growth using DIBELS ORF. Significant findings were reported for grade 2, 3, and 4.

**Keywords :** special education, evidence-based practices, curriculum, tutoring

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