

Interventions for Adolescent Struggling Readers: A Meta-analysis with Implications for Practice

Description: This report synthesizes research findings on interventions for struggling adolescent readers to determine their relative effectiveness and outlines the implications of these findings for practice.

Information Level: Advanced

Intended Audience for Internal Knowledge Development:

State: policy, licensure, grants

District: policy, planning

To expand RCCs' capacity, this activity or resource:	
Raises awareness of new development in fields important to states' work.	This report provides research-based guidance for decision-makers regarding interventions for struggling adolescent readers.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	The implications for practice identified can be used to focus language within literacy policy, licensure and grants to help ensure districts and schools are attending to research-based best practices with their struggling adolescent readers.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It can be used to help frame important aspects of state and district literacy plans.
Enables the RCC to carry out its work more effectively.	It deepens the knowledge of RCC staff around research-based practices for interventions with struggling adolescent readers.

Accompanying/Related Materials:

- *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*
- *Effective Instruction for Adolescent Struggling Readers Professional Development Module*

Suggested Dissemination Strategies:

- Inform state DOE of document and its purposes
- Provide opportunity for follow-up conference calls for questions and discussion of document and its potential uses internally at the DOE and with districts.