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Special Education

The Center on Instruction has released a *Synopsis of Improving Comprehension of Expository Text in Students with Learning Disabilities: A Research Synthesis*. Students with learning disabilities often experience difficulty making the transition from primary-level "learning to read" to upper-level "reading to learn". This synopsis discusses the results of a synthesis (Gajria, M., Jitendra, A., Sood, S., & Sacks, G.) of 29 studies that addressed instructional approaches for enhancing reading comprehension and their implications for helping students with LD improve their reading comprehension in content-area instruction. The authors describe two main types of interventions: content enhancement and cognitive strategy instruction, both found to be highly effective in this population. The synthesis was published in the *Journal of Learning Disabilities*, Vol. 40, No. 3, 210-225 (2007) and is available from Sage Journals for a fee for non-subscribers. The synopsis is available on the COI website, <http://centeroninstruction.org/files/Synopsis%20Improving%20Comprehension.pdf>.

The Center on Instruction Special Education Strand hosted a WebEx focused on this synopsis on June 30, 2008. One of the authors, Asha Jitendra, discussed the results of the synthesis that addressed instructional approaches for enhancing reading comprehension in upper elementary, middle, and high school students with learning disabilities. The PowerPoint presentation from the WebEx is available on the COI website at <http://centeroninstruction.org/pdevents.cfm>, and the archived WebEx is available at <https://rmcres.webex.com/rmcres/ldr.php?AT=pb&SP=MC&rID=9978912&rKey=6D3141F6D0B937C0>.

The IDEA Partnership has developed RESULTS for KIDS: RESOURCES (RKR Library), a library of online information which responds to challenges and opportunities inherent in the Individuals with Disabilities Education Act (IDEA 2004) and NCLB. It focuses on models, curricula, practices, policy, research, tools, and resources that can improve outcomes for all struggling learners. The School, District, Community, and State Initiatives section describes activities that are making progress in raising achievement and otherwise contributing to school improvement and positive outcomes for students. To access school initiatives on RTI, early intervening services, and related problem-solving initiatives, visit <http://www.ideapartnership.org/report.cfm?reportid=308>. To access district-level initiatives and community initiatives, visit

<http://www.ideapartnership.org/report.cfm?reportid=307> . To access state initiatives, policies, and practices, visit <http://www.ideapartnership.org/report.cfm?reportid=309> .

English Language Learning

Doing What Works is a website dedicated to assisting teachers in the implementation of effective educational practices. It contains practice guides developed by IES that evaluate research on the effectiveness of teaching practices described in the guides and examples of possible ways this research may be used. The English Language Learners section includes essential concepts for teaching literacy in English to ELLs, recommended practices, and planning templates that can be used by a technical assistance provider working with a state, district, or school on comprehensive needs assessment and planning. To access this website, visit http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13.

The Center on Instruction is one of five content centers to support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on instruction in reading, mathematics, science, special education, and English language learning that Regional Comprehensive Centers use when working with States.

Please send any suggestions or comments regarding our E-Newsletter to apenfold@rmcres.com. We would love to hear from you!

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