The Results of Implementing *Reading Workshop* on Reading Comprehension for Elementary-Aged Students with Emotional and Behavioral Disabilities (EBD)

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Introduction and Statement of the Problem

In 1975, the Education for All Handicapped Children Act, later known as the Individuals with Disabilities Education Act (IDEA) was signed into law. The Act declared that all children with disabilities, including Emotional and Behavioral Disabilities (EBD), have the right to free and appropriate public education (FAPE). According to the federal definition of EBD, a student must exhibit one or more (out of five) conditions that adversely affects a student's educational performance. One of the key conditions is "an inability to learn that cannot be explained by intellectual, sensory, or other health factors" (U.S. Department of Education, 1998, p. II-46).

Many students with EBD may also have identified learning disabilities (LD). More than 50% of students with EBD may also meet one or more criteria for LD (Glassberg, Hooper, & Mattison, 1999). More specifically, many students with EBD have deficits in reading (Walker et al, 2004). It is difficult to assume which came first, academic or behavioral difficulties for students with EBD. A question arises, do academic difficulties cause anti-social behavior or vice versa? Reading difficulties have a strong relationship to conduct disorder and delinquent behavior in older students with EBD (Hinshaw, 1992; Maguin, Loeber & LeMahieu, 1993). The outcome data from students with EBD show that early reading failure is a strong predictor of failure later in life related to high dropout rates, low college enrollment, and incarceration (Scott & Shearer-Lingo, 2002). As students with EBD struggle with behavior and academic challenges, we begin to see the "Matthew Effect" on reading. Basically, rich readers become richer and poor readers become poorer (Adams, 1990). The achievement gap

between students with EBD and nondisabled peers tends to increase over time. It seems to be imperative then that effective academic interventions are provided along with effective behavioral interventions.

Very little research has been devoted to identifying effective reading interventions for students with EBD or students identified with both EBD and LD (Coleman & Vaugn, 2000; Vaughn, Levy, Coleman & Bos, 2002). Between 1975 and 2003, 27 published studies addressed reading instruction for students with EBD and 8 of those are focused on elementary- aged students (Staubitz, Cartledge, & Yurick, 2005; Coleman & Vaughn, 2000). Historically, researchers have been primarily focused on managing behavior or improving emotional adjustment for students with EBD (Sugai, Lewis-Palmer & Hagan-Burke 1999-2000). Vaughn and colleagues (2002) have identified two potential explanations for the lack of research. First, the prevalence of students with EBD in public schools is generally accepted as less than 2% as compared to 4-6% of the federal prevalence for students with LD. Second, students with EBD are often found in more restrictive settings, such as self-contained classrooms.

In a synthesis of observational studies on reading instruction for students with EBD and LD (Vaughn, Levy, Coleman & Bos, 2002), reading comprehension instruction was alarmingly neglected. In one study of 41 observations of reading instruction, reading comprehension was being taught only on one occasion. The synthesis also found one study that reported less than 10% of reading instruction was devoted to reading comprehension. Vaughn and colleagues (2002), also suggest that very little time is spent actually reading and the majority of the time is spent doing seat work or completing worksheets. One can only conclude that many students with EBD and LD are not accessing effective reading instruction.

The research that has been conducted on reading instruction for students with EBD and LD has identified a few effective interventions specifically on reading comprehension. More research has been conducted on interventions for students with LD than EBD. In a meta-analysis of reading interventions for students with LD, interventions that included a combined model of direct instruction and strategy instruction yielded the highest effect sizes of 0.81 and 0.73 (Swanson & Hoskyn, 1998). In addition, Self-Regulated Strategy Development (SRSD) is an evidence-based intervention for teaching reading and writing strategies to students with LD (Harris & Graham, 1999). TWA (**T**hink Before Reading, Think **W**hile Reading, Think **A**fter Reading) is an evidence based SRSD intervention for secondary-aged students with EBD (Rogevich & Perin, 2008; Hoyt, 2010). TWA is a strategy for improving students' comprehension of expository text and summarizing what they read.

A combined model of repeated reading with peer-mediation have also been found to improve both reading fluency and passage comprehension for students with EBD (Staubitz, Cartledge & Yurick, 2005). Coleman and Vaughn (2000) also found that interventions including cross-aged peer tutoring and direct instruction have improved reading comprehension for students with EBD. Benner, Nelson, Ralston and Mooney (2010) conducted a meta-analysis to extend the research of Coleman and Vaughn (2000). The researchers identified the most striking conclusion being the lack of high-quality studies of reading interventions for students with EBD. However, the meta-analysis found several reading interventions with moderate to large effect sizes across a variety of instructional formats (1:1, small group and large group instruction). Most of the interventions focused on phonological awareness and fluency. The interventions found to

improve reading comprehension are consistent with the previous research supporting repeated reading, peer-mediated reading and direct instruction (Benner et al, 2010).

Further research has been conducted on reading comprehension interventions for secondary-aged students with EBD. A multiple-baseline design with the intervention of repeated readings plus making predictions improved reading comprehension for middle school-aged students with severe behavior problems (Alber-Morgan, Ramp, Anderson & Martin, 2007). In another multiple baseline design for high school-aged students with EBD, text mapping has been shown to be an effective intervention on overall reading comprehension (Stone, et al, 2008). Weaster (2004) has also shown that teaching strategies on text structure improves reading comprehension for students with and without EBD. Teaching text structure while including a direct instruction approach, sufficient student practice and feedback, and frequent instruction and assessment activities have been shown to improve reading comprehension (Weaster, 2004).

Background

Renton Academy was opened in 2006 as a self-contained, K-12 public school in Washington State serving children with EBD. All students at Renton Academy are receiving special education services in social, emotional and behavioral and are on an Individualized Education Plan (IEP). Many of the students also qualify for special education in academic areas (reading, writing and math). At the start of the 2010-2011 school year, Renton Academy received Title 1 funds. Title 1 provides federal economic support for the education of economically disadvantages children (Allington & McGill-Franzen, 1989). According to Allington and McGill, the Title 1 program "is based on the assumption about environmental factors and their effect on learning to read" (p. 530).

On the Washington state standardized assessments (High School Proficiency Exam and Measure of Student Progress) during the 2010-2011 school year, 18% of the students at Renton Academy were performing at standard in reading. This was a decrease from 27% meeting standard during the 2009-2010 school year. Using the Title 1 funds at the start of the 2011-2012 school year, Renton Academy made a dramatic reading intervention change by implementing the framework, *Reading Workshop*, school-wide in hopes to see a positive change in students' reading comprehension.

Reading Workshop was chosen as the intervention because of the effects it has had on students' reading proficiency in research. Positive impact has been shown using *Reading Workshop* in many schools. In New York State, 175 schools implemented *Reading Workshop*. Proficiency based on the New York state reading assessment improved from 63% proficient to 79% proficient. Furthermore, 68 of those schools with high poverty rate saw a 23% increase in state reading scores across three years (Calkins & Tolan, 2010).

Reading Workshop incorporates essential components that literature suggests improve reading comprehension for students with and without disabilites. Two essential components will be included in the methodology of this study. The first component is explicitly teaching reading comprehension skills and strategies. The second component is giving students time to independently read and re-read. As described previously, research on reading comprehension for students with EBD is scarce. However, research has proven that strategy instruction and repeated readings for students with disabilities is an effective intervention for improving reading comprehension (Coleman & Vaughn, 2000; Rogevich & Perin, 2008; Benner et al, 2010; Hoyt, 2010).

Explicitly teaching reading comprehension skills and strategies is important to developing a thoughtful literacy. Reading comprehension involves active thinking and teachers should use their knowledge and own experience when teaching comprehension (Turner, 1995). Students who are at risk or have disabilities do not benefit from superficial exposure to strategies. They must be explicitly taught reading comprehension strategies and given ample practice and detailed feedback about their performance. Furthermore, reviewed research supports the idea that students with disabilities can learn complex strategy systems (Deshler & Schumaker, 1993). *Reading Workshop* mini-lessons focus on explicitly teaching one strategy and then providing students with ample time to practice the strategy independently or in partners. During independent reading, teachers systematically conference with students and provide feedback and reinforcement on their strategy use.

In 2003, Taylor, Pearson, Peterson and Rodriguez studied teacher practices that influenced reading growth in high-poverty classrooms. They found that effective schools implemented several strategies to increase reading achievement including: high-level questioning, coaching students in strategies and allowing students more active reading practice through independent reading (Taylor et al, 2003).

Independent reading gives students an opportunity to choose their own books and practice the explicitly taught reading comprehension strategies independently or in partners. Research has shown that the average higher-achieving students read approximately three times more per week in school then lower-achieving students (Allington &McGill-Franzen, 1989). Thus, lower-achieving students must be given more support and opportunities to independently read to counter the effects of the "Matthew Effect." Generally, in special education classrooms, students are given seat work,

worksheets and are instructed through basal readers. Time spent in seat work activities is not a predictor of reading achievement (Allington &McGill-Franzen, 1989). Students, especially struggling readers, need time reading independently to build and develop reading proficiency. Several researches have shown that reading comprehension achievement is positively correlated with volumes of classroom reading and classroom time allocated to independent reading (Allington, 1980; Elley, 1992; Morrow, 1992). If readers fail to practice skills and strategies in context, they fail to develop proficiencies for skilled reading (Stanovich & West, 1989).

Providing choice of what students read is an important aspect of independent reading. Basal readers and special education reading curriculum fail to give students choice in what they read. If struggling readers need more time independently reading, they must feel motivated and interested in what they read. Providing choice has been shown to be a motivator and an important factor when it comes to reading development (Guthrie & Humenick, 2004).

Purpose of the Study

The purpose of this study is to analyze the results of the instructional framework, *Reading Workshop* on students with primarily EBD and other learning disabilities. This study focused on the effects of the intervention on students' reading comprehension in the primary elementary classroom at Renton Academy (1^{st} – 3^{rd} grade). Through the review of gathered data within the elementary classroom, the study addressed the following questions: (1) Do students with EBD demonstrate an increase in reading comprehension when pre and post scores are compared on the *Reading Workshop* intervention? And (2) Do students with EBD and learning disabilities in reading

demonstrate an increase in reading comprehension after the *Reading Workshop* intervention?

Method

Participants

At the start of the 2011-2012 school year, five students were enrolled in the self-contained primary elementary classroom of the author at Renton Academy. Students are placed at Renton Academy because their behavior was adversely affecting their academic performance within comprehensive settings. All five students (two girls and three boys) were selected to participate in the study because they were enrolled for the entire school year and received reading instruction using the *Reading Workshop* model consistently throughout the entire school year. All five students qualified for special education in social/emotional/behavioral and one student qualified for special education in other academic areas such as reading comprehension. The participants included one 1st grader, three 2nd graders and one 3rd grader. Demographics of each student are summarized in table 1.

Table 1: Participant Description

Student	Age	Gender	Grade	Race	Disability Label	IEP Areas of Qualification
1	6	Male	1st	Hispanic	EBD	Social/Emotional/Behavioral
2	7	Female	2nd	Caucasian	Health Impaired	Social/Emotional/Behavioral Adaptive Behavior
3	7	Female	2nd	Caucasian	EBD	Social/Emotional/Behavioral
4	7	Male	2nd	African American	EBD	Social/Emotional/Behavioral
5	8	Male	3rd	Caucasian	EBD	Social/Emotional/Behavioral Adaptive Behavior Reading Comprehension Math Reasoning Written Language

Instructional Framework

Reading Workshop was taught four days a week for 40 minutes each day by the classroom special education teacher, who is also the author of this study. At the start of each lesson, the teacher gathers the students on the rug for a mini-lesson. Each mini-lesson focuses on teaching one specific reading comprehension strategy. Some strategies were introduced in one mini-lesson, whereas more complex strategies required several days of teaching. Units of study and mini-lessons were adapted from the book, *First Grade Readers* (Parsons, 2010). *Frist Grade Readers* is a year-long unit guide with mini-lessons appropriate for the *Reading Workshop* framework. Units and mini-lessons were also adapted and incorporated from the curriculum, *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop* (Calkins & Tolan, 2010). Table 2 lists the units of study and strategies taught during mini-lessons throughout the school year. Strategies and skills may be introduced in one unit and are continually re-visited in mini-lessons in other units. During the non-fiction unit, students were also taught the TWA strategy (**T**hink Before Reading, Think **W**hile Reading, Think **A**fter Reading) within the *Reading Workshop* framework. The teacher adapted and modified the TWA curriculum to the *Reading Workshop* framework.

A standard *Reading Workshop* lesson begins with a mini-lesson teaching one specific reading comprehension strategy. The mini-lessons may model several strategies at once but focus on explicitly teaching one strategy to the whole group. After the mini-lesson, students independently read a book of their choice and practice the skill taught in the mini-lesson. The classroom teacher confers and observes students during independent reading. Students track their thoughts and fill out a reading log during this time as well. The teacher rotates around the room conferencing with individuals. On average, the

classroom teacher confers with each student once per week. Each reading conference focuses on reinforcing a skill the student is using successfully and also supports the student in using a new reading comprehension skill. Support staff also rotates around the room supporting students' on-task behavior, supporting the objective of the mini-lesson and assisting students' with writing in their reading response journals.

Students use their reading response journals to track the date, start time of independent reading, end time of independent reading and the *Lexile* number of the books they read (reading log). The *Lexile* number corresponds to the difficulty of the book. Books within the classroom are organized by *Lexile* number and students use the number in choosing a "just right" book. One of the very first mini-lessons teaches students how to choose a "just-right" book. This mini-lesson is revisited throughout the year and in conferences when needed. Reading response journals are also a place for students to track their thinking about what they are reading. Several mini-lessons within units teach students to be meta-cognitive about their thinking while reading. Furthermore, mini-lessons demonstrate how students can record their thinking using pictures, words or graphic organizers. Reading logs are recorded daily, however students may not write every day about what they are reading. On average, students respond to what they are thinking while reading about once per week.

Table 2: Units of Study and Mini-Lessons

Unit of Study	Mini-Lesson Topics
Becoming a Community of Readers	• Spending time with the same books • Choosing a "just right" book • Respecting the learning environment • Find information about the book before reading • Look at each word while reading • Reading with a partner • Tackling tricky words • Re-read to sound smoother • Noticing your favorite part and strong feelings

	• Making connections
Making Sense of Those Little Black Marks	• Making predictions • Using picture clues • Noticing when a word doesn't make sense • Imagining what characters are thinking • More strategies to tackle tricky words • Re-read to sound smoother • Asking questions
Bringing Books to Life	• Imagining yourself in the setting • Imagining what the characters are thinking • Imagining the characters talking • Making inferences to understand characters • Acting out part of a book with a partner • Talking to a non-fiction picture • Using gestures to visualize facts and movement • More strategies to tackle tricky words
Reading to Learn (Non-Fiction) and TWA	• Previewing a book before reading • Activating schema before reading • Thinking about what you want to learn • Acting out information • Putting information into your own words • More strategies to tackle tricky words • Paying attention to new information • Asking questions • Connecting new information to schema • Comparing and contrasting books on the same topic • Identifying the main idea (TWA) • Identifying the most important information (TWA) • Summarizing (TWA)

Procedure

Reading comprehension data was gathered using several assessment tools. Data were collected three times per year for the *Scholastic Reading Inventory (SRI)* in September, January and June. The data were collected by having the students read a series of passages at varying reading levels on a computer. For each passage, a sentence would be given with a missing word. The student would select the best word for the sentence based on the passage. The *Qualitative Reading Inventory 5 (QRI-5)* (Leslie &

Caldwell, 2011). was administered individually to students in March, May and June. Data was not taken in Aril due to the school's spring break. The data were collected by having a student read a passage at their reading level to the teacher. The students were then asked to re-tell the story as if they were telling it to someone who has never heard it. Data were also collected by having the students answer oral comprehension questions after the re-tell.

Measures

The *SRI* is a research-based computer-adaptive assessment that yields a *Lexile* number which correlates to the student's reading ability. The score is based on students' responses to questions after they read several reading passages on the computer. The *Lexile Framework* is a common scale for measuring reader ability and text complexity (*Lexiles: A System for Measuring Reader Ability and Text Difficulty: A Guide for Educators*, 2008). Data in the manual suggest that reader consistency for its reliability is .894. In addition construct and predictive validity are reported as correlations between measurements of 0.789 to 0.835 during field tests with 581,163 students nationally.

The *QRI-5* was a new tool the teacher used to take additional data on students' comprehension beginning in March. The research-based assessment is used with all grades and reading passages are divided up by grade level (Pre-primer through 12th grade). Students read a passage at their reading level and then are asked by the teacher to re-tell the story as though telling it to a person who has never heard the story. The teacher uses a re-tell checklist to determine the percentage of details recalled. After the re-tell, the teacher asks several implicit and explicit questions about the passage. Pre-primer through 2nd grade includes five questions about the passage (three explicit and two implicit). 3rd grade includes eight questions about the passage (four implicit and four explicit). Data in

the manual suggest that internal consistency for its reliability ranges from 0.12 to 0.22 for standard errors of measurement for pre-primer through 3rd grade reading passages. In addition construct and predictive validity are reported as *r*s ranging from 0.34 to 0.59 during field tests with 275-434 students nationally per reading level passage.

Reading comprehension data was also collected narratively during reading conferences with students. During a reading conference, the teacher would have the student read a book of their choice out loud. Through a variety of questioning strategies, the teacher would record what skills/strategies the student was using independently. The *Lexile* number of the book was recorded to determine if the students' "just right" book level was increasing over time. Data from the conferences was used to guide 1:1 instruction during the conference and also guide group instruction.

Results

Reading comprehension data for each student from the *SRI* and *QRI-5* assessment tools are summarized individually for each student in Tables 3-7. Four out of five of the students were assessed using the *SRI* assessment. The assessment was not given to the 1st grader because the tool is not an appropriate comprehension measure for lower readers. The results from the *SRI* assessment demonstrate that two students (students 3 and 5) made significant gains in reading comprehension. By June, both of these students were reading either at proficient or advanced levels based on the standard for their grade. Furthermore, both of these students were reading below standard in September based on their *SRI* score. Student 2 scored 0, or BR (basic reader), on all three *SRI* administrations. The results suggest that student 2's reading comprehension was below the assessment tool's accessibility. *SRI* data for student 4 is generally stable and unchanging over time. However, his assessment data shows that his reading comprehension is well within the

proficient range for his grade level. Figure 1 displays the *SRI* scores visually for students 2-5.

Table 3: Student 1 Reading Comprehension Assessment Data

	QRI-5		
	Passage Level	Re-tell %	% of Questions Correct
March	Pre-Primer 2	20%	40%
May	Pre-Primer 2	35%	60%
June	Pre-Primer 2	73%	100%

Note: SRI data is not available due to the student's grade.

Table 4: Student 2 Reading Comprehension Assessment Data

SRI		***QRI-5***			
	Lexile		Passage Level	Re-tell %	% of Questions Correct
September	0	March	Pre-Primer 2	60%	60%
January	0	May	Pre-Primer 2	35%	100%
June	0	June	Pre-Primer 2	66%	80%

Table 5: Student 3 Reading Comprehension Assessment Data

SRI		***QRI-5***			
	Lexile		Passage *Lexile*	Re-tell %	% of Questions Correct
September	130	March	510	53%	87.5%
January	455	May	410	65%	87.5%
June	710	June	560	57%	100%

Table 6: Student 4 Reading Comprehension Assessment Data

SRI		***QRI-5***			
	Lexile		Passage *Lexile*	Re-tell %	% of Questions Correct
September	466	March	410	36%	75%
January	400	May	560	26%	37.5%
June	461	June	510	28%	62.5%

Table 7: Student 5 Reading Comprehension Assessment Data

SRI		***QRI-5***			
	Lexile		Passage *Lexile*	Re-tell %	% of Questions Correct
September	0	March	670	21%	75%
January	446	May	710	25%	75%
June	589	June	500	62%	50%

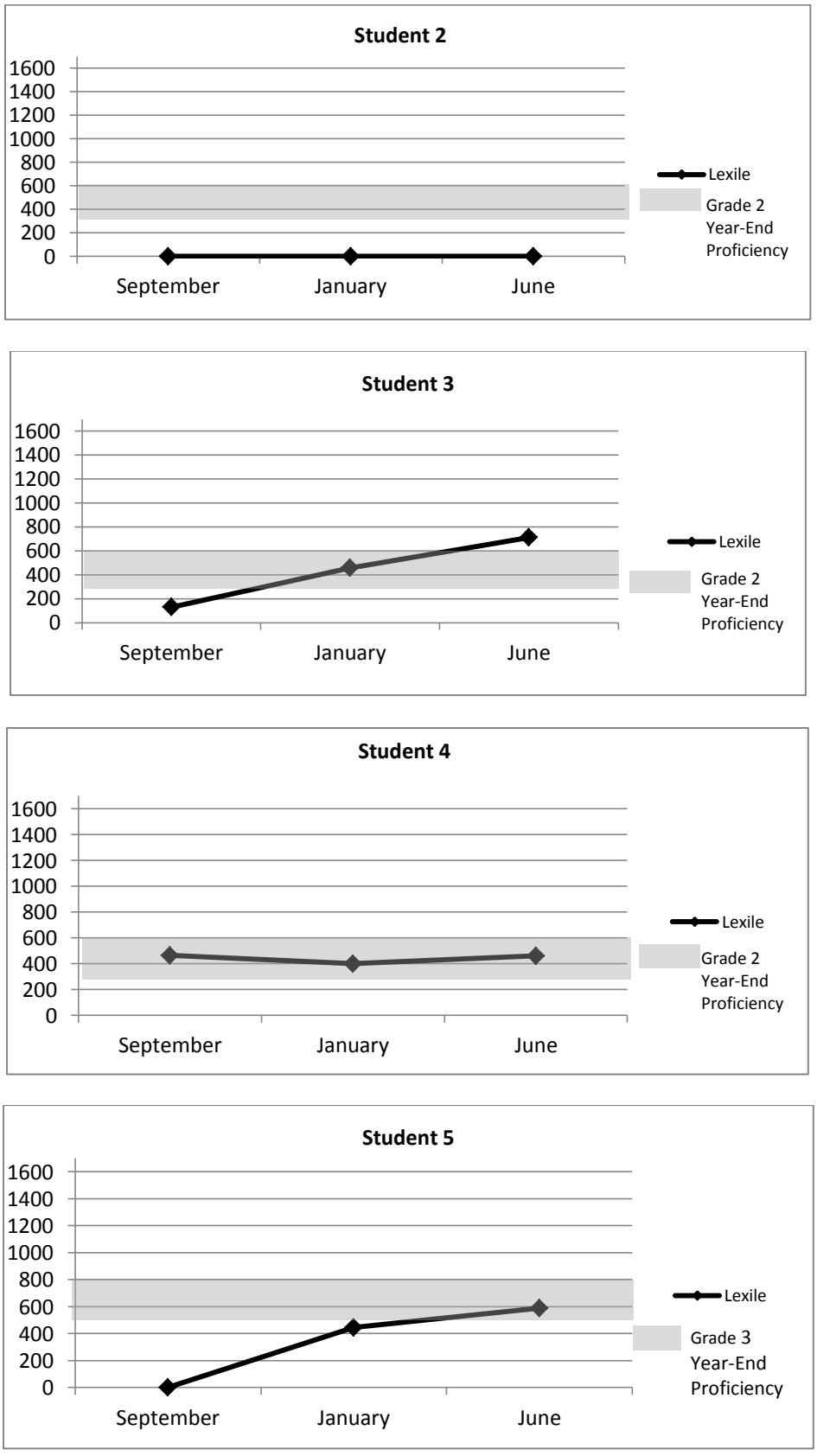

Figure 1: *Scholastic Reading Inventory* (SRI) Scores

Results from the *QRI-5* assessment yield both percentage of ideas retold after reading a passage and also percentage of questions answered correctly. Over the three month period that the assessment was administered, student 1 made consistent gains. Reading at the pre-primer 2 level, he was correctly answering 100% of comprehension questions in June as compared to 40% in March. Percentage of ideas re-told also increased from 20% to 73%. Student 2 was less consistent but demonstrated gains in both re-tell and comprehension questions for pre- and post-tests. Although ideas re-told were lowest in May, comprehension questions answered correctly was 100%.

Students 3, 4, and 5 read passages at the second and third grade reading levels. Passages were randomly assigned during administration and no passage was repeated. The *Lexile* level of each passage is given with assessment scores in Tables 3-5. Student 3 made gains from the pre-test to the post-test in both re-tell and comprehension questions. Although her re-tell percentage only made slight gains (53%, 65%, 57%), this could be attributed to the varying *Lexile* level of the passage (510, 410, 560). With the most difficult 2nd grade passage given in June, student 3 answered 100% of comprehension questions correctly and re-told 57% of details from the story. Student 4 data from the *QRI-5* assessment reflected similar results compared to the *SRI* data. His re-tell percentages varied slightly and scored the highest in March. This could be attributed to passages becoming more complex in May and June. Student 4's percentage of comprehension questions answered correctly reflects similar results as well. Student 5 made significant gains in percentage of ideas re-told from March to June (21% to 62%). Although the passage difficulty was lower in June, a 41% increase is substantial. Figures 2 and 3 display the *QRI-5* data visually for both re-tell and comprehension questions.

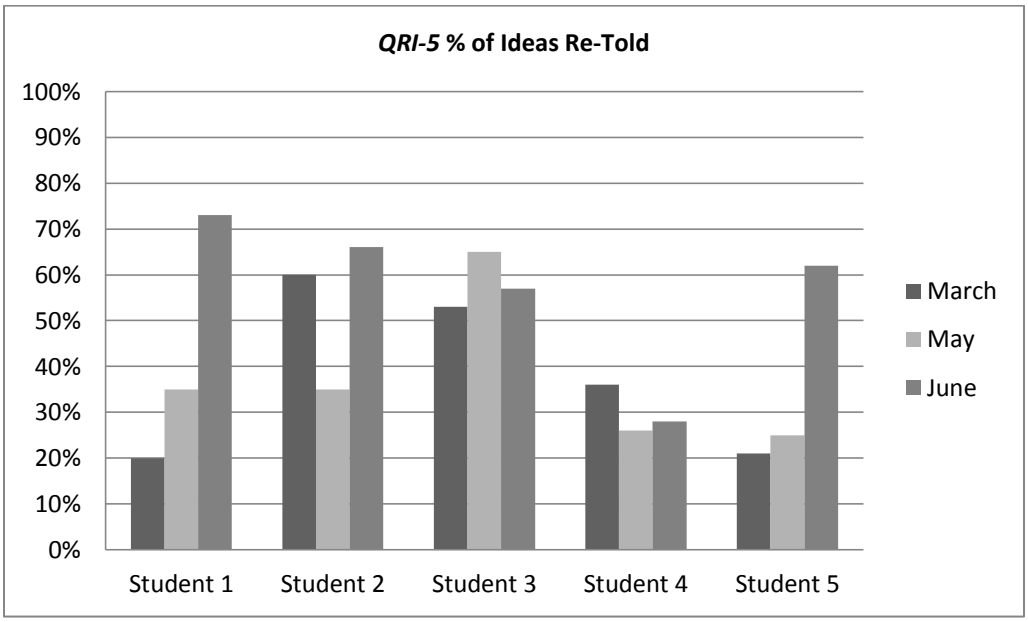

Figure 2: *QRI-5* percentage of ideas re-told

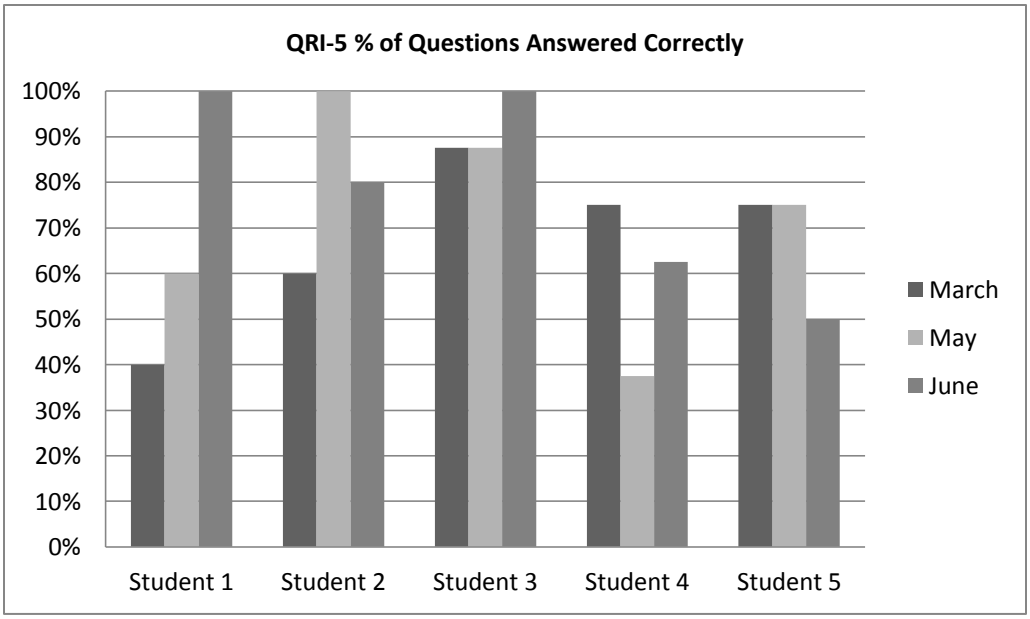

Figure 3: *QRI-5* percentage of comprehension questions answered correctly

Discussion

This study investigated the results of a *Reading Workshop* framework on reading comprehension for students with EBD or EBD and LD. Although there is substantial research supporting the *Reading Workshop* framework and its components (Calkins &

Tolan, 2010), there is no evidence of the framework used as an intervention for students with EBD. Research on effective interventions for students with EBD and LD include combined direct instruction and strategy instruction (Swanson & Hoskyn, 1998; Coleman & Vaughn, 2000), SRSD (Harris & Graham, 1999; Rogevich & Perin, 2008; Hoyt, 2010), peer-tutoring and repeated reading(Coleman & Vaughn, 2000; Staubitz, Cartledge & Yurick, 2005). The findings from this study suggest that *Reading Workshop* may have contributed to reading gains with three of five students with EBD in this study. The one participant in this study (student 5) identified as both EBD and LD is one of the students who made the greatest gains. Students 3 and 5 were well below the proficient range of reading comprehension for their grade prior to the *Reading Workshop* intervention. By June, student 3 in the advanced level and student 5 was in the proficient level based on the *SRI* assessment. Furthermore, although student 1 could not be assessed with *SRI* based on his grade, the *QRI-5* data shows positive gains in his reading comprehension. Results suggest that these gains in reading comprehension may be related to the *Reading Workshop* framework but more experimental study is needed to confirm the finding.

Reading comprehension data on student 2 reflect inconsistency using the *QRI-5* assessment tool. Scoring BR (basic reader) on the *SRI* assessment supports the notion that she may be focusing more on fluency then comprehension while she is reading. For lower readers, greater attention is attributed to decoding words than to comprehension, until reading becomes more automatic (Staubitz, Cartledge, Yurick, 2005). Although student 2 is not identified as LD in reading comprehension, she may be later if the achievement gap doesn't close quicker. Because her reading skills are very low compared to standard for 2nd grade, she may need more than just the *Reading Workshop* framework to help close the gap. A combined model of direct instruction in fluency and strategy instruction using

the *Reading Workshop* framework may help close this gap and is consistent with the research on effective interventions for students with EBD and LD (Swanson & Hoskyn, 1998).

It is interesting to look at the data for student 4 whose data is quite stable and unchanging. Although this student is performing proficient at grade level standards, it is important also that he is making gains in reading. This may be attributed to the *Reading Workshop* framework as not being enough of an intervention. Although fluency is not an issue, student 4 may also benefit from combined direct instruction in reading comprehension and strategy instruction in order to make adequate gains across the school year in reading comprehension.

Limitations and Research Implications

Data reviewed in this study suggested that the *Reading Workshop* framework was a positive approach for 3 out of 5 students. Of the 5 students, one student is identified and EBD and LD and showed gains in reading comprehension. Because the n size of the group was so small, limitations suggest caution in making generalizations of the effectiveness for all students with EBD and EBD and LD. Future investigations would be useful in studying the effectiveness of the *Reading Workshop* framework on larger groups and also with a broader age range of students. As research suggests, a combined model of direct instruction and strategy instruction has found to be effective for students with EBD and LD (Swanson & Hoskyn, 1998). I also suggest future research on combining the *Reading Workshop* framework with direct instruction for this population of students. In conducting this research a single subject or small group design to test functional relations or differences between groups would help substantiate the findings and control for threats to validity of the results.

Conclusion

In summary, the findings from this study are encouraging for students with EBD and EBD and LD. The *Reading Workshop* framework implemented in a self-contained primary elementary classroom for students with EBD reveals that several students made positive gains in reading comprehension. Students who were not performing at standard prior to the intervention made substantial gains in reading comprehension to place them either in the proficient or advanced range for their grade level standard. These results indicate that the framework of providing explicit strategy instruction, ample time to independently read books of their choice and continuous on-going support and feedback was effective.

Although this is the first study documenting the effects of the *Reading Workshop* framework for students with EBD, future research would be suggested in order to support the findings from this study. This may also include a combined model of *Reading Workshop* with other interventions found to be effective for students with disabilities. Reading difficulties that are often associated with students who have EBD and also the discouraging outcomes make the need for effective academic interventions even more crucial. If the goal for all students, despite having disabilities or not, is to succeed in the school environment, effective interventions and instruction must be provided in order to make this goal attainable.

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