

## Project summary

Project title: The effectiveness of literacy intervention program for secondary students with dyslexia and specific reading and writing difficulties and significant underachievement.	Project Number: 2010/0180 (Revised)
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Name of organization: Pathways

(1) **Goals:** This project addresses the QEF special initiative on **Extended Education Programs for Students with Special Educational Needs**, in terms of developing different modes of training programs for junior secondary school students with dyslexia and specific reading and writing difficulties, through collaboration between schools and community organizations. The objective is to develop and evaluate an effective structured literacy intervention program conducted within a split-group mode for junior secondary school students with severe degree of dyslexia and specific reading and writing difficulties within the Three-tier model of support.

**Goals:** (i) to demonstrate that the learning of students with dyslexia and specific reading and writing difficulties may be enhanced through a split group program so they will catch up on underachievement in reading and writing abilities and on curriculum knowledge, to become more effective and competent students who are in pace with their peers; and (ii) to facilitate and empower schools and teachers to enhance the effective learning of students with dyslexia and specific reading and writing difficulties through curriculum planning and intervention design.

(2) **Targets:** junior secondary school students with dyslexia and specific reading and writing difficulties.

**Expected number of beneficiaries:** Initially, during the development and evaluation period, the direct beneficiaries are at least 150 students with dyslexia and 300 teachers in five secondary schools. Furthermore, teacher training will also be offered to the three control schools and it is expected that 180 teachers and 90 students will also benefit. The program is potentially beneficial to other secondary school students with dyslexia and specific reading and writing difficulties and it is estimated that more than 20000 students and their teachers could benefit.

(3) **Implementation plan**

(i) **Duration:** 30 months

(ii) **Schedule:** Phase one (3 months) is for program development where the program materials will be finalized by subject development cum special language support teachers in the research team with experience and training in teaching students with dyslexia and specific reading and writing difficulties. Phase two (12 months) is for pilot evaluation and the program will be conducted with two schools. Phase three (12 months) is for outcome evaluation which will be conducted using quasi-experimental design, involving six schools. Phase four (3 months) is for report writing and dissemination of results and the program will be finalized and the results will be disseminated.

(4) **Products:**

**Deliverables/outcomes:** (i) an evidence-based program to promote learning of junior secondary students with dyslexia and specific reading and writing difficulties, (ii) a program manual and related teaching materials, (iii) a manual of logistics and administrative steps for program delivery, (iv) a report on the implementation and evaluation of the project, (v) enhanced students' effective, confident and competent learning, (vi) enhanced teacher involvement and expertise in curriculum design and student support.

**Dissemination strategies:** (i) international publication; (ii) press conferences and seminars.

(5) **Budget:** \$ 2,968,800.00 (staff cost: 2,775,360.00, services: 120,000.00 general expenses: 73,440.00).

(6) **Evaluation:** (i) Outcome indicators in outcome evaluation are pre and post intervention tests of academic achievement, literacy skills, quality of school life and self-regulated learning. The primary outcomes are academic achievement and literacy skills, teacher evaluation forms on perceived confidence, competence and effectiveness. For formative and process evaluation, focus groups with students and teachers will be conducted to obtain their views. (ii) Performance indicators include number of teacher training sessions conducted, number of teachers trained, number of teachers as observers, co-teachers and number of student teachers involved.