

IMPLEMENTATION & RESULTS

# Millington YOUTH CENTER

Research Study

# MILLINGTON YOUTH CENTER

## **TYPE OF STUDY**

*Pre-/Post-*

## **TYPE OF SCHOOL**

*Residential treatment center*

## **POPULATION OF STUDENTS**

*Special needs;  
linguistically-diverse (ELL);  
challenging behavior*

## **GRADE LEVEL**

*Middle and high school/  
Adolescent, ages 12 - 18*

## **LENGTH OF DATA COLLECTION**

*5 months*

## **LOCATION**

*Western United States,  
Mountain Region*

## **POPULATION OF CITY**

*104,449 people*

## **NUMBER OF SCHOOLS**

*1 school*

## **NUMBER OF STUDENTS**

*29 students*

## **READING HORIZONS MATERIALS**

*Interactive software*

## **ASSESSMENT TOOLS**

*Word Recognition Assessment  
and Most Common Words  
Assessment in the Reading  
Horizons software*

## *Summary of Findings*

*Medical and educational needs of participants had been a barrier to their academic progress. Use of Reading Horizons interactive software with this population of students contributed to ability to read words of increasing difficulty and an ability to read more words on lists of Most Common Words.*

## **Background**

This residential youth facility was established to meet the needs of adolescents with medical issues and academic challenges. The participants in the study were identified with at least one, and frequently a combination, of the following: intellectual disability, low IQ, suicidal, bipolar, ADD, aspergers, conductive hearing loss, fetal alcohol syndrome, speech and language disorder, and low retention. Some students were also linguistically-diverse. Needs resulted in low attendance for some participants. Most participants in the study had a history or reading difficulties and challenging behavior. Most participants began with at least a two grade-level deficit in reading skills.

## **Resources**

Reading Horizons interactive software.

## **Implementation**

Reading Horizons interactive software was implemented with participants. The Word Recognition Assessment and the Most Common Words Assessment were administered before and after software use. The Word Recognition Assessment provides students an opportunity to read word lists of increasing difficulty and receive a score based on corresponding grade equivalents. Levels on the test range from 0.0 to 12.0. The Most Common Words Assessment score is the percentage of sight words and high-frequency words read correctly on the list.

### Outcomes

Comparison of data before and after Reading Horizons instruction shows movement from lower grade-level equivalents to higher grade-level equivalents of words read by participants on the Reading Horizons Word Recognition Assessment (Visual 1).

