

### Introduction.

- PCI Education sought scientifically based evidence on the effectiveness of the *PCI Reading Program*—a sight word based program for students with developmental disabilities, autism, and significant learning disabilities.
- This efficacy study is designed to determine whether students who are exposed to *PCI* learn more of the specific sight words taught in the program than students who are not exposed to the program.
- This poster presents the findings of a three-year longitudinal study examining the efficacy of the *PCI Reading Program* as implemented in two Florida school districts with supported level students in grades 3-8 and their teachers.
- Phases 2 and 3 were built upon the Phase 1 randomized control trial as a quasi-experiment to estimate the impact of *PCI*.

### Research Questions.

- What is the impact of *PCI* on student achievement in:
  - sight word recognition?
  - phonological awareness?
- Is the impact of *PCI* different for different kinds of students or teachers?
- How are reading programs implemented in participating classrooms?

### Intervention.

- A sight word based program designed to help non-readers become successful readers
- Mastery-based, individualized program so students can learn at their own pace; multi-sensory based so students can use cues and manipulatives
- Specifies a system of repetition, practice, errorless discrimination, controlled reading, and high-interest activities
- Bridging approach of three levels
  - Level One aims to teach students 140 sight words through visual discrimination.
  - Level Two aims to teach 140 additional words including commonly used inflectional endings, such as *–s* and *–ing*.

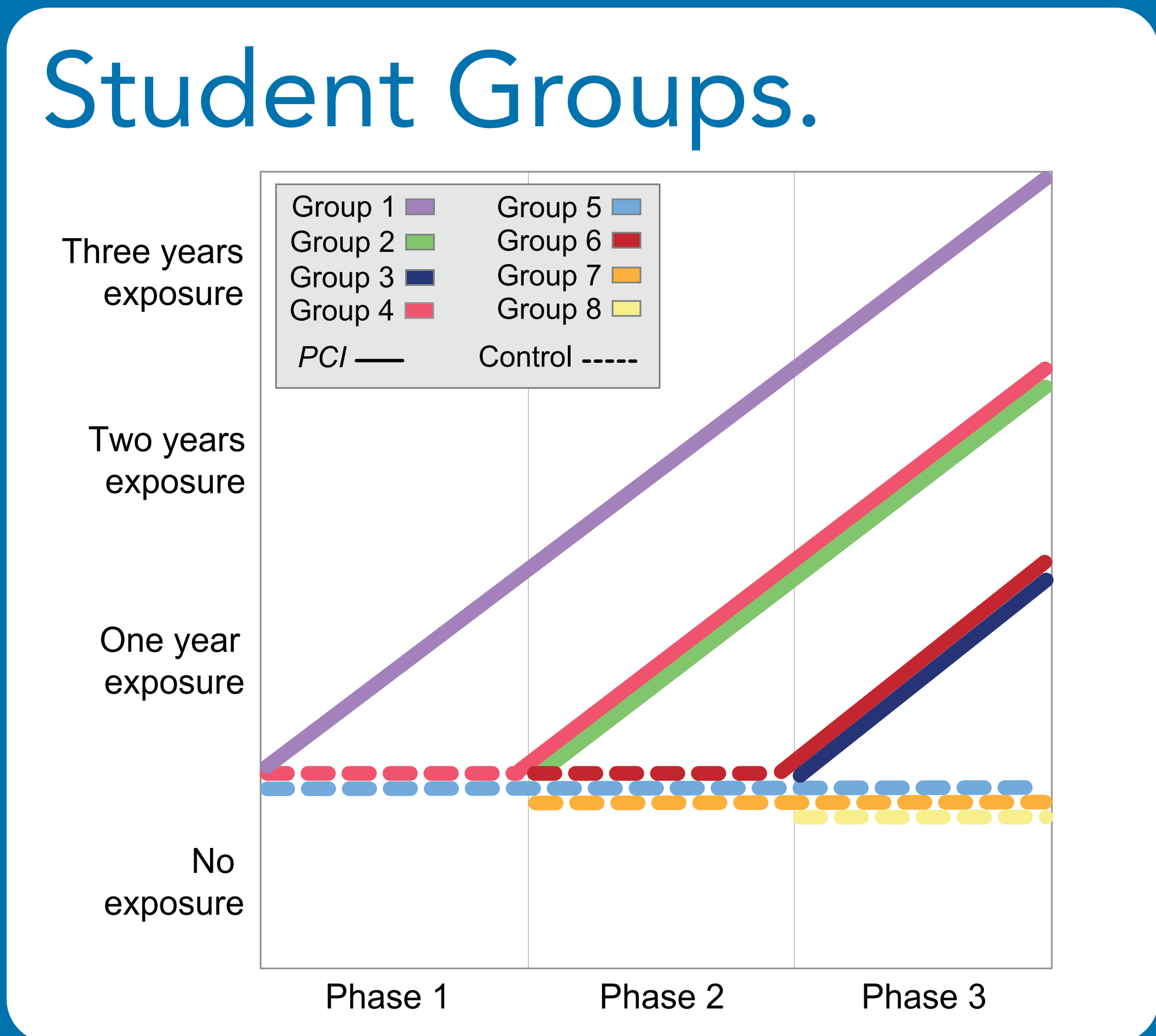
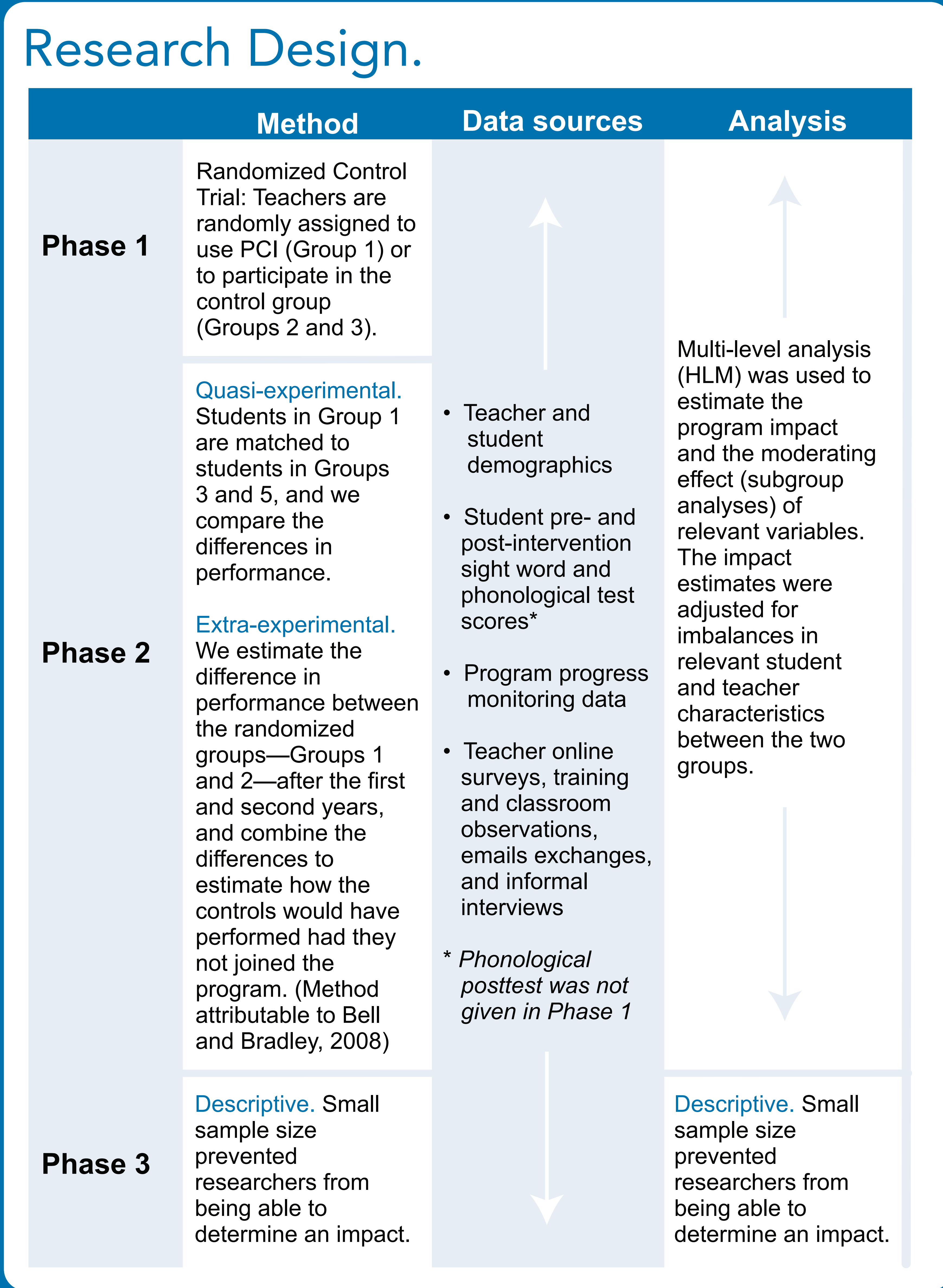
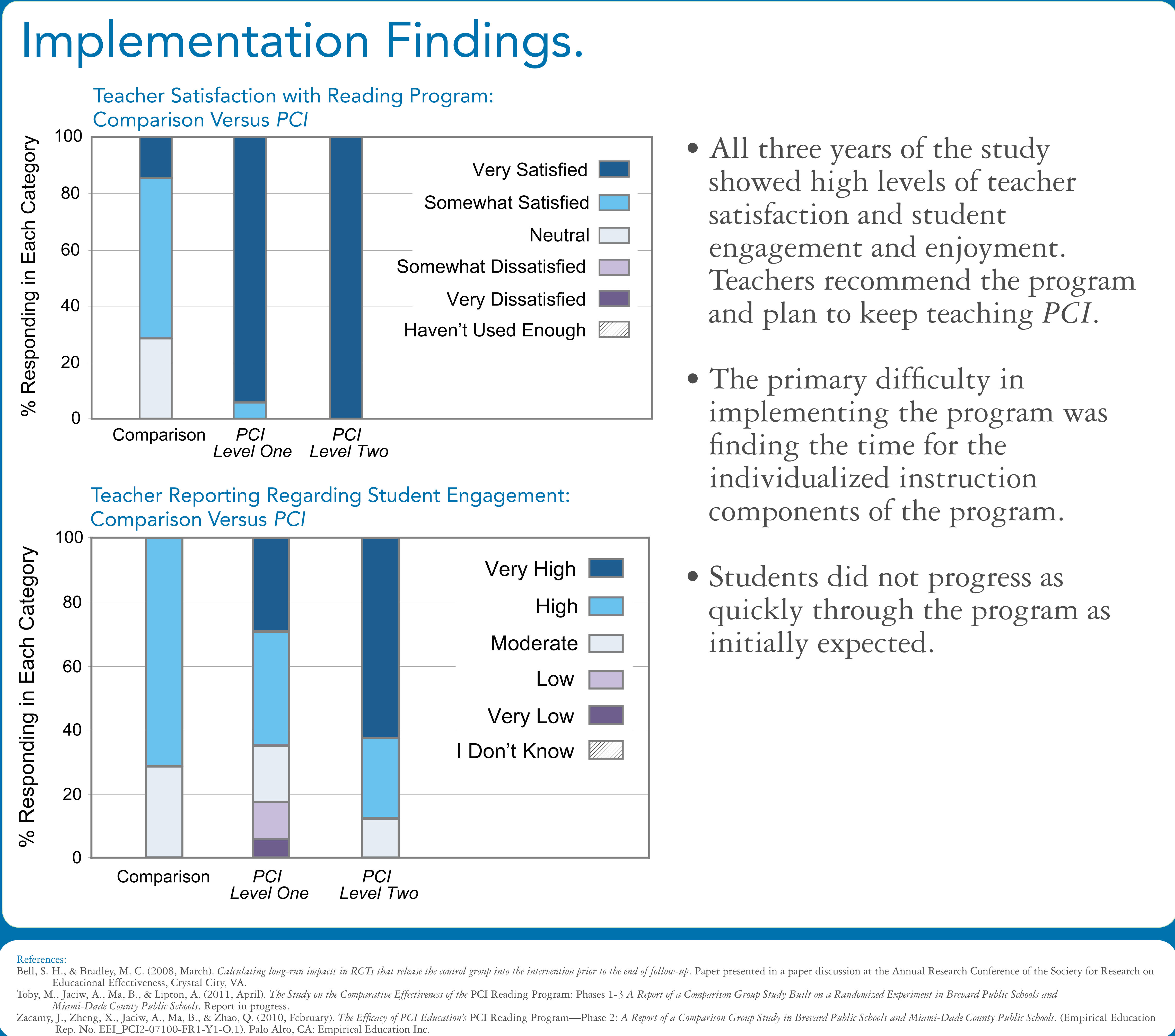
### Main Impacts.

Outcome	Impact	Method	Estimate <sup>a</sup>
Sight word	1-year	Experimental	3.17 ( $p < .05$ )
Sight word	2-year	Quasi-experimental	6.12 ( $p = .06$ )
Sight word	2-year	Extra-experimental	5.81 ( $p = .02$ )

<sup>a</sup>No phonological assessment in Year 3

### Moderators

- In Phase 1, we found no moderating effect of pretest or grade level on the impact of *PCI* on student outcomes. However, we have some confidence that the phonological assessment had a small moderating effect.
- In Phase 2, we found that the sight word pre-assessment did not moderate the impact of *PCI* on sight word post-assessment scores. However, we have strong confidence that students whose teachers have more than four years of Special Education teaching experience benefit more from *PCI* than students with teachers who have fewer than four years of Special Education teaching experience.



### Conclusion.

The significant impact of *PCI* found in Phase 1 and 2 and high levels of teacher satisfaction with the program in all three phases provide useful information for districts looking for a reading program for severely disabled students.