

Primary Research

Urban School District, Grades 4-8

New Jersey, Rutgers University Study, 2004-2005

RESULTS: This study showed that students using Learning Ally's audio textbooks in the inclusion setting improved their reading in general, and made gains in word recognition, reading rate and comprehension.

- **Improved reading rate**—87.8 words per minute to 104 words per minute
- **Increased reading accuracy**—94.4% per 100 words to 96.3% per 100 words

KEY RESULTS

In this study, students reported that using Learning Ally's audio textbooks helped their reading in general, specifically helping them improve word recognition, reading rate and comprehension. Teachers also noted:

- The program gave students access to materials for independent work;
- They [teachers] used the audio textbooks for core curriculum, supplements and as the basis for content review;
- As students experienced success with Learning Ally's audio textbooks, they used the materials more frequently and their skills improved.

Said the researchers, "Taken as a whole, the use of Learning Ally's program in the classroom has a positive effect on reading growth for students with mild to moderate learning disabilities, classroom instruction, student and teacher motivation, and the affective development of the students. As such, it is an assistive technology that can make a difference in schools."

THE STUDY AT A GLANCE

75 students classified as having learning disabilities (LD), ages 10-14, participated in the 28-week study, which included both pre- and post-tests, using the Qualitative Reading Inventory, 3rd Edition; the Test of Word Recognition Efficiency and coded observations. Students were divided into three groups:

- Audiobooks during the language arts period;
- Audiobooks with support of a graphic organizer during the language arts period;
- Control group used no audiobooks or supports during the language arts period.

RESEARCHERS:

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Graduate School of Education,
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Primary Research

The Tufts Summer Literacy Program

Massachusetts Center for Reading and Language Research, Tufts University, 2004-2005

RESULTS: Students in the intervention group achieved significant increases in standard scores for these essential reading skills: listening comprehension, phonological analysis and blending and reading comprehension.

KEY RESULTS

Researchers at Tufts University introduced Learning Ally's audio textbooks into their research-based literacy program for early readers with reading disabilities. The Tufts program was designed to strengthen students' automaticity, vocabulary, engagement and orthography. In addition to the achievement gains noted here, researchers stated, "The addition of Learning Ally's audio textbooks to the Tufts Summer Literacy Program shows promise for future work in fluency and comprehension."

THE STUDY AT A GLANCE

- 58 participating students, ranging in age from 7 to 10; with audiobook experimental intervention group and control group.
- Learning Ally's Program was added to the core Tufts Summer Literacy Program.

RESEARCHER:

Maryanne Wolf, Ed.D., Director, Center for Reading and Language Research,
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09/12

Research Results Show Improved Student Achievement and Success with Learning Ally



Learning Ally, formerly Recording for the Blind & Dyslexic®, provides recorded textbooks and other support materials to students of all grades with visual, learning and other print disabilities. In working closely with classroom educators, curriculum leaders, child study team members and school administrators, Learning Ally often receives questions about the effectiveness of its programs.

To answer educators' questions about the results of our programs, we continue to commission scientifically based primary research and case studies to evaluate student achievement.

This summary reviews several research initiatives and case studies commissioned by Learning Ally to support the benefits of our programs.

Learning Ally 
Making reading accessible for all™

Primary Research

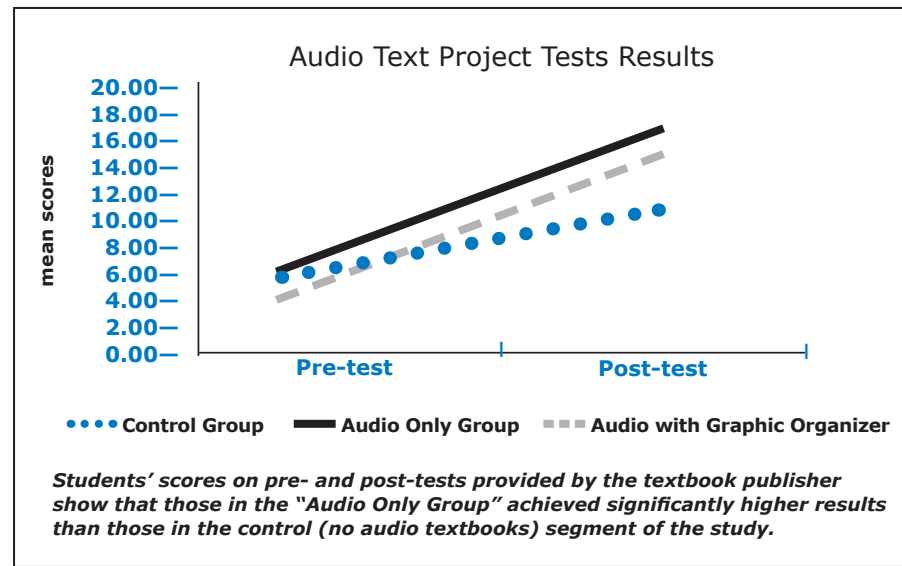
Effects of Audio Text on the Acquisition of Secondary-Level Content by Students with Mild Disabilities

Department of Special Education, Johns Hopkins University, 2003

RESULTS: Students with learning disabilities showed a 38% increase in content acquisition reading scores after using Learning Ally's audio textbooks on CD.

This study, commissioned by Learning Ally and conducted by faculty members from the Johns Hopkins University Department of Special Education, investigated the effects of audio texts on the acquisition of secondary-level content by students with learning disabilities. Researchers examined:

- The direct effects of audio text on students' content acquisition;
- The impact of a strategy designed to enhance the efficacy of audio text.



Significant Outcomes

In their study summary, researchers reported:

- "Clearly, greater access to higher-level materials, specifically Learning Ally's audio textbooks, holds great promise for students with mild cognitive disabilities."
- "Use of the audio textbook has the potential to increase student independence."
- Participating teachers noted that audio textbooks gave students access to "...a generalized routine for expository reading."

RESEARCHERS:

Elizabeth A. Boyle, M.A., Research Associate, Department of Special Education, Johns Hopkins University

Michael S. Rosenberg, Ph.D., Professor, Department of Special Education, Johns Hopkins University

THE STUDY AT A GLANCE

- 67 students from eight self-contained special education classes participated in a six-week study.
- Participating students were identified as having visual, learning and other print disabilities.
- Participating students' Individual Education Plans (IEPs) called for specialized accommodations for secondary history content.
- Study subjects were assigned randomly to the control and two experimental groups.
 - One experimental group used audiobooks in history in conjunction with an additional organizational support strategy.
 - The second experimental group used only audiobooks in history.
 - The control group used the standard history textbook with no audiobooks or organizational support strategy.
- All students took both a pre-test and post-test, along with weekly quizzes.
- All students used the same 10th grade textbook content as their general education peers.

Case Study

Baltimore City Public School System

Baltimore, Maryland, 2004-2005

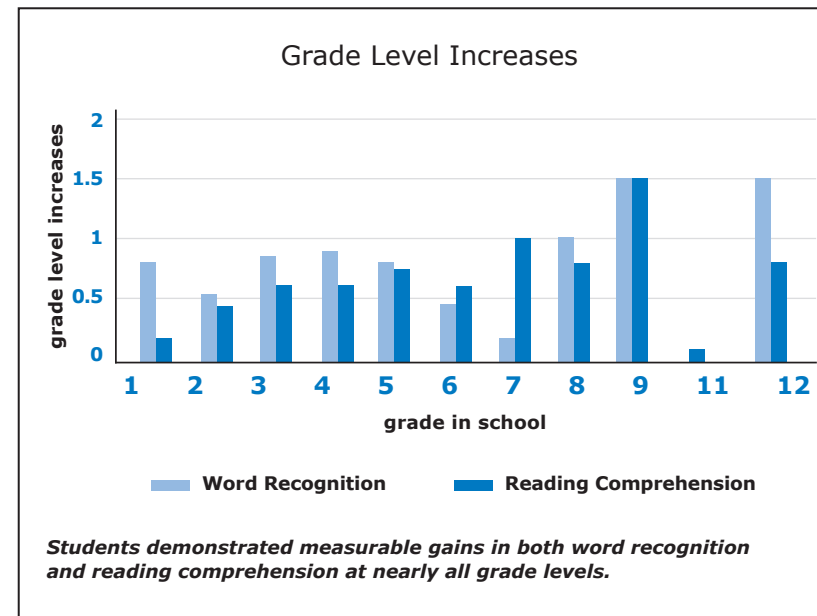
RESULTS: Students demonstrated significant achievement gains, including:

- Average increase in word recognition: .76 grade level*.
- Average increase in reading comprehension: .61 grade level.
- 8th grade students advanced one full grade level (1.0) in word recognition and 1.5 grade levels in reading comprehension.
- 9th grade students advanced 1.5 grade levels in both word recognition and reading comprehension.

*A grade level is considered to be one academic year.

Reading Assessment Results

In this study, teachers submitted evaluations for 166 students, based on students' results on the Brigance Reading Assessment for reading comprehension and word recognition. Each student had an IEP and all were tested at the beginning and end of the school year after Learning Ally's program was implemented. Results in grades 1 through 12 are reflected in the graph below.



THE STUDY AT A GLANCE

- 35 schools, 300 teachers and a sampling of students participated.
- Educators completed evaluations including a reading assessment and teacher feedback regarding program and student usage.

Ancillary Learning Benefits

As part of this study, teachers were also asked to describe how students benefited from using Learning Ally's audio textbooks. In addition to the expected benefits of improved reading comprehension (76%) and increased interest in reading (76%), educators also observed:

- Significant gains in motivation and self-confidence.
- Increased interest in reading and greater learning independence.

