

Stakeholders Perceptions: Reading Plus Personalized Online Reading Program and the
Intellectually Disabled Student

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New Jersey City University

Introduction/Overview

Educational and social communities agree that the issues surrounding the importance of having a literate population are significant ones on a global and community level (United Nations Educational, Scientific and Cultural Organization 2015). UNESCO identifies the United States (US) as one nation that is meeting the 2030 goal of preparing all students to become literate adults. UNESCO does not designate in their results those students identified as Intellectually Disabled (ID) in the US. Intellectually Disabled (ID) is defined as “having significantly sub average general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, which adversely affects the child’s educational performance” (United States Department of Education). The National Center for Educational Statistics (2016) in their counts of students receiving services in 2013-2014 under IDEA, identify seven percent of the school age population as ID.

Literacy is an instructional priority for ID students (Ruppar 2015). ID students who fail to learn to read fluently require additional supports and are unlikely to become financially self-reliant post-graduation. ID students who gain the ability to read fluently have increased opportunities to become productive members of the job force supporting the goals prescribed in the 2016 New Jersey’ Student Learning Standards for English Language Arts (Education, 2016) Per Browder, Gibbs, Ahlgrim-Delzell, Courtade, Mraz and Flowers’ (2009) review of the literature there is a deficiency in the instructional practice relating to reading instruction for ID students. Spooner and Browder (2015) state: “Perhaps, the most important goal is for every young child to have the opportunity to learn to read regardless of IQ or disability label.” (p.30). Commonly, students with ID fail to acquire reading skills utilizing standard approaches to reading instruction (Sponner, et al. 2015)

The purpose of this exploratory ethnographic qualitative study will be to explore the use of online personalized learning environments for building reading fluency with Intellectually Disabled students for their parents, teachers, and building principals, in an urban New Jersey school district in Union County. At this stage in the research, personalized learning is described as tailored learning for each learner's interest, strengths, and needs (Basham, et al. 2016).

A review of the literature from diverse sources including, summaries, books, journals and dissertations will be undertaken to inform the development of this study. This review method will involve a rigorous and transparent, yet purposeful, approach to searching the literature. The aim is to select and review the most influential publications. Qualitative data describing the perceptions of stakeholder will be obtained using closed and open-ended questions centered on experiences related to Reading Plus to build reading fluency in ID students. Study findings will aide those responsible for the development and planning of instructional interventions for ID students to gain a clearer understanding of how personalized learning may support ID student learning.

Methods

Within a qualitative project as explained by Creswell (2014, p.110), "the author will describe a research problem that can best be understood by exploring a concept or phenomenon," serves as a guidance for the development of this study. Focusing on the problem of silent reading fluency instructional practices for ID students utilizing the computer based personalized learning program Reading Plus. Data will be collected over a two-week period for this study conducted using purposeful sampling of selected elementary schools in an urban northern New Jersey school district, serving students with intellectual disabilities in regular education classrooms and within separate in school classes for students identified best served in more restrictive settings. The participants will be the stakeholders in the education of ID students within the settings,

classroom teachers, administrators and student caregivers. The choice for inclusion will be based on the following criteria as they offer the most relevant information needed to understand the central phenomenon:

- Public educational program serving ID students, ages seven to nine years of age.
- A component of reading instruction to ID students includes the personalized learning program Reading Plus Online Learning Program

These parameters will be in place to ensure the data collected is relevant to understanding the research question. Qualitative data will be collected through utilizing closed and open ended questions to elicit the demographics, views, and opinions of the participants as informants responding to the secure online survey.

Research Questions

Qualitative Research Questions:

How do caregivers, teachers, and building principals of ID students describe their and their students' experiences using the personalized learning environment Reading Plus Silent Reading Online Program?

Sub-questions

How does the Stakeholder view the ID student's use of Reading Plus for reading fluency?

How do you as a Stakeholder describe the addition of a personalized learning online reading program for fluency? Why?

What do you as the Stakeholder describe as important in implementing a personalized learning online reading instructional support? Why?

What do you as the Stakeholder describe as important in maintaining a personalized learning online reading instructional support? Why?

Sampling

Homogenous sampling, through the intentional selection of an urban New Jersey school district in Union County with elementary schools using the Reading Plus program for student remediation provides a possible respondent pool of seventy-five to one hundred stakeholders. Including building principals, teachers serving ID students ages 7-9, in inclusive classrooms and in separate special education classrooms, and the caregivers of the selected classrooms' students for their personal perceptions as participants. The inclusionary profile includes stakeholders supporting ID students appropriate for New Jersey state testing measures PARCC and DLM, third to fifth While, ID students are valuable resources of information and their opinions concerning how they learn is important, due to the time frame for this research they are not the proposed informants. The researcher completing this study, has an extensive background working as a teacher of ID students, and through the lens of a disability advocate, views the importance of relationships of stakeholders that support student learning as vital in the learning process.

The researcher is prepared to address possible concerns over confidentiality, purpose of the study and use of study findings with all potential participants through introduction letters detailing the purpose of the study. IRB approval will be sought and upon acceptance, a letter of introduction will be mailed to district administrators and building principals of selected schools as the "gatekeepers of approval" (Creswell, 2012) providing an overview of the attended study, inclusive of why the site was selected, expectations and responsibilities of the researcher in relation to site resources, length of time of the study, possible disruptions to daily activities, how the information gained will be used and the gain for participants from the study (p.188). Upon

receiving confirmation of approval from the district level supervisor and respective building principal, a request will be made for distribution of an introduction letter to classroom teachers and student caregivers detailing the researchers background, possible conflicts and implications of their participation in the study.

An early version of the questionnaire will be provided to a small sample population of teachers, parents and administrators to refine possible questions for inclusion in the final questionnaire. A two-week time frame for the initial introduction, possible request for additional information and acceptance will be built into the timeline to increase the likeness of stakeholder participation. Utilizing the online service Qualtrics a secure link to a questionnaire designed by the researcher using closed and open-ended questions will be emailed to all stakeholders agreeing to be included in the study to gather responses that are unrestricted by the views of the researcher. Access through the link will be available for a two-week period. Allowing a reasonable amount of time for participants to access and complete the questionnaire. Reminder notices of the approaching closing date will be sent at the end of the first-week to participants. Access to the online questionnaire will be available in a paper copy upon request for informants without internet access. As New Jersey is a state serving a diverse population the option for the questionnaire produced in the students' home language will also be met. To address stakeholders' possible concerns of judgement of potential negative effects on their role in the education of the ID student. Analyze will be carried out at the end of data collection, to identify, count, select over-lapping, and repeating themes from the open-ended responses. A summary of findings will be provided from the study to all respondents prior to publication.

References

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- United States Department of Education . (n.d.). *Regulations: Part 300 A 300.8 c 6*. Retrieved from Building the legacy: IDEA 2004: <http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E8%2Cc%2C6%2C>

SECTION TWO

Instrument

Applying a holistic accounting to understanding the research phenomenon through probing multiple categories of stakeholders. Closed and opened-ended questions will be developed by the researcher informed through a review of the literature, the selection of sampling participants and the sub-questions designed to delve deeper into the research phenomenon. The researcher acknowledges that while offering the opportunity to gain insight into the feelings and concerns of the participant open-ended questions may not provide similar size or detailed responses based upon the respondent background and experiences. While utilizing closed-end questions to gain information on demographics of participants and their overriding assumptions, additional information may be explained through the responses to opened-ended questions.

The researcher will select a three-part design to allow for the inclusion of closed-end questions used to address demographics, gender, relationship to student, and length of time working with Reading Plus. Part two, will focus on the essential questions. The research sub-questions will form these open-ended questions, designed to elicit descriptive responses from participants to aid in the understanding of the central phenomenon. The final section while providing needed information will included less essential combined closed-ended and open-ended questions that will provide less impact to the results if participants fail to complete the questionnaire.

Consent Cover Letter

Dear Participant,

I am a graduate student in the Educational Technology Leadership Doctoral Program at New Jersey City University. I will be conducting a research project under the supervision of Dr. Christopher Carnahan as part of my doctoral dissertation concerning the use of a personalized learning online reading program used with intellectually disabled students. I am requesting your participation in this research. The goal of the study is to determine how teachers, principals and caregivers' perceptions as stakeholders in the students' education relate to the use of online personalized learning for reading fluency.

If you agree to participate, a secure link to an online questionnaire will be provided to you for a two-week period. The questionnaire has been designed to collect information on: stakeholders' insights, beliefs, feelings and needs in relation to the use, implementation, and maintenance of online personalized learning programs.

Your participation in this research is completely volunteer and will have no effect on your job or child's standing in their class. You may decline altogether, or leave blank any questions you don't wish to answer. There is no known psychological or physical risk to participating in this study. All participants' responses will be kept confidential.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately twenty minutes to complete. Please, review all responses before submitting as they will be automatically saved.

If you have any questions or problems concerning your participation in this study please feel free to contact Wendy Thompson, Doctoral Candidate at 201-200-2000 or email wthompson@njcu.edu or Dr. Beimnet Teclezghi, Chair of NJCU Institutional Review Board, at 201-200-3139 or email btectezghi@njcu.edu.

Thank you for your assistance in this important endeavor.

Sincerely yours,

Wendy Thompson

PRINCIPAL INVESTIGATOR

Informed Consent Form

I agree to participate in a study entitled “Stakeholders Perceptions: Reading Plus Personalized Online Reading Program and the Intellectually Disabled Student”, which is being conducted by Educational Technology Leadership Doctoral Candidate Wendy Thompson under the supervision of Dr. Christopher Carnahan of New Jersey City University’s Educational Technology Department. The purpose of this study is to gather perceptions of stakeholders in the lives of Intellectually Disabled students using a personalized learning program. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I understand that I will be asked to participate in an online survey-questionnaire, designed to elicit stakeholders’ insights, beliefs, feelings and needs in relation to the use, implementation, and maintenance of online personalized learning programs by selecting or entering responses to questions.

I am aware that my responses to this survey may be included in the dissertation and/or publications to come from this research, with the understanding that the quotations will be anonymous and confidential.

I understand that there are no physical or psychological risks involved in this study, and was informed that I may withdraw my consent at any time without penalty by advising the researcher.

I understand that my participation does not imply employment with the state of New Jersey, New Jersey City University, the principal investigator, or any other project facilitator.

If you have any questions or problems concerning your participation in this study please feel free to contact Wendy Thompson, Doctoral Candidate at 201-200-2000 or email wthompson@njcu.edu or Dr.Beimnet Teclezghi, Chair of NJCU Institutional Review Board, at 201-200-3139 or email bteclezghi@njcu.edu.

Signature of Participant

Date

Signature of Principal Investigator

Date

E-mail Request to Participate in Internet Survey

From: Wendy Thompson
Sent: Friday, December 2, 2016 4:00 p.m.
To: participant@home.com
Subject: Survey of Stakeholders Perceptions of Personalized Online Learning

I am writing to you to request your participation in a brief survey. As an important member of the educational team supporting your child/student with Intellectual Disabilities in learning to become a fluent reader, you have been selected to participate in a multi-school survey. The researcher would like to gather feedback on your perceptions and experiences with the Reading Plus Online Personalized Learning Silent Reading Program. Your response to this survey will help us gain a clearer understanding of what is needed to support ID students in a personalized learning environment.

The survey is brief and will on average require twenty minutes to complete. Please click the link below to go to the survey Website (or copy and paste the link into your Internet browser) and then enter the personal code to begin the survey.

Survey link:

Personal Access Code:

Your participation in the survey is completely voluntary and all of your response will be kept confidential. The access code is to remove you from the list once you have completed the survey. No personally identifiable information will be associated with your responses to any reports of these data. The NJCU Institutional Review Board has approved this survey. Should you have any comments or questions, please feel free to contact me at wthompson@njcu.edu or 201-200-2000.

Thank you very much for your time and cooperation. Feedback from stakeholders is very important to us.

Wendy Thompson
Doctoral Candidate
NJCU

Survey

Stakeholders Perceptions: Reading Plus Personalized Online Reading Program

Q1 December 3, 2016

I agree to participate in a study entitled “Stakeholders Perceptions: Reading Plus Personalized Online Reading Program and the Intellectually Disabled Student”, which is being conducted by Educational Technology Leadership Doctoral Candidate Wendy Thompson under the supervision of Dr. Christopher Carnahan of New Jersey City University’s Educational Technology Department. The purpose of this study is to gather perceptions of stakeholders in the lives of Intellectually Disabled students using a personalized learning program. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted. I understand that I will be asked to participate in an online survey-questionnaire, designed to elicit stakeholders’ insights, beliefs, feelings and needs in relation to the use, implementation, and maintenance of online personalized learning programs by selecting or entering responses to questions. I am aware that my responses to this survey may be included in the dissertation and/or publications to come from this research, with the understanding that the quotations will be anonymous and confidential. I understand that there are no physical or psychological risks involved in this study, and was informed that I may withdraw my consent at any time without penalty by advising the researcher. I understand that my participation does not imply employment with the state of New Jersey, New Jersey City University, the principal investigator, or any other project facilitator. If you have any questions or problems concerning your participation in this study please feel free to contact Wendy Thompson, Doctoral Candidate at 201-200-2000 or email wthompson@njcu.edu or Dr. Beimnet Teclezghi, Chair of NJCU Institutional Review Board, at 201-200-3139 or email bteclezghi@njcu.edu.

Q2 by signing below, I acknowledge that I have read and understand my rights.

Q3 Do you consent to participating in this study

- Yes
- No

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Q4 I identify as

- Male
- Female
- chose not to respond

Q5 My relationship to the student

- Caregiver
- Teacher
- Administrator

Q6 the following questions will provide valuable insight into your experiences. Please, answer as completely as possible.

Q7 My child/student has been using Reading Plus for

Q8 When our school first introduced Reading Plus for Personalized Reading Instruction for all students including those identified ID, my comfort level was

	1	2	3	4	5
enough to use independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
could have benefited from additional training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wasn't trained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Reading Plus has been

- a positive experience with my ID student
- a negative experience with my ID student

Q10 Explain your response

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Q11 What do you feel are the aspects of Reading Plus that are important to your ID student? Explain

Q12 Helping my ID student in Reading Plus is • •

- easy, because the program is self-explanatory
- kind of difficult, it takes too long to figure out what needs to be done•
- impossible, the program is too hard for my child/student

Q13 in the future helping my student with ID use Reading Plus will require? Explain

Q14 If there is anything else you would like to share about your experiences or anyone you feel would add value to this study please comment below.

Q15 Thank you for your participation

File No. _____

**JERSEY CITY UNIVERSITY
INSTITUTIONAL REVIEW BOARD**

DISPOSITION FORM

Wendy Thompson
Principal Investigator _____

51 Astor Place
Address of Principal Investigator

Jersey City, New Jersey 07304
City, State, and Zip Code

201-200-0000-wthompson@njcu.edu
Telephone # - Fax # - E-mail address

Title of Research: Stakeholders' Perceptions of Personalized Learning, Reading Plus and the Intellectually Disabled Student

ADMINISTRATIVE DISPOSITION

PART 1: Your Claim for Exemption for the research study identified above has been reviewed. The Action taken is indicated below:

APPROVED FOR EXEMPTION AS CLAIMED: **CATEGORY#**

Note: Anything that conceivably changes the exempt status of this study must be presented to the IRB for approval before the changes are implemented. Such modifications should be sent to the IRB Office at the address above.

1. That the materials you submitted to the New Jersey City University IRB provide a complete and accurate account of how human subjects are involved in your project.
2. That you will carry on your research according to the procedures described in those materials.
3. That you will report to IRB any changes in your procedures that would remove the project from the exempt category and make it subject to IRB review.
4. That if such changes are made, you will submit the project for IRB review.
5. That you will immediately report to the IRB any problems that you encounter while using human subjects.

NOT APPROVED: _____

FULL REVIEW: _____ APPROVED

FULL REVIEW: _____ APPROVED WITH MODIFICATIONS

FULL REVIEW: _____ DENIED

DENIED: _____
See the attached Committee Action Letter for additional comments.

Chair, IRB

Date

NEW JERSEY CITY UNIVERSITY

Last Name: Thompson

File

No.:

Project: Stakeholders Perceptions: Personalize Learning, Reading Plus and the Intellectually Disabled Students

NOTICE OF EXEMPTION FROM IRB REVIEW

The project identified below has been declared exempt from review by the IRB under the provision of Federal Regulations 45 CFR 46.101(b).

Your Research is exempt under category

1

This exemption is based on the following assumptions:

1. That the materials you submitted to the New Jersey City University IRB provide a complete and accurate account of how human subjects are involved in your project.
2. That you will carry on your research according to the procedures described in those materials.
3. That you will report to IRB any changes in your procedures that would remove the project from the exempt category and make it subject to IRB review.
4. That if such changes are made, you will submit the project for IRB review.
5. That you will immediately report to the IRB any problems that you encounter while using human participants.

Name of Chief Investigator: Wendy Thompson

Title of Project: Stakeholders' Perceptions of Personalized Learning, Reading Plus and the Intellectually Disabled Student

Conditions: _____

Note: For Categories 2 & 3, a consent form is not needed for subjects asked to complete an anonymous questionnaire.

Signed _____
Chair of IRB at New Jersey City University

Date

NEW JERSEY CITY UNIVERSITY

Last Name: Thompson

File.:

Project: Stakeholders' Perceptions:
Personalize Learning, Reading Plus and
the Intellectually Disabled Students

INITIAL, REVISED OR CONTINUATION

PART II: NOTICE OF IRB REVIEW AND APPROVAL

The project identified below, for which you requested review and approval by the NJCU Institutional Review Board for the Protection of Human Participants in Research, has now been reviewed and approved. This approval is based on the assumption that the materials you submitted to the NJCU IRB c/o Grants and Sponsored Programs contain a complete and accurate description of all the ways in which human subjects are involved in your research.

This approval is given with the following conditions:

1. That you will conduct the research according to the plans and protocol you submitted.
2. That you will immediately inform the IRB of any injuries to subjects that occur in the course of your research.
3. That you immediately inform the IRB of any problems that arise in the course of your research.
4. That you will immediately inform the IRB of any changes that you make in the protocol of the research.
5. That you will give each person who signs the consent document a copy of that document, if you are using such documents in your research.
6. That you will retain all signed consent documents for at least three years after the termination of the research.

Failure to comply with these conditions will result in the withdrawal of this approval.

Approved

Not Approved

Note:

Name of Principal Investigator: Wendy Thompson

Title of Project: Stakeholders' Perceptions of Personalized Learning, Reading Plus and the Intellectually Disabled Student

Period of Approval: _____

Additional Conditions: _____

One month before the end of the period of approval, you must file with the IRB a new application for revised or continuation of your research project.

NJCU Institutional Review Board Chair

Date

**NEW JERSEY CITY UNIVERSITY
INSTITUTIONAL REVIEW BOARD**

File # _____

APPLICATION FOR REVIEW OF RESEARCH

1. TYPE OF APPROVAL REVIEW REQUESTED (CHECK ONE):

FULL REVIEW EXPEDITED X EXEMPT REVIEW

2. PRINCIPAL INVESTIGATOR: Wendy Thompson

DEPARTMENT:

PHONE:

TITLE OF RESEARCH: Stakeholders Perceptions: Personalized Learning with Reading Plus for Intellectually Disabled Students

CO-INVESTIGATORS: _____

3. PURPOSE OF RESEARCH (INDEPENDENT PROJECT, MASTER'S THESIS, AND COURSE WHICH INCLUDES COURSE TITLE, SEMESTER AND INSTRUCTOR'S NAME.) ETC.

In partial fulfilment of the requirements for Doctoral Dissertation in Assessment and Evaluation, Fall 2016 Dr. Christopher Carnahan

4. IF YOU ARE A STUDENT RESEARCHER PLEASE PROVIDE THE FOLLOWING:

MAILING ADDRESS: 51 Astor Place

CITY/STATE/ZIP: Jersey City, New Jersey 07304

TELEPHONE: 201-200-0000 EMAIL: wthompson@njcu.edu

FACULTY SPONSOR NAME: Dr. Christopher Carnahan

DEPARTMENT OF SPONSORING FACULTY: _____ Educational Technology

EXT. _____ FAX : _____ EMAIL: _____

FACULTY SPONSOR SIGNATURE: _____

DATE: _____

5. HAS THIS RESEARCH PROJECT BEEN CONSIDERED PREVIOUSLY BY THE IRB? YES NO

IF YES, GIVE LAST APPROVAL DATE: _____

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6. SOURCE OF FUNDING (IF APPLICABLE):

UNIVERSITY GRANTS: PLEASE INDICATE WHICH GRANT PROGRAM: (FOUNDATION, SBR)

EXTRAMURAL FUNDS: PLEASE INDICATE AGENCY NAME:

TITLE:

AWARD NUMBER:

DATE :

7. ARE YOU WORKING WITH A RESEARCHER FROM ANOTHER INSTITUTION? IF SO, BE AWARE THAT YOUR CO-INVESTIGATOR MUST ALSO SUBMIT YOUR JOINT PROPOSAL TO THE IRB AT THE INSTITUTION THAT EMPLOYEES HIM/HER.

Yes No

8. WHAT IS THE OBJECTIVE OF THE RESEARCH?

To determine how teachers, principals, and caregivers' perceptions as stakeholders in the ID student's education relate to the use of online personalized learning for reading fluency.

9. DOES YOUR RESEARCH INVOLVE ANY OF THE FOLLOWING (CHECK ALL THAT APPLY)?

- MINORS
- PRISONERS
- PREGNANT WOMEN
- USE OF THE INVESTIGATORS' CURRENT STUDENTS AS SUBJECTS
- DRUGS OR OTHER CONTROLLED SUBSTANCES
- PSYCHOLOGICAL OR PHYSIOLOGICAL STRESS ABOVE THE LEVEL OF NORMAL EVERYDAY ACTIVITIES
- MISLEADING OR DECEIVING SUBJECTS ABOUT ANY ASPECT OR PURPOSE OF THE RESEARCH
- COLLECTION OF INFORMATION WHICH DEALS WITH SENSITIVE ASPECTS OF THE PARTICIPANTS' BEHAVIOR (ILLEGAL ACTIVITY, DRUG OR ALCOHOL USE, SEXUAL BEHAVIOR, ETC.)
- COLLECTION OF INFORMATION WHICH WOULD PLACE SUBJECTS AT RISK OF CRIMINAL OR CIVIL LIABILITY IF IT BECAME KNOWN
- COLLECTION OF INFORMATION WHICH COULD AFFECT SUBJECTS' FINANCIAL STANDING, EMPLOYABILITY, OR REPUTATION
- EXAMINATION OF EXISTING DATA, RECORDS, DOCUMENTS, OR SPECIMENS THAT ARE NOT PART OF THE PUBLIC RECORD
- CHILDREN INVOLVED IN YOUR RESEARCH WITHOUT SENSITIVE INFORMATION ABOUT THEMSELVES OR THEIR FAMILIES.
- COLLECTING OR STUDYING EXISTING DATA, DOCUMENTS, RECORDS, PATHOLOGICAL SPECIMENS OR DIAGNOSTIC SPECIMENS WHICH ARE PUBLICLY AVAILABLE AND FROM WHICH PARTICIPANTS CANNOT BE IDENTIFIED BY ANYONE OTHER THAN THE INVESTIGATOR(S).

**IF ANY OF THE ABOVE ITEMS ARE CHECKED
YOUR PROPOSAL DOES NOT QUALIFY FOR AN EXEMPT REVIEW**

10. DESCRIBE THE DESIGN OF THE RESEARCH INCLUDING WHAT WILL BE REQUIRED OF SUBJECTS (ATTACH ADDITIONAL SHEET IF NECESSARY):

Data will be gathered using a Qualtrics online survey designed by the researcher and accessed by a secure link. The survey will be a three-part design of closed and open ended questions, to gather information on demographics, essential questions related to the research question and any informants' suggestions. Respondents will have a two-week period to access and respond to the survey to the best of their ability.

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11. UNDER WHICH OF THE FOLLOWING CATEGORIES ARE YOU APPLYING FOR EXEMPTION?

- X 1. RESEARCH CONDUCTED IN ESTABLISHED OR COMMONLY ACCEPTED EDUCATIONAL SETTINGS, INVOLVING NORMAL EDUCATIONAL PRACTICES, SUCH AS (I) RESEARCH ON REGULAR AND SPECIAL EDUCATION INSTRUCTIONAL STRATEGIES, OR (II) RESEARCH ON THE EFFECTIVENESS OF THE COMPARISON AMONG INSTRUCTIONAL TECHNIQUES, CURRICULA, OR CLASSROOM MANAGEMENT METHODS.
2. RESEARCH INVOLVING THE USE OF SOCIAL SCIENCE OR EDUCATIONAL TESTS (COGNITIVE, DIAGNOSTIC, APTITUDE, ACHIEVEMENT), SURVEY PROCEDURES, INTERVIEW PROCEDURES, OR OBSERVATION OF PUBLIC BEHAVIOR UNLESS (I) OR INDIRECTLY OR (II) THE PARTICIPANTS' RESPONSES, IF THEY BECAME KNOWN, COULD PLACE THE PARTICIPANT AT RISK OF CRIMINAL OR CIVIL LIABILITY OR BE DAMAGING TO THE PARTICIPANTS' FINANCIAL STANDING, REPUTATION, OR EMPLOYABILITY. (ALL RESEARCH INVOLVING SURVEY AND INTERVIEW PROCEDURES IS EXEMPT WHEN THE PARTICIPANTS ARE ELECTED OR APPOINTED PUBLIC OFFICIALS OR CANDIDATES FOR PUBLIC OFFICE. HOWEVER, CONFIDENTIALITY MUST BE MAINTAINED WHEN REQUIRED BY FEDERAL STATUTE.)
3. RESEARCH INVOLVING THE COLLECTION OR STUDY OF EXISTING DATA, DOCUMENTS, RECORDS, PATHOLOGICAL SPECIMENS, OR DIAGNOSTIC SPECIMENS, IF THESE SOURCES ARE PUBLICLY AVAILABLE OR IF THE INFORMATION IS RECORDED BY THE INVESTIGATOR IN SUCH A MANNER THAT PARTICIPANTS CANNOT BE IDENTIFIED.
4. RESEARCH AND DEMONSTRATION PROJECTS WHICH ARE FUNDED BY A FEDERAL AGENCY AND DETERMINED TO BE EXEMPT BY THE AGENCY HEAD AND WHICH ARE DESIGNED TO STUDY, EVALUATE, OR OTHERWISE EXAMINE: (I) PUBLIC BENEFIT OR SERVICE PROGRAMS; (II) PROCEDURES FOR OBTAINING BENEFITS OR SERVICES UNDER THOSE PROGRAMS; (III) POSSIBLE CHANGES IN OR ALTERNATIVES TO THOSE PROGRAMS OR PROCEDURES; OR (IV) POSSIBLE CHANGES IN METHODS OR LEVELS OF PAYMENT FOR BENEFITS OR SERVICES UNDER THOSE PROGRAMS.
5. EXEMPTION FOR COLLECTION OR STUDY OF EXISTING DATA: RESEARCH INVOLVING COLLECTION OR STUDY OF EXISTING DATA, DOCUMENTS, RECORDS, IF THESE DATA ARE NON-IDENTIFIABLE AND PUBLICLY AVAILABLE OR INFORMATION IS RECORDED BY THE INVESTIGATOR IN SUCH A MANNER THAT SUBJECTS CANNOT BE IDENTIFIED DIRECTLY THROUGH IDENTIFIERS LINKED TO THE SUBJECT (CODES LINKING NAMES TO DATA ARE CONSIDERED INDIRECT IDENTIFIERS).
6. EXEMPTION FOR STUDY OF THE DEPARTMENT OF HEALTH AND HUMAN SERVICES: UNLESS SPECIFICALLY REQUIRED BY THE STATUTE, RESEARCH AND DEMONSTRATION PROJECTS WHICH ARE CONDUCTED BY OR SUBJECT TO THE APPROVAL OF THE DEPARTMENT OF HEALTH AND HUMAN SERVICES, AND WHICH ARE DESIGNED TO STUDY, EVALUATE, OR OTHERWISE EXAMINE:
- (A) _____ PROGRAMS UNDER THE SOCIAL SECURITY ACT OR OTHER PUBLIC BENEFIT OR SERVICE PROGRAMS
- (B) _____ PROCEDURES FOR OBTAINING BENEFITS OR SERVICES UNDER THOSE PROGRAMS
- (C) _____ POSSIBLE CHANGES IN OR ALTERNATIVES TO THOSE PROGRAMS OR PROCEDURES
- (D) _____ POSSIBLE CHANGES IN METHODS OR LEVELS OF PAYMENT FOR BENEFITS OR SERVICES UNDER THOSE PROGRAMS.

IF YOUR RESEARCH IS GIVEN EXEMPTION STATUS, THE FOLLOWING MUST BE STATED ON A COVER LETTER ACCOMPANYING ANY SURVEY OR QUESTIONNAIRES.

1. A STATEMENT THAT ALL PARTICIPATION IS VOLUNTARY
2. A STATEMENT THAT YOU ARE CONDUCTING RESEARCH AND THE REASON FOR IT (MASTER'S THESIS, PUBLICATION, ETC.)
3. PURPOSE OF THE RESEARCH - WHAT YOU ARE INVESTIGATING
4. A STATEMENT THAT ALL RESPONSES WILL BE KEPT ANONYMOUS AND CONFIDENTIAL
5. A STATEMENT THAT PARTICIPANTS NEED NOT RESPOND TO ALL QUESTIONS
6. IF PARTICIPANTS ARE YOUR OWN STUDENTS, A STATEMENT THAT CLASS STANDING WILL NOT BE AFFECTED IN ANY WAY BASED ON PARTICIPATION
7. THE NAME AND TELEPHONE NUMBER OF THE PRINCIPAL INVESTIGATOR (PI) AND FACULTY SPONSOR (IF APPLICABLE)

CLAIMS FOR EXEMPTION MAY NOT BE MADE FOR (A) RESEARCH INVOLVING CHILDREN, (B) AIDS-RELATED RESEARCH, (C) RESEARCH INVOLVING SUBSTANCE OR CHILD ABUSE OR (D) RESEARCH TO BE CONDUCTED AT THE V.A. (RESEARCH UNDER THESE CATEGORIES IS SUBJECT TO SPECIAL FEDERAL GUIDELINES.)

ALL IRB APPLICANTS MUST COMPLETE QUESTIONS 12 - 18

12. DESCRIBE THE SUBJECTS WHO WILL BE PARTICIPATING (NUMBER, AGE, GENDER, ETC.)
Seventy-five to one hundred caregivers, teachers and building principals of ID students,

from an urban school district located in Union County, New Jersey. Serving the identified population in grades 3 to 5 in regular education and separate special education classrooms utilizing the Reading Plus Personalized Learning Program, for reading fluency instruction.

13. HOW WILL SUBJECTS BE RECRUITED? IF STUDENTS, WILL THEY BE SOLICITED FROM CLASS?

A letter of introduction will be mailed to district administrators and building principals of selected schools providing an overview of the attended study. Upon the initial agreement from district and building administrators, a second letter of introduction will be provided to participants identified by building principals as meeting the study parameters through an email list provided by the principals of the selected sites. Included in the introduction email will be a secure link to the Qualtrics online survey.

14. WHAT RISKS TO SUBJECTS (PHYSIOLOGICAL AND/OR PSYCHOLOGICAL) ARE INVOLVED IN THE RESEARCH?

There are no known physiological and or psychological risk involved in this survey study.

15. IS DECEPTION INVOLVED IN THE RESEARCH? IF SO, WHAT IS IT AND WHY WILL IT BE USED?

There will be no known deception involved in the research.

16. WHAT INFORMATION WILL BE GIVEN TO THE SUBJECTS AFTER THEIR PARTICIPATION? IF DECEPTION IS USED, IT MUST BE DISCLOSED AFTER PARTICIPATION.

Upon completion of the analyze of informant's responses and prior to publication all participants will be provided a descriptive summary of the findings.

17. HOW WILL CONFIDENTIALITY BE MAINTAINED? WHO WILL KNOW THE IDENTITY OF THE SUBJECTS? IF A PRE AND POST TEST DESIGN IS USED HOW WILL THE SUBJECTS BE IDENTIFIED?

Confidential will be addressed using a secure online link shared only to participants, the identity of participants will only be known to the researcher. No identifiable information will be attached to any published responses.

18. HOW WILL THE DATA BE RECORDED AND STORED? WHO WILL HAVE ACCESS TO THE DATA? WHERE WILL IT BE STORED? ALL DATA MUST BE KEPT FOR A MINIMUM OF THREE YEARS.

The Qualtrics site stores and protects all data behind a secure firewall. Data will be kept for a three year period after the completion of the study.