



Fast Fact (April 2010)

Peer Reviewed Instruction: What is it?

The *Individuals with Disabilities Education Act* (IDEA) 2004 requires that the statement of special education and related services and supplementary aids and services be based on peer reviewed research to the extent practicable. Practices, programs, and strategies with the strongest evidence base will have multiple high quality studies.

One way to learn about effective practices is to read research reports in journal articles, papers, and books that have been reviewed and selected by a panel of reviewers. Professionals working in universities and research organizations conduct the majority of the rigorous research studies, however other individuals and organizations also conduct research.

For example, research shows that students who do not possess essential skills of reading have difficulty making progress in the general curriculum. The National Reading Panel identified essential reading skills as phonemic awareness, phonics and word study, vocabulary, fluency, and text comprehension. A student's individualized education program (IEP) service of "supplemental reading intervention" should address instruction in the skills associated with maximizing student learning from the research studies such as those compiled by the National Reading Panel in the report, *Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature and Implications for Reading Instruction*.

For more information:

Virginia Department of Education Web site: www.doe.virginia.gov or contact Division of Special Education and Student Services at 804-225-2932, 1-800-422-2083, Text users dial 711 (Virginia Relay)

U.S. Department of Education's Institute for Education Sciences www.relnetwork.org/about.html

The Access Center www.k8accesscenter.org

What Works Clearinghouse www.w-w-c.org

Council for Exceptional Children www.cec.sped.org

National Reading Panel <http://www.nationalreadingpanel.org/>