

## ABSTRACT

### STRUGGLING READERS: CAN THE COMPLEXITY OF FACTORS DETERMINE SUCCESS?

Accommodating all forms of reading issues within a single learning environment is important. There exist within multilingual-multicultural classrooms many types of struggling readers, each with different methods of instruction. The question: Just how knowledgeable are educators in determining each type of struggling reader?

The purpose of this study was to highlight and document how two students entered the same grade exhibiting different factors associated with struggling readers, document their progress, or lack thereof, in one intervention program, and to document how students progress at different rates. By triangulating data from the resource team and the regular classroom instructor, a comparison of positive/negative progress was recorded when the issues that create struggling readers were factored into the data.

After studying the data, the results indicated that the same intervention program did not work as effectively for both participants due to differences in factors that made them struggling readers.

James Steven Echols  
August 2005