

KOLOZVARY, KAREN A., Ph.D., December 2004

CURRICULUM AND
INSTRUCTION

LITERACY LEARNING: A CASE STUDY OF TWO STUDENTS WITH LEARNING
DISABILITIES IN INCLUSIVE, FIRST GRADE CLASSROOMS (245 pp.)

Director of Dissertation: Nancy Padak

Using qualitative methodology, this study examined the literacy experiences of two students within two inclusive, general education first grade classrooms. This inquiry investigated the efficacy of teacher-directed changes that tailored instruction to meet individual needs within the general education classroom as a specific solution to a national concern for meeting the needs of all students.

Four research questions guided the study: What are the instructional literacy experiences of children identified with learning disabilities and have low literacy achievement in two inclusive, first grade general education classrooms? What are the informal literacy experiences of these children as members of a community of learners? What modifications and adaptations are requested to meet the individual needs of these students? What is the literacy growth of all children within two inclusive, first grade general education classrooms?

Findings from the data analysis supported the use of individualized and small group instruction within the framework of a comprehensive literacy program. Collaborative teaching, cooperative learning, and a variety of instructional approaches and contexts were effective methods used to meet individual needs.