Teachers’ judgements on effective reading interventions could influence the implementation of those interventions. To date, the primary focus of treatment acceptability research has been examining the treatment acceptability of behavioral interventions; however, a limited number of studies have investigated the treatment acceptability of reading interventions. Additionally, no validated measures have been developed to assess the treatment acceptability of reading interventions. Therefore, the first purpose of this study was to develop a new instrument called the Reading Intervention Rating Profile (RIRP) which was specifically designed to assess the acceptability of reading intervention procedures. Also, the second major purpose was to examine teacher factors (i.e., teaching experience, level of education, and certification type) that influence the acceptability ratings of reading interventions, as measured by the RIRP.

Participants who were 59 special education teachers and 78 general education teachers completed the 15-item RIRP along with demographic questions. Results suggested that the RIRP has sufficient internal consistency and reliability to be of use in assessments of the acceptability of reading interventions. Regarding the second objective of the study, results for both groups of teachers indicated that teachers’ acceptability
ratings of reading interventions differ based on their years of teaching experience and their certification type. However, no significant difference was found for the acceptability ratings for both groups of teachers on the RIRP based on their level of education. Finally, the limitations of the study, the implications of the research findings, and the recommendations for future research were discussed.