Validate the Impact of Evidence Based Instruction in Increasing the Phonological Awareness Skills for Individuals with Dyslexia

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The purpose of this project is to validate the impact of evidence-based instruction in increasing the phonological awareness skills for individuals with Dyslexia. The hypothesis of this project is individuals increase phonological awareness score when given evidence-based instruction. The procedure consisted of an independent variable of students with no prior evidence-based instruction, a dependent variable as the test scores on the CTOPP test, and a control as the average of norm reference on the CTOPP test. The Result was an increase of phonological awareness by seventy percent, and an overall increase on the composite score on the CTOPP test. The scientist in this experiment conducted a Pair T-Test, the probability>t was 0.00021519 therefore reject null. The conclusion of this project is evidence-based instruction did increase phonological awareness skills for individuals with Dyslexia.

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