Test of Word Reading Efficiency–Second Edition

TOWRE-2

Examiner Record Booklet   Form A

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Section 1. Identifying Information

Name _____   Female ☐   Male ☐

	Year	Month	Day
Date Tested	_____	_____	_____
Date of Birth	_____	_____	_____
Age	_____	_____	_____

School _____   Grade _____

Examiner's Name _____   Title _____

Section 2. Test Performance

*Scaled score based on ☐ age ☐ grade

	Raw Score	Age Equiv.	Grade Equiv.	%ile Rank	Scaled Score*	SEM	Descriptive Term
Sight Word Efficiency (SWE)	_____	_____	_____	_____	_____	(5)	_____
Phonemic Decoding Efficiency (PDE)	_____	_____	_____	_____	+ _____	(4)	_____
Sum of Scaled Scores = [_____]							
Total Word Reading Efficiency Index (TWRE)				_____	_____	(3)	_____

Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Scaled Score	<70	70–79	80–89	90–110	111–120	121–130	>130

Section 4. Other Test Scores

Test Name	Date	Standard Score	TOWRE-2 Equiv.
1. _____			
2. _____			
3. _____			
4. _____			

Section 5. Interpretation and Recommendations

_____

_____

_____

_____

_____

Scanned with CamScanner

Subtest 1

Sight Word Efficiency

Materials: Stopwatch, Sight Word Efficiency reading card Form A

Ceiling: Administer all items until 45 seconds have elapsed.

Scoring: Record the total number of words the examinee reads correctly in 45 seconds. If the examinee finishes all the words before the time is up, note the time required to read all the words. Mark all the words the examinee reads correctly with a one (1), and mark all the words that are pronounced incorrectly with a zero (0). Draw a line after the examinee's last word. If the examinee skips a word, simply count the item as an error. If the examinee makes an error and then self-corrects, count the item as correct. If the examinee hesitates for more than 3 seconds on a word and is instructed to go to the next word, mark the word as incorrect.

Practice: Present the practice words on the Sight Word Efficiency card. Say, **I want you to read some lists of words as fast as you can. Let's start with this practice list. Begin at the top, and read down the list as fast as you can. If you come to a word you cannot read, just skip it and go to the next word. Use your finger to help you keep your place if you want to.** Have the examinee read the words aloud. If the examinee skips around, ask him or her to read the words from top to bottom, without jumping around. If the examinee cannot respond correctly to at least one item, discontinue testing and do not record a score.

Practice Words: *on, my, bee, old, warm, bone, most, spell*

Test: Give the following instructions while holding the Sight Word Efficiency card. Say, **OK, now you will read some longer lists of words. The words start out pretty easy, but they get harder as you go along. Read as many words as fast as you can until I tell you to stop. Begin here** (turn over the card to show the word list and point to the upper left corner of the list) **and read down the list** (draw finger down the list) **before you start on the next list** (point to top of second column). **Read the words in order, but if you come to one you can't read, skip it and go to the next one. Use your finger to keep your place if you want to, and if you skip more than one word, point to the word you are reading next.** (Turn the card back to the practice words.) **Do you understand? OK, you will begin as soon as I turn over the card.**

Quickly turn over the card to the list of words to be administered and start timing as soon as the examinee says the first word. **After 45 seconds, tell the examinee to stop,** and draw a line under the last word read. If, before the time is up, the examinee indicates that he or she cannot read any more words, ask the examinee to look over the whole list to see if there are any more words that he or she can read. If the examinee then indicates that he or she can read no more words, stop testing.

Form A

____ 1. is	____ 23. men	____ 45. space	____ 67. morning	____ 89. understand
____ 2. up	____ 24. baby	____ 46. short	____ 68. resolve	____ 90. emphasis
____ 3. cat	____ 25. new	____ 47. left	____ 69. describe	____ 91. confident
____ 4. red	____ 26. stop	____ 48. people	____ 70. garment	____ 92. intuition
____ 5. me	____ 27. work	____ 49. almost	____ 71. business	____ 93. boisterous
____ 6. to	____ 28. jump	____ 50. waves	____ 72. qualify	____ 94. plausible
____ 7. no	____ 29. part	____ 51. child	____ 73. potent	____ 95. courageous
____ 8. we	____ 30. fast	____ 52. strong	____ 74. collapse	____ 96. alienate
____ 9. he	____ 31. fine	____ 53. crowd	____ 75. elements	____ 97. extinguish
____ 10. the	____ 32. milk	____ 54. better	____ 76. pioneer	____ 98. prairie
____ 11. and	____ 33. back	____ 55. inside	____ 77. remember	____ 99. limousine
____ 12. yes	____ 34. lost	____ 56. plane	____ 78. dangerous	____ 100. valentine
____ 13. of	____ 35. find	____ 57. pretty	____ 79. uniform	____ 101. detective
____ 14. him	____ 36. paper	____ 58. famous	____ 80. necessary	____ 102. recently
____ 15. as	____ 37. open	____ 59. children	____ 81. problems	____ 103. instruction
____ 16. book	____ 38. kind	____ 60. without	____ 82. absentee	____ 104. transient
____ 17. was	____ 39. able	____ 61. finally	____ 83. advertise	____ 105. phenomenon
____ 18. help	____ 40. shoes	____ 62. strange	____ 84. pleasant	____ 106. calculated
____ 19. then	____ 41. money	____ 63. budget	____ 85. property	____ 107. alternative
____ 20. time	____ 42. great	____ 64. repress	____ 86. distress	____ 108. collective
____ 21. wood	____ 43. father	____ 65. contain	____ 87. information	
____ 22. let	____ 44. river	____ 66. justice	____ 88. recession	

Number of words read correctly: _____. If examinee finishes list before 45 seconds, note time to finish: _____.

GSRT

Profile/Response Form

Gray Silent Reading Tests

Section I. Identifying Information

Name _____

Male ☐   Female ☐

School _____

Examiner's Name _____

Referred by _____

Reason for Referral _____

Form Administered   A ☐   B ☐

	Year	Month	Day
Date Tested	———	———	———
Date of Birth	———	———	———
Age	———	———	———

Section II. Record of Scores

	Raw Score	Age Equivalent	Grade Equivalent	%ile	Silent Reading Quotient (SRQ)
Silent Reading Comprehension	_____	_____	_____	_____	_____

Section III. Other test Scores

Test Name	Date	Test Score	GSRT Score Equivalent
1. _____			
2. _____			
3. _____			
4. _____			

Section IV. Profile of Scores

Standard Score | GSRT SRQ | 1. | 2. | 3. | 4. | Standard Score

Standard Score						Standard Score
150	·	·	·	·	·	150
145	·	·	·	·	·	145
140	·	·	·	·	·	140
135	·	·	·	·	·	135
130	·	·	·	·	·	130
125	·	·	·	·	·	125
120	·	·	·	·	·	120
115	·	·	·	·	·	115
110	·	·	·	·	·	110
105	·	·	·	·	·	105
100	·	·	·	·	·	100
95	·	·	·	·	·	95
90	·	·	·	·	·	90
85	·	·	·	·	·	85
80	·	·	·	·	·	80
75	·	·	·	·	·	75
70	·	·	·	·	·	70
65	·	·	·	·	·	65
60	·	·	·	·	·	60
55	·	·	·	·	·	55

Section V. Interpretation and Recommendations

_____

_____

_____

_____

_____

_____

Answer Sheet

Form A ☒   Form B ☐

Name _____

Date of Test _____

Directions: Mark your answer to the questions in the circles below.

Story 1
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 2
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 3
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 4
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 5
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 6
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 7
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 8
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 9
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 10
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 11
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 12
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Story 13
1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ

Raw Score _____

2

Dyslexia Study Pre-survey

* Indicates required question

1. Please briefly describe your current knowledge of [insert training session topic   *
   here]. Why programming is important, Datatypes (int, boolean, float), syntax (indentation, comments, etc)

   _____

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely   *
   difficult," how challenging do you think learning [insert training session topic here]
   will be for you?

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	●	○	○	○	○	○	○	Extremely difficult

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Training Session 1

1. Which of the following could you store as a float?
   a) Clothing price
   b) Number of children
   c) Houses owned
   d) Number of files

2. Which of the following can be correctly stored as a string in Python?
   a) User's email address
   b) Current year
   c) Average rating of a product
   d) Distance between cities

3. What is the bug in this code? The purpose of this code is to calculate the average grades (grade would be float)
grade1 = 90
grade2 = 80
grade3 = 70
average = (grade1 + grade2 + grade3) // 0
   a) One of the grades is declared incorrectly.
   b) The program cannot divide by 0.
   c) There are no bugs.
   d) It should be '/' instead of '//'

4. Rewrite this math equation to return a float. $(4 \times 3) - \frac{2}{12}$
   a) (4 * 3) – (2 // 12)
   b) (4)(3) – (2 // 12)
   c) (4 * 3) – (2 / 12)
   d) 4 * 3 – 2 // 12

5. Which of the following marks the beginner of a comment?
   a) //
   b) #
   c) *
   d) &

Dyslexia Study Post-survey

1. Please provide a brief summary of what you have learned about [insert training   *
   session topic here].

   `

   _____

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely   *
   difficult," how challenging do you think learning [insert training session topic here]
   will be for you?

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Extremely difficult

3. What specific aspects of [insert training session topic here] did you find difficult to
   learn? Please explain.

   _____

4. Now that you have completed the training session, how comfortable do you feel   *
   with the topic? Again, on a scale from 1 to 10, with 1 being "Not comfortable at all"
   and 10 being "Extremely comfortable," please rate your comfort level.

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Extremely comfortable

5.   Reflecting on the coding questions posed during the training, how difficult did you   *
      find them? On a scale from 1 to 10, with 1 being "Very easy" and 10 being "Very
      difficult," please select your level of difficulty.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very difficult

6.   Could you describe any challenges or obstacles you encountered while learning
      [insert training session topic here]? Please include details on how these challenges
      affected your learning experience.

_____

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Dyslexia Study Pre-survey

* Indicates required question

1. Please briefly describe your current knowledge of [insert training session topic   *
   here]. Logic, logical operators, if, elif, else statements

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely   *
   difficult," how challenging do you think learning [insert training session topic here]
   will be for you?

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely difficult

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Training Session 2

1. Evaluate the following return a true or false value
    a) (4 > 3) and (48 < 9.11)
    b) (2 < 3) or !(92 <= 93)
    c) !(3 < 10) or ((9 != 3) and (3 >= 3))

2. A shop will give a discount of 10% if the cost of the quantity purchased is more than 1000. You are given the quantity as a variable. Suppose, one unit will cost 100. Write the conditional statement to check whether the total price is more than 1000.
    a) (quantity * 100) > 1000
    b) (quantity // 100) <= 1000
    c) (quantity * 100) != 1000
    d) (quantity + 100) != 100

3. What is the bug in this code? The purpose is to see whether a discount should be added. Discounts are added if and only if the price is less than 100.
if (price >= 100):
        price = discount * price
else:
        print("No discount added.")
    a) The price is checked wrong
    b) There are no errors
    c) The indentations are wrong
    d) None of the above

4. What is the correct syntax for an if-statement in Python?
    a) if x > y then:
    b) if x > y:
    c) if (x > y) { }
    d) if (x > y) then { }

5. Why is logic and conditional statements important?
    a) It allows for decision-making in programs
    b) It mimics real-life logic, allowing for practical applications
    c) It controls the flow of the program
    d) All of the above

Dyslexia Study Post-survey

1. Please provide a brief summary of what you have learned about [insert training   *
   session topic here].

   _____

                                                                                        ر ؘ

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely *
   difficult," how challenging do you think learning [insert training session topic here]
   will be for you?

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely difficult

3. What specific aspects of [insert training session topic here] did you find difficult to
   learn? Please explain.

   _____

4. Now that you have completed the training session, how comfortable do you feel   *
   with the topic? Again, on a scale from 1 to 10, with 1 being "Not comfortable at all"
   and 10 being "Extremely comfortable," please rate your comfort level.

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely comfortable

5. Reflecting on the coding questions posed during the training, how difficult did you   *
    find them? On a scale from 1 to 10, with 1 being "Very easy" and 10 being "Very
    difficult," please select your level of difficulty.

    Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	○	○	○	○	○	○	○	○	○	○	Very difficult

6. Could you describe any challenges or obstacles you encountered while learning
    [insert training session topic here]? Please include details on how these challenges
    affected your learning experience.

    _____

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Dyslexia Study Pre-survey

* Indicates required question

1. Please briefly describe your current knowledge of [insert training session topic   *
    here]. List, loops (while loops, for loops)

    _____

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely   *
    difficult," how challenging do you think learning [insert training session topic here]
    will be for you?

    Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely difficult

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Training Session 3

1. I want to create a list of my favorite coding languages. How would I make it, and how would I print "c++"?
    a) languages = ["python", "java", "c++", "matlab"]
       print(languages[2])
    b) languages = ["python", "java", "c++", "matlab"]
       print(languages[3])
    c) languages = {"python", "java", "c++", "matlab"}
       print(languages[2])
    d) languages = {"python", "java", "c++", "matlab}
       print(languages[3])

2. What is the correct way to print each element of a list using for-loops? Assume I declared a list:
grades = [100, 98, 78, 83]
    a) for grade in grades:
              print(grade)
    b) for i in len(grades):
              print(i)
    c) for (grade: grades):
              print(grade)
    d) for (i = 0; i < len(grades); ++i):
              print(grade)

3. How many times will count be printed?
        count = 0
        for i in range(5):
              print(count)
              count += 1
    a) 0 1 2 3 4
    b) 0 1 2 3 4 5
    c) 1 2 3 4
    d) 1 2 3 4 5

4. What is the bug in this code?
item = [ ]
print(items[0])
    a) There are no errors
    b) The indentation is wrong
    c) There is no 0 index because the list is empty
    d) Print statement is incorrect

5. When would a while-loop be used over a for-loop?
    e) When a block of code is executed once
    f) When a block of code is to be repeated as long as a condition is true
    g) When a sequence needs to be iterated
    h) When a function is defined and needs to be used multiple times

Dyslexia Study Post-survey

* Indicates required question

1. Please provide a brief summary of what you have learned about [insert training   *
   session topic here].

   _____

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely   *
   difficult," how challenging do you think learning [insert training session topic here]
   will be for you?

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely difficult

3. What specific aspects of [insert training session topic here] did you find difficult to
   learn? Please explain.

   _____

4. Now that you have completed the training session, how comfortable do you feel   *
   with the topic? Again, on a scale from 1 to 10, with 1 being "Not comfortable at all"
   and 10 being "Extremely comfortable," please rate your comfort level.

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely comfortable

5. Reflecting on the coding questions posed during the training, how difficult did you   *
   find them? On a scale from 1 to 10, with 1 being "Very easy" and 10 being "Very
   difficult," please select your level of difficulty.

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Very difficult

6. Could you describe any challenges or obstacles you encountered while learning
   [insert training session topic here]? Please include details on how these challenges
   affected your learning experience.

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Dyslexia Study Pre-survey

1. Please briefly describe your current knowledge of [insert training session topic   *
   here]. Functions, applications of functions

   _____

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely   *
   difficult," how challenging do you think learning [insert training session topic here]
   will be for you?

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely difficult

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Training Session 4

1. What is the correct way to define a function in Python? Assume a function addNums needs to be declared with num1 and num2 as arguments
    a) def addNums(num1, num2):
    b) int addNums(num1, num2) { }
    c) def addNums():
    d) function addNums(num1, num2)

2. Which of the following statements about functions is true?
    a) Functions can optionally return values
    b) Functions are used to reduce code
    c) Functions cannot be nested
    d) All of the above

3. What is the correct way to CALL a function with multiple parameters? Assume function addNums is define with num1 and num2 as arguments
    a) addNums(num1, num2)
    b) addNums()
    c) def addNums(num1, num2)
    d) call addNums(num1, num2)

4. What is true about the return statement in functions?
    a) It is optional and can be omitted if the function does not need
    b) It can only return a certain amount of values
    c) Multiple values can be returned
    d) None of the above

5. What is the bug in this code. The purpose is to find the middle element of a list
findMiddle(list):
        list[len(list) / 2)]

    a) The function is defined incorrectly (missing a def statement)
    b) Indentation is incorrect
    c) Element cannot be accessed
    d) There are no errors

Dyslexia Study Post-survey

1. Please provide a brief summary of what you have learned about [insert training   *
   session topic here].

   _____

2. On a scale from 1 to 10, with 1 being "Not difficult at all" and 10 being "Extremely   *
   difficult," how challenging do you think learning [insert training session topic here]
   will be for you?

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely difficult

3. What specific aspects of [insert training session topic here] did you find difficult to
   learn? Please explain.

   _____

4. Now that you have completed the training session, how comfortable do you feel   *
   with the topic? Again, on a scale from 1 to 10, with 1 being "Not comfortable at all"
   and 10 being "Extremely comfortable," please rate your comfort level.

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	○	○	○	○	○	○	○	○	○	○	Extremely comfortable

5.   Reflecting on the coding questions posed during the training, how difficult did you   *
     find them? On a scale from 1 to 10, with 1 being "Very easy" and 10 being "Very
     difficult," please select your level of difficulty.

     Mark only one oval.

            1   2   3   4   5   6   7   8   9   10

     Very ◯   ◯   ◯   ◯   ◯   ◯   ◯   ◯   ◯   ◯   Very difficult

6.   Could you describe any challenges or obstacles you encountered while learning
     [insert training session topic here]? Please include details on how these challenges
     affected your learning experience.

     _____

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Google Forms

Dyslexia Study Final Survey

1. Following the completion of these training sessions, how confident do you feel   *
   about coding? Please rate on a scale from 1 to 10, where 1 indicates "Not confident
   at all" and 10 indicates "Extremely confident."

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Extremely confident

2. On a scale from 1 to 10, how effective did you find this training in enhancing your   *
   coding skills? Here, 1 stands for "Not effective at all" and 10 stands for "Highly
   effective."

   Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Highly effective

3. Please describe any struggles or challenges you encountered while completing the
   training sessions. What aspects were the most difficult, and how did they impact your
   learning process?

   _____

Interview script:

1. Can you elaborate on the specific challenges you encountered while learning to code? For example, did you struggle with understanding the programming logic, keeping up with syntax, or comprehending the instructional material?

2. Reflecting on your learning experience, what could have made it easier or more effective for you to learn coding? Were there particular resources or methods, such as clearer instructions, additional practice problems, or a different pacing of content, that you think would have helped?

3. How have your perceptions or thoughts about coding changed as a result of this training? Are you now more inclined to pursue learning in coding? Please describe any shifts in your interest or openness to coding.

4. In what ways did your reading disability affect your ability to learn programming? Were there specific aspects of programming that were more challenging because of it?

5. Could you compare your experience of reading code with that of reading English text? How do the challenges differ, and in what ways are they similar?