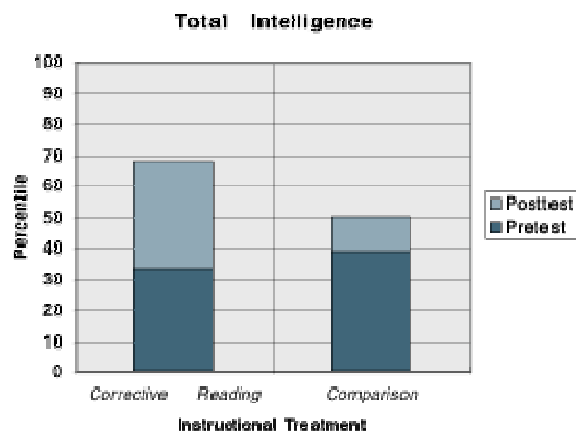


## General Education Students (Australia)

General Education Students (Australia) Australian setting. Clunie-Ross (1990) compared the effects of Corrective Reading - Comprehension B and another program as they impacted the general intelligence scores of 6th grade general education students attending a non-government primary school in suburban Melbourne, Australia. The experimental group (N = 31) received one half of the Comprehension B program of Corrective Reading. The comparison group (N = 26) learned from a variety of literacy activities that followed a thematic approach. Both groups of students received two to three 45-minute lessons per week for a period of eight months. The Corrective Reading group received 72 out of the 140 lessons that constitute the total Comprehension B program.

The ACER Tests of Learning Ability for Year Six students (TOLA6) were used to measure learning ability. The TOLA6 yields an overall intelligence score from three subscales: verbal comprehension, general reasoning, and syllogistic reasoning. The comparison group scored higher on the pretest; however, this difference was not significant. On the posttest the mean score of the Corrective Reading group (68th percentile) was significantly higher than that of the comparison group (50th percentile). Figure 12 displays these differences.

Educators have often assumed that Corrective Reading was useful only for students with learning disabilities. This data shows that general education students can gain from the Corrective Reading - Comprehension program. Even though students received only half of the program, their learning ability scores moved from the 33rd percentile to well above average at the 68th percentile.



(Figure 12. Effects of the Comprehension B program and a comparison program on the total intelligence scores of 6th grade general education students.)

Noon and Maggs (1979) conducted a similar study with 24 normal and gifted students in Australia. The Myklebust Picture Story Test revealed that after instruction, students moved to the Abstract Imaginative level for Ideation and improved significantly in productivity (total words), correctness, and meaning subscales for writing.