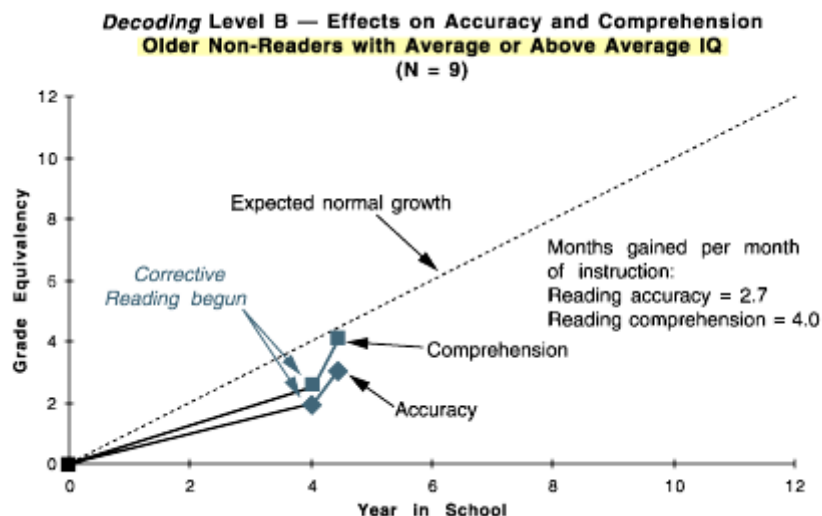


High I.Q. Students

High IQ Students Effects with higher IQ students who have failed to learn to read through various other reading interventions. Holdsworth (1984-85) evaluated Corrective Reading with children with "mild learning difficulties" in England. These were children who fell in the average or above average range of intelligence but who failed to learn to read or made very little progress, in spite of remedial programs. Many of the children were described as "anxious, having a short attention span, poor memory and reversal problems." The ages of the children ranged from nine to eleven years.

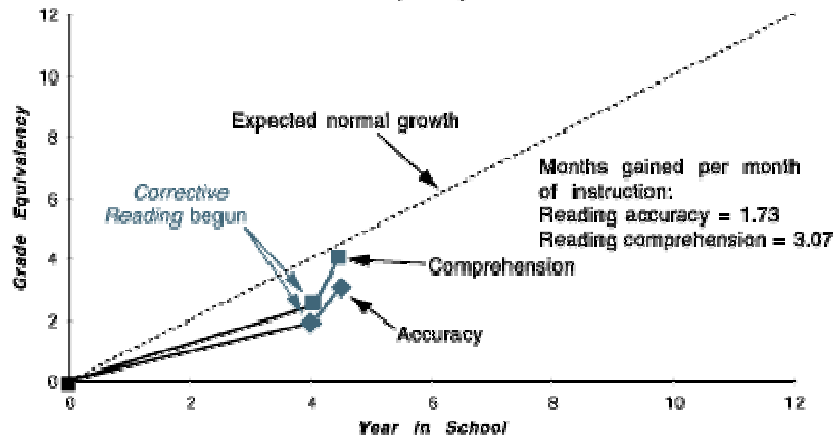
One group of students (N = 9) was placed in Decoding Level B; another group (N = 6) was taught using Decoding Level C. Over a period of only four months of instruction these students were, on average, brought nearly to their expected grade level. Figure 29 shows the results for students in Level B; Figure 30, Level C. Teaching the Decoding program, which does not emphasize comprehension, had indirect effects on comprehension that were generally greater than the direct effects on decoding. Students with average or above average IQ, who were unable to learn to read through other regular and remedial programs, seemed to benefit almost immediately from the focused instruction in decoding provided by Corrective Reading. Anecdotally, Holdsworth noted the following:

At the end of the first term many of the children wanted to stay at Mowbray and "continue learning instead of just painting and singing." One child refused an invitation to join her class on a field trip as she was keen not to miss her work.... Several parents made similar observations, reporting that their children had "blossomed" and that other people had noticed this as well. Many of the children were seeking opportunities to read a variety of printed matter - television programmes, sign posts, advertisements and books. After Christmas the parents of one boy described the delight of all the family as their son, for the first time, was able to join his cousins in reading the tags on the Christmas parcels to be distributed from the Christmas tree. Another parent reported her son's pride in being able to read fairy stories to a younger cousin. In general parents observed their children reading more as a chosen activity as the program progressed and commented that books bought several years ago were now being devoured.



(Figure 29. The results with Holdsworth's Decoding Level B group.)

Decoding Level C — Effects on Accuracy and Comprehension
Older Non-Readers with Average or Above Average IQ
(N = 7)



(Figure 30. The results with Holdsworth's Decoding Level C group.)