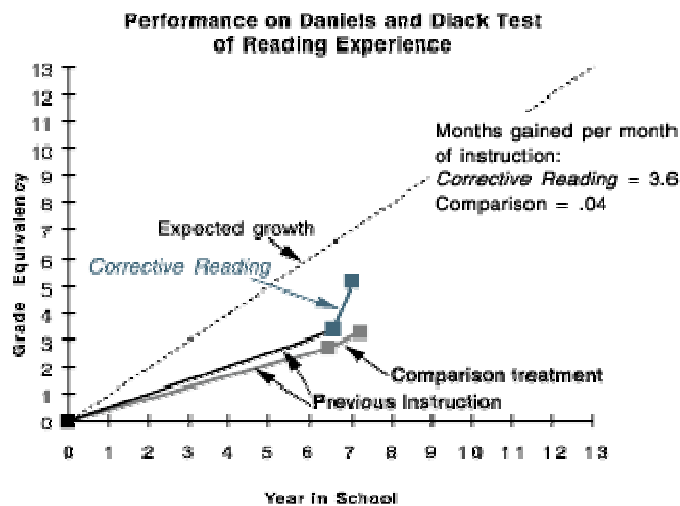


Remedial Readers (England)

Remedial Readers (England) English setting. Gregory, Hackney, and Gregory (1982) compared the effects of Corrective Reading Level B and an English remedial reading program on the reading performance of 6th grade, regular education, low readers in England. The experimental group (N = 11) received the Decoding B program. Each group received 26 lessons over five months. The instruction for the comparison group (N = 8) consisted of a variety of published programs, including the SRA Reading Lab, the Blackwell Spelling program, the Wolverhampton Supply Co. Phonic Program, and Blackwell Talk, Write, and Spell.

Both groups were administered the Daniels and Diack Test of Reading Experience as a pre- and posttest. The Daniels and Diack Test measures decoding and language comprehension and provides age-equivalent scores, which have been converted to grade-equivalent scores in Figure 13. The Corrective Reading group increased from a mean grade-equivalent score of 3.3 to a posttest score of 5.1. The comparison group's scores increased from 2.8 to only 3.08 on the same tests. Analysis of covariance showed the difference in the mean performance of the two groups was statistically significant ($p < .001$). The Corrective Reading group gained 3.6 months per month of instruction while the comparison group gained only .04 months (see Figure 13). One further finding was that the Corrective Reading group had significantly better attendance ($p < .05$) and significantly better behavior as by Rutter's Behavioral Questionnaire ($p < .01$).



(Figure 13. Remedial readers' growth in the Gregory, Hackney, & Gregory (1982) study.)