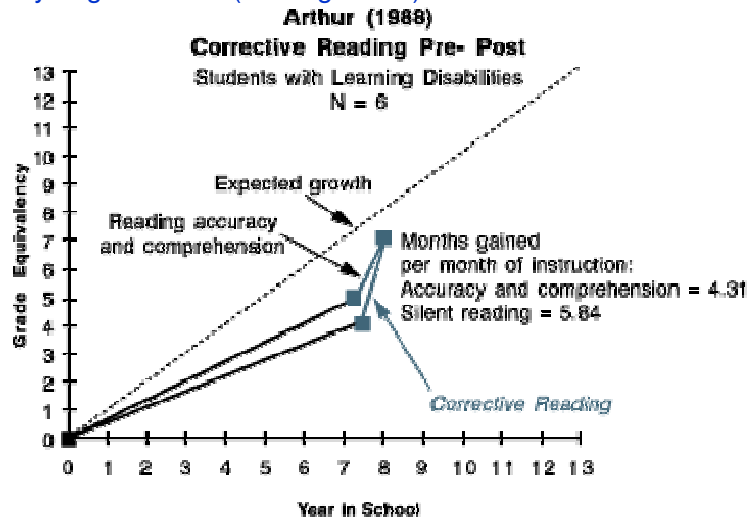


Students with Learning Disabilities

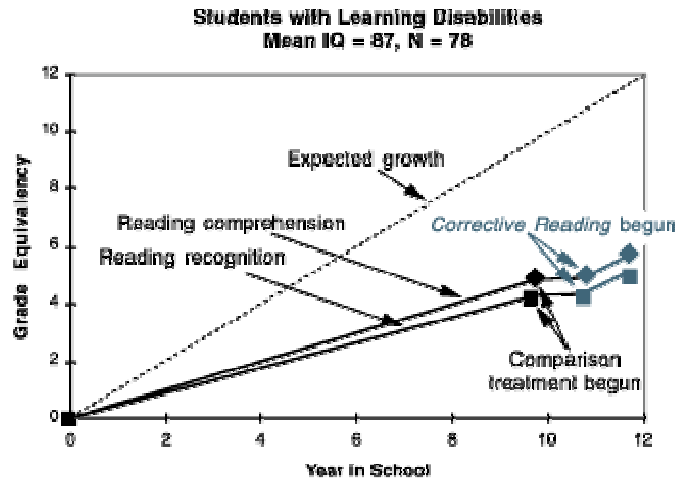
Students with Learning Disabilities Several studies evaluated the effects of Corrective Reading on students with learning disabilities and lower IQ students. Arthur (1988) used the Level B Decoding and Comprehension programs with 7th and 8th graders in a tightly controlled study. In one year these students, who were falling behind in reading, were brought back nearly to grade level (see Figure 35).



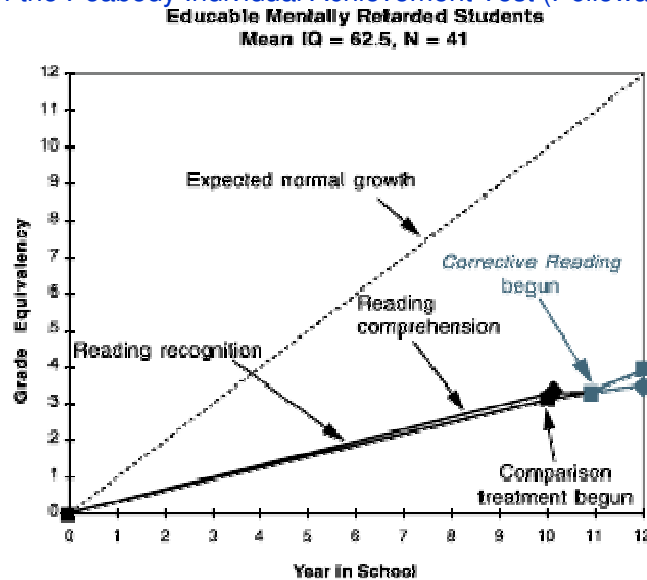
(Figure 35. Small study with one well-trained teacher (Arthur, 1988).)

Three large-scale studies evaluated the effects of Corrective Reading on students with learning disabilities. Thomson's (1992) study compared a group taught using Decoding Level B (N = 144) with a whole language group (N = 50) and a traditional/basal group (N = 61). The Corrective Reading teachers volunteered to learn the new program. The whole language and traditional/basal groups were taught by teachers who were experienced in those methods and felt they did not want to use Corrective Reading. A larger number of students in the Corrective Reading group were lower in both intelligence and socio-economic status than in the other groups. In spite of this, only the Corrective Reading treatment group increased their percentile rank from pre- to posttest on the Woodcock-Johnson (six standard score points or 1/3 standard deviation). Gains in reading fluency were also greater for the Corrective Reading group (21 words average growth versus 13 words growth for the traditional group and seven words growth for the whole language group).

In another large-scale study, Polloway et al. (1986) implemented Corrective Reading - Decoding, Levels A and B with learning-disabled (LD) students and with students with low IQ scores (educable mentally retarded, EMR). Fifteen LD and EMR teachers were involved. The progress of the same students during the previous year was used as a comparison. During that time the students were in a traditional program using a basal and high interest-low vocabulary materials. Figure 36 displays the results for the learning disabled students, and Figure 37 for the educable mentally retarded students. While these more seriously disabled students did not improve their rate of learning to match the expected normal rate - as seems common with the other populations reported - their learning slope did improve with Corrective Reading over the comparison period, when no gains were made.



(Figure 36. Mean scores for 78 LD students on reading comprehension and reading recognition scales of the Peabody Individual Achievement Test (Polloway et al., 1986).)



Finally, a study by Edlund and Ogle (1988) evaluated Corrective Reading with three treatment groups of students with learning disabilities (N = 48) taught by six different teachers. The LD students were identified by psychologists as having average intelligence (IQ between 90 and 110) and functioning at least 1.5 standard deviations below grade level. All three groups were taught using Corrective Reading. The control group was taught Corrective Reading by teachers who received no training, but were given the manuals, which they studied on their own. The second treatment group was taught by teachers who received six weeks of training. This training involved placing the teachers for three weeks in a model classroom, and then returning them to their own classrooms under the supervision of trainer teachers. Teachers of the third treatment group received only one week of training in a model classroom. The time for the teacher to practice under supervision was limited to brief periods after the model teacher's demonstration.

The Wide Range Achievement Test was used to evaluate reading performance after one

year of instruction. Students whose teachers received only one week of Corrective Reading training and the control group made almost no gain. The students taught by teachers with six weeks of training made one year's progress in one year.