

Does Success in the Reading Recovery Program Depend on Developing Proficiency in Phonological-Processing Skills? A Longitudinal Study in a Whole Language Instructional Context

James W. Chapman, William E. Tunmer,
and Jane E. Prochnow

Massey University

This longitudinal study examined the relation between the development of phonological-processing skills and the effectiveness of Reading Recovery (RR) in a whole language instructional context. Children independently selected by their schools for RR were compared with groups of poor readers who did not receive RR and with normally developing readers. Results indicated that the RR and poor reader comparison groups had deficiencies in phonological-processing skills during the year preceding their participation in RR, that participation in the program did not eliminate or reduce these deficiencies, and that success in RR and in subsequent reading achievement was closely associated with phonological-processing skills. The RR children showed declines in reading self-concept, in perceptions of ability in reading and spelling, and in general academic self-concept following RR. Teachers of the RR children rated them as having more classroom behavior problems and fewer adaptive functioning behaviors than the normally developing readers.

Reading Recovery (RR) is a preventive early intervention program designed for young children who have failed to benefit from formal reading instruction after 12 months in school (Clay, 1985, 1993b). The general aim of RR is to substantially re-

Success In Reading Recovery Depends On The Development Of Phonological Processing Skills

Robert E. Slavin, Nancy A. Madden



Success In Reading Recovery Depends On The Development Of Phonological Processing Skills:

Success in Reading Recovery Depends on the Development of Phonological Processing Skills James William Chapman, William E. Tunmer, Jane E. Prochnow, New Zealand. Ministry of Education. Research Division, 1999 **Success in Reading Recovery Depends on the Development of Phonological Processing Skills**, 1999 *Success in Reading Recovery Depends on the Development of Phonological Processing Skills* James W. Chapman, William E. Tunmer, Jane E. Prochnow, 1999-04-01 Examines the relationship between the development of phonological processing skills the effectiveness of Reading Recovery RR in a whole language instructional context Participants were 5 year old school entrants taking part in a New Zealand based longitudinal study of beginning literacy achievement Success in RR was closely associated with phonological processing skills children who derived modest benefits from RR significantly outperformed those who derived minimal benefits RR can be more effective in a whole language instructional context if greater emphasis is placed on the development use of word level skills strategies involving phonological information **Evidence Check 1** Great Britain. Parliament. House of Commons. Select Committee on Science and Technology, 2009 This report HCP 44 session 2009 10 ISBN 9780215542663 from the Science and Technology Committee looks at literacy programmes evidence check and concludes that expectations by the Department for Children Schools and Families of the quality of the evidence base for reading programmes are worryingly low It urges the Government to commission randomised controlled trials RCTs The Committee also states it is particularly concerned about the quality of evidence demonstrating cost effectiveness of different programmes and further recommends that the Government reviews its guidelines on RCT design it says even Wikipedia is more thorough and informative The Committee also concludes that the Government's focus on early literacy interventions and phonics based teaching is based on the best available evidence the use of Reading Recovery is based on a lower quality of evidence than the Committee is comfortable with and that the decision to introduce Reading Recovery nationally is not evidence based The Committee further expressed alarm that there was a complete lack of randomised controlled trials using standardised test scores for the Reading Recovery programme in the UK school system before national implementation of the programme Closing the Gap Between Research and Practice Marion De Lemos, 2002 Over the years two main approaches have emerged in the teaching and learning of reading and writing One is the whole language approach the other concentrates more on instruction in phonics This paper focuses on the theoretical assumptions underlying these two approaches to the teaching of literacy and the studies which have been undertaken in the international arena to find out how children progress from their earliest educational years in attaining both initial reading skills and lifelong literacy Author abstract ed **Success for All** Robert E. Slavin, Nancy A. Madden, 2001-01-01 Success for All is a comprehensive reform model for elementary school that combines state of the art curriculum research based instructional methods assessments and professional development with one to one tutoring extensive family support services and other strategies to ensure that every

child is successful in the early grades and then builds on that success throughout the elementary years Started in 1987 it is the most widely used of all reform designs It is currently in about 1800 schools serving more than a million U S children mostly in high poverty schools It is also the most extensively researched comprehensive reform program with two dozen evaluations carried out in eight research institutions Success for All Research and Reform in Elementary Education is the first edited volume presenting research on Success for All in the U S and in five other countries for which the program has been adapted This book presents a description of Success for All an overall summary of all achievement studies reviews of research original presentations of new research and discussions of the impacts and the implications of this research and dissemination for educational policy and practice in many arenas

Commonsense Methods for Children with Special Educational Needs Peter Westwood,2004-07-31 First published in 2002 Routledge is an imprint of Taylor Francis an informa company

Parenting a Struggling Reader Susan Hall,Louisa Moats,2008-12-10 The first completely comprehensive practical guide for recognizing diagnosing and overcoming any childhood reading difficulty According to the National Institute of Health ten million of our nation s children approximately 17 percent have trouble learning to read While headlines warn about the nation s reading crisis Susan Hall whose son was diagnosed with dyslexia and Louisa Moats have become crusaders for action The result of their years of research and personal experience *Parenting a Struggling Reader* provides a revolutionary road map for any parent facing this challenging problem Acknowledging that parents often lose valuable years by waiting for their school systems to test for a child s reading disability Hall and Moats offer a detailed realistic program for getting parents actively involved in their children s reading lives With a four step plan for identifying and resolving deficiencies as well as advice for those whose kids received weak instruction during the crucial early years this is a landmark publication that promises unprecedented hope for the next generation of Information Age citizens

Dyslexia Gavin Reid,2016-01-21 Newly updated Gavin Reid s best selling handbook remains an essential resource for those helping dyslexic individuals of all ages from preschoolers to adults in the workplace Combines theoretical explanations the latest research and practical solutions with a focus on inclusion and meeting the individual s needs New and expanded coverage includes multilingualism the use of technology co existing conditions such as dyspraxia dyscalculia and ADHD and positive dyslexia Assembles the latest policies and best practices for dyslexia from around the world and makes current debates regarding education and literacy accessible to trainees and practitioners

Whole Language Lives On Louisa Cook Moats,2000 This position paper contends that the whole language approach to reading instruction has been disproved by research and evaluation but still pervades textbooks for teachers instructional materials for classroom use some states language arts standards and other policy documents teacher licensing requirements and preparation programs and the professional context in which teachers work The paper finds that many who pledge allegiance to balanced reading continue to misunderstand reading development and to deliver poorly conceived ineffective reading instruction It argues that rooting

out whole language from reading classrooms calls for effort on eight separate fronts The paper describes what whole language is why it is contradicted by scientific studies how it continues in education and what should be done to correct the situation Contains a glossary and 57 notes NKA **Reading Development and Difficulties** Kate Cain,2010-06-21 This accessible text brings together research on word reading and comprehension development which are often treated separately and provides a comprehensive and detailed introductory text to reading development and difficulties Key features include An introduction to the important issues in reading research and the skills involved in reading words and understanding text from the point of view of both a beginner and a skilled reader A consideration of the similarities and differences between written and spoken language and the advantages and disadvantages of different methodological approaches An examination of how failures in reading comprehension skills can create difficulties and disorders A consideration of the implications of this research for the teaching of reading and the diagnosis and treatment of reading difficulties This text will be useful to many different groups of readers not only researchers and students in psychology but also those who work in more applied settings such as students in education and speech and language therapy who may have a limited background knowledge of the psychology of reading **The SAGE Handbook of Dyslexia** Gavin Reid,Angela Fawcett, Frank Manis,Linda Siegel,2008-09-18 The SAGE Handbook of Dyslexia is a comprehensive overview of a complex field It is a rich critical assessment of past and present theory and current research which also looks to the future The editors have brought together key figures from the international academic world both researchers and practitioners to examine the relationships between theoretical paradigms research and practice and to map new areas of research The book has 5 main sections neurological genetic perspectives cognitive and learning perspectives educational influences beyond school international perspectives Handbook of Reading Research Michael L. Kamil,P. David Pearson,Elizabeth Birr Moje,Peter Afflerbach,2011-03-17 The Handbook of Reading Research is the research handbook for the field Each volume has come to define the field for the period of time it covers Volume IV brings the field authoritatively and comprehensively up to date

Language Acquisition and Development Brian Tomlinson,2007-04-01 Examines language acquisition and development across a wide range of languages and contexts **Excellence and Equity in Literacy Education** William Tunmer,J. Chapman,2015-06-13 Literacy is arguably the most important goal of schooling as to a large extent it determines young children s educational and life chances and is fundamental in achieving social justice New Zealand s literacy education programme has long been regarded as one of the world s most successful approaches to teaching literacy skills to young children Excellence and Equity in Literacy Education questions this widely held assumption In the late 1990s the New Zealand government developed a national literacy strategy aimed at reducing persistently large inequities in literacy achievement outcomes The chapters in this edited volume present evidence indicating that the national literacy strategy has failed examine the major factors responsible for the continuation of New Zealand s comparatively wide spread of scores in

literacy achievement and describe the most effective strategies for reducing the literacy achievement gap and achieving excellence and equity in New Zealand literacy education **Educational Psychology: Constructing Learning** Dennis M McInerney,2013-08-15 Educational Psychology Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand with its comprehensive authoritative and research based coverage of the subject This edition includes completely updated content to reflect recent advances in the discipline including revised theory into practice features from 39 international developmental psychologists The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers and content has been constructed around the new Australian Profession Standards for Teachers **The Cognitive Foundations of Reading and Its Acquisition** Wesley A.

Hoover,William E. Tunmer,2020-06-09 This book serves as a succinct resource on the cognitive requirements of reading It provides a coherent overall view of reading and learning to read and does so in a relatively sparse fashion that supports retention The initial sections of the book describe the cognitive structure of reading and the cognitive foundation upon which that structure is built This is followed by discussions of how an understanding of these cognitive requirements can be used in practice with standards assessments curriculum and instruction to advance the teaching of reading and the delivery of interventions for students who encounter difficulties along the way The book focuses on reading in English as its exemplar but shows how its framework can be adapted to understand the broad cognitive requirements for reading and learning to read in any phonologically based orthography It provides a way for reading professionals to think about reading and its development and gives them mechanisms that coupled with such understanding will help them link what children must know to become strong readers to what teaching can best provide through the competent use of available tools In this way the book will help reading professionals be both efficient and effective in what they provide all their students and be much better equipped to support those students who struggle to learn to read **Handbook of Language and Literacy, Second Edition** C. Addison Stone,Elaine R. Silliman,Barbara J. Ehren,Geraldine P. Wallach,2016-05-27 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten **Education for Inclusion and Diversity** Adrian Ashman,2014-08-01 For special education courses in schools of early childhood primary and secondary

education Education for Inclusion and Diversity 5e continues to build on the concept of inclusive curriculum and the diversity of learning needs This Australian text gives students a broad understanding of the principles of inclusive education and the ways in which teachers can accommodate the differing learning needs of their students It has been written by experts in the field of inclusion and special needs education with the particular aim of teaching students how to apply the ideas that have been presented in each chapter

Children's Speech Sound Disorders Caroline Bowen, 2014-10-07 SECOND EDITION

Children's Speech Sound Disorders Speaking directly to experienced and novice clinicians educators and students in speech language pathology speech and language therapy via an informative essay based approach Children's Speech Sound Disorders provides concise easy to understand explanations of key aspects of the classification assessment diagnosis and treatment of articulation disorders phonological disorders and childhood apraxia of speech It also includes a range of searching questions to international experts on their work in the child speech field This new edition of Children's Speech Sound Disorders is meticulously updated and expanded It includes new material on Apps assessing and treating two year olds children acquiring languages other than English and working with multilingual children communities of practice in communication sciences and disorders distinguishing delay from disorder linguistic sciences counselling and managing difficult behaviour and the neural underpinnings of and new approaches to treating CAS This bestselling guide includes Case vignettes and real world examples to place topics in context Expert essays by sixty distinguished contributors A companion website for instructors at www.wiley.com/go/bowen/speechlanguage/therapy and a range of supporting materials on the author's own site at speechlanguage/therapy.com Drawing on a range of theoretical research and clinical perspectives and emphasising quality client care and evidence based practice Children's Speech Sound Disorders is a comprehensive collection of clinical nuggets hands on strategies and inspiration

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