

Complete APA bibliographic reference:

Manset-Williamson, G., & Nelson, J. M. (2005). Balanced, strategic reading instruction for upper-elementary and middle school students with reading disabilities: A comparative study of two approaches. *Learning Disability Quarterly*, 28, 59-74.

Four or five descriptor names that best describe the topic:

Reading Disability, Direct instruction, Strategic reading

Type of Article:

Other: Quantitative Study

Levels:

Grades: 4-8

Briefly stated major purpose of the study:

The purpose of the study was to compare two “balanced and strategic reading interventions” on several measures of reading competence for fourth through eighth grade students in a summer clinical reading setting.

Research results:

The authors compared results of two interventions for 20 fourth through eighth grade reading disabled students in summer clinical reading experience. Each group received the same phonological awareness, decoding, and fluency interventions; however, the comprehension interventions differed in the explicitness of instruction. Results indicated that older students can benefit from a “strategic and balanced” reading intervention that is relatively short in duration. It appears that the degree of explicitness and transfer to self-regulation has a greater impact on improved text comprehension.

Quantitative Study Information:

Independent Variables Included: Phonemic Awareness/Analysis, Decoding, and Fluency + Guided Reading (PDF/GR); Phonemic Awareness/Analysis, Decoding, and Fluency + Explicit Comprehension (PDF/EC)

List Dependent Variables: Retell Quality, Main Idea, Multiple Choice, L-W Identification, Reading Fluency, Passage Comprehension, and Word Attack.

Treatment: Six-week, one-to-one tutoring in either PDF/GR or PDF/EC

Reliability: Available for all measures.

Validity: Available.

Treatment fidelity measures.