

Article Review

<b>APA bibliographic reference:</b> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. <i>Exceptional Children</i> , 69, 391-409.	
<b>Three to five descriptor terms that best describe the topic:</b> Main: Students with special needs, curriculum based testing, comprehension, fluency	
<b>Type of Article</b> Quantitative Research	<b>Levels:</b> Lower Elementary (1-3)
<b>Briefly stated major purpose of the study:</b> To examine a response to treatment model as a method for identifying students with reading and learning disabilities.	
<b>Research article</b> Pretests on fluency, comprehension, and rapid naming were determined to be predictive indicators of students who would not exit the program after 30 weeks that thus indicated a need for continued support in regular education or special education referral. Boys were not found to have a greater risk of referral for special education services which brings into question the over identification practices of boys with learning disabilities. The success of using the response to teaching model was supported.	
<b>Quantitative Study Information:</b> <u>Independent Variables Included:</u> Age (7 year olds), model used (response to teaching) <u>List Dependent Variables:</u> Exit criteria ( Passing testing instruments at an acceptable rate) <u>Treatment:</u> The sample was chosen using initial teacher nominations and screening using the <i>Texas Primary Reading Inventory (TPRI)</i> . The sample was 45 second graders. The participants were given daily supplemental reading instruction for three 10 weeks sessions. At the end of each 10 week session the students were reassess using the <i>TPRI</i> , <i>Test of Oral Reading Fluency (TORF)</i> , and <i>The Woodcock Reading Mastery Test-Revised Word Attack and Passage Comprehension subtest(WRMT-R)</i> . Students were exited if they passed a predetermined level of skills. The remaining students were regrouped for another session. All students not exited after the third session of 10 weeks were determined to be “no exit” and considered as candidates for referral for special education evaluation.  Is <u>reliability</u> information reported? Yes <i>TPRI</i> , <i>Test of Oral Reading Fluency (TORF)</i> , and <i>The Woodcock Reading Mastery Test-Revised Word Attack and Passage Comprehension subtest(WRMT-R)</i>  Is <u>validity</u> information reported? Yes same	