

Article Review

Complete APA bibliographic reference:

Vellutino, F.R., & Scanlon, D.M. (1986). Experimental evidence for the effects of instructional bias on word identification. *Exceptional Children*, 53 (2), 145-155.

Three to five descriptor terms that best describe the topic:

Main: Fluency, strategy, word identification

Type of Article:

Qualitative Research

Levels:

Lower Elementary (1-3),
Upper Elementary (4-5)

Briefly stated major purpose(s) of the study:

To find out if instructional biases foster the use of limited processing strategies that impair the child's ability to learn to identify printed words.

Research article

Different treatment conditions fostered different reading strategies. Students who received practice in remembering names and meanings of the printed pseudo words performed at a high level that those who were in the phonemic segmentation group or Control-1 group. The subjects who received the phonemic segmentation training performed as well as or better than those who received only nonsense words familiarization and phonemic segmentation training and better than the Control-1 group.

Quantitative Study Information:

Independent Variables Included:

Second graders, sixth graders

List Dependent Variables:

Poor readers

Normal readers

Treatment:

Word identification/code acquisition test

Whole word training

Control conditions

Is reliability information reported? no

Is validity information reported? no