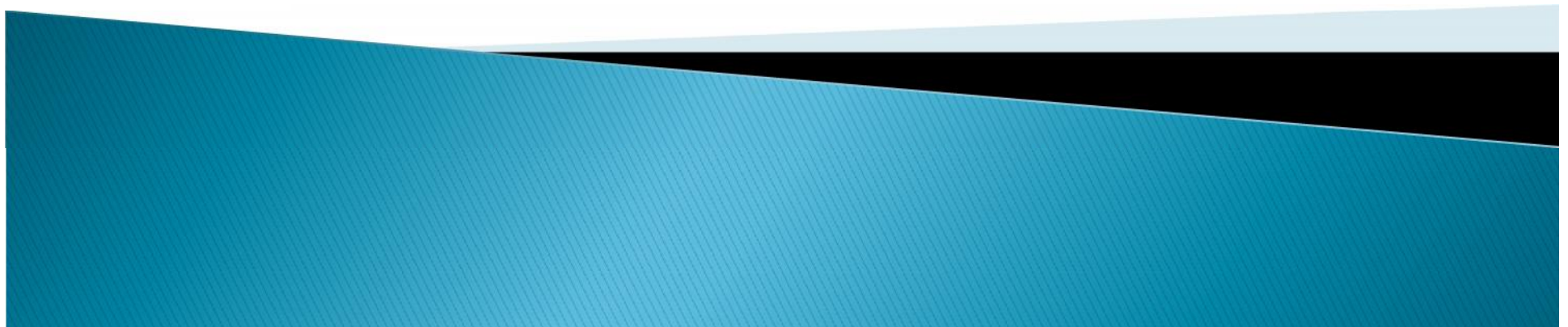


Effective Programs for Struggling Readers

Robert E. Slavin
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Problem

- ▶ Poor reading has substantial negative effect on life chances
- ▶ Governments make large investments in early reading interventions
- ▶ What works for struggling readers?

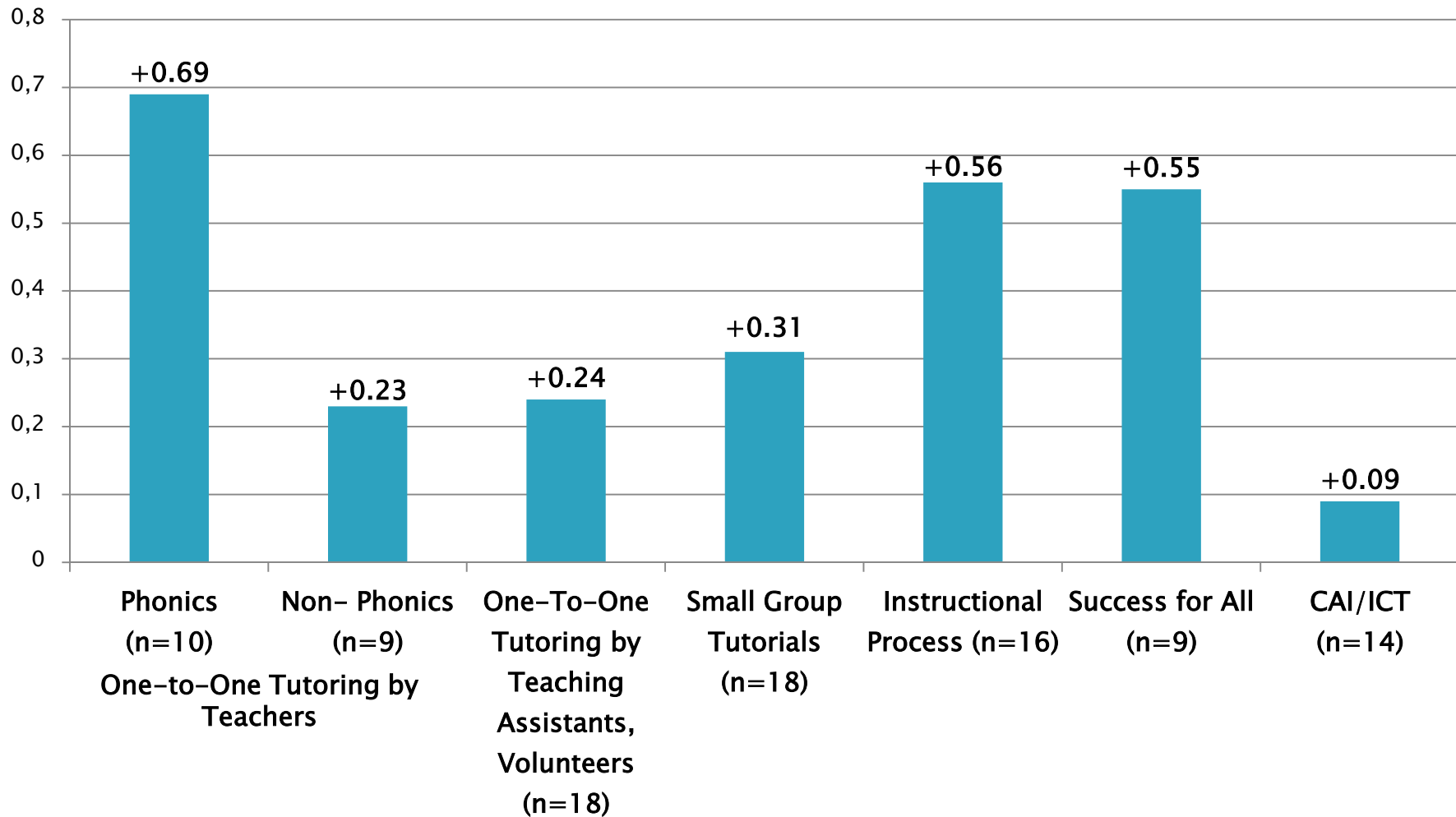


Methods

- ▶ Exhaustive Search
- ▶ Inclusion Criteria
 - Grades 1–5, Low Achievers
 - Control Group – Random or Matched
 - Pretests matched within 0.5 SD
 - Posttests independent of treatment



Programs for Struggling Readers (94 studies)



Importance of Phonics

- ▶ Almost all successful programs emphasize structured, systematic phonics
- ▶ One-to-one tutoring by teachers
 - Programs focused on phonics: $ES = +0.69$ (10)
 - Programs less focused on phonics: $ES = +0.23$ (9)
- ▶ Within-study comparisons favor phonics in 1-1
 - Difference: $ES = +0.18$ (5)
- ▶ But, adopting phonetic texts, software, or professional development is not sufficient



Teachers vs. Paraprofessionals

Children tutored with phonetic programs by certified teachers gain much more than those tutored by paraprofessionals and volunteers.

Teacher tutors: $ES = +0.69$ (10)

Para/volunteer tutors: $ES = +0.24$ (18)



One-to-One vs. Small Group

- ▶ Children taught phonetic programs one-to-one gain much more
- ▶ Teacher tutors: $ES = +0.69$ (10)
- ▶ Para/volunteer tutors: $ES = +0.24$ (18)
- ▶ Small groups: $ES = +0.31$ (18)



Classroom Approaches vs. Pullout

- ▶ Classroom instructional process programs (mostly cooperative learning) work very well.
- ▶ Classroom instructional process: $ES = +0.56$ (16)
- ▶ Phonetic tutoring by teachers: $ES = +0.69$ (10)

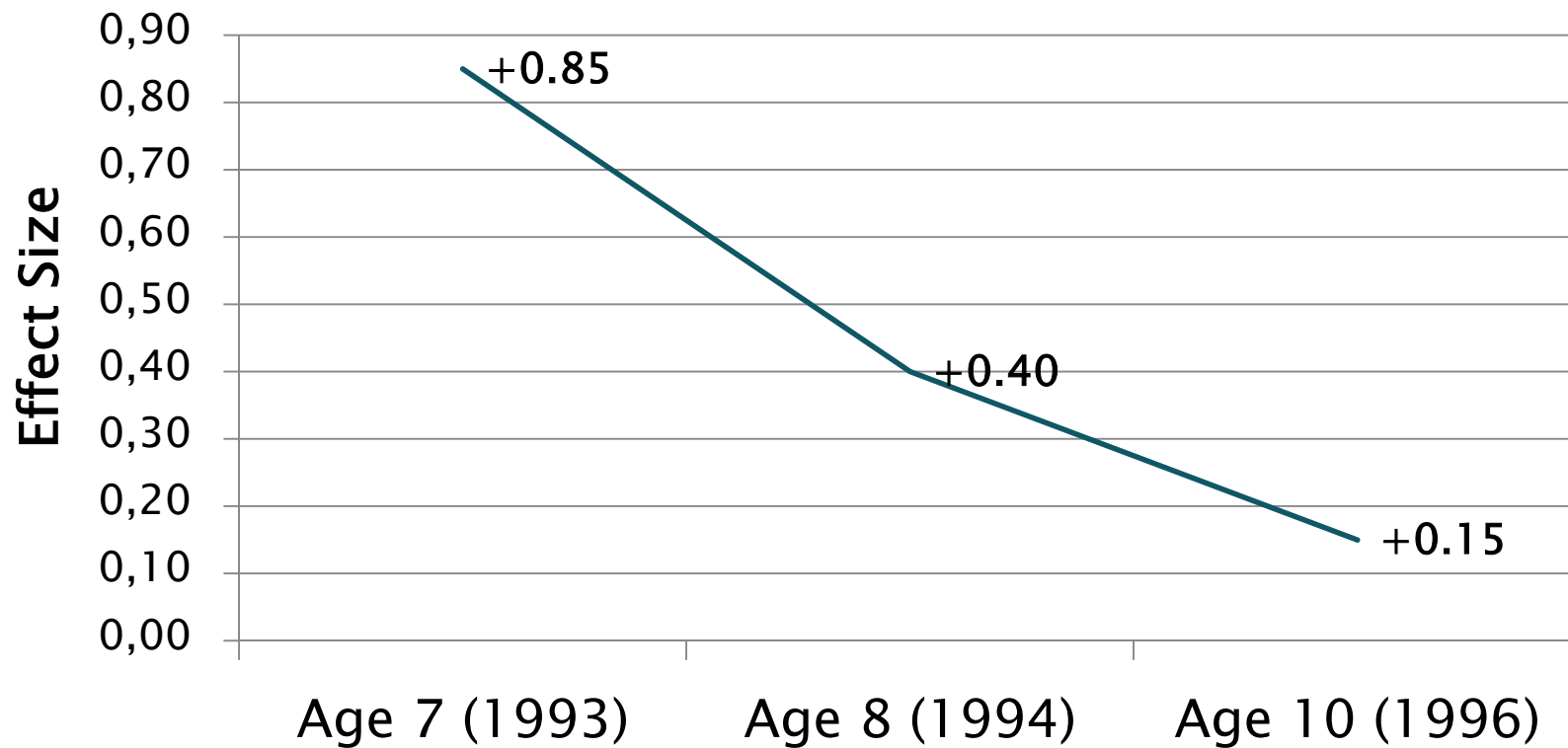


Long-Term Effects of Early Instruction

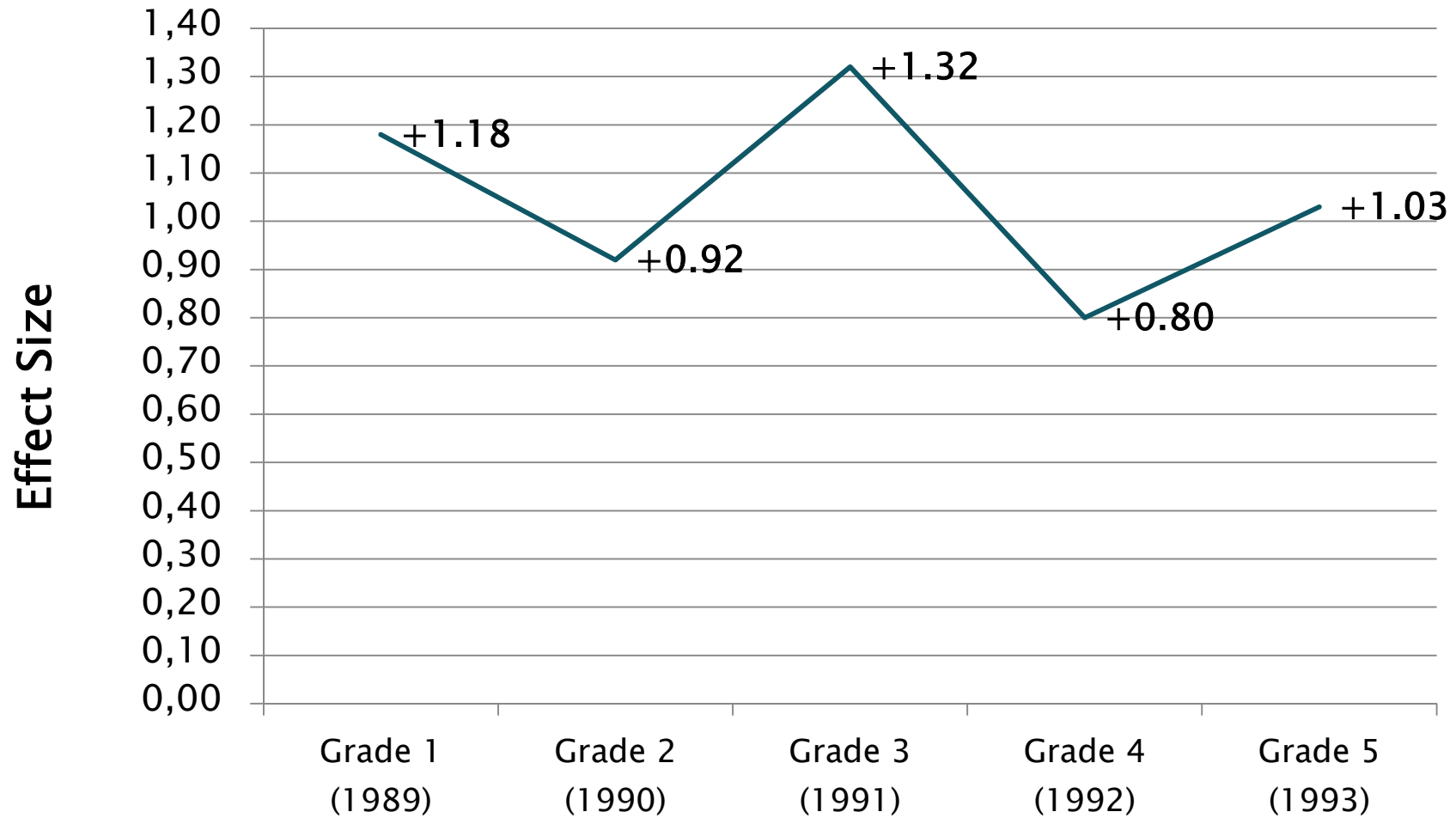
- ▶ Combination of phonics, cooperative learning, and tutoring (Success for All) has best long-term effects



Long-Term Outcomes of Intensive Early Tutoring: Reading Recovery (Hurry & Sylva, 2007)



Long-Term Outcome of Early and Ongoing Intervention: Success for All (Slavin et al., 1993)



Conclusion

- ▶ Invest first in professional development for classroom teachers
- ▶ Tutoring works, but paraprofessional tutors work almost as well as teachers
- ▶ Small group tutorials are much less effective than one-to-one
- ▶ Structured, phonetic approaches appear necessary but not sufficient
- ▶ Combination of phonics, cooperative learning, and tutoring (Success for All) works best in the long term

