

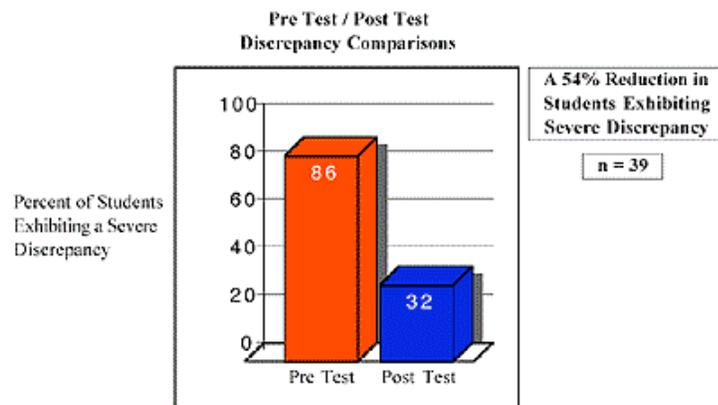
Effects of the failure free Reading Program on Students with Severe Reading Disabilities.
from *Journal of Learning Disabilities*, 31(3), p. 307-312.

Subjects:

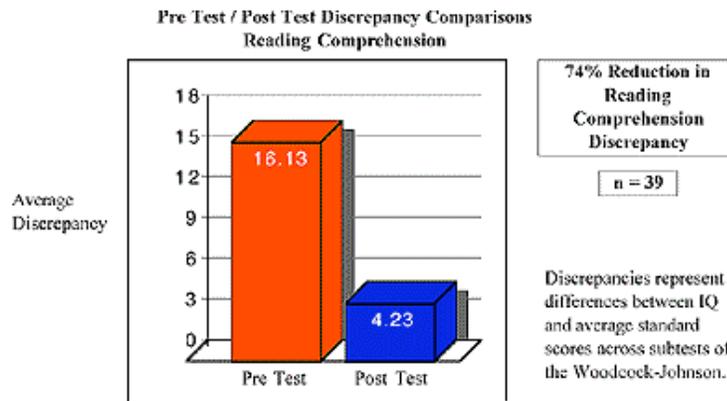
39 severely learning disabled students in grades 3 - 5 were randomly selected from the lowest reading students in several elementary schools in a suburban school district in a southwestern state. All students were at least two years below their grade level. The average age was 10.1 years, and boys represented 79% of the sample. At the start of the study, 67% of the students exhibited severe (greater than one standard deviation) discrepancies between ability and achievement.

Method:

Subjects received a maximum of 30 minutes of daily instruction in groups of five with a teacher trained in the Failure Free Reading program. The students were instructed with the Failure Free Reading print materials which controlled for context of the material, sentence structure, and adequate repetition. The students' ability was measured using the Weschler Intelligence Scale for Children - Revised (WISC-R). The students' achievement was measured using the Woodcock-Johnson Tests of Achievement, 1977 version (WJ). The discrepancy measured the difference between the WISC-R and WJ scores for both pre and post test.



54% Reduction in the number of students exhibiting severe (greater than 1 standard deviation) discrepancies between ability and achievement at the end of the 7 month treatment.



Discussion:

- 1) Failure Free Reading reduced the discrepancy in students with severe learning disabilities by as much as 85%.
- 2) Failure Free was as effective in small group instruction as other large-scale treatments requiring one-on-one tutoring.
- 3) Failure Free Reading improved the reading comprehension skills of severely reading disabled students by 1.5 grade levels.
- 4) Failure Free Reading also produced significant improvement in word recognition, word attack, and spelling.

Implementing *failure free* Reading with Students Seriously At-Risk for Failure.

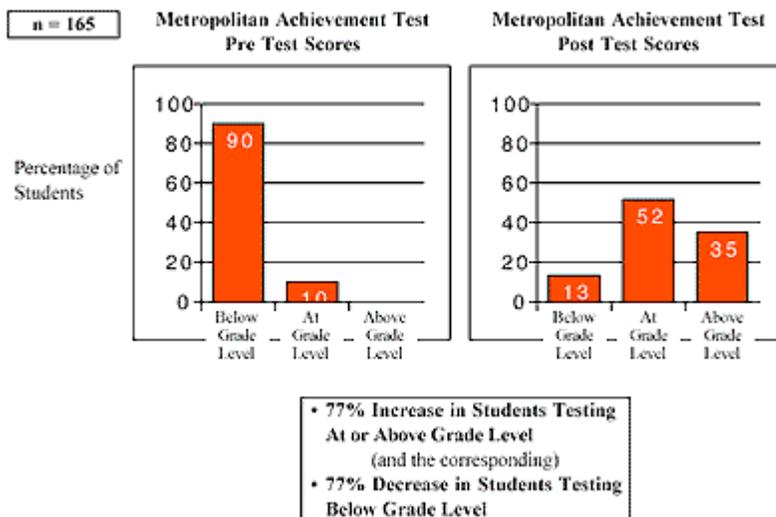
from *Australian Journal of Learning Disabilities*, 2(3), p. 14-17.

Subjects:

The study consisted of 165 first grade Title I students in 13 schools who were nominated by their classroom teachers as being at-risk for serious reading failure. Ninety percent of the students pretested at the pre-primer or primer level on the Metropolitan Achievement Test.

Method:

Subjects received a maximum of 30 minutes of daily instruction in small groups, utilizing non-certified personnel (who had completed a 3 hour orientation on Failure Free Reading) to administer the program. The students were instructed with the Failure Free Reading print materials. Students were pre-tested and post-tested using the Metropolitan Achievement Test.



Discussion:

The results of this study document the benefits of the Failure Free Reading program for seriously at-risk students. Improvements were evident in all areas measured. Performance either met or exceeded grade level expectations in 87% of the students participating in the treatment. Students showed steady and significant improvement in measures of learning transfer

Accelerating the Growth Curve: Improving Opportunities for Children at Risk for Reading Failure.

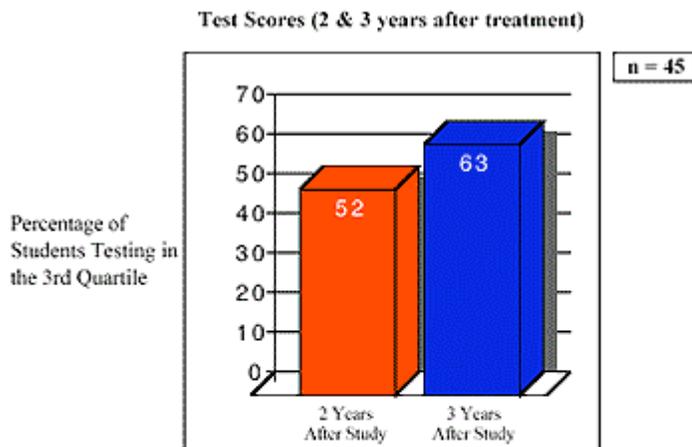
from *Proven Practice*, 1(2), 1999, p. 60-6.

Subjects:

Ninety-one students from a suburban school district in a southeastern state were included in the initial implementation of the program. The students were referred by classroom teachers as not being ready for first grade and identified as being seriously at risk for reading difficulties.

Method:

The students participated in a maximum instructional period of 30 minutes daily with a teacher trained in the Failure Free Reading program. Though both printed and computerized software materials were available, this particular sample was instructed using printed material only. Students were given district-wide, end-of-grade tests before and after the treatment. Scaled scores and end-of-grade rubrics (Level I = below 25th percentile, Level II = 26th - 50th percentile, Level III = 51st - 75th percentile, and Level IV = 76th - 99th percentile) were compiled. Then, 46 students were successfully discontinued from the program after the first year of treatment (they were on grade level after the first year of treatment). These 46 students had their progress monitored two and three years later.



Failure Free Reading Produced Significant Long Term Effects

- 2 years after the treatment, 52% of the students were testing in the 3rd quartile
- 3 years after the treatment, 63% of the students were testing in the 3rd quartile

Discussion:

Students showed steady and significant improvement in measures of learning transfer. Forty-six students were successfully discontinued at the end of the first year. As a result of assessment after their first year of participation, these 46 students were no longer eligible for special services (they had achieved Level III or higher). These students returned on grade level to the regular classroom. They received no additional treatment. The majority of these students (63%) tested in the 51 - 74th percentile (Level III) on standardized tests 3 years after the treatment, illustrating the transfer and long lasting effect of the outcomes.

Effects of the *failure free* Reading Program on Students At-Risk for Reading Failure.

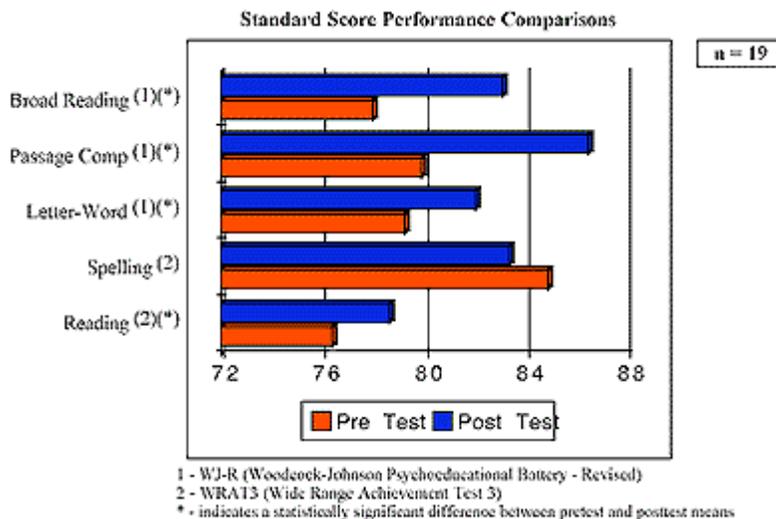
from *Special Services in the Schools*, 13(1/2), p. 95-105.

Subjects:

There were 19 first grade students nominated by their teachers to be seriously "at-risk" for reading problems. These students came from a rural district in a southeastern state. The district was the lowest performing district in the state and was being threatened with state takeover. Ninety percent of the students were African-American.

Method:

Subjects received a maximum of 30 minutes of daily instruction in groups of five with a teacher trained in the Failure Free Reading program. The students were instructed with the Failure Free Reading print materials and Failure Free Reading Talking Software (Joseph's Readers) in a "Reading is Fun Lab." Students were instructed in groups of 5 - 10. There was no one-on-one tutoring. Students were pre-tested and post-tested using the Wide Range Achievement Test 3 (WRAT3) and the Woodcock-Johnson Psychoeducational Battery-Revised (WJ-R). The level of significance for all statistical tests was 0.01.



Discussion:

Failure Free Reading has been shown to be an effective alternative with students who fail to profit in traditional reading programs. Failure Free Reading produced effect sizes similar to those obtained with other one-on-one tutoring programs, however Failure Free Reading had the cost advantage of small to medium group instruction. The benefits of the Failure Free Reading approach also included the successful blend of **text** (print), **technology** (talking software), and **teaching** (scripted instructional lessons).