

ABSTRACT

A COMPARISON OF TWO LITERACY INTERVENTIONS AND A REMEDIAL READING PROGRAM FOR INTERMEDIATE LEVEL STUDENTS

While early intervention may be the most effective means of remedying reading difficulties, the purpose of this research has been to determine the effectiveness of a literacy intervention model with upper elementary grade students who are struggling with literary tasks. The intervention model was based on a successful intervention used with primary grade students. The study used a control/treatment group model with two treatment groups. One group received one-on-one instruction and the other received small group instruction. The control group remained in their regular remedial classes.

Following 8 weeks of instruction a posttest was administered to both treatment groups and the control group. The results were analyzed using a repeated measures ANOVA.

While this study failed to yield statistically significant results in most areas, it did indicate a need for further research into the area of late literacy intervention.

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