

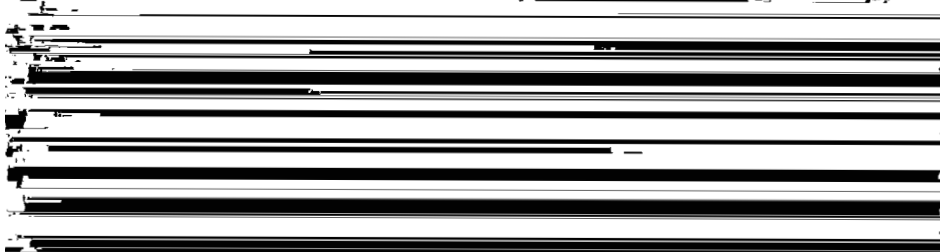
PATRICIA G. MATHES

M, X, D, , A

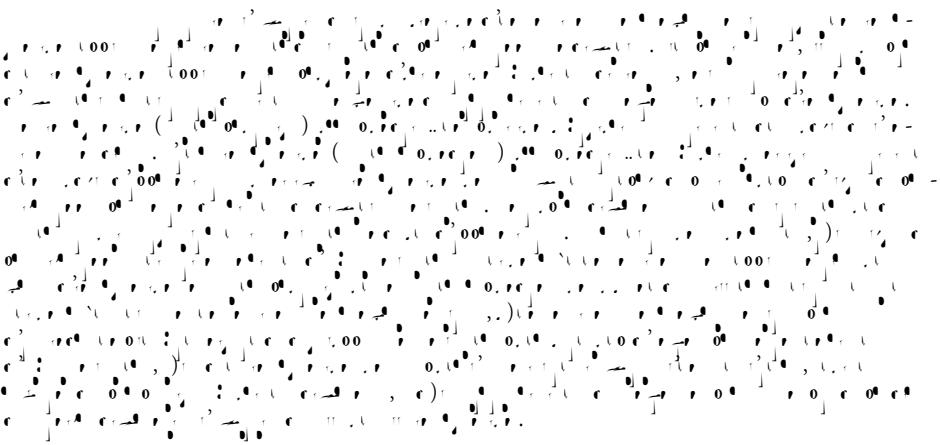


理論的に異なる指導と生徒の特徴が苦勞する読み手の技術に及ぼす効果

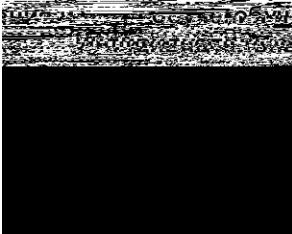
本研究では、リーディングで苦勞している小学1年生のための教室内強化指導と補助的な集中介入を組み合わせることの有効性を調べた。さらに、本研究では、異なる理論的見識感から派生する2つの補助的介入を比較し、学業結果への効果と子供達の特徴が、指導上の介入と特異的に関係しているかどうかという観点から検討した。介入の一つ（先行的リーディング）は、行動理論と同調するもので、直接教授法のモデルから派生した。もう一つの介入（反応的リーディング）



Les effets d'un enseignement théoriquement différent et de caractéristiques d'élèves sur les compétences de lecteurs en difficulté



Теоретические основы



Сложности в чтении. Сравнявались два типа чтения у первоклассников, испытывающих на различных теоретических направлениях. — ДОПОЛНИТЕЛЬНОГО ВМЕЩАТЕЛЬСТВА. ОСНОВАННЫ



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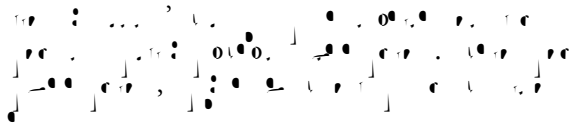
TABLE 1
STUDENT DEMOGRAPHIC INFORMATION BY GROUP

	%		M (SD)		%		M (SD)		%		M (SD)	
	2		(4.)	2	(4.2)	114		(4.)	101		(4.)	
	2	31	30	32	34	30	3	3				
	40	44	41	4	2	4	41	40				
	23	2	21	23	2	24	24	24				
	0	0	0	0	1	1	0	0				
	2		3			0	3	2				
	40	43	2	32	4	40	3	3				
	3	3	2	2	3	3	1	1				
			3	3			2	2				
	0	0	4				4	4				
N e . . .												

A complex musical score consisting of multiple staves. The notation includes various note values, rests, and dynamic markings. A prominent marking of "100%" is visible on the left side, and a "0%" marking is visible in the middle. The score is dense with notes and rests, suggesting a highly rhythmic or complex piece.

R *R a*

A musical score for a piece labeled "R Ra". It consists of several staves of music with various note values and rests. The notation is clear and legible, showing a melodic line and accompaniment.



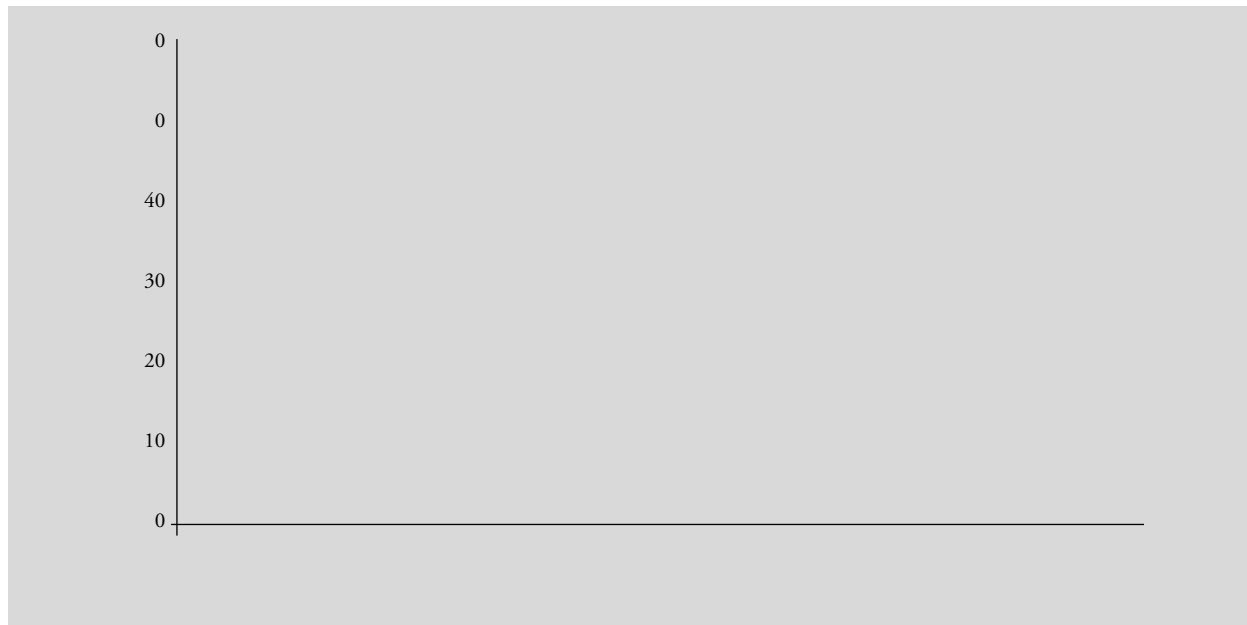
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TABLE 3
GROUP DIFFERENCES IN GROWTH PATTERNS OF LITERACY SKILLS

	1998-1999		1999-2000		2000-2001		2001-2002	
	β	(SE)	β	(SE)	β	(SE)	β	(SE)
Intercept	0.1	(.02)	0.1	(.04)	0.1	(.04)	0.1	(.04)
Age	0.0	(.02)	0.11	(.04)	0.11	(.04)	0.11	(.04)
Gender	0.0	(.02)	0.0	(.04)	0.0	(.04)	0.0	(.04)
SES	0.21	(.02)	0.4	(.04)	0.4	(.04)	0.4	(.04)
SES ²	0.12	(.02)	0.3	(.04)	0.3	(.04)	0.3	(.04)
Age ²	0.34	(.0)	4.34***	0.3	4.***	0.3	4.***	0.3
Age ³	0.1	(.0)	2.4*	0.31	0.31	0.31	0.31	0.31
Age ⁴	0.1	(.0)	1.4 ⁺	0.0	0.4	0.2	0.2	0.2
Age ⁵	0.1	(.0)	2.0	0.1	2.3*	0.1	2.3*	0.1
Age ⁶	0.31	(.0)	3.***	0.24	3.1**	0.24	3.1**	0.24
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Age ⁸								
Age ⁹								
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Age ¹⁰⁰								

N = 10,000; .01, *** .001.

FIGURE 3
GROWTH IN WORD READING FLUENCY BY INTERVENTION



3). : 0. r r

N d eadi gfl e c

$F(3,) 1.11, .001,$
 $F(3, 143) 2.14, .0 () 3).$

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Ch 1

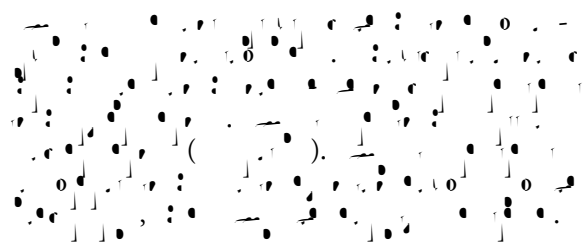
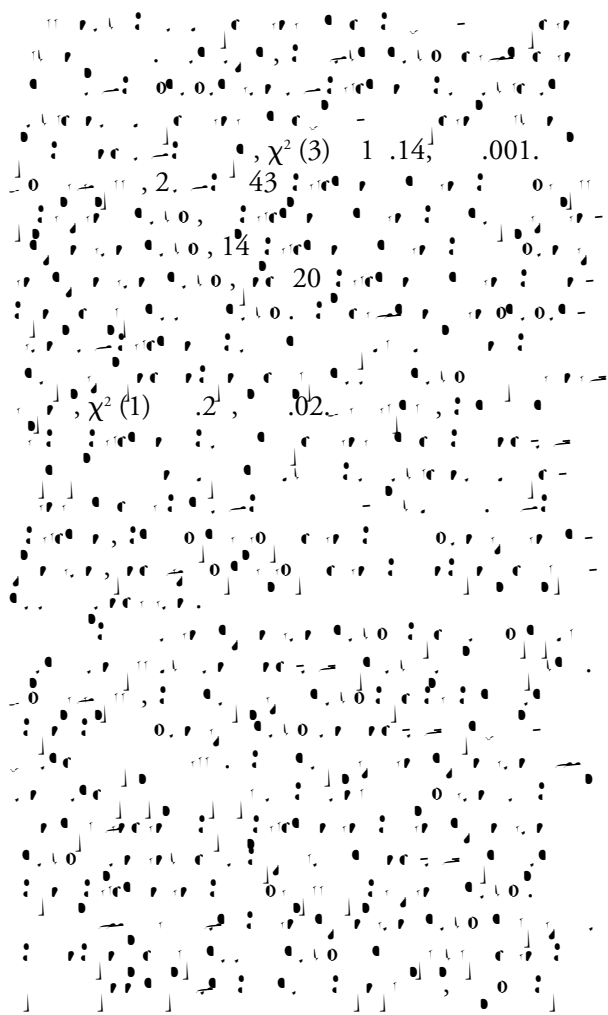
Musical score for the first system on the left page. It consists of a single staff with a complex rhythmic pattern. The notes are mostly eighth and sixteenth notes, with many rests. The score is dense and appears to be a highly technical or experimental piece.

Ch 2

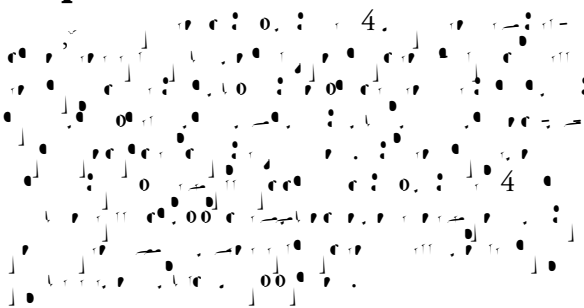
Musical score for the second system on the left page, starting with a '2'. It features a rhythmic pattern similar to the first system, with a mix of notes and rests.

Musical score for the first system on the right page. It includes mathematical notations such as $F(1,1)$, $F(1,23)$, and $F(3,3)$. The score is complex and includes various rhythmic elements.

/ 3 3 1 -1 : / 1



Hypothesis 4: Child characteristics predicting response to intervention



G...

Efficacy of Phonological Awareness

TABLE 7
EFFECTS OF INITIAL PHONOLOGICAL AWARENESS ON GROWTH IN READING
AND RESPONSE TO INTERVENTION

	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>
	3, 1, 1423	1.0 ***	3, 1423	.4 ***	3, 1423	3.4 *
	1, 1423	4.3 ***	1, 1423	. ***	1, 141	1.34
	3, 1423	.1 ***	3, 1420	2.34	3, 141	1.1
	3, 1, 1431	. ***	3, 1431	4.0 **		
	1, 1431	2.32***	1, 1431	10.11**		
	3, 1431	13.1***	3, 142	0.		
	3, 1, 1 24	4. **	3, 1 24	2. *	3, 1 24	1.
	1, 1 24	1.21***	1, 1 24	.12**	1, 1 23	0.3
	3, 1 24	0.	3, 1 24	2. *	3, 1 20	0.
	3, 3	.32***	3, 23	. 2***	3, 23	13. 2***
	1, 23	2.33***	1, 23	10.4 ***	1, 23 1	0.04
	3, 23	10. ***	3, 23 2	0.2	3, 23	1.14
	3, 1, 1420	.0 **	3, 1420	3.1 ***		
	1, 1420	44.33***	1, 1420	1. 3***		
	3, 1420	2. 1	3, 1420	10. ***		

N.e.d.f.e ...
* .0, ** .01, *** .001.

Musical score for the first intervention. It consists of a vocal line and piano accompaniment. The vocal line includes a parenthetical phrase and the text *ega i el*. The piano accompaniment features a complex rhythmic pattern with many sixteenth and thirty-second notes.

Musical score for the second intervention. It consists of a vocal line and piano accompaniment. The piano accompaniment features a complex rhythmic pattern with many sixteenth and thirty-second notes.

V cab la

Musical score for the section titled *V cab la*. It consists of a vocal line and piano accompaniment. The piano accompaniment features a complex rhythmic pattern with many sixteenth and thirty-second notes.

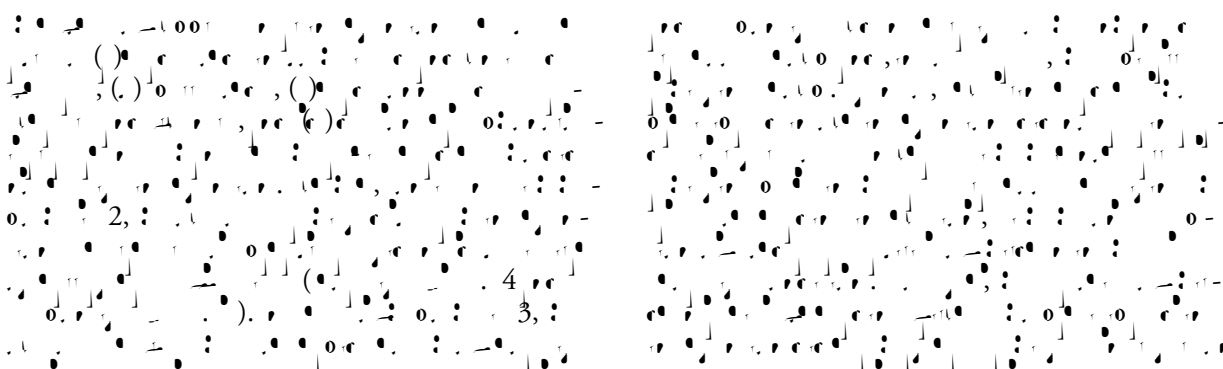
TABLE 10
EFFECTS OF INITIAL PHONOLOGICAL AWARENESS ON END-OF-YEAR OUTCOMES
AND RESPONSES TO INTERVENTION

	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>
•, (o	3, 2	2.30	3, 304	10.22***	3, 304	. ***	3, 2 1	.1 ***
•, (o	1, 2	0. 0***	1, 304	. 0***	1, 304	42. 0***	1, 2 1	31. 2***
•, (o	3, 2	2. 2*	3, 301	0. 1	3, 301	0. 1	3, 2	1.02
	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>
•, (o	3, 302	10. 2***	3, 303	1.22	3, 2	. ***	3, 303	. ***
•, (o	1, 304	23. 2***	1, 303	4. 0 ***	1, 2	1. ***	1, 303	42.2 ***
•, (o	3, 301	0.31	3, 300	1.24	3, 2 2	0.42	3, 300	1. 1

N e

df

* .0, ** .01, *** .001.



	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>
•, (o	3, 301	. 2***	3, 303	. ***	3, 304	. 1***	3, 2 1	.00**
•, (o	1, 301	14. ***	1, 303	3 .02***	1, 304	2 . 2***	1, 2 1	30.11***
•, (o	3, 2	0. 3	3, 300	2.44	3, 301	1. 1	3, 2	0. 3
	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>	<i>df</i>	<i>F</i>
•, (o	3, 303	. 4***	3, 302	2.34	3, 2 4	4.33**	3, 302	. 4***
•, (o	1, 303	3 .2 ***	1, 302	1 .2 ***	1, 2 4	. ***	1, 302	4 .34***
•, (o	3, 300	1.40	3, 2	1. 1	3, 2 1	2.4 1	3, 2	0. 1

N e

Musical score for the first system, left page. It consists of ten staves of music. The notation includes various note values, rests, and dynamic markings. A measure in the fifth staff contains the number '2' in parentheses, likely indicating a second ending or a specific performance instruction.

Musical score for the first system, right page. It consists of ten staves of music. The notation includes various note values, rests, and dynamic markings. The score concludes with a double bar line and a final measure containing a '0'.

I ca ac c

Musical score for the second system, left page. It consists of ten staves of music. The notation includes various note values, rests, and dynamic markings. The score concludes with a double bar line and a final measure containing a '0'.

Study limitations and future directions

The present study has several limitations. First, the sample size was relatively small, which may have limited the generalizability of the findings. Second, the study was cross-sectional, so it cannot establish a causal relationship between the variables. Third, the study did not control for other factors that may have influenced the results, such as age, gender, and education level. Fourth, the study used self-reported data, which may be subject to bias. Finally, the study did not include a control group, which would have helped to isolate the effects of the intervention.

Future research should address these limitations. Longitudinal studies would be helpful in establishing causality. Larger, more diverse samples would improve the generalizability of the findings. Experimental designs with control groups would help to isolate the effects of the intervention. Additionally, future studies should consider the role of other factors, such as age, gender, and education level, in the relationship between the variables. Finally, the use of objective measures, such as physiological data, would help to reduce the risk of self-report bias.

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DAVID J. FRANCIS ...
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REFERENCES

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