

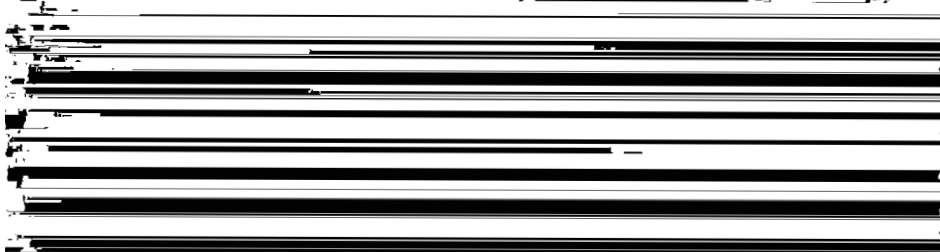
PATRICIA G. MATHES

M, x, D, , A

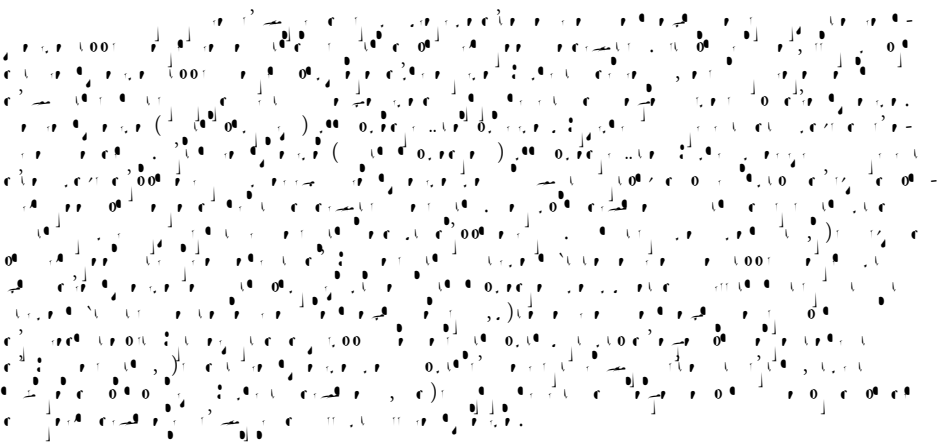


理論的に異なる指導と生徒の特徴が苦勞する読み手の技術に及ぼす効果

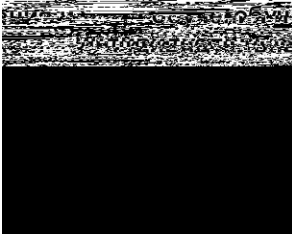
本研究では、リーディングで苦勞している小学1年生のための教室内強化指導と補助的な集中介入を組み合わせることの有効性を調べた。さらに、本研究では、異なる理論的見識感から派生する2つの補助的介入を比較し、学業結果への効果と子供達の特徴が、指導上の介入と特異的に関係しているかどうかという観点から検討した。介入の一つ（先行的リーディング）は、行動理論と同調するもので、直接教授法のモデルから派生した。もう一つの介入（反応的リーディング）



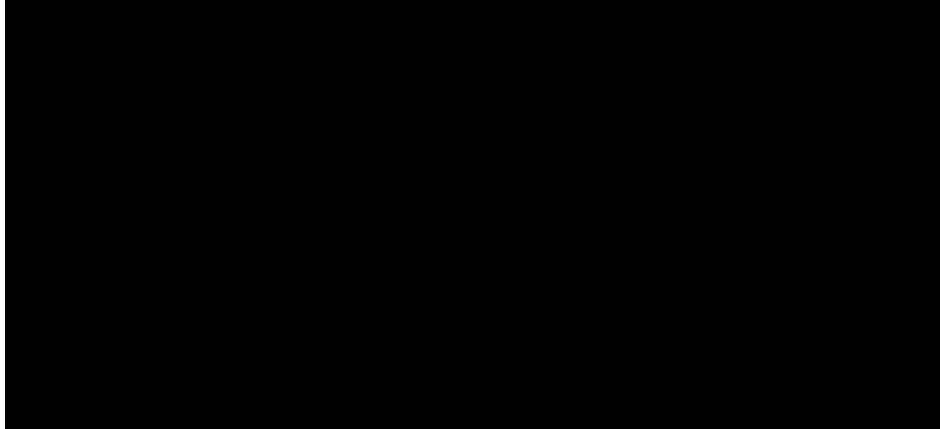
Les effets d'un enseignement théoriquement différent et de caractéristiques d'élèves sur les compétences de lecteurs en difficulté



Теоретические основы



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









( ),

2 ( , & , 1 ).

-0.01 0 \* ( ) -4 0

# Method

*Pa. c, a.*

*Sch l*

acce able ( ), ec g i ed,  
e em la

*S de*

The image displays musical notation for two pieces: 'I e e i eache' and 'Clam eache'. Each piece is written on a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. The notation includes various note values, rests, and bar lines. The first piece, 'I e e i eache', is marked with a tempo of 101 and a 3/4 time signature. The second piece, 'Clam eache', is marked with a tempo of 3.22 and a 2/4 time signature. The notation is dense and covers several staves for each piece.

**TABLE 1**  
**STUDENT DEMOGRAPHIC INFORMATION BY GROUP**

	Group 1		Group 2		Group 3		Group 4	
	%	M (SD)	%	M (SD)	%	M (SD)	%	M (SD)
Gender	2	(4. )	2	(4.2)	114	(4. )	101	(4. )
Race	2	31	30	32	34	30	3	3
Ethnicity	40	44	41	4	2	4	41	40
SES	23	2	21	23	2	24	24	24
Other	0	0	0	0	1	1	0	0
Age	2		3			0	3	2
SES	40	43	2	32	4	40	3	3
Other	3	3	2	2	3	3	1	1
Other	0	0	3	3			2	2
Other			4				4	4

*N* = 101



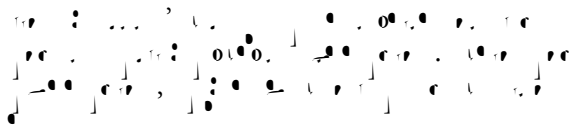




A complex musical score consisting of multiple staves. The notation includes various note values, rests, and dynamic markings. A prominent marking of "100%" is visible on the left side, and a "0%" marking is visible in the middle. The score is dense with notes and rests, suggesting a highly rhythmic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

*R*      *R a*

A musical score for a piece labeled "R a". 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.





0  
( )  
1, 0  
( , 1 )  
0 ( , 2002).  
( )  
4  
4  
( )  
-0.00 1 0.3 ( 4 -1.0 -0.0 2 ( )0.)0( )  
( ) 1 0.2 0.2( ) (( → 2)







TABLE 3  
GROUP DIFFERENCES IN GROWTH PATTERNS OF LITERACY SKILLS

	1998-1999		1999-2000		2000-2001		1998-2001	
	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
	df		df		df		df	
0								
1	0.1	(.02)	0.1	(.04)	0.1	(.04)	0.1	(.04)
2	0.0	(.02)	0.11	(.04)	0.11	(.04)	0.11	(.04)
3	0.0	(.02)	0.0	(.04)	0.0	(.04)	0.0	(.04)
4	0.21	(.02)	0.4	(.04)	0.4	(.04)	0.4	(.04)
5	0.12	(.02)	0.3	(.04)	0.3	(.04)	0.3	(.04)
6	0.34	(.0)	4.34***	0.3	0.3	(.0)	4.34***	0.3
7	0.1	(.0)	2.4*	0.31	0.31	(.0)	2.4*	0.31
8	0.1	(.0)	1.4 <sup>+</sup>	0.0	0.0	(.0)	1.4 <sup>+</sup>	0.0
9	0.1	(.0)	2.0	0.1	0.1	(.0)	2.0	0.1
10	0.31	(.0)	3.***	0.24	0.24	(.0)	3.***	0.24
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								
41								
42								
43								
44								
45								
46								
47								
48								
49								
50								
51								
52								
53								
54								
55								
56								
57								
58								
59								
60								
61								
62								
63								
64								
65								
66								
67								
68								
69								
70								
71								
72								
73								
74								
75								
76								
77								
78								
79								
80								
81								
82								
83								
84								
85								
86								
87								
88								
89								
90								
91								
92								
93								
94								
95								
96								
97								
98								
99								
100								

N = 10, \*\*, .01, \*\*\*, .001.



$F(3, 142) = 3.22, .001,$   
 $F(3, ) = 1.0, .001.$

Musical score for the first section, featuring a complex arrangement of notes and rests.

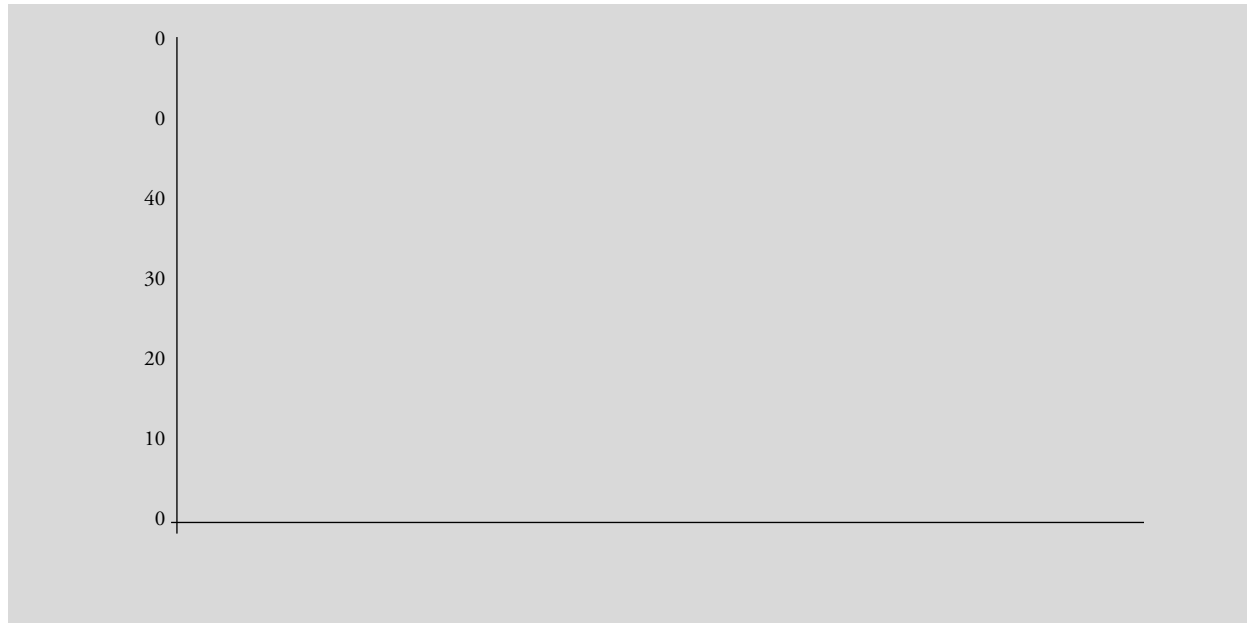
$F(1, 43) = 4.33, .0$

Musical score for the second section, featuring a complex arrangement of notes and rests.

*W d eadi gfl e c*

Musical score for the section titled "W d eadi gfl e c", featuring a complex arrangement of notes and rests.

**FIGURE 3**  
**GROWTH IN WORD READING FLUENCY BY INTERVENTION**



3). 0. p. p.

*N d eadi gfl e c*

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

*Pa age eadi gfl e c*

*C b 1*

Musical score for the first system on the left page. The notation includes various note values, rests, and dynamic markings. The score is dense with notes, particularly in the lower register.

*C b 2*

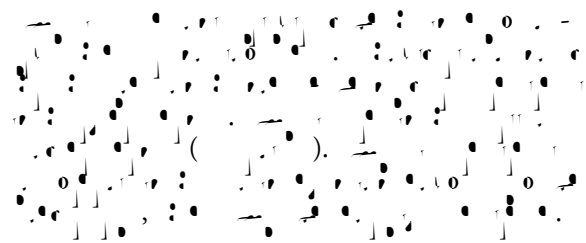
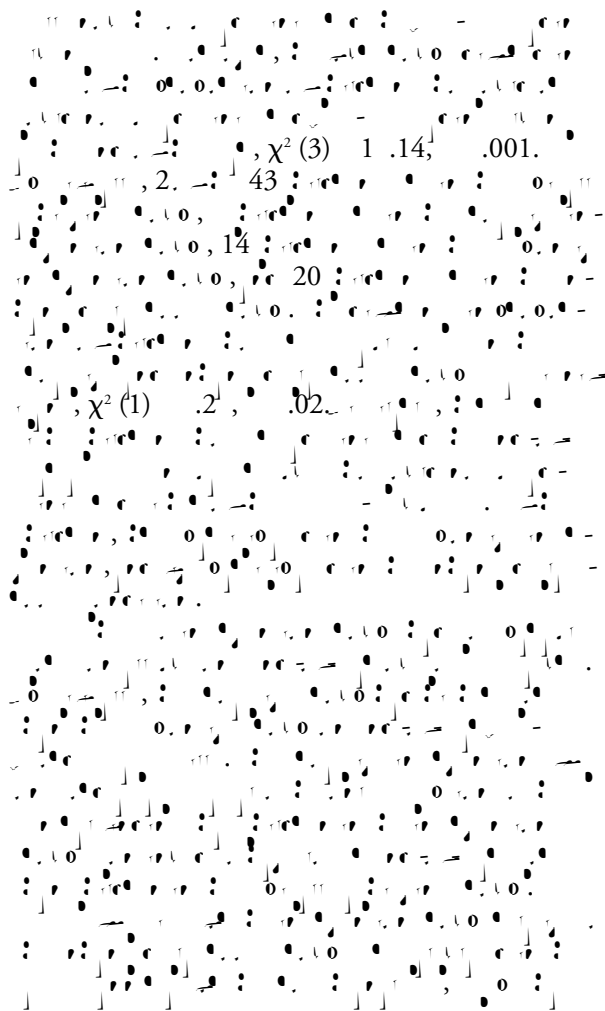
Musical score for the second system on the left page, starting with a '2' marking. The notation continues with complex rhythmic patterns and note values.

Musical score for the first system on the right page. The notation includes mathematical-like annotations:  $F(1,1)$ ,  $F(1,23)$ ,  $F(3,3)$ , and  $F(3,23)$ . The score features complex rhythmic patterns and note values.

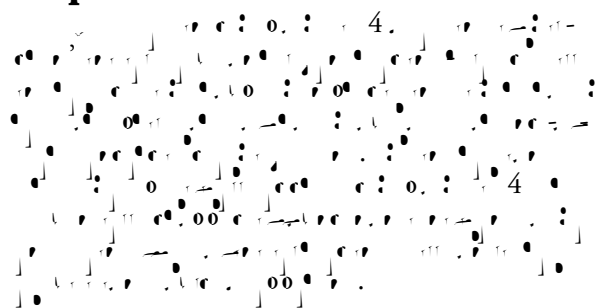
Musical notation at the bottom of the right page, including a slash and numerical sequence:  $/ 3 \ 3 \ 1 \ -1 \ / \ 1$ .







### 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 system, featuring vocal lines and piano accompaniment. The score includes a vocal line with lyrics and a piano accompaniment. The lyrics include the word "ega i el".

Musical score for the second system, featuring piano accompaniment. The score includes a piano accompaniment.

*V cab la*

Musical score for the third system, featuring piano accompaniment. The score includes a piano accompaniment.



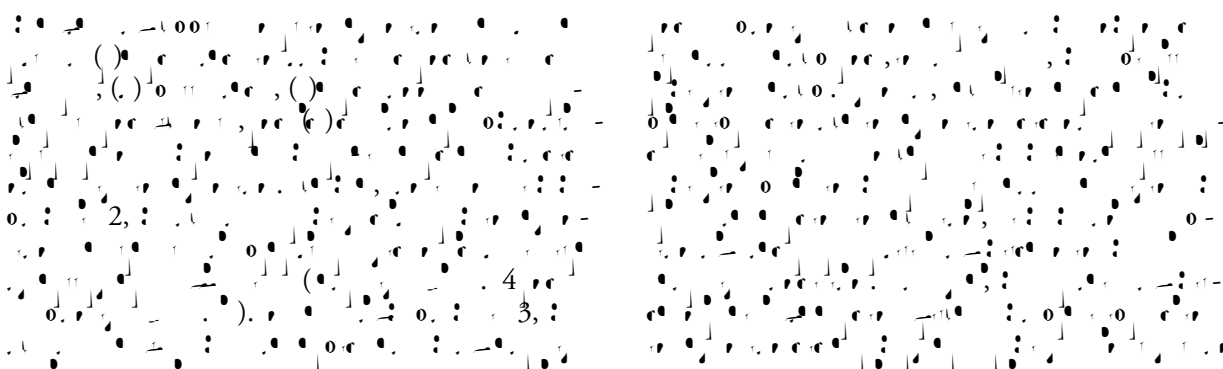
**TABLE 10**  
**EFFECTS OF INITIAL PHONOLOGICAL AWARENESS ON END-OF-YEAR OUTCOMES**  
**AND RESPONSES TO INTERVENTION**

	<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
•, (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
•, (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 multiple staves of music with various notes, rests, and dynamic markings. A measure in the lower part of the system contains the number '2' in parentheses.

Musical score for the first system, right page. It continues the musical notation from the left page, featuring complex rhythmic patterns and dynamic markings.

*I ca ac c*

Musical score for the second system, left page. It features a dense arrangement of musical notes and rests across several staves.

Musical score for the second system, right page. It continues the musical notation from the left page, showing further development of the musical themes.



## 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 a causal relationship between the variables. Larger samples would increase the generalizability of the findings. Future studies should also control for other factors that may influence the results. Finally, including a control group would help to isolate the effects of the intervention.

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 a causal relationship between the variables. Larger samples would increase the generalizability of the findings. Future studies should also control for other factors that may influence the results. Finally, including a control group would help to isolate the effects of the intervention.

... (1-3). ...  
...  
... 00, ... 12, ...  
...

**JACK M. FLETCHER** ...  
...  
... 000 ... 2 ... 000 ...  
...

**JASON L. ANTHONY** ...  
...  
... 12 ... 20 - 022, ...  
...

**DAVID J. FRANCIS** ...  
...  
... 12 ... 20 - 022, ...  
...

**CHRISTOPHER SCHATSCHEIDER** ...  
...  
... 2 0 - 1200, ...  
...

**REFERENCES**

... (1-3). ...  
... *Elementary School Journal* ...

