

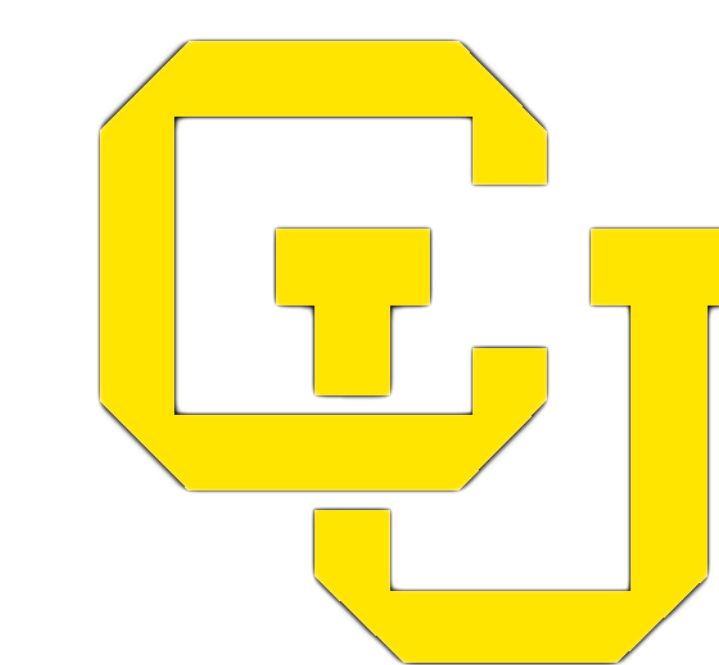


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CSR

Project Collaborative Strategic Reading Interventions for Struggling Adolescent Readers

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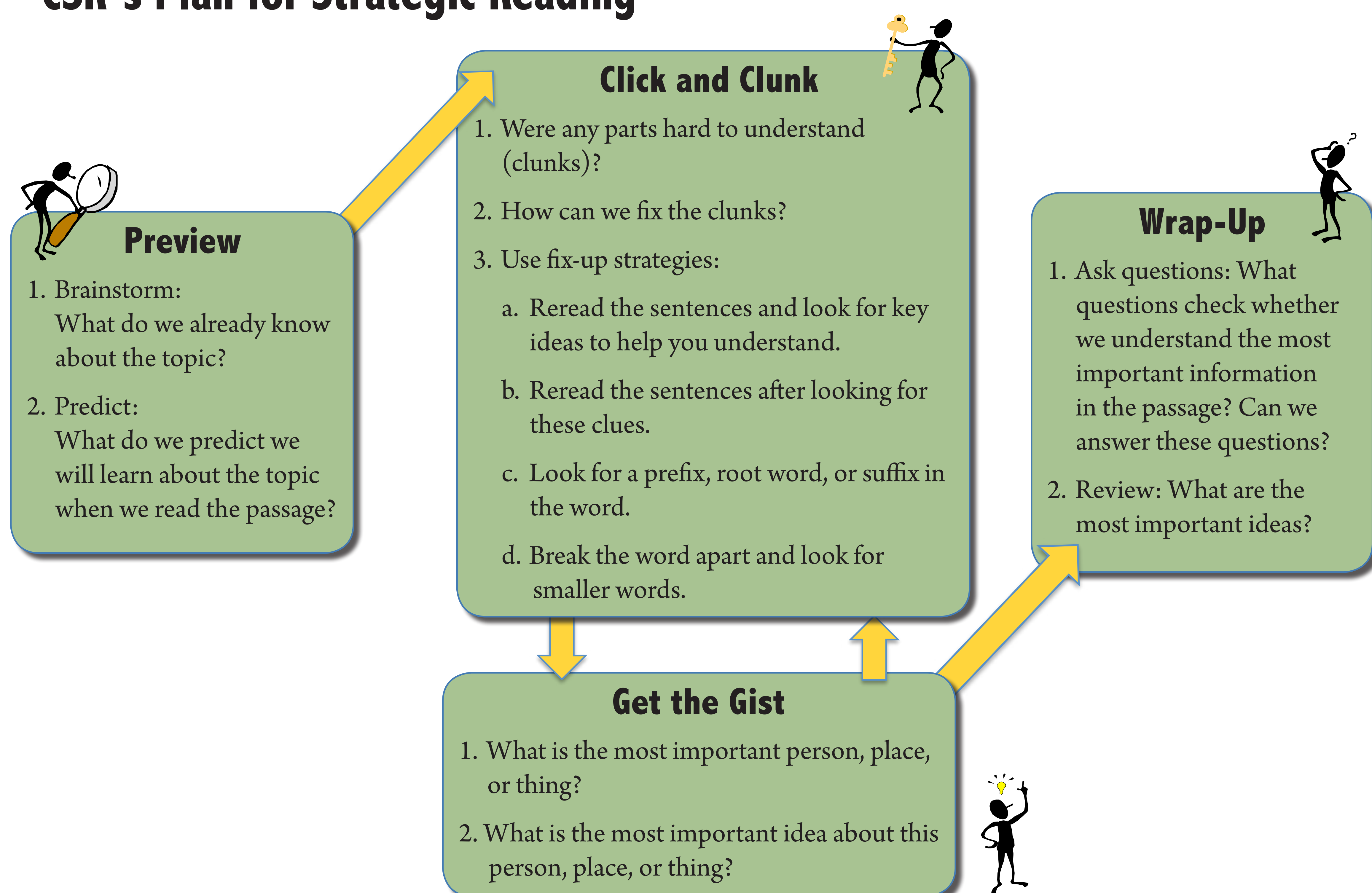
Rationale and Background

This project is designed to test the efficacy of a fully developed intervention, Collaborative Strategic Reading (CSR), with adolescent struggling readers.

During a 10-year period, CSR has been evaluated using quasi-experimental designs, yielding positive outcomes for students with learning disabilities, students at risk for reading difficulties, average- and high-achieving students (e.g., Bryant et al., 2000; Klingner, Vaughn, & Schumm, 1998; Vaughn et al., 2000), and English language learners (ELLs; Klingner & Vaughn, 1996).

This project meets the need for randomized controlled trials to more rigorously assess the efficacy of CSR with adolescent struggling readers.

CSR's Plan for Strategic Reading



Design

Research Questions

Study 1 2008–2010

- What is the efficacy of CSR with adolescent struggling readers when implemented by well-trained and supported teachers who are novices at teaching CSR?
- What is the efficacy of CSR with adolescent struggling readers when implemented by well-trained and supported teachers who are experienced at teaching CSR (1 year of experience teaching CSR)?

Study 2 2010–2012

Study 2 will focus on the same two questions of the efficacy of CSR, except in relation to adolescent struggling readers who are ELLs.

Procedures

CSR Classes

- Implement CSR two to three times each week.
- Maintain high fidelity of implementation.
- Use predominately nonfiction reading materials aligned with the curriculum (e.g., when reading *The Diary of Anne Frank*, teachers implement CSR with nonfiction materials that connect with the content of the book and the instructional goals of the class).

Typical Practice Classes

- Use methods and materials that teachers typically use in their classes.
- Avoid “bleeding” of CSR strategies into typical practice classrooms.

Experimental Design

A multisite, cluster-randomized design improves the precision of the effect estimate and increases the power of the test of main effects.

University of Texas Site

25 Classes

13 CSR

12 Typical Practice

- 7 teachers: 5 language arts, 2 reading
- 318 total students
- 128 struggling readers

University of Colorado Site

39 Classes

21 CSR

18 Typical Practice

- 10 teachers: 8 language arts, 2 reading
- 689 total students
- 250 struggling readers

Data Sources

Students

- Gates MacGinitie Comprehension
- Test of Sentence Reading Efficiency
- AIMSWeb Maze
- Strategy Use Measure
- Student Engagement Index

Subgroup of Struggling Readers

Test of Word Reading Efficiency

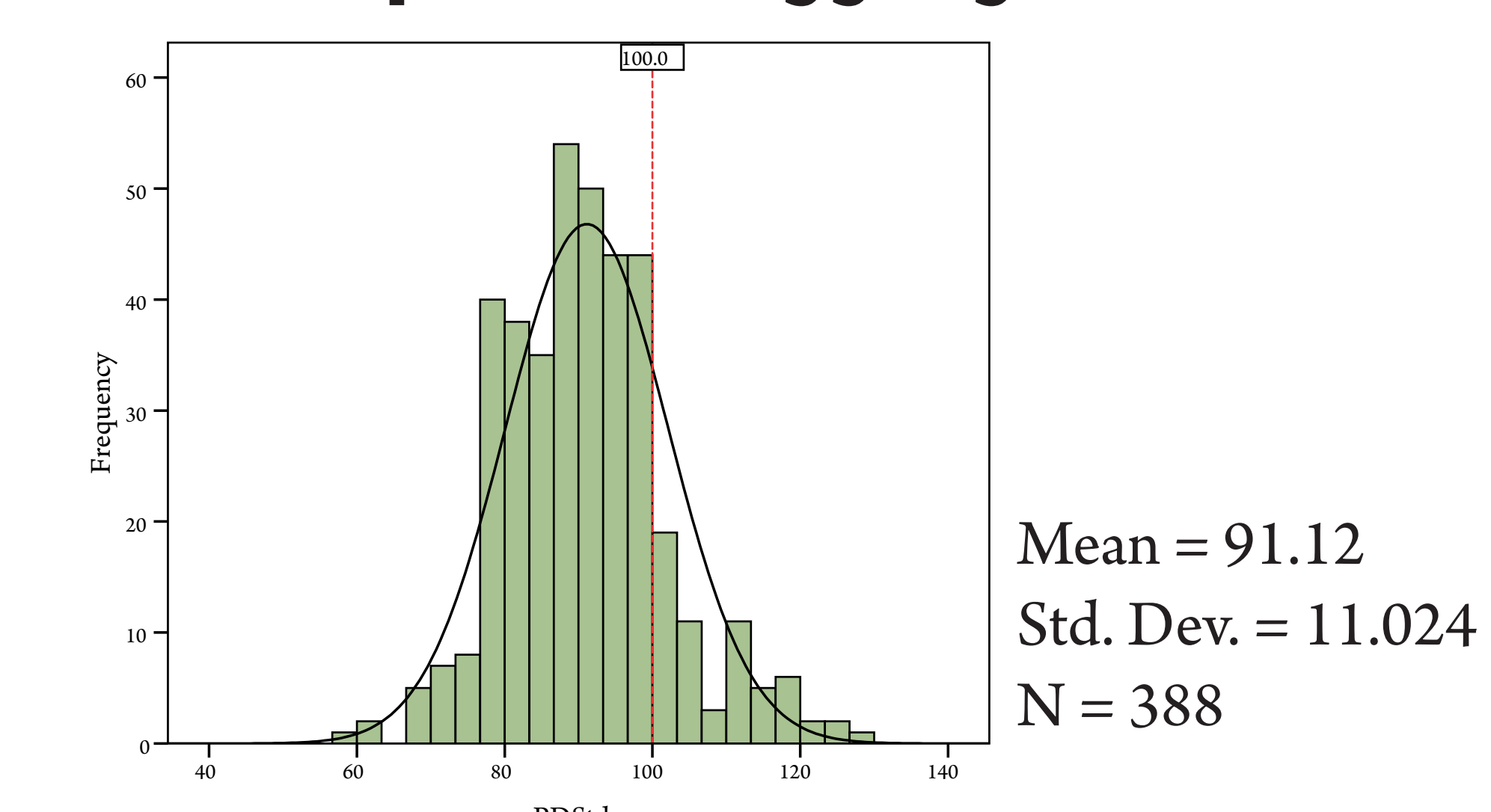
Teachers

- Four fidelity observations
- Weekly implementation logs
- End-of-year teacher interview
- Student attendance

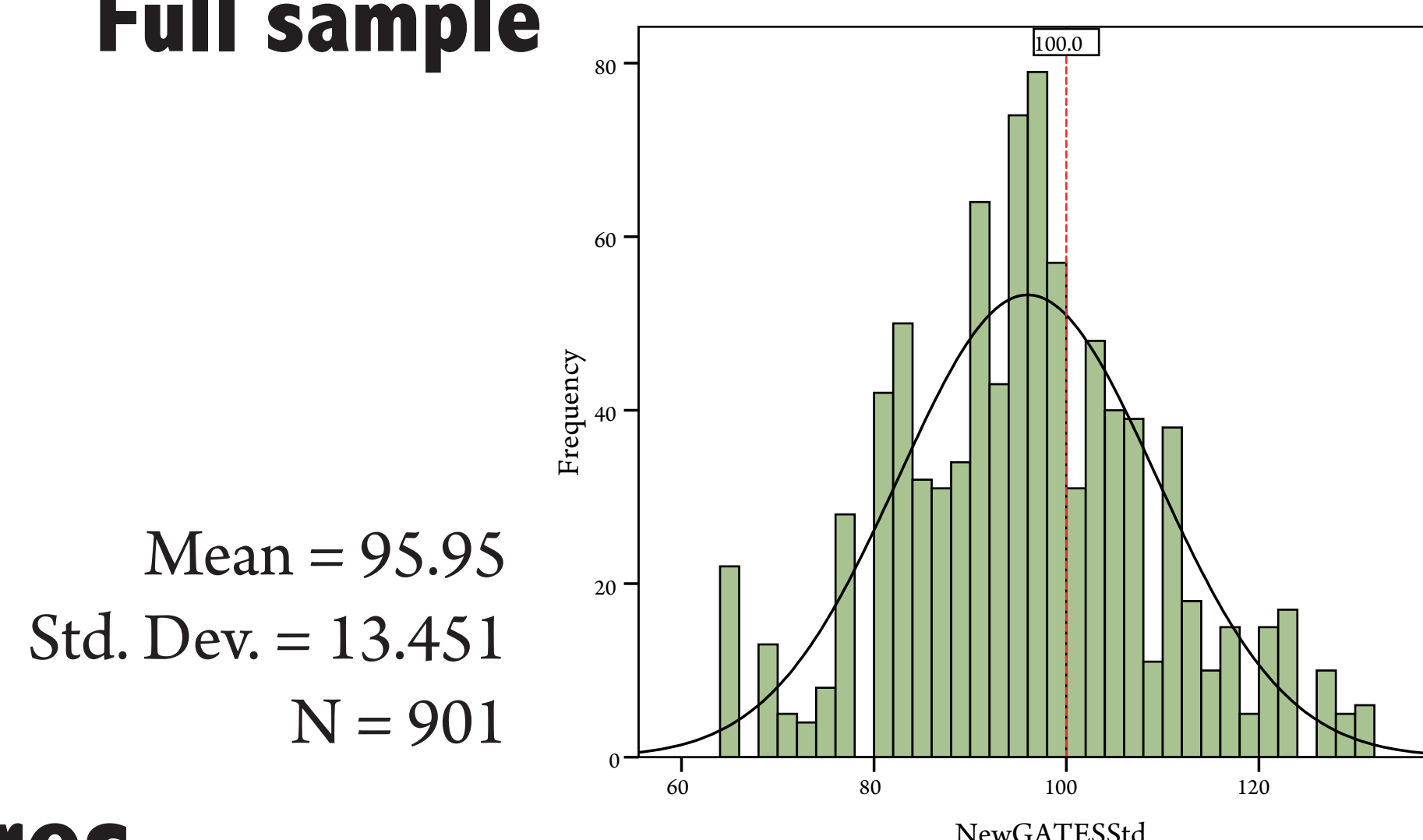
Pretest Data

TOWRE-PD

Subsample of struggling readers



Gates-MacGinitie Full sample



All Measures Combined sites by grade level

Assessment	Overall	Grade 7	Grade 8
*AIMSWeb	N 924	596	328
	Mean 92.2	92.4	91.8
	SD 11.33	11.48	11.06
*Gates-MacGinitie	N 894	581	313
	Mean 96.0	96.0	95.9
	SD 13.38	13.59	13.01
MSI	N 887	576	311
	Mean 9.93	9.89	10.00
	SD 3.64	3.69	3.55
SEI	N 877	582	295
	Mean 3.13	3.17	3.07
	SD 0.36	0.36	0.36
TOSRE	N 911	590	321
	Mean 24.1	23.14	25.99
	SD 7.33	6.88	7.78
*TOWRE-SW	N 389	246	143
	Mean 90.5	91.0	89.5
	SD 7.86	7.61	8.23
*TOWRE-PD	N 388	243	143
	Mean 91.1	92.2	89.3
	SD 11.02	10.48	11.70

*Reported in standard scores (mean = 100; SD = 15)