

# Read It Once Again

## Research Study Results

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Language

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**Read It Once Again**  TM

*Read It Once Again* is research validated and evidenced based. Informal research has been conducted by teachers using the curriculum with significant improvement in student achievement being demonstrated. For example, a long term study concluded in 2006 in Spartanburg School District Six in South Carolina looking at the progress of 3 year old, self-contained, preschool students with disabilities participating in the curriculum revealed that 41 (82%) of the 50 students exiting the PCD program over a two year period were fully mainstreamed in 5K. The chart below provides pre-and-posttest results of student performance on the Developmental Indicators of Assessment of Learning-3<sup>rd</sup> Edition (DIAL-3) for 7 teachers using the *Read It Once Again* curriculum for at risk 4K students in Spartanburg District Six. The DIAL-3 subtests measure skills in the following domains: physical, cognitive, communication, social or emotional, and adaptive. As indicated in the chart, students participating in the *Read It Once Again* curriculum showed significant progress as measured by pre-and-posttest results. Students who participated in the curriculum showed an average pretest percentile score of 17.1, an average posttest percentile score of 50.2, for an increase of 33.0 percentile points. A review of the student's scores showed that 71% of the students scored ready for 5K.

4K DIAL 3 Pretest/Posttest Results  
Spartanburg District Six  
2009-2010

Teacher	Pretest %ile	Posttest %ile	Difference
A	16.6	48.4	31.8
B	17.3	64.1	46.8
C	25.0	66.8	41.8
D	9.6	34.0	24.4
E	14.3	60.0	45.7
F	6.8	26.8	20.0
G	30.2	51.3	21.1
Mean %ile	17.1	50.2	33.0

Two unpublished studies by speech-language pathologists using *Read It Once Again* with speech-language impaired students in Aiken County, South Carolina reported significant gains in speech-language skills as measured by Preschool Language Scale-4.

In December 2009, Clemson University was awarded a \$50,000 grant from the South Carolina Department of Education to compare *Read It Once Again* with several other traditional preschool curriculums in four school districts. The data for the study was collected in May 2010 and the results were reported at the Division for Early Childhood Convention of the National Counsel for Exceptional Children in Kansas City in October 2010. Publication of the study in a peer reviewed journal is pending. An abstract of the study presented at DEC is included below.

## Impact of an Early Literacy Curriculum on Preschool Children

*Vivian I. Correa, Cindy Baughan, and Martie Thompson, Clemson University  
Karen Fries, Penn State and Robert Hatchette, Consultant*

Presented at the Division for Early Childhood Conference  
Kansas City, MO October 15, 2010

### Limitations

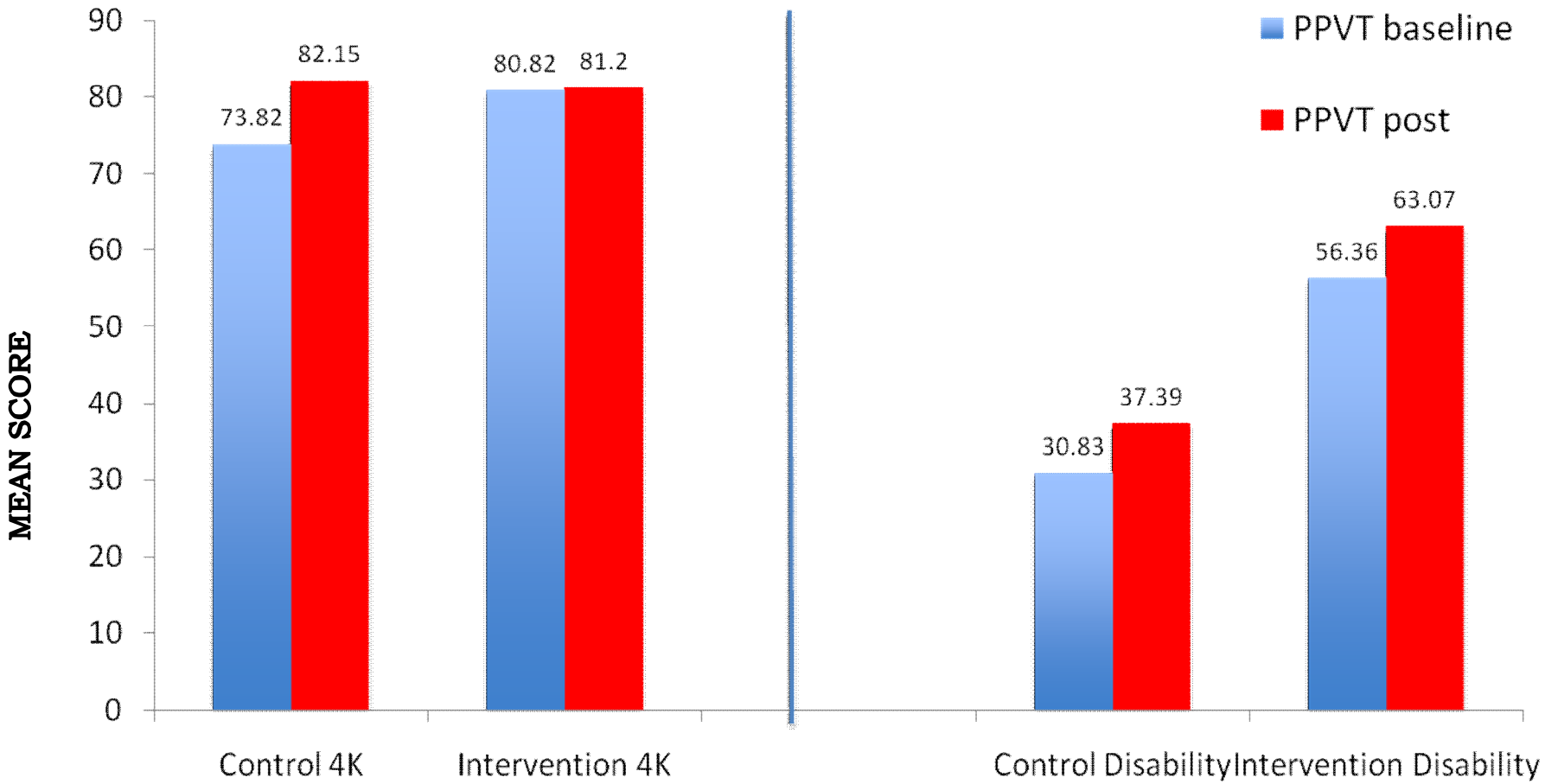
- Relied on a sample of convenience
- Began study in January and limited to a 12-week intervention period
- PLS-4 and PPVT-4 may not be sensitive enough to small amounts of change over short periods of time.

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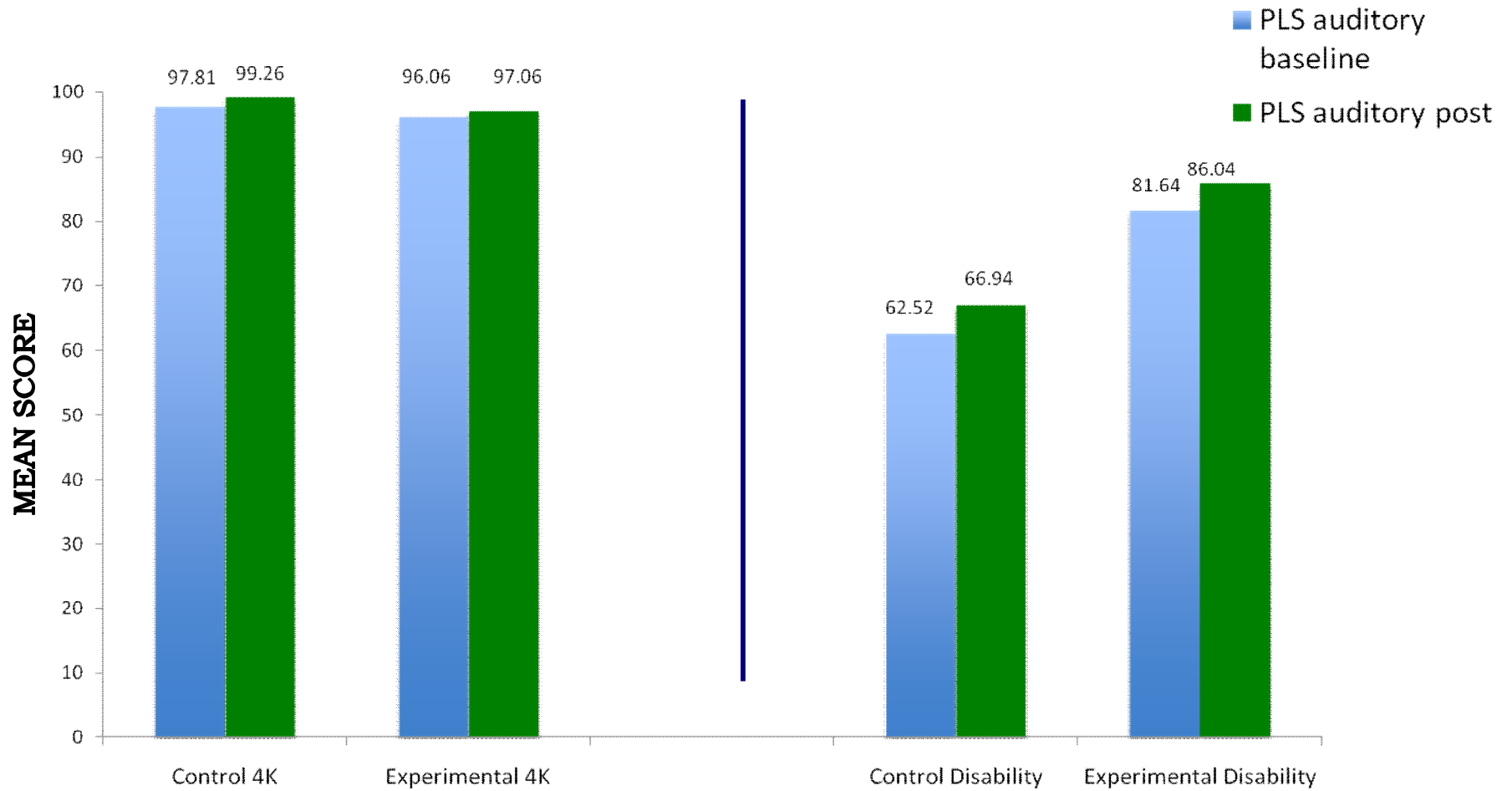
### Implications

- Findings indicate that the RIOA curriculum is an effective approach to early language and literacy outcomes in young children receiving traditional, and (5) progress monitoring on rhyming (Rhyming IGDI). Results indicated that children in the intervention group showed significantly greater gains in rhyming IGDI (F=4.7 (1,138) p<.01) than children in the control group. This is significant in the field because of the IGDI (F=4.7 (1,138) p<.01) by preschool children with disabilities. Study which the preschool children who received the intervention showed relatively significant improvements relative to their preschool disability counterparts who did not receive the intervention. These results suggest that RIOA is an effective intervention for preschool children, especially for children with developmental delays.

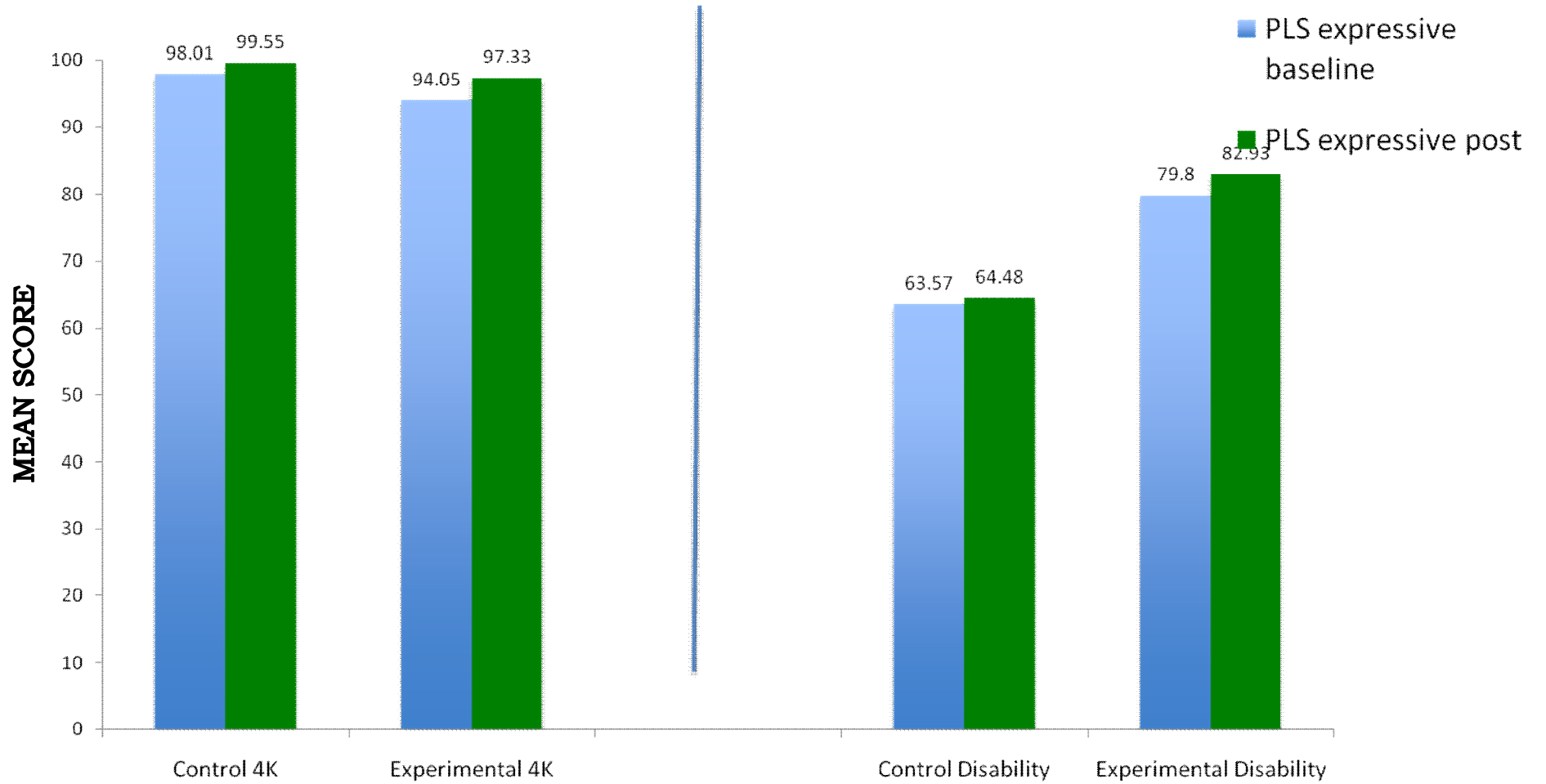
# PPVT



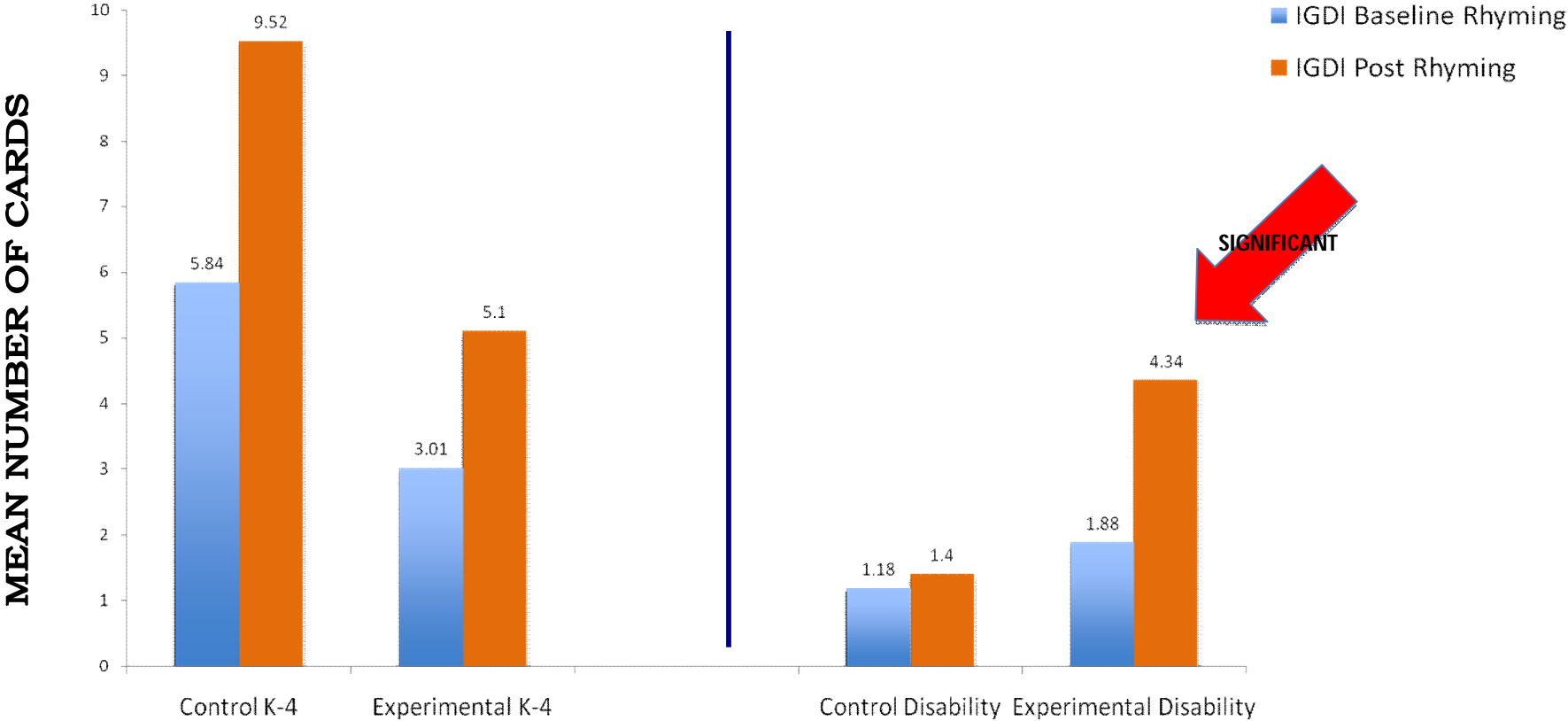
# PLS Auditory



# PLS EXPRESSIVE

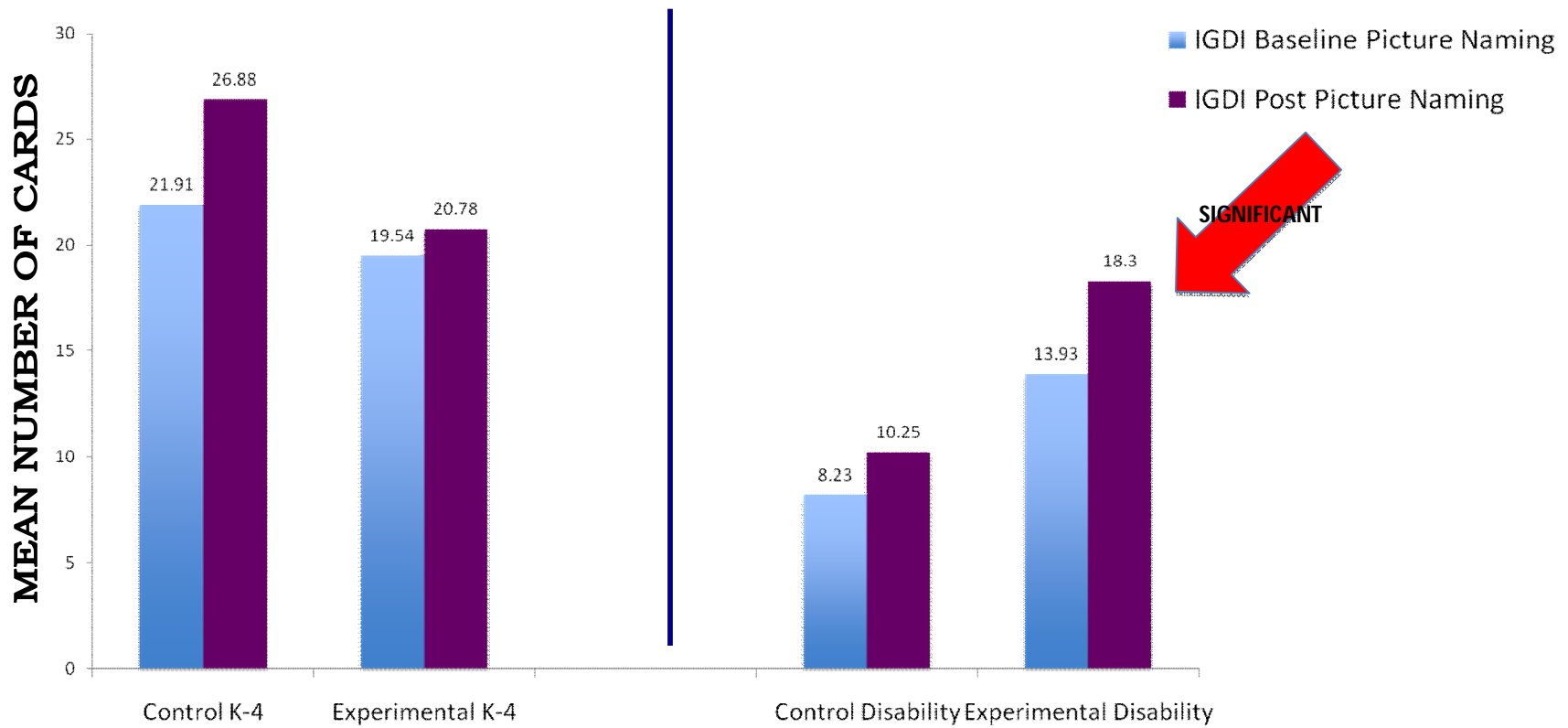


# IGDI RHYMING



(F = 6.47 (1,138), p < .01)

# IGDI PICTURE NAMING



( $F = 4.70(1,138), p < .05$ )

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