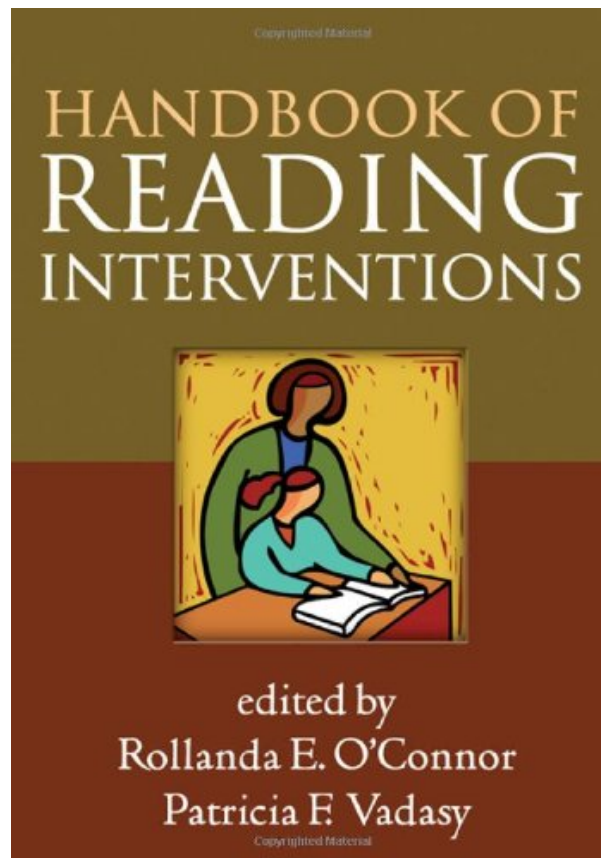


HANDBOOK OF READING INTERVENTIONS FROM THE GUILFORD PRESS



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HANDBOOK OF READING INTERVENTIONS



edited by
Rollanda E. O'Connor
Patricia F. Vadasy

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Review

"This is a gem of a book that accomplishes the most difficult task of both providing a research base for the interventions and describing them in meaningful ways for practicing teachers. What makes this book exceptional is that each chapter is packed with instructional practices that are proven to enhance student outcomes."--Sharon Vaughn, PhD, Executive Director, Meadows Center for Preventing Educational Risk, University of Texas

"In this timely volume, well-established researchers summarize what is known about how to improve students' reading performance and provide specific ideas for applying this knowledge in schools. It is a valuable resource for educators seeking to use research-based interventions in developing effective literacy programs. The Handbook is unique in its range--preschool through secondary levels--and its comprehensiveness. It addresses content-area instruction; various factors affecting comprehension; writing; the older reader; and more, and presents actual lessons that illustrate instructional strategies. It could serve as a text for a graduate course on working with struggling readers."--Rita M. Bean, PhD, Department of Instruction and Learning (Emerita), University of Pittsburgh

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About the Author

Rollanda E. O'Connor, PhD, is Professor of Education at the University of California, Riverside. She taught reading in special and general education classrooms for many years and has conducted numerous intervention studies in special and general education settings, explored procedures to predict in kindergarten and first grade which children are likely to develop reading difficulties, and followed the reading progress of children who received early intervention. Her longitudinal studies of intervention and assessment led to the development (with Patricia F. Vadasy) of Ladders to Literacy, a collection of phonological and print

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Comprehensive, authoritative, and designed for practical utility, this handbook presents evidence-based approaches for helping struggling readers and those at risk for literacy difficulties or delays. Leading experts explain how current research on all aspects of literacy translates into innovative classroom practices. Chapters include clear descriptions of effective interventions for word recognition, spelling, fluency, vocabulary, comprehension, and writing, complete with concrete examples and teaching scripts. Coverage also encompasses preschool literacy instruction and interventions for older readers, English language learners, and students with learning disabilities, as well as peer-mediated and tutoring approaches.

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Excellent source for research-based reading interventions

By Mountain Grandpa

This book is both scholarly and practical. If you really want to know which teaching strategies and activities are supported by research, this is the best of the many intervention books I have read. It covers all the areas of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension and more. In most chapters there is a fairly concise list of best practices. The teaching strategies used in research studies are described in an appropriate amount of detail and the bibliography in each chapter will lead you to more complete explanations. This is not really a how to book, but it will help you decide on which strategies and programs will be most useful for leading children to success in literacy.

0 of 0 people found the following review helpful.

Five Stars

By Lee

very good reference book

0 of 1 people found the following review helpful.

Vocabulary development

By Sylvie-Anne Barbeau

I only read two chapters, For now I like it and it correspond to m'y study subject.

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