



The Woodcock-Muñoz Foundation

RESEARCH BRIEF

DOCTORAL DISSERTATION ABSTRACT

FURTHER STUDY OF THE TREATMENT UTILITY OF THE WOODCOCK JOHNSON III USING MATCHED AND EVIDENCE-BASED INTERVENTIONS

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The Woodcock-Muñoz Foundation (WMF) is a private non-profit operating foundation that supports the advancement of contemporary cognitive assessment practices. The Doctoral Dissertation Abstract Project is part of the Foundation's efforts to disseminate research findings that bridge the theory-to-practice gap in cognitive assessment.

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Abstract

Thirty-six first-grade students with below grade-level reading skills participated in a five-week study to investigate the treatment utility of the Woodcock Johnson-Third Edition (WJ-III). Portions of the WJ-III were administered to identify students' reading skill deficits. Oral reading fluency probes were administered to obtain baseline scores and to measure progress from pre- to post-intervention. Students were randomly assigned to one of three groups. Group 1 (n = 12) received a matched reading intervention (MI). Group 2 (n = 12) received a scripted, evidence-based reading intervention (EB). Group 3 (n = 12) received no intervention and served as a control group (NT). Matched interventions addressed students' primary reading deficit, as determined by WJ-III performance. The evidence-based intervention incorporated current knowledge about effective reading instruction for young children. Results show that students who received five weeks of individual tutoring (MI or EB) made greater pre- to post-intervention oral reading fluency gains than students in the no-treatment control group; however, there were no differences between the MI and EB groups. Similar gains were not evidenced on the WJ-III subtests. These findings fail to provide evidence to support the treatment utility of the WJ-III.

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