SPELD NZ remedial intervention for dyslexia
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Abstract
Intensive tutoring has been shown to be effective in improving the academic skills of children with reading disabilities. This study investigated the efficacy of SPELD NZs’ specialist intervention. The 42 participants were aged seven years and in Year 3 in 2011. The teaching provided was one to one from qualified SPELD NZ teachers. Analyses were conducted on students’ Woodcock-Johnson III (WJIII) scores post-test compared to pre-study assessment. Analyses revealed significant scores gains in both the WJIII Cognitive Abilities and Test of Achievement. Noteworthy were the large effect sizes post-remediation from the broad reading skills cluster, the word attack subscale and verbal comprehension. Less expected, however, were the large gains from measures of cognitive efficiency and processing speed. Taken together, the findings support the conclusion that SPELD NZ interventions can be most effective in lifting specific and broad achievement levels for students with dyslexia.

For affiliations see Biographical Notes