

- 2.16** *Teaching Reading to Disabled Readers By Eliminating the Necessity for Grapheme to Phoneme Recoding.* Maxwell, M.J. (1983). Doctoral Dissertation, St. John’s University. Subjects for this study were 45 randomly selected first-graders with reading scores on the Metropolitan Achievement Test (MAT) below the 40th percentile. The 45 subjects were randomly assigned to one of three groups. The first group was taught to read using a series of words and pictures, the second group listened to passages recorded with the Carbo Recorded-Book Method and the third group (the control) received work identical or similar to what they had been doing in class all year. After 25 half-hour sessions, compared to the control group, the two experimental groups showed significantly higher gains in reading comprehension on the MAT.
- 2.17** **“Teaching Reading with Talking Books.”** Carbo, M. (December 1978). *The Reading Teacher*, Vol. 32, No. 3, pp. 267-73. This article describes the development of the Carbo Recorded-Book Method over a three-year period with severely learning-disabled students. The first pilot experiment was conducted during 1975 with eight LD youngsters. These were the extraordinary gains in word recognition: elapsed time—3 months; average gain—8 months; highest gains—15 months; lowest gains—4 months. Every student experienced immediate success, and discipline problems were greatly reduced during the process. The article ends with a description of how to program recorded books for greater efficiency of use.

**Learning-Disabled Students in Grades 2-6 Achieve
Eight-Month Gain in Word Recognition on Wide Range Achievement
Test After Three Months of Carbo Recorded-Book Method**

