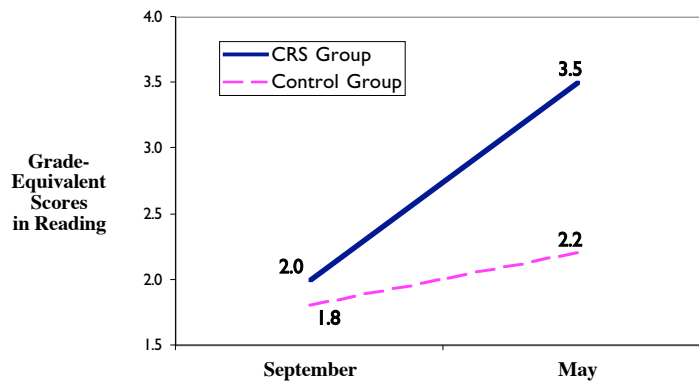


**2.15** *An Analysis of the Effects of Reading Methods Upon Reading Achievement and Locus of Control When Individual Reading Style Is Matched for Learning-Disabled Students.* LaShell, L. (1986). Doctoral Dissertation, Fielding University. Ninety learning-disabled students participated in this study. The Carbo Reading Styles group achieved significantly higher reading gains (at the .001 level) than the control group. Within eight months, CRS students gained 15 months in reading, while the control students gained only four months. CRS students also achieved a significantly higher internal locus of control (at the .001 level) than the control group. This finding indicated that CRS students felt significantly more responsible for their actions, while the control students believed more strongly that results are caused by powerful outside forces. LaShell also noted that 55% of the subjects in this study had been previously retained. She suggested that retention might have been avoided if the students' reading styles had been accommodated earlier. LaShell perceived a need to redefine the term "individualized" to include not only differential pacing but also individual reading methods and materials. Note: The CRS group comprised all the learning-disabled students in the Lake Stevens School District (n=42), while the control students were all the learning-disabled students in the Arlington School District (n=48). Both districts are in Washington State.

**Lake Stevens School District, Lake Stevens, WA**  
 Learning-Disabled Students in Grades 1-6 Achieve Significant Gains in Reading Fluency and Comprehension on Gray Oral Reading Test After Eight Months of CRS



**Lake Stevens School District, Lake Stevens, WA**  
 Learning-Disabled Students in Grades 1 Through 6 Gain Significantly in Locus of Control After Eight Months of CRS

