

Reading Style Inventory® - Reading Gains

Fifteen years of research indicates that the implementation of RSI recommendations produces significant increases in reading motivation and achievement, and improves academic growth across content areas (Brooks, 1991; Oglesby & Suter, 1995; Snyder, 1997). (Click here for a discussion of these three studies.) Major journals have reported high reading gains after use of RSI recommendations, including: *Research in the Schools* (Mid-South Educational Research Association), *Exceptional Children*, *Phi Delta Kappan*, *Teaching Exceptional Children*, and *Educational Leadership*.

In addition, The Reading Style Inventory is used extensively to guide reading instruction in the Carbo Reading Style Program. CRSP has gained national recognition. (click here for National Validations)

The Carbo Reading Styles Program has received national and regional recognition for its positive effect on improving students' reading achievement in Grades K-12. For example, the Kentucky Department of Education recommended the Carbo Reading Styles Program for "its consistently high student performance results (Results-Based Practices Showcase, 1997-1998); and the U. S. Department of Education, after an extensive evaluation of the Carbo Program's research base, named the Carbo Reading Styles Program as one of seven national, research-based school-reform programs in reading (Catalog of School Reform Models, 1998).

In addition, the Carbo Program was one of six reading programs selected for inclusion in *Reading Programs that Work: A Review of Programs for Pre-Kindergarten to 4th Grade* (Schacter, 1999). This publication, prepared for the Milken Foundation, chose reading programs that "helped students learn to read better than traditional methods" and are "driven by reading research, not ideology" (p.7). The Carbo Program was also selected for inclusion in *A Guide to Research-Based Programs and Practices for Improving Early Literacy*, prepared by the New England Comprehensive Center (NECAC), at Education Development Center (October 1999). The guide was created "to assist low-performing schools and districts in planning early literacy instruction."

In 1998, Phi Delta Kappa published a two-year study of the Carbo Reading Styles Program which involved 561 students in grades 1-6 from six school districts (Barber, Carbo & Thomasson). The study compared the effectiveness of many different reading programs to the Carbo Program and found that, when implemented at the 85% level or higher, the Carbo Program is significantly more effective than extant programs. In this carefully controlled quasi-experimental study, both experimental and control teachers and students were matched. Districts used their own standardized achievement tests to measure reading results. Specifically, the findings indicated that after two years of implementation students of the Carbo trained teachers achieved higher effect sizes, on the reading subtests measured, six times more frequently than did the students of the control teachers.

More than fifteen years of published research strongly suggests that a high level of implementation of the Carbo Reading Styles Program results in high reading gains over a short period of time, especially with poor and at-risk children. High reading gains, lowered discipline problems, increased attendance, sharply lowered retentions, and increased motivation to read have been reported both by teachers (Bradsby, Wise, Mundell & Haas, 1992; Brooks, 1991; Hodgin & Wooliscroft, 1997; LaShell, 1986; Molbeck, 1994), and educators involved in schoolwide and districtwide implementation of the Carbo Program (O'Tuel & Holt, 1992; Langford, 2000; Oglesby, 1995; Skipper, 1997; Snyder, 1997; Acceleration Program, 1998).

Brooks, J.D. (1991). *Teaching to Identified Learning Styles: The Effects Upon Oral and Silent Reading and Listening Comprehension*. Doctoral Dissertation, University of Toledo.

Oglesby, F. & Suter, W.N. (1995). *Matching Reading Styles and Reading Instruction*. *Research in the Schools* (Mid-South Educational Research Association), 2(1), 11-15.

Snyder, A.E. (1997). *Utilization of a Systemic Design and Learning Styles Model as a Paradigm for Restructuring Education*. Doctoral Dissertation, Tennessee State University.

These studies are discussed in the [research section](#).

