

- 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 40<sup>th</sup> 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**

