Abstract

The purpose of this study was to examine the effectiveness of second tier intervention at-risk readers within the context of a Response to Intervention approach. The study was conducted in the Canary Islands (Spain), directed by research team , (DEA&NT) from University of La Laguna, and supported by the Government of the Canary Islands. A sample of 1.123 Spanish children from fourteen schools districts were given the Spanish adaptation of The Hong Kong Specific Learning Difficulties Behavior Checklist and children who scored at or above the 75th percentile on the test were classified as «at risk» for early reading difficulties. Half of the students were randomly assigned to a project-based intervention condition where they received small group supplementary intervention for 30 minutes daily using the Prevención de las Dificultades Específicas de Aprendizaje (PREDEA) curriculum from mid to late December and continued until mid June. The other half received whatever remedial services were available at their schools. Results indicated that children who received the PREDEA curriculum had higher scores on the Early Grade Reading Assessment Test (EGRA) on initial sound identification, listening comprehension, letter sound knowledge and oral reading fluency compared to the control group.