

Early Reading Interventions

- Gunn, B.K., Smolkowski, K., & Vadasy, P.F.** *Evaluating the efficacy of Read Well Kindergarten: Year 01 outcomes.* (under review)
- Vadasy, P. F., & Sanders, E. A.** (in press). Code-oriented instruction for kindergarten students at risk for reading difficulties: A replication and comparison of instructional grouping. *Reading and Writing: An Interdisciplinary Journal.* (available in journal's online version 8/08)
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- O'Connor, R. E., Notari-Syverson, A., & Vadasy, P.** (1998). First-grade effects of teacher-led phonological activities in kindergarten for children with mild disabilities: A follow-up study. *Learning Disabilities Research and Practice, 13*(1), 43-52.
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- Vadasy, P. F., & Sanders, E. A.** (2008). Benefits of repeated reading intervention for low-achieving fourth- and fifth-grade students. *Remedial and Special Education, 29*, 235-249.
- Vadasy, P. F., & Sanders, E. A.** (2008). Repeated reading intervention: Outcomes and interactions with readers' skills and classroom instruction. *Journal of Educational Psychology, 100*(2), 272-290.

Other Publications

Metaanalyses in which our research has been included

- Bus, A.G., & van IJzendoorn, M.H.** (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology, 91*, 403-414.
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- Reed, D.K.,** (2008). A synthesis of morphology interventions and effects on reading outcomes for students in grades K-12. *Learning Disabilities Research and Practice, 23*, 36-49.
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Curricula

- Nelson, J. R., & Vadasy, P. F.** (2007). *Early vocabulary connections: First words to know and decode*. Longmont, CO: Sopris West.
- Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F.** (1998, 2006). *Ladders to Literacy: A preschool activity book*. Baltimore, MD: Paul H. Brookes.
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