Coding Sheet: sample for class

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APA	Cito	1†1	nn'

Torgesen, J. K., Alexander, A. W., Wagn	er, R. K., Rashot	te, C. A., Voeller, k	K. K. S., & Conv	vay, T. (2001).	Intensive remedial
instruction for children with sev	ere reading disa	bilities: Immediate	and long-term	outcomes from	two instructional
approaches. Journal of Learning	Disabilities, 34(1),	33- 58.			

Date _10-05-08	Coder_SK	Reliability Checker Initials
Number of conditions (if	f experimental)2	
Comparisons for Effect	t Size	
1. 26		
2. 24		

Write a direct quote of the author's definition and/or description of the intervention(s). Mark on the article the location of the quote and include the page #s on this coding sheet. p. 56

"The most significant outcome of this study was the demonstration of large, generalized, and stable changes in the reading ability of a sample of children selected because they had been unable to acquire adequate word-reading ability through instruction received in both general and special education classrooms."

## INTRODUCTION

	ES 1	ES 2	ES 3	ES 4	ES 5	ES	ES	ES	ES
						6	7	8	9
1 ID Study ID Reading Interventions 1	1								
2 ESNUM Effect size num	1	2	3	4	5	6	7	8	9
2 VD	01								
3 YR year last 2 digits	01								
4 SOURCE use meta list	1								
Journal of Learning Disabilities	•								
5 COMPTYPE type of comparison	2 & 3								
1=exp vs control (no treatment)									
2=A vs B									
3=pre-post									
4=crossover									
5=N=1 ABAB									
6=N=1 multiple baseline									
7=N=1 other variation									
8=case study									
9=qualitative									
10=descriptive									
11=other specify									

## SAMPLE DESCRIPTION

	ES 1	ES 2	ES 3	ES 4	ES 5	ES	ES	ES	ES
						6	7	8	9
6 NTOTAL sample size	50								
7 NA sample size ADD	26								
8 NB sample size EP	24								
9 TWHITE N white	34?								

			1		
10 TMALE N male	38?				
10.5 TFEMALE n female	12?				
11 TBLACK N black	16?				
12 TAGE M age/mo	117.6				
13 TIQ M IQ rounded	97				
14 TVERBAL IQ rounded	93				
15 TWORD ATTACK rounded WJ	69				
16 TWORD ID rounded WJ	67				
17 TPHONEME AWARENESS rounded LAC	51				
18 Grade level 1-elem, 2 middle/jr, 3 high, 4 mixed	1				
19 HANDE Primary Disability 1=LD 2=MiMh 3=MoMh 4=EH 5=SD 6=VI 7=HI 8=Mixed specify ADHD 9=MR can't tell 10=Autistic 11=multiple disabilities 12=physical disabilities 12=physical disabilities 13=non-disabled 30 SES Total sample Socioeconomic status 1=low 2=medium 3=high 4=mixed 5=unspecified	4				
31 POP Total population density 1=urban 2=suburban 3=rural 4=metropolitan 5=mixed 6=unknown  32 GEOG Total geographic region of the country 1=Northeast	2				
2=Southeast 3=Midwest 4=Southwest 5=West 6=Other-Specify  INTERVENTION 33 SETTINGE setting experimental 1=reg ed class 2=sp ed class 3=room in school	3				
		1			

	1	ı	_	1	1	1			1
4=clinic									
5=institution									
6=hospital									
7=community									
8=other specify									
34 SETTINGC setting control	3?2								
(use above codes)- if considered pretreatment- 2									
35 TEACHE intervenor experimental	7								
1=sp ed teacher									
2=regular ed teacher									
3=researcher/assistant									
4=parent									
5=aide									
6=peer									
7=other specify Reading specialists experienced with									
intervention									
36 TEACHC intervenor control	7?1								
(use above codes) If control is considered the Rate of growth									
before treatment then 1 If EP group then 7									
37 NSESSE number of sessions ADD	80								
38 NSESSC number of sessions EP	80								
39 MINSESE minutes per session	50								
ADD									
40 MINSESC minutes per session	50								
EP									
41 GROUPE delivery group size experimental	1								
1=individually	1								
2= small group (2-8)									
3=large group (9-15)									
4=whole class									
5=other specify									
42 GROUPC delivery group size control	1								
(use above codes)	1								
INTERVENTION DESCRIPTION	1		1	ı			1	1	
INTERVENTION DESCRIPTION	ES	ES	ES	ES	ES	ES	ES	ES	ES
	LS	Lo	LS	Lo	LS	6	7	8	9
47 INTDECE intervention description	1					0		0	
experimental	1								
1= ADD									
2= EP									
48 INTDECC intervention description control	2		1						
	2								
(use above codes) plus									
99= no treatment control									
If control was considered Pretreatment then groups -									
DEPENDENT MEASURES							1	1	
DEPENDENT MEASURES	ES 1	ES 2	ES 3	ES 4	ES 5	ES	ES	ES	ES
	ES 1	ES 2	ES 3	E3 4	ES 3	6	7	8	9
49 DEPEN dependent variables	5					U	<u>'</u>	U	2
1=Criterion Referenced Test	3								
2=Norm Referenced Test (Standardized)									
3=anecdotal			1						
4=none (qualitative)			1						
5=both CRT and NRT									
6=other, specify									
			1						

									4
52 Time of Dependent Measure	1						1	1	
52 Type of Dependent Measure 1=content area/achievement	1								
2=social skills									
2–social skills 3=attitude									
5=attitude 4=on-task behavior									
5=motivation, affective									
6=strategy use 53 MAIN maintenance assessed	1						1		
	1								
1= yes 2=no 54 DAYMAIN duration of maintenance (days)	730						1		
34 DATIMAIN duration of maintenance (days)	/30								
55 GEN generalization assessed	1								
1=yes 2=no									
56 GENTYPE type of generalization	1								
1=content									
2=settings									
3=skills & settings									
4=other									
57 DTIME delayed time this outcome was assessed after training	14 -								
(# of days);write number of days after training, count immediate	21								
assessment as 0 days, 1 week would =7 days									
58 Type of Effect	1								
1= treatment 2=maintenance 3=generalization									
		1					1	1	
DESIGN AND DEDODTING			•	•	•				
DESIGN AND REPORTING	EC 1	EC 2	EC 2	EC 4	EC 5	EC	EC	EC	EC
DESIGN AND REPORTING	ES 1	ES 2	ES 3	ES 4	ES 5	ES 6	ES 7	ES 8	ES 9
		ES 2	ES 3	ES 4	ES 5	ES 6	ES 7	ES 8	ES 9
59 TYPE	ES 1	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE 1= random assignment of students		ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE 1= random assignment of students 2=non random, relevant matching		ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE 1= random assignment of students 2=non random, relevant matching 3=convenience		ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE 1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control		ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE 1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means		ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE 1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or		ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers		ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors	1	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind	1	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes 2= no 3= not specified	1	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes 2= no 3= not specified  61 VALIDITY	3	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes	3	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes	3	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes	3	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes	3	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes	3	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes 2= no 3= not specified  61 VALIDITY 1=high/ random assignment of students to condition 2= medium/ 2 or more classes assigned to each treatment 3= low/ 1 class per condition or pre-post  62 AUTHOR author name	3 3 1 geson	ES 2	ES 3	ES 4	ES 5			l l	
59 TYPE  1= random assignment of students 2=non random, relevant matching 3=convenience 4=pre-post, no control 5=pre-post, adjusted means 6=random assignment of classes or teachers  60 BLIND data collectors blind 1= yes	3 3 1 geson	ES 2	ES 3	ES 4	ES 5			l l	

2

3

4.4

3.9

63 FINDINGS describe author's conclusions

4=positive (no data to code, but reports pos)

for codeable ES studies only 2= small 3= mixed

1= large

1=statistically sig

64 EFFECT effect size

2=mixed 3=NSD