Hasselbring, T. S., & Goin, L. (2004). Literacy instruction for older struggling readers: What is the role of technology? *Reading and Writing Quarterly, 20,* 123-144.

Key Words: technologies, motivation

Summary:

This article describes a technology-based intervention program designed for adolescent struggling readers. The theoretical framework was crafted around research studies that support direct instruction of phonological processing skills and comprehension strategies through integrated media. Middle and high school struggling readers benefited from this program.

Assumptions:

- Reading difficulties remain a serious problem for adolescents.
- Frequent and extensive engagement in literacy-promoting activities can lead to literacy growth.
- Reading instruction should allow for plenty of practice to help students recognize and use strategies while focusing on meaningful contextual experiences.
- Phonological processing skills and exposure to text has been found to contribute to the development of orthographic knowledge.
- Students need frequent opportunities to practice reading fluently to practice automaticity and increase reading comprehension.

Findings:

- Middle and high school students who participated in Peabody Literacy Lab (PLL) had significant gain scores in the following subtests of the Stanford Diagnostic Reading Test: Auditory Vocabulary, Literal Comprehension, Inferential Comprehension, and Total Reading Comprehension.
- Students' needs were accommodated by using a multimedia design that was guided by information acquired on anchored instruction.

Conclusion: The PLL motivates and challenges resistant learners through technologically based instruction that provides them with the practice they need to become fluent, proficient readers.

Suggestions for Teachers:

- Consider the role that technology could play in your instruction for struggling readers.

Suggestions for Literacy Leaders:

- Help teachers explore the ways technology may assist their efforts to support struggling readers.