

From: on behalf of What Works
To: .Wwcinfo
Subject: RE: Incorrect information on 2 reports

-----Original Message-----

From: .Wwcinfo [mailto:info@whatworks.ed.gov]
Sent: Wednesday, August 08, 2007 9:13 AM
To: What Works
Subject: FW: Incorrect information on 2 reports

Below is a message that came to the WWC. Can you respond?

Thanks,

Michael Heeg
WWC

-----Original Message-----

From: Mathes, Patricia [mailto:pmathes@mail.smu.edu]
Sent: Tuesday, August 07, 2007 5:19 PM
To: .Wwcinfo
Subject: Incorrect information on 2 reports

I'm wondering why 2 interventions, for which I am the primary author have not been reported correctly in 2 report. First, I am the author of First-Grade PALS, which is distributed by Sopris West, not by Vanderbilt University as reported. This product is listed as developed by Lynn and Doug Fuchs at Vanderbilt University, which is not correct. Doug and Lynn do have a product called First-Grade PALS, but my research should not be folded in with their's. In fact, there product builds on my product. I am also a primary author of the original upper grade PALS as well.

In your most recent ELL report, I am the primary author of Enhanced Proactive Reading. It was not developed by the University of Texas in Austin, although that group did add a oral language enhancement to the intervention that was already developed by Joe Torgesen and myself (at Florida State University at the time). Also, Proactive Reading is now distributed by SRA under the name *Early Interventions in Reading*. Nowhere is there any mention of how individuals might actually get this materials. I'm including a website connection for this material that is not listed on your website..

<http://www.smu.edu/irr/>

Thank you for attending to these issues.

Patricia

Patricia G. Mathes, Ph.D.

Texas Instruments Chair of Reading

Professor of Literacy and Language Learning

Director, Institute for Reading Research

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From: WhatWorks
Sent: Tuesday, June 10, 2008 12:42 PM
To: 'pmathes@mail.smu.edu'
Subject: What Works Clearinghouse
Dr. Mathes,

We apologize for the delay in responding to your questions. We have examined both of the issues you raised.

Regarding the PALS intervention, as soon as possible, we will revise the Beginning Reading report to include references to both the Peer Assisted Literacy Strategies intervention examined in your studies, and the Peer Assisted Learning Strategies intervention examined in the studies by Fuchs et al.

Regarding Enhanced Proactive Reading, the team reviewing the ELL interventions determined that the oratory supplements added to the Proactive Reading intervention were important factors of that intervention (particularly because the intervention was being reviewed for its impacts on English Language Learners). This is why the intervention is referred to as "Enhanced Proactive Reading" instead of just "Proactive Reading." Because the University of Texas researchers added this enhancement, they are referenced as the developer of the product.

We hope this has answered your questions.

What Works Clearinghouse

The What Works Clearinghouse was established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. For more information, please visit <http://ies.ed.gov/ncee/wwc/>.

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