

SUMMARY OF RESEARCH/STUDIES ON THRASS

Australian Studies

1. Perri (2005). 'The Effect Of The THRASS Program On Secondary School Students' Literacy And Wellbeing'. Concluded that, 'As well as being significantly more effective in teaching literacy skills by ensuring students understand the fundamentals of reading acquisition, the THRASS program has shown to improve academic and general self-perceptions for students with learning difficulties'.
2. McLachlan (2005). 'The effectiveness of the Teaching Handwriting, Reading And Spelling Skills (THRASS) Program As An Intervention For Literacy Problems In A Secondary Setting'. Concluded that, 'The THRASS group showed significantly greater improvement to a matched comparison group, in a literacy score consisting of the WIAT sub-tests of Pseudoword Decoding, Spelling, Word Reading and the Test of Reading Comprehension'.
3. Parry (2005). 'Exploring The Effects Of The THRASS Program On Phonological Processing, Reading And Spelling Of Year 1 And 2 Students'. Concluded that 'Explicit phonics instruction, as implemented in the THRASS program, is a critical step leading to a balanced language reading program'.
4. Case Study (Lovegrove 1998). Pre-and post-testing results from this case study also report significant gains from the THRASS program when compared to a matched control over an 8-week intervention period.
5. Additionally, two Torres Strait Island schools that have been doing THRASS in years 1-3 for the last three years won Australian Literacy Awards in 2005. Children on these islands are speaking English as their second, third or even fourth language. Data and testing from these schools indicates that after working with THRASS for three years these children are at or above state benchmark.

UK Studies

1. Matthews (1998). 'Special Initiative To Enhance Literacy Skills In Bridgend'. Showed significant Ratio Gains in Spelling for children in Year 3 and significant Ratio Gains in Reading Accuracy and Reading Comprehension for children in years 3, 4, 5 and 6.
2. Brooks (2002). 'Research Report 380', University of Sheffield. What Works For Children With Literacy Difficulties - The Effectiveness Of Intervention Schemes. This study compared 25 programs and the overall comment was that, 'THRASS was one of the more effective programs'. This study reported ratio gains of 3.4 in reading accuracy and 3.8 for comprehension in Years 5 students using THRASS.
3. Boutilier and Norris (2003). 'Using THRASS In Secondary Schools: Evidence For Highly Significant Improvements In literacy skills'. Concluded that 'THRASS resulted in significant improvements in the literacy skills of secondary pupils'. This study showed ratio gains of 2.00 for secondary school students (Year 8 and 9) for spelling and reading comprehension. Although reading skills were not the specific target of the intervention there were gains in both accuracy and in comprehension.
4. Edington And Shapwick School for Dyslexics (2003). Study conducted November 2002-May 2003. A Study Of Secondary Age Dyslexics. Ratio gains were between 4.0 and 6.0 for spelling when they received 10-30 minutes of THRASS training per day for 5 months. A group of Year 8 dyslexics made 30 months progress in spelling (RG=6.0) in 5 months. A group of Year 7 dyslexics made 20 months progress in spelling (RG=4.0) in 5 months. One pupil improved three-and-a-half-years in five months.