Replication Research: Considering Participant Characteristics

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In this panel, three research teams present data on replications with a focus on reading outcomes. The first study involved replication of Kindergarten Peer-Assisted Learning Strategies (K-PALS) conducted across nine years (i.e., 1996-2005) in a variety of settings. The second study examined replication of a commercially available program called Early Reading Intervention in different contexts, Connecticut, Texas, and Florida. The third study examined a researcher-developed question asking intervention to improve reading comprehension for struggling readers.

The panel will describe and discuss differences and similarities in a series of replication studies with regards to effect sizes, and conditions such as participant demographics, and instructional environments.