

FLIPPEN READING CONNECTION STUDY

(modified excerpt from academic research article)

The purpose of this study is to measure the effectiveness of the **Flippen Reading Connection** as compared to the usual and customary curriculum used within self-contained classes for learning disabilities. The self-contained classes included children diagnosed by a public school system with learning disabilities, including attention deficit and other varying exceptionalities.

The Flippen Reading Connection process involves a sensorimotor and psychomotor program. Unlike earlier procedures in the same categories, the Flippen Reading Connection procedures integrate all kinesthetic activities with symbolic language. Visual representation of symbols is simultaneously created and expressed via movement. Mental representations of visual symbols and clusters of symbols are made, matched to auditory symbols (phonemes, morphemes, and words) and extended to symbolic and schematic areas. Major emphasis is placed on conceptual ability (the ability to deal with parts and whole simultaneously) at auditory, visual, motor, cognitive and semantic levels. New cognitive processing is taught by a physical action procedure. Initially, body inclusion is essential to the intervention, but gradually the body is excluded and cognitive processing is completely interiorized.

A double-blind, randomized controlled intervention study was conducted within the Orange County, Florida, public school system. Eleven self-contained classes for learning disabilities were selected with school system assistance. Grade levels three to five were chosen for this study. The self-contained classes were similar as to types and severity of learning disability and attention deficits, level of intelligence, age, and gender.

Five classes used the Flippen Reading Connection procedures. The teachers who were to implement the Flippen Reading Connection procedures with their classes received sixty hours of training in the classroom instruction involving these specific procedures. All of these teachers volunteered.

The Flippen Reading Connection procedures were used for forty-five minutes per school day as a supplement to the usual and customary school day curriculum.

The comparison group classes designated as curriculum based continued to implement the usual and customary prescribed curriculum for the school day. Six classes used the curriculum based procedures.

Students in all research classes were tested before the Flippen Reading Connection procedures were implemented. The assessment used was the Orange County Curriculum Based Assessment used by Orange County and other counties in Florida. This assessment was chosen by Orange County as opposed to standardized testing because curriculum based assessment relates more directly to actual classroom instruction and can provide more usable and realistic results. These results can be more easily generalized to other self-contained and resource learning disability classroom settings. The testers that administered the Curriculum Based Assessment were trained and certified to do so by the Orange County school system.

The areas of skill assessed were as follows:

- Sight vocabulary accuracy
- Sight vocabulary fluency
- Familiar passage reading
- Unfamiliar passage reading
- Writing vocabulary

Students were not aware that they were participating in a research project. The Flippen Reading Connection procedures were implemented with no special introduction so that these procedures would be perceived as a part of the usual and customary daily classroom curriculum. This controlled the factor of student expectation. The teachers and those administering the Curriculum Based Assessment were unaware of the design and purpose of the study. The teachers were made aware that class performance would not be compared to other classes and that students would be identified by number and not by name. The data analysts were unaware of which students were in the curriculum based

classroom or Flippen Reading Connection group until all data had been recorded and correlated.

The students were post-tested using the Curriculum Based Assessment by the same testers that administered the pre-test. The post test occurred within fifteen days after the conclusion of the research project. This assessment delay was to ensure that any gains demonstrated by the students had become implicit cognitive processes and a part of their long-term working memory.

The Kruskal-Wallis H test was the procedure employed to determine if the Flippen Reading Connection procedures group was significantly different from the curriculum based usual and customary procedures group.

The results of this double-blind research study indicate that the Flippen Reading Connection procedures group scored significantly higher than the curriculum based group in all five areas assessed. All of the significance test p-values calculated were less than 0.001, meaning that the probability of finding these positive results by chance is less than 1 in 1,000. These p-values are substantially less than the standard p-values accepted in the professional literature of 0.05 or 0.10, which means that the results meet an even more rigorous threshold of proof. This study gives credence to the fact that the Flippen Reading Connection is a significantly effective intervention when used with learning disabled students and students with varying exceptionalities including attention deficits.