PART III
Research into Practice:
Instruction and Intervention

One of the goals of *Annals of Dyslexia* is to provide well-documented reports of effective practice; another is to present significant reviews on an important aspect of dyslexia. In Part III the first three papers are research studies that have implications for instruction and teaching practice. The fourth paper is a review of research on teaching spelling.

Recently, there has been controversy over the efficacy of Tallal’s FastForWord (FFW) training program for children with reading disabilities. It is important that educators familiarize themselves with the issues surrounding the debate and that there be empirical evidence to support its use. Here, Pamela Hook and her colleagues provide some new empirical evidence from a study examining the short- and long-term impact of FFW. Their preliminary findings, based on a small sample, suggest that FFW does not provide any added benefits among children who received multisensory structured language instruction over two years. The authors caution that additional studies are needed to substantiate their findings, and they suggest some directions for future research.

In the second paper Candace Bos and her colleagues extend and embellish a study by Louisa Moats in 1994 on inservice teachers’ knowledge about the structure of language. Here they examine and compare the perceptions and knowledge of both preservice and inservice educators about early reading instruction. Their findings have important implications for the preparation of teachers.

*Annals* readers who are interested in what the research says about teaching spelling will find the next two articles useful. Yolanda Post and her colleagues compared two approaches to spelling instruction in the first grade. One approach emphasized a linguistically explicit method based on instruction of
phoneme/grapheme patterns; the other was an implicit method based mainly on rime analogies. Readers will be interested in seeing what the authors found out when they compared the two groups. The authors then provide several implications of their findings for spelling instruction.

In the past, Robert Schlagel has written a number of articles about the history of spelling and its development. Here he reviews several approaches to spelling; in particular, he describes findings that support a developmental view of spelling. Dr. Schlagel presents practical, research-based instructional suggestions on how to diagnose and teach spelling for teachers and clinicians. His comprehensive bibliography provides an up-to-date resource for both educators and researchers.