Differential Effects of Three Reading Fluency Interventions: Effectiveness vs. Efficiency

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Results & Discussion

- Consistent with Haring and Eaton’s (1978) instructional hierarchy, interventions that target reading fluency involve repeated exposure and active engagement in reading tasks
- Repeated readings (RR) involves student reading a passage for multiple trials and can be very time-consuming
- Listening passage preview (LPP) involves modeling of fluent reading by skilled reader followed by student reading passage independently
- Paired reading (PR) involves student and instructor concurrently reading segments of passage followed by student reading independently until error is made; does not involve repeated exposure to passage but takes less time
- Effectiveness of RR and LPP has been demonstrated in isolation and in combination (Daly & Martens, 1994; Daly et al., 1999; Daly et al., 2005; Daly et al., 2006; Eckert et al., 2000; Eckert et al., 2002)
- No studies identified involving PR
- No studies identified as having compared the efficiency of reading fluency interventions
- When changes in student performance do not differentiate between interventions, intervention efficiency can be used to make data-based decisions (Cates et al., 2003)

Graphical Results

Method & Materials

- Participants were administered brief intelligence measure, standard reading battery, and curriculum-based assessment in oral reading fluency
- Oral reading passages taken from AIMSweb according to participants’ instructional level
- After progress-monitoring probe, each intervention administered in random order at least once per session
- Clinician recorded errors, reading time, and instructional time for each condition
- Dependent variables included words read correct per minute (WRC) and WRC per minute of instruction

- Repeated readings produced greatest percentage of non-overlapping data points and greatest mean for Participant 1’s reading rate
- Paired reading and repeated readings produced same percentage of non-overlapping data point for Participant 2’s reading rate, but paired reading produced greatest mean
- When instructional time factored into decision, paired reading clearly was most efficient among the three interventions
- Factoring in instructional time is important consideration when choosing among multiple reading strategies
- Future research should expand the consideration of instructional time to other academic tasks/skills.

Participants

- P1 is 10-year-old White boy entering 5th grade
- P2 is 11-year-old White boy entering 6th grade
- P3 is 8-year-old White female entering 3rd grade