Differential Effects of Three Reading Accuracy Interventions: Effectiveness vs. Efficiency
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Results & Discussion

Abstract

- Word Repeat (WR) involves a student reading a passage and repeating each misread word after the instructor demonstrates the word. Research suggests that Word Repeat is an effective intervention in reducing reading errors (Rose, McEntire, & Dowdy, 1982).
- Sentence Repeat (SR) involves a student reading a passage and rereading a sentence from the beginning if one or more words were misread. Research indicates that Sentence Repeat is more effective than Word Repeat in reducing reading errors (Singh, 1990).
- Error Word Drill (ED) involves a student reading a passage followed by rereading each misread word on flashcards until read correctly. Research indicates that Error word drill is an effective intervention when compared to Word Repeat as a control condition (Jenkins, Larson, & Fleisher, 1983).

When changes in student performance do not differentiate between interventions, intervention efficiency can be used to make data-based decisions (Cates et al., 2003).

Participants

- P1 is 8-year-old Vietnamese boy in 2nd grade
- P2 is 8-year-old Hispanic boy in 2nd grade
- P3 is 11-year-old White boy in 6th grade

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Graphical Results

- P1: Sentence Repeat and Error Word Drill appeared to be equally effective when only considering accuracy. When instructional time was considered, Sentence Repeat appears to be slightly more efficient.
- P2: Paired reading and Repeated Readings were not clearly differentiated for effectiveness. When instructional time was considered, Word Repeat was clearly the most efficient intervention.
- P3: None of the interventions were clearly differentiated for effectiveness. However, when instructional time was considered, Word Repeat was the most efficient intervention.

Word Repeated was the most efficient among the three interventions for 2 out of 3 students.

Factoring in instructional time is important consideration when choosing among multiple reading strategies and future research should expand the consideration of instructional time to other academic tasks/skills/participants.