Introduction

Several error correction procedures exist within the literature including word supply, error drill, and sentence repeat (Jenkins & Larson, 1979; O’Shea, Munson, & O’Shea, 1984; Rose, McEntire, & Dowdy, 1982; Rosenberg, 1986; Singh, 1990).

These studies have demonstrated the effectiveness of error correction procedures with students diagnosed with learning disabilities and mental retardation.

When an individual’s perceived self-efficacy towards a behavior is low, the less motivated the individual is to complete the task, and as a result his or her performance will decrease (Nelson & Manset-Williamson, 2006; Schunk, 2003).

The first purpose of this investigation was to compare the effectiveness of word supply, sentence repeat, and error drill on students’ reading accuracy.

The second purpose of this study was to determine the effects of perceived reading difficulty on student reading accuracy.

Method

Participants – 51 second graders from a rural elementary school

Procedures
1. Each student read a grade level DIBELS passage using one of the four error correction procedures.
2. Students rated the perceived difficulty of the passage on a scale of 1-5 with 1 being very easy and 5 being very hard.
3. Students re-read the same passage using the standard DIBELS directions.
4. Students rated the perceived difficulty of the passage a second time using the same likert scale.

Intervention Conditions

**Word Supply** – control condition (standard DIBELS administration procedures) – provide word to student if s/he hesitates for 5 seconds

**Word Repeat** – When a student makes an error, the correct word is immediately pronounced for him/her, the student is asked to repeat it aloud, and is directed to continue reading.

**Sentence Repeat** – When a student makes an error, the correct word is pronounced for the student, the student is asked to say the word aloud, and then is asked to reread the sentence that contained the error.

**Error Drill** – Each reading error is recorded on a flashcard when the student has finished the passage. The flashcards are reviewed until he or she can identify each word independently.

Results & Discussion

Participants’ reading errors decreased from the first reading of the passage to the second, $F(1,47) = 20.1$, $MSE = 11.13$, $p < .001$, Partial Eta Squared = .30.

No significant differences between the conditions were noted, $F(3,47) = 2.64$, $MSE = 1.47$, $p = .060$, Partial Eta Squared = .14.

Participants’ perceived difficulty ratings decreased from the first reading of the passage to the second, $F(1,47) = 7.54$, $MSE = 2.89$, $p = .009$, Partial Eta Squared = .14.

No significant differences between the conditions were noted, $F(3,47) = .57$, $MSE = .22$, $p = .64$, Partial Eta Squared = .04.

Limitations and Future Research

**Limitations**

- Population of students was highly fluent (resulting in little variability in scores)
- Only corrected errors that significantly changed the meaning
- Types of errors were not examined (e.g. insertions, omissions, substitutions, etc.)

**Future Research**

- Use a DIBELS passage several grades higher if sampling from a highly fluent population
- Correct all errors, not just ones that significantly change the meaning of the passage
- Code the various types of errors and conduct additional analysis

Tables

**Percentage of Errors**

<table>
<thead>
<tr>
<th>Method</th>
<th>Reading 1</th>
<th>Reading 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Supply</strong></td>
<td>1.77 (SD = 2.09)</td>
<td>.69 (SD = 1.18)</td>
</tr>
<tr>
<td><strong>Word Repeat</strong></td>
<td>1.92 (SD = .85)</td>
<td>.83 (SD = .72)</td>
</tr>
<tr>
<td><strong>Sentence Repeat</strong></td>
<td>1.79 (SD = .79)</td>
<td>.58 (SD = .67)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1.39 (SD = 1.54)</td>
<td>.71 (SD = .88)</td>
</tr>
</tbody>
</table>

**Perceived Difficulty Ratings**

<table>
<thead>
<tr>
<th>Method</th>
<th>Reading 1</th>
<th>Reading 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Supply</strong></td>
<td>2.15 (SD = 1.18)</td>
<td>1.77 (SD = .93)</td>
</tr>
<tr>
<td><strong>Word Repeat</strong></td>
<td>1.92 (SD = 1.24)</td>
<td>1.75 (SD = 1.06)</td>
</tr>
<tr>
<td><strong>Error Drill</strong></td>
<td>1.92 (SD = .99)</td>
<td>1.33 (SD = .85)</td>
</tr>
<tr>
<td><strong>Sentence Repeat</strong></td>
<td>1.79 (SD = .69)</td>
<td>1.57 (SD = .85)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1.94 (SD = .96)</td>
<td>1.61 (SD = .87)</td>
</tr>
</tbody>
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