



Response to Intervention: The Effects of Listening Passage Preview on Oral Reading Fluency



Exemplary: Rhode Island College

XXXX XXXX, C.A.G.S.: XXXXXX School District

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Introduction

- Reading fluency can be described as the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of writing such as decoding. The ability to read words by sight is the key to skilled reading (Ravthorn, 2008).
- Some children accurately pronounce words but read slowly. When decoding is not automatic or fluent, it may negatively impact performance in several ways (Wendling, 2009):
 - They read less text than peers and have less time to remember, review or comprehend the text.
 - They expend more cognitive energy than peers trying to identify individual words.
 - They may be less able to retain text in their memories and less likely to integrate those segments with other parts of the text.
- The purpose of fluency instruction is to increase ease and automaticity with reading so that the reader can devote all of his or her attention to understanding the material (Wendling, 2009).
- Research has shown that effective fluency interventions include:
 - An explicit model of fluent readings
 - Multiple readings of text with corrective feedback on missed words
 - Established performance criteria for increasing the difficulty level of text.
- Dynamic Indicators of Basic Literacy Skills (DIBELS) were developed to fit well within the RTI framework. Within RTI or an outcomes-driven model 5 educational decisions are made (Kaminski et al., 2008):
 - Identify need for support.
 - Validate need for support
 - Plan support
 - Evaluate and modify support
 - Review outcome
- Listening Passage Preview is an evidence based intervention in which a student follows along silently as a proficient reader reads a passage aloud. Then the student reads the passage aloud, receiving remedial feedback as needed (Wendling, 2009). This modeling intervention has shown to be effective for improving oral reading accuracy and fluency as well as comprehension (Joseph, 2008).
- By providing the classroom teacher with adequate support and feedback, the interventions can be implemented with integrity, and the teacher is more likely to take ownership of the intervention as a result (Riley-Tillman & Burns, 2009).

Research Questions

- What is the effect of Listening Passage Preview on a student's oral reading fluency performance?
- To what degree were the oral reading fluency goals achieved?
- To what extent did the classroom teacher perceive the intervention as acceptable and effective?

Methods

Setting:

- The current case took place in a large, urban elementary school, serving students in grades K-5.

Participants:

- Curriculum Accommodation Team Members consisting of school psychologist, school psychology intern, classroom teacher, and special needs teacher.
- The student was a nine-year old African American female attending fourth grade. She was referred to the Curriculum Accommodation Team (CAT) due to below grade level reading fluency scores. Teacher report revealed she had made minimal progress working in a small group setting.
- The student's mother participated in the initial meeting and remained informed by continuous collaboration with the school psychology intern.

The Reading Intervention Process:

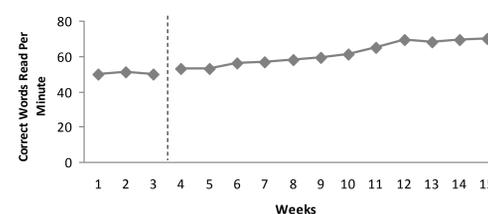
- The CAT team identified the student's reading rate and accuracy level of the student using Dynamic Indicators of Basic Literacy Skills (DIBELS), identified and implemented an evidence based intervention, monitored her progress, and evaluated the effectiveness of the intervention.
- Results of the DIBELS assessment revealed the student's oral reading fluency was in the 'At Risk' range. She was reading 50 correct words per minute, indicating she required intensive, substantial intervention.
- To determine an ambitious goal, a 1.1 word increase across 11 weeks was added to her current baseline of 50 correct words per minute. In 11 weeks, when given a fourth grade DIBELS reading probe, her goal will be set at 62 correct words per minute: $(1.1 \times 11) + 50 = 62.1$ (Shapiro, 2008).
- To reach this goal, the classroom teacher implemented Listening Passage Preview 3 times per week for 15 minutes.
- Instructions were: "Now we will read together. Each time, I will read first, while you follow along silently in the book." The classroom teacher would then read aloud for 2 minutes, pause and complete the next set of instructions: "Now it is your turn to read. If you come to a word that you do not know, I will help you with it." If the student hesitated for longer than 3-5 seconds the teacher told her the correct word and asked her to continue to read on. This continued for 15 minutes.
- Each week new passages were selected by the classroom teacher.
- To ensure treatment integrity, reading sessions were audio-taped and reviewed by the school psychologist intern. The school psychologist measured treatment integrity using a checklist, recording whether the directions were read, and the teacher waited 3-5 seconds before providing the student with the correct word. The 15 minute time frame occurred and the assessment conditions were implemented correctly. A total of 5 audio-taped sessions were recorded and utilized during the 11 week period. The mean correct implementation of conditions during the intervention phase was 100%.
- The classroom teacher continued to progress monitor the student's oral reading fluency with weekly DIBELS probes. The results were analyzed, reviewed and graphed weekly by the school psychology intern and provided to the CAT team and teacher.
- To ensure the progress of the student, bi-weekly 'check-ins' with the teacher and CAT team were held. These 'check-ins' provided on-going communication and support for the teacher. The school psychology intern served as liaison for the parents providing them with bi-weekly updates.

Outcome Measures:

- Effect Sizes** – An effect size was calculated to determine the impact of Listening Passage Preview on oral reading skills.
- Social Validity Measures** – collected to assess clinical meaningfulness of change.
 - Perceived Effectiveness of Interventions** – Assessed with the Behavior Intervention Rating Scale (BIRS) – Effectiveness factor (Elliott & Von Brock Treuting, 1991).
 - Goal Attainment Scaling (GAS)** – Assessed teacher perceptions regarding the attainment of goals identified in the intervention plan (Kiresuk, Smith, & Cardillo, 1994).
 - Acceptability of Interventions** – Assessed with the Behavior Intervention Rating Scale (BIRS) – Acceptability factor (Elliott & Von Brock Treuting, 1991).

Results

Correctly Read Words Per Minute



Direct Observations:

- The overall effect size was 19, suggesting large effects associated with the intervention (Cohen, 1992).
- A review of weekly progress monitoring data collected by the classroom teacher revealed the student's oral reading fluency increased by 20 words per minute over an 11 week period. The student exceeded her goal of 62 words per minute by reading 70 correct words per minute.

Perceptions of Effectiveness/Acceptability:

- The classroom teacher completed an abbreviated version of the BIRS to rate the acceptability and effectiveness of the intervention. The BIRS uses a 6-point Likert Scale (1 represents "strongly disagree"; 6 represents "strongly agree") and consists of two factors: acceptability and effectiveness.

Effectiveness

- The classroom teacher rated the mean effectiveness of the intervention as a 6.0, suggesting that she perceived the intervention as effective.

Acceptability

- The classroom teacher rated the mean acceptability of the intervention as a 5.7, suggesting that she perceived the intervention as highly acceptable.

Perceptions of Goal Attainment:

- Teacher's rating of goal attainment (GAS; Kiresuk, Smith, & Cardillo, 1994) was a +2 (possible range -2 "significantly worse" to +2 "significantly better"), indicating that she perceived the intervention as effective in attaining intervention goals.

Discussion

General Findings:

- Data offers preliminary support for the use of Listening Passage Preview as being an effective intervention for increasing oral reading fluency.
- The classroom teacher perceived the interventions as highly acceptable and highly effective.
- The use of audio-tape was provided to the classroom teacher which may have contributed to the fidelity of the intervention's implementation.
- Providing bi-weekly meetings with all participants may have contributed to the progress of the student and teacher perception of the intervention.

Limitations:

- The use of single-case design research, which involves a small number of participants, may limit the generalizability of the results.
- Although the intervention was intended to be implemented by the classroom teacher, due to various reasons this wasn't always ideal. For example, at times a paraprofessional or substitute implemented the intervention with the student.

Future Research:

- Research that replicates the findings and addresses the limitations of the present study are needed.
- Future efforts directed on assessing the long-term outcomes of Listening Passage Preview are necessary.
- The development of training procedures that facilitate skill development in practicing school psychologists, classroom teachers, and other support personnel is another area for future research.
- Parent involvement in the implementation of the reading intervention could be studied.

References

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