

Reading Intervention Using Incremental Rehearsal to Improve both Reading Fluency and Comprehension

Summary:

Research shows that fast and effortless recognition of words presented alone is important for successful reading. Reading fluency is important because it has been consistently linked to comprehension. Fluency is essential for comprehension and fast and effortless word recognition is essential for fluency. Therefore, successful efforts to improve word recognition could improve fluency, which would also likely improve comprehension.

This intervention uses a method of Incremental Rehearsal (IR) to expose unknown words to troubled readers prior to reading a passage. The IR model is designed to teach new words by interspersing them among previously mastered words at a ratio of 10% unknown items to 90% known.

Intervention Goal:

Improve reading fluency and comprehension with children identified as reading disabled.

Progress Monitoring:

Instructor is to calculate rates of fluency and comprehension after each session. Compare results to baseline data. Reading fluency rate is determined by counting the number of words read correctly and dividing by the number of minutes required to read the passage.

Comprehension score is the number of comprehension questions, out of 10, answered correctly.

Script:

Baseline

1. Student reads orally from two grade-appropriate reading passages while being timed.
2. The administrator verbally states any words that the student did not read correctly within 2 seconds.
3. 10 comprehension questions are provided orally for each passage.
4. Reading fluency rate is determined by counting the number of words read correctly and dividing by the number of minutes required to read the passage.
5. Comprehension score is the number of comprehension questions, out of 10, answered correctly (See progress monitoring section for creating comprehension questions).

Intervention

1. Teacher determines what grade-appropriate passages to be used and chooses key words from the passages. Key words are those that are necessary for understanding the meaning of the passage.
2. Key words are written on 3X5 index cards. Twenty additional known words are written on index cards.
3. Student is presented the passage's key words to see if he can orally read them within 2 seconds of presentation. Words that are not correctly identified are considered unknown and are taught to the student.
4. Present and rehearse unknown words in the order they appear in the passage one at a time until the student makes three errors while rehearsing one word. Revisit that word after rehearsing other unknown words.

Treatment Integrity for IR Reading Fluency and Comprehension

Instructor: _____

Student: _____

Correctly Implemented		Step		Intervention Phase
Y	N	1	Student reads orally from two grade-appropriate reading passages while being timed.	Baseline
Y	N	2	The administrator verbally states any words that the student did not read correctly within 2 seconds.	Baseline
Y	N	3	10 comprehension questions are provided orally for each passage.	Baseline
Y	N	4	Reading fluency rate is determined and recorded by counting the number of words read correctly and dividing by the number of minutes required to read the passage.	Baseline
Y	N	5	Comprehension score is recorded by determining the number of comprehension questions, out of 10, answered correctly.	Baseline
Y	N	1	Teacher determines what grade-appropriate passages to be used and chooses key words from the passages. Key words are those that are necessary for understanding the meaning of the passage.	Intervention
Y	N	2	Key words are written on 3X5 index cards. Twenty additional known words are written on index cards.	Intervention
Y	N	3	Student is presented the passage's key words to see if he can orally read them within 2 seconds of presentation. Words that are not correctly identified are considered unknown and are taught to the student.	Intervention
Y	N	4	Present and rehearse unknown words in the order they appear in the passage one at a time until the student makes three errors while rehearsing one word. Revisit that word after rehearsing other unknown words.	Intervention
Y	N	5	Instruct the student to read the passage and answer the comprehension questions.	Intervention
Y	N	6	Record the fluency and comprehension rates.	Intervention