Comparing the Impact of Repeated Reading vs. Continuous Reading in Children with Oral Reading Fluency Below Grade Level

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INTRODUCTION

- It is in the scope of practice of ASHA's speech language pathologists (SLP) to work on literacy skills with children in the school system.
- One area of literacy that children struggle with is oral reading fluency, a language-based skill of reading quickly and accurately with good prosody.
- According to the National Reading Panel (NRP) National Institute of Child Health and Human Development, 2000, there is an agreement among researchers that oral reading fluency develops from practice.
- One oral reading fluency approach a child can practice is Repeated Readings (Samuels, 1979). This is when children re-read a short passage several times. The passage should be of interest to the reader. This approach is designed to increase fluency and promote improved reading comprehension.
- Another oral reading fluency approach is Continuous Reading (O’Connor, White, & Swanson, 2007). This is when children read a wider range of material. It exposes children to a larger number of unique words. This approach is designed to have a positive effect on reading comprehension.
- There is uncertainty whether repeated readings will demonstrate better oral reading fluency compared to continuous reading for children who struggle with reading.

CASE SCENARIO

- Ginean is a graduate student clinician at the University of Nevada, Reno in the department of Speech Pathology and Audiology. She has recently begun providing supervised services for her client Max who need help with his literacy skills.
- Max is a 9-year-old boy who is repeating 3rd grade. He has an oral reading fluency of words correct per minute that is lower than his expected grade level and is reading at the 300-450 level range. He has difficulty with decoding long vowels and vowel diphthongs, possibly contributing to his oral reading fluency scores. Max hasn’t yet fully mastered the Dutch 1st grade or Zero high frequency sight word lists. Ginean works with Max once a week for 75 minutes, mainly focusing on oral reading fluency and decoding skills.
- Ginean has been using the repeated reading method (Samuels, 1979) and recently found out about continuous reading (O’Connor, White, & Swanson, 2007).
- She is wondering if the repeated reading approach will improve Max’s oral reading fluency in terms of correct words per minute at a faster rate than a continuous reading method.

METHOD

Search Terms: repeated reading, continuous reading, reading fluency, oral reading fluency, reading comprehension, literacy, reading ability, and word recognition per minute (WCPRM).

Databases: PubMed, Pubmed Central, ERIC, and Web of Science.

Appraisal: Ten research articles were appraised and evaluated for validity and reliability, based on a 10-point modified CATE format.

Rating points: Strong = 7–10; Moderate = 4–6; Weak = 0–3. An inter-rater reliability of 85% or greater was achieved on all articles.

Articles: Four articles scoring 6-8 points were chosen to guide an evidence-based decision.

RESULTS

<table>
<thead>
<tr>
<th>Authors, Date, Design &amp; Appraisal Rating</th>
<th>Participants (N) grade, reading skill, groups (G)</th>
<th>Purpose</th>
<th>Dependent Variable(s)</th>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td>Ardonk, Eckert &amp; Cole (2008)</td>
<td>N = 42</td>
<td>Oral reading fluency</td>
<td>To evaluate the effects of repeated readings (RR) and multiple exemplar (ME) strategies on elementary-aged children’s immediate and generalized oral reading fluency rate.</td>
<td>G1 &amp; G2 showed significant improvement in comparison to ME intervention; p &lt; .001.</td>
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<td>Human, Klesius &amp; Hite (1993)</td>
<td>N = 26</td>
<td>Reading rate &amp; Error rate</td>
<td>To compare the effectiveness of repeated readings (RR) to assisted non-repetitive reading (NR) strategies in sixth grade Chapter 1 students.</td>
<td>G1 showed significant improvements in reading rate and errors, but not significant; p &lt; .05.</td>
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<tr>
<td>O’Connor, White &amp; Swanson (2007)</td>
<td>N = 37</td>
<td>Reading rate</td>
<td>The effects of repeated reading (RR) and continuous reading (CR) on improvement of reading rate and overall reading outcomes of struggling readers.</td>
<td>G1 &amp; G2 were significantly faster in comparison to G3; p &lt; .001.</td>
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<tr>
<td>Silber &amp; Martens (2010)</td>
<td>N = 111</td>
<td>Oral Reading Fluency</td>
<td>To compare a repeated reading (RR) approach to a multiple exemplar (ME) approach and their effect on students’ oral reading fluency and rate for intervention and generalizations.</td>
<td>G1 &amp; G2 showed greater rate in comparison to G3; p &lt; .0005.</td>
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PICC: The purpose of this study is to determine if the repeated reading approach improves oral reading fluency, as measured by words correct per minute (WCPRM), when compared to the continuous reading approach for school age children with oral reading fluency below grade level.

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DISCUSSION

External Evidence: Overall research indicated equivalent findings between repeated readings, continuous reading, and multiple exemplar methods, as measured by improved oral reading fluency (Ardonk, Eckert & Cole, 2008; Homan, Klesius & Hite, 1993; O’Connor, White & Swanson, 2007; and Silber & Martens, 2010). In addition, repeated readings, continuous reading and multiple exemplar methods demonstrated statistically significant difference compared to a control group, as measured by oral reading fluency gains (O’Connor, White & Swanson, 2007; and Silber & Martens, 2010).

Evidence Internal to Clinical Practice: Ginean is comfortable using the repeated reading method or the continuous reading method in therapy. Her clinical supervisor approves of either of these methods. Each of the treatment methods reviewed in the studies do not need any special equipment, therefore, can be implemented at the University of Nevada, Reno Speech and Hearing Clinic.

EBP Decision: Since the external evidence demonstrated equivalent findings between therapy methods and Max’s parents are pleased with his progress thus far, they prefer Ginean continue to use repeated readings. Therefore, Ginean will continue to use the repeated reading method once a week for 75 minutes sessions. Max’s oral reading fluency will be reevaluated in three months, as measured by words correct per minute and reading comprehension, to determine the effectiveness of this therapy approach.

REFERENCES


