JOURNAL OF PRECISION TEACHING AND CELERATION 1996, XIII, 23 - 27 NUMBER 2 (SPRING)

The Effects of Praise, Error Drill and Assisted Reading on Oral Reading

Amie Gregori and T. F. McLaughlin

The purpose of this research was to increase correct frequency and decrease error frequency of see/say words in context (oral reading). The number correct and error words from SRA Power Buildings were counted. The participant was reading 2.0 years below grade level. After Baseline, the effectiveness of error drill and praise and then error drill, praise, and assisted reading, error drill and praise was evaluated. The overall outcomes indicated a decrease in errors and a slight increase in correct responses with error drill and praise. A significant decrease in errors was found when assisted reading was added. The benefits for teachers and students as to the procedures are provided.

Reading continues to be the most important academic skill taught to children in schools today. Research in reading indicates that, the child who reads well, has a very high probability of achieving success in school (Slavin, 1989, 1991; Slavin, Madden, Dolan, Wasik, Ross, & Smith, 1994). If these reading skills are not established, the child has a greater chance of later dropping out of school as well as being incapable of performing successfully in today's society (McLaughlin & Vacha, 1992a, 1992b; Slavin et al., 1994; Vacha & McLaughlin, 1992, 1993).

Error drill, where students practice the words, phrases, or sentences on which they are making mistakes, has been an effective intervention procedure, for improving reading skills with high school students (Freeman & McLaughlin, 1984), and increasing the legibility of handwriting (Brunner, McLaughlin, & Sweeney, 1993).

Assisted reading has been employed under a variety of forms and called a variety of names, such as "imitative reading" (Leinholt, 1989), "neurological impress" (Heckelman, 1969), "reading by immersion" (Hoskisson & Krohm, 1974) "repeated reading" (Sweeney, Omness, Janusz, & Cooper, 1992), "taped words" (Freeman & McLaughlin, 1984) and "talking books" (Carbo, 1978). Although each form may vary in degree, the general purpose of each technique is to expose the child to accurate reading patterns either with the teacher modeling through reading or by playing teacher made or commercially available tape recordings of the reading passage as the child simultaneously reads orally the same passage. The students, with "assistance" of the teacher, are given, according to Hoskisson (1975, p. 313), "...the experience in reading they need in order to acquire the visual or graphic features that will allow them to use their knowledge of the natural way they have learned their spoken language." Assisted Reading has been used to build reading rate and fluency in oral reading and to decrease the number of errors (e.g., Cox & Shringly, 1980; Gilbert, Williams, & McLaughlin, in press; Holmes & McLaughlin, 1987; Smith, 1979; Van Wagenen, Williams, & McLaughlin, 1994; Williams & Gilbert, 1984).

The purpose of this study was to implement and evaluate two teaching techniques (error drill and assisted reading) to increase correct frequency and decrease error frequency for see-to-say words in the context of a 12-year-old male elementary student with learning disabilities.

Method

Participant and Setting

Pat, the participant in the study, was a 12-year-old-male elementary student. Pat was assigned to a regular sixth-grade classroom and received a daily one hour and 30-minute session in the

resource room of spelling and reading. Pat was selected for this study because he was reading at the fourth grade reading level, and had problems in the area of decoding and word recognition. Pat met the state and federal requirements as learning disabled, and received 90 minutes of instruction in the resource room each day.

The study took place in Pat's resource room located in an elementary school in the Pacific Northwest. The research was conducted by the first author as part of her course requirements for a local university.

Dependent Variables and Measurement Procedures

The behaviors measured were the number of correct and error words read aloud by the student. During the 30-minute reading session, Pat read the lesson from his *SRA Power Builders* (Parker, 1989). Pat was timed for 2-minutes on a section from his reading. The number of words that Pat read each time varied, due to the different length of lessons. During the second assessment, the behavior measured was also the number of corrects and errors the subject read. After each lesson was completed, Pat answered questions about the material in a supplementary workbook. Pat's scores for comprehension were not measured in this research.

Experimental Design and Conditions

An ABC single case design (Kazdin, 1982) was used to evaluate the rate of see-to-say words in contest from *SRA Power Builders*..

Baseline. Baseline consisted of a two minute timed reading. Pat's see/say words in context (correct and error rate frequencies) were charted. Pat's tool rates for correct and error frequencies were also obtained from the reading passage. These data were taken from the student's *SRA Power Builders*.

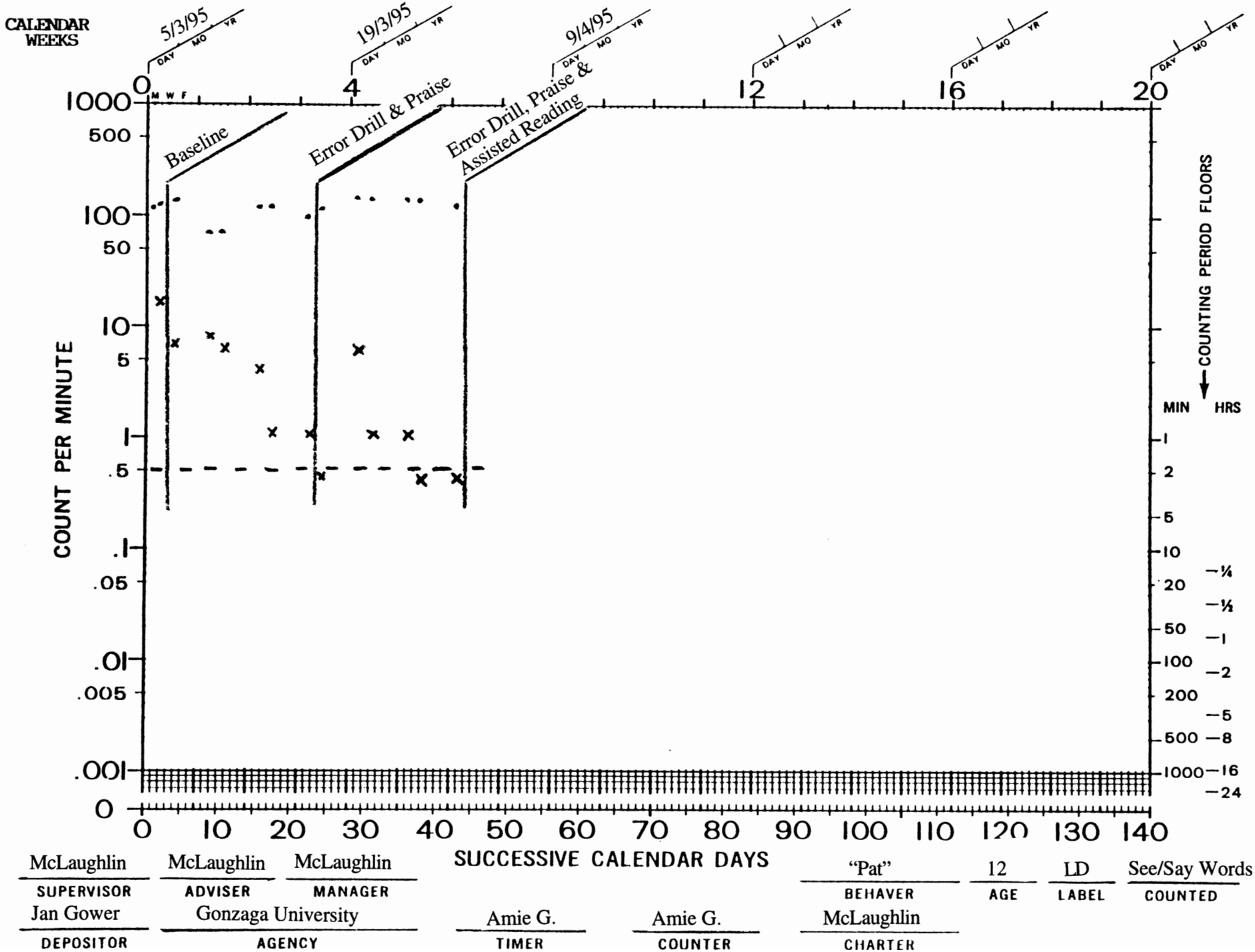
Error drill + praise. During each session, Pat read a passage from his SRA lesson book. As Pat read the passage, he was timed for two minutes, while the number of correct and error responses were recorded. A word was considered incorrect if it was incorrectly read, omitted, or substituted. The errors were recorded by the experimenter on a separate sheet of notebook paper. After the student completed the selected reading passage, Amie Gregori reviewed the errors made. Error drill was then implemented. Error drill procedure involved the following steps: (1) correctly modeling the words read incorrectly by the student; (2) having Pat reread each word correctly several times and then read the sentence completely, including the correct word; (3) after the error drill practice, Pat would read the entire passage again. During the second reading, incorrect and correct responses were recorded. These data were later transferred to a 6 cycle Standard Celeration Chart. This phase included eight recorded days during almost four weeks of school.

Error drill, praise, and assisted reading. During this phase, assisted reading was added to praise and error drill. Pat would read the passage while corrects and errors were recorded. Before Pat was allowed to reread the passage, assisted reading was implemented. During assisted reading, Amie read the passage aloud while Pat followed along. Amie would pause at each incorrect word Pat read earlier, and he filled in with the correct word. This technique was also used to ensure Pat actually following along. After assisted reading, Pat read the passage aloud, and his corrects and errors were recorded. Praise was contingent on increasing corrects and reducing errors. His efforts to pronounce error words was followed by praise. This condition was in effect for 6 recorded days and lasted for 3 weeks of school.

Results

The overall results revealed a decrease in errors and a slight increase in correct responses (See Chart 1). During baseline, Pat read 115.0 words correct with 18.0 errors. During error drill and praise, the number of correct responses ranged from 73 to 165, with a mean of 121.

The number of errors decreased during this phase, with a mean of 7.0, range 3 to 18. During error drill, praise, and assisted reading, the number of correct words read increased with a mean of 134, range 98 to 157. The number of errors also declined during error drill, praise, and assisted reading. Errors ranged from 0 to 6, with a mean of 2.0.



SUPERVISOR	ADVISER	MANAGER		BEHAVER	AGE	LABEL	COUNTED
McLaughlin	McLaughlin	McLaughlin		"Pat"	12	LD	See/Say Words
DEPOSITOR	**AGENCY**		**TIMER**	**COUNTER**	**CHARTER**		
Jan Gower	Gonzaga University		Amie G.	Amie G.	McLaughlin		

The single data point only allowed a statistical comparison to take place between the error drill and praise phase and the error drill, praise and assisted reading. A Wilcoxon signed ranks test (Siegel, 1956) was significant (Z=-2.201; p=.027) for errors, but not significant for corrects (Z=-1.363; p=.173; NS).

Discussion

The results of this study indicated the effectiveness of error drill and assisted reading with see/say words context (oral reading). As the outcomes revealed, Pat's errors decreased, but the corrects were variable across sessions. This outcome may be a result of the different number of movements used for each assessment, as well as the lack of daily measurement and instruction with Pat in his Power Builders. Pat would complete a lesson each day, so the number of movements was never the same. Although the error rate did decrease, it did not decrease successively. Because of the days that assessment occurred and the different spring breaks of Amie Gregori and Pat, no day-to-day data were taken. This did appear to affect the student's error frequencies which finally reached 0.0 during the last phase.

Pat's error frequency was difficult to maintain. This may have been a result of assessment days only on Tuesdays and Thursdays. These procedures may have been more effective, if they were implemented on a daily basis. Error drill, praise, and assisted reading can be helpful for students who are reading below their grade level. Error drill, along with assisted reading, decreased the amount of errors Pat made while reading orally. Results of these techniques may increase if the techniques are implemented on a daily basis.

The cost of this research was minimal. The actual outlay of tutor time could be reduced if commercially available "talking books" were employed, or one could tape the various *Power Builders*. If the instructional staff did not have the time, volunteers could be employed. Others (Freeman & McLaughlin, 1983; Gilbert et al., in press; Holmes & McLaughlin, 1987; Van Wagenen et al., 1994) have commented on the large amount of time required to tape materials for students.

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Amie Gregori and T. F. McLaughlin are affiliated with Gonzaga University, Department of Special Education, School of Education, Spokane, WA.