The Effectiveness of an Intervention Package of Repeated Reading and Error Word Drill Using iPad Technology

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Introduction

Intervention Package of Error Word Drill + Repeated Reading

• Many elementary readers are in need of reading intervention to improve oral reading fluency. Research suggests that both oral reading fluency practice and feedback should be emphasized.
• One intervention that focuses on practice and feedback is Repeated Reading (RR). Another intervention that focuses on practice and feedback is the Error Word Drill (EWD).
• While both Repeated Reading and Error Word Drill have been suggested to be effective individually, there is limited research exploring the effectiveness of implementing both interventions in combination.
• Only one study (Gleitz, 2006) investigated the impact of the intervention combination and found that the intervention package given after an oral reading fluency test did not impact intervention outcomes.

Method

Participants & Setting

• Forty-three students participated in the study and were distributed between 4 groups.
• Students were referred to the Summer Reading Clinic by their parents. Informational fliers advertising the clinic were sent to Reading Specialists in the area and were posted in the community.

An alternating treatment with baseline design was used to evaluate the effects of the three conditions on the oral reading fluency. The intervention passages were taken from the iPad and selected based on participants’ reading level as determined by a Survey Level Assessment.

Objective: To determine if the implementation of interventions using iPad technology in schools that have increased more extensively and technology, it is critical to explore the ways in which iPad technology can enhance or hinder intervention implementation.

Using iPad Technology

• With the advent of the implementation of interventions using iPad technology in schools that have increased more extensively and technology, it is critical to explore the ways in which iPad technology can enhance or hinder intervention implementation.

Purpose

• The purpose of the study was to compare the effects of individual reading interventions to the intervention combination and explore the social acceptability of using iPad technology for intervention implementation.

Participants Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Brody</th>
<th>Kyle</th>
<th>Jasmine</th>
<th>Mason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Age: 8 8 8 8
Ethnicity: Caucasian Caucasian Caucasian Caucasian
Last Grade Completed: 2 3 2 2
Reading Level: 1 2 2 2
Recess Time: 2 2 2 2
Recess Time: 2 2 2 2
Recess Time: 2 2 2 2
Recess Time: 2 2 2 2

Parent Acceptability Data

Survey data based on a five-point Likert scale ranging from highly disagree (1) to highly agree (5)

Item | Error Word Drill | Repeated Reading | EWD + RR |
--- | --- | --- | --- |
This reading activity was helpful for me. | 3.0 | 3.0 | 3.0 |
This reading activity was wonderful. | 1.5 | 1.5 | 1.5 |
I like to practice reading during this activity. | 2.5 | 2.0 | 3.0 |
I think this activity helped me to become a better reader. | 3.0 | 3.0 | 3.0 |
I would recommend this activity to a friend. | 2.0 | 2.5 | 2.5 |

Qualitative Comments about Interventions Using the iPad:

- "It was fun." - "It was easy." - "It would be better on paper." - "I didn’t like reading on it."

Discussion

Intervention Package of Error Word Drill + Repeated Reading

- Adding more time and intensity by combining interventions did not necessarily produce better outcomes for students in this study.
- While schools are faced with limited time and resources, there is more pressure to appropriately allocate intervention time and materials.

iPad Technology

- Further research is needed to evaluate the social acceptability of using iPads to implement interventions. 

Thank You

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