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The Effects of Repeated Reading Strategies on 9th and 10th Grade IEP Students' Fluency Rate

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Capstone Project: An Action Research Project

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Abstract

The purpose of this action research project was to study the effects of repeated reading on improving oral reading fluency of 9th and 10th grade students on an IEP. The researcher specifically examined the use of 6 Minute Solutions curriculum. The researcher is a high school special education teacher in her 7th year of teaching, where her own students were the participants in the repeated reading intervention. The six-week intervention was performed in their Learning Strategies or Reading Strategies class where the researcher collected their fluency data daily using the 6 Minute Solutions passages and materials. The findings revealed the repeated reading intervention was effective in improving student's rate of words read correct per minute. The research was conducted to determine future instruction at the Tier 2 and Tier 3 level for struggling readers and IEP students on reading fluency goals. The data analysis will be used to make decisions regarding best specially designed instruction practices for the participants.

Keywords: repeated reading, fluency, reading intervention, high school

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The Effects of Repeated Reading Strategies on 9th and 10th Grade IEP Student's Fluency Rate.

Repeated reading is a reading fluency intervention strategy that has been shown to improve students with reading disabilities fluency rates regarding correct words per minute (CWPM) read. According to Powell & Gadke (2018), repeated reading is one of the most well-researched and consistently successful strategies used to improve reading fluency rates. Repeated reading involves the student reading the passage a set number of times or until the desired fluency goal is reached. The repetition provides the opportunity to develop necessary decoding skills to improve fluency and build comprehension skills. Fluency is a critical component of becoming an effective reader and improving comprehension. The problem is high school special education teachers need a strategy and intervention to help improve their student's reading fluency rates.

The purpose of this action research study is to determine the effects of a repeated reading strategy on improving Sheldon High School 9th and 10th grade special education students' reading fluency rates. Students with a reading disability can benefit from intervention practices such as repeated reading. Reading is essential for student success in school. Teachers can help their students build fluency skills, especially those students on individualized education plans (IEPs). When students can recognize the text and words they are reading fluently (without extensive pausing or delays), they can more effectively focus on what the text is saying and meanings of the content. Students cannot read new words one time and be expected to learn or remember it. They need practice and exposure to build their fluency and reading ability. According to Zavala & Cuevas (2019), the repetition of words and word patterns provides the opportunity for students to store this information to use in future reading and learning

opportunities. Several studies suggest the repeated reading strategy is effective in improving reading fluency, speed, and accuracy.

The issue that arises in the classroom is finding an intervention and curriculum that improves student's reading fluency rates. General education teachers in need of a Tier 2 intervention practice as well as special education teachers searching for SDI (specially designed instruction) materials for their IEP (individualized education plan) students are affected by these demands. Repeated reading is one intervention practice which has shown the most promise in improving oral reading fluency rates. One example of a repeated reading curriculum is *The Six-Minute Solution: A Reading Fluency Program*.

Special education teachers can improve their SDI time based on the findings of this study with their IEP students on reading fluency specific goals. These findings and the implementation of reading interventions could lead to a potential increase in their student's reading fluency rate as well as comprehension levels. There have been many studies conducted through the last 10 years addressing different reading interventions and variations of repeated reading strategies. Most of these studies address the younger student population while not as many focus on the secondary (9th/10th) grade level students. This research study will work to fill that void by looking exclusively at the impact of repeated reading strategies on the reading fluency rate of 9th and 10th grade students who are currently on an IEP with a goal area of reading fluency.

Resources for this action research student were compiled from the DeWitt Library at Northwestern College. In order to be considered for inclusion, the studies needed to be current within the last 10 years and also published in a peer-reviewed journal. Studies regarding repeated readings, reading intervention practices, listening-while-reading practices, fluency rates, comprehension skills, and studies on repeated reading strategies and intervention practices were

reviewed. This research summarizes the benefits of repeated readings intervention on improving reading fluency and WCPM (words correct per minute) rate. Twenty peer-reviewed research studies were reviewed and selected based on the support and relevance given to the current study. The research collected has helped highlight the proven success of using the repeated readings intervention strategy with struggling readers to improve their reading fluency and WCPM rate.

Review of the Literature

Repeated Reading Intervention

Researchers Guerin and Murphy (2015) conducted a study to determine repeated reading as a method to improve reading fluency with struggling adolescent readers. Participants included three struggling adolescent readers between the ages of 12-14. The study took place over seven weeks in a teacher's secondary classroom in a large suburban town. Two weekly intervention sessions occurred separately with one lasting one hour and the other lasting 40 minutes. The sessions consisted of reviewing and discussing the concepts of fluent reading and understanding (comprehension). Student reading was timed, and the number of errors noted before and after the sessions. Students also filled out a Fluency Scoring Sheet (FSS) which additionally allowed the students to self-assess prosodic reading. At the conclusion of the study, researchers found the reading rate slowed as a possible indicator that students were reading more slowly with increased attention to accuracy. The findings of Guerin and Murphy (2015) appear to indicate that fluency instruction is a key aspect of reading instruction for adolescents to increase reading rate and accuracy.

The importance of the repeated reading intervention as an instructional strategy to improve reading fluency was also explored by researchers Lee and Yoon Yoon (2017). In their

study, Lee and Yoon Yoon (2017) observed students with reading disabilities for 24 years while collecting their research on the effects of repeated reading strategies. The students involved in the study were all identified as having a reading disability in grades K-12. Similar to the study of Guerin and Murphy (2015), repeated reading was implemented to study the effects of improving fluency and words correct per minute (WCPM) read. Notably, Lee and Yoon Yoon (2017) findings indicated the positive effects of repeated reading on gains in reading fluency for students with reading disabilities, especially at the elementary grade level. The study conducted by Lee and Yoon Yoon (2017) also identified a future area of research as a combination of repeated readings and a listening passage preview would be the most effective method for students with reading disabilities.

Zavala and Cuevas (2019) conducted a study involving 12 first-grade students to determine the effects of repeated reading practice or rhyming poetry instruction on improving reading abilities. The students were grouped based on ability to ensure the two groups had similar reading levels. Each group consisted of six students, and they received either repeated reading or rhyming poetry instruction. At the conclusion of the study, overall results suggest that both methods may be beneficial to students' reading but that rhyming poetry instruction may have greater potential for students at this level. Notably, students in the rhyming poetry group showed slightly more improvement in their attitude towards reading as well. Like Guerin and Murphy (2015) and Lee and Yoon Yoon (2017), repeated reading as an intervention strategy was shown to improve student's oral reading fluency. In addition, Zavala and Cuevas (2019) reviewed the use of rhyming poetry instruction. Findings indicated that students who experienced the rhyming poetry intervention tended to show greater improvements in reading comprehension and oral reading fluency.

Wu and Gadke (2023) evaluated the effects of positive self-review (PSR) as an oral reading fluency intervention. The participants involved three 10-year-old male students who could decode proficiently yet struggled with reading fluency skills. Researchers worked with the students through different phases over the course of 10-11 weeks. The intervention involved a baseline phase and alternating treatment phases involving PSR and repeated reading. Each phase procedure involved each participant reading a novel, instructional-level reading probe. During the PSR phase, the participants watched a PSR video prior to performing the reading probe. The videos were superior to the student's average reading performance in the baseline phase, so the videos could model fluent reading. The study's overall results suggest that the effect of PSR is questionable although more replication studies are needed to fully evaluate its effect. Along with Guerin and Murphy (2015), Lee and Yoon Yoon (2017), and Zavala and Cuevas (2019), repeated reading intervention was found to improve words correct per minute (WCPM) read. The results from Wu and Gadke (2023) were considered questionable; however, continued research and analysis of the data shows an increase in WCPM when adding PSR to repeated reading.

Reading Comprehension

Researcher Hawkins et al. (2015) conducted a study to compare repeated reading and listening-while-reading as interventions to improve fluency and comprehension skills. The participants in this study were four 4th grade students between the ages of nine and ten. The study happened in an urban charter school in the Midwestern United States and was completed across 12 weeks. Students participated in experimental sessions 1-2 times per week in a quiet room in the school. The duration of the intervention sessions ranged from 4 minutes 42 seconds to 20 minutes 57 seconds. The study compared the efficiency of two interventions. In the repeated reading intervention, students read a grade-level passage aloud to an adult. The adult

provided feedback on any errors or reading miscues to the students. In the listening-while-reading intervention, students read aloud along with audio recorded readings of passages using an MP3 player. At the conclusion of the study, researchers found the repeated reading and listening-while-reading interventions had similar effects on reading fluency rates for three of the participants. Repeated reading was found to be more effective in fluency for one student. The listening-while-reading intervention showed more efficiency in improving reading fluency for three of the four participants. The same results showed when analyzing comprehension data. The findings of Hawkins et al. (2015) appear to indicate that repeated reading and listening-while-reading has a positive impact on improving fluency and comprehension skills.

The use of repeated reading and listening-while-reading strategies was also explored by researchers Powell and Gadke (2018). In their study, Powell and Gadke (2018) involved three middle school-aged struggling readers in the Southeast region of the United States to explore the effectiveness of both repeated reading and listening passage preview as interventions to improve oral reading fluency. These students were identified as struggling readers because they each were retained in their current grade at least one time, and they had failed their Language Arts/Reading Class the previous year. Over the 12-week study, the students were exposed to two different conditions. In the repeated reading intervention, students read the passage out loud two times through. The first time the teacher would correct errors along the way before the student could continue reading. The teacher only marked errors and timed the passage during the second read through. During the listening passage preview intervention, the teacher model read the passage through one time while the student followed along and listened. After the teacher was done, the student was directed to read the passage through while the teacher timed and marked errors. Like the findings of Hawkins et al. (2015), the repeated reading and the listening passage preview

intervention was found to improve oral reading fluency. The study conducted by Powell and Gadke (2018) also found repeated reading was an effective intervention to use to improve oral reading fluency with struggling adolescent readers.

Bilgi (2020) conducted a study involving three mothers and their three children to explore the effect of parent reading interventions on the reading fluency of students with reading disabilities in 2nd and 3rd grade. Over eight weeks in the summer, this study and tutoring was conducted in the participants' home. At the conclusion of the study, the home tutoring intervention program was found to increase student's reading fluency levels. Additionally, acceptability ratings by children and their parents indicated that they viewed the interventions as acceptable and effective. Like Hawkins et al. (2015) and Powell and Gadke (2018) repeated reading and listening-while-reading interventions showed positive results in struggling readers' oral fluency levels. Parent reading interventions have the potential to improve the reading fluency of students with reading disabilities.

Hammerschmidt-Snidarich (2019) evaluated whether the mechanism that improves skills is repeatedly reading portions of connected text or simply reading connected text. The study involved 40 participants in 2nd and 3rd grade. Students were randomly placed into two groups to receive either repeated reading or continuous reading intervention in 15 sessions over a five-week period. The study's findings suggest the repeated reading intervention improves comprehension. Along with Bilgi (2020), Hawkins et al. (2015), and Powell and Gadke (2018), the repeated reading and use of continued reading was found to improve oral reading fluency in young students as well as improve levels of comprehension. The study conducted by Hammerschmidt-Snidarich (2019) explored continuous reading as a strategy but also supported the use of the intervention as improving reading skills.

Technology Use Interventions

Researcher Romig and Jetton (2023) organized a study to determine the impact of delivering the repeated reading intervention through an online means. Three participants in upper elementary school were used in this study. The study took place online via Zoom over the course of nine weeks. All intervention sessions took place one-on-one via Zoom with participants using a laptop computer or tablet. Each session began with the tutor modeling appropriate fluent reading for the student. Then the student read the passage at least two times to the tutor. The tutor finished the session by providing feedback to the student and sharing their screen to show errors and practice pronunciations. At the conclusion of the study, researchers found the repeated reading strategy had a positive impact on all three students' oral reading fluency. The findings of Romig and Jetton (2023) seem to suggest repeated reading has a positive impact on improving reading fluency even with the online delivery format.

The use of technology-assisted reading interventions to improve reading fluency was also explored by Mize and Park (2021). In their research, Mize and Park (2021) included three 4th grade students who were at-risk for reading disabilities from the southern United States to investigate the effect of iPad-assisted reading instruction for improving oral reading fluency and their attitudes towards reading. The intervention involved the students participating in an iPad-assisted repeated reading program that integrated repeated reading, vocab instruction, error correction, and feedback procedures. Like the findings of Romig and Jetton (2023), the repeated reading intervention is found to improve struggling readers' oral reading fluency. The study explored by Mize and Park (2021) also discovered the iPad-assisted repeated reading program improved all participants' oral fluency reading rates.

Lynn (2021) conducted a research study involving 31 international students in their first semester at a regional university's intensive English program in the southwest United States. The study evaluated the effects of intensity, treatment duration, background knowledge, individual variation, and text variation on reading rate in a silent unassisted repeated reading intervention. At the conclusion of the 14-week study, the results showed neither intervention group nor intervention length had a significant effect on reading rate, but background knowledge did. The interventions varied between the number of repeated readings performed in the post-secondary English as Second Language (ESL) setting. Like Romig and Jetton (2023) and Mize and Park (2021), the repeated reading intervention was found to have a positive impact in improving oral reading fluency or students' reading rates. In addition, Lynn (2021) investigated the use of unassisted repeated reading as an intervention to improve reading rates in post-secondary age students. Unassisted repeated reading has the potential to increase oral reading fluency rates among older students.

Gibson et al. (2014) investigated the effects of a computerized repeated reading intervention on fluency and comprehension for eight 1st-grade students with a reading risk. The eight students involved were enrolled in two different schools and had difficulties in reading fluency and comprehension. The students performed the computerized repeated reading intervention and were scored by the number of words correct per minute read and their ability to retell details of the passage. The findings highlighted the increase in oral reading fluency for all eight students involved in the study. Along with Romig and Jetton (2023), Mize and Park (2021), and Lynn (2021), the repeated reading intervention was found to improve students' oral reading fluency rate and positively impact comprehension skills. The study conducted by Gibson et al.

(2014) demonstrated the use of a computerized repeated reading intervention can have a positive impact on oral reading fluency for students with a reading risk.

Additional Learning Disabilities

Researcher Metsala and David (2022) performed a study to examine the effects of a decoding-focused intervention on reading fluency and comprehension for children with reading fluency disabilities. Participants in the study included 68 participants with accuracy-defined disabilities and 65 with fluency-defined disabilities. The study took place in a clinic by paraprofessionals over 120 hours in length in groups of three-five students, in two 1.5-hour meetings per week. The intervention sessions were broken down into two blocks. The first block involved group activities to target phonological awareness, grapheme-phoneme correspondences, and decoding. The second block consisted of round-robin reading with a book at a suitable level that includes a three-four minute discussion and about six minutes of free writing. At the conclusion of the study, the research suggested the intervention practices improved the skills of those with fluency or accuracy deficiencies. The findings of Metsala and David (2022) seem to suggest the repeated reading practice improves oral reading fluency or the word reading accuracy.

The use of a repeated reading intervention to help improve fluency in young children with autism spectrum disorders (ASD) was studied by Simons et al. (2022). In this study, Simons et al. (2022) involved three children between the ages of seven-nine who had received at least one year of behavioral intervention and had a previous diagnosis of ASD to explore repeated reading intervention improving reading fluency. The intervention took place in a clinic setting containing rooms with limited distractions for the students and researchers. Like the findings of

Metsala and David (2022), the repeated reading intervention was found to have a positive impact on improving reading fluency for the students. Simons et al. (2022) also uncovered that providing a performance-based award, in addition to the repeated reading practice, can be used to improve reading deficiencies of students diagnosed with ASD. This study concludes the repeated reading intervention is a benefit to improving reading fluency along with a rewards system that is tailored to the student.

Leloup et al. (2021) conducted a study including 54 children ages 9-12 diagnosed with dyslexia to determine if a repeated reading intervention could help improve reading fluency. At the conclusion of the research, the intervention was found to improve reading fluency and reading motivation. Like Metsala and David (2022) and Simons et al. (2022), the repeated reading intervention involving students with an additional learning disability was found to have a positive impact on reading fluency. In addition, Leloup et al. (2021) studied students diagnosed with dyslexia and included vocab music making with the repeated reading intervention. This intervention practice showed significant improvements in reading fluency.

Collins et al. (2023) examined the use of the repeated reading intervention in improving oral reading fluency outcome for students with and at risk for emotional and behavioral disorders (EBD). The study included 17 participants, ages 9-15, with or at risk for EBD. The findings provided mixed results for improving the oral reading fluency. Along with Metsala and David (2022), Simons et al. (2022), and Leloup et al. (2021), the study included students who have an additional learning disability to observe if the repeated reading intervention could improve reading fluency. The study by Collins et al. (2023) involved the specific group with emotional and behavior disorders and with mixed results. Additional research would be beneficial to better determine if the repeated reading intervention could provide more effective results.

Conclusion

The connection between repeated reading and improving oral reading fluency cannot be ignored and needs to continue to be tested and analyzed, especially when working with students with reading disabilities. Research continues to indicate that fluency intervention is a key aspect of reading instruction for adolescents to increase reading rate and accuracy. Many research studies show results among elementary aged students, so observing the study at the middle school and high school aged students would bring a new perspective to the validity of repeated readings as a fluency building intervention. Building fluency skills in struggling readers can help improve their overall reading skills, specifically in word recognition and comprehension.

Methodology

The components and tools found in the literature related to repeated reading and growing fluency informed this action research project and were embedded into the methodology of this study. The purpose of this project was to examine the effects of the repeated reading intervention strategy on improving the oral reading fluency rates of 9th and 10th grade IEP students. The results of this action research project will help shape the specially designed instruction and reading strategies intervention and curriculum practices to best serve the needs of high school aged students on reading IEP goal areas at the research site.

Participants

The action research study was a high school special education classroom with 13 students participating in a repeated reading intervention. Students completed the reading fluency intervention daily either in their Learning Strategies or Reading Strategies class over the course

of six weeks. The research site for the six-week intervention took place in a public school district in the rural corner of Northwest Iowa. Prior to implementing the intervention practice, the 9th and 10th grade students' reading fluency ranged from 77 to 138 words correct per minute (WCPM) and 91 to 100% accuracy. The average WCPM was 113 and average accuracy was 95%. The 13 students are selected from the Reading Strategies or the Learning Strategies class roster, and they are also on an individualized education plan (IEP) with a reading goal and in either 9th or 10th grade. Seven females and six males make up the gender of the participants. The 13 students best represent the range of diversity and need to best answer the research question selected for this study.

Intervention

The repeated reading intervention curriculum used *The Six-Minute Solution: A Reading Fluency Program* materials to complete the action research. This research-based intervention is a reading fluency program available for grades K-12. The program offers initial/baseline assessments to determine a student's instructional level. The instructional level is important to select the correct level of practice passages and determine a baseline to measure student progress. High-interest, nonfiction practice reading passages are organized by reading level, so they align with the student's instructional level. The passages include a variety of social studies, science, and biographies.

The reproducible charts and graphs in *The Six-Minute Solution* curriculum was used to monitor the student's ability to recognize words and improve fluency. Word recognition was scored through accuracy. Accuracy was calculated by taking the words read correctly divided by the total words read. Fluency improvement was determined through the number of words read

correct per minute. Word correct per minute read was scored by subtracting the number of errors from the total number of words read in one minute. Errors include substitutions, mispronunciations, and omissions.

Procedures

The Six-Minute Solution repeated reading intervention was implemented to increase fluency and accuracy by reading passages at the students' instructional level daily with repetition until the goal (words correct per minute read and less than five errors) was met. Once the goal was met, the student would move on to another passage and repeat the process. To begin the process, students were given a pre-test with a sample passage used to test their beginning words correct per minute (WCPM) read as well as their accuracy (how many errors read) percentage. Students also were given the placement test to ensure they began at their instructional level. Then, students worked with the corresponding passage level to perform the repeated reading intervention until they reached their WCPM/accuracy goal. Once the student reached the goal, they moved on to a new passage. The researcher followed the example schedule below:

Day 1: Student performs a "cold" one minute read of the passage. (Cold means brand new, first time, never seen before.) Teacher records WCPM and accuracy and sets a goal with the student. Goal: 20-40+ words from initial read and less than five reading errors.

Day 2: Student whisper reads the passage and underlines any words they are not familiar with. Teacher goes over errors from the day before and any unfamiliar words with the student. Then, the student performs a one minute timed read of the passage. Teacher will record WCPM and accuracy.

Day 3: The student is asked to read the passage for one minute. The teacher will record WCPM and accuracy.

Days 2 and 3 will repeat until the student reaches the initial goal of the passage. After the goal is met, the student will begin a new passage and start again at Day 1. This daily practice will continue and repeat for the entire six weeks of the action research study.

To ensure the intervention was completed with fidelity, the teacher made time each day to work with each student whether that was during the Learning Strategies class time or the Reading Strategies period. If a student was absent, the teacher marked that information on the spreadsheet. The teacher also followed the same schedule and procedure for each of the 13 students.

Data Collection

For this action research project, the data collected was quantitative. The data includes test scores (word recognition, fluency, and accuracy). The test scores data was obtained through *The Six-Minute Solution* intervention materials. The placement tests were given on word recognition to get a baseline as well as determine the student's instructional reading level for *The Six-Minute Solution*. The daily repeated reading practice within *The Six-Minute Solution* curriculum was conducted and all data (word recognition, fluency, and accuracy) was recorded on a paper graph as well as a spreadsheet. There should be 30 days (max) of repeated reading data collected for each student. If a student was gone, this information was marked on the spreadsheet and not "made up" at a different time. At the conclusion of the six-week intervention, students were given a post-test with a sample passage used to test their ending words correct per minute (WCPM) read as well as their accuracy (how many errors read) percentage. The post-test was

compared with the pre-test to analyze the growth of word recognition, fluency, and accuracy for the 13 students.

Data Analysis

Of the students selected to participate in this study, only the ones who had improvement in their words correct per minute read were included in the study with the dependent samples *t*-test. This includes 11 students in the repeated reading intervention instead of 13. The average baseline score was 113 words correct per minute and the average ending score was 137 words correct per minute. Chart 1 shows the average results of the students' baseline scores prior to implementation of the intervention as well as the ending results after the six-week daily repeated reading practice was finished. The word recognition, fluency, and accuracy were obtained using the same level of sample passage for both the baseline and ending data collection. The words correct per minute was calculated with the same *Six-Minute Solution* passage level for both the baseline and ending score.

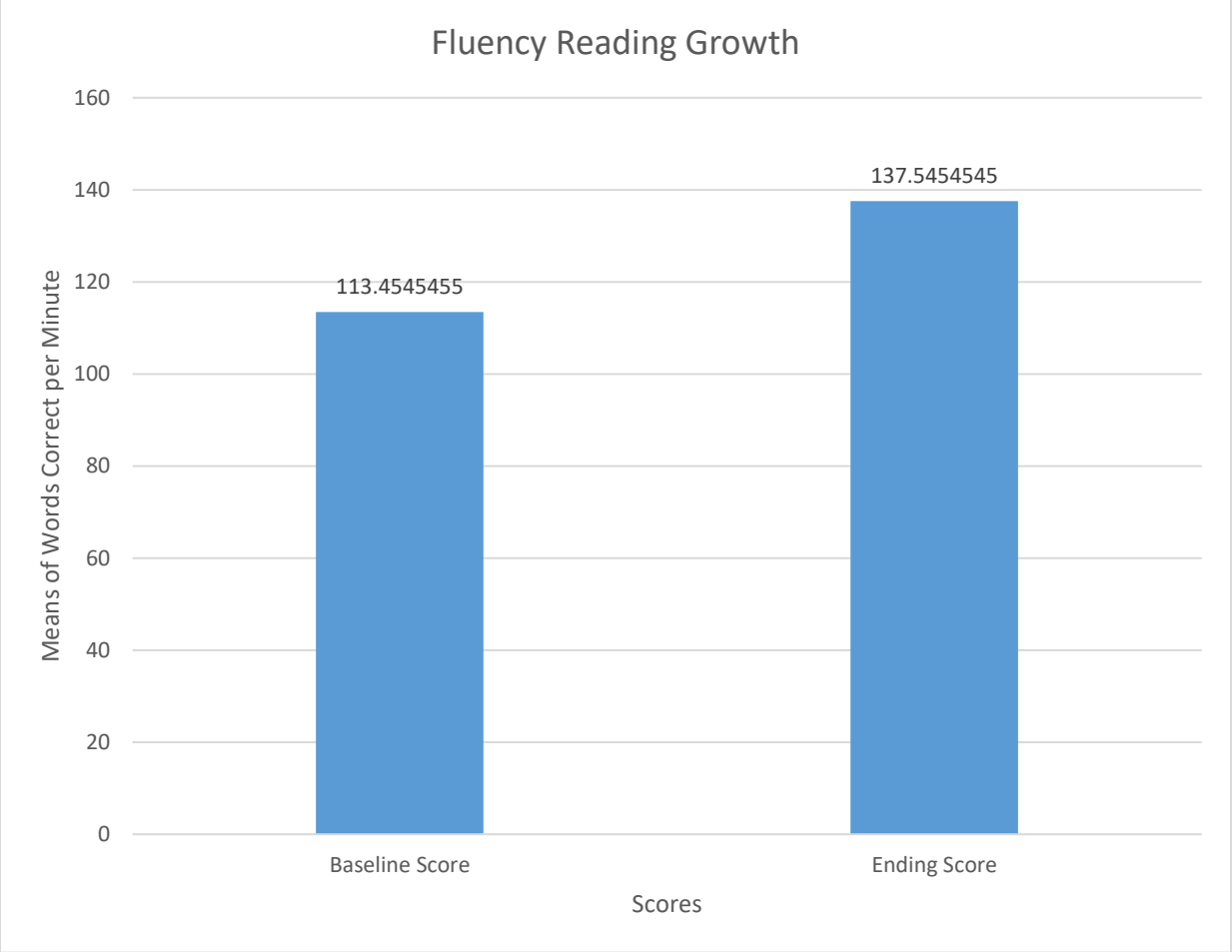
A dependent groups *t* test was conducted to determine if there was significant growth in students' words correct per minute read following an intervention using *The Six-Minute Solution* program. The test revealed there was a significant difference between the students' baseline scores and ending scores on words correct per minute read (M = 113, SD = 17.49, n = 11), as compared to the ending scores on words correct per minute read (M = 137.55, SD = 16.60, n = 11) following a fluency reading intervention with significant effect size, t(10)= -13.85, p<.001. On average there was a +24-point difference (increase in words correct per minute read) between the baseline score and ending score.

Lastly, Charts 2-12 (displayed in the Appendix) show each individual students' progress from the baseline, mid-point, and ending scores. Only 11 of the 13 participants' data are included

in a chart because one student had chronic absenteeism and did not provide sufficient data to be analyzed and one student did not show any progress from beginning to end, scoring the same words correct per minute read each session. During the scoring sessions, the students read one passage and are timed for 60-seconds. All students read the same *Six-Minute Solution* level passage for each assessment. The words correct per minute is recorded along with any errors of skipping words or mispronunciation. When analyzing their charts, all 11 students made positive growth from their initial baseline score to the mid-point score. While from the mid-point score to the ending score, eight students made positive growth and three students showed a decrease. Overall, all 11 students showed a significant positive growth from the initial baseline score to the ending score, no matter their mid-point assessment score.

Chart 1

Participants at Baseline and Ending Score Bar Graph



Discussion

Summary of Major Findings

The research action study results implicate researchers, teachers, and stakeholders that repeated reading is a successful intervention strategy to improve students' oral reading fluency. This study states that 11 of the participating students made improvements in their words correct read per minute. Of the students that made improvements, the average number of words increased is +24 words correct per minute over six weeks. This action research project did provide evidence that the repeated reading intervention is effective in improving students' oral reading fluency rates. This evidence supports earlier research findings around repeated readings to have a positive impact on the oral reading fluency of struggling readers (Zimmerman et al., 2019; Fuchs et al., 2020). The reasoning behind these results is that the repeated reading intervention implemented a consistent routine for the teacher and students to improve reading fluency with the daily repetition practice.

The participants were able to successfully complete the six-week intervention by engaging in the daily procedures with fidelity. Through the simple procedures and consistent expectations, the students were able to perform the intervention every day. The students engaged in a cycle of a cold read (no previous practice or knowledge of the passage), a whisper read (reading through while whispering and mimicking the passage), and a read through (no practice read). The students continued through a whisper read/read through until they met their goal (20-40 words above their initial cold read number of words read). With *The Six-Minute Solution* repeated reading curriculum being implemented throughout the six weeks, it provided evidence of students' progress at their determined reading level as well as at the beginning, mid-point, and ending reading passages. This evidence-based intervention displayed an increase in words

correct read per minute when reading a grade level passage. Overall, repeated reading is a successful intervention practice to improve students' oral reading fluency.

Limitations of the Study

This study's most notable limitations were the student attendance and factor of time. Students participated in the repeated reading intervention daily over the course of six weeks before the ending scores were collected. During the data collection time, daily readings were interrupted by holiday breaks and students' absences. Of the 13 participants, only three students were in attendance every day of the intervention with the other 11 students missing one or more data collection days. One student was absent 20 days, and their minimal data collection points was not used in the final evaluation of data. The attendance issue caused disruptions in consistency in the repeated reading routine and overall effectiveness for some students who were absent multiple times. Time also played a factor in the amount of growth students were able to make in their words correct per minute read and accuracy. Six weeks, with three scoring sessions, may not have provided ample time for students to see their full potential in their recorded scores. Thirty data collection days may not be long enough to see a trend or significant progress. This raises the question: if there were fewer absences and more time for data collection, would students have shown more increase in their words correct per minute read, and would the findings of the research have been different?

Future Research

The next step will be to implement this action research into other special education classrooms. Special education teachers will be presented with the analysis and findings of this study to encourage other 7th-12th grade teachers to implement the repeated reading intervention

with their students on reading fluency IEP goals. First, teachers will be provided *The Six-Minute Solution* program overview and the necessary implementation materials. The researcher will share how the intervention was performed in the classroom setting and how student expectations were presented. These procedures will ensure that teachers see the benefit of implementing the repeated reading intervention to improve their IEP students' reading fluency rates.

Another future step will be to continue to monitor the 13 students through the end of the school year to monitor their growth in words correct read per minute. The researcher will continue to implement *The Six-Minute Solution* curriculum for an additional six-week period. The researcher will put an emphasis on accuracy and helping students lessen their reading errors by reviewing all errors before the student performs the scored time reading. At the end of the six weeks, the researcher will compare their baseline score to the student's ending score. The findings recorded will be able to reinforce a growth of oral reading fluency if the numbers continue to increase.

Overall, the repeated reading strategy and *The Six-Minute Solution* intervention is the focus for the researcher and other special education teachers for the remainder of the school year and next school year. The focus will be to implement the repeated reading strategy consistently as a daily intervention that can be implemented to meet specially designed instruction minutes required for special education students on a reading fluency goal.

Conclusion

This action research project was intended to identify if the repeated reading intervention would improve struggling readers' oral reading fluency. Previous research has shown if fluency is more automatic, comprehension and higher-order reading can effectively function

simultaneously (Ross et al., 2014; Nguyen et al., 2020). This study provides enforcement by implementing the repeated reading strategy to help improve oral reading fluency for students on an IEP reading fluency goal. Using *The Six-Minute Solution* curriculum as an intervention will enforce the growth of words correct read per minute. The 13 participants in this action research study benefitted in a six-week repeated reading intervention to improve their oral reading fluency. The results indicate repeated reading can be used as an intervention to improve fluency with at least eleven of the participants increasing their words correct per minute read aloud.

Positive trends were found in the data results of this action research project and statistically significant results were found. This outcome and results will continue to impact the research and future students at the research site. The researcher will perform the intervention strategy for an additional six weeks and continue to chart progress and analyze the data to see any trends emerge. The additional analysis of accuracy will encourage not only an increase in words read per minute but eliminate errors in the 60 seconds of reading. Time may have been a limitation on this study, and future research will include an additional six weeks to allow for more growth and trends to be studied.

Reading is an essential skill for student success in school. The student's ability to read fluently enables them to focus on what the text is saying and meanings of the content. Students with reading disabilities need practice and exposure to increase their oral reading fluency. Repeated reading is an intervention practice that has been proven in many research studies, like this one, to increase student's oral reading fluency abilities. Eleven of the 13 participants of this study demonstrated a positive growth in words read correct per minute. Therefore, *The Six-Minute Solution* repeated reading intervention is an effective tool for teachers to use at the Tier 2 and Tier 3 levels with their struggling readers. This action research study focused on the impact

of repeated readings with 9th and 10th grade students currently on an IEP with a goal area of reading fluency. Reading may always be a struggle for students with reading disabilities, but learning strategies through repeated readings may be helpful in continuing to improve their oral reading fluency rates and understanding.

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Appendix

Individual Participant Progress at Baseline, Mid-Point, and Ending Score Bar Graph

Chart 2

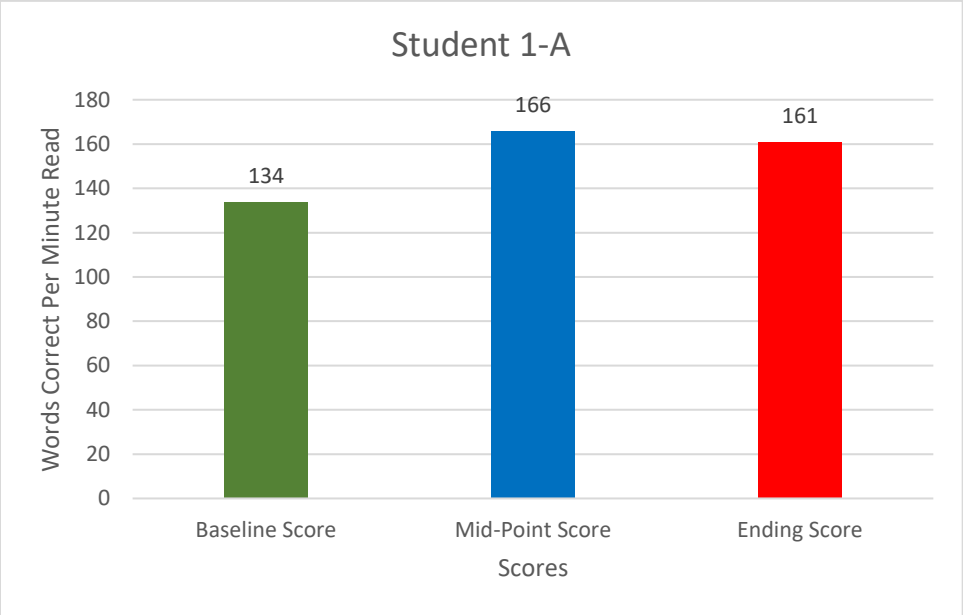


Chart 3

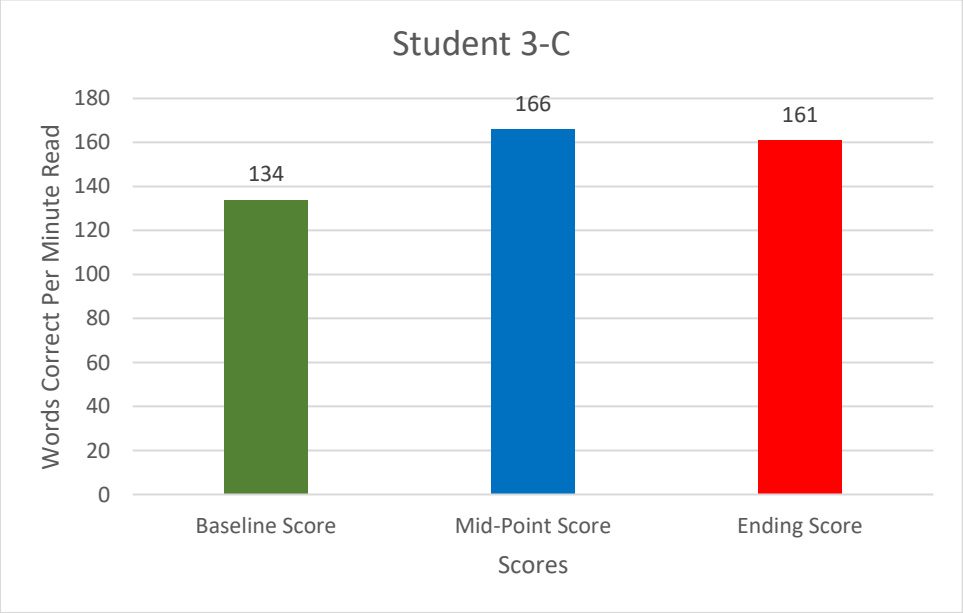
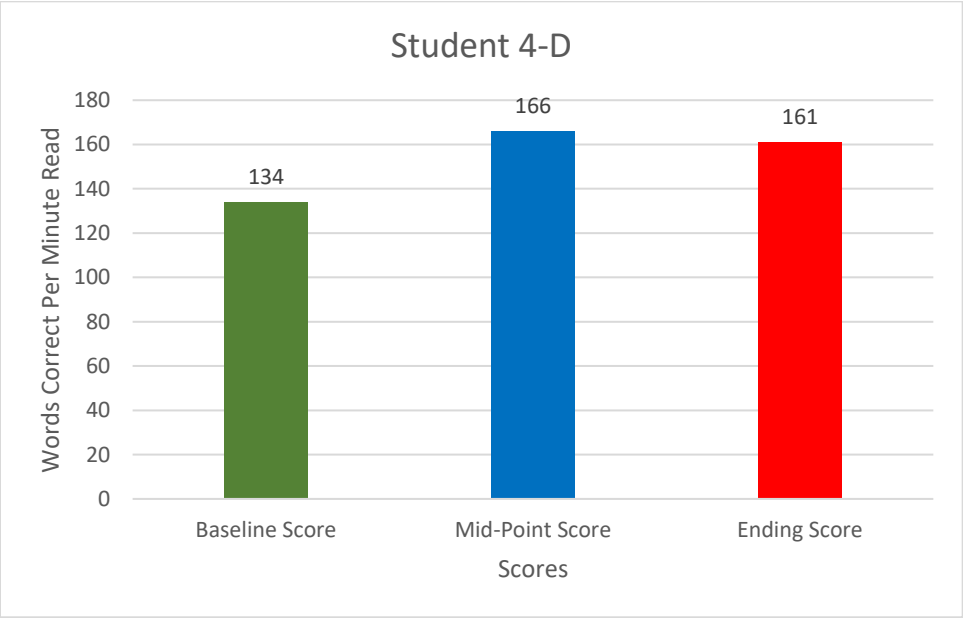


Chart 4



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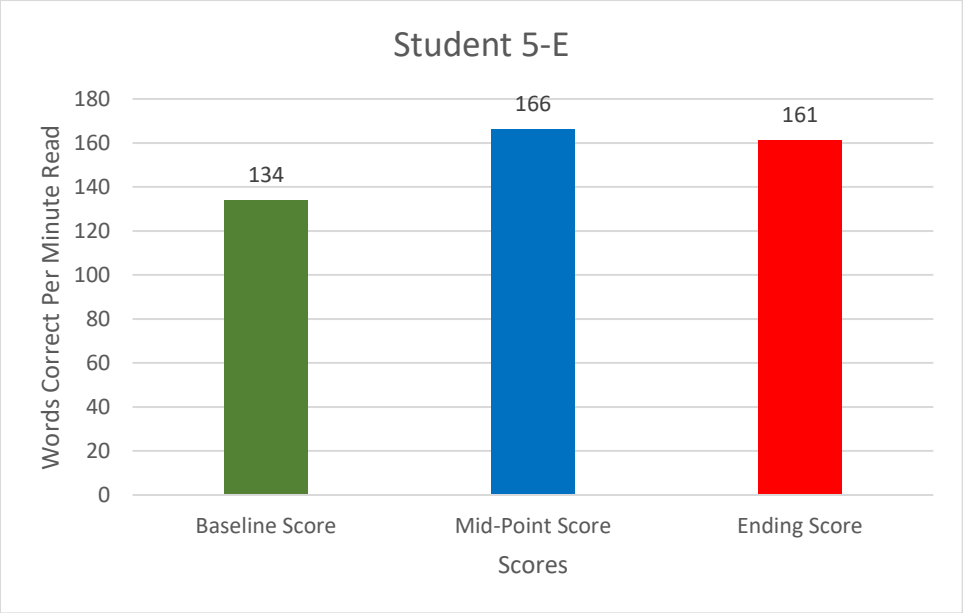

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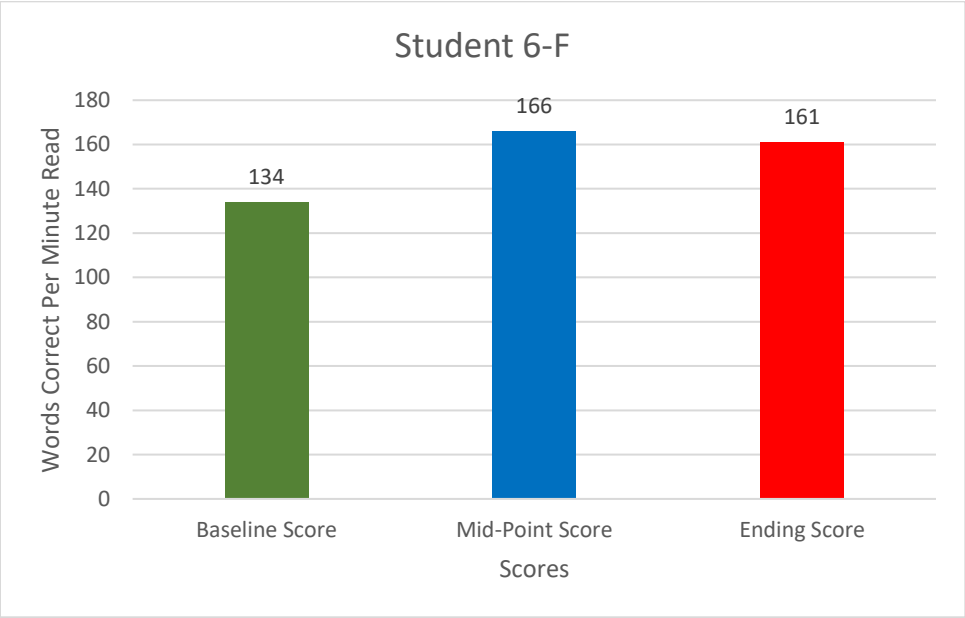

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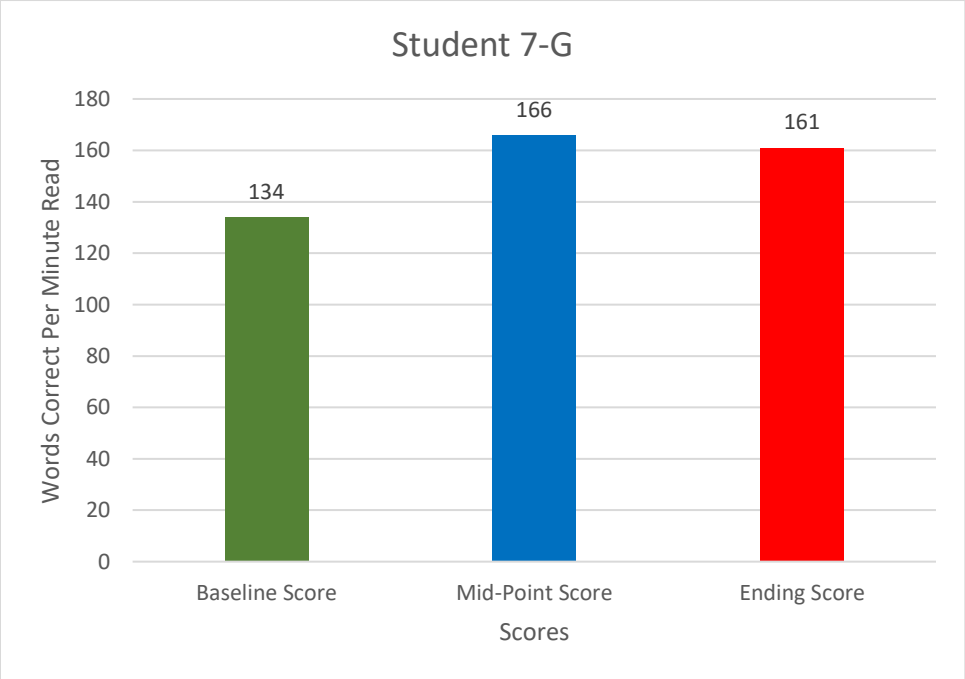

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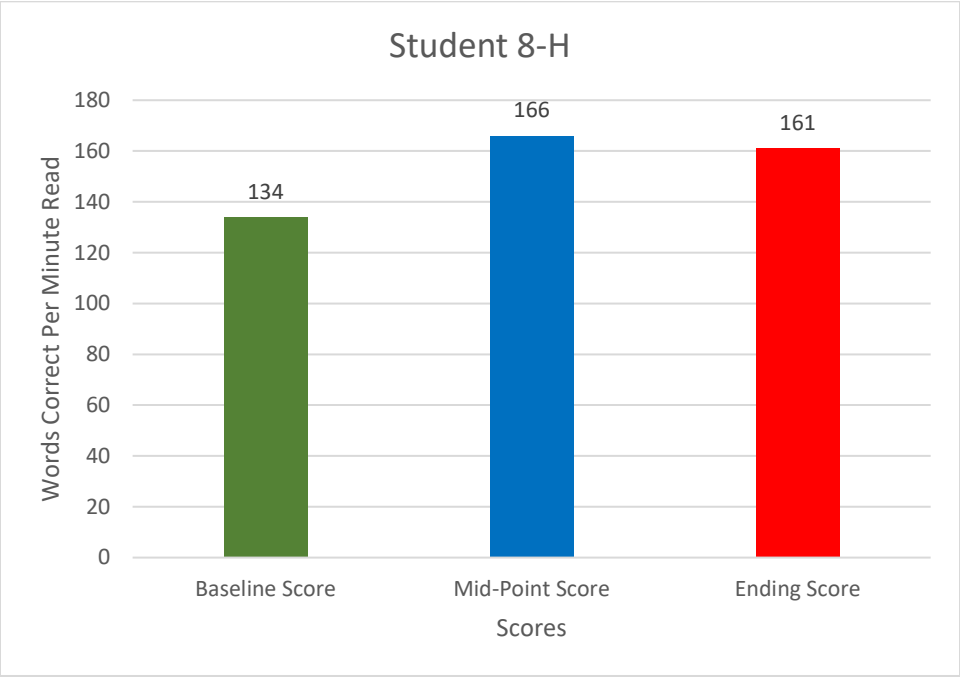


Chart 9

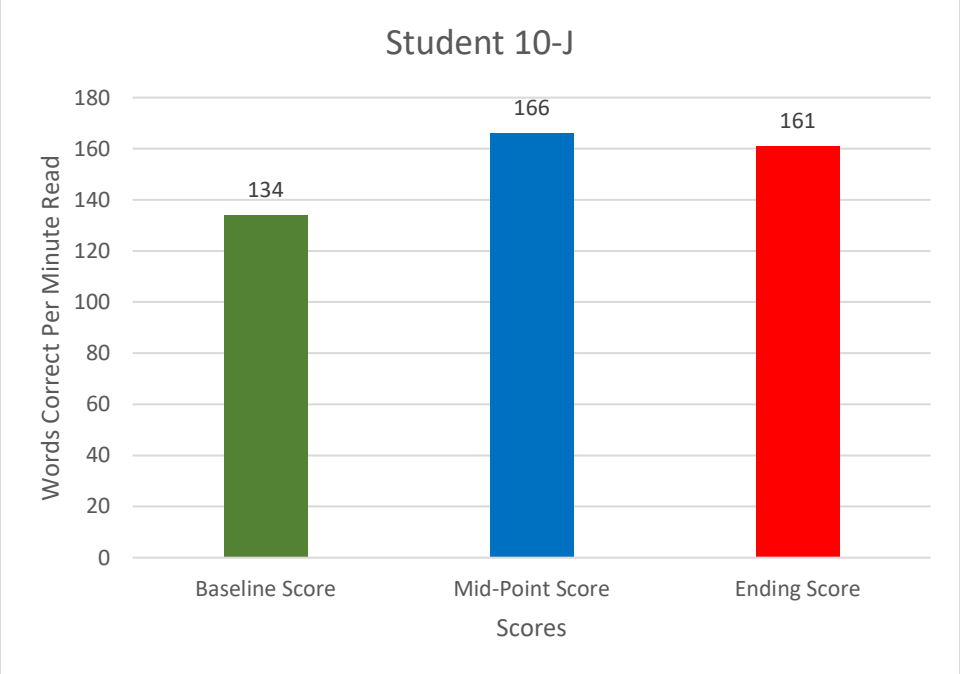


Chart 10

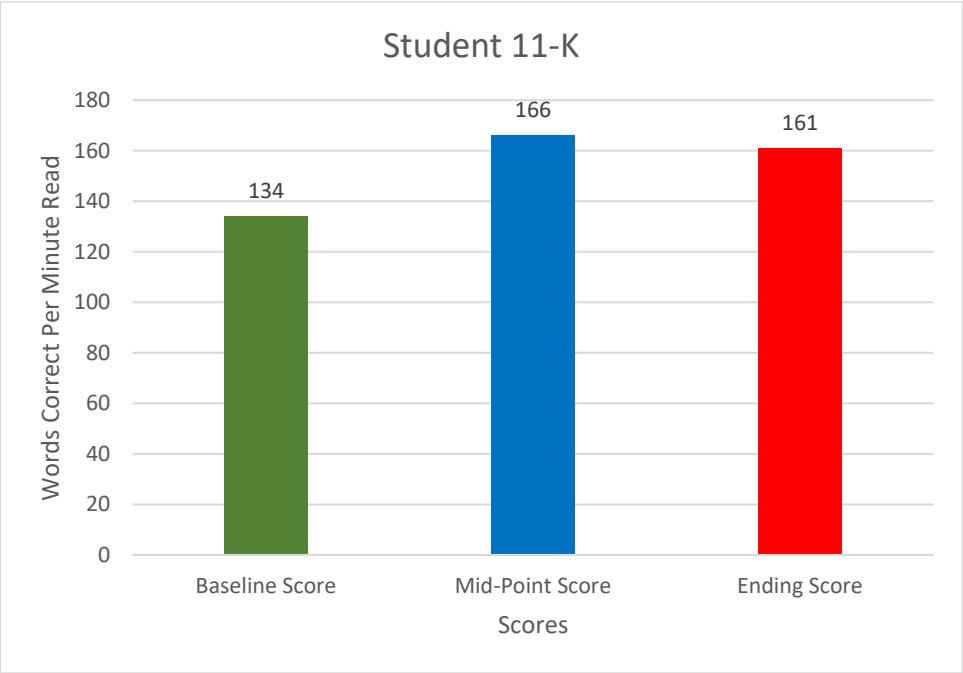


Chart 11

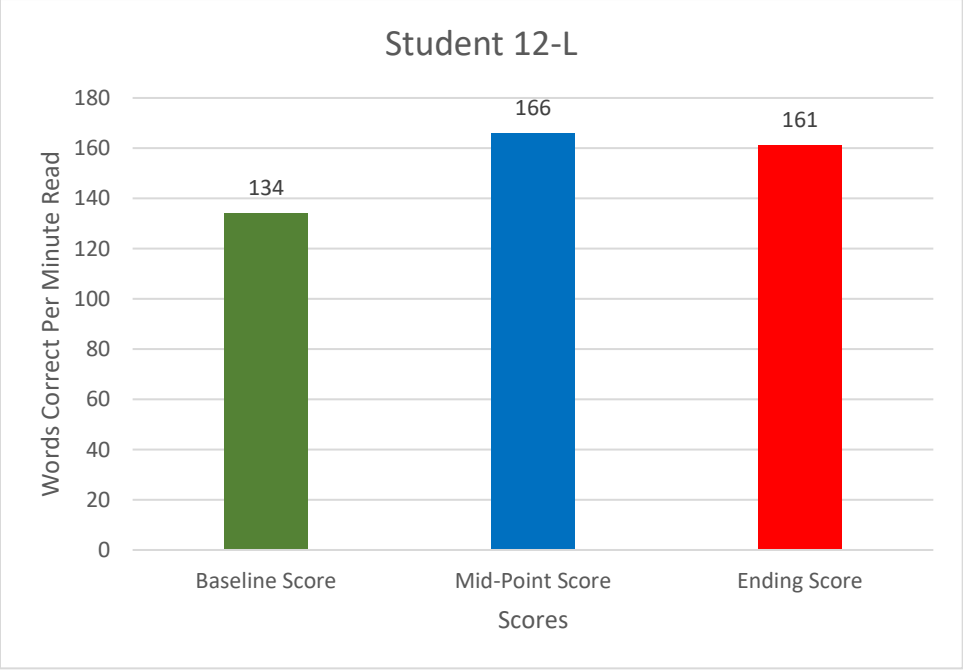
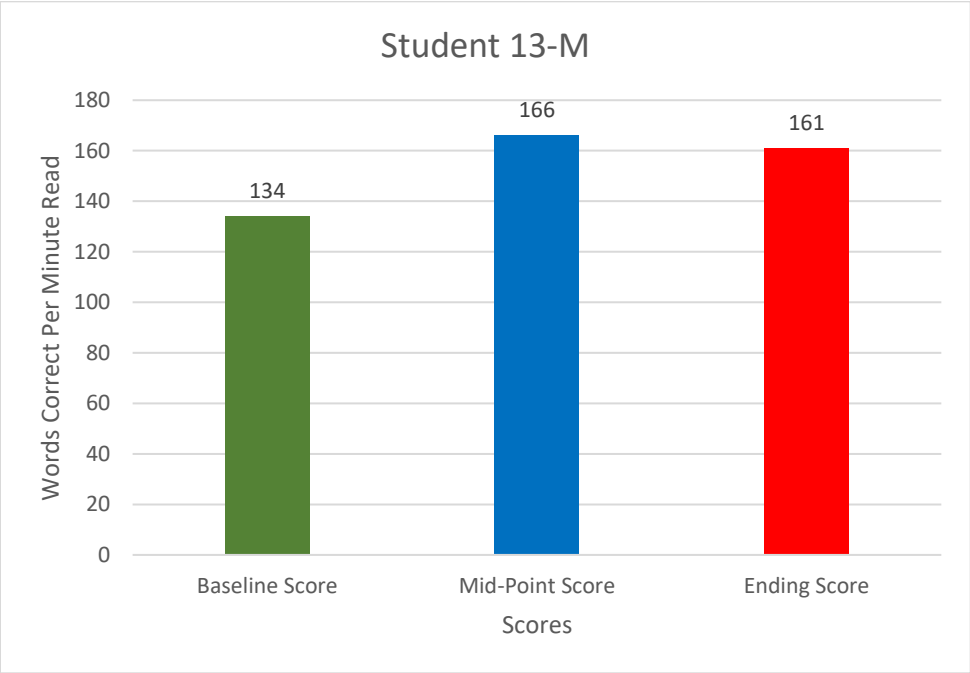


Chart 12


Student 13-M
Words Correct Per Minute Read
180
160
140
120
100
80
60
40
20
0
134
166
161
Baseline Score
Mid-Point Score
Ending Score
Scores