

*THE EFFECTS OF ORAL PRESENTATION PREVIEWING  
RATES ON READING PERFORMANCE*

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A multielement design was used to compare the effects of rapid oral presentation and slow oral presentation during listening previewing on rates of accurate oral rereading. The participants were 2 elementary students with reading skills deficits. For both students, rates of accurate oral rereading were higher when adults reduced their oral reading rates as students read silently.

DESCRIPTORS: reading rates, listening previewing

Students' rates of accurate oral reading have been shown to correlate positively with a number of measures of reading skill, including word identification, word comprehension, inferential comprehension, and literal comprehension (Shapiro, 1989). Further, interventions that increase rates of reading may also increase reading comprehension (Breznitz, 1987). Listening previewing, in which students are instructed to read silently as another person reads aloud, has been shown to increase rates of accurate oral rereading (Daley & Martens, 1994). Some researchers have suggested that the oral reading should occur at rapid rates because students may model previewers' rapid reading rates (e.g., Cunningham, 1979). Others have suggested that adults should reduce their reading rates to ensure that students have an opportunity to read each word (e.g., Skinner, Johnson, Larkin, Lessley, & Glowacki, 1995). The purpose of this study was to compare rates of accurate oral rereading following rapid and slow oral presentations.

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## METHOD

### *Subjects and Settings*

John, a 12-year-old sixth-grade public school student, was identified as having learning disabilities. He received reading instruction from a resource room teacher. Jack, a 12-year-old fifth-grade student, attended a school for students with behavior and learning disorders. For both students, sessions were conducted in a small office at their respective schools.

### *Procedure*

Before beginning this study, curriculum-based measurement procedures (Shapiro, 1989) were used to place students at their instructional level (50 words correct per minute) in commercial textbooks. John and Jack were instructional at Grades 2 and 3, respectively. Passages from these textbooks, between 84 and 112 words, were photocopied for assessment purposes.

A silent previewing control condition was conducted during baseline sessions and throughout the experimental phase. During silent previewing, the experimenter instructed the student to read a passage silently and inform the experimenter when he was fin-

ished. Two reading intervention procedures, rapid and slow oral presentation, were compared. With both procedures, the student was instructed to follow along, reading silently, as the experimenter read aloud. During rapid presentation, the experimenter read aloud at his or her natural rate. During slow presentation, the experimenter read the passages at a reduced rate of about 50 words correct per minute, the minimum mastery level for second- and third-grade readers based on normative data (Shapiro, 1989).

Assessments were conducted immediately following each previewing procedure. During assessments, the student was instructed to read the same passage aloud without skipping any words. Word substitutions, insertions, omissions, and words not read within 3 s of the last response were scored as errors. If the student skipped a line or began re-reading a line, the experimenter redirected the student to the appropriate line and scored an error. The primary dependent variable was words correct per minute (number of words read correctly times 60 s divided by the number of seconds required to read the passage).

Interobserver agreement was evaluated for 25% of the sessions via tape recordings by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100%. Interobserver agreement scores for words read correctly ranged from 88% to 100% ( $M = 94\%$ ). Tape recordings were also used to collect treatment integrity data on experimenters' reading rates. During rapid presentations, the experimenter read 114 to 216 words correct per minute ( $M = 178$ ) for John and 172 to 204 words correct per minute ( $M = 187$ ) for Jack. During slow presentations, the experimenter read 44 to 65 words correct per minute ( $M = 52$ ) for John and 54 to 66 words correct per minute ( $M = 59$ ) for Jack.

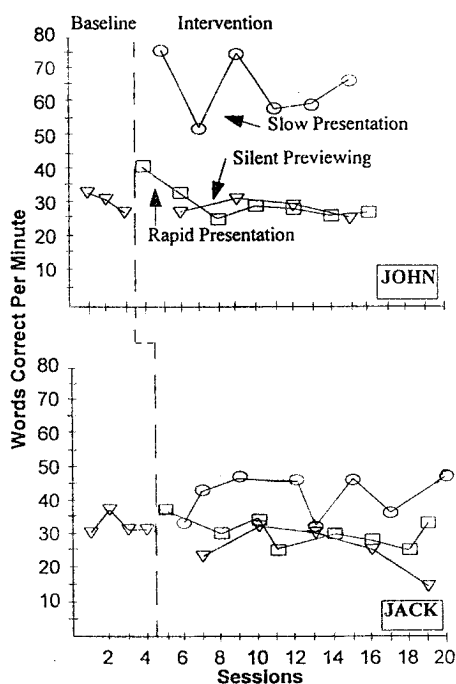


Figure 1. Number of words correct per minute across previewing conditions for John and Jack.

## RESULTS AND DISCUSSION

Figure 1 displays the students' number of words correct per minute following each previewing condition. Mean number of words correct per minute following silent previewing, rapid presentation, and slow presentation were 29, 31, and 65, respectively, for John, and 26, 31, and 42, respectively, for Jack. Mean errors per minute following silent previewing, rapid presentation, and slow presentation were 5.6, 5.0, and 4.4, respectively, for John, and 6.3, 5.3, and 4.8, respectively, for Jack.

These results confirmed previous research indicating that listening previewing results in greater increases in rates of accurate rereading than silent previewing does. These findings also suggest that students' rates of accurate oral rereading may be greater if adult readers intentionally reduce their reading rates. Because rapid presentations did not increase oral rereading rates more than the si-

lent previewing control condition did, a likely explanation for the results is that the slow presentations provided students with enough time to subvocally read words before or after the previewer.

One potential limitation of this study is that the long-term effects of the intervention were not assessed. For example, previous listening previewing research measured students' oral rereading during the next school day (e.g., Rose, 1984). Further research is needed to determine whether the differential effects will be maintained if assessments are temporally distant. In addition, future researchers should investigate the effects of listening previewing interventions on students' generalized oral reading performance by exposing them to unpreviewed materials. The external validity of these findings should also be assessed by conducting similar studies across students, settings, previewers, and texts.

Because students spend much time reading silently as teachers or peers read aloud (e.g., peer tutoring, round robin reading), this study presents a feasible and practical intervention for the classroom setting. Researchers should continue to investigate variables that may increase the effectiveness of these types of interventions. This study also demonstrates how a multielement design can

be used to evaluate the effects of several interventions. Researchers and practitioners should consider using this design to make data-based treatment decisions because it allows students to be simultaneously exposed to several interventions, one of which may prove to be superior for an individual student.

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