EXAMINING THE EFFECTS OF A TAPED-SIGHT

WORD INTERVENTION ON

ENGLISH LEARNERS

By

JOSE LUIS HERNANDEZ

Bachelor of Science in Psychology
Oklahoma State University
Stillwater, OK
2011

Master of Science in Educational Psychology
Oklahoma State University
Stillwater, OK
2013

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
May, 2022

EXAMINING THE EFFECTS OF A TAPED-SIGHT

WORD INTERVENTION ON

ENGLISH LEARNERS

Dissertation Approved:

Brian Poncy, Ph.D.
Dissertation Adviser

Gary Duhon, Ph.D.

Ryan Farmer, Ph.D.

Jam Khojasteh, Ph.D.

ACKNOWLEDGEMENTS

This study would not have been possible without the support and continuous effort from all of the people who helped and took part in my dissertation. I would like to thank my wife, Andrea, who convinced me to come back to graduate school to complete my doctorate and for always encouraging me. Her support kept me going during the most difficult times in my life. I would also like to thank my mother, Ofelia. Even though you are in Heaven, I know that you are looking down at me with orgullo. Thank you for always supporting my crazy ideas and for encouraging me to better myself. Your smile and laugh will never be forgotten. A big thank you to Tim and Denise Parsons who never doubted my abilities and always reminded me that they were proud of me. Finally, a special thank you to Dr. Poncy for guiding me, providing feedback, and helping me complete this study. You were always positive and helped me overcome something I never imagined I could do as a first generation student.

Name: JOSE L. HERNANDEZ

Date of Degree: MAY, 2022

Title of Study: EXAMINING THE EFFECTS OF A TAPED-SIGHT WORD INTERVENTION ON ENGLISH LEARNERS

Major Field: SCHOOL PSYCHOLOGY

Abstract: There has been an increase of English Learners (EL) in schools across the United States. Reading continues to be taught in school, allowing students who are fluent in English to succeed more than students who are limited English proficient. It is extremely important that researchers identify and develop methods that improve reading skills for English Learners. The purpose of the study was to examine the effectiveness of a taped-words intervention using Fry's sight-words to increase EL students basic reading skills. The goal was to determine if the taped- words intervention can increase the number of words known (accuracy). The hypothesized result is that the intervention will increase the number of words known (accuracy).

TABLE OF CONTENTS

LIST OF FIGURES

Figure	Page

CHAPTER I

INTRODUCTION

A top priority for this nation has been to improve educational results for Latino youths (Duran et al., 2010). In the country today, students who are non-English speakers face certain challenges in becoming well educated and have a higher chance in developing reading problems and lower academic attainment (Farver et al., 2009). English language learners (EL's) are more inclined to have weak literacy skills, lower academic attainment, higher-grade recurrence and school dropout rates compared to their non-EL classmates (Farver et al., 2009).

The quickest developing student population in the United States schools currently is children from outside the country, the majority of whom do not communicate in English fluently and are categorized as English learners (Calderon et al., 2011). Spanish-speaking students at this time comprise the biggest bilingual subgroup (Farver et al., 2009). Several research studies have cited statistics that show that EL's are growing rapidly in the United States. In 1999, 14 million Americans from the ages of 5-24 spoke a language that was not English at home (Slavin & Cheung 2005). In the U.S. currently, 65% of non-English speaking people are comprised of Hispanics. This is one of the quickest growing populations (Slavin & Cheung, 2005). As of 2001, 5.4 million people

of the entire populace in the U.S. come from outside the country (Lipka et al., 2005). Ethinic minority students are excessively placed in special education, specifically ELs receive more special education services compared to monolingual children. Many of the referrals received have to do with academic problems (Cardenas-Hagan et al., 2007). Moreover, one study predicted that by the year 2030, Latinos will make up one-fourth of the nation's children (newborn through eight years old), many of which will face the problems of being raised in poverty and studying English in mainly Spanish-speaking families (Duran et al., 2010).

In the United States, ELs registered in public schools grew by 65% between 1994 and 2004 - from 3 to 5 million students - whereas the entire kindergarten through 12th grade (K-12) registration in the U.S. only increased by 12% (Nakamoto et al., 2010; Uchikoshi & Marinova-Todd, 2012;). In 2006, Spanish-speaking children represented 34% of Head Start enrollment nationally (Farver et al., 2009). A longitudinal study conducted by Hart and Risley (2003), concluded that student's vocabulary skills are linked to their economic backgrounds.

They stated that by the age of 3, there is a 30 million-word gap between students from high SES families and students from low SES families. They also concluded that much of the language that students use by age 3 comes from their families directly. This means that students that come from a low SES background by the age of 4 have a 30 million-word difference compared to students that come from a high SES family. This gap continues to grow as students enter school age and this ensures that they are more likely to show slower progress compared to their affluent counterparts. Moreover, a similar study by Fernald, Marchman, and Weisleder (2012), found that the word gap is

more prevalent in students from immigrant families experiencing issues with language. Therefore, this only provides more evidence that schools need to be equipped with the best tools and resources to meet the needs of the growing EL population can be found in most subjects taught in school. Low reading skills have been shown to negatively impact overall academic attainment (Haager & Windmueller, 2001). Consequently, schools need to develop useful methods for helping EL students learn English reading skills. The purpose of this study was to analyze whether a taped-words intervention using Fry sight words enhances the reading skills of ELs. More specifically, the objective was to uncover whether the intervention would increase the EL students' word list reading accuracy. According to Farrell et al. (2013), Fry's sight words were developed in 1957. The list of fry words was revised in 1980 based on the number of words that were discovered in the daily use of children. Fry's words include all parts of speech and are listed by frequency. Moreover, it was discovered in 1980 that half of all written documents in English consisted of only 100 immediate words and their universal roots. It was also established that these words contain about 25% of the words used in print, and the first 300 words contain about 66% of words in print.

In today's world, there is a current need for research targeting ELs, specifically interventions in English that are effective for ELs. Although there are well-documented interventions designed for native English-speakers, it is not often replicated or adapted to non-native English speakers. Specifically, the taped-words intervention has only been applied once to the English Learner population (Bliss et al., 2006). The purpose of this study is to further expand on this research by analyzing the effects of this intervention on English Learners who possess poor reading skills using Fry's word lists. Research

question includes (a) does the use of the taped-words intervention increase the student's number of words known (accuracy)?

CHAPTER II

REVIEW OF LITERATURE

Literacy development is made up of several core factors. First, in order for ELs to develop literacy they must have language competence in both their native and English language, literacy skills prior to English literacy teaching, value in home language, reasoning ability, language of teaching, and transfer of language abilities between languages. Research regarding the language of teaching has found that children's innate language abilities may simplify or shift to literacy development in English, and those initial innate language abilities then forecast later English literacy aptitude achievement. Furthermore, transfer of language abilities between languages means that if the languages have a similar alphabet, spelling, and depiction of phonemes, transfer is more likely to occur (Restrepo & Gray, 2007). The National Reading Panel has five foundational pillars of reading that are crucial in order to establish reading comprehension. When evaluating programs, it is essential to look at the five pillars to determine if the reading instruction provided is effective. The five pillars are phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development, 2000).

First, phonemic awareness is the ability to comprehend that verbal words are made up of distinct sounds that are merged simultaneously when words are stated. Second, phonics consists of a set of guidelines that state the association between letters and sounds in the forming of words. Phonics helps with the ability for children to read and spell words both fluently and accurately. Third, fluency is the ability to read text quickly and accurately. Fluency is important because once the child is fluent, it becomes automatic and helps the child to automatically recognize words and become proficient. Fourth, vocabulary is the ability to recognize and express words. There are four types of vocabulary that are known: listening, reading, speaking, and writing. Vocabulary is important in word identification, comprehension, reading to learn and learning to read. It is essential for children to understand what they are reading and the meanings behind the words in order to learn from what they read. Fifth, comprehension is the ability to build meaning that is sensible and precise by linking what has been read to what the student knows and processing the information up until its implicit (National Institute of Child Health and Human Development, 2000).

The National Reading Panel developed a reading skills pyramid that conceptualizes how students become successful readers. First, students must develop their phonemic awareness skills and letter-sound knowledge early on. This ensures that the student becomes a stronger reader. Second, the student must then be able to work with individual sounds (phonemes) and recognize the relationship between letters and sounds to learn how to decode those words. The third component involves a higher level reading skills known as reading fluency. Next, comprehension of those words being read cannot happen without the students connecting unfamiliar words with words they have

already mastered. This allows the student to build on their vocabulary skills. As EL students become more advanced readers, they learn to then connect these words to their oral vocabularies and reading vocabularies. Vocabulary development involves a higher-level of reading skills and is most often connected to comprehension (National Institute of Child Health and Human Development, 2000). Lastly, students are then able to understand what is being read (comprehension; National Institute of Child Health and Human Development, 2000). Knowing these five pillars and implementing them into instruction can make reading instruction more effective.

<div align="center">EL Reading Interventions</div>

Although there has been research on teaching literacy, instructional practices specifically for EL students are still very fluid in the field (Linan-Thompson et al., 2003). A recent study found that there is an achievement gap between white and Latino children. For instance, Latino students who enter kindergarten are scoring one standard deviation below their same-age white, English speaking classmates on various assessments of literacy. Due to the strong correlations between literacy and language and long-term achievement, there is a demand for evidence-based instruction that addresses literacy development of ELs in the U.S. (Duran et al., 2010).

One study in particular found tremendous results with the use of systematic instruction. Vaughn et al. (2006) looked at systematic instruction delivered in Spanish by a bilingual instructor to 1st grade EL children. This study examined Spanish instruction and the effect on oral language skills in both English and Spanish. Instruction was mainly focused on phonemic awareness, letter naming, and vocabulary. Vaughn et al. (2006) used a flashcard method known as the flashcard drill, using only unknowns. This

<div align="center">7</div>

intervention was given for five days a week, for one hour, for nearly the entire school year. Results showed that students who were given the intervention increased considerably in all measured dependent variables compared to the control group. This program had great success because it provided many opportunities to respond, immediate corrective feedback, and it was given at a quick pace, all of which align with the principles of direct instruction. Moreover, he found that Spanish instruction generalized the best to English oral reading fluency measures after five years (Vaughn et al., 2006).

While there is research to support best teaching practices for EL students, there is a disconnect with teacher training regarding teaching students English as a second language. In today's schools many teachers who teach ELs have limited training, in fact, only 30% of teachers actually receive training for students who are not native English speakers as only 20 states are even required to train teachers in this area (Ballantyne et al., 2008). EL instructors must have a Master's degree or doctorate in some states (Ballantyne et al., 2008). For many elementary teachers, it is required that they know how to assess and teach ELs writing (Schulz, 2009). Best practice would recommend that EL instructors should be trained in bilingual education and have EL certification to be effective (Ballantyne et al., 2008).

According to the National Council for the Accreditation of Teacher Education, there are expected standards pertaining to EL students including the ability for the instructor to obtain pertinent academic knowledge, assess and evaluate work, field experience and model instruction, understanding of diversity, and the ability to obtain adequate resources for their students (Ballantyne et al., 2008). Students who have instructors who have received adequate training have shown to have greater educational

gains than those who have teachers who have not received sufficient training (Gandara et al., 2005).

Some of the frustrations discussed by teachers are the inability to communicate with the parents or the child, lack of resources, lack of teacher aides, language and cultural barriers, trouble motivating ELs, difficulty making ELs feel comfortable in their class and with their peers, and lack of tools and resources to assess ELs (Gandara et al., 2005). Moreover, teachers have stated that they are concerned with their state's testing procedures because they feel that the assessments do not adequately assess ELs (Gandara et al., 2005). Regrettably, many teachers feel that they are not prepared to deal with all the challenges and special accommodations that are needed by ELs (Schulz, 2009). Literacy evaluations given in elementary schools are generally presented in English only formats, which pose additional barriers as they can become less valid if ELs are unable to comprehend assessment questions (Schulz, 2009). Generally, ELs receive 30 minutes of EL instruction but attend their general education classes for the remainder of the day, typically with instructors who are ill-equipped to instruct them (Calderon et al., 2011; Farver et al., 2009; Proctor et al., 2007; Slavin & Cheung, 2005).

Children who are poor readers in first grade often continue as poor readers in the fourth grade and beyond, and are less likely to be at the same level as their classmates as time goes on (Linklater et al., 2009). The National Assessment of Education Progress found that 73% of ELs fall below basic reading level in fourth grade and eighth grade. Even though these statistics are disheartening, given the right instruction ELs are able to attain literacy skills (Restrepo & Gray, 2007). Furthermore, a correlational study found that ELs typically take about 7-10 years to catch up to their classmates in vocabulary.

This latency can cause problems in reading comprehension as well as delayed vocabulary, which can then affect ELs ability to comprehend text (Chen et al., 2012).

The purpose of the study conducted by Chen et al. (2012) was to look at two metalinguistic features: English attainment awareness and English-Spanish language related awareness. They predicted that attainment awareness would predict vocabulary. The participants in this study were 260 fourth and seventh graders from 22 different schools. The children in this study were asked to fill out a family survey to determine home language use, immigration familiarity, and maternal and paternal education. The children were then given the Raven's Standard Progressive Matrices to Measure Nonverbal Ability. Phonological awareness was measured using the Elision subtest of the Complete Test of Phonological Processing. Letter-Word identification was measured using a subtest from the Woodcock Language Proficiency Battery. The children were also tested on morphological production and morphological structure. Vocabulary was measured using the Peabody Picture Vocabulary Test, Third Edition. The sample populations used in this experiment were 89 Spanish-speaking ELs, 77 Chinese-speaking ELs, and 78 monolingual English-speaking children in grades 4 and 7 (Chen et al., 2012). To determine if there was an effect on word formation awareness on vocabulary, this experiment conducted a ranked regression examination for each group individually. Moreover, cognate (related language) awareness was measured using cognate and non-cognate items chosen from the PPVT assessment (Chen et al., 2012). The results of this study found that ELs scored significantly lower on the vocabulary test compared to their non-EL peers. Furthermore, monolingual children also scored higher in English word reading, morphological production, and morphological structure (Chen et al., 2012).

For ELs, there has been debate on which language to target for instruction initially, the primary or secondary language. Many people argue that one should teach children in their native language while others argue that you should teach in the culture's dominant language (i.e., English). There have been numerous studies done in this area because of the increase of Spanish- speaking individuals recently. The main focus of this review revolves around looking at the different instructional strategies for developing literacy in English for elementary school-aged English language learners. Moreover, there have been numerous studies conducted regarding reading interventions and reading strategies, but there is a lack of research regarding the best literacy instructional strategies. Most importantly, it is becoming very apparent that English-only reading interventions are most often administered to students who are English learners.

Both Quiroga et al. (2002) and Vaughn et al. (2006) established that EL students' phonemic awareness in their primary language may predict their English phonemic awareness. However, reading instructions provided solely in English tend to be the most effective for developing EL students' reading skills. In essence, if educators focused on building phonemic awareness in only their native language it is insufficient to generalize to increase phonemic awareness in English. Therefore, it is extremely critical to create reading interventions for EL students that can be given in English.

Sight Word Reading Interventions

Sight word recognition and acquisition skills can lead to fluency. This is true if a student has strong decoding skills that allow him/her to recognize words as a whole. Levy et al. (1997) examined the sight-word reading speed on reading fluency and comprehension. He established that if content words are included during the training

phase and shorter amounts of time are allowed to learn these words, then you are most likely to increase reading fluency and comprehension skills. Additionally, Mayfield and Holmes (1999) used direct instruction to teach sight words. The goal of the study was to increase the students' scores on story and unit reading tests. The researchers took 27 low achievement students from a rural low income school district. They discovered that students that received sight-word interventions increased both their reading fluency and comprehension skills. Rinder (1994) implemented a sight-word intervention using precision teaching methods. Precision teaching uses progress monitoring on a daily basis on specific skills as well as measuring the speed of skill performance. This ultimately has two broad outcomes: accuracy and fluency. The researchers discovered that students who practice their vocabulary words for 30-45 minutes per day and are able to chart their performance showed increases in their vocabulary and language-related skills.

Taped-Words Intervention

Taped-words interventions are a form of sight-word interventions that have been researched and validated across skills and disability type. While most of the research has been focused on native or fluent-English speakers, there is evidence to suggest that the taped-words intervention can improve English reading skills in English Learners. This intervention is made up of one or more lists of words that are recorded on a tape recorded. The words are printed on sheets of paper and the student is asked to read each of the words while listening to the word being read on the PowerPoint recorder. The student tries to read the word at the same time as the recorded word, or before the recording announces the word.

Taped-words interventions have been shown to be very effective (Codding et al., 2009). First, it allows for self-monitoring. Self-monitoring allows the student to note if they have engaged in the target behavior. The student then modifies their behavior in order to meet their goals (Lalli & Shapiro, 1990). Moreover, the intervention provides feedback within 1-5 seconds after the student hears each prompt. This allows the student to learn immediately whether or not they have read the word correctly and it allows them time to change their behavior, which in turn provides reinforcement to increase their correct response (Kazdin, 2001). Moreover, the intervention allows the student to catch their errors and receive immediate feedback which prevents them from reading the words incorrectly (Skinner & Smith, 1992). Modeling is another benefit of the intervention, which has been shown to increase students' reading accuracy (Skinner et al., 1997). More recently, Bliss et al. (2006) used the taped-words intervention on an English Learner. The researcher used Dolch sight-words to develop the tapes and word lists. On the first recording, the sight word was read aloud 1 second after the presentation of the number of the word. On the next recording, there was a 3-second delay between the reading of the number and the reading of the word. The third recording did not contain any delay between the reading of the words and their numbers. The assessment tape contained numbers read 3 seconds apart, but not words. The intervention forced the student to freely listen to the lists of words and was asked to read the word from the list before hearing it from the tape. Results showed that the intervention increased the student's sight-word reading accuracy.

CHAPTER III

METHODOLOGY

Participants

The participants in this study were first grade students in general education in an urban elementary school. English was not their first language. The participants were nominated by their EL teacher and designated to be at-risk for reading and the students were defined "at-risk" for reading by their performance on STAR benchmark assessments (below the 25th percentile). Each of the students' WIDA scores were analyzed to ensure that they were identified as Limited English Proficient (LEP). According to the Oklahoma State Department of Education (OSDE), students are identified as LEP and eligible to receive additional English language development services if they indicate on a home language survey that they speak another language other than English at home and score below the proficiency level on the WIDA-Access Proficiency Test (W-APT). All of the students were receiving EL support and intervention using both phonics and whole word approaches.

Materials

Materials used to implement the taped-words (TW) intervention included printed Fry's sight word lists (first 100 words), computer, word lists recorded on PowerPoint, headphones, and stopwatch.

Design

A multiple-probe design was used across word lists to evaluate the effects of the TW intervention using visual analysis. This design was chosen because it illustrates whether a distinct outcome can be credited to the intervention. Specifically, when the outcome is due to the intervention, the changes in the dependent variable occur only when the intervention is implemented. This design allows for experimental control especially when there is only one participant available.

General Procedures

The word lists were made up of 100 Fry's sight-words at the first grade reading level. The researcher tested the student on all 100 of the words. The words were randomized using a random number generator found online. The students were asked to read all of the words three times. The words that the students missed were included in the intervention pile. The unknown words were randomly selected and divided into three sets of 15 words. Next, three intervention sheets were developed for each set of 15 words. The intervention sheets contained the 15 words in random order three times for a total of 45 words per intervention sheet. The 45 words were numbered. If the students made errors reading a word, a time-delay approach was used on the intervention sheets. First, the student was given a 5 second time delay on the intervention sheets. The time delay was then decreased by one second after a predetermined number of participant

errors, allowing the participants to make fewer errors. This also allowed the students to receive at least 5 repetitions to hear the word and answer it correctly. An audio recording on PowerPoint was made for each intervention sheet. The tapes were developed by reading the word into the PowerPoint recording.

After consent was obtained from the school district, the researcher spoke with the site administrator to identify an EL teacher with students needing additional reading support. The PowerPoint slides were prepared according to Hopkins et al. (2011):

1. Open PowerPoint and create the first slide "Start"; when the student clicks, the intervention will begin.

2. Create target-word slides.

3. Create recordings for each slide. These will not play automatically.

4. Slide intervals. Five-second intervals will be used.

5. Audio recording intervals. After the word appears on the screen, the student will receive a 5-second auditory delay.

6. As words are learned, they can be deleted and replaced with new words.

Baseline Procedure

At the beginning of each day, the students were evaluated using the assessment sheets from word Sets A, B, and C on 3 consecutive days. The researcher read a short set of instructions asking the student to read the word lists once. During this time, the researcher followed along on another copy of the word list. Each time the students did not read a word correctly within 5 seconds, the researcher asked the students to move on, then marked the word on his copy of the word list. Corrections and feedback were not provided

at this time. A stopwatch was used to time the students as they read the list. Subsequently, the researcher counted the number of words correct for each of the lists.

Treatment Procedure

For the intervention, the students began with a list of targeted words from Set A. For additional intervention administrations, the students will rotate through sheets 1, 2, and 3 of the Set A intervention sheets until they are ready to move to the next intervention phase (Set B). The same procedures will be followed for Set B and Set C. Each intervention consisted of the student listening to the corresponding recording for the chosen intervention word list (e.g., Set A, sheet 1), consisting of 3 columns of 15 words for a total of 45 words. The words were randomized each day to decrease order effects. The student was instructed to attempt to read each word from the sheet aloud before hearing it from the PowerPoint recording within 5 seconds.

If the student could not or did not read the words aloud within 5 seconds, the student was given a 5 second time delay on the intervention sheets. The time delay was then decreased by one second using a stopwatch after a predetermined number of participant errors, allowing the participants to make fewer errors. This also allowed the students to receive at least 5 repetitions to hear the word and answer it correctly. The researcher assessed the student's reading accuracy and fluency by providing a probe at the beginning of each intervention session. Each probe was randomized each day the intervention was given. The researcher administered an assessment probe before and after each phase change to account for covariance consistent with the multiple probe design. The study lasted approximately 6 weeks during the school year. The intervention was implemented 3 times per week for 10 minutes per session.

Maintenance and Generalization. Maintenance and/or baseline data were obtained every fifth day using the assessment probes (List A, B, and/or C) matching the condition theparticipant was assigned (see Appendix A for Sight Words). The order of these were counterbalanced.

Interobserver Agreement. To check for interobserver agreement, the graduate students listened to 20% of the sessions and scored the student's word list accuracy in the form of a scripted checklist of what the administrator says during intervention. These protocols were how treatment integrity and fidelity were maintained.

COVID Precautions

Schools that participate in the study will receive valuable information on how to address academic concerns that can have long-term and negative impacts on their performance. This information is even more useful since students have had variable exposure to school in the past 6 months; so by gathering this data, schools can be better equipped to address academic deficits that may be exacerbated by COVID-19.

Physical Distancing: Before collecting pre-test scores, parental consent will be obtained virtually due to COVID-19. The permission form will be given via email in both Spanish and English. The intervention will also be delivered via ZOOM and PowerPoint to comply with the district's COVID procedures and to achieve 100% integrity. The packets will be emailed to the parents/guardians to abide by the distance learning protocols set by the school district.

Data-collection for each individual classroom will require minimal contact and take approximately 15 minutes, The intervention, data-collection, and contacts will all be done virtually using ZOOM.

CHAPTER IV

RESULTS

Figure 1 displays the number of known word for each of three sets of sight words. Visual analysis of baseline data across the three sets of words show a stable baseline with little to no growth across all phases for the two participants. Once stable baseline data were established, the treatment was introduced in a staggered order across three sets of sight words. Student response to the implementation of the taped-words intervention was similar for both participants. Across each of the problem sets there was a marked increase in the trend of the number and rate of known words. Maintenance data shows that both students retained learned words across all sets throughout the duration of the study. Data did not show any substantive growth during baseline phase or decay within the maintenance condition resulting in no covariation across phases. These data demonstrate experimental control between the taped problems intervention and increases in the number of words learned.
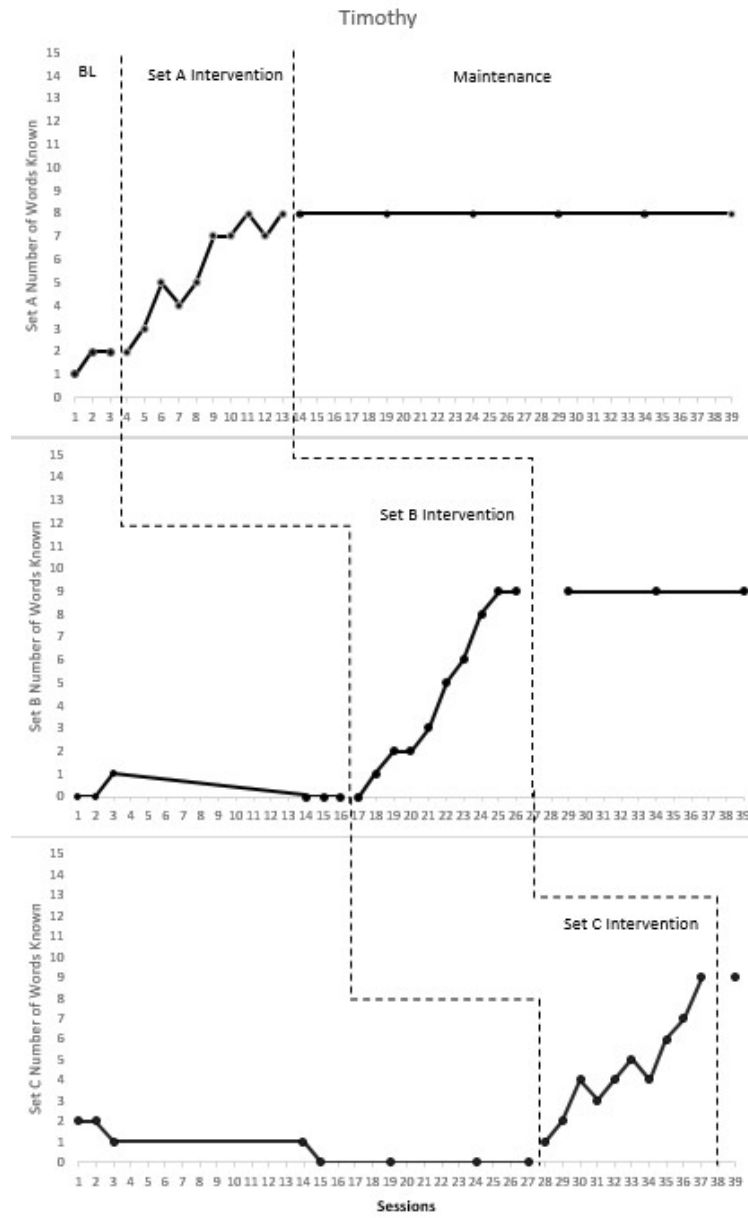
Figure 1. Number of known words across word lists.
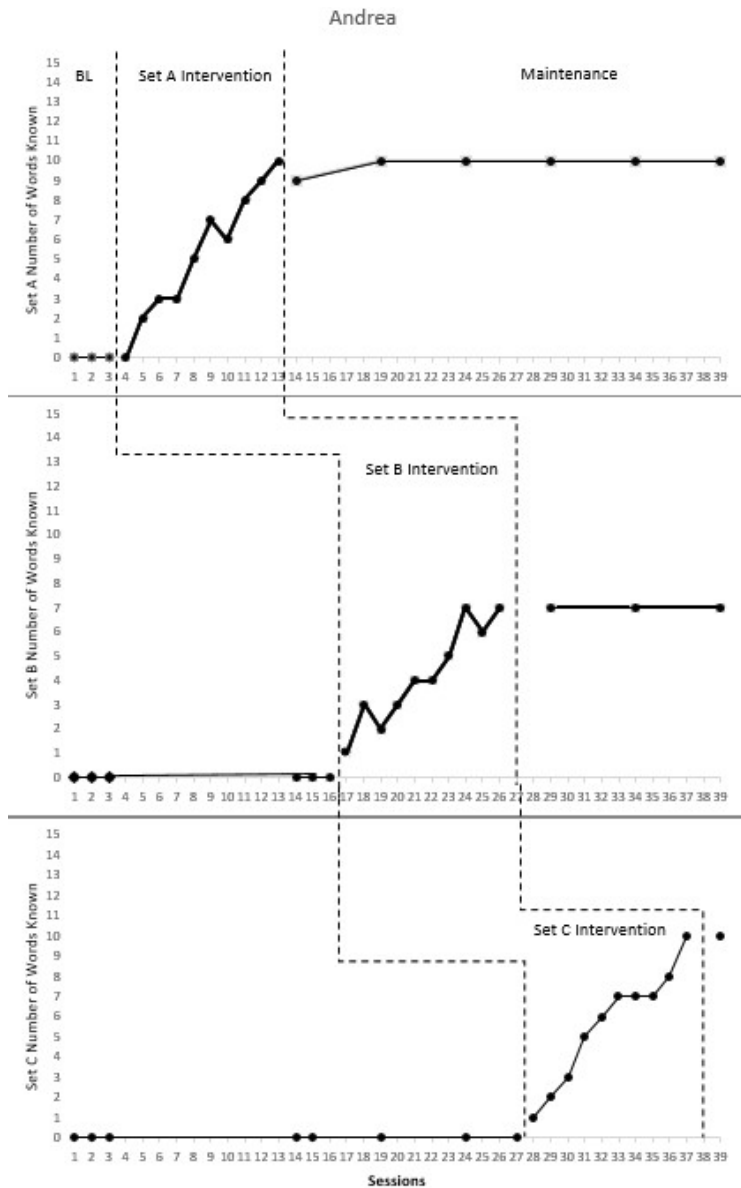
Figure 2. Number of known words across word lists.

      Interobserver Agreement Results. Protocols for pre and post testing

(Appendices B and C) were used to maintain treatment integrity. During the pre-testing

session, 45 words were observed by an independent administrator. Treatment integrity on

the word reading lists was maintained at 90%. Post-testing IAO on the word reading lists

was maintained at 94.4%. IAO on the word list assessments ranged from 72.42% to 100%.

CHAPTER V

DISCUSSION

The primary aim of this study was to examine the effects of a taped-sight word intervention on English Learners. It is important to note that the EL population in schools is growing in the United States and more interventions and research are needed to examine how English-only interventions influences students ability to read. This study expanded the literature on best practice in teaching English Learners to read in English. English Learner students across Oklahoma are in great need of evidence-based interventions. There has been much debate on whether the interventions need to be provided in other languages. This study demonstrates language matters shouldn't be interpreted as somehow invalidating evidence based interventions such as taped-words. It is important to note that the use of modeling, cues, immediate feedback, and error correction in the taped-words intervention caused the students to learn. This intervention consisted of the students listening to one of three sets of target words on a recorded PowerPoint and following along from a printed sheet of words.

The researched then assessed the students on that specific word set. This was repeated across all three target word sets. Overall, this study showed that both paticipants increased their overall ability to read sight words. The other purpose of this study was to

analyze whether a taped-words intervention using Fry sight words enhances the reading skills of ELs. More specifically, the objective was to uncover whether the intervention would increase the EL students' word list reading accuracy. Furthermore, the study was conducted to compare results against other studies and to see if results were consistent with previous research. In general, replication studies need to be broaden to include students from all demographics. This study concluded that these academic interventions are effective with English Learners. Providing the intervention consistently and with fidelity increased both students ability to read sight words they were never exposed to. The intervention also showed that learned words were maintained throughout the entire study. Both students showed an upward trend and the intervention was considered to be effective. The question that was addressed in this study were: (a) does the use of the taped-words intervention increase the student's number of words known (accuracy)? The answer to this question is YES. The intervention was deemed effective for both students. Both students showed improvement in word list accuracy. A comparison of baseline and intervention data shows a clear increase in both student's accuracy. It is important to note that the intervention was delivered virtually and results showed that the intervention continues to be effective regardless of instructional modality.

CHAPTER VI

LIMITATIONS AND FUTURE RESEARCH

One limitation is that the study was not conducted 5 times per week due to the

students only being in school 3 times per week. We probably would have seen stronger

effects if the intervention was conducted more frequently. Factors such as absences,

COVID-19 school closures, time limitations, and other student activities prevented the

researcher from working with each student each day. Future research will need to look at

how this intervention may/may not produce different results if delivered in-person and

for a longer duration. Another limitation is that the study only included two students,

which limits our ability to generalize. This study also did not take into account cognates

and non-cognates when selecting sight words. Another limitation is that the intervention

was not implemented by the teacher. Future research will need to look at how this

intervention may/may not produce different results if delivered in-person by a teacher

that is familiar with the students. Another limitation is that the study only included two

students, which limits our ability to generalize. This study also did not take into account

cognates and non-cognates when selecting sight words.

While this worked with English Learners, future research will need to look into

implementing this with other students from minority backgrounds to continue to show the

effectiveness of this intervention. Another area of research needed is if there are any differences if the intervention was provided in both Spanish and English. Another area of needed research would be to conduct this study with more students in a rural school district that has limited resources.

Based on the limitations of this study, future researchers should explore the effects on the reading skills of students who are English Learners. Since only 45 sight words were used, future research can look into using more words and determining if these words generalize to other reading skills. One study can examine the taped-words intervention and its influence on reading comprehension skills for English Learners. Another study could be using the taped-words intervention without the use of cognates and its influence on phonemic decoding. Future research can look into implementing this intervention 5 times per week by a teacher that is familiar with the students and families. This study did have several limitations and additional research will be needed in refining this intervention, the taped-words intervention continues to prove that it's an effective and useful tool for educators.

CHAPTER VII

CONCLUSION

The current study showed the effects of a taped sight word reading intervention on the reading skills of two English Learners. Results demonstrated that the intervention improved the word list reading accuracy of students learning English.

There is evidence to suggest that the study was internally valid. A graduate student assistant found 90% procedural integrity which contributes to internal validity. Moreover, the data for both students shows that reading accuracy increased when the intervention was implemented. There is some concerns with external validity due to the small number of participants. However, this study showed that results generalized among two non-Native English speakers with very poor reading skills. Similar to what Skinner (2008) found, external validity was limited due to the small sample size. However, there is still evidence that shows that the intervention was effective with English Learners who possess poor reading skills. Future research can look into expanding this intervention with more diverse groups and larger sample sizes.

Based on the limitations of this study, future researchers should explore the effects on the reading skills of students who are English Learners. One study can examine the taped-words intervention and its influence on reading comprehension skills

27

for English Learners. Another study could be using the taped-words intervention without the use of cognates and its influence on phonemic decoding. Although in this study, the researched implemented the intervention independently throughout each intervention session, the students could have done the intervention independently. This intervention requires little time from teachers to implement making this intervention both efficient and effective.

REFERENCES

Anderson, J., Purcell-Gates, V., Gagne, M., & Jang, K. (2009). *Implementing an intergenerational literacy program with authentic literacy instruction. Final Report.* Canadian Council on Learning.

Archer, A. L., & Hughes, C. A. (2011). *Exploring the foundations of explicit instruction. The Guilford Press*.

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice,* 20, 50-57.

August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the national literacy panel on language minority children and youth.* Lawrence Erlbaum Associates.

August, D., Shanahan, T., & Escamilla, K. (2009). English language learners: Developing literacy in second-language learners-report of the national literacy panel on language-minority children and youth. *Journal of Literacy Research*, *41*, 432-452.

Begeny, J. C., Ross, S. G., Greene, D. J., Mitchell, R. C., & Whitehouse, M. H. (2012). Effects of the helping early literacy with practice strategies (helps) reading fluency program with Latino English language learners: A preliminary evaluation. *Journal of Behavior Education*, *21*, 134-149.

Betts, J., Reschly, A., Pickart, M., Heistad, D., Sheran, C., & Marston, D. (2008). An

    examination of predictive bias for second grade reading outcomes from measures

    of early literacy skills in kindergarten with respect to English-Language learners

    and ethnic subgroups. *School Psychology Quarterly, 23(*4), 553-570.

Bliss, S., Skinner, C. H., Adams, R., & Chafouleas, S. (2006). Enhancing an English

    language learning fifth-grade student's sight-word reading with a time-delay taped-

    words intervention. *School Psychology Review*, *35*, 663-670.

Calderon, M. (2001). Curricula and methodologies used to teach Spanish-speaking

    limited English-proficient students to read English. In R. E. Slavin & M. Calderon

    (Eds.), *Effective Programs for Latino Students (pp. page-range).* Erlbaum.

Calderon, M., & Minaya-Rowe, L. (2003). *Designing and implementing two-way bilingual*

    programs. Corwin

Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners.

    The Future of Children, *21*(1), 103-127.

Cardenas-Hagan, E., Carlson, C. D., & Pollard-Durodola, S. D. (2007). The cross-

    linguistic transfer of early literacy skills: The role of initial l1 and l2 skills and

    language of instruction. *Language, Speech, and Hearing Services in Schools*, 249-

    259.

Carlo, M.S., August, D., McLaughlin, B., Snow, C., Dressler, C., Lippman, D. N., all

    authors. (2004).

Closing the gap: Addressing the vocabulary needs of English language learners in bilingual

    and mainstream classrooms. *Reading Research Quarterly, 39*, 188-216.

Chen, X., Ramirez, G., Luo, Y. C., Geva, E., & Ku, Y. (2012). Comparing vocabulary

    development in Spanish and Chinese-speaking ells: The effects of metalinguistic

    and sociocultural factors. *Read Writ*, *25*, 1991-2020.

Cirino, P. T., Pollard-Durodola, S. D., Foorman, B. R., Carlson, C. D., & Francis, D. J.

    (2007). Teacher characteristics, classroom instruction, and student literacy and

    language outcomes in bilingual kindergarteners. *The Elementary School Journal*,

    107(4), 341-364.

Cummins, J. (1979). Linguistic interdependence and the educational development of

    bilingual children. *Review of Educational Research*, *49*, 222-251.

Cummins, J. M., Swain, K., Nakajuma, J., Handscome, D., Green, D., & Tan, C. (1984).

    Linguistic interdependence among Japanese and Vietnamese immigrant students.

    In C. Rivera (Ed.), *Communicative competence approaches to language*

    proficiency assessment: Research and application. Multilingual Matters.

Denton, C. A., Wexler, J., Vaughn, S., & Bryan, D. (2008). Intervention provided to

    linguistically diverse middle school students with severe reading difficulties.

    Learning Disabilities Research and Practice, *23*, 79-89.

Duran, L. K., Roseth, C. J., & Hoffman, P. (2010). An experimental study comparing

    English-only and transitional bilingual education on Spanish-speaking

    preschoolers' early literacy development. *Early Childhood Research Quarterly*,

    25, 207-217.

Farrell, L., Osenga, T., & Hunter, M. (2013a). A new model for teaching high frequency

    words. *Readsters. URLtoArticle*

Farver, J. M., Lonigan, C. J., & Eppe, S. (2009). Effective early literacy skill development for young Spanish-speaking English language learners: An experimental study of two methods. *Child Development*, *80*(3), 703-719.

Fernald, A., Marchman, V. A., & Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18 Months. *Developmental Science, 16*(2), 234-248.

Francis, D., Lesaux, N., & August, D. (2006). Language of instruction. *Report of the National Literacy Panel on Language Minority Children and Youth*. Publisher.

Gandara, P., Mawell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English language learners*. *The Center for the Future of Teaching and Learning*.

Gersten, R., & Woodward, J. (1995). A longitudinal study of transitional and immersion bilingual education programs in one district. *Elementary School Journal, 95*(3), 223-239.

Gutierrez, K. D., Asato, J., Pacheco, M., Moll, L. C., Olson, K., Horng, E. L., Ruiz, R., & Garcia, E. (2002). Sounding American: The consequences of new reforms on English language learners. *Reading Research Quarterly*, *37*(3), 328-343.

Haager, D, & Windmueller, M. (2001). Early reading intervention for English language learners at-risk for learning disabilities: Student and teacher outcomes in an urban school. *Learning Disability Quarterly*, *24*, 235-250. https://doi.org/10.2307/1511113.

Hart, B., & T. R. Risley. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator,* 27(1), 4-9.

Howard, E. R., Sugarman, J., & Christian, D. (2003). *Two-way immersion education: What we know and what we need to know.* Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

Jimenez, R. (1994). Understanding and promoting the reading comprehension of bilingual students. *Bilingual Research Journal, 18*(1 & 2), 99-119.

Kazdin, A. E. (2001). Behavior modification in applied settings. (6th ed.).Wadsworth.

Kim, Y. S. (2012). The relations among l1 (Spanish) literacy skills, l2 (English) language, l2 text reading fluency, and l2 reading comprehension for Spanish-speaking ell first grade students. *Learning and Individual Differences*, *22*, 690-700.

Lalli, E. P., & Shapiro, E. S. (1990). The effects of self-monitoring and contingent reward on sight word acquisition. *Education & Treatment of Children*, *13*, 129-141.

Lamont, J., Girolametto, L., Johnson, C. J., Chen, X., & Cleave, P. L. (2011). Emergent literacy skills of preschoolers with language disorders: Monolingual English versus dual language learners. *Canadian Journal of Speech-Language Pathology and Audiology*, *35*(4), 286-298.

Linan-Thompson, S., Vaughn, S., Hickman-Davis, P., & Kouzekanani, K. (2003). Effectiveness of supplemental reading instruction for second-grade English language learners with reading difficulties. *Elementary School Journal*, *103*, 221-238.

Lee, J. J. (2008). Book review: Diane m. Barone, Shelley Hong Xu, literacy instruction for English language learners pre-k-2. *Journal of Early Childhood Literacy*, *8*(3), 330-333.

Levy B. A., Abello, B., Lysynchuk, L. (1997). Transfer from word training to reading in

    context: Gains in reading fluency and comprehension. *Learning Disability*

    Quarterly, *20*, 173-188.

Linebearger, D. L., Kosanic, A. Z., Greenwood, C. R., & Doku, N. S. (2004). Effects of

    viewing the television program *Between the lines* on the emergent literacy skills

    of young children. *Journal of Educational Psychology, 96*, 297-308.

Linklater, D. L., O'Connor, R. E., & Palardy, G. J. (2009). Kindergarten literacy

    assessment of English only and English language learner students: An

    examination of the predictive validity of three phonemic awareness measures.

    Journal of School Psychology, vol(issue), 369-394.

Lipka, O., Siegel, L. S., & Vukovic, R. (2005). The literacy skills of English language

    learners in Canada. *The Division for Learning Disabilities of the Council for*

    Exceptional Children, *20*(1), 39-49.

Lonigan, C. J. (2006). Development assessment, and promotion of pre-literacy skills.

    Early Education and Development, *17*, 91-114.

Lonigan, C. J., Farver, J. M., Phillips, B. M., & Menchetti, J. (2008). Promoting the

    development of preschool children's emergent literacy skills: A randomized

    evaluation of a literacy-focused curriculum and two professional development

    models. *Manuscript submitted for publication*. Lonigan, C. J., Clancy-Menchetti,

    J., Phillips, B. M., McDowell, K., & Farver, J. M. (2005). *Literacy express: A*

    preschool curriculum. Literacy Express.

Lonigan, C. J., & Shanahan, T. (2010). Developing early literacy skills: Things we know

   we know and things we know we don't know. *Educational Researcher*, *39*(4),

   340-346.

Lonigan, C. J., Wilson, S. B., Purpura, D. J., & Menchetti, J. (2008). *Evaluating the*

   components of an emergent literacy intervention for children at-risk of reading

   difficulties. Manuscript submitted for publication.

Mayfield, L. G., & Holmes, J. A. (1999, November). The effect of direct instruction in

   sight word vocabulary on reading achievement of at-risk students. Paper

   presented at the meeting of the Mid-South Educational Research Association,

   Point Clear, AL

Nakamoto, J., Lindsey, K. A., & Manis, F. R. (2012). Development of reading skills from

   k-3 in Spanish-speaking English language learners following three programs of

   instruction. *Read Writ*, *25*, 537-567.

National Institute of Child Health and Human Development. (2000). *Report of the*

   National Reading Panel. Teaching children to read: An evidence-based

   assessment of the scientific research. Author.

O'day, J. (2009). Good instruction is good for everyone-or is it? English language

   learners in a balanced literacy approach. *Journal of Education for Students Placed*

   at Risk (JESPAR), *14*(1), 97-119.

Paivio, A. (1986). *Mental representation: A dual coding approach.* Oxford University

   Press.

Palincsar, A. S. (1986). The role of dialogue in providing scaffolded instruction.

   Educational Psychologist, *21*, 73-98.

Palincsar, A. S. (1998). Keeping the metaphor of scaffolding fresh-a response to c. Addison stone's "the metaphor of scaffolding": Its utility for the field of learning disabilities. *Journal of Learning Disabilities*, *31*, 370-373.

Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, *1*, 117-175.

Pawan, F. (2008). Content-area teachers and scaffolded instruction for English language learners. *Teaching and Teacher Education*, *24*, 1450-1462.

Pichette, F., Serres, L. D., & Lafontaine, M. (2012). Sentence reading and writing for second language vocabulary acquisition. *Applied Linguistics*, *33*(1), 66-82.

Proctor, P. C., Dalton, B., & Grisham, D. L. (2007). Scaffolding English language learners and struggling readers in a universal literacy environment with embedded strategy instruction and vocabulary support. *Journal of Literacy Research*, *39*(1), 71-93.

Purcell-Gates, V., Duke, N. K., & Martineau, J. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly*, *42*, 8-45.

Quiroga, T., Lemos-Britton, Z., Mostafapour, E., Abbott, R., & Berninger, V. (2002). Phonological awareness and beginning reading in spanish-speaking ESL first graders. *Journal of School Psychology*, *40*, 85-111. https://doi.org/10.1016/ S0022-4405(01)00095-4.

Ramirez, J., Pasta, D. J., Yuen, S., Billings, D. K., & Ramey, D. R. (1991). *Final report: Longitudinal study of structural immersion strategy, early-exit, and late-exit transitional bilingual education programs for language-minority children.* Aguirre International.

Ranker, J. (2009). Student appropriation of writing lessons through hybrid composing practices: Direct, diffuse, and indirect use of teacher-offered writing tools in an ESL classroom. *Journal of Literacy Research*, *41*, 393-431.

Restrepo, M. A., & Gray, S. (2007). Optimizing literacy in English language learners. *Thieme Medical Publishers*, *28*(1), 25-34.

Rinder, S. (1994). Helping children develop skills in phonic analysis, sight vocabulary and handwriting. (Practicum paper, Nova Southeastern University, 1994). Educational Resources Information Center.

Roberts, T., & Neal, H. (2004). Relationships among preschool English language learner's oral proficiency in English, instructional experience, and literacy development. *Contemporary Educational Psychology*, *29*, 283-311.

Schulz, M. (2009). Effective writing assessment and instruction for young English language learners. *Early Childhood Education Journal*, *37*, 57-62.

Silverman, R., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade. *Journal of Educational Psychology*, *101*(2), 305-314.

Slavin, R. E., & Cheung, A. (2005). A synthesis of research on language of reading

    instruction for English language learners. *Review of Educational Research*, *75*(2),

    247-284.

Skinner, C. H. (1998). Preventing academic skills deficits. In T.S. Watson & F. Gresham

    (Eds.). *Handbook of child behavior therapy: Ecological considerations in*

    assessment, treatment, and evaluation. Plenum

Skinner, C. H., Logan, P., Robinson, S. L., & Robinson, D. H. (1997). Demonstration as

    a reading intervention for exceptional learners. *School Psychology Review*, *26*,

    437-447.

Snow, C., Burns, S., & Griffin, P. (1998). *Preventing reading difficulties in young*

    children. National Research Council.

Solari, E. J., & Gerber, M. M. (2008). Early comprehension instruction for Spanish-

    speaking English language learners: Teaching text-level reading skills while

    maintaining effects on word-level skills. *Learning Disabilities Research*, *23*(4),

    155-168.

Uchikoshi, Y. (2006). English vocabulary development in bilingual kindergarteners:

    What are the best predictors? *Bilingualism: Language and Cognition, 9*, 33-49.

Uchikoshi, Y., & Marinova-Todd, S. H. (2012). Language proficiency and early literacy

    skills of Cantonese-speaking English language learners in the U.S. and Canada.

    Read Writ, *25*, 2107- 2129.

Vaughn, S., Linan-Thompson, S., Mathes, P. G., Cirino, P. T., & Carlson, C., Pollard-
Durodola, S., Cardenas-Hagan, E., & Francis, D. (2006). Effectiveness of an
English intervention for first-grade English language learners at risk for reading
problems. *Journal of Learning Disabilities, 39*, 56-73.

Verhallen, M. J., Bus, A. G., & de Jong, M. T. (2006). The promise of multimedia stories
for kindergarten children at risk. *Journal of Educational Psychology, 98*, 410-429

What Works Clearinghouse. (2007). Title. http://ies.ed.gov/ncee/wwc/pdf/WWC_
Literacy_Express_071607.pdf

Williams, C., & Pilonieta, P. (2012). Using interactive writing instruction with
kindergarten and first-grade English language learners. *Early Childhood
Education Journal*, *40*, 145-150.

APPENDICES

SETS

Set A

The	Or	Will	Number
Of	One	Up	No
And	Had	Other	Way
A	By	About	Could
To	Words	Out	People
In	But	Many	My
Is	Not	Then	Than
You	What	Them	first
That	All	These	Water
It	Were	So	Been
He	We	Some	Called
Was	When	Her	Who
For	Your	Woul	Oil
On	Can	Make	Sit
Are	Said	Like	Now
As	There	Him	find
With	Use	Into	Long
His	An	Time	Down
They	Each	Has	Day
I	Which	Look	Did
At	She	Two	Get
Be	Do	More	Come
This	How	Write	Made
Have	Their	Go	may
From	If	See	part

Number	The	Or	Will
No	Of	One	Up
Way	And	Had	Other
Could	A	By	About
People	To	Words	Out
My	In	But	Many
Than	Is	Not	Then
first	You	What	Them
Water	That	All	These
Been	It	Were	So
Called	He	We	Some
Who	Was	When	Her
Oil	For	Your	Would
Sit	On	Can	Make
Now	Are	Said	Like
find	As	There	Him
Long	With	Use	Into
Down	His	An	Time
Day	They	Each	Has
Did	I	Which	Look
Get	At	She	Two
Come	Be	Do	More
Made	This	How	Write
may	Have	Their	Go
part	From	If	See

Or	The	Will	Number
One	Of	Up	No
Had	And	Other	Way
By	A	About	Could
Words	To	Out	People
But	In	Many	My
Not	Is	Then	Than
What	You	Them	first
All	That	These	Water
Were	It	So	Been
We	He	Some	Called
When	Was	Her	Who
Your	For	Would	Oil
Can	On	Make	Sit
Said	Are	Like	Now
There	As	Him	find
Use	With	Into	Long
An	His	Time	Down
Each	They	Has	Day
Which	I	Look	Did
She	At	Two	Get
Do	Be	More	Come
How	This	Write	Made
Their	Have	Go	may
If	From	See	part

APPENDIX B

TAPED SIGHT WORD INTERVENTION PROTOCOL AND SCRIPT

Intervention

There are 3 sets of 15 words in the PowerPoint. Each day the order of the set will rotate.

1. After the student has joined you via ZOOM, you will tell them " You are going to listen to a PowerPoint with some words on it. The same words are printed on this list. You will hear a word. Try to read the word from this printed list before you hear the word from the PowerPoint. Read each word aloud. If you can't read a word, that's OK. First, you will hear the first column of words, then the second column of words, and so on. Do you have any questions? (Give further explanation if needed).

2. Baseline/Assessment Instructions: Read down this list. When you get to the bottom of the column, start here (point to second column). Go ahead (start timer). (Mark all word misread or not read within 5 seconds). (Start timer when child reads last word or when child does not respond to last word for 5 seconds). (Record time at bottom of page).

3. Intervention Instructions: The student will begin with a list of targeted words from Set A. When the student has mastered this list, they can move on to Set B and Set C. Each intervention sheet will consists of 3 columns of 15 words Tell the student: "You will read each word from the sheet aloud before hearing it from the PowerPoint recording. When the student gets to the bottom of the column, start at the next column Go ahead (start timer). (Mark all word misread or not read within 5 seconds). (Start timer when child reads last word or when child does not respond to last word for 5 seconds).. (Record time at bottom of page)

4. Maintenance Instructions: There is a single list of 45 words labeled with the corresponding set. Open the PowerPoint. After the student has joined via ZOOM tell them: "Today, I am going to have you read the entire list of sight words we have been working on to see how many more words you have learned. The words will go by very

quickly and I want you to read aloud the words you know. The ones you do not know just wait for the next word. Just try your best Ready, Begin. Start the PowerPoint on the first word, it is automatically set to move on to the next word. Stop the PowerPoint when the blank black slide comes up. Remind the student to keep looking at the screen and try when they don't know several in a row. Provide basic feedback at the end such as "Great job."

       5. Administrator says: "Now let's practice the ones you missed." Pull up the first word on the slideshow view, and say "This word is _____." Pause and then say, "What is this word? (Wait for an accurate response). Without an accurate response you prompt for one with "This word is _____". Repeat this step for all missed words. Provide simple praise for all correct words like "right, ummm hmm, good work". If no words are missed run through the powerpoint backward - starting with the 15th word to the 1st word. Repeat step 4 twice for a total of three cycles. After the three practices, say: "Now we are going to go through the 15 words again and I want you to read me the words you know aloud". Start the Powerpoint from the 1st word and mark the correct words with a CHECK MARK and the wrong words with a X. Tell the student how many more words they got correct and dismiss the student from the session.

APPENDIX C

TAPED SIGHT WORD TREATMENT INTEGRITY PROTOCOL

This protocol is to be used by teachers when working with students using the Taped sight word procedures. It is meant to ensure adherence to treatment and should be used when you are administering the intervention to document how often and for how long the intervention is ran.

Student:_____ Date: _____ Start/End Time: _____

Materials

Required: □ Unknown and known item sight words □ Scoring sheet □headphones □ Timer

Intervention Procedures

1. Document date, start time, & end time: This is useful when investigating student response to intervention. You can answer how often and consistently the Taped sight word intervention was done and how many instructional minutes were spent with the student engaged in the procedure.
2. Prepare sight words for use: Using the Target Assessment and/or Pre-Assessment data identify unknown items to be used during the intervention session. In addition, specify the number of cycles to be used with these items.
3. For an unknown item, hold up a flashcard and say, "This (letter/sound/number/word) is _____. What (letter/sound/number/word) is this?" If the student correctly responds, praise and move to the next flashcard. If the student responds incorrectly, provide corrective feedback and repeat model and prompt saying, "No, the (letter/sound/number/word) is _____. What (letter/sound/number/word) is this?" Repeat until student correctly responds. Record student responding.

1. If revisiting a known item hold up the flashcard and say, "What (letter/sound/number/ word) is this?" If the student correctly responds, praise and move to the next flashcard. If the student responds incorrectly, provide corrective feedback and present a model and prompt saying, "The

(letter/sound/number/word) is _____. What (letter/sound/number/word) is this?" Repeat until student correctly responds. Record student responding.

4. Tell the student, "Now you should know all the items on the flashcards. You are going to read all the sight words ___ (e.g., 5) more times. I want you to do your best to say all the (letters/sounds/numbers/words) correctly."

5. Summarize the intervention, "Each day we meet we will do the same set of activities. You will begin by saying (letters/sounds/numbers/words) on flashcards, I will help you with (letters/sounds/numbers/words) you have trouble with, then you will read the flashcards eight more times. Lastly we will graph how many (letters/sounds/numbers/ words) you said correctly and compare it to other times you read to see how much you improved. Do you have any questions?" When providing feedback remember to attribute increased reading skills to effort & practice.

APPENDIX D

IRB APPROVAL LETTER

Oklahoma State University Institutional Review Board

Date:	10/23/2020
Application Number:	IRB-20-472
Proposal Title:	Examining the Effects of a Taped-Sight Word Intervention on English Learners
Principal Investigator:	Jose Hernandez
Co-Investigator(s):	
Faculty Adviser:	Brian Poncy
Project Coordinator:	
Research Assistant(s):	
Processed as:	Exempt
Exempt Category:	

Status Recommended by Reviewer(s): Approved

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in 45CFR46.

This study meets criteria in the Revised Common Rule, as well as, one or more of the circumstances for which <u>continuing review is not required.</u> As Principal Investigator of this research, you will be required to submit a status report to the IRB triennially.

VITA

Jose Luis Hernandez

Candidate for the Degree of

Doctor of Philosophy

Dissertation: EXAMINING THE EFFECTS OF A TAPED-SIGHT WORD INTERVENTION ON ENGLISH LEARNERS

Major Field: School Psychology

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in School Psychology at Oklahoma State University, Stillwater, Oklahoma in May, 2022.

Completed the requirements for the Specialist in Education with a concentration in School Psychology at Oklahoma State University, Stillwater, Oklahoma in 2016.

Completed the requirements for the Master of Science in Educational Psychology at Oklahoma State University , Stillwater, Oklahoma in 2013.

Completed the requirements for the Bachelor of Science in Psychology at Oklahoma State University, Stillwater, Oklahoma in 2011.

Experience:

2020-Present-Western Heights, Director of Special Services/English Learners
2017-2020-Perry Public Schools, Director of Special Services and Federal Programs; 2016-2017-OSDE, Director of Early Childhood/IDEA
2015-2016-Edmond Public Schools, School Psychologist

Professional Memberships:
NASP, OSPA, ODSS, CCOSSA