Bridging the Gap in a Title 1 School: The Effects of the Corrective Reading Program on Reading Skills with students in an Accelerated Independent Learner Classroom

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We tested the effects of the *Corrective Reading (CR)* program with the use of behavioral tactics on reading outcomes of students with and without disabilities in grades 3 through 5 who were identified as reading below proficient. Students were selected based on reading scores derived from the New Jersey Assessment of Skills and Knowledge (NJ ASK) & Developmental Reading Assessment (DRA). The students in the *CR* condition (n=25) were selected from Comprehensive Application of Behavior Analysis to Schooling (CABAS®) Accelerated Independent Learner (AIL) model classrooms that apply a scientific approach to teaching in a general education setting. Students were provided with 1 or 2 sessions of *CR* daily for 45 minutes over the course of 4 months. Along with the implementation of *CR*, teachers used tactics and procedures that the AIL model of instruction use, including: the learn unit (Albers & Greer, 1991), Teacher Performance Rate Accuracy (TPRA) observations (Ingham & Greer, 1992), choral responding, point system, timed transitions, monitoring and teaching to mastery. The learn unit (Albers & Greer, 1991) can be described as "interlocking three-term contingencies that measure teachers' and students' behaviors" (Greer & Ross, 2008, p. 32). The three-term contingency consists of an antecedent, behavior, and consequence (Greer, 1994). The TPRA is a measurement tool to assess students' responses and fidelity of instruction to ensure the accuracy of teacher presentation of the Corrective Reading Program (Ingham & Greer, 1992).

A comparison group of students (n=25) was selected from other classrooms in the school that did not implement the AIL model. Teachers of students in the comparison group implemented a variety of reading approaches consistent with the school district's curricula. These approaches to reading include Guided Reading (Fountas & Pinnell, 2001) and Reader & Writer's workshop (Calkins, 2010). Statistically and educationally significant improvements were found between those students that received the *CR* program and those in the comparison condition on reading skills. Students that received *CR* intervention showed a mean increase of 1.68 levels (Range, 0-4), and a mean of .41 grade level increase on the Developmental Reading Assessment (DRA). Students in the control condition increased a mean of .46 DRA levels (Range, 0-2) and a grade level increase mean of .19. We conclude that the *CR* was an effective intervention for students at the upper elementary level, and this may be a means to close the achievement gap. Our results replicated the finding of the majority of *CR* studies that had significant findings when it was implemented for approximately 8 months or longer (Arthur, 1988; Clunies-Ross, 1990; Flores et al., 2004; Kasendorf & McQuaid, 1987; Lewis, 1982; Lloyd et al., 1980). We also suggest that the accelerated results in our study may be due to the inclusion of the CABAS AIL® components, including the use of the learn unit (Albers & Greer, 1991) and teaching each exercise of *CR* to mastery.